



National Project Implementation Unit

(A Government of India Unit For Implementation of World Bank Assisted Projects For Technical Education)

Impact Evaluation of Technical Education Quality Improvement Programme Phase – I (2003-2009)

Conducted By



SPECTRUM PLANNING (INDIA) LIMITED

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List of Abbreviations

AP	:	Andhra Pradesh
BoG	:	Board of Governors
CFIs	:	Centrally Funded Institutions
DBRANIT	:	Dr BR Ambedkar National Institute of Technology, Jalandhar
GBPUAT	:	Govind Ballabh Pant University of Agriculture & Technology, Pantnagar
GCECT	:	Government College of Engineering & Ceramic Technology, Kolkata
HP	:	Himachal Pradesh
IA	:	Independent Assessment
IRG	:	Internal Revenue Generation
JEC	:	Jabalpur Engineering College, Jabalpur
JRM	:	Joint Review Mission
KPIs	:	Key Performance Indicators
M&E	:	Monitoring & Evaluation
MANIT	:	Maulana Azad National Institute of Technology
MHRD	:	Ministry of Human Resource Development, GoI
MIT	:	Madras Institute of Technology, Chennai
MLMPRS	:	Multi Level Multi Point Rating System
MNIT	:	Malaviya National Institute of Technology, Jaipur
MNNIT	:	Motilal Nehru National Institute of Technology, Allahabad
MP	:	Madhya Pradesh
MSRIT	:	MS Ramaiah Institute of Technology, Bangalore
MUICT	:	Mumbai University Institute of Chemical Technology, Mumbai
NIT	:	National Institute of Technology
NPIU	:	National Project Implementation Unit
OBC	:	Other Backward Class
PAD	:	Project Appraisal Document for TEQIP
PG	:	Post Graduate
PIP	:	Project Implementation Plan for TEQIP
R&D	:	Research & Development
SAR	:	Self Assessment Report by Project Institutions
SC	:	Scheduled Castes
SFIs	:	State Funded Institutions
SNIST	:	Sreenidhi Institute of Science & Technology, Hyderabad
SPIL	:	Spectrum Planning (India) Ltd., New Delhi
ST	:	Scheduled Tribes
SVBNIT	:	Sardar Vallabhbhai National Institute of Technology, Surat
TCS	:	Tata Consultancy Services
TDP	:	Tribal Development Plan for TEQIP
TEQIP	:	Technical Education Quality Improvement Programme
TN	:	Tamil Nadu
TNA	:	Training Need Analysis
UCER	:	United College of Engineering & Research, Allahabad
UCTCU	:	University College of Technology, Calcutta University
UG	:	Under Graduate
UP	:	Uttar Pradesh
VGEC	:	Vishwakarma Government Engineering College, Gandhinagar
VJTI	:	Veermata Jijabai Technological Institute, Mumbai
VNIT	:	Visvesvaraya National Institute of Technology, Nagpur
WB	:	West Bengal

Preface

Engineering education became a main attraction after 1990 when India became a major contributor to the global IT industry revolution. The Indian system of engineering education has become vast and so far a total number of 2388 engineering institutions have been established. The exponential growth in Technical Education has however not translated into any significant growth in the number of quality graduates due to restricted availability of qualified faculty and better teaching-learning and training facilities. There is currently a huge gap between quality and quantity in Technical Education.

The World Bank took keen interest in systemic transformation of country's technical education system to make it globally competitive and showed willingness to assist the Government of India to launch a Technical Education Improvement Programme (TEQIP) as a long term programme of 10-12 years and in two/three phases.

The Ministry of Human Resource Development, Government of India through NPIU have competitively selected 127 institutions including 18 Centrally funded institutions, 68 State funded institutions, 22 private unaided institutions and 19 Polytechnics spread across 13 States of India to participate in the first phase of TEQIP during 2003-09. After the completion of TEQIP Phase-I, it was imperative to commission a study for evaluating the impact of the Programme and learn lessons for TEQIP Phase-II, through an independent consultant.

In this context M/s Spectrum Planning (India) Limited, New Delhi (SPIL), was commissioned to carry out the 'Impact Evaluation of TEQIP Phase-I'. Detailed deliberations on the concepts and methodology were jointly held by the officials of MHRD, NPIU, EdCIL and the World Bank. The study was completed by SPIL within stipulated time period to the expectation of NPIU. The outcome of this study is presented in the form of this report after incorporating relevant suggestions.

Prof AU Digraskar
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Evaluation Team

A. Core Team

Name of Professional	Position Held	Area of Expertise	Task Completed
Prof P Padmanabham	Team Leader	Engineering Education and Evaluation of Projects	Conceptual design, framework, lead & guide the team
PSS Prabakar Rao	Co-Team Leader	Project and Management Consultancy, Impact Evaluation studies	Project co-ordination in terms of quality, resources and time
Prof Y Narasimhulu	Team Member (Policy and Governance)	Policy and Governance	Provide inputs on all aspects of policy & governance
Dilip Bhargava Ajay Dayal	Team Members (Technical)	Operation Research Project / Performance Management Systems	All technical aspects of study
AK Johari	Team Member (Analyst)	Statistical Analysis, Project Progress and Achievements	Carry out analysis of data collected
Santosh Kumar	Team Member (Operations)	Monitoring and Evaluation of Project Progress and Achievements	Manage day to day operational aspects, data analysis and report writing

B. Support Team

Name of Staff	Position Held	Task Assigned
Deepak K. Mishra	Senior Consultant	Field Data Supervision
Shashi Kant	Consultant	Field Data Collection
Keshav Sharma	Consultant	Field Data Collection
Jiby Mathew	Consultant	Field Data Collection

Executive Summary

1. Genesis

India's continued economic success will depend on its providing educated and skilled manpower. Technical Education is the fundamental enabler of this success. A strong technical education system is a necessary precondition to underpinning India's efforts to enhance further the productivity and efficiency of economy.

TEQIP¹, a well timed and effectively implemented Project was the answer to emerging challenges the country is likely to face. NPIU entrusted the task of Impact Evaluation of TEQIP to M/s Spectrum Planning (India) Limited, New Delhi (SPIL) a consulting organization. The report outlines quantitative approach to the study, analysis of findings and conclusions with lessons for TEQIP Phase-II.

2. Uniqueness of TEQIP

2.1 TEQIP has all the four main ingredients, required to make a success of a large government initiative/programme viz:

- a. **Detailed Planning** – undertaken through a detailed Project Implementation Plan (PIP) which is in place well before Project commencement.
- b. **Appropriate Staffing** – adequately taken care at all levels by NPIU.
- c. **Robust Systems** – a three tier selection process for selecting Project institutions, followed by detailed appraisals and self assessments of Institutions.
- d. **Approach** – freedom to institutions to develop own institutional development plan and to determine own path for excellence.
- e. **Thorough Monitoring** – ensured through a system of periodic auditing and mentoring of Project institutions during Project cycle followed by independent external impact assessment of the Project.

2.2 TEQIP has been a successfully implemented Project with unique achievements such as:

- a. Institutional reforms for faculty development were undertaken and teachers performance appraisal by students has been a best practice spread wide through TEQIP.
- b. Reforms in institutional governance through grant of autonomies.
- c. Creation of better learning Infrastructure such as world class 24X7 operational computer facilities, modernization of labs with state of art equipments leading to high quality/demand driven research & development, publications and introduction of new post graduate & doctoral programmes for first time in the institutions

3. The Present Study

Impact Evaluation of TEQIP was carried out by a team of senior professionals of SPIL comprising academic experts, business analysts, operations research specialist and specialists in economics, statistics and human resource. The main instruments used for conduct of the impact evaluation were:

- An exhaustive pre-tested questionnaire for input data collection.
- Multi Level Multi Point Rating System (MLMPRS) for quantitative assessment of impact.

¹ First Phase of the Technical Education Quality Improvement Programme that commenced in 2003 and closed in 2009 is referred to as the Project-TEQIP throughout this document.

4. Major Findings

Overall impact on 127 Project Institutions has resulted in 107 (84 percent) institutions having a highly satisfactory impact. Detailed analysis based on quantitative assessment of each of 76 pre-determined sub-parameters/parameters of impact on all Project institutions reveals that overall impact of TEQIP is a success.

4.1 Institutional Reforms

- Total internal revenue generated (IRG) by Project institutions increased from Rs 2030 million (2002-03) to Rs 5810 million (2008-09).
- 125 (98 percent) Project institutions have carried out academic and non-academic reforms of their internal & external auditing processes.
- 126 Project institutions have successfully implemented semester system.

4.2 Institutional Governance

- In all 127 Project institutions majority of the stakeholders participate in BoG.
- 95 (75 percent) Project institutions do not have full autonomy in all its components while 49 (52 percent) Project institutions could implement Block Grant.

4.3 Academic Excellence

- 107 (84 percent) Project institutions could achieve academic excellence.
- Total number of SC/ST/OBC beneficiaries through Tribal Development Plan in the Project institutions increased from 8500 (2002-03) to 50,000 (2008-09).

4.4 Networking

- About 2600 students undertook visits to other Project institutions.
- About 300 R&D projects were undertaken by faculty jointly

4.5 Services to Community & Economy

- A cumulative of 13,000 visits were undertaken by community persons and 300 technologies were transferred to the community. Five hundred programmes were conducted for unorganized labor. During TEQIP implementation, a total of 2917 externally funded R&D projects valued Rs 4679.37 million were executed by Project institutions.

4.6 Stakeholders Satisfaction

- Continuous auditing and mentoring exercises led to improved performance and accountability.

5. Lessons for TEQIP Phase-II

- Grant of academic autonomy and Block Grant should be made a prerequisite for the institutions and States that are to be covered under TEQIP-II.
- Sharing of resources/assets created should be made mandatory.
- Gaps in impact on certain parameters can be addressed economically and sustained in the long term if each institution has a specific geography/industry/specialization focus area and extensively connects with the relevant community/customers within or outside the country. After examining various options and their pros and cons on economics/ sustainability we suggest a geographic focus for each Project institution.
- Interdisciplinary collaborative efforts/approach should be given more weightage than multidisciplinary by Project institutions since all cutting edge developments in technologies occur at the interface of two or more disciplines. Interdisciplinarity enables integration of concepts, theories, techniques and perspectives from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of single discipline.

SYNOPSIS

1. Genesis

India's continued economic success will depend on its providing educated and skilled manpower. Technical Education is the fundamental enabler of this success. Well-educated and skilled people are essential for creating, sharing, disseminating and using knowledge effectively. The knowledge economy of the twenty-first century demands a new set of new competencies, which includes such soft skills as problem solving, analytical skills, group learning, working in a team-based environment, and effective communication. Fostering such skills requires an education system that is flexible and can develop core skills that encourage creative and critical thinking. In addition, it is necessary to develop an effective learning and training systems to provide continuing education and skill upgrading to teachers in order to provide the changing skills necessary to be competitive in new global economy. A strong technical education system is a necessary precondition to underpinning India's efforts to enhance further the productivity and efficiency of economy.

Indian Technical Education System is on the threshold of change with Government of India introducing a slew of reforms to chalk out the road map for 21st century for meeting the challenges of access, equity and quality.

TEQIP, a well timed and effectively implemented Project was the answer to emerging challenges the country is likely to face. NPIU, a Government of India Unit for World Bank Assisted Project for Technical Education, after successfully spearheading the TEQIP implementation has entrusted the task of 'Impact Evaluation of TEQIP' to M/s Spectrum Planning (India) Limited, New Delhi (SPIL) a consulting organization. This study report is the outcome of an in-depth analysis of data/information collected from all 127 Project institutions, and on-the-spot physical assessment of the teaching-learning and training created under TEQIP and outcomes thereof at a sample of 16 institutions. The report outlines quantitative approach to the study, analysis of findings and conclusions with lessons for TEQIP Phase-II.

2. Uniqueness of TEQIP

TEQIP has all the four main ingredients, required to make success of a large government initiative/programme viz:

- a. **Detailed Planning** – undertaken through a detailed Project Implementation Plan (PIP) which is in place well before Project commencement.
- b. **Appropriate Staffing** – adequately taken care at all levels by NPIU.
- c. **Robust Systems** – a three tier selection process for selecting Project institutions, followed by detailed appraisals and self assessments of Institutions.
- d. **Approach** – freedom to institutions to develop own institutional development plan and to determine own path for excellence.
- e. **Thorough Monitoring** – ensured through a system of periodic auditing and mentoring of Project institutions during Project cycle followed by independent external impact assessment of the programme.

The success of TEQIP is further evidenced by unique achievements accrued to Project institutions such as:

- a. Institutional reforms for faculty development were undertaken through participation of Faculty in national and international conferences and undertaking visits to centers of excellence. Teachers performance appraisal by students has been a best practice spread wide through TEQIP.
- b. Reforms in institutional governance through grant of autonomies was a unique result of which for instance led to obtaining a deemed university status.
- c. Academic Excellence through accreditations, revision/reorientation of programmes and faculty qualification improvement resulting in increased high quality pass percentages of students for better employability.
- d. Creation of better learning infrastructure such as world class 24X7 operational computer facilities, campus-wide networking, smart class-rooms for better teaching-learning. Modernization of labs with state of art equipments led to high quality/demand driven research & development, publications and introduction of new post graduate & doctoral programmes for first time in institutions.

3. The Present Study

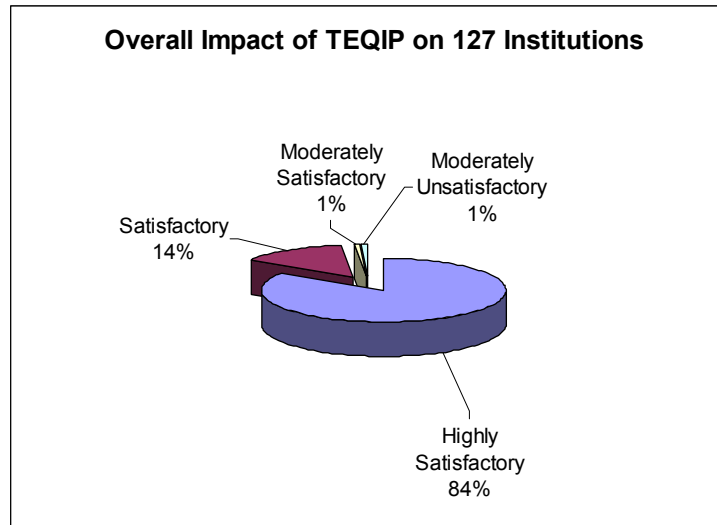
Impact Evaluation of TEQIP was carried out by a team of senior professionals of SPIL comprising academic experts, business analysts, operations research specialist and specialists in economics, statistics and human resource. The main instruments used for conduct of the impact evaluation were:

- An exhaustive pre-tested questionnaire for input data collection (Annex-I)
- Multi Level Multi Point Rating System (MLMPRS) for quantitative assessment of Impact. (Section-2, para 2.6)

In all 76 sub-parameters/parameters (Annex-II) were mapped and assessed with respect to each of the 127 Project institutions.

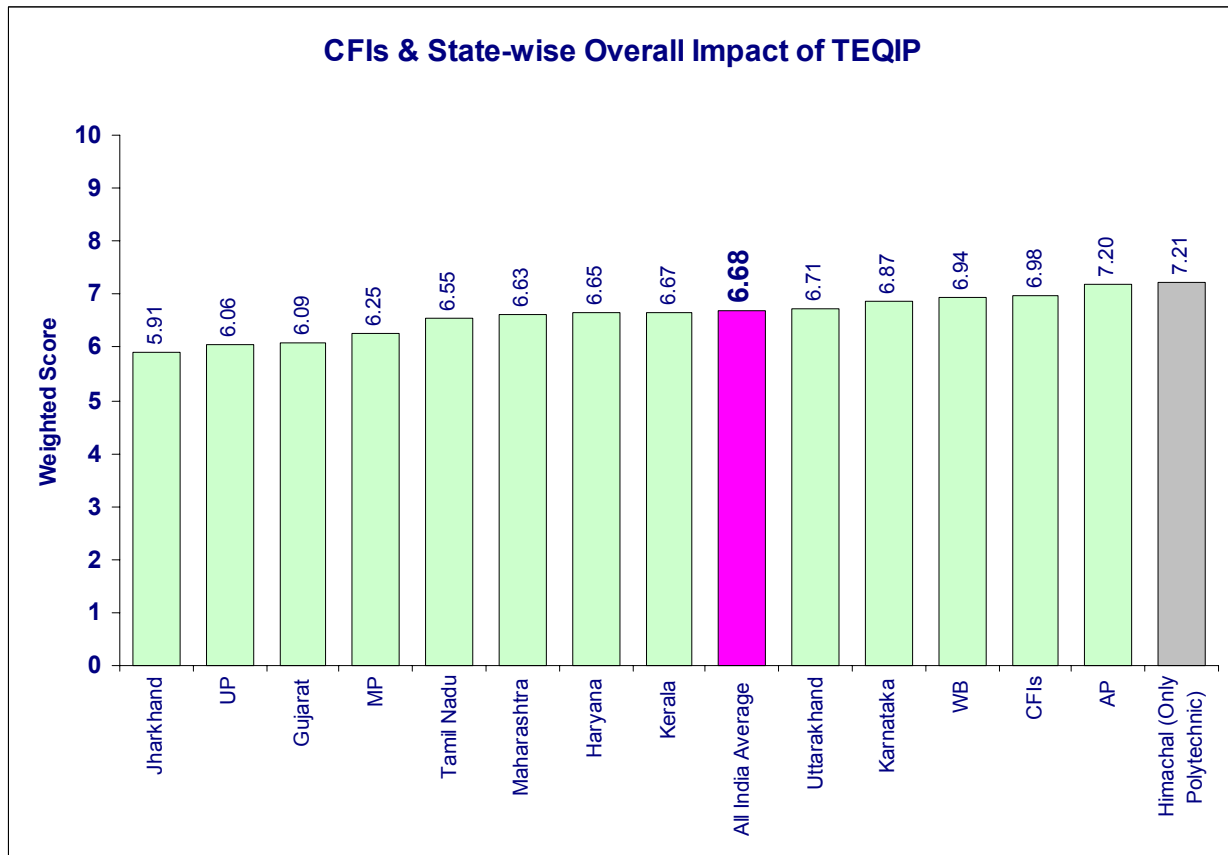
4. Major Findings

An indepth analysis of data/information pertaining to the impact evaluation shows that overall impact on 127 Project institutions has resulted in 107 (84 percent) institutions having a Highly Satisfactory impact, 18 (14 percent) of Institutions having a satisfactory impact, only 1 institution having a Moderately Satisfactory impact and one institution having Moderately Unsatisfactory impact. Detailed analysis based on quantitative assessment of each of 76 pre-determined sub-parameters/parameters of impact on all Project institutions reveals that overall impact of TEQIP is a success.



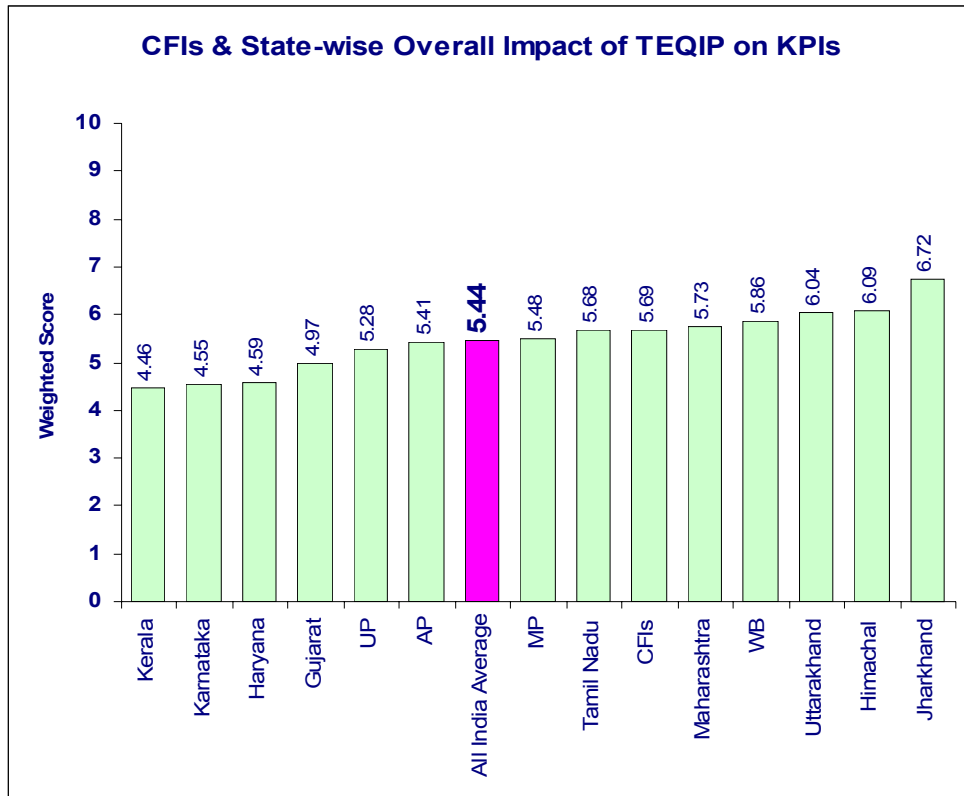
CFIs & State-wise Overall Impact—Based on Inputs

State-wise impact evaluation based on input parameters viz: Institutional reforms, Institutional governance, academic excellence, networking and services to community & economy, which were further assessed through 76 sub-parameters, reveals impact on Project institutions in 13 States and CFIs.

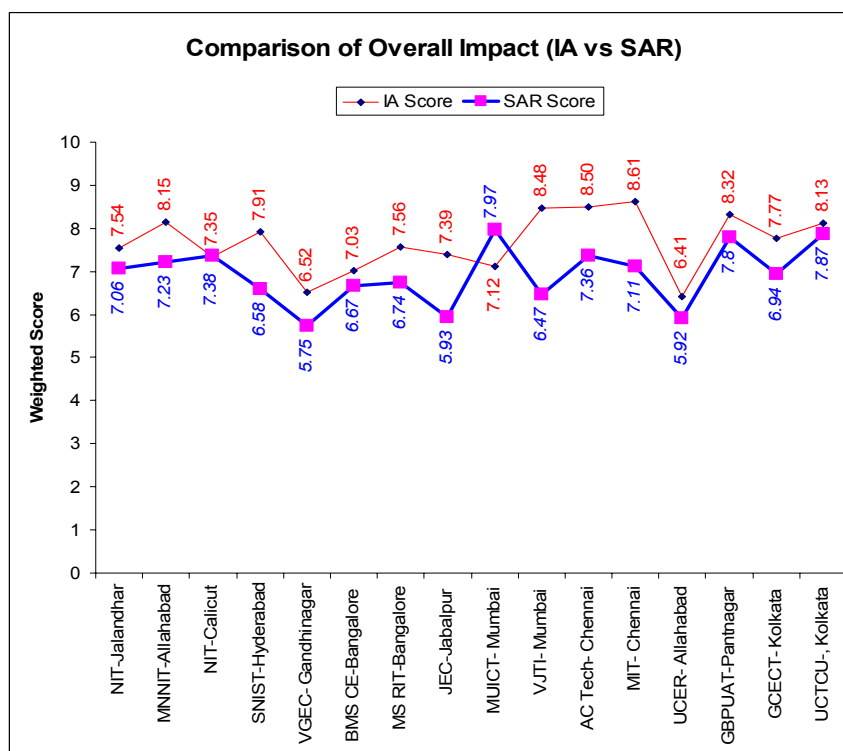


CFIs & State-wise Overall Impact on Key Performance Indicators (Output)

State-wise impact evaluation based on output parameters viz. increase in research publications, patents, R&D performance, employment rate, student faculty ratio and pass percentages assessed through 11 sub-parameters/parameters reveals impact on KPIs (output) of Project institutions in 13 States and CFIs.



A comparison of the two evaluations viz. independent assessment (IA), on-spot physical assessment of a sample 16 institutions, and self-assessment reports (SAR) in respect of the same institutions indicates similar pattern of results.



5. Conclusions and Lessons for TEQIP II

Overall Impact

- 77 (82 percent) Government (CFIs + State) Funded Institutions had highly satisfactory overall impact.
- 30 (91 percent) private institutions, while 11 (100 percent) private aided and 19 (82 percent) unaided institutions had highly satisfactory impact.

Institutional Reforms

- Seven States and CFIs at above or equal to the all India average could establish four Funds, generate revenue, modernize their systems, undertook audits, reduced wastages and could develop faculty. West Bengal (8.2) had the highest and Jharkhand (6.84) the least impact.
- Institutions in Lead role had maximum impact than network institutions while private institutions had slightly more impact than government institutions. 116 (91 percent) Project institutions had highly satisfactory impact in establishing the Funds to ensure sustainability of reform process beyond the Project period.
- Total internal revenue generation (IRG) by Project institutions increased from Rs 2030 million (2002-03) to Rs 5810 million (2008-09). Percentage share of CFIs in total IRG decreased to 21 percent (2008-09) from 23 percent (2002-03). Maharashtra increased its IRG from 9.5 percent (2002-03) to 15.36 percent (2008-09) of the total IRG by Project institutions.
- Nos. 125 (98 percent) Project institutions have carried out academic and non-academic reforms of their internal & external auditing processes.
- Nos. 107 Project institutions could achieve improved efficiency and cost effectiveness of education process through optimum utilization of resources and minimizing wastages

such as paper, water, electricity, telephone charges, stationery, petrol/diesel/oil, and expenses on support services.

- Nos. 126 Project institutions have successfully implemented semester system.
- All Project institutions have implemented flexible pace of learning, multi-background admission system and grading system.
- Nos. 77 (61 percent) Project institutions have successfully implemented credit exemption system while 103 institutions have implemented a system for teachers' performance evaluation by students.
- In 123 Project institutions, teachers are being counseled to rectify their teaching/training deficiencies while only 78 Project institutions have schemes for recognizing meritorious teachers. A total of 752 awards, recognitions & certifications were awarded to Project institutions during/post TEQIP period.

Institutional Governance

- In all 127 Project institutions majority of the stakeholders participate in BoG.
- Nos. 95 (75 percent) Project institutions do not have full Autonomy in all its components while 49 (52 percent) Project institutions could implement Block Grant.
- A total of 2237 faculty members could attend management capacity development programmes of five or more days duration.

Academic Excellence

- Nos. 107 (84 percent) Project institutions could achieve academic excellence with respect to revision/reorientation & restructuring of their programmes while 98 (77 percent) institutions could moderately achieve the same with respect to faculty training.
- Of the 820 UG/Diploma eligible programmes of Project institutions, 530 (64.63 percent) got accredited/re-accredited. While out of 633 PG eligible programmes, 232 (36.65 percent) got accredited/re-accredited.
- Total number of SC/ST/OBC beneficiaries through Tribal Development Plan in the Project institutions increased from 8500 (2002-03) to 50,000 (2008-09).
- Nos. 122 institutions have carried out training need analysis for planning faculty training while 6435 faculty members teaching engineering courses in Project institutions were sent for a training of five or more days duration.

Networking

Project institutions established formal & non-formal networking with well-performing institutions, R&D organizations, specialized laboratories, industry, and community could achieve following results:

- Nos. 2600 students undertook visits to other Project institutions either for using their equipments and instruments or attending lectures while 21,000 man-days were spent by faculty in other Project institutions.
- Nos. 750 co-curricular activities were organized by students with students from other institutions while 1900 publications were authored by faculty jointly with faculty from other Project institutions.
- Nos. 300 R&D projects were undertaken by faculty jointly with faculty from other Project institutions and 1350 specialized training programmes were organized for faculty of other Project institutions

Services to Community & Economy

The Project institutions undertook services to community in two ways: 1) the faculty and students of each institution were involved in rendering services to the community and economy, and 2) the Project institutions as a whole extended their services to non-formal segment of the economy (the unorganized industry). Some of the achievements were:

- A cumulative of 13,000 visits were undertaken by community persons (from vicinity of Project institutions) for technical advice/guidance/help and 5600 faculty visits were undertaken for assessing community needs, for providing technical advice/guidance/help or for explaining/ demonstrating one or more technologies
- Nearly 700 projects were undertaken by students for the community and 300 technologies were transferred to the community
- Five hundred programmes were conducted for unorganized labor and a similar number of programmes on continuing education were delivered for the organized labor.

Key Performance Indicators (KPIs)

- Only 21 (17 percent) institutions had highly satisfactory impact and 30 (24 percent), had satisfactory impact. Total Number of publications by Project institutions in journals and number of conferences organized increased to 19,000 and 27,000 respectively. A total of 115 (47 percent) patents were obtained while another 245 patents filed by Project institutions during TEQIP.

- During TEQIP a total number of 2917 externally funded R&D projects valued Rs 4679.37 million were executed by Project institutions.

Stakeholders Satisfaction

- Auditor's and mentor's continuous auditing and mentoring exercises led to improved performance and accountability.
- Major industrial employers of students from Project institutions like Reliance Industries Ltd., TCS, Infosys, etc have opined that students (recent recruits) are now more practical in approach, take less time to get inducted and give their best performance especially in key functional areas of Process Engineering, New Product Development, Production and Project Engineering.

Efficacy of Statistical Tool (MLMPRS) adopted

- In both methods of assessment (independent and self) of 16 sample institutions, similar results emerged, justifying the reliability of MLMPRS as a tool specifically designed, developed and implemented for quantitative impact evaluation of TEQIP.

Lessons for TEQIP Phase-II

- Grant of academic autonomy and Block Grant should be made a prerequisite for the institutions and States that are to be covered under TEQIP Phase-II.
- Minimum requirement of data/information, a user friendly MIS is desirable for mapping institution's data on real time basis to reduce paper work & reduce number of reporting formats and their frequency of submission.
- Sharing of resources/assets created should be made mandatory to arrest unnecessary duplication and wastage within the Project institutions (same equipment for different departments) as well in the network institutions.
- Gaps in impact on certain parameters can be addressed economically and sustained in the long term if each institution has a specific geography/industry/specialization focus area and extensively connects with the relevant community/customers within or outside the country. After examining various options and their pros and cons on economics/sustainability we suggest a geographic focus for each Project institution.
- Following steps are recommended to achieve the above
 - Institutions Centric Identity – a specific territory with Edge
 - Institutions Centric best fit design rather than best practices
 - End to End Performance Centricity – target, review, performance, development, reward, recognition
- TEQIP-II should also address the issue of excellence by providing leadership in specific engineering specializations for the local community and even the student community that they enroll.
- TEQIP-II must now help institutions to move up the value chain and proactively engage both the students and the community around to provide superior value directly with huge economic leveragability.
- Interdisciplinary collaborative efforts/approach should be given more weightage than multidisciplinary by Project institutions since all cutting edge developments in technologies occur at the interface of two or more disciplines. Interdisciplinarity enables integration of concepts, theories, techniques and perspectives from two or more

disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of single discipline.

- Every Project institution should design best fit voyage for self keeping track of local resources and opportunities. National institutions for National opportunities, Regional institutions for Regional opportunities and Local institutions for Local opportunities should design processes within boundaries of resources, mechanisms, policies and constraints for achieving ultimate Project goals/objectives.

Section-1: Introduction

1.1 Genesis

The access to Technical Education has increased manifold during the last five years with more than 2400 Technical Institutions in operation across 30 States. The immediate need in governing the system is to establish quality thorough processes. The National Policy on Education (NPE-1986, revised in 1992) has taken care of formulating certain features in the Education system to ensure continuous quality improvements to meet the national and international challenges.

In pursuance of the NPE, NPIU implemented three Technician Education Projects assisted by the World Bank during 1991-2007, which helped strengthen and upgrade the system and benefited 552 polytechnics in 25 States and UTs of Andaman & Nicobar and Pondicherry. These three Projects have been rated as “Highly Satisfactory” on project management and implementation, which is the highest rating in project appraisal.

Success of three Technician Projects has encouraged the Govt. of India to seek similar financial assistance from World Bank for a systemic transformation of the technical education system as a whole with special focus on engineering education.

The World Bank took keen interest in systemic transformation of country’s technical education system to make it globally competitive and showed willingness to assist the government to launch a Technical Education Improvement Programme (TEQIP) as a long term programme of 10-12 years and in two/three phases. NPIU successfully carried out the task of coordination, facilitation, monitoring and providing guidance to the States/Institutions in all aspects of the Project.

TEQIP was initiated and successfully implemented to scale-up and support ongoing efforts of GoI to improve quality in Technical Education across the country. The primary objective of TEQIP is to achieve academic excellence of participating institutions by implementing academic and non-academic reforms, achieve higher standards through synergistic networking, services to community & economic development and improve system efficiency.

1.2 Project Objectives

The broad objectives of the Project (derived from NPE) are as follows:

- To create an environment in which engineering institutions selected under the Project can achieve their own set targets for excellence and sustain the same with autonomy and accountability.
- To support development plans including synergistic networking and services to community and economy of competitively selected institutions for achieving higher standards.
- To improve efficiency and effectiveness of the technical education management system in the States and institutions selected under the Project.

In pursuit of the above objectives of the Project, it has following two main components:

I) Institutional Development

- i) Promotion of Academic Excellence,
- ii) Networking of Institutions for Quality Enhancement and Resource Sharing,
and

iii) Enhancing Quality and Reach of Services to Community & Economy.

II) System Management Capacity Improvement

The MHRD through NPIU had competitively selected 127 institutions including 18 CFIs, 68 SFIs, 22 private institutions and 19 Polytechnics to participate in the Project.

The significant feature of TEQIP is that its implementation at the institutions is self-planned, self-implemented and self-assessed with ability to continue the quality processes by exercising autonomy with accountability. Accordingly the Project institutions prepared their Concise Institutional Plan to navigate the implementation. The Project had a well defined M&E system conducted through bi-annual Performance Audits and JRMs. The Project institutions towards the end of the Project have submitted their self assessment reports. Besides these audits and reviews, the Government of India and the World Bank felt the need for an independent study to assess the impact of TEQIP through an independent agency and to learn the lessons that could be useful in the design and implementation of TEQIP-II. This was the basis for assessment of the Impact of TEQIP in scaling-up the quality of engineering education.

1.3 Need for the Study

The available data with NPIU shows significant progress over the Project period. Nevertheless, the large quantum of data is not adequate for assessing the extent of actual implementation and the more subtle nuances of issues and challenges in implementation. It was, therefore, concluded that an independent study should be conducted of a small representative group of Project institutions to gain lessons that could be useful in the design and implementation of TEQIP-II.

In this background Spectrum Planning (India) Limited (SPIL) was commissioned by NPIU to carry out the study 'Impact Evaluation of TEQIP' after being successful in a competitive bidding.

M/s Spectrum Planning India Ltd, (SPIL) established in 1990 is an independent management consulting organization having academicians & business experts on its board. SPIL has capabilities in Design, Development and Implementation of decision support systems, MIS, software development, Impact Assessments, Monitoring & Evaluations, BPR, implementation of re-engineered processes and Supply Chain Optimization.

SPIL initiated the process of evaluation by collecting the data from all the 127 institutions, visited the sample institutions (16 nos.), carried out data analysis and computed institutional scores on a 10 point scale for various parameters. In the process, the expert teams have made observations on the results of impact analyses of TEQIP implementation and emerged lessons are enumerated in Section-5 of this report.

1.4 Scope of Work

- To map the institutions' status before and after the implementation of TEQIP, in particular the long-term improvement of quality, defined in terms of:
 - i. **Extent of implementation of legal covenants & obligations by the sponsoring governments:** Autonomies (academic, administrative, financial and managerial), Block Grant funding, establishment of four Funds (corpus, maintenance, staff development and depreciation), internal revenue (generation, retention and utilization), recovery of cost of education, and enabling institutions fill-up faculty/staff vacancies)

ii. Extent of system capacity development:

- a. Systematizing Administration Process: autonomies available/ exercising, governance system with participation of stakeholders, delegation of powers to senior functionaries, friendly management system for staff & students, maximum utilization of resources and reducing wastage, incentives for continuing education/consultancy/research/community development etc., recognizing merit of teachers, attracting and retaining quality teachers;
 - b. Improving the Education Contents and Delivery in Teaching-Learning: flexibility in academic programmes, student performance evaluation, teachers' appraisal by students and teacher counseling, networking and joint activities with other TEQIP institutions, services to community & economy, support to weak and/or disadvantaged students;
- iii. Improving quality of institutions** in terms of faculty qualification, curriculum (relevance/revision), and pass-rate
- iv. Outcomes such as improved student learning** (high quality graduates) and improved quality of research (PhD offering and output, publications, patents)
- v. Institutions development during the period of 2004-08** (on student front: admitted, passed-out, and placed together with salary package; on faculty front: faculty strength, academic programmes offered)
- Consolidation, analysis and summarization of self-assessment by all 127 institutions, and comparison of the independent assessment of a sample of 16 institutions by the Consultant and self-assessment done by these institutions
 - To suggest lessons from TEQIP that could be useful for TEQIP-II

1.5 Coverage

The present impact evaluation covered a desk study of all 127 institutions supported under TEQIP, and a field evaluation of study covered the 16 institutions under TEQIP as detailed in the Table 1.1.

Table 1.1: Institutions Supported Under TEQIP

The Institution marked with an Asterisk Evaluated through Field Survey.				
No.	CFI/State	Name of Institution	Institution Role	Institution Type
1*	CFI	Dr BR Ambedkar National Institute of Technology, Jalandhar	LEAD INST	GOVT
2	CFI	Malaviya National Institute of Technology, Jaipur	LEAD INST	GOVT
3	CFI	Maulana Azad National Institute of Technology, Bhopal	LEAD INST	GOVT
4*	CFI	Motilal Nehru National Institute of Technology, Allahabad	LEAD INST	GOVT
5	CFI	National Institute of Foundry & Forge Technology, Ranchi	LEAD INST	GOVT
6*	CFI	National Institute of Technology, Calicut	LEAD INST	GOVT
7	CFI	National Institute of Technology, Durgapur	LEAD INST	GOVT
8	CFI	National Institute of Technology, Hamirpur	NETWORK INST	GOVT
9	CFI	National Institute of Technology, Jamshedpur	LEAD INST	GOVT
10	CFI	National Institute of Technology, Karnatak, Surathkal	LEAD INST	GOVT
11	CFI	National Institute of Technology, Kurukshetra	LEAD INST	GOVT

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12	CFI	National Institute of Technology, Rourkela	LEAD INST	GOVT
13	CFI	National Institute of Technology, Silchar	NETWORK INST	GOVT
14	CFI	National Institute of Technology, Srinagar	LEAD INST	GOVT
15	CFI	National Institute of Technology, Thiruchirapalli	LEAD INST	GOVT
16	CFI	National Institute of Technology, Warangal	LEAD INST	GOVT
17	CFI	Sardar Vallabh Bhai National Institute of Technology, Surat	LEAD INST	GOVT
18	CFI	Visvesvaraya National Institute of Technology, Nagpur	LEAD INST	GOVT
19	AP	AU College of Engineering, Vishakhapatnam	LEAD INST	GOVT
20	AP	Bapatla Engineering College, Bapatla	NETWORK INST	PVT UNAIDED
21	AP	GIE, Secunderabad	POLYTECHNIC	GOVT
22	AP	JNTU College of Engineering, Kukatpally, Hyderabad	LEAD INST	GOVT
23	AP	JNTU College of Engineering, Anantpur	NETWORK INST	GOVT
24	AP	JNTU College of Engineering, Kakinada	NETWORK INST	GOVT
25	AP	JNTU Institute of Science and Technology, Hyderabad	NETWORK INST	GOVT
26	AP	Osmania University College of Technology, Hyderabad	NETWORK INST	GOVT
27	AP	Rajiv Gandhi Memorial College of Engineering & Technology, Nandyal	NETWORK INST	PVT UNAIDED
28*	AP	Sreenidhi Institute of Science & Technology, Ghatkesar	NETWORK INST	PVT UNAIDED
29	AP	SVU College of Engineering, Tirupati	LEAD INST	GOVT
30	AP	University College of Engineering, Osmania University, Hyderabad	LEAD INST	GOVT
31	Gujarat	DD Institute of Technology, Nadiad	NETWORK INST	GOVT
32	Gujarat	Dr. SSGCoE & Tech, Surat	POLYTECHNIC	GOVT
33*	Gujarat	GEC, Gandhinagar	NETWORK INST	GOVT
34	Gujarat	GEC, Modasa	NETWORK INST	GOVT
35	Gujarat	GP, Ahmedabad	POLYTECHNIC	GOVT
36	Gujarat	LD College of Engineering, Ahmedabad	LEAD INST	GOVT
37	Haryana	Deen Bandhu Chottu Ram University of Science & Technology, Murthal	NETWORK INST	GOVT
38	Haryana	GP, Nilokheri	POLYTECHNIC	GOVT
39	Haryana	Guru Jambheshwar University, Hisar	NETWORK INST	GOVT
40	Haryana	Kurukshetra University, Kurukshetra	NETWORK INST	GOVT
41	Haryana	YMCA Institute of Engineering, Faridabad	NETWORK INST	GOVT
42	Himachal Pradesh	GP, Hamirpur	POLYTECHNIC	GOVT
43	Himachal Pradesh	GP, Kandaghat, Solan	POLYTECHNIC	GOVT
44	Himachal Pradesh	GP, Sundarnagar	POLYTECHNIC	GOVT

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45	Jharkhand	Birla Institute of Technology, Mesra	LEAD INST	GOVT
46	Jharkhand	BIT, Sindri	NETWORK INST	GOVT
47	Jharkhand	GP, Dumka	POLYTECHNIC	GOVT
48	Jharkhand	GP, Ranchi	POLYTECHNIC	GOVT
49	Karnataka	Basaveswara College of Engineering, Vidyanagar Bagalkot	LEAD INST	PVT AIDED
50*	Karnataka	BMS College of Engineering, Bangalore	NETWORK INST	PVT AIDED
51	Karnataka	Dr Ambedkar Institute of Technology, Bangalore	NETWORK INST	PVT AIDED
52	Karnataka	Malanad College of Engineering, Hassan	NETWORK INST	PVT AIDED
53*	Karnataka	MS Ramaiah Institute of Technology, Bangalore	NETWORK INST	PVT UNAIDED
54	Karnataka	National Institute of Engineering, Mysore	NETWORK INST	PVT AIDED
55	Karnataka	NMAM Institute of Technology, NITTE, Udupi	LEAD INST	PVT UNAIDED
56	Karnataka	Poojya Doddappa College of Engineering, Gulbarga	NETWORK INST	PVT AIDED
57	Karnataka	Shri Dharmasthala Manjunatheshwara College of Engineering, Dharwad	NETWORK INST	PVT UNAIDED
58	Karnataka	Shri Jayachamarajendra College of Engineering, Mysore	LEAD INST	PVT AIDED
59	Karnataka	Siddaganag Institute of Technology, Tumkur	NETWORK INST	PVT UNAIDED
60	Karnataka	Sri Siddhartha Institute of Technology, Tumkur	NETWORK INST	PVT UNAIDED
61	Karnataka	University BDT College of Engineering, Davangere	NETWORK INST	GOVT
62	Karnataka	University of Vishweshwaraiah College of Engineering, Bangalore	LEAD INST	GOVT
63	Kerala	College of Engineering, Trivandrum	LEAD INST	GOVT
64	Kerala	CoE Chengannur	NETWORK INST	PVT AIDED
65	Kerala	LBS College of Engineering, Kasaragod	NETWORK INST	PVT AIDED
66	Kerala	MEC Kochi	NETWORK INST	PVT AIDED
67	Kerala	Sree Chitra Thirunal College of Engineering, Trivandrum	NETWORK INST	PVT AIDED
68*	MP	Jabalpur Engineering College, Jabalpur	LEAD INST	GOVT
69	MP	KPC Jabalpur	POLYTECHNIC	GOVT
70	MP	Rajiv Gandhi Proudhyogiki Vishwavidyalaya, Bhopal	NETWORK INST	GOVT
71	MP	REC Rewa	NETWORK INST	GOVT
72	MP	Shri GS Institute of Technology & Science, Indore	LEAD INST	GOVT
73	MP	SVBPC Bhopal	POLYTECHNIC	GOVT
74	MP	Ujjain Engineering College, Ujjain	NETWORK INST	GOVT
75	Maharashtra	DKTE Society's Textile & Engg. Institute, Ichalkaranji	NETWORK INST	PVT UNAIDED

Impact Evaluation of Technical Education Quality Improvement Programme (TEQIP) Phase-I (2003-2009)

76	Maharashtra	Dr Babasaheb Ambedkar Technological University, Lonere	NETWORK INST	GOVT
77	Maharashtra	GH Raison College of Engineering, Nagpur	NETWORK INST	PVT UNAIDED
78	Maharashtra	Government College of Engineering, Aurangabad	NETWORK INST	GOVT
79	Maharashtra	Govt College of Engineering, Amravati	NETWORK INST	GOVT
80	Maharashtra	GP Mumbai	POLYTECHNIC	GOVT
81	Maharashtra	GP Nagpur	POLYTECHNIC	GOVT
82	Maharashtra	GP Pune	POLYTECHNIC	GOVT
83	Maharashtra	KES Rajarambapu Institute of Technology, Sakharale, Islampur, Distt. Sangli	NETWORK INST	PVT UNAIDED
84*	Maharashtra	Mumbai University Institute of Chemical Technology, Mumbai	LEAD INST	GOVT
85	Maharashtra	College of Engineering, Pune	LEAD INST	GOVT
86	Maharashtra	Shri Guru Gobind Singhji Institute of Engineering & Technology, Vishnupuri, Nanded	NETWORK INST	GOVT
87	Maharashtra	Shri Sant Gajanan Maharaj College of Engineering, Shegaon	NETWORK INST	PVT UNAIDED
88*	Maharashtra	Veer mata Jijabai Technological Institute, Matunga, Mumbai	LEAD INST	GOVT
89	Maharashtra	Vishwakarma Institute of Technology, Pune	NETWORK INST	PVT UNAIDED
90	Maharashtra	Walchand College of Engineering, Sangli	NETWORK INST	GOVT
91	Maharashtra	Yeshwantrao Chavan College of Engineering, Nagpur	NETWORK INST	PVT UNAIDED
92*	Tamil Nadu	AC College of Technology, Chennai	NETWORK INST	GOVT
93	Tamil Nadu	Alagappa Chettiar College of Engineering and Technology, Karaikudi	LEAD INST	GOVT
94	Tamil Nadu	College of Engineering, Guindy, Chennai	LEAD INST	GOVT
95	Tamil Nadu	CPC, Tharamani	POLYTECHNIC	GOVT
96	Tamil Nadu	Dr. DGPC for Women, Tharamani	POLYTECHNIC	GOVT
97	Tamil Nadu	Government College of Engg, Salem	NETWORK INST	GOVT
98	Tamil Nadu	Government College of Engg, Tirunelveli	NETWORK INST	GOVT
99	Tamil Nadu	Government College of Engineering, Coimbatore	LEAD INST	GOVT
100*	Tamil Nadu	Madras Institute of Technology, Chennai	NETWORK INST	GOVT
101	Tamil Nadu	Thanthai Periyar Govt Institute of Technology, Vellore	NETWORK INST	GOVT
102	Tamil Nadu	TNPC, Madurai	POLYTECHNIC	GOVT
103	UP	Bundelkhand Institute of Engg & Technology, Jhansi	NETWORK INST	GOVT
104	UP	Dr. AITH, Kanpur	POLYTECHNIC	GOVT
105	UP	Harcourt Butler Technological Institute, Kanpur	LEAD INST	GOVT
106	UP	Institute of Engineering & Technology, Lucknow	NETWORK INST	GOVT
107	UP	Integral University, Lucknow	NETWORK INST	PVT UNAIDED

108	UP	Kamla Nehru Institute of Technology, Sultanpur	NETWORK INST	GOVT
109	UP	Madan Mohan Malviya Engg College, Gorakhpur	NETWORK INST	GOVT
110	UP	Shri Ram Murthi Smarak College of Engineering & Technology, Bareilly	NETWORK INST	PVT UNAIDED
111*	UP	United College of Engg & Research, Allahabad	NETWORK INST	PVT UNAIDED
112	UP	Uttar Pradesh Textile Technology Institute, Kanpur	NETWORK INST	GOVT
113	Uttarakhand	Dehradun Institute of Technology, Dehradun	NETWORK INST	PVT UNAIDED
114	Uttarakhand	Govind Ballabh Pant Engineering College, Paurigarhwal	NETWORK INST	GOVT
115*	Uttarakhand	Govind Ballabh Pant University of Agriculture & Technology, Pantnagar	LEAD INST	GOVT
116	Uttarakhand	GP, Dehradun	POLYTECHNIC	GOVT
117	WB	AEC Asansol	NETWORK INST	PVT UNAIDED
118	WB	Bengal Engineering & Science University, Howrah	LEAD INST	GOVT
119*	WB	Government College of Engineering & Ceramic Technology, Kolkata	NETWORK INST	GOVT
120	WB	Government College of Engineering & Textile Technology, Serampore	NETWORK INST	GOVT
121	WB	Haldia Institute of Technology, Haldia	NETWORK INST	PVT UNAIDED
122	WB	Institute of Engineering & Management, Kolkata	NETWORK INST	PVT UNAIDED
123	WB	Jadavpur University, Jadavpur	LEAD INST	GOVT
124	WB	Jalpaiguri Government Engineering College, Jalpaiguri	NETWORK INST	GOVT
125	WB	Kalyani Government Engineering College, Kalyani	NETWORK INST	GOVT
126	WB	Netaji Subhash Engineering College, Kolkata	NETWORK INST	PVT UNAIDED
127*	WB	University College of Technology, Calcutta University, Kolkata	LEAD INST	GOVT

Section-2: Approach & Methodology

2.1 Study Inception

Detailed discussions for negotiation on contract agreement were held between SPIL study team led by Prof P Padmanabham and NPIU team led by Prof AU Digraskar, CPA, NPIU. Soon after contract signing SPIL submitted both hard and soft copies of draft questionnaire for the study to be considered and approved by NPIU.

- Following background study materials regarding TEQIP were provided by NPIU:
 - Project Implementation Plan and Project Appraisal Document
 - Reports of Joint Review Missions, specially the ninth and the tenth JRM's
 - The Programme implementation survey
 - Institutional Performance Audit Report
 - The self assessment by the 127 institutions
 - The Concise Institutional Proposal of the 16 institutions
 - Institution development profile of 127 institutions
 - Performance in key aspects of the Programme and institutional reforms
- Following materials/support were provided by NPIU:
 - The self assessment by the 127 institutions
 - Institution development profile of 127 institutions
 - Performance in key aspects of the Programme and institutional reforms for 127 institutions
 - Co-ordination with sample institutions/SPFUs informing that SPIL has been assigned this study and requesting them to fully cooperate with the study team in furnishing the data/information and providing interviews.
 - Authorization letter for SPIL Team for conducting the study and interacting with various respondents (institutions or individual)
 - Arranging interaction with NPIU and the World Bank Teams
 - Facilitation in scheduling (excluding lodging and boarding) the field visits to the sample institutions
- Soft copies of remaining documents were downloaded from NPIU website and copies of all materials were disseminated to the members of Study Team
- SPIL study team started perusing background material of TEQIP and extracting baseline data with respect to parameters of scope of work of the study.
- Orientation training of the study team was held in SPIL headquarters and strategies to capture prospective respondents in the institutions were finalized.
- Preparation of structure of data base and development of tools for analysis was carried out, as also dispatch of authorization letter by NPIU to all institutions requesting them to keep all relevant material as per checklist ready for collection while SPIL study team visits the institution.

2.2 Pre-Testing/Debugging of Questionnaire/Instrument and Pilot Visits

In order to debug and validate the structure and contents of questionnaire/instrument a pilot study was undertaken at Hyderabad. Detailed discussions were held with Mr AV Srikanth, Head, Programme Cell, Directorate of Technical Education, Government of Andhra Pradesh by Prof P Padmanabham, Team Leader, Mr PSS Prabakar Rao, Co-team Leader and Prof Y Narasimhulu, Team Member (Policy & Governance) especially on the suitability of questions and availability of data with Institutions.

Questionnaire/Instrument has been divided into three parts on the basis of questions directly related to: 1) Institution, 2) Faculty & Staff and 3) Students. The finalization of questionnaires was completed in consultation with NPIU after debugging and incorporating suitable amendments. Institution-wise listing of respondents (Name, address—official & residential, phone, fax, email, etc) was completed for:

- BoG members
- Directors
- Deans and other officials
- Faculty
- Students
- State officials
- Representatives of employers in the region and those who have employed the largest number of institutional graduates
- Auditors and mentors for TEQIP for the institutions that are the subjects of the case studies.

Questions regarding data part were sent in advance to the institutions and those related to BoGs, faculty, students, auditors, mentors and employers were administered by study team when they visited the institutions to obtain spontaneous responses. A copy of debugged questionnaires for various respondent-groups are placed at Annex-I.

2.3 Collection of Data

A two-pronged strategy (exhaustive desk research and field survey method) was adopted step by step for data collection. The various steps followed were:

- Exhaustive desk research had been conducted to evaluate the relevant background material provided by National Project Implementation Unit (NPIU) and those obtained from other secondary sources
- Study team had interactions with BoG members, Vice-Chancellors, Deans/HoDs, faculty members, students of every department, auditors and mentors of TEQIP, and representatives of the largest employers in the region for the respective institutions.
- Visits were undertaken to oversee the facilities created under TEQIP and an on-the-spot assessment of the extent of their utilization was carried out.
- Questionnaires meant for students and faculty members were also administered to cull information, regarding impact of TEQIP
- Feedback was sought from BoG members, Vice Chancellors, HoDs, auditor, mentors about the implementation of TEQIP and possible suggestions on TEQIP-II.
- An abridged questionnaire was also submitted to NPIU to be sent to 111 institutions for obtaining balance/missing information from the database of 127 institutions

2.4 Major Data Elements Collected

The various data elements collected during the study period are:

- Level of Autonomy and year of its achievement
- Year-wise amount of Block Grant after 2002-03
- Year of establishment of different types of Funds
- Year-wise amount of IRG after 2002-03
- Recovery in Cost of Education

- Constitution of Board of Studies, Academic Council, Governing Council/BoG/ Executive council since 2002-03
- Status of different types of powers of BoG or its equivalent body
- Status of Autonomies received and exercised by the TEQIP institutions
- Utilization of resources
- Amount utilized for recognizing the merit of teachers
- Duration of different courses
- No. of courses revised or/and accredited
- Year-wise number of faculty members who attended induction programmes / Orientation Programmes / Refresher Courses
- Year-wise data on networking activities
- Number of Beneficiaries from Networking Activities
- Number of Joint Research projects completed/under progress
- Number of Design and Development Projects
- Number of Joint Consultancy Projects completed/under progress
- Various activities relating to services to community and economy
- Intake of SC/ST candidates
- proportion of the SC/ST quota filled
- Intake of Women students
- proportion of the woman quota filled
- Number of faculty members with different levels of qualification
- Teacher-Student ratio
- Number of students admitted and passed
- Number of high quality graduates/post-graduates/Ph.ds
- Number of Publications in National/International Journals of repute
- Number of Patents
- Number of Offers for visiting faculty member
- Number of Campus Placement
- Average Salary Package (per annum)

2.5 Data Analysis

A database was designed for compilation of data provided by NPIU in the form of documents:

- The self assessment of the 127 institutions
- Institution development profile of 127 institutions
- Performance in key aspects of the Programme and institutional reforms for 127 institutions

Baseline data regarding certain aspects of scope of work was extracted from Concise Institutional Profile of 16 Institutions under field survey, namely:

- Academic Programmes offered
- Duration of Course and year of starting
- Sanctioned annual intake and total strength of students
- Total strength of students in all courses and all years of study in 2003-2004
- Total women students in all courses and all years of study in 2003-04
- Total ST students in all courses and all years of study in 2003-04

- Total SC students in all courses and all years of study in 2003-04
- Total OBC students in all courses and all years of study in 2003-04
- Total number of candidates who obtained PhD from the institution up to 2003-04
- Total number of candidates currently registered for PhD
- Regular/On-Contract Teaching Staff
- No. of Visiting Faculty/Part-time Teaching Staff
- Average recurrent cost per student

The primary and secondary raw data were collected and edited through scrutinizing and cleaning, which helped in identifying minimizing possible errors. The edited data were coded into numerical format and classified according to attributes and class-intervals for further tabulation. Most advanced and latest statistical and computer tool (MS-Excel, SPSS) had been used in data analysis and tabulation.

2.6 Design of Multi Level Multi Point Rating System

Impact evaluation can be best achieved if there is a method of quantifying parameters to be evaluated. The parameters should be measurable in order to be evaluated for which, we need to establish a set of criteria. By having this set of criteria, we can compare two or more elements. An element in this context is understood to mean something that we want to evaluate i.e. impact of TEQIP on an institution.

A Point Rating System can be used when evaluation needs to be carried out, especially when a number of elements need to be compared. This is because the Point Rating System allows for a quantified comparison, where points are scored, which can then be easily compared by assessing at the points the different elements scored.

The impact evaluation of TEQIP has been carried out on the basis of the use of quantitative methods for data collection and analysis. The design is based on the collection of information that can be counted numerically. Quantitative methods have a number of important strengths, including the ability to compare from a sample of 16 institutions to a wider population (127 institutions)

2.6.1 Functioning of Multi Level Multi Point Rating System

The rating system works by setting a scale and using it to assign points to Parameters. Each evaluation uses the assigned points in order to determine a score. The score has to be within a predetermined range, for example, between zero and 10. A low score means poor, an average score means fair, a higher score than the average is good and the maximum score is excellent. Evaluation may involve a number of steps, which are as follows:

- Establish criteria – we need to know what is being evaluated and on what all it depends
- Finalize Weighting – sometimes it is important to show that different criteria may have different importance within the overall comparison, which can be reflected by introducing a weighting system
- Obtain information
- Design the Scoring Method – on each criterion, the poor, the average and the best need to be differentiated by assigning different scores
- Carry out the computations – produce the evaluation results, which can now be used to make a conclusion

- There are a number of evaluation methods which can be used in order to carry out the comparisons, each of which may be applicable in different situations. Different methods have different levels of complexity. We have deployed the Rating System based on multi parameters under multi levels.

It is also essential that the evaluation focuses on the impact of TEQIP and not the institution's performance in relation to that Parameter under observation.

2.6.2. Criteria and Parameters of TEQIP

To assess the impact of TEQIP on selected institutions (127), the criteria are found to be dependent upon few Parameters which were grouped into following "Group of Parameters":

Group of Parameters	Weightage Assigned
1A. Institutional Reforms	20
1B. Institutional Governance	10
2. Academic Excellence	40
3. Networking	15
4. Services to Community & Economy	15
Total Weightage	100

Some of the above Group of Parameters (1 through 4) are further divided into Parameters such as Parameters of 1A Group are written below:

1A. Institutional Reforms	Weightage
Establishment of Fund	10
Internal Revenue	15
Modernization of Management System	5
Audit	5
Practices to Reduce Wastage	5
Recovery of Cost of Education through Means Other than Tuition Fees	5
Implementation of Semester System	5
Flexible Pace of Learning	5
Credit Exemption	5
Multi-background Admission	5
Offering Electives	5
Continuous Evaluation	5
Grading System	5
Faculty Development & Performance Appraisal	20
Total Weightage	100

Similarly, other Groups of Parameters are divided into Parameters with respective weights. Some parameters are also divided into sub-parameters with weights totalling to 100. A complete list of groups of parameters, parameters and sub-parameters is shown at Annex-II.

The impact of TEQIP on each institution may not be same. To assess the impact, the information as provided by each institution is normalized and then assessed on a scale of Zero to

10. Whichever parameter is found to have maximum impact on an institution, a score of 10 is awarded to that Parameter. Zero marks indicate that there has been no impact of TEQIP on that institution through that Parameter.

Multiplying each score obtained by its weight and summing it for each Parameter and then dividing by the total weight gives us the Score for higher level. Working upwards from sub-Parameter level to Parameter, then to Group of Parameters leads us to Overall Score earned by an institution. These Overall Score indicates the overall impact of TEQIP on that institution. As these scores and weightage are all relative to each other, the Overall Rating also should be treated as a relative Score and not absolute value. Some parameters were not applicable to Polytechnics and Private Engineering Colleges. While computing weighted averages for these types of institutions, relevant modifications were also incorporated.

2.7 Impact Assessment

Impact assessment has been carried out on the basis of pre- and post-Project status of the institutions under coverage with respect to 76 (both input & output) sub-parameter/parameters of scope of work of this study covering:

- long-term improvement of quality, defined in terms of:
 - **Modernization** of laboratories/workshops
 - **Faculty and staff development:** qualification enhancement of teachers, exposure to industry practices and processes.
 - **Curricula improvements:** periodically updating and improving of curricula, making them competency-based, more emphasis on problem-solving, self-learning, creative and innovative thinking, etc.
 - **Course flexibility:** multipoint entry of students, credit acquisition and provision of learning options, etc.
 - **Interaction with industries:** continuing education programmes for industry personnel, problem-solving projects and consultancies on industrial problems, participation of industries in curriculum design, industrial experts for instructional training, etc.
 - **Research:** develop culture for research and undertaking consultancy assignments in institutions.
 - **Development of management capacity:** improvement in quality and efficiency of institution management, development of processes for self-renewal, training of senior faculty in management of resources, etc.
- Extent of reforms implemented towards educational excellence.
- Utilization of financial assistance sanctioned under TEQIP.
- Institutional Development during 2004-08
 - On student front: admitted, passed-out, and placed together with salary package.
 - On Faculty front: faculty strength research publications, qualification, programmes offered

A mixed-method research has been used which combines the strengths of both quantitative and qualitative designs. Mixed methods recognize that an evaluation requires both *depth of understanding* of the subjects and the programmes and processes being evaluated and *breadth of analysis* so that the findings and conclusions can be quantified and compared.

Further for comparative analysis of Independent assessment of sample institutions and their Self Assessment, we used process analysis and formative evaluation to study the process of TEQIP implementation. Process analysis (the study of how TEQIP was implemented) helps to understand why certain expected outcomes have or have not been achieved; why certain groups may have benefited from the programme and others have not; and to assess the causes of outcomes and impacts. Process analysis suggests ways to improve the performance of an ongoing programme.

On the basis of findings from physical assessment and data analysis, institution-wise overall impact evaluation of TEQIP with respect to each parameter of scope of work has been assessed and categorized on following six levels of impact:

1. Highly Satisfactory (HS),
2. Satisfactory (S),
3. Moderately Satisfactory (MS),
4. Moderately Unsatisfactory (MU),
5. Unsatisfactory (U), and
6. Highly Unsatisfactory (HU)

Section-3: Consolidation, Analysis and Summarization of Self-Assessment Reports of All 127 Project Institutions

3.1 Study of Background Material

The objective of the study is the assessment of the impact accrued due to TEQIP to Technical Education and in order to achieve this task, the following documents/reports have been studied in depth and analyzed to collect the required data with respect to 127 institutions:

- The self assessment by the institutions
- Project Implementation Plan
- Project Appraisal Document
- Concise Institutional Proposal
- Project Implementation Survey
- Reports of JRM's
- Performance Audit Scores

The data thus collected were normalized for consolidation. A statistical tool Multi Level Multi Point Rating System (MLMPRS) was designed and developed with 76 sub-parameters as detailed in Section-2. The assessments were made for all the parameters based on the data provided by the institutions. The weighted scores and overall TEQIP impact for each institution have been computed using MLMPRS.

3.2 Weighted Scores & Ratings

The weights assigned to different Parameters/sub-Parameters and Group of Parameters are presented in Annex-II. Scores awarded to/computed for each Parameter/sub-Parameter and Group of Parameters for each institution and institution-wise Overall Impact is presented in Annex-III to VI.

3.3 Impact Categorization

Two overall impacts for each institution, one based on input parameters and the other based on Key Performance Indicators (KPIs) have been computed. Considering the spread of relative scoring based on Inputs, the categorization of Impact has been defined in Table 3.1.

Table 3.1: Categorization of Levels of Impact

Categorization	Overall Impact
Highly Satisfactory	$\geq 75\%$
Satisfactory	$\geq 65\%$ and $< 75\%$
Moderately Satisfactory	$\geq 55\%$ and $< 65\%$
Moderately Unsatisfactory	$\geq 45\%$ and $< 55\%$
Unsatisfactory	$\geq 35\%$ and $< 45\%$
Highly Unsatisfactory	$< 35\%$

3.4 Overall Impact of TEQIP

Based on the above categorization, 84 percent institutions had highly satisfactory impact on inputs of TEQIP while 14 percent of institutions had satisfactory impact, only one percent of institutions had moderately satisfactory impact and another one percent had moderately unsatisfactory impact. It is pertinent to note that only one percent of 127 institutions fared

moderately unsatisfactory and none unsatisfactory or highly Unsatisfactory. Therefore, the overall impact of TEQIP inputs on selected 127 institutions is a success, as shown in Fig. 3.1.

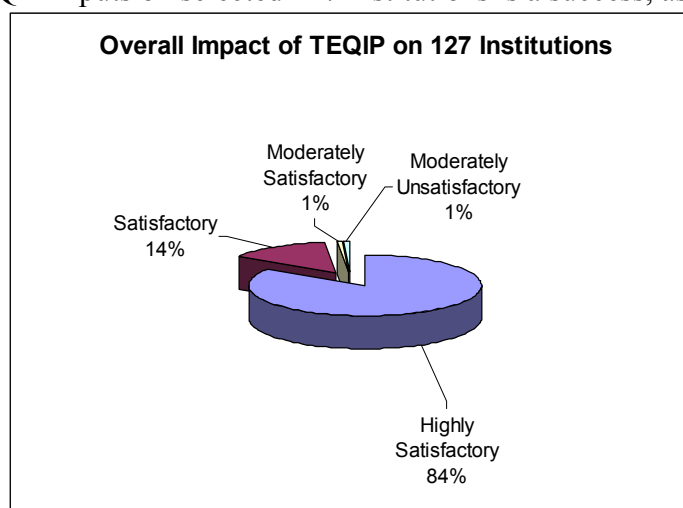


Fig. 3.1: Overall Impact of TEQIP on 127 Institutions

Table 3.2 gives the State-wise distribution of impact on TEQIP institutions.

Table 3.2: Impact on TEQIP Institutions: State-wise Distribution

CFIs/State	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Grand Total
CFIs	16	2	0	0	0	0	18
AP	12	0	0	0	0	0	12
Gujarat	3	3	0	0	0	0	6
Haryana	5	0	0	0	0	0	5
Himachal	3	0	0	0	0	0	3
Jharkhand	1	2	1	0	0	0	4
Karnataka	14	0	0	0	0	0	14
Kerala	5	0	0	0	0	0	5
Maharashtra	14	3	0	0	0	0	17
MP	5	2	0	0	0	0	7
Tamil Nadu	8	3	0	0	0	0	11
UP	7	2	0	1	0	0	10
Uttarakhand	3	1	0	0	0	0	4
WB	11	0	0	0	0	0	11
Grand Total	107	18	1	1	0	0	127

All TEQIP Project institutions in Andhra Pradesh, Haryana, Himachal, Karnataka, Kerala, and West Bengal had highly satisfactory impact. Mumbai University Institute of Chemical Technology had the highest impact and the Institute of Engineering & Technology, Lucknow in Uttar Pradesh had the least impact of TEQIP.

The analysis based on Role/Type of institutions is presented below. Around 82 percent of Centrally Funded Institutions (CFIs) and State Funded Institutions had highly satisfactory impact of TEQIP as depicted in Fig. 3.2 (a)

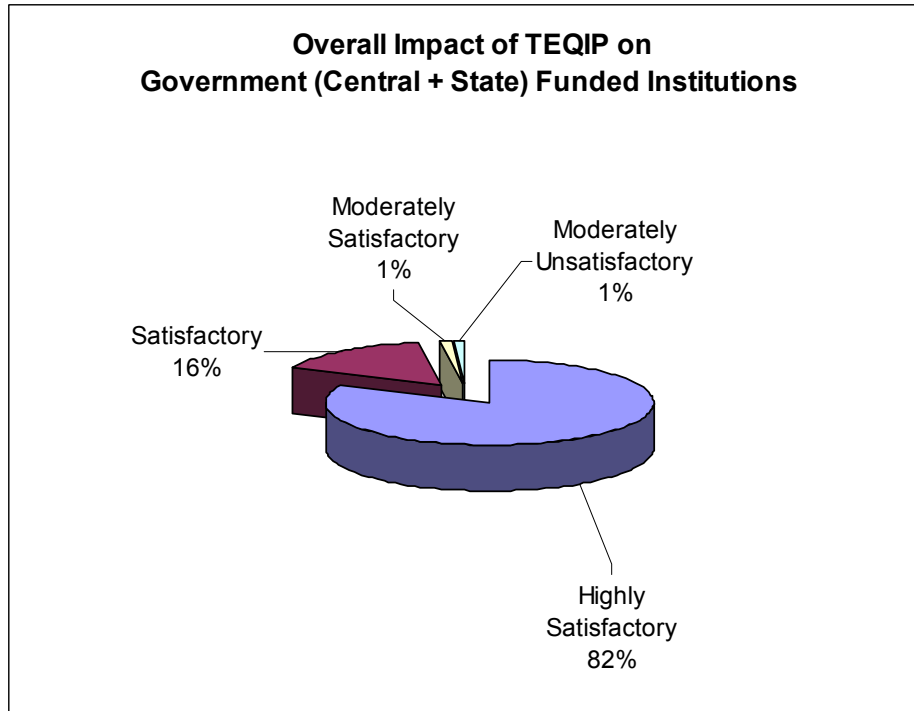


Fig. 3.2(a): Overall Impact of TEQIP on Government (Central + State) Funded Institutions

Out of 18 CFIs, 16 had highly satisfactory impact while only 2 had satisfactory impact. The overall impact of TEQIP on CFIs is depicted in Fig. 3.2 (b).

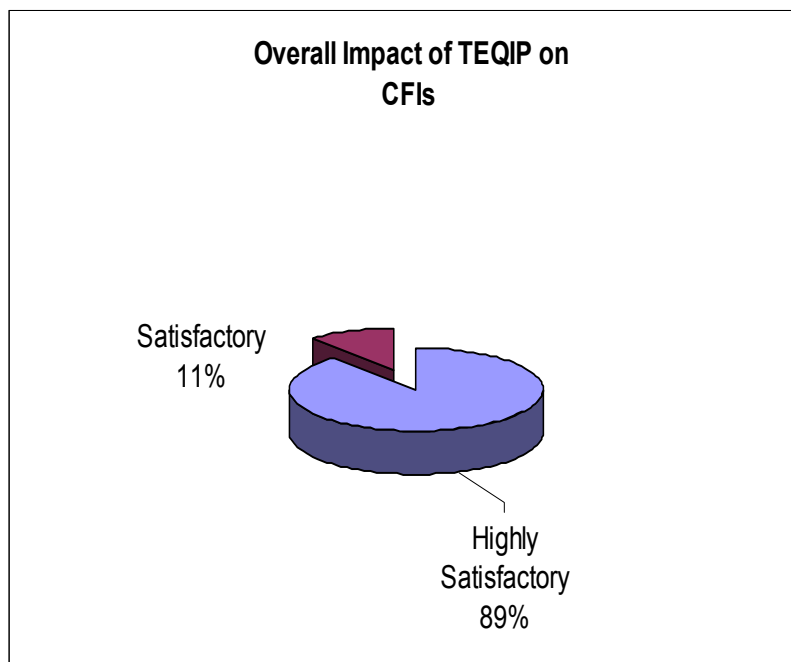


Fig. 3.2 (b): Overall Impact of TEQIP on CFIs

The distribution of overall impact of TEQIP on State funded institutions has been depicted in Fig. 3.2(c).

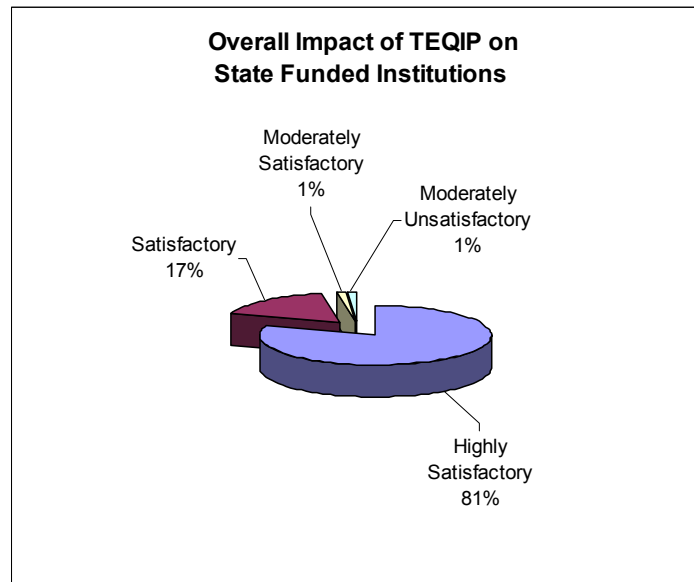


Fig. 3.2(c): Overall Impact of TEQIP on State Funded Institutions

The overall impact of TEQIP on private institutions, both aided and unaided, is very good since 91 percent institutions had highly satisfactory impact as depicted in Fig. 3.3. Private aided institutions had 100 percent highly satisfactory impact which is a notable outcome of this analysis which is depicted in Fig. 3.4.

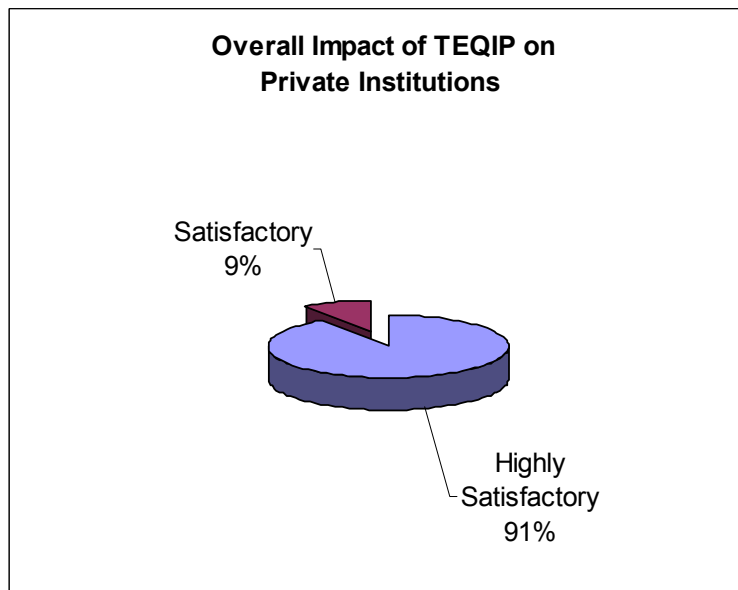


Fig. 3.3: Overall Impact of TEQIP on Private Institutions

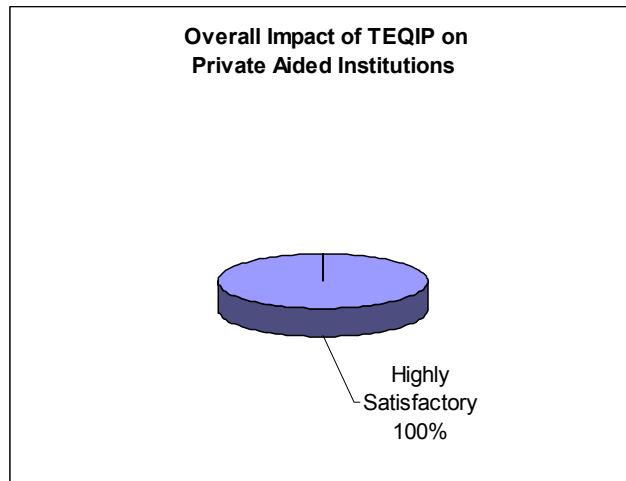


Fig. 3.4: Overall Impact of TEQIP on Private Aided Institutions

The percentage distribution of overall impact of TEQIP on private unaided institutions is depicted in Fig. 3.5

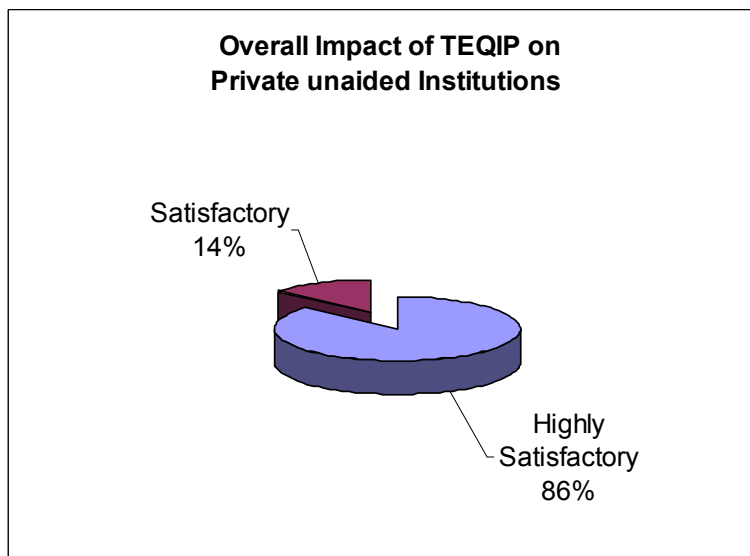


Fig. 3.5: Overall Impact of TEQIP on Private Unaided Institutions

Analysis of institutions based on their role during TEQIP is presented in Figures 3.6 to 3.8. The Lead institutions (Highly Satisfactory-90 percent) have maintained their edge over network institutions (Highly Satisfactory-89 percent) and are far ahead of polytechnics (Highly Satisfactory-58 percent).

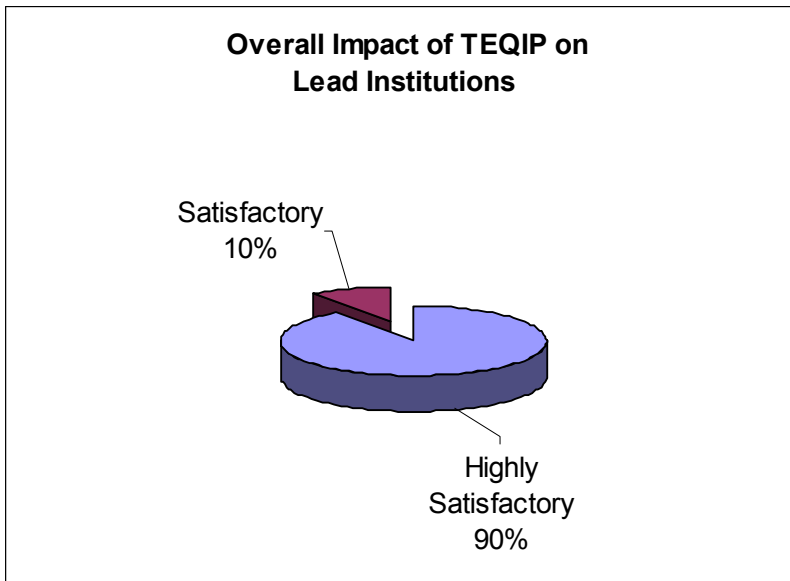


Fig. 3.6: Overall Impact of TEQIP on Lead Institutions

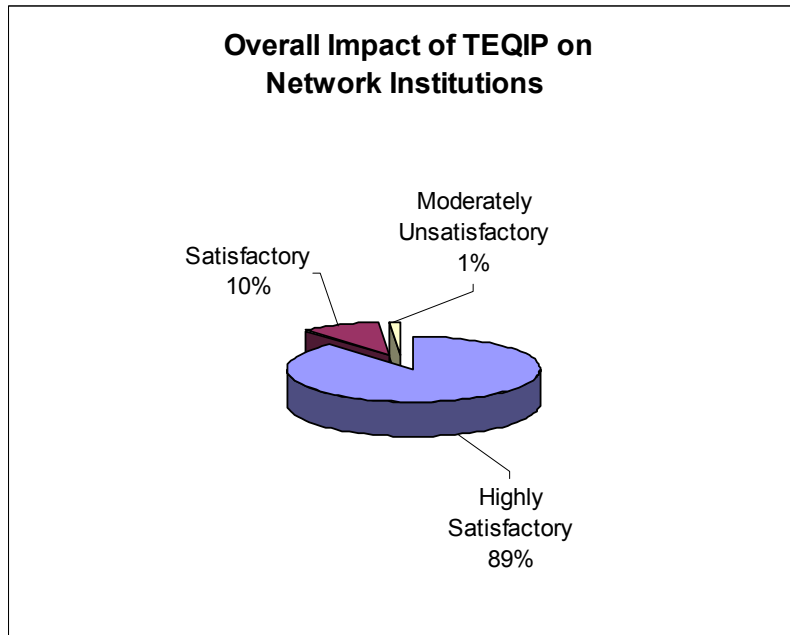


Fig. 3.7: Overall Impact of TEQIP on Network Institutions

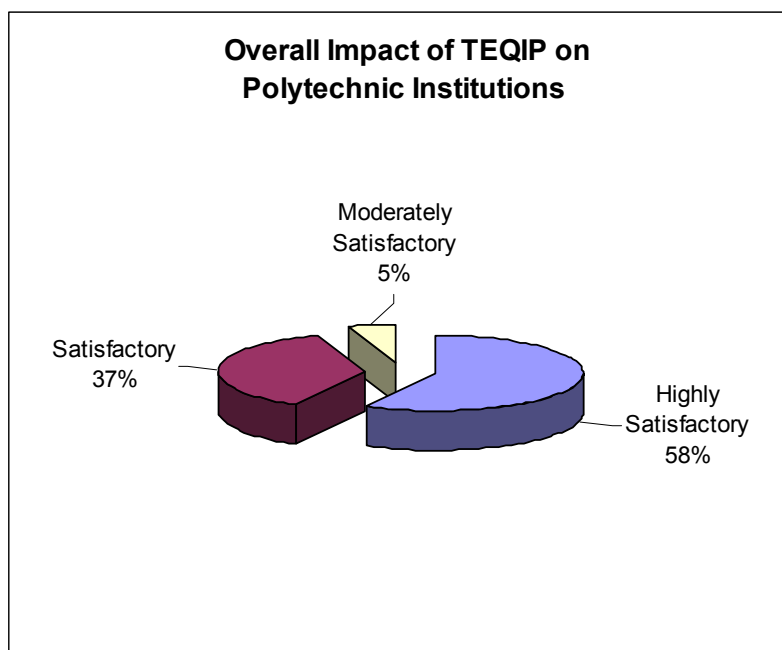


Fig. 3.8: Overall Impact of TEQIP on Polytechnic Institutions

Table 3.3 shows the type- and role-wise distribution of TEQIP institutions.

Table 3.3: Impact on TEQIP Institutions–Types and Roles

Institution Type	Institution Role	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Grand Total
Government	Lead Inst	33	4	0	0	0	0	37
	Network Inst	33	4	0	1	0	0	38
	Polytechnic	11	7	1	0	0	0	19
Government Total		77	15	1	1	0	0	94
Private Unaided	Lead Inst	1	0	0	0	0	0	1
	Network Inst	18	3	0	0	0	0	21
Private Unaided Total		19	3	0	0	0	0	22
Private Aided	Lead Inst	2	0	0	0	0	0	2
	Network Inst	9	0	0	0	0	0	9
Private Aided Total		11	0	0	0	0	0	11
Grand Total		107	18	1	1	0	0	127

3.5 Overall Impact on Key Performance Indicators (KPIs)

Overall impact on outputs (KPIs) of the 127 institutions is shown in Fig. 3.9 and Table 3.4 which indicates that the impact of TEQIP on KPIs is less commensurate with that on inputs. This is due to lack of any significant increase in R&D works compared to the base line data (2002-2003). Only 17 percent of the institutions are in highly satisfactory range and 24 percent in satisfactory range. Further detailed analysis is presented in subsequent paras of this section where individual parameters of KPIs have been analyzed.

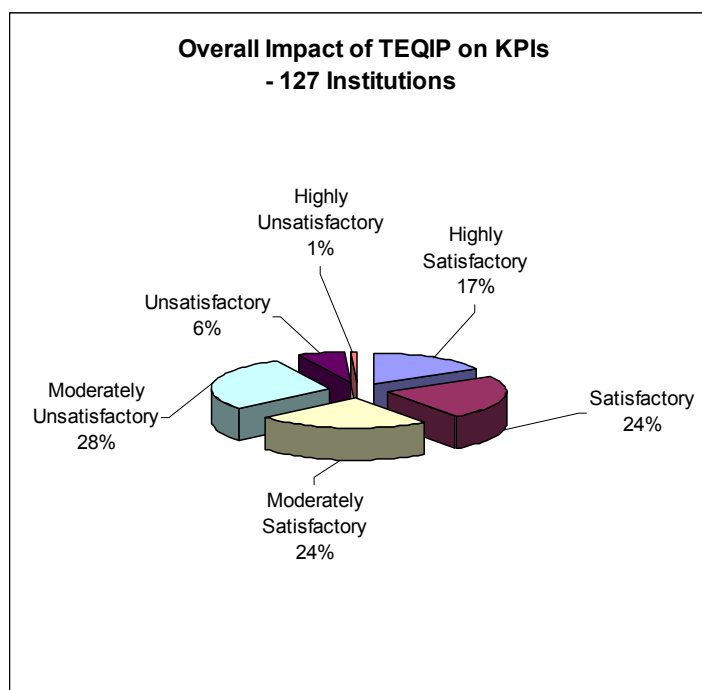


Fig. 3.9: Overall Impact of TEQIP on KPIs-127 Institutions

Table 3.4: Impact on KPIs of TEQIP Institutions: State-wise Distribution

CFIs/State	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Grand Total
CFIs	1	8	7	2	0	0	18
AP	1	3	5	3	0	0	12
Gujarat	1	0	2	1	2	0	6
Haryana	1	0	0	2	2	0	5
Himachal	1	0	2	0	0	0	3
Jharkhand	2	1	0	1	0	0	4
Karnataka	0	2	1	8	3	0	14
Kerala	0	0	1	4	0	0	5
Maharashtra	3	6	5	3	0	0	17
MP	2	1	0	3	1	0	7
Tamil Nadu	2	3	4	1	0	1	11
UP	2	1	3	4	0	0	10
Uttarakhand	1	2	0	1	0	0	4
WB	4	3	0	4	0	0	11
Grand Total	21	30	30	37	8	1	127

64 percent of institutions account for first three levels of satisfaction. None of the TEQIP institutions in Karnataka and Kerala had highly satisfactorily impact on KPIs.

The impact on key performance indicators for centrally funded and State funded institutions is shown in Fig. 3.10. Among CFIs, only Motilal Nehru National Institute of Technology, Allahabad (UP) had highly satisfactory impact. Birla Institute of Technology, Mesra (Jharkhand), Mumbai University Institute of Chemical Technology, Mumbai (Maharashtra), College of Engineering, Pune (Maharashtra), Govind Ballabh Pant University of Agriculture &

Technology, Pantnagar (Uttarakhand), University College of Technology, Calcutta University, Kolkata (West Bengal) are among other institutions which had highly satisfactory impact of TEQIP on KPIs. These institutions already had good track record of performance on Key Indicators and TEQIP further strengthened their infrastructure base (which is evident from their performance and impact on input indicators [Refer Annex-III to VI]) which in turn boosted their performance on Key Indicators. Detailed analysis of institution, type, role and levels of satisfaction is presented in Annex-III to VI.

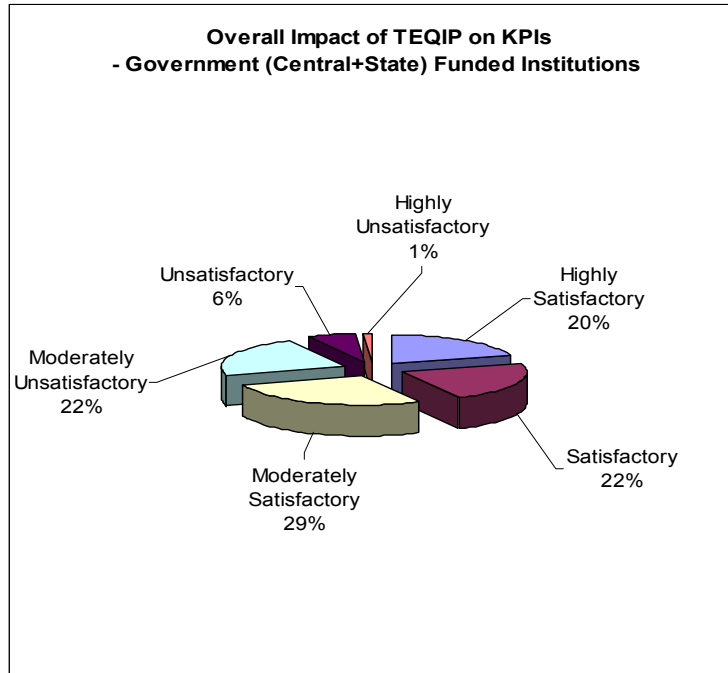


Fig. 3.10: Overall Impact of TEQIP on KPIs–Government (Central + State) Funded Institutions

The overall impact of TEQIP on KPIs with respect to CFIs is depicted in Fig. 3.11. Most of the institutions (84 percent) had satisfactory /moderately satisfactory impact and only 6 percent had highly satisfactory impact. The performance of State funded institutions is depicted in Fig. 3.12.

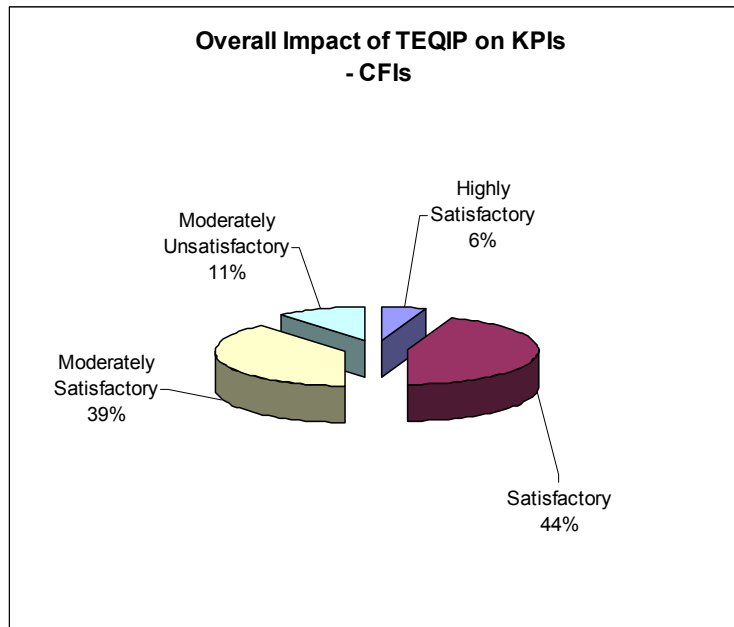


Fig. 3.11: Overall Impact of TEQIP on KPIs-CFIs

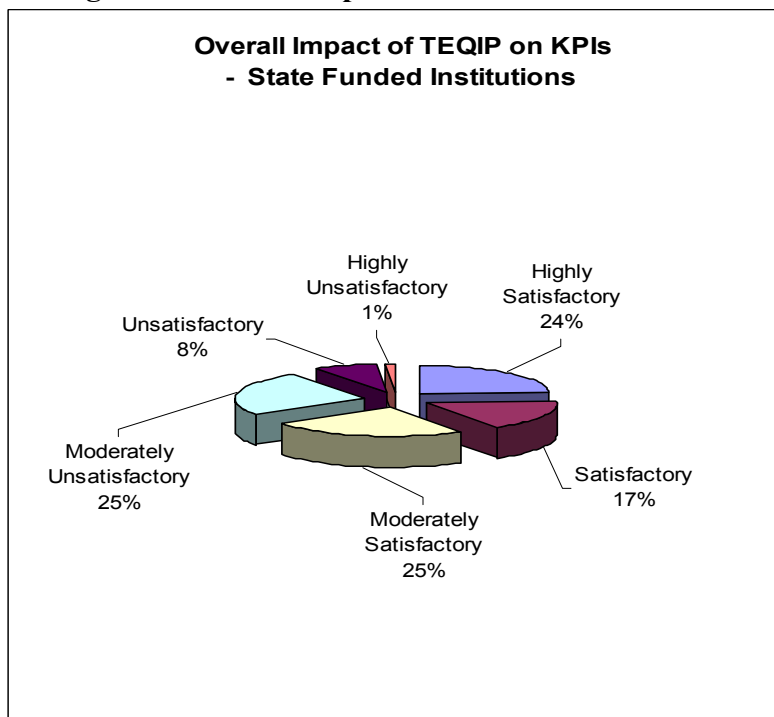


Fig. 3.12: Overall Impact of TEQIP on KPIs–State Funded Institutions

The impact on Key Performance Indicators of private institutions (6 percent highly satisfactory), Private Aided institutions (zero percent highly satisfactory) and private unaided (9 percent highly satisfactory) were all below expected levels as depicted in figures 3.13 to 3.15.

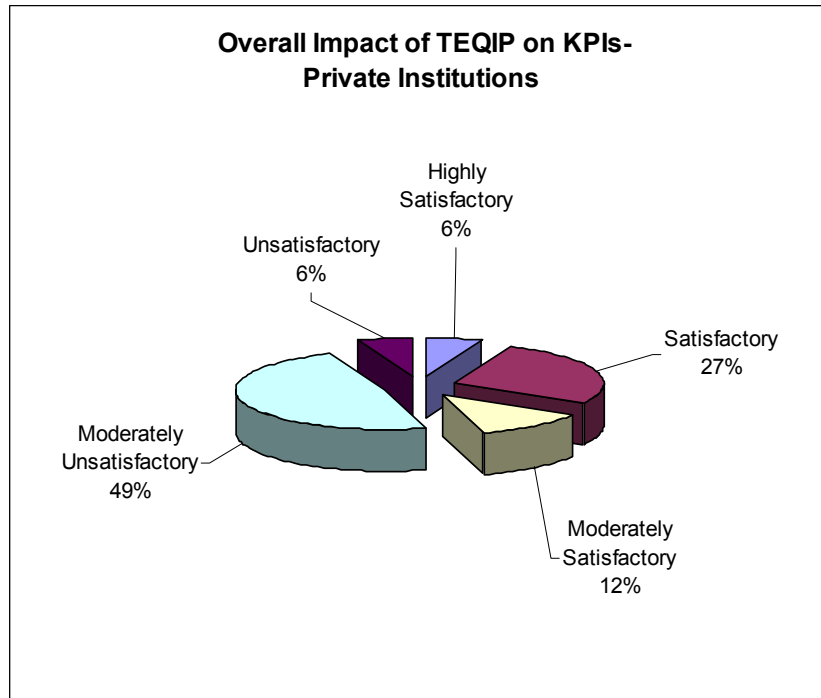


Fig. 3.13: Overall Impact of TEQIP on KPIs–Private Institutions

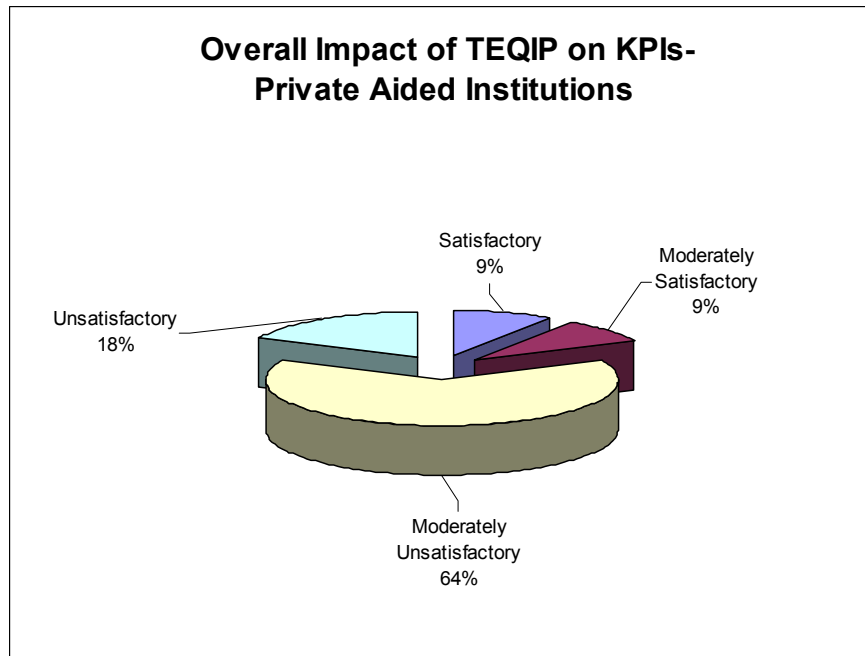


Fig. 3.14: Overall Impact of TEQIP on KPIs–Private Aided Institutions

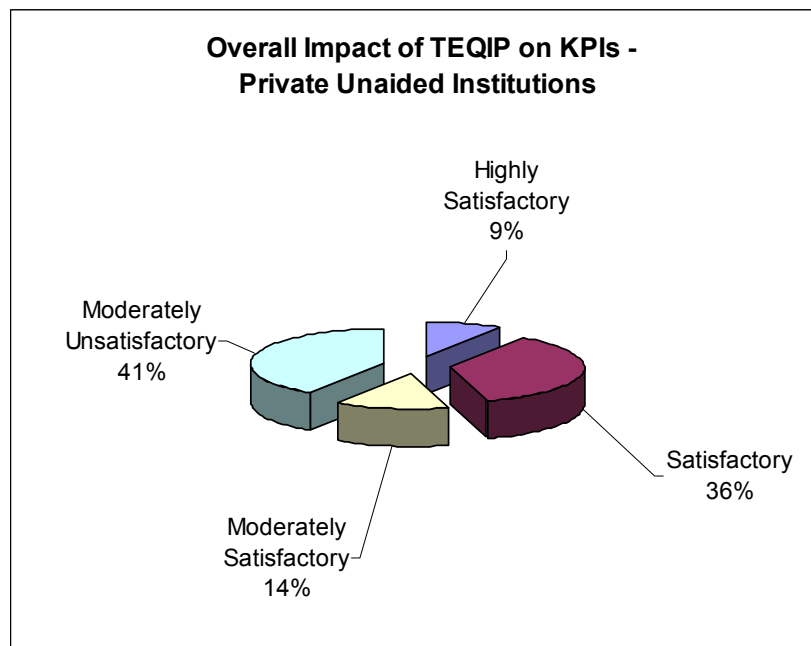


Fig. 3.15: Overall Impact of TEQIP on KPIs–Private Unaided Institutions

The analysis of impact on Key Performance Indicators of lead institutions and Network institutions in figures 3.16 and 3.17 demonstrates that out of 40 lead institutions, 8 institutions (20 percent) had highly satisfactory and 11 institutions (28 percent) had satisfactory impact. Lead institutions had a clear edge over Networked institutions in this respect.

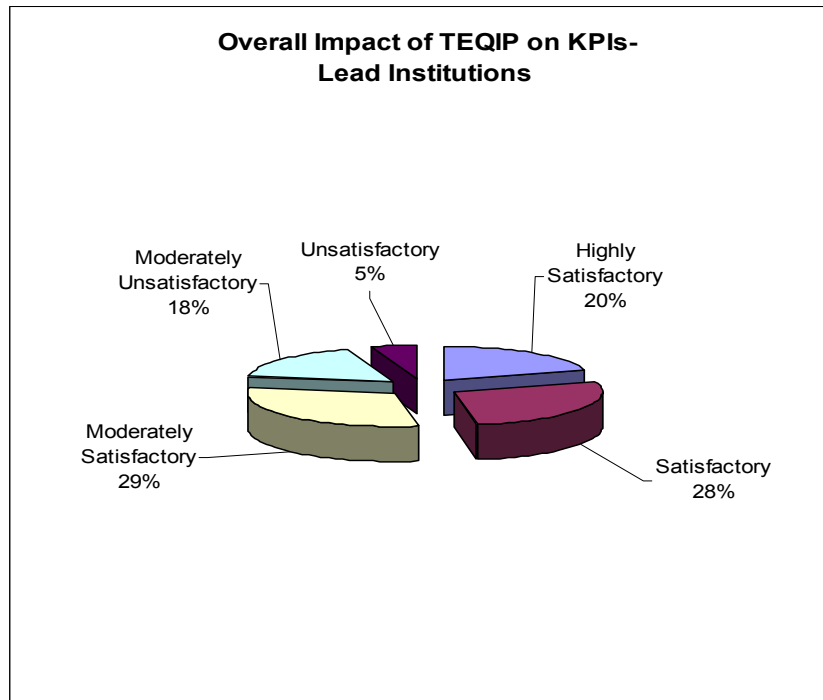


Fig. 3.16: Overall Impact of TEQIP on KPIs–Lead Institutions

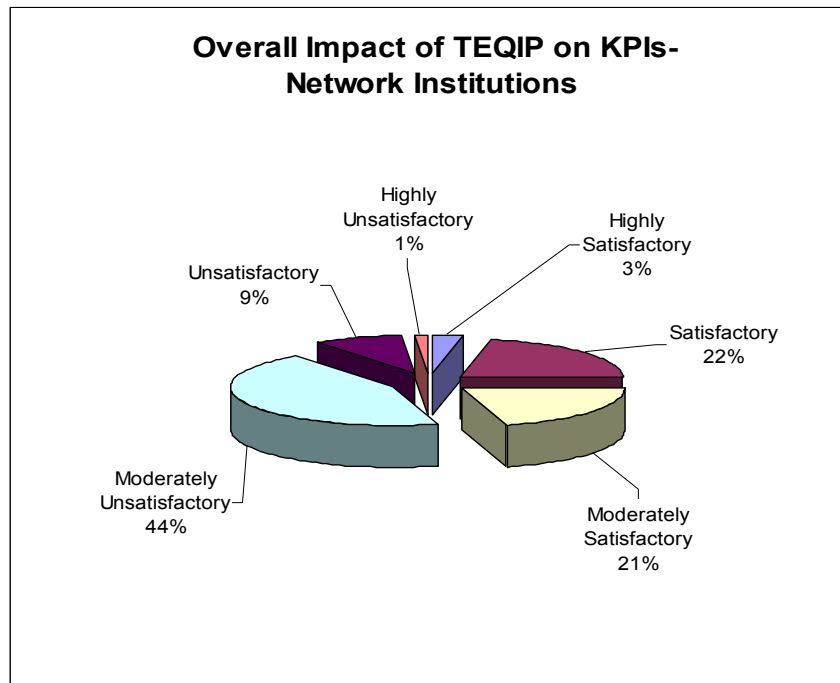


Fig. 3.17: Overall Impact of TEQIP on KPIs–Network Institutions

The impact on Key Performance Indicators of polytechnics is analyzed in Fig. 3.18 wherein the parameters of research publications, patents and R&D works, were not considered for evaluating the impact of TEQIP on KPIs. Sub-parameters/parameters such as employability through campus/self placement, average annual salary, student-faculty ratio and pass percentage were only considered as KPIs for Polytechnics. The analysis of these parameters indicates a highly satisfactory impact on Polytechnics due to TEQIP.

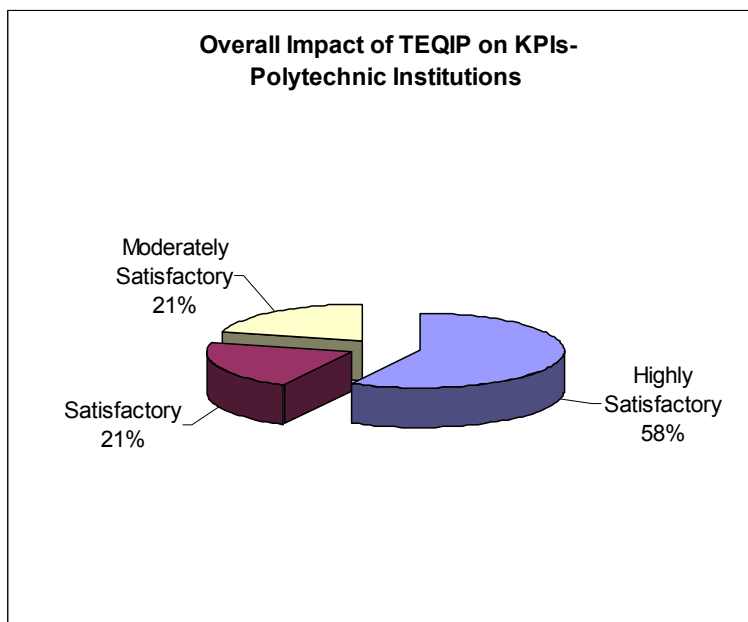


Fig. 3.18: Overall Impact of TEQIP on KPIs–Polytechnic Institutions

Following analysis further presents (Table 3.5) type and role-wise distribution of TEQIP institutions on the basis of level of satisfaction of Impact of TEQIP on KPIs. None of the Government network institutions, private unaided lead institutions and private aided lead institutions had highly satisfactory impact of TEQIP on KPIs.

Table 3.5: Distribution of Institutions on the basis of Level of Impact on KPIs

Institution Type	Institution Role	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Grand Total
Government	Lead Inst	8	10	12	6	1		37
	Network Inst	0	7	10	15	5	1	38
	Polytechnic	11	4	4	0	0	0	19
Government Total		0	21	26	21	6	1	94
Private Unaided	Lead Inst	0	0	0	0	0	0	1
	Network Inst	2	8	3	8	0	0	21
Private Unaided Total		0	8	3	9	0	0	22
Private Aided	Lead Inst	0	1	0	0	1	0	2
	Network Inst	0	0	1	7	1	0	9
Private Aided Total		0	1	1	7	2	0	0
Grand Total		21	30	30	37	8	1	127

Conclusions

- 107 (84 percent) Institutions had highly satisfactory overall impact while 18 (14 percent) institutions had satisfactory impact, one institution(s) each had a Moderately Satisfactory impact and Moderately Unsatisfactory Impact.
- 5 States namely Himachal Pradesh (7.21), Andhra Pradesh (7.20), West Bengal (6.94), Karnataka (6.87), Uttarakhand (6.68) and CFIs (6.98) had above the All India Average impact (6.68). Besides all institutions in Andhra Pradesh, Haryana, Himachal, Karnataka, Kerala, and West Bengal had highly satisfactory impact.
- Jharkhand (5.91) had the least overall impact of TEQIP
- Mumbai University Institute of Chemical Technology (MUICT) had the highest impact and received the status of Deemed University, consequent to achieving all autonomies—academic, administrative, financial and managerial due to TEQIP.
- 77 (82 percent) Government (CFIs + State) Funded Institutions had highly satisfactory overall impact of TEQIP.
- 30 (91percent) private institutions, while 11 (100 percent) private aided and 19 (82 percent) unaided institutions had highly satisfactory impact.

3.6 Overall Impact—CFIs, State, Institution Role and Type-wise

All India average of Overall Impact was computed for 13 TEQIP States and for CFIs. Five States namely Himachal Pradesh, Andhra Pradesh, West Bengal, Karnataka, Uttarakhand and CFIs emerged above the all India average. Fig. 3.19 depicts the CFIs & State-wise overall impact of TEQIP in ascending order of their weighted score obtained in MLMPRS. From the Fig. 3.19 it is clear that recently carved-out State of Jharkhand had the least impact of TEQIP.

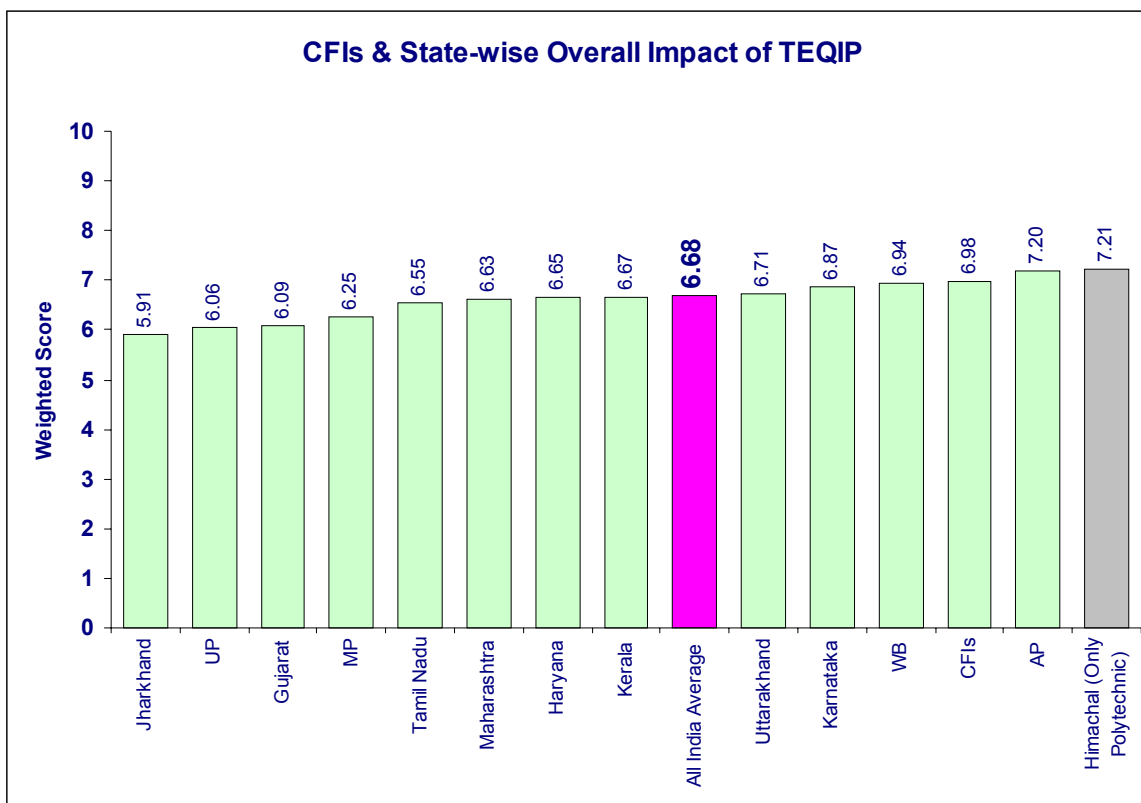


Fig. 3.19: CFIs and State-wise Overall Impact of TEQIP

Himachal Pradesh had only three polytechnics institutions under TEQIP and during computation of weighted scores at various levels, some of the sub-parameters like accreditation of PG courses, revision/reorientation & restructuring of PG programmes were not considered. With respect to most of the remaining parameters, in their Self Assessment, institutions of Himachal Pradesh have reported good performance and hence MLMPRS evaluated Himachal Pradesh at the highest level impact among all States and CFIs.

3.6.1 Centrally Funded Institutions–Overall Impact

Among 18 CFIs, NIT Durgapur had highest impact due to TEQIP while NIT Srinagar had the least impact which is attributed to low performance on parameters like internal revenue–generation & utilization, credit exemption, faculty profile, faculty qualification improvement, networking activities and services to communities and economy. Following Fig 3.20 depicts overall impact of TEQIP on all 18 CFIs wherein 12 CFIs had above average impact.

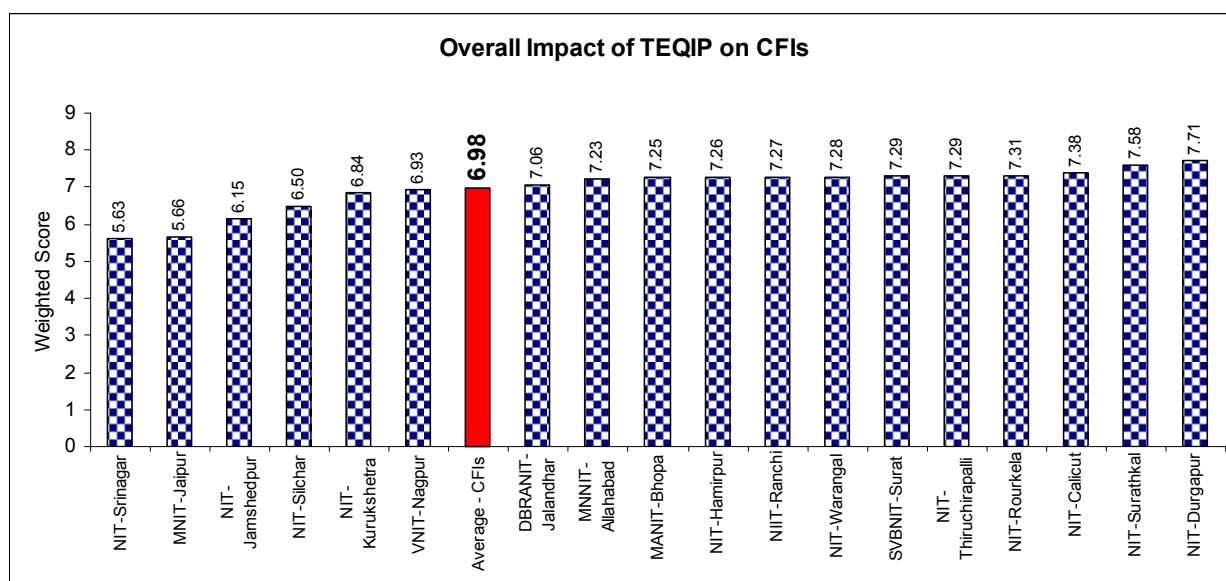


Fig. 3.20: Overall Impact of TEQIP on CFIs

Further analysis (Fig. 3.21) shows, CFIs had maximum impact of TEQIP on academic excellence followed by institutional reforms and institutional governance. The impact was low on networking.

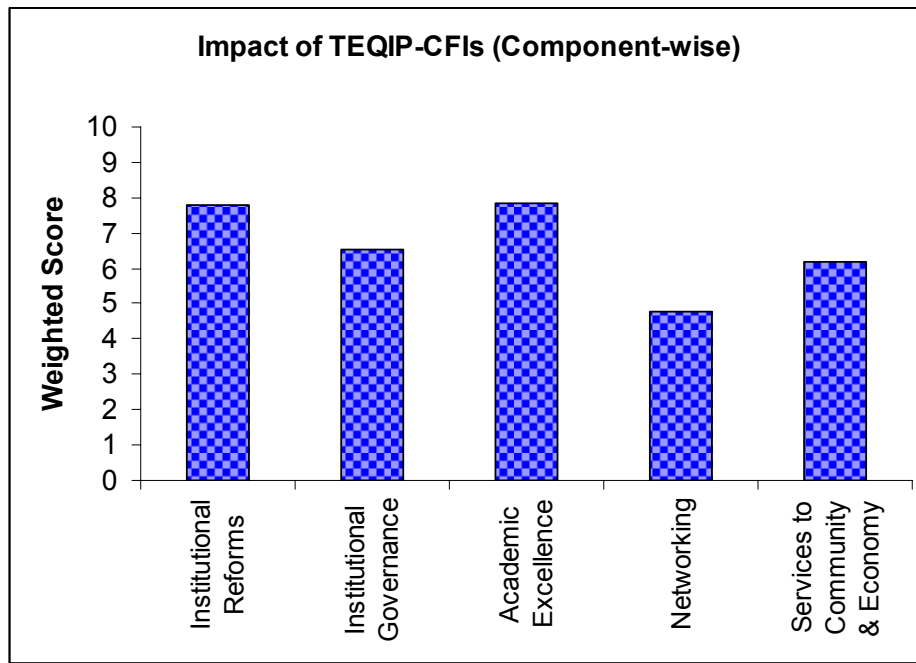


Fig. 3.21: Impact of TEQIP-CFIs (Component-wise)

3.6.1.1 Institutional Reforms

In terms of institutional reforms NIT Durgapur and NIT Srinagar had the maximum and the minimum impact respectively. Average of CFIs in this respect is a median due to equitable numbers on both sides as shown in Fig. 3.22.

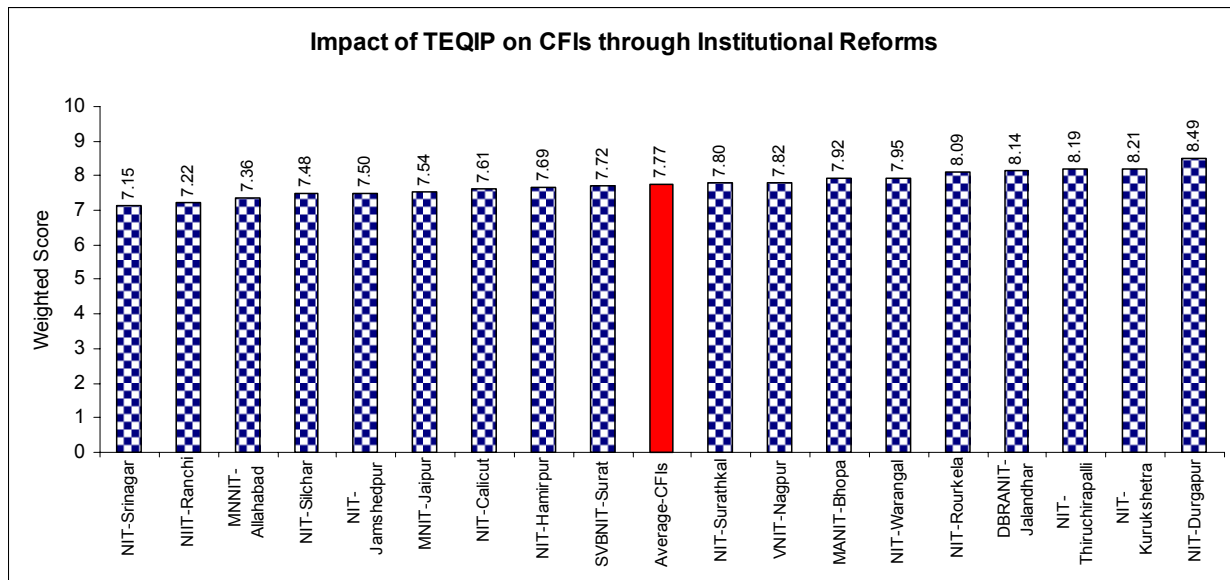


Fig. 3.22: Impact of TEQIP on CFIs through Institutional Reforms

3.6.1.2 Institutional Governance

Due to low scores on internal revenue generation, management capacity development, and faculty profile, NIT Jaipur had the least impact of TEQIP on institutional governance. While NIT Durgapur, NIT Suratkal, NIT Rourkela and VNIT Nagpur lagged only in their development of

management capacity. It was assessed that in all CFIs decision making powers are delegated at appropriate levels and there is participation of stakeholders in BoG meetings. Fig 3.23 depicts the impact of TEQIP on CFIs through institutional governance.

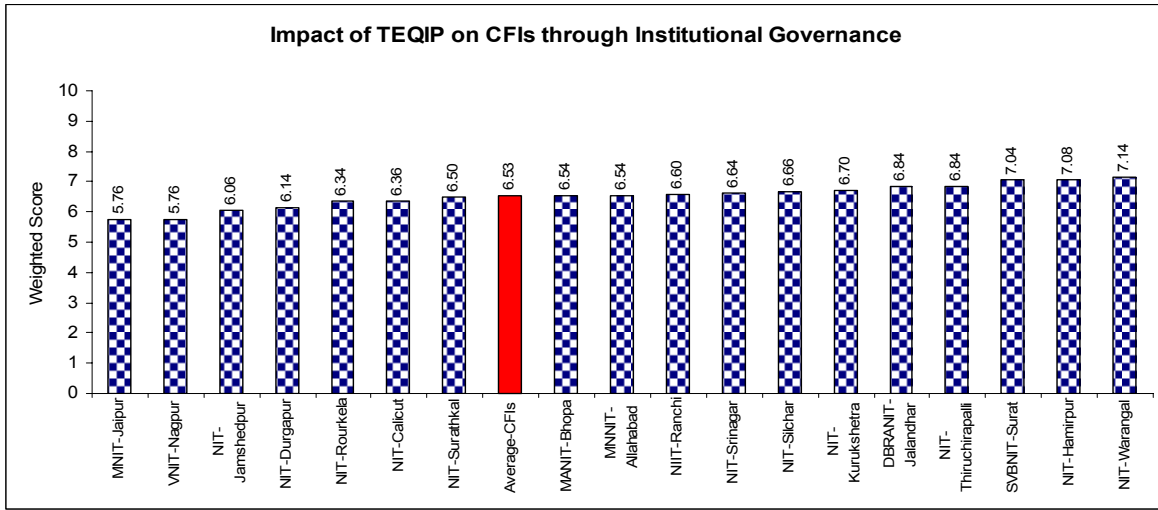


Fig. 3.23: Impact of TEQIP on CFIs through Institutional Governance

3.6.1.3 Academic Excellence

NIT Warangal, had maximum impact of TEQIP on academic excellence whereas NIT Jaipur, had the least (Fig. 3.24), due to un-satisfactory implementation of Tribal Development Plan and inappropriate training needs analyses resulting in inadequate faculty training. NIT Warangal and NIT Rourkela had maximum impact on tribal development plan. NITs at Jamshedpur, Silchar, Srinagar and Nagpur had negligible impact on faculty quality improvement.

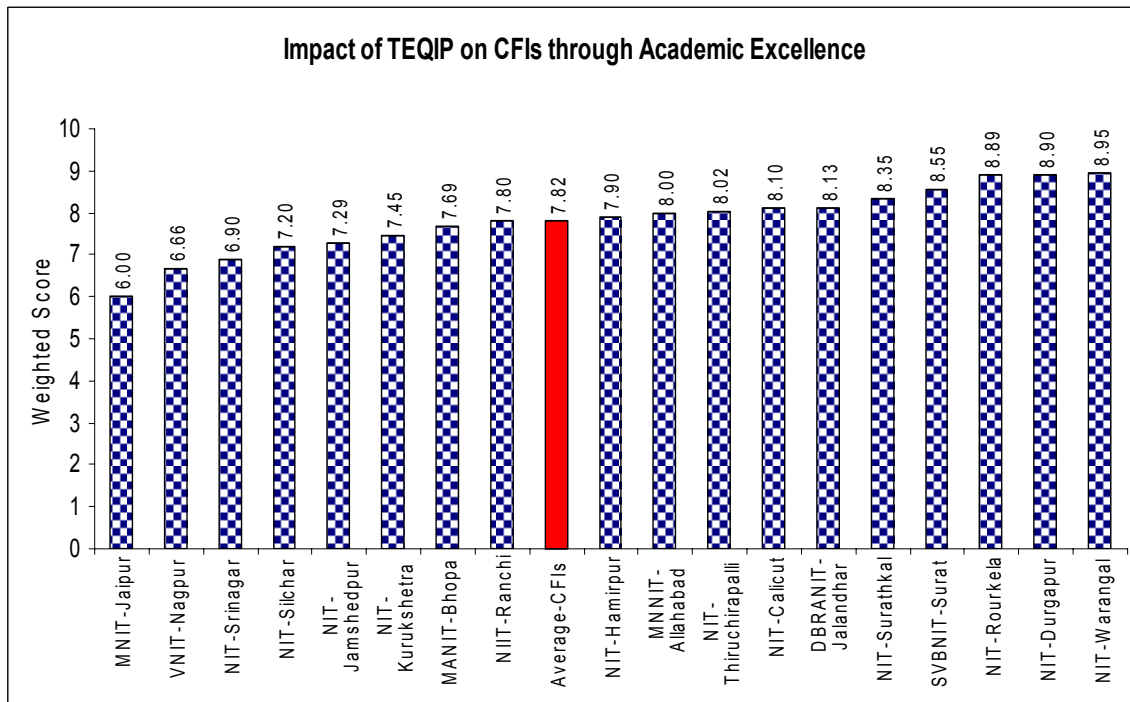


Fig. 3.24: Impact of TEQIP on CFIs through Academic Excellence

3.6.1.4 Networking

Among the Networking activities, impact due to R& D Projects by faculty jointly is least since 10 out of 18 CFIs did not take up any such activity. Except co-curricular activities by students, NIT Srinagar lagged behind in all other networking activities and hence had the least impact through networking as shown in Fig. 3.25.

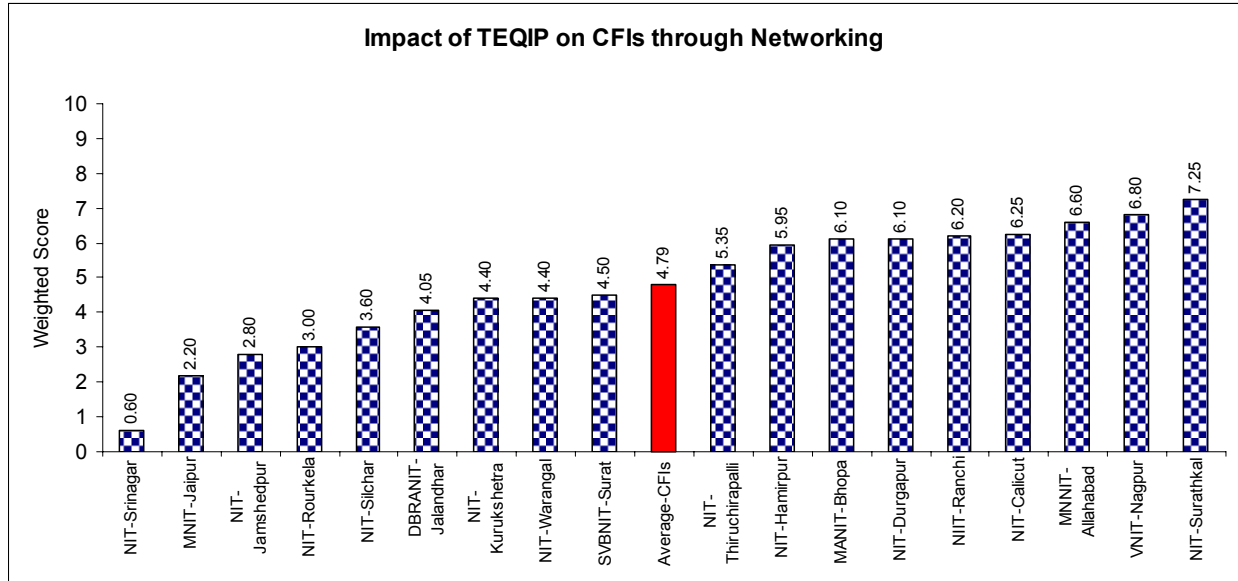


Fig. 3.25: Impact of TEQIP on CFIs through Networking

3.6.1.5 Services to Community & Economy

There are equal numbers of CFIs on either side of average. NIT Srinagar had the least impact among CFIs through services to community and economy which is shown in Fig. 3.26.

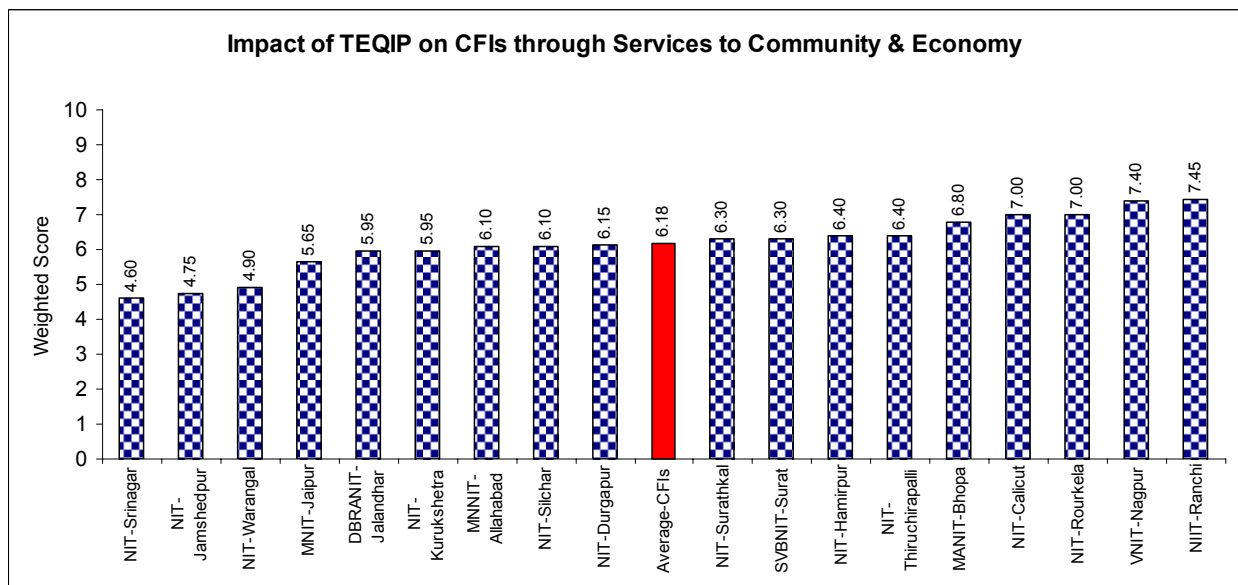


Fig. 3.26: Impact of TEQIP on CFIs through Services to Community & Economy

3.6.1.6 Impact on KPIs

NITs at Bhopal, Srinagar and Silchar had less impact due to fewer patents and research publications, as well as less R & D activities in comparison to MNIT, Allahabad. MNIT, Allahabad had the highest impact due to increased number of patents, better R&D performance, enhanced employment rate, improved faculty ratio and pass percentage of students. MANIT, Bhopal could not improve upon its previous performance on research publications, patents and hence had least overall impact on KPIs among CFIs. 9 CFIs had negligible impact towards improving number of patents. Overall impact of TEQIP on KPIs of CFIs is depicted in Fig. 3.27.

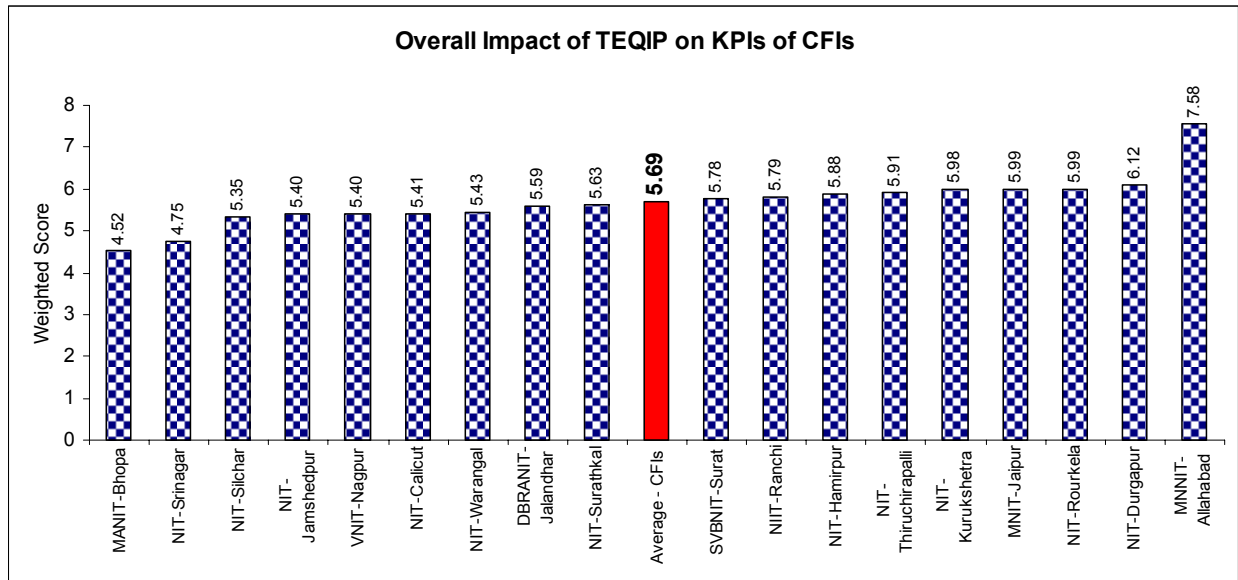


Fig. 3.27: Overall Impact of TEQIP on KPIs-CFIs

3.6.1.7 Level of Stakeholders Satisfaction

In view of certain pending issues which had to be resolved, few of the faculty and the students had expressed low levels of satisfaction at NITs at Srinagar, Suratkal, Jalandhar and Bhopal. Low level of overall impact on NIT Srinagar has also been reflected through least satisfaction levels of its stakeholders as shown in Fig. 3.28.

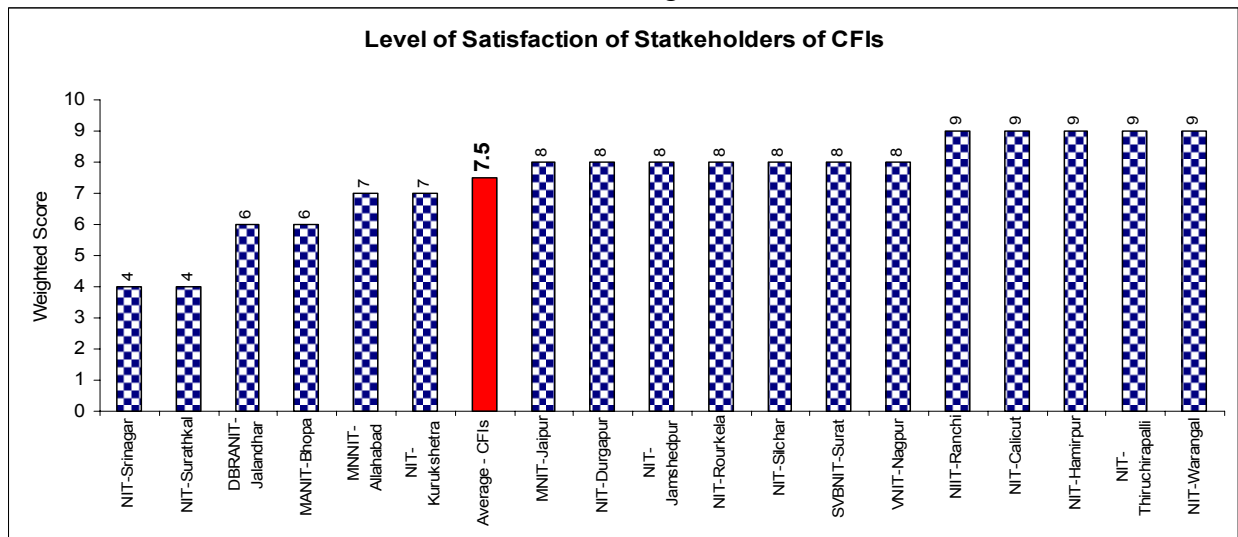


Fig. 3.28: Level of Satisfaction of Stakeholders-CFIs

3.6.2 Andhra Pradesh

Institutions of AP had the highest impact of TEQIP in achieving academic excellence and the least, on networking. Among the parameters of institutional reforms, credit exemption as well as on improving qualification of faculty have not shown any progress. On networking activities, like other States and CFIs, AP had less impact in carrying out joint faculty R&D projects as depicted in Fig. 3.29.

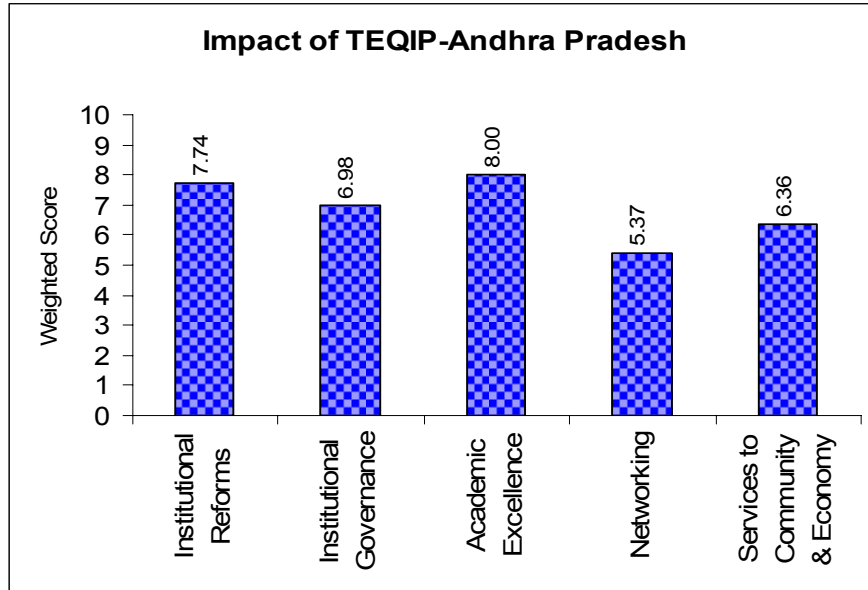


Fig. 3.29: Impact of TEQIP – Andhra Pradesh

3.6.3 Gujarat

Institutions of Gujarat could neither establish four Funds nor improve internal revenue. Also State government did not provide Block Grant as agreed. The faculty profile and qualifications could not be improved. These institutions also lagged behind in networking activities such as students visiting to/from other institutions, publications by faculty jointly, R&D Projects by faculty jointly, and transferring of technology under services to community and economy as shown in Fig. 3.30.

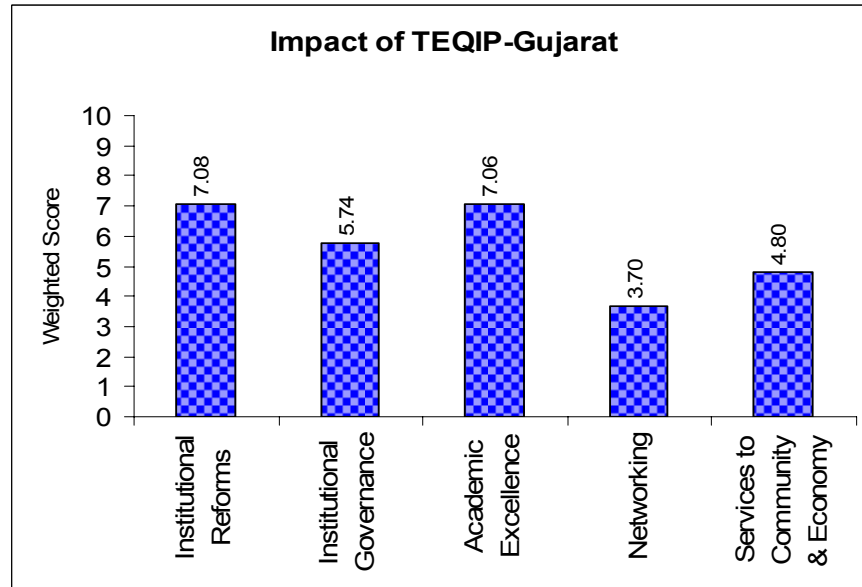


Fig. 3.30: Impact of TEQIP – Gujarat

3.6.4 Haryana

Impact through institutional reforms could have been better if institutions had offered credit exemption in their curricula. Performance in networking activities has been low since there were no visits of students from other institutions in these institutions and no remarkable joint collaborative R & D Projects by faculty were undertaken. Fig. 3.31 depicts impact of TEQIP on institutions in the State of Haryana.

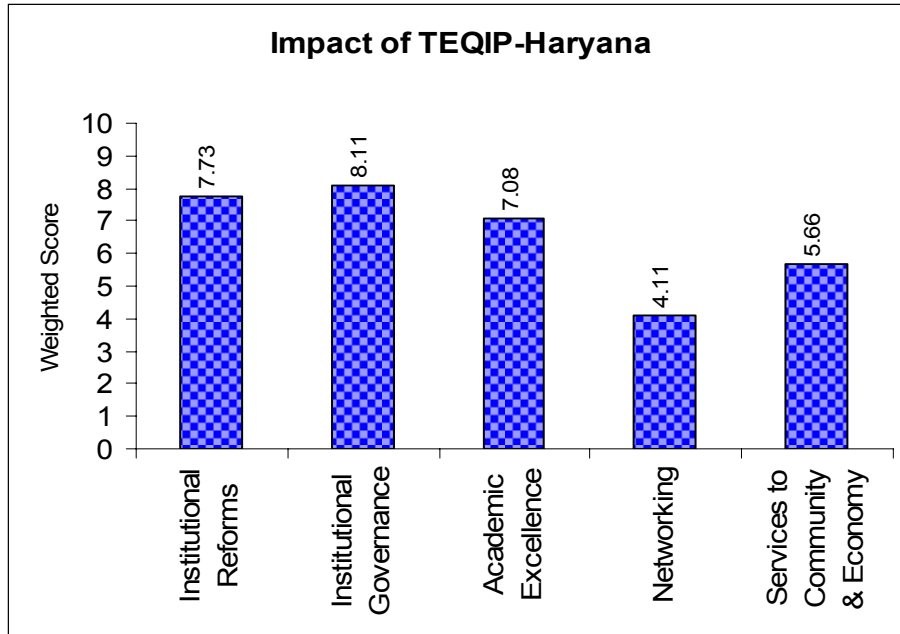


Fig. 3.31: Impact of TEQIP – Haryana

3.6.5 Himachal Pradesh

Institutions of Himachal Pradesh had the highest impact on services to community and economy as also on academic excellence and institutional reforms (Fig. 3.32). Institutional governance lagged behind due to non facilitation of autonomy and Block Grant. It is noteworthy that Himachal Pradesh had only polytechnics under TEQIP. Himachal Pradesh had the highest impact on Tribal Development Plan among all 13 States and CFIs while there was negligible impact on Faculty Qualification Improvement.

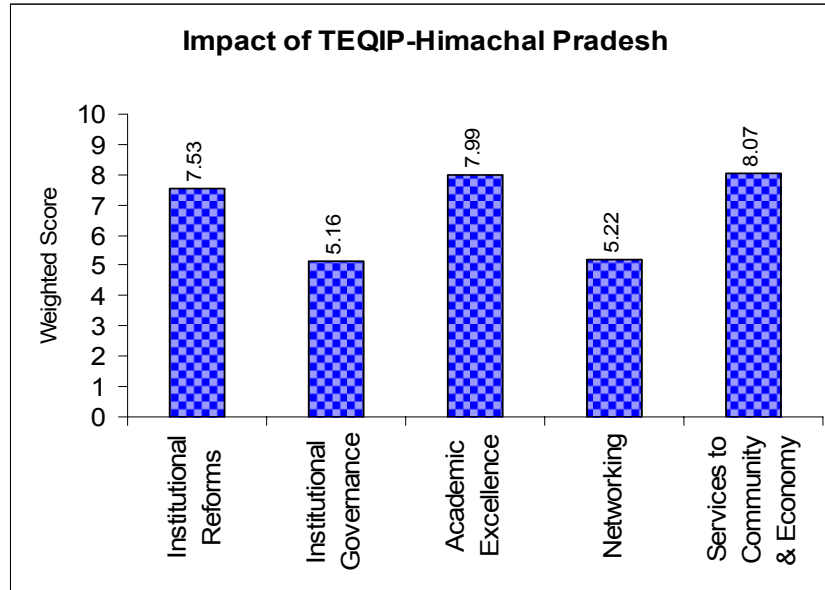


Fig. 3.32: Impact of TEQIP – Himachal Pradesh

3.6.6 Jharkhand

Jharkhand had the least impact on internal revenue-generation and utilization among all States and CFIs. While on networking activities the main cause of low impact was least number of publications of faculty and negligible joint collaborative R & D projects by faculty. Fig. 3.33 shows the level of impact through different parameters.

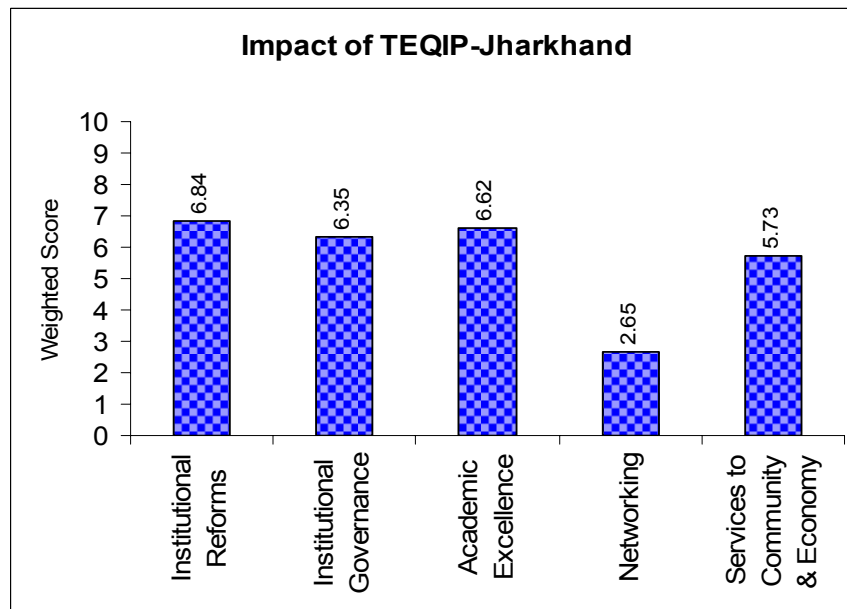


Fig. 3.33: Impact of TEQIP – Jharkhand

3.6.7 Karnataka

Among all parameters, Karnataka had the least impact on joint collaborative R & D projects by faculty and hence least impact on Networking (as shown in Fig. 3.34). It had the highest impact on Institutional Reforms and could have been more if only the State had focused on Internal Revenue (generation, utilization and retention), developing faculty and building the capacity of management of the institutions. The level of impact through different parameters has been depicted in Fig. 3.34.

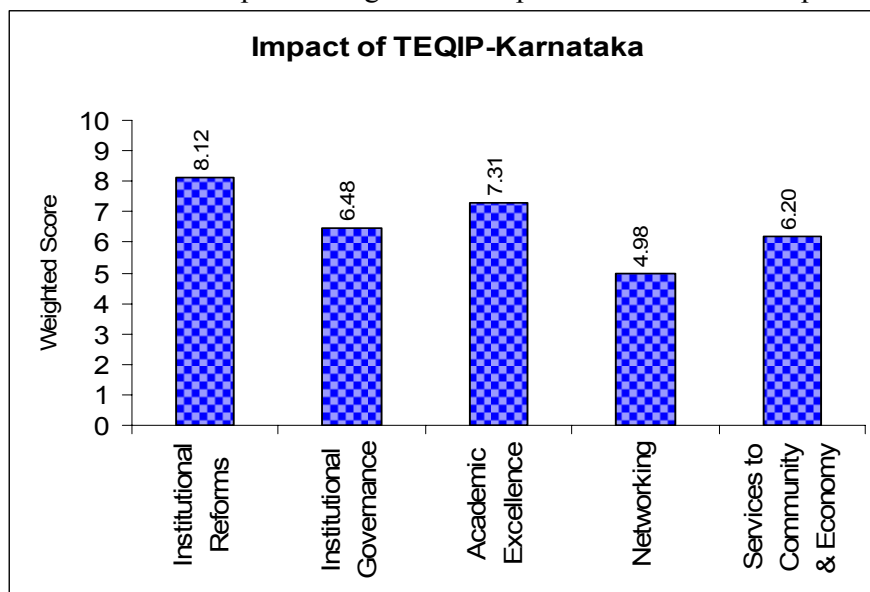


Fig. 3.34: Impact of TEQIP – Karnataka

3.6.8 Kerala

Kerala had no impact on joint collaborative R&D projects by faculty and there was lack of provision of Block Grant. In institutional reforms it lagged behind due to non implementation of credit exemption system in all institutions. Impact on academic excellence could have been more if efforts were made to accredit more programmes in the institutions. The level of impact through different parameters has been depicted in Fig. 3.35.

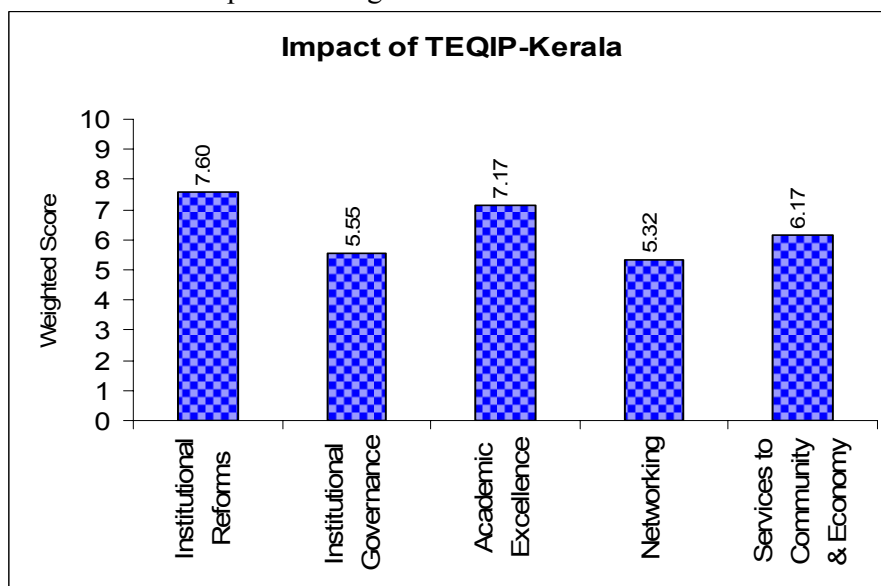


Fig. 3.35: Impact of TEQIP – Kerala

3.6.9 Maharashtra

There was partial implementation of credit exemption system which otherwise can further enhance the impact on institutional reforms. The State has to focus on provision of Block Grant, better internal revenue retention system and improvement of faculty profile. To improve academic excellence various programmes need to be accredited and faculty qualifications have to be further improved. The level of impact through different parameters has been depicted in Fig. 3.36.

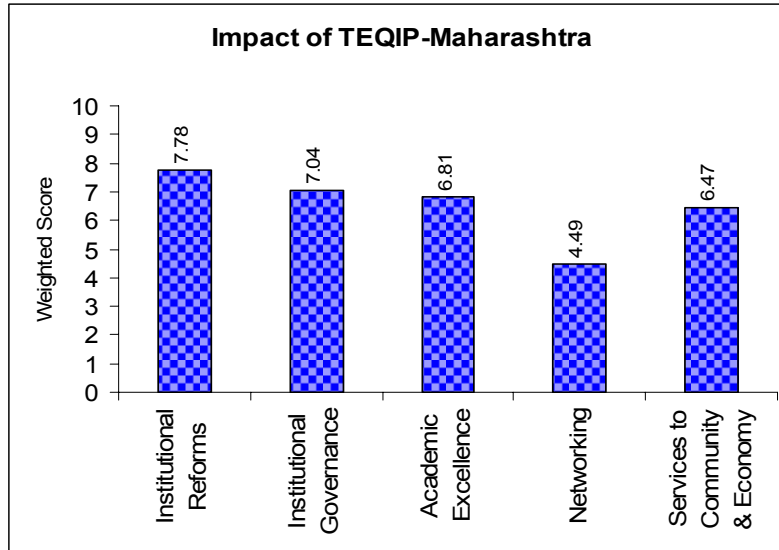


Fig. 3.36: Impact of TEQIP – Maharashtra

3.6.10 Madhya Pradesh

Like Maharashtra, more availability of credit exemption could have enhanced the level of impact through institutional reforms. Also the internal revenue generation and utilization systems have to be improved. Faculty development and performance appraisal systems have to be put in place to bring in necessary institutional reforms. The provision of Block Grant has to be made for all institutions and accreditation for all programmes should be obtained. Focus has to be on improvement of faculty qualifications. The level of impact through different parameters has been depicted in Fig. 3.37.

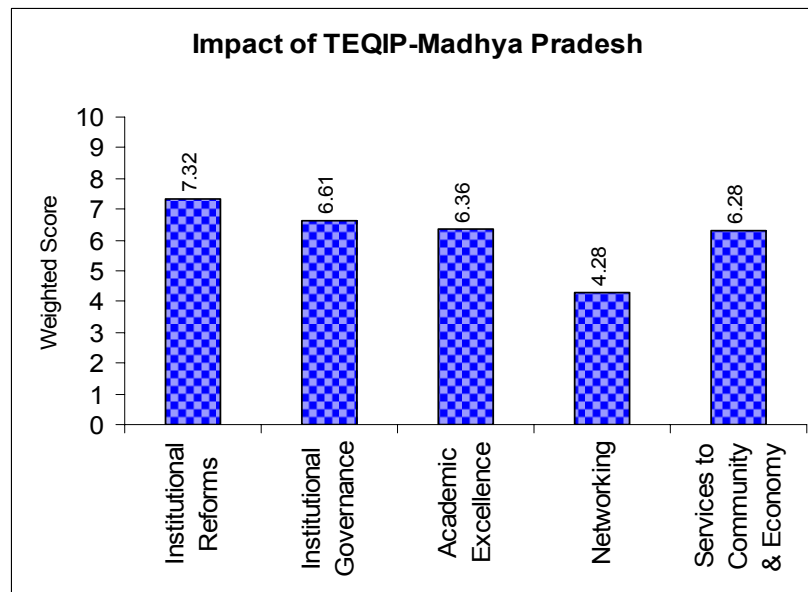


Fig. 3.37: Impact of TEQIP – Madhya Pradesh

3.6.11 Tamil Nadu

Tamil Nadu recorded least impact on Block Grant. Credit exemption system has to be implemented in all institutions and for more programmes. Focus has to be on provision of Block Grant to achieve more impact on institutional reforms. Improvement in qualifications of faculty should be given due priority for achieving the desired academic excellence. The level of impact through different parameters has been depicted in Fig. 3.38.

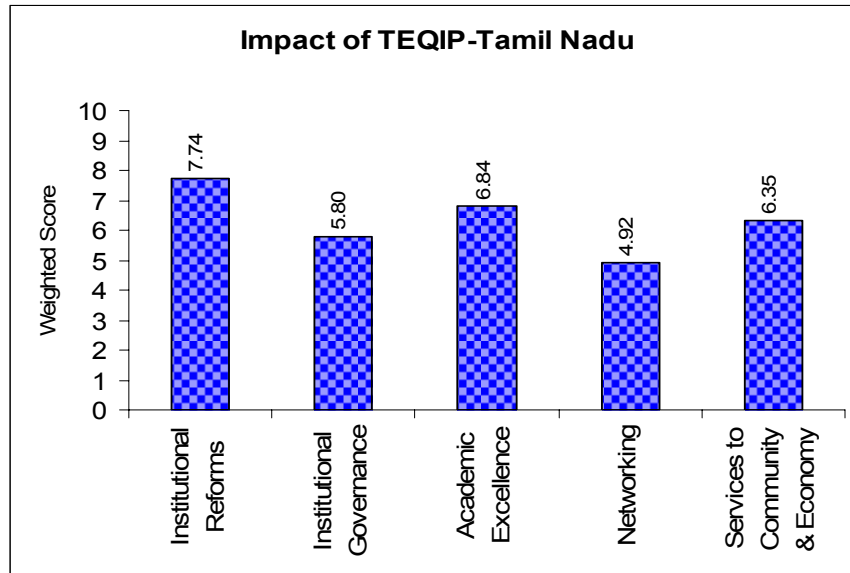


Fig. 3.38: Impact of TEQIP – Tamil Nadu

3.6.12 Uttar Pradesh

Uttar Pradesh had least impact on R & D Projects by Faculty jointly which adversely affected networking activities. Credit exemption system has to be put in place and provision of Block Grant has to be made by State Government as agreed upon. Management capacity has to be further developed while more programmes need to be accredited. Faculty qualifications have to be further improved. The level of impact through different parameters has been depicted in Fig. 3.39.

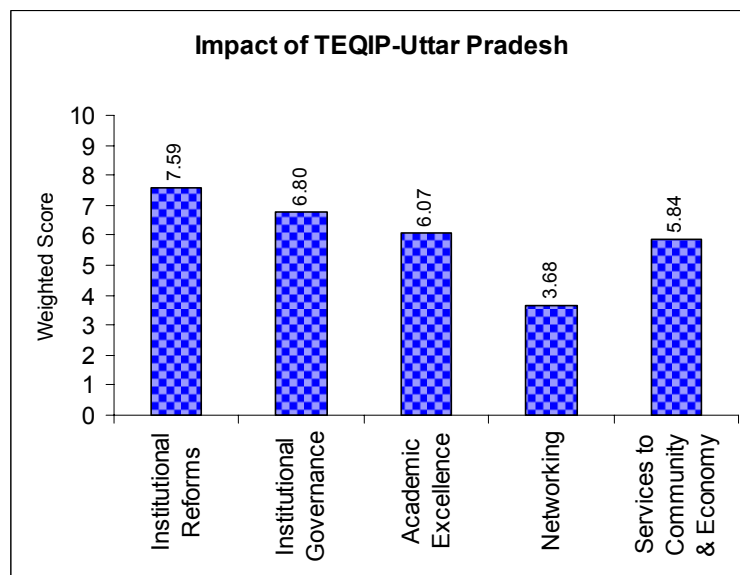


Fig. 3.39: Impact of TEQIP – Uttar Pradesh

3.6.13 Uttarakhand

In Uttarakhand, Networking activities related to publications and R&D projects by faculty jointly had the least impact. Internal Revenue Generation and Utilisation has to be further improved while credit exemption system has to be put in place. The tribal development programme has to be adequately implemented. The level of impact through different parameters has been depicted in Fig. 3.40.

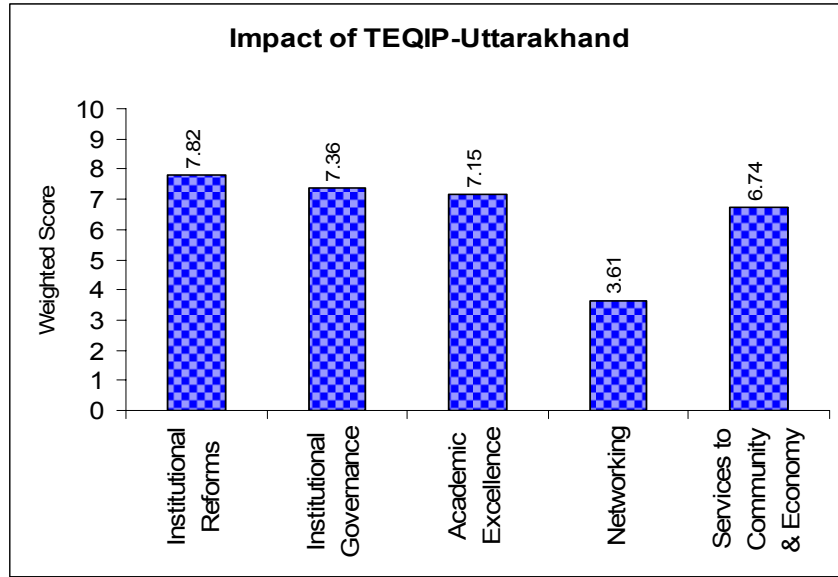


Fig. 3.40: Impact of TEQIP – Uttarakhand

3.6.14 West Bengal

West Bengal had maximum impact on institutional reforms and networking among all TEQIP States and CFIs. It also had the highest impact on Block Grant among all TEQIP States and CFIs. Focus has to be on development of management capacity in each of the institutions. The level of impact through different parameters has been depicted in Fig. 3.41.

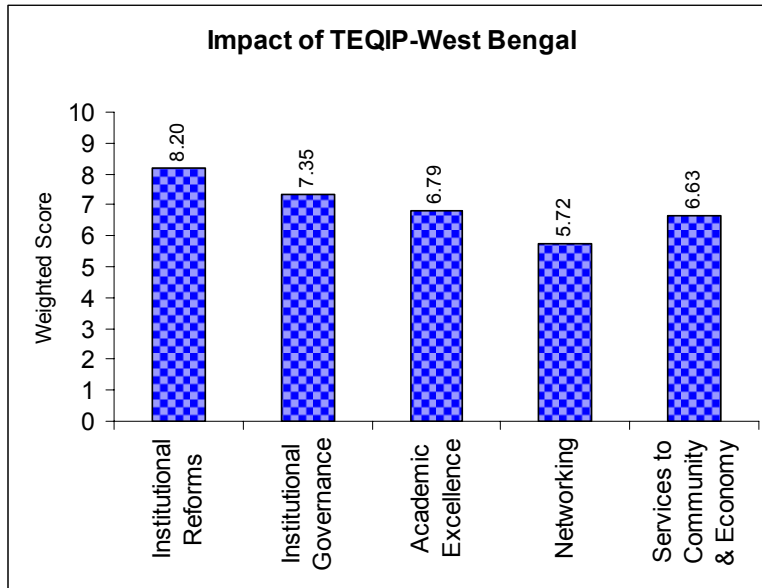


Fig. 3.41: Impact of TEQIP – West Bengal

Conclusions

- Across all TEQIP States and CFIs, impact on institutional reforms was more than that of Academic excellence, institutional governance, networking and services to community and economy in that order.
- West Bengal had the highest impact on institutional reforms whereas Jharkhand had the least.
- Haryana is at the top with respect to institutional governance while Andhra Pradesh experienced the maximum impact on academic excellence among TEQIP States and CFIs.
- The highest impact on Networking and services to community & economy was in West Bengal and Himachal Pradesh respectively.

3.7 Institutions Roles and Types

Institutions impact based on their role and type is presented in figures 3.42 and 3.43. Lead institutions kept their lead over remaining institutions.

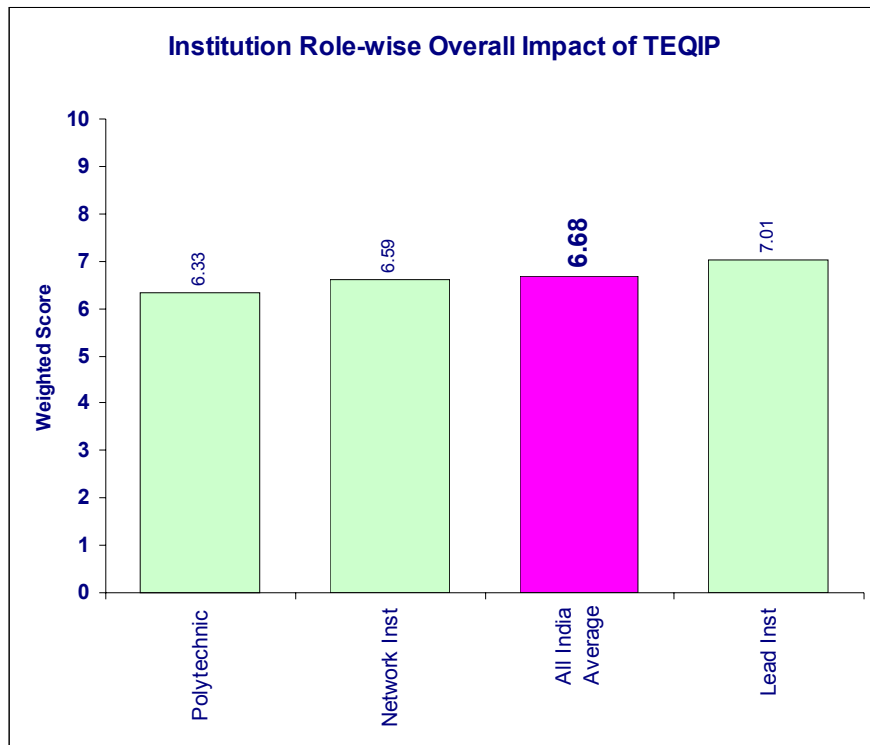


Fig. 3.42: Institution Role-wise Overall Impact of TEQIP

The government institutions (6.72) had slightly higher impact of TEQIP than private aided (6.54) and unaided institutions (6.60).

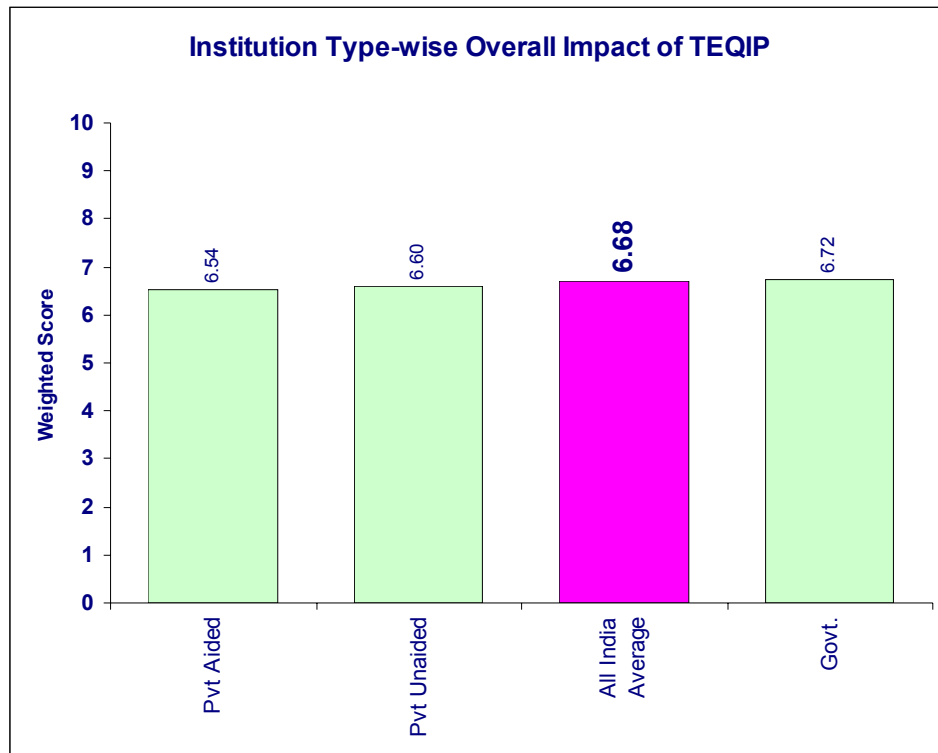


Fig. 3.43: Institution Type-wise Overall Impact of TEQIP

Upon further analysis of impact of each parameter (Refer Annex-VII & VIII) on number of Project institutions, three distinct levels of impact emerge as detailed in Tables 3.6 to 3.8:

Table 3.6: Parameters with High Level of Impact

Sl. No.	Parameters	Number of Institutions
1	Establishment of Four Fund	120
2	Internal Revenue Generation	83
3	Modernization of Management Systems	109
4	Audit	126
5	Practices to reduce wastage	127
6	Recovery of Cost of Education through means other than Tuition Fees	127
7	Implementation of Semester System	126
8	Flexible Pace of Learning	127
9	Multi-background Admission	127
10	Offering Electives	108
11	Continuous Evaluation	126
12	Grading System	127
13	Faculty Development, Performance Appraisal	112
14	Autonomy	118
15	Internal Revenue-Retention	125
16	Independence in Decision Making	115
17	Participation of Stakeholders in BoG	127
18	Faculty Profile	113
19	Revision/reorientation & Restructuring of Programmes	107
20	Tribal Development Plan	97
21	Faculty Training	124
22	Co-curricular activities by Students	125
23	Services to Un-organized labour	107
24	Continuing Education Programmes for Organized Labour	100
25	Employment Rate	120
26	Pass percentage	91
27	Level of satisfaction of stakeholder	112

Among the Project institutions 65 percent to 100 percent had high impact on account of above parameters of impact evaluation which implies that these parameters were well conceived and implemented by Project institutions in accordance with Project objectives.

Table 3.7: Parameters with Low Level of Impact

No.	Parameters	Number of Institutions
1	Credit Exemption	78
2	Block Grant	63
3	Management Capacity Development	75
4	Accreditation	75
5	R & D Projects by Faculty jointly	110
6	Increase in research publications	77
7	Increase in Patents	92
8	R & D Performance	76

50 to 86 percent of Project institutions had relatively low impact on account of the above parameters, implying more efforts on implementation of these aspects are called for.

Table 3.8: Parameters with Mixed Impact

No.	Parameters	Number of Institutions	
		High Impact	Low Impact
1	Faculty qualification improvement	66	61
2	Students visits to other institutions	62	65
3	Students visiting from other institutions	57	70
4	Faculty man-days for other institutions	63	64
5	Faculty man-days from other institutions	60	67
6	Publications by faculty jointly	60	67
7	Specialized training programmes for other institution faculty	63	64
8	Community persons visiting institution	60	67
9	Faculty visiting community for needs assessment	55	72
10	Faculty visiting community for extending technical help	60	67
11	Projects by students for community	52	75
12	Technology transferred	56	71
13	Student faculty ratio	64	63

On each of the above parameters Project institutions had a mixed impact, almost 50 percent institutions on each side of high and low impact, which again testifies efforts to be put in by institutions to improve implementation of parameters where the impact is low.

3.8 Institutional Reforms

Impact of TEQIP through Institutional Reforms was evaluated on the basis of 14 parameters: i) Establishment of Four Funds ii) Internal Revenue Generation (IRG) iii) Modernization of Management System iv) Audit v) Practices to Reduce Wastage vi) Recovery of Cost of Education vii) Implementation of Semester System viii) Flexible Pace of Learning ix) Credit Exemption x) Multi Background Admission xi) Offering Electives xii) Continuous Evaluation xiii) Grading System xiv) Faculty Development and Performance Appraisal.

The successive pages of this section present impact of TEQIP on each of these parameters under Institutional Reforms.

3.8.1 Overall Impact through Institutional Reforms

Seven States and CFIs are above or equal to the All India average in terms of accomplishment of Institutional Reforms. West Bengal (8.2) had the highest impact whereas the State of Jharkhand (6.84) had the lowest impact. The performance of all the States has been satisfactory as depicted in Fig. 3.44.

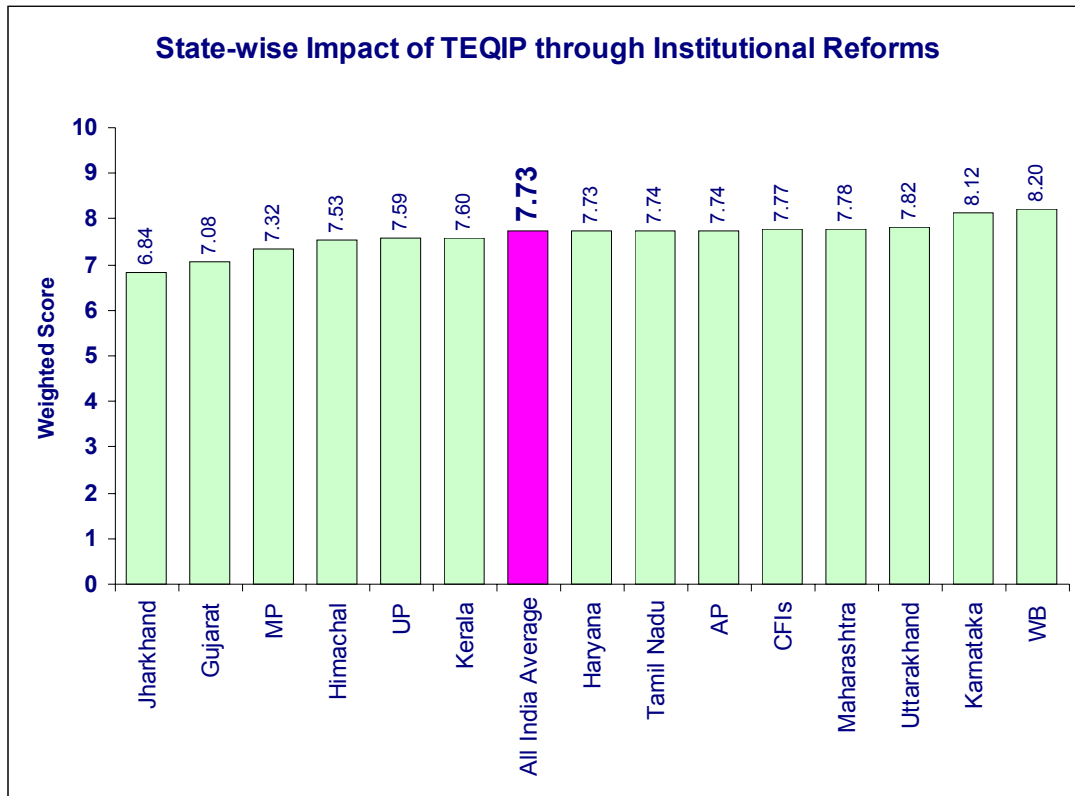


Fig. 3.44: State-wise Impact of TEQIP through Institutional Reforms

Lead institutions had maximum impact through institutional reforms which can be seen in Fig. 3.45.

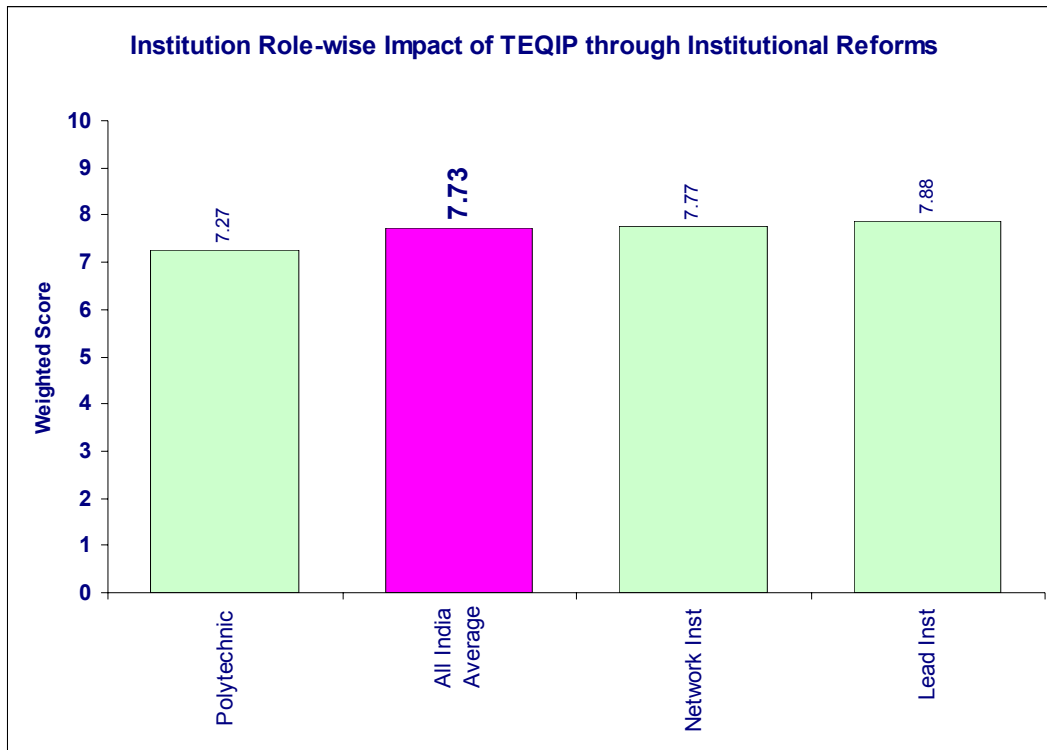


Fig. 3.45: Institution Role-wise Impact of TEQIP through Institutional Reforms

Fig. 3.46 shows that all types of institutions had almost similar impact through institutional reforms.

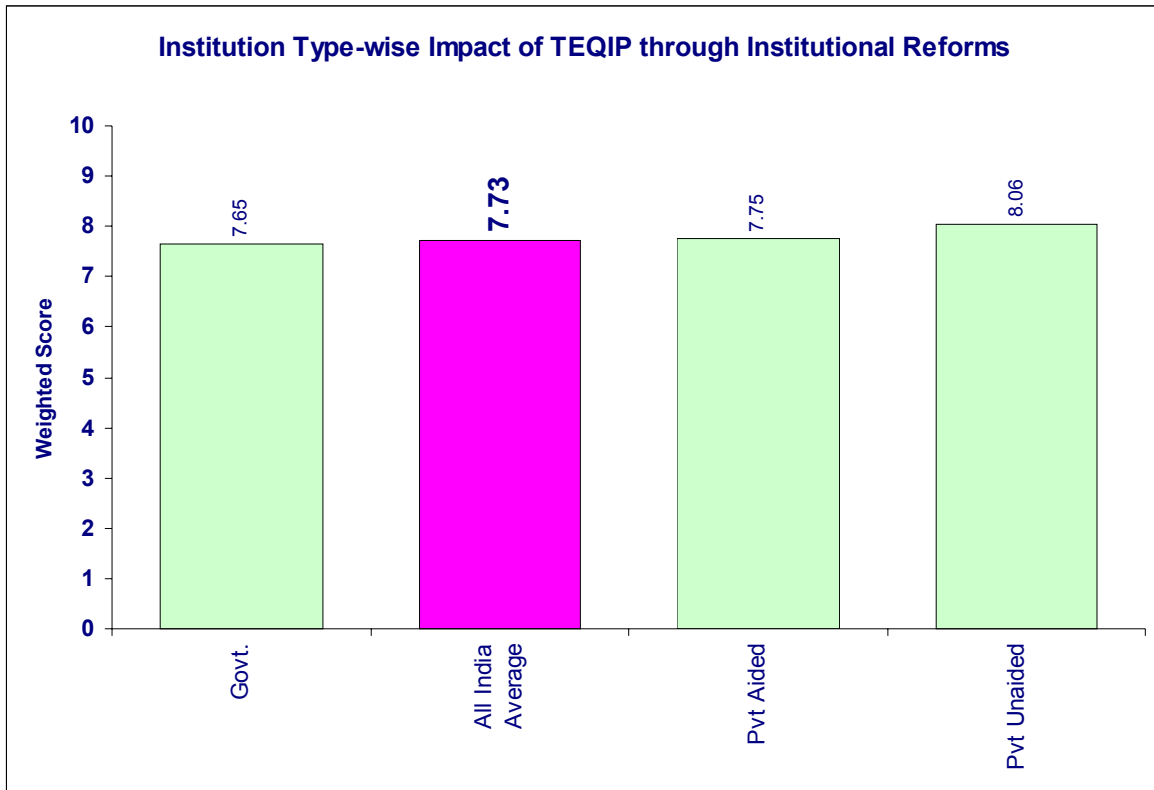


Fig. 3.46: Institution Type-wise Impact of TEQIP through Institutional Reforms

Among the parameters of institutional reforms, Establishment of Fund, Audit, Implementation of semester system, Flexible Pace of learning, Multi-background admission, Offering electives, Continuous evaluation, and Grading system had highly satisfactory impact as their all India averages are above 9.

3.8.2 Establishment of Four Funds

In establishing the four Funds Gujarat could not effectively implement TEQIP guidelines. Only one institution out of the six could establish all four Funds. State-wise level of impact of TEQIP through establishment of Funds is mentioned in Fig. 3.47.

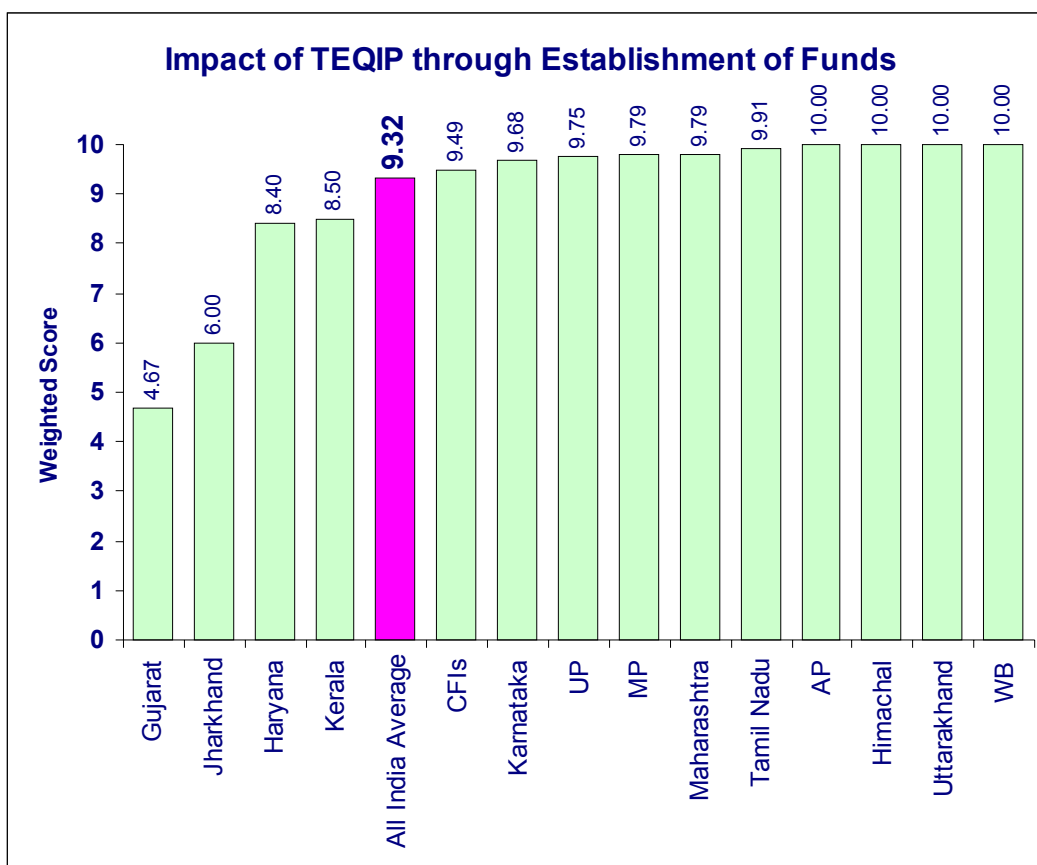


Fig. 3.47: Impact of TEQIP through Establishment of Four Funds

About 116 (91 percent) of institutions under TEQIP had highly satisfactory impact in establishing the Funds. Table 3.9 gives State-wise distribution of number of institutions who established all four Funds.

Table 3.9: Number of TEQIP Institutions who have established all Four Funds

CFIs/State	No. of Institutions Who Established all Four Funds	No. of Institutions Under TEQIP	Percentage of Institution who have Established all four Funds
CFIs	15	18	83.33
AP	12	12	100.00
Gujarat	1	6	16.67
Haryana	3	5	60.00
HP	3	3	100.00
Jharkhand	1	4	25.00
Karnataka	13	14	92.86
Kerala	5	5	100.00
Maharashtra	16	17	94.12
MP	6	7	85.71
Tamil Nadu	11	11	100.00
UP	9	10	90.00
Uttarakhand	4	4	100.00
WB	11	11	100.00
Grand Total	110	127	86.61

About 87 percent institutions could establish all four types of Funds. Andhra Pradesh, Himachal Pradesh, Kerala, Tamil Nadu, Uttarakhand and West Bengal are the States where all institutions have established all four types of Funds.

NIT Calicut and NIFFT Ranchi could not establish staff development fund and depreciation fund. NIT Suratkal also could not establish depreciation fund.

In establishing all Funds private institutions (91 percent) outperformed the government institutions (84 percent). All private aided institutions established four Funds whereas only 86 percent of private unaided institutions could achieve the same.

3.8.3 Internal Revenue- Generation & Utilization

Internal Revenue has been assessed on three sub-parameters i.e. generation, retention and utilization. Impact on generation and utilization are assessed in the institutional reforms whereas retention has been assessed under institutional governance. All India level impact on internal revenue (Generation & Utilization) is 6.05 which is satisfactory. As depicted in Fig. 3.48, the State of Haryana at 7.56 leads the rest, while Jharkhand at 4.60 had least impact.

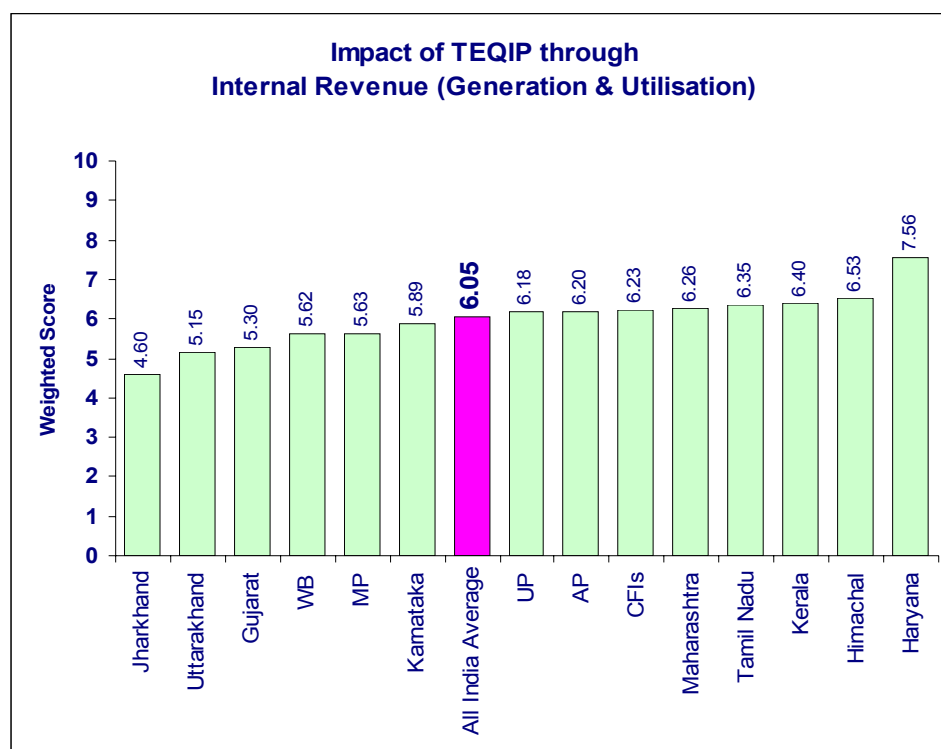


Fig. 3.48: Impact of TEQIP through Internal Revenue (Generation and Utilization)

Total Internal revenue generated (IRG) by TEQIP Project institutions increased from Rs 2030 Million (2002-03) to Rs 5810 Million (2008-09). Percentage share of CFIs in total IRG decreased to 21 percent (2008-09) from 23 percent (2002-03). Maharashtra increased IRG from 9.5 percent (2002-03) to 15.36 percent (2008-09) of the total IRG of Project institutions.

Visvesvaraya National Institute of Technology, Nagpur maintained its lead as highest internal revenue generator among the CFIs during pre- and post- TEQIP period i.e. Rs 1061

Million which was 22.56 percent of total IRG by CFIs (2002-03) and Rs 360 Million amounting to 29.28 percent (2008-09).

3.8.4 Modernization of Management Systems

All India average impact is 7.3 which indicates that in most of the institutions across the States the management systems have been automated. Uttarakhand stands tall at 9.50 as shown in Fig. 3.49.

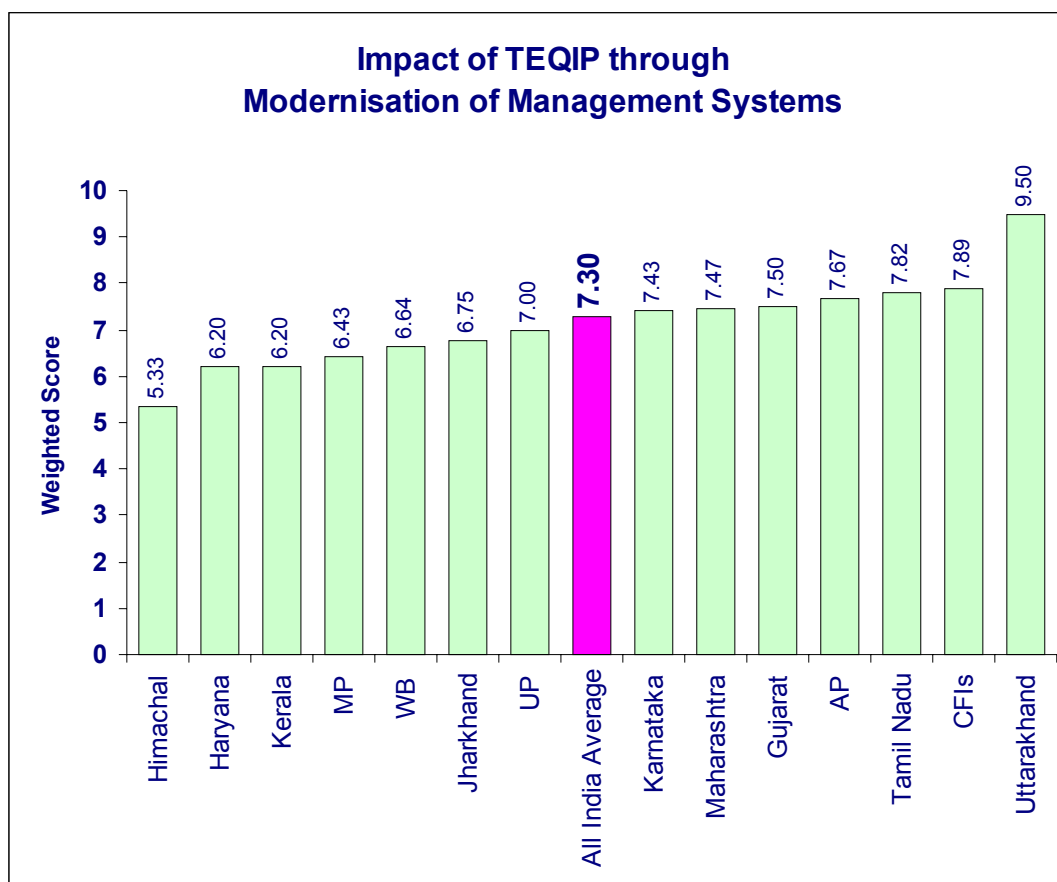


Fig. 3.49: Impact of TEQIP through Modernization of Management Systems

Overall 76 percent of TEQIP institutions have computerized their financial management systems. Gujarat, Karnataka, Jharkhand, Uttarakhand and West Bengal have completely computerized their financial management systems while in other functional areas modernization is at various stages of automation.

3.8.5 Audits

Audits of various types viz., internal and external audits of academic quality and/or processes, internal audit of administrative procedures are in place in all the States which shows successful impact due to TEQIP since 125 (98 percent) institutions had highly satisfactory impact through processes of Auditing. Fig. 3.50 depicts State-wise impact in ascending order with Himachal Pradesh (9.80) at the highest and Tamil Nadu (9.07) at the lowest:

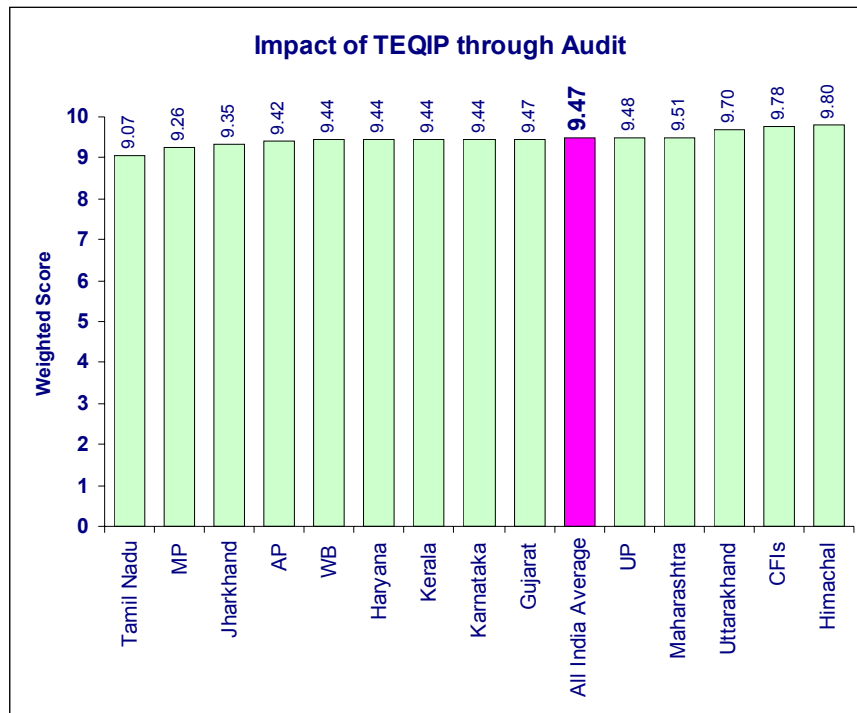


Fig. 3.50: Impact of TEQIP through Performance Audit

3.8.6 Practices to Reduce Wastage

The impact is satisfactory as depicted in Fig. 3.51. A total of 107 Project institutions have reported significant reduction in wastages.

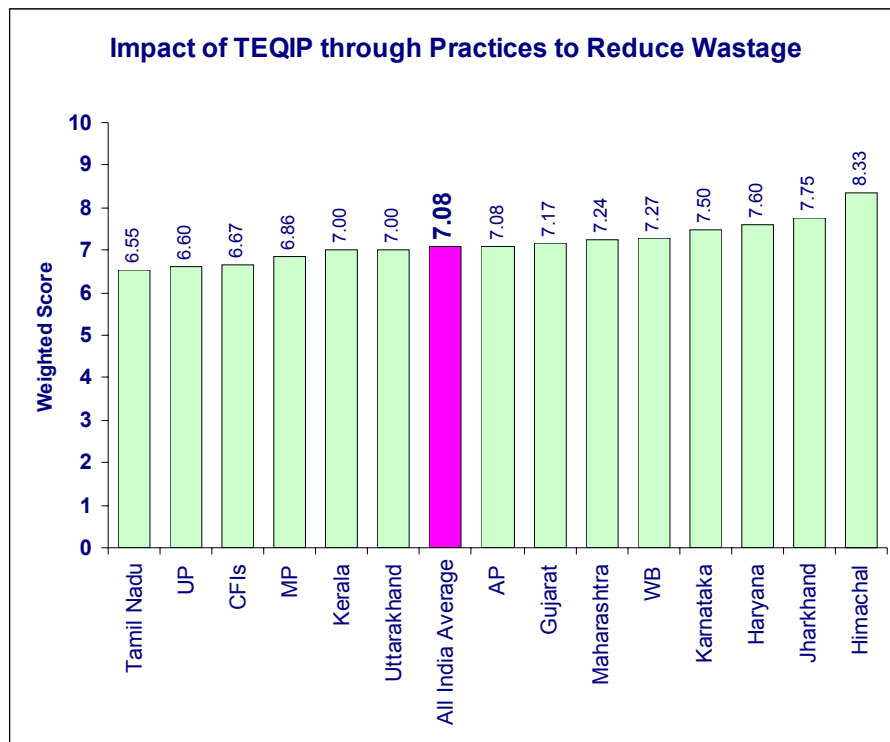


Fig. 3.51: Impact of TEQIP through Practices to Reduce Wastage

All institutions in Gujarat, Haryana, Himachal, Jharkhand, Uttarakhand and West Bengal were able to reduce wastages of consumables (such as paper, water, electricity, telephone charges, stationery, petrol/diesel/oil, etc) and expenses on support services during TEQIP period.

3.8.7 Recovery of Cost of Education through Means Other than Tuition Fees

All institutions are more or less able to recover the cost of education through means other than tuition fee though they may not be generating surplus as depicted in Fig. 3.52.

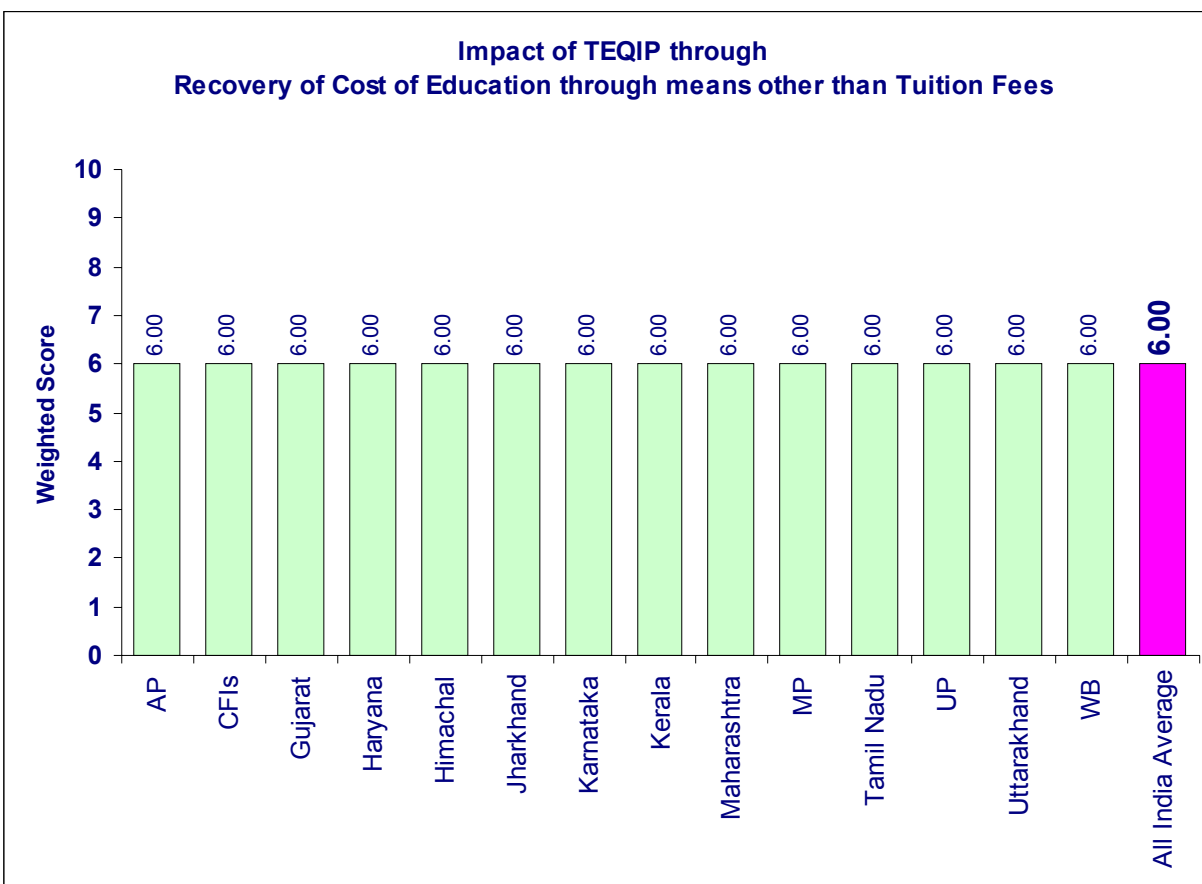


Fig. 3.52: Impact of TEQIP through Recovery of Cost of Education through Means other than Tuition Fees

3.8.8 Implementation of Semester System

The analysis on this parameter indicates that all States have implemented Semester System. Rating of Jharkhand decreased due to non-implementation of semester system in one (Government Polytechnic, Ranchi) of the four institutions. 126 institutions had highly satisfactory impact of TEQIP. Fig. 3.53 depicts the State-wise impact through implementation of semester system.

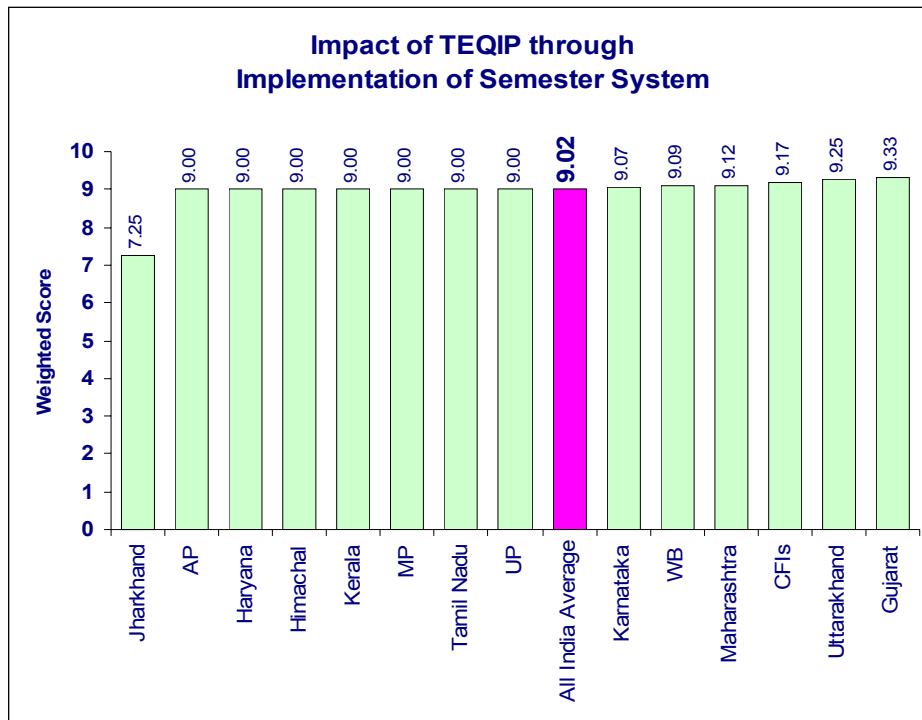


Fig. 3.53: Impact of TEQIP through Implementation of Semester System

3.8.9 Flexible Pace of Learning

All the States, as depicted in Fig. 3.54, have implemented flexible pace of learning to a great extent i.e. students are allowed to accumulate credits for completing any programme in a shorter or longer period than the prescribed period. All 127 institutions experienced highly satisfactory impact.

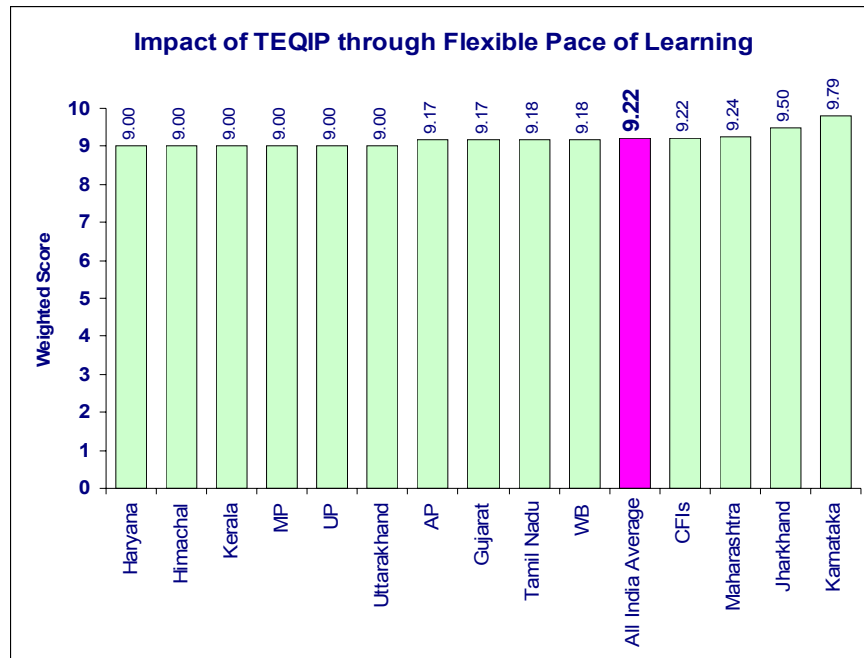


Fig. 3.54: Impact of TEQIP through Flexible Pace of Learning

3.8.10 Credit Exemption

All India Average of 3.89 (Fig 3.55) indicates that many States did not implement credit exemption. For Himachal Pradesh this score is zero. The reason could be that there are only Polytechnics in the State. The maximum impact was on the institutions of West Bengal (9.09). TEQIP had least impact through ‘credit exemption’ among all parameters of institutional reforms since 77 (61 percent) institutions had highly unsatisfactory impact. All institutions of West Bengal except University College of Technology of Calcutta University, have the provision of credit exemption in their different academic programmes.

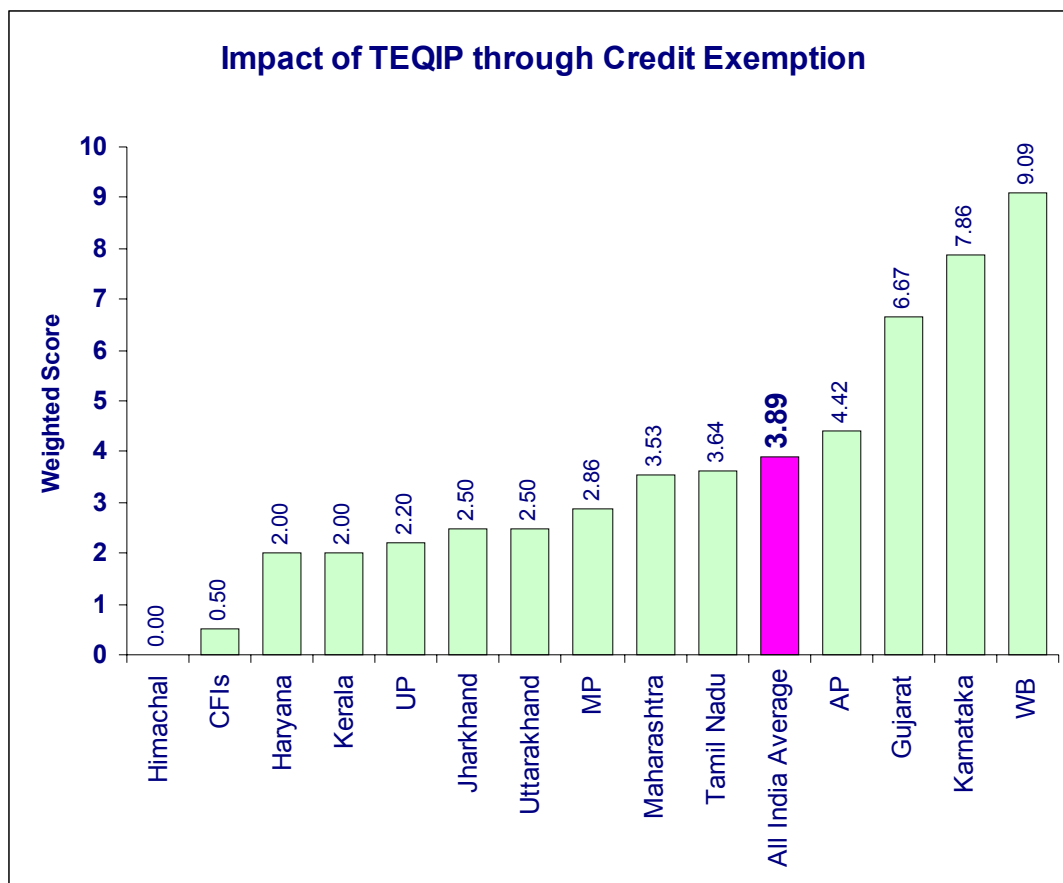


Fig. 3.55: Impact of TEQIP through Credit Exemption

3.8.11 Multi Background Admission

An All India Average impact of 10, as depicted in Fig 3.56 indicates that all States have already adopted Multi Background Admissions.

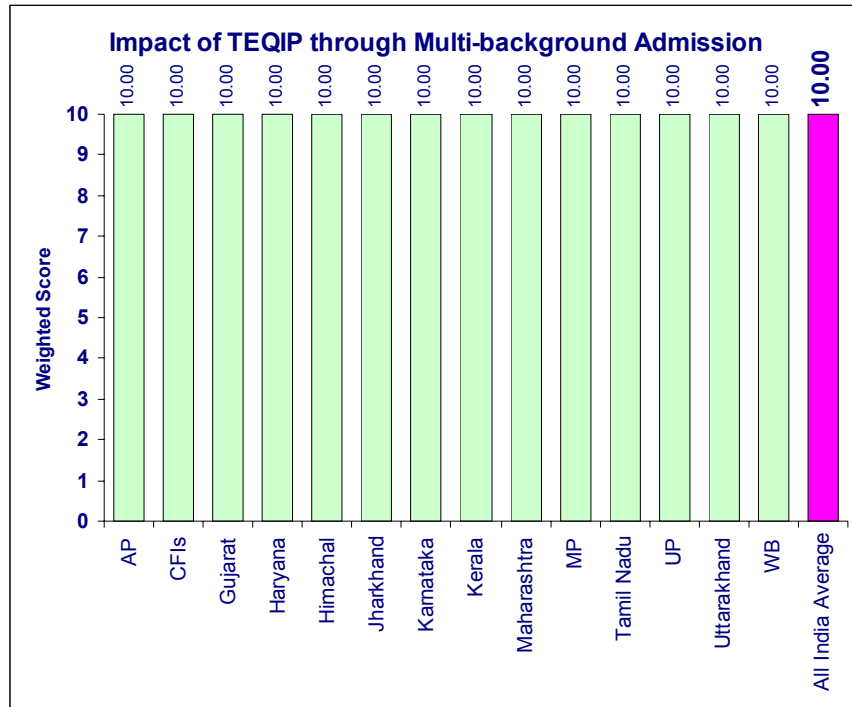


Fig. 3.56: Impact of TEQIP through Multi-Background Admission

3.8.12 Offering Electives

The all India Average impact of 9.31 indicates that all States have a curriculum in which electives are being offered. Fig 3.57 depicts State-wise impact through offering electives.

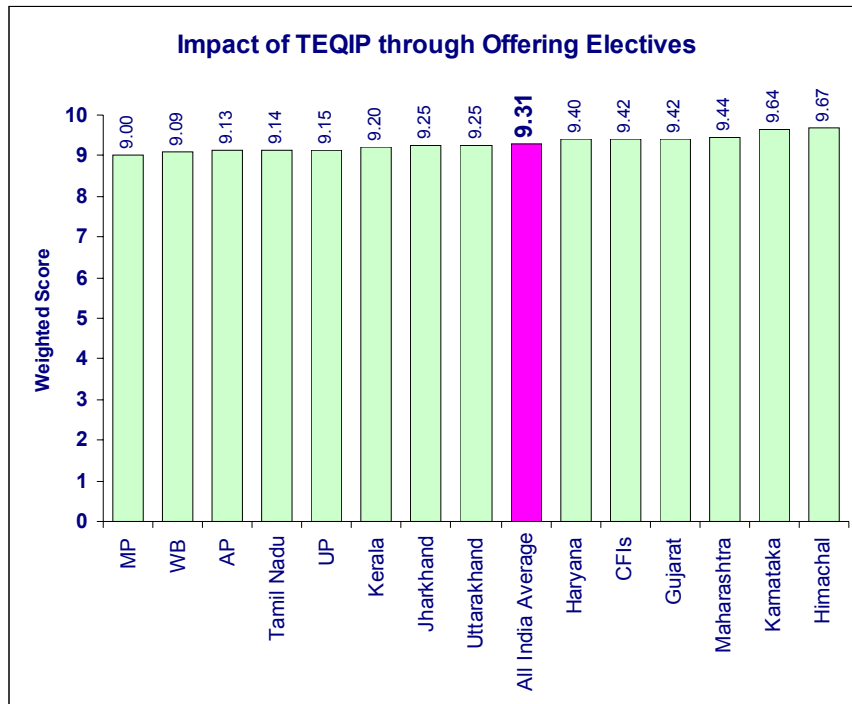


Fig. 3.57: Impact of TEQIP through Offering Electives

3.8.13 Continuous Evaluation

An all India average of 9.02 reflects that continuous evaluation system is quite prevalent in all the States as substantiated by highly satisfactory impact. Fig 3.58 depicts State-wise impact.

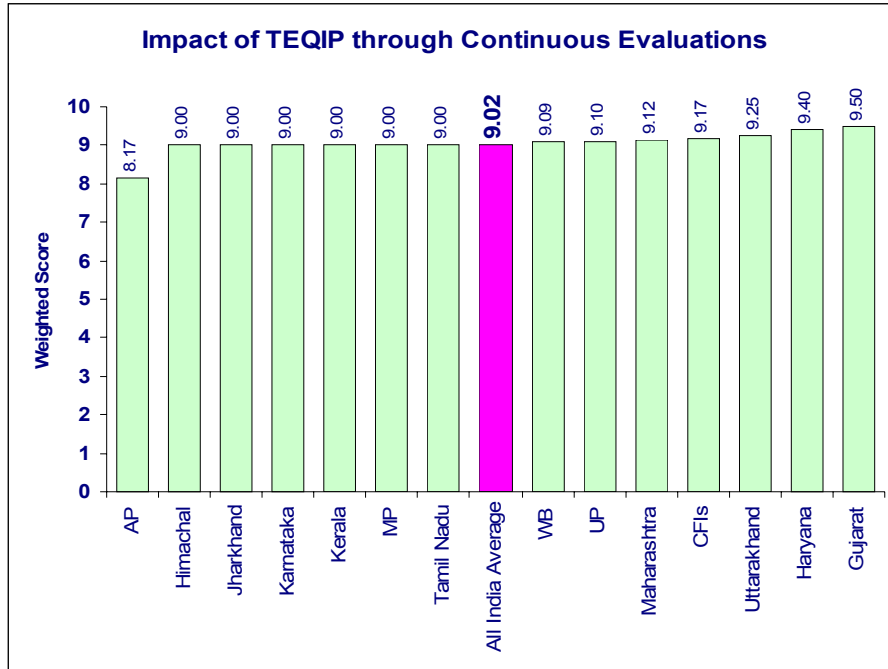


Fig. 3.58: Impact of TEQIP through Continuous Evaluation

3.8.14 Grading System

All TEQIP institutions had highly satisfactory impact due to grading system which has been implemented in all States. Fig 3.59 depicts State-wise impact.

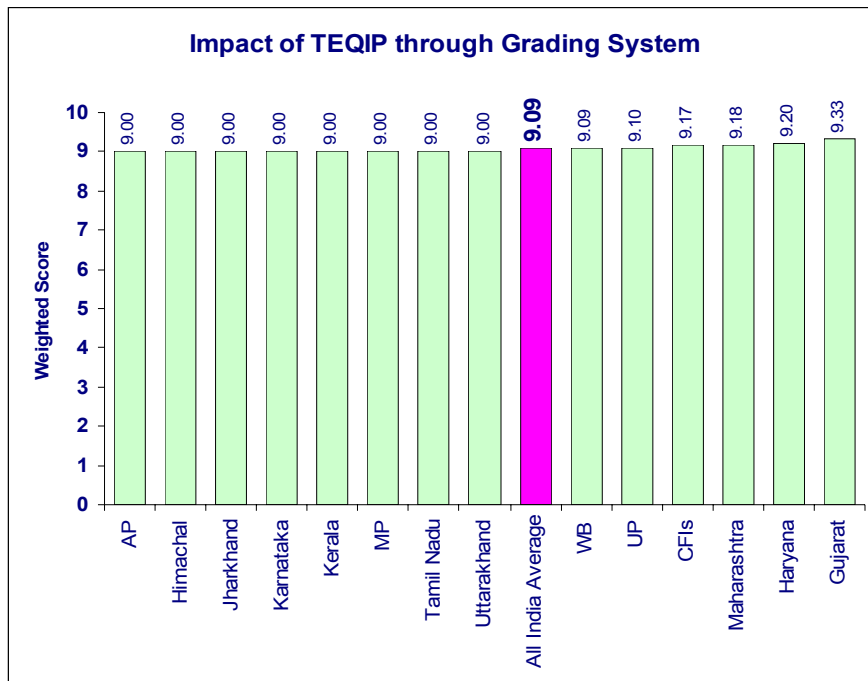


Fig. 3.59: Impact of TEQIP through Grading System

3.8.15 Faculty Development and Performance Appraisal

The faculty development and performance appraisal systems are in vogue in all States. West Bengal tops the list with 8.28 and Gujarat is at the bottom with 5.7 as depicted in Fig. 3.60.

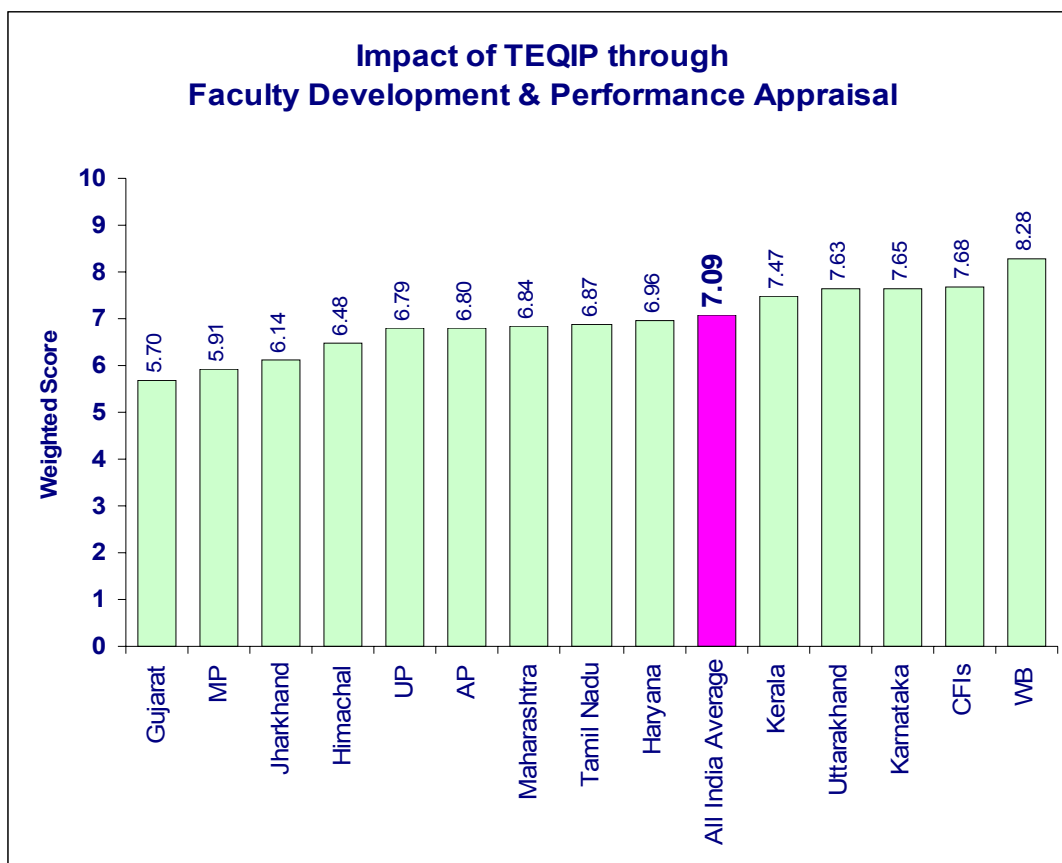


Fig. 3.60: Impact of TEQIP through Faculty Development & Performance Appraisal

In Gujarat, efforts to retain meritorious teachers through awards, incentives and service package offering is not prevalent.

- Out of 127 TEQIP institutions, 103 institutions had already implemented a system for teachers' performance evaluation by students, whereas 22 institutions implemented this system during TEQIP period. Only two institutions of Maharashtra still do not have this system of Performance Evaluation of Teachers by Students.
- Teachers are being counseled for removing their teaching/training deficiencies in 123 institutions only.
- 78 institutions only have the scheme of recognizing meritorious teachers.
- 68 institutions have the scheme for rewarding outstanding performance of teachers.
- Total number of awards, recognition and certification awarded to TEQIP institutions during 2004-08 are 752. Following Table 3.10 gives their year-wise distribution:

Table 3.10: Year-wise Distribution of Awards of Recognitions

Award & Recognition	2004-05	2005-06	2006-07	2007-08	Total
Padma Award	5	2	3	4	14
National Award	71	94	120	163	448
International Award	57	50	56	81	244
ISO Certification	10	9	10	17	46
Total	143	155	189	265	752

It is evident from the above analysis that there is a steady growth in receipt of National Awards and Recognitions for teachers or institutions which is a positive sign of TEQIP impact.

Conclusions

- Seven States out of 13 TEQIP States and all 18 CFIs are above or equal to the All India average performance with respect to “Institutional Reforms”. West Bengal (8.2) had the highest impact whereas the State of Jharkhand (6.84) had the least impact.
- Institutions in Lead Role had maximum impact through their institutional reforms
- Private institutions had slightly more impact through institutional reforms than government institutions
- 116 (91 percent) Project institutions had highly satisfactory impact in establishing the Funds to ensure sustainability of reform process beyond the Project period
- Total Internal revenue generated in the Project institutions increased from Rs 2030 Millions (2002-03) to Rs 5810 Millions (2008-09). Percentage share of CFIs in total IRG decreased to 21 percent (2008-09) from 23 percent (2002-03). Maharashtra increased IRG from 9.5 percent (2002-03) to 15.36 percent (2008-09).
- 76 percent of Project institutions have computerized their financial management systems. Gujarat, Karnataka, Jharkhand, Uttarakhand and West Bengal have completely computerized their financial management system while in other functional areas modernization is at various stages of automation.
- 125 (98 percent) Project institutions have reformed their internal & external auditing process of academic and non-academic activities.
- 107 Project institutions could achieve improved efficiency and cost effectiveness of education process through optimum utilization of resources and minimizing wastages such as paper, water, electricity, telephone charges, stationery, petrol/diesel/oil, and expenses on support services
- 126 Project institutions have successfully implemented semester system.
- All Project institutions have implemented flexible pace of learning, multi-background admission system and grading system
- 77(61 percent) Project institutions have successfully implemented credit exemption system.
- 103 institutions have implemented a system for teachers’ performance evaluation by students.
- In 123 Project institutions, teachers are being counseled for removing their teaching/training deficiencies.
- Only 78 Project institutions have the scheme of recognizing meritorious teachers.
- 68 Project institutions have the scheme for rewarding outstanding performance of teachers.

- 752 awards, recognition and certification were awarded to Project institutions.
- There is a marked enhancement in number of receipt of National Awards and Recognitions for teachers or institutions.

3.9 Institutional Governance

The parameters in Institutional Governance comprise : i) Autonomy ii) Block Grant iii) Internal Revenue Retention iv) Decision making v) Participation of stakeholder in BoG vi) Management capacity development vii) Faculty profile.

3.9.1 Overall Impact through Institutional Governance

For the group “The Institutional Governance” all India average impact evaluated is 6.64 having Haryana at the top with 8.11 score leaving Himachal Pradesh at the bottom with 5.16. Six States: UP, AP, Maharashtra, WB, Jharkhand and Haryana fared above the national average while eight other remaining States including CFIs have fared below average as depicted in Fig. 3.61. Fig. 3.62 depicts institution role-wise impact through institutional governance.

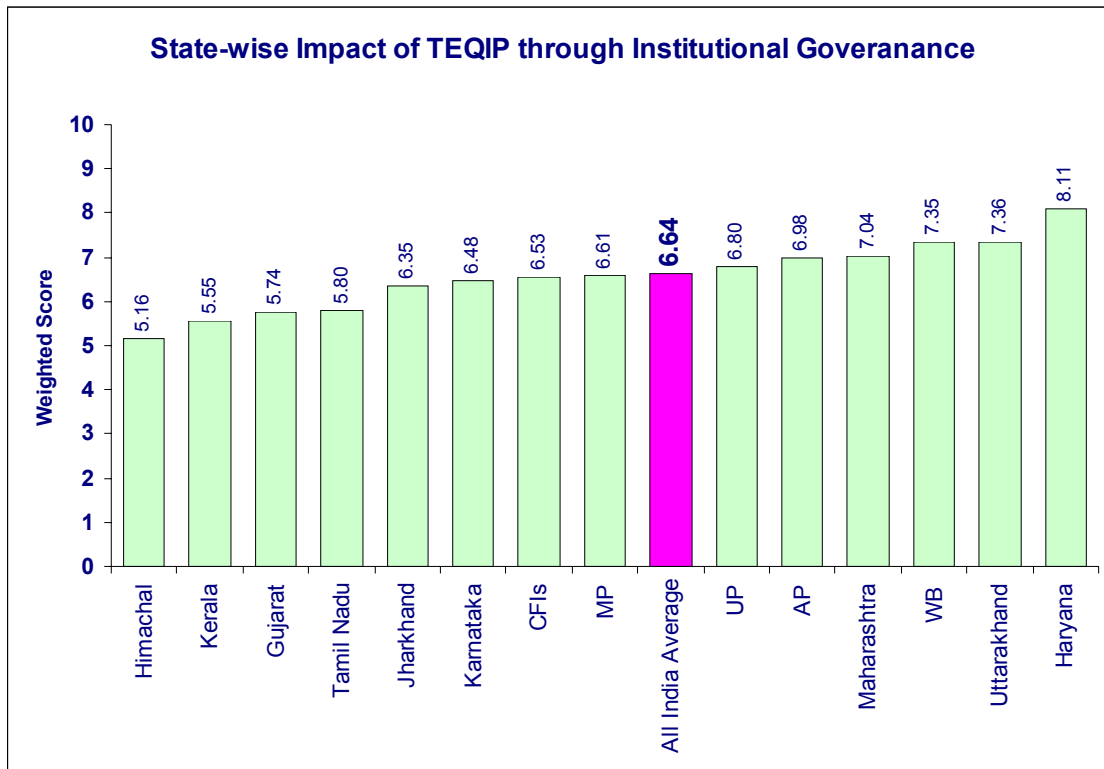


Fig. 3.61: State-wise Impact of TEQIP through Institutional Governance

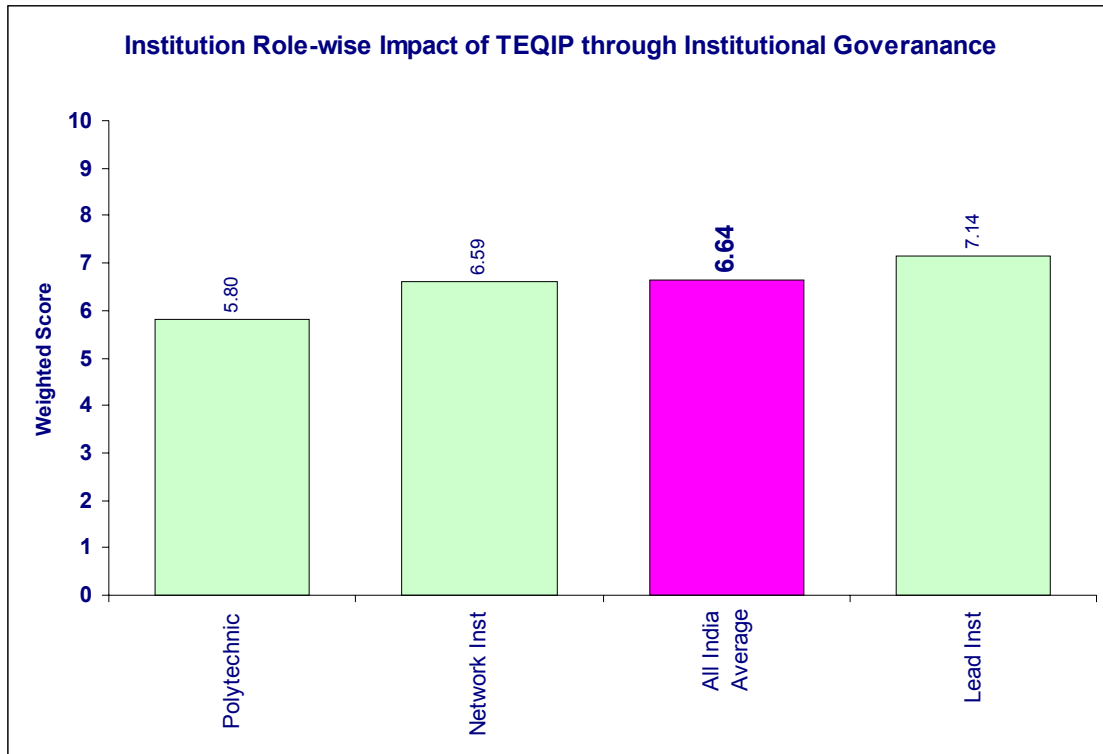


Fig. 3.62: Institution Role-wise Impact of TEQIP through Institutional Governance

Once again the lead institutions have kept their lead over others in terms of implementation of best practices under institutional governance. On the other hand government institutions have kept their lead over private institutions as depicted in Fig. 3.63.

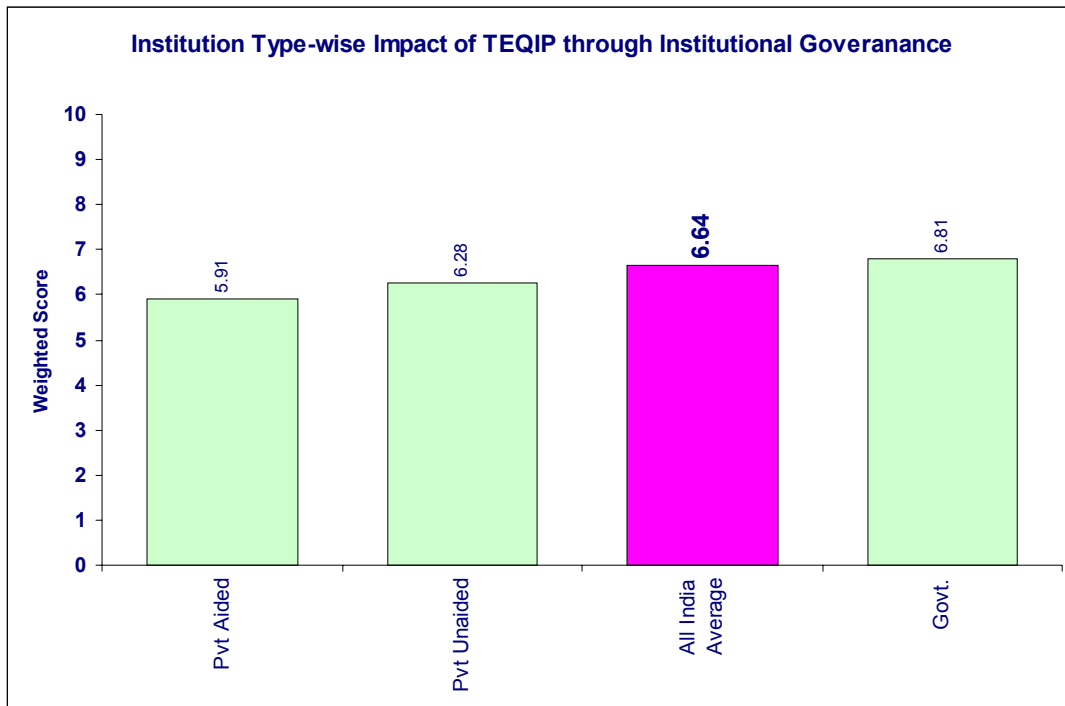


Fig. 3.63: Institution Type-wise Impact of TEQIP through Institutional Governance

- At the national level, out of 7 parameters of Institutional Governance, 3 parameters viz., autonomy, decision making, and participation of stakeholders in BoG had highly satisfactory impact whereas Block Grant had the least (unsatisfactory) impact.
- Remaining three parameters of institutional reforms viz., internal revenue-retention had moderately satisfactory impact, whereas both management capacity development and faculty profile had moderately unsatisfactory levels of impact.

3.9.2 Autonomy

Haryana State has granted full autonomy to all its institutions and Himachal Pradesh lags behind having given only 50 percent autonomy. Impact through autonomy is shown in Fig. 3.64.

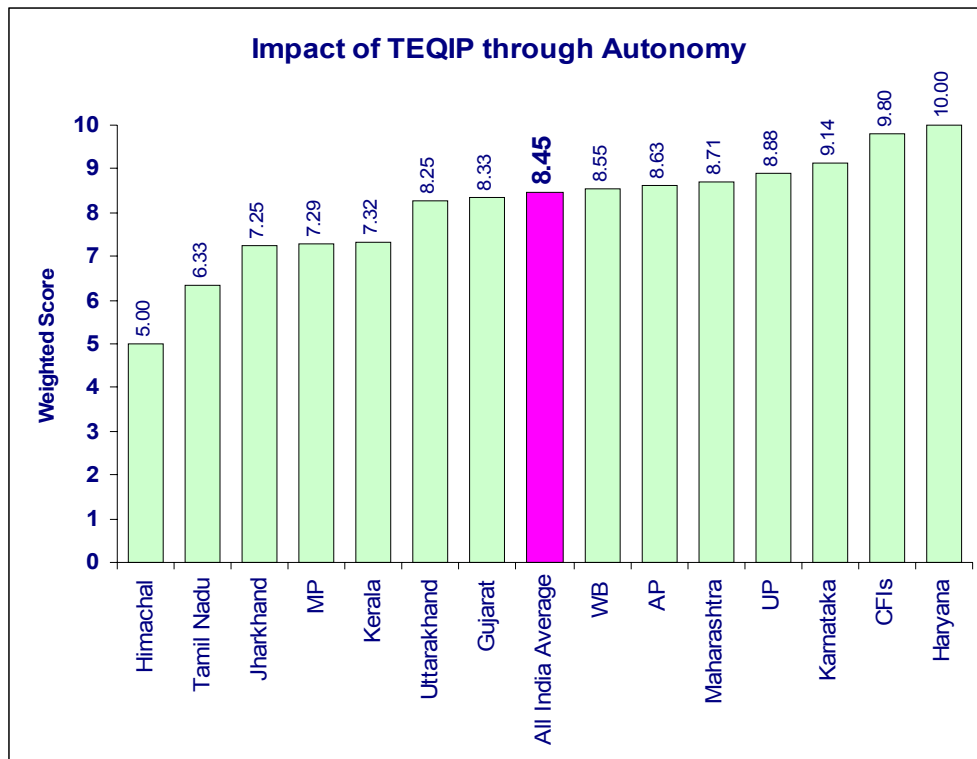


Fig. 3.64: Impact of TEQIP through Autonomy

At the all India level, among the components of autonomy, managerial autonomy (9.29) had the highest impact followed by financial autonomy (8.71), academic autonomy (8.08), and administrative autonomy (8.09). Following Fig. 3.64(a) details the State-wise level of impact through different components of autonomy envisaged during TEQIP:

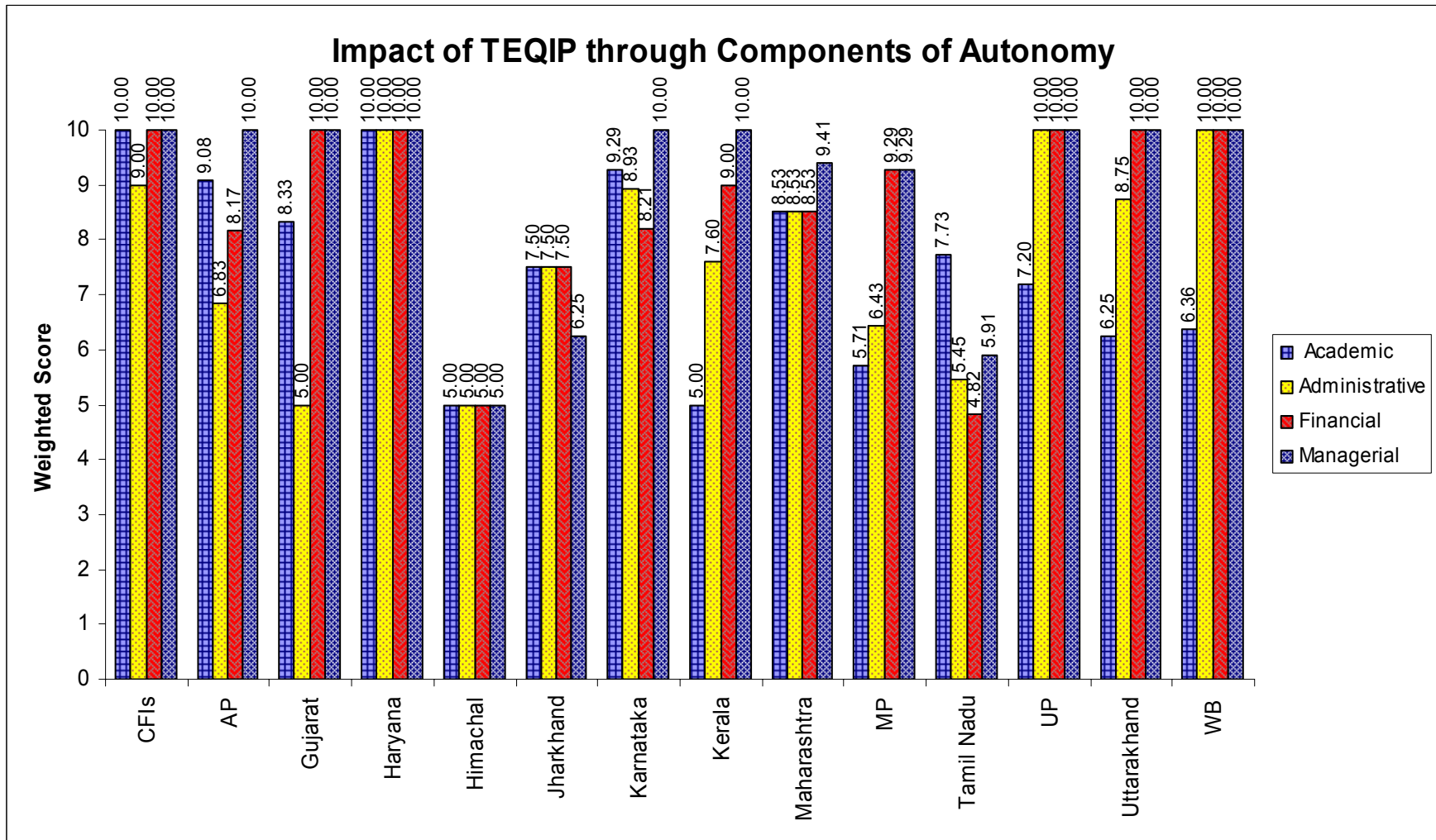


Fig. 3.64(a): Impact of TEQIP through Components of Autonomy

Around 75 percent of the institutions covered under TEQIP do not have full autonomy in all its components. The lack of full academic autonomy has prevented such institutions from starting new courses and also upgrading their curriculum. The absence of administrative autonomy has prevented these institutions from making progressive changes in policies relating to administration which have impetus towards achieving better quality of technical education.

3.9.3 Block Grant

Impact through Block Grant is shown in Fig. 3.65. All India average impact of 4.43 on this parameter explains that many of the institutions are not getting Block Grant. West Bengal is outstanding where all institutions have received the Block Grant. Institutions in the States of Gujarat and Kerala and CFIs are not in receipt of any Block Grant. In other States like Himachal Pradesh and Tamil Nadu very few institutions are receiving Block Grant. While evaluating impact of TEQIP on 33 private institutions, Block Grant was not considered. Out of the remaining 94 institutions, 49 (52 percent) institutions had highly satisfactory level of impact through Block Grant.

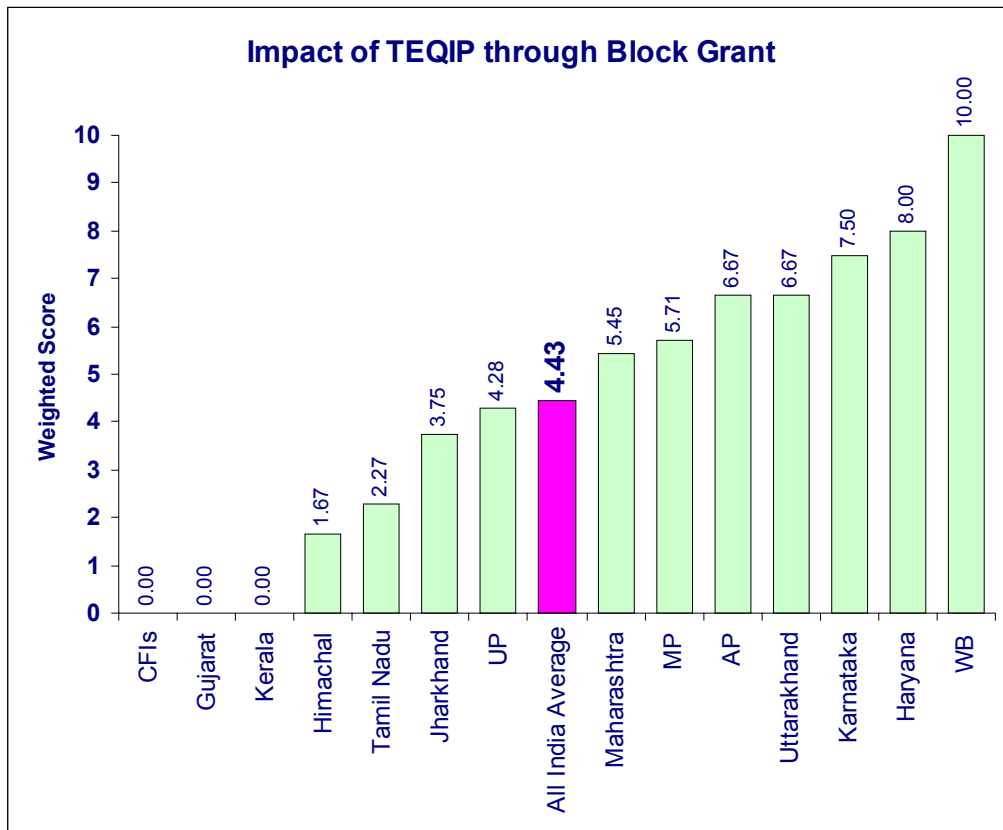


Fig. 3.65: Impact of TEQIP through Block Grant

3.9.4 Internal Revenue-Retention

The all India average is 6.1. The variation of impact through internal revenue—retention on institutions in each State is very small indicating that there is uniformity in retaining the internal revenue across all the States. Impact through internal revenue- retention has been shown in Fig. 3.66.

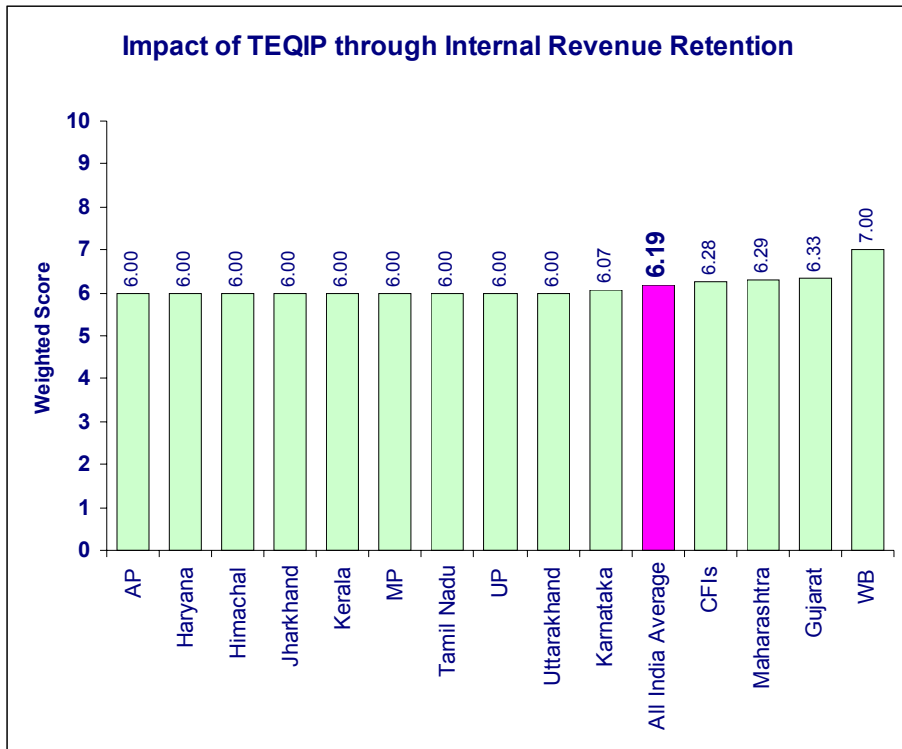


Fig. 3.66: Impact of TEQIP through Internal Revenue Retention

3.9.5 Independence in Decision Making

The all India average is 8.34 (Fig 3.67) which indicates that there is fair amount of independence granted to institutions on decision making. The highest is Uttarakhand with 9.4 and the lowest is Himachal Pradesh with 6.0.

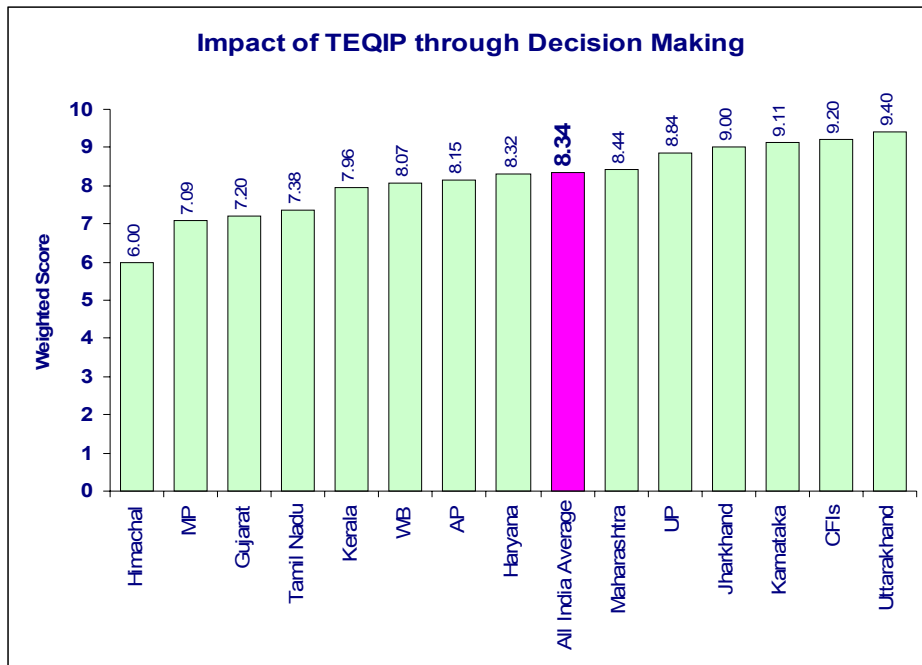


Fig. 3.67: Impact of TEQIP through Independence in Decision Making

3.9.6 Participation of Stakeholders in BoG

The all India average impact is 9.73 which means, barring few institutions across the State all have the BoGs with active participation of all stakeholders. All 127 institutions experienced highly satisfactory impact of TEQIP through participation of stakeholders in BoG. State-wise impact is depicted in Fig 3.68.

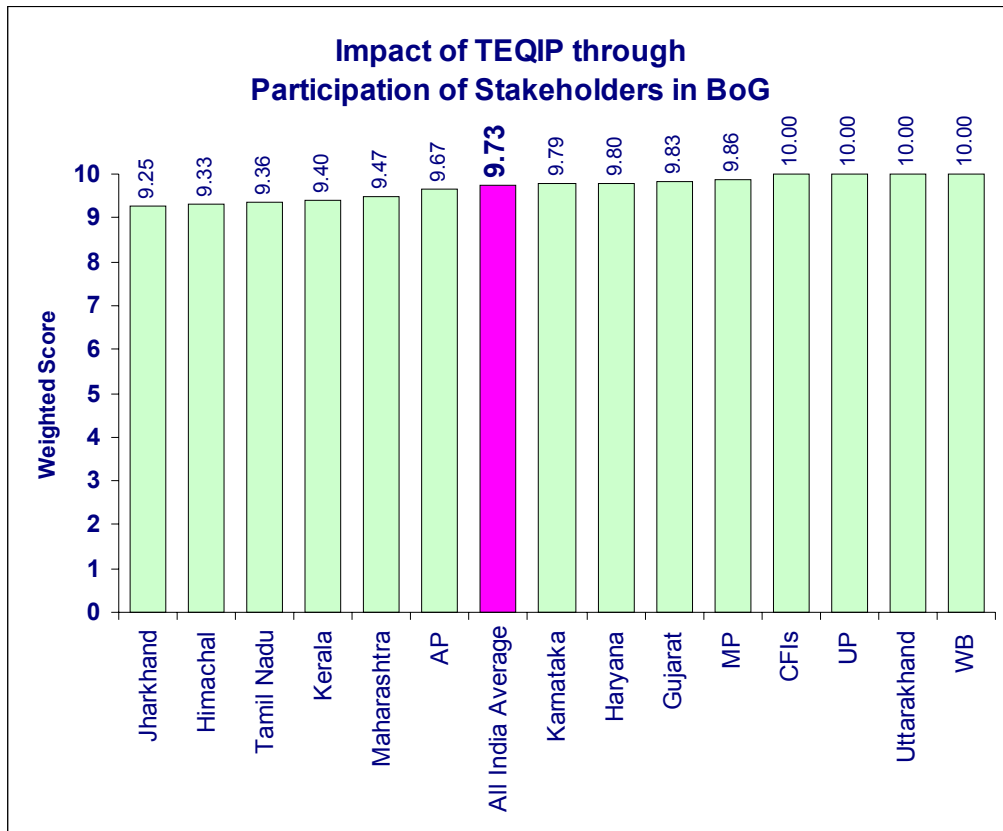


Fig. 3.68: Impact of TEQIP through Participation of Stakeholders in BoG

3.9.7 Management Capacity Development

The all India average impact of 5.45 is not encouraging and States have to take initiatives for recruitment of permanent faculty. The highest impact achieved is by Uttarakhand (7.75) and the lowest by MP (4.43). State-wise impact is depicted in Fig 3.69.

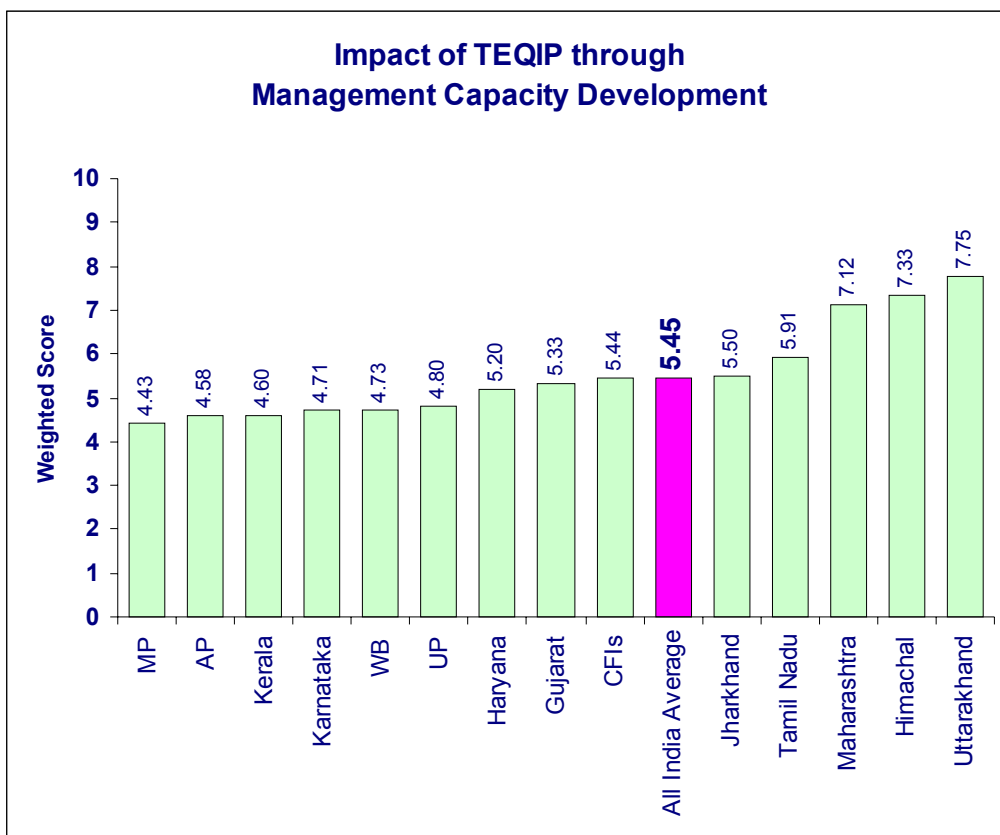


Fig. 3.69: Impact of TEQIP through Management Capacity Development

During TEQIP period, 2237 faculty members had attended Management Capacity Development programmes for more than 5 days duration as detailed in Table 3.11.

Table 3.11: Number of Faculty Members who attended Management Capacity Development Programmes

CFIs/State	Total No. of faculty members who attended Management Capacity Development Programmes
CFIs	500
AP	74
Gujarat	183
Haryana	49
Himachal	58
Jharkhand	63
Karnataka	237
Kerala	33
Maharashtra	571
MP	28
Tamil Nadu	126
UP	60
Uttarakhand	169
WB	86
Grand Total	2237

3.9.8 Faculty Profile

The all India average is 5.39 which need improvement in terms of faculty recruitment. The lowest score is that of Gujarat with 3.73 and the highest of Maharashtra with 5.89. State-wise impact is depicted in Fig 3.70.

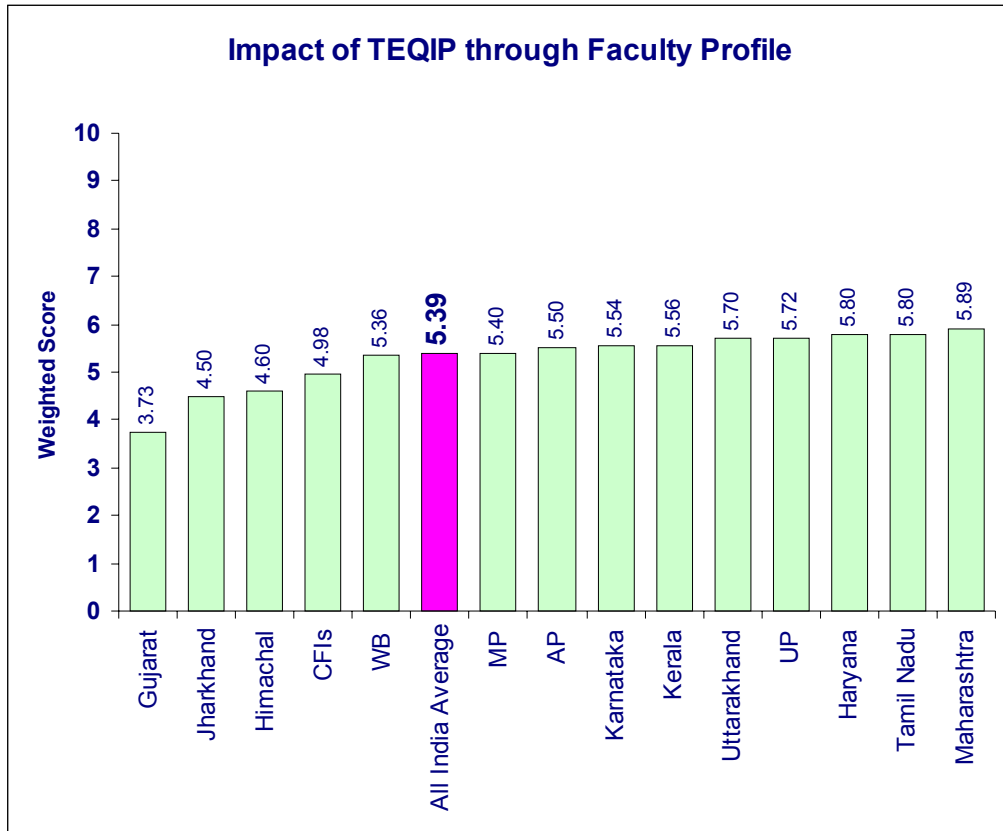


Fig. 3.70: Impact of TEQIP on Faculty Profile

Conclusions

- In all 127 Project institutions majority of the stakeholders participate in BoG.
- 75 percent of the Project institutions do not have full autonomy in all its components.
- 49 (52 percent) Project institutions have implemented Block Grant
- 2237 faculty members had attended Management Capacity Development programmes of five or more days duration.

3.10 Academic Excellence

The parameters for impact evaluation in “Academic Excellence” are: i) Accreditation, ii) Revision/re-orientation and re-structuring of programmes, iii) Tribal Development Plan, iv) Faculty Training and v) Faculty quality improvement. Some sub-parameters like accreditation of PG programme, revision/re-orientation and re-structuring of PG programmes were not considered for Polytechnics.

3.10.1 Overall Impact on Academic Excellence

In the group “Academic Excellence” the all India average stands at 7.11 and at the top is A.P with 8.0 and at the bottom is U.P with 6.07. Fig 3.71 depicts the State-wise impact through academic excellence.

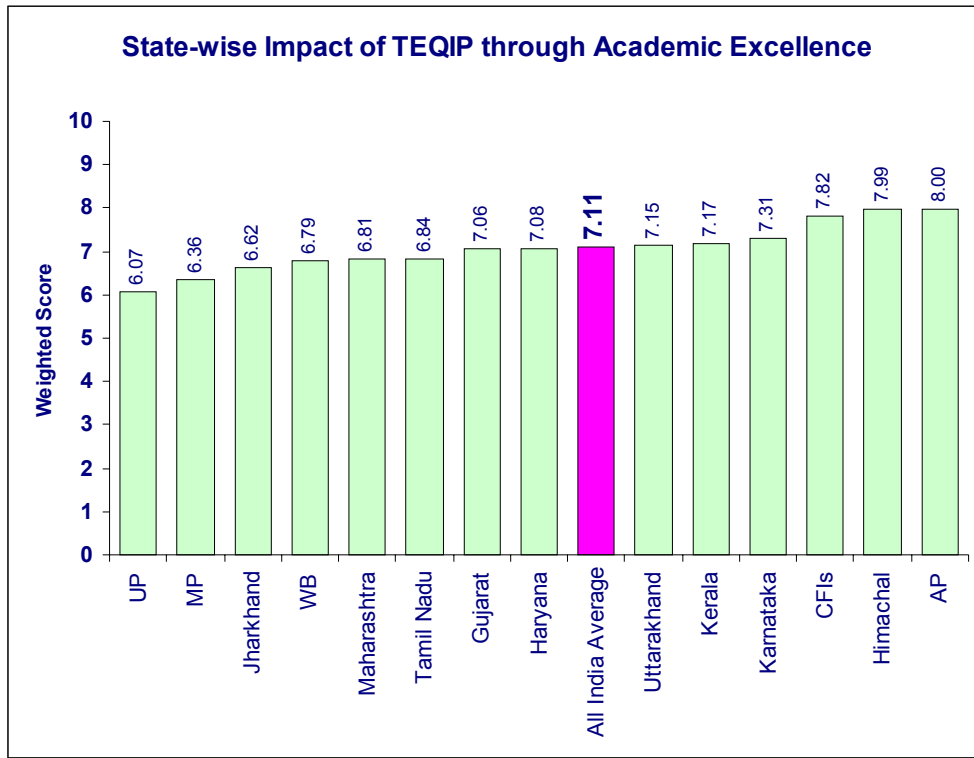


Fig. 3.71: State-wise Impact of TEQIP through Academic Excellence

Lead institutions had more impact than network institutions and polytechnics as depicted in Fig. 3.71

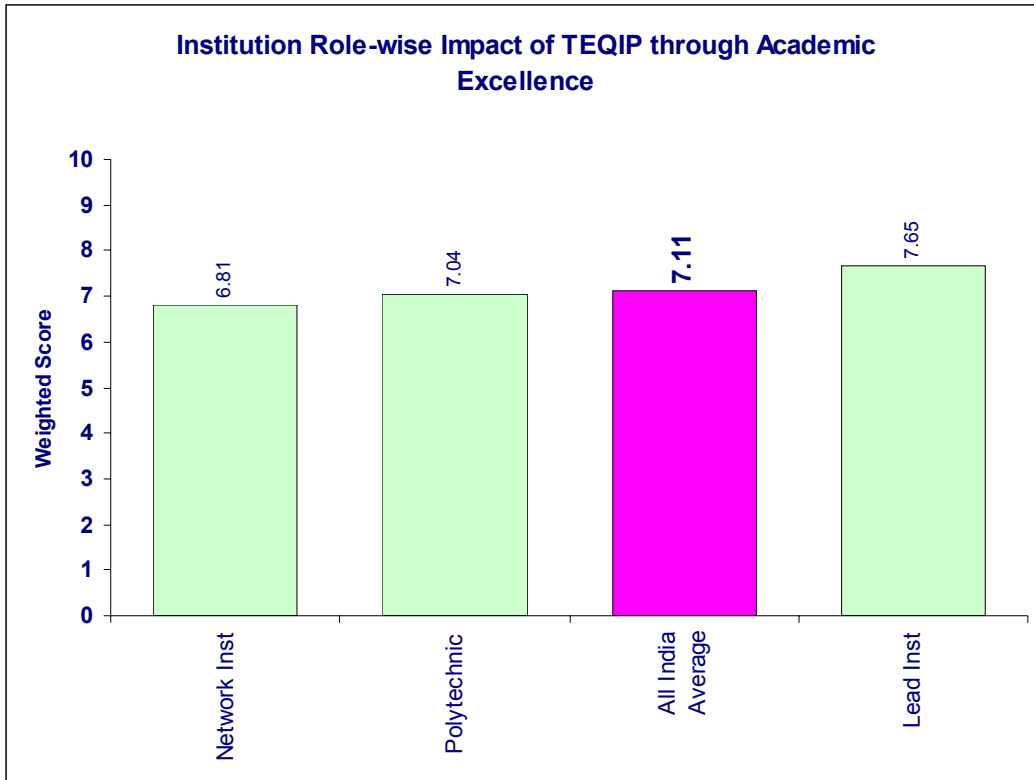


Fig. 3.72: Institution Role-wise Impact of TEQIP through Academic Excellence

Government institutions had a greater impact than private institutions through academic excellence as depicted in Fig. 3.73.

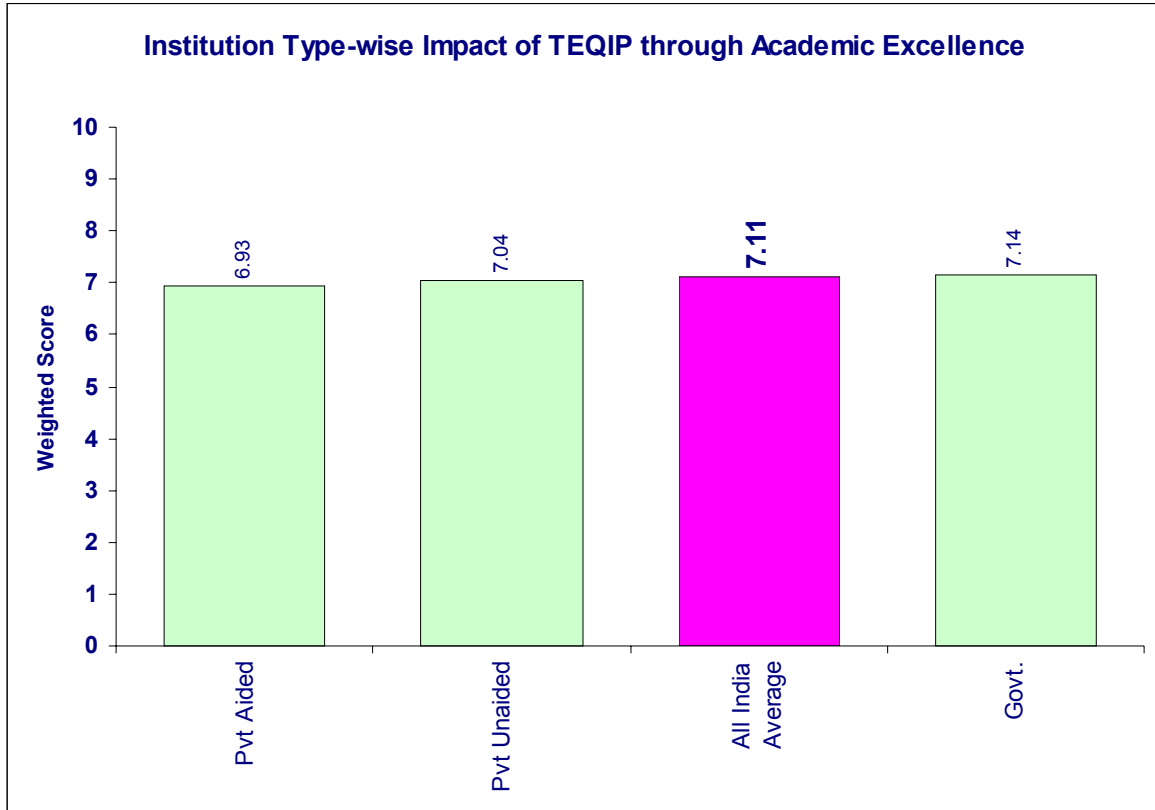


Fig. 3.73: Institution Type-wise Impact of TEQIP through Academic Excellence

107 (84 percent) TEQIP institutions could achieve academic excellence through revision/reorientation and restructuring of their programmes. Only 98 (77 percent) institutions had moderately satisfactory impact through faculty training such as training need analysis.

3.10.2 Accreditation

The all India average is 6.26. CFIs and institutions in AP and HP have nearly 100 percent accreditation status for their programmes. At the lower end, as depicted in Fig. 3.74, States of MP, UP, Gujarat, Kerala and Maharashtra had impact of less than 50 percent through accreditation.

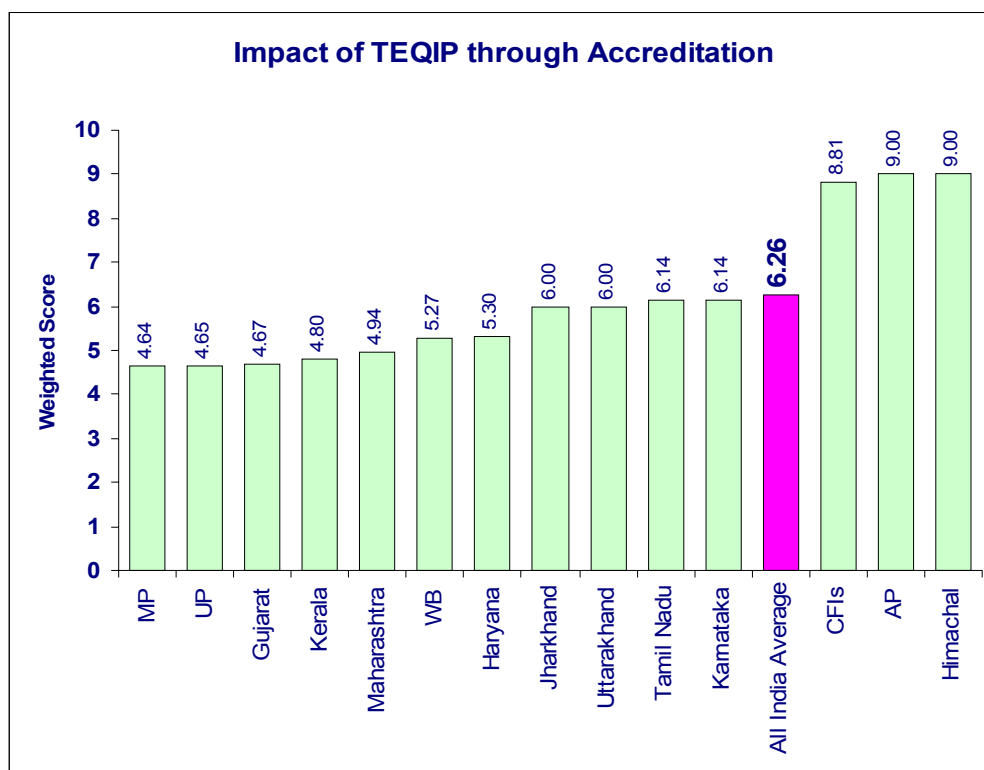


Fig. 3.74: Impact of TEQIP through Accreditation

Out of the 820 UG/Diploma programmes of TEQIP institutions eligible for accreditation/ re-accreditation, 530 (64.63 percent) were actually accredited/ re-accredited. While out of the 633 PG programmes of TEQIP institutions eligible for accreditation/ re-accreditation, 232 (36.65 percent) were actually accredited/ re-accredited.

3.10.3 Revision/Re-Oriented & Re-Structuring of Programmes

The all India average is 9.12 indicating “Highly Satisfactory” impact on institutions through implementation of revision/ re-orientation and re-structuring of their programmes. Fig. 3.75 depicts State-wise impact.

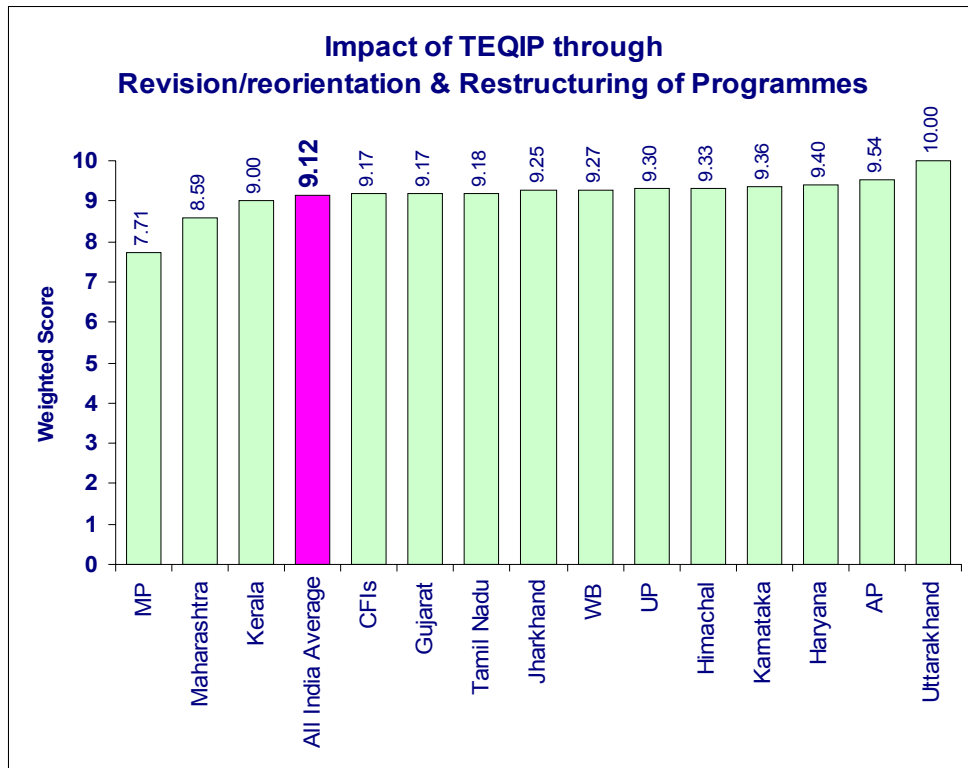


Fig. 3.75: Impact of TEQIP through Revision/Reorientation & Restructuring of Programmes

3.10.4 Tribal Development Plan

An all India average impact of 5.85 shows almost all the institutions have done poorly in implementing Tribal Development Plan. Himachal Pradesh is the highest at 7.23 and Uttarakhand is lowest at 4.10 as depicted in Fig. 3.76.

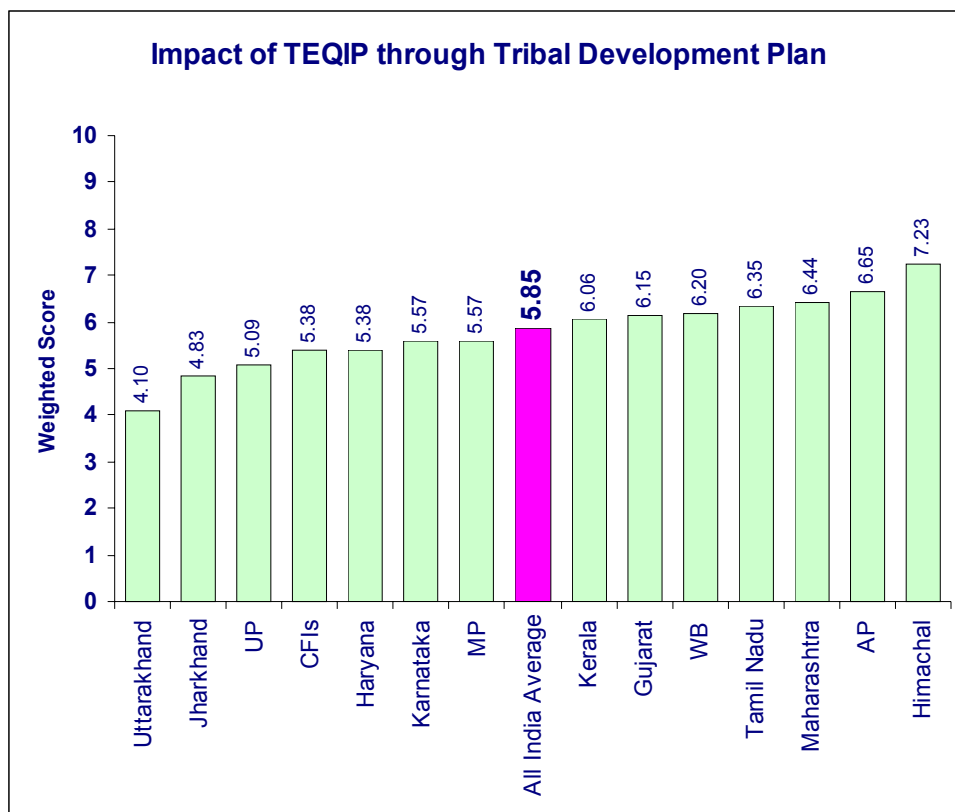


Fig. 3.76: Impact of TEQIP through Tribal Development Plan

The number of SC/ST/OBC beneficiaries of Tribal Development Plan increased from 8500 (2002-03) to almost 50,000 (2008-09). An increase of almost 6, 8 and 5 times respectively in each category of beneficiary is detailed in Table 3.12.

Table 3.12: Number of Beneficiaries through Tribal Development Plan

	SC	ST	OBC	Total
2002-03	3155	1208	4137	8500
2008-09	19711	9107	21066	49884
Percent Change	525	654	409	487

3.10.5 Faculty Training

The all India average is 8.41. TEQIP Institutions in all States have done well and the impact of TEQIP on institutions had been highest in State of Gujarat (9.75) and the lowest in UP (7.8). State-wise impact is shown in Fig. 3.77.

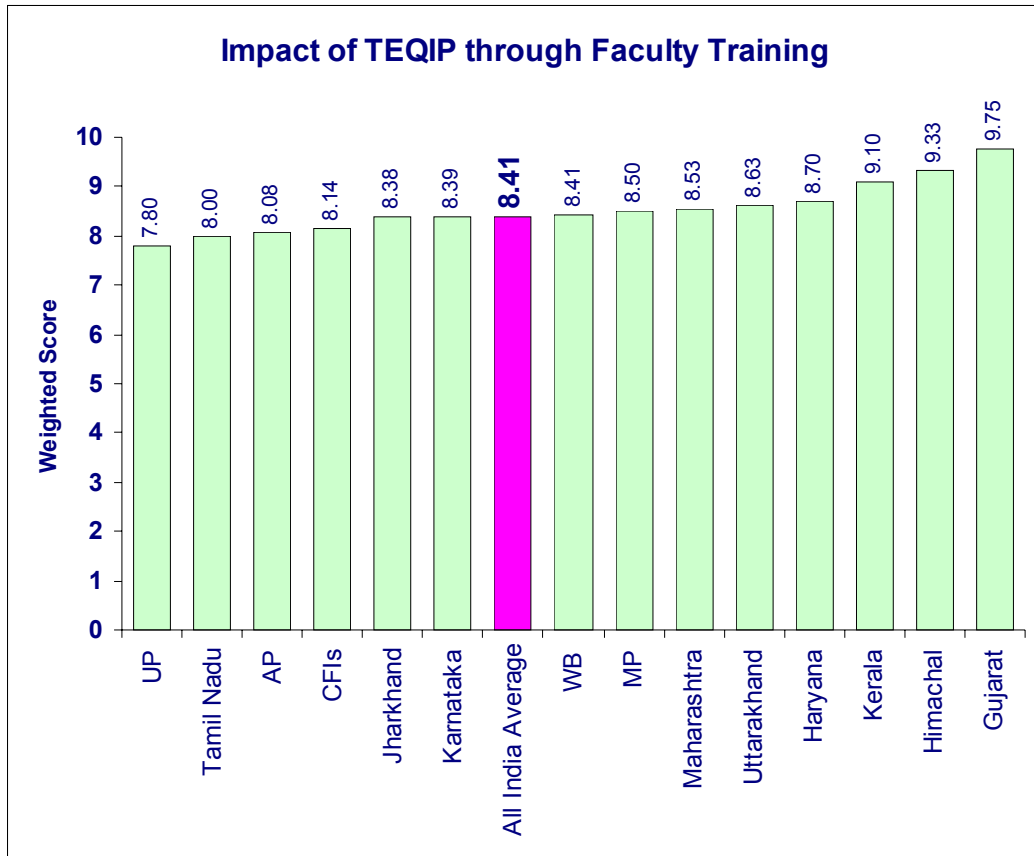


Fig. 3.77: Impact of TEQIP through Faculty Training

122 institutions have reported carrying out training need analysis to plan for faculty training. 6435 faculty members teaching engineering courses in Project institutions were sent for a training of five or more days duration through TEQIP funding.

3.10.6 Faculty Qualification Improvement

Impact of faculty qualification improvement was assessed by percentage increase in the number of Ph.D degrees obtained during TEQIP period. The all India average is 4.62. Himachal Pradesh scores zero marks indicating that there was no increase in the number of Ph.D degrees during TEQIP period. UP stands next lowest at 1.8 while Kerala is the highest at 7.4. State-wise impact is depicted in Fig 3.78.

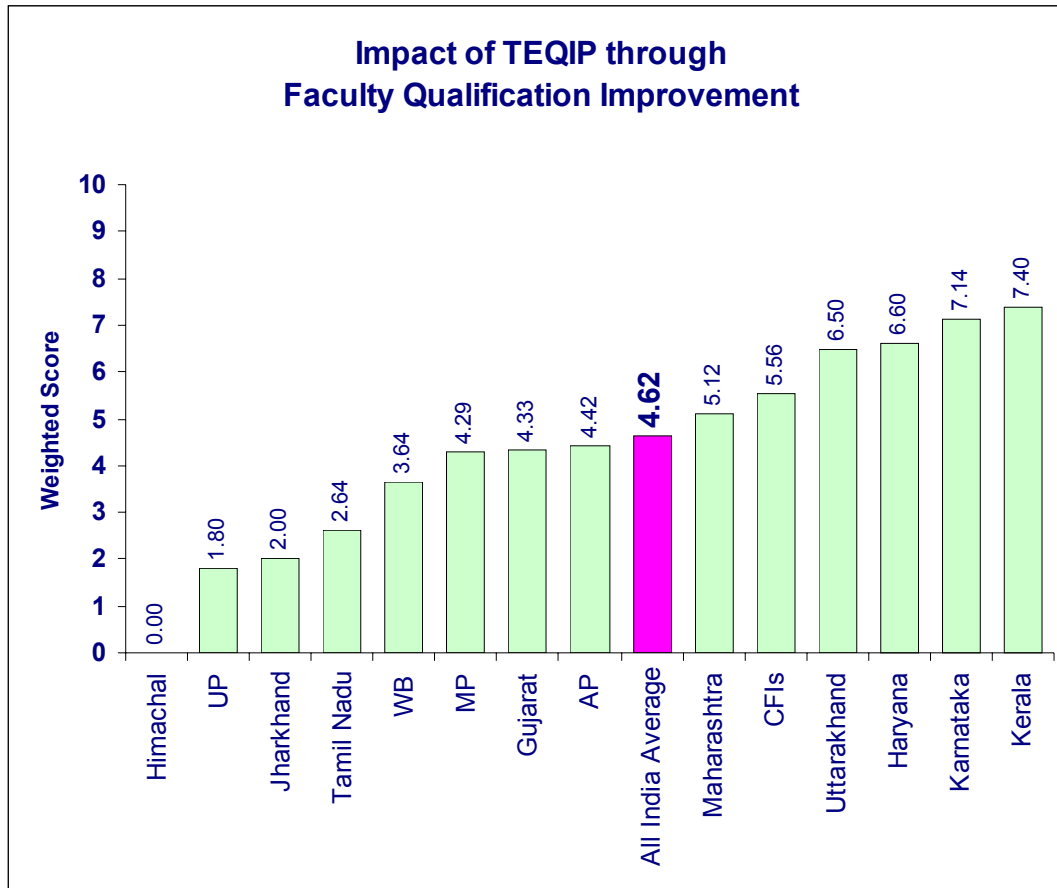


Fig. 3.78: Impact of TEQIP through Faculty Qualification Improvement

Conclusions

- 107 (84 percent) of Project the institutions achieved academic excellence with respect to revision/reorientation and restructuring of their programmes while 98 (77 percent) institutions could moderately achieve the same with respect to faculty training such as training need analysis.
- Out of 820 UG/Diploma eligible programmes of Project institutions, 530 (64.63 percent) were actually accredited/ re-accredited. While out of 633 PG eligible programmes, 232 (36.65 percent) were actually accredited/ re-accredited.
- The total number of SC, ST, OBC beneficiaries of Tribal Development Plan in the Project institutions increased from 8,500 in 2002-03 to nearly 50,000 in 2008-09
- 122 institutions have carried out training need analysis to plan for faculty training. 6435 faculty members teaching engineering courses in Project institutions were sent for a training of 5 or more days duration.

3.11 Networking

The parameters for impact evaluation in “Networking” are i) Students visiting other institutions, ii) Students from other institutions visiting the institution, iii) Faculty man-days for other institutions, iv) Other institution faculty man-days for this institution, v) Co-curricular activities by students, vi) Joint publication by faculty, vii) Joint R&D projects by faculty and viii) Specialized training programmes for faculty of other institutions.

3.11.1 Overall Impact through Networking

In the “Networking” group the all India average stands at 4.65 (as shown in Fig. 79) which clearly indicates that all the institutions have not performed to the expected level, the highest is West Bengal at 5.72 while the lowest is Jharkhand at 2.65.

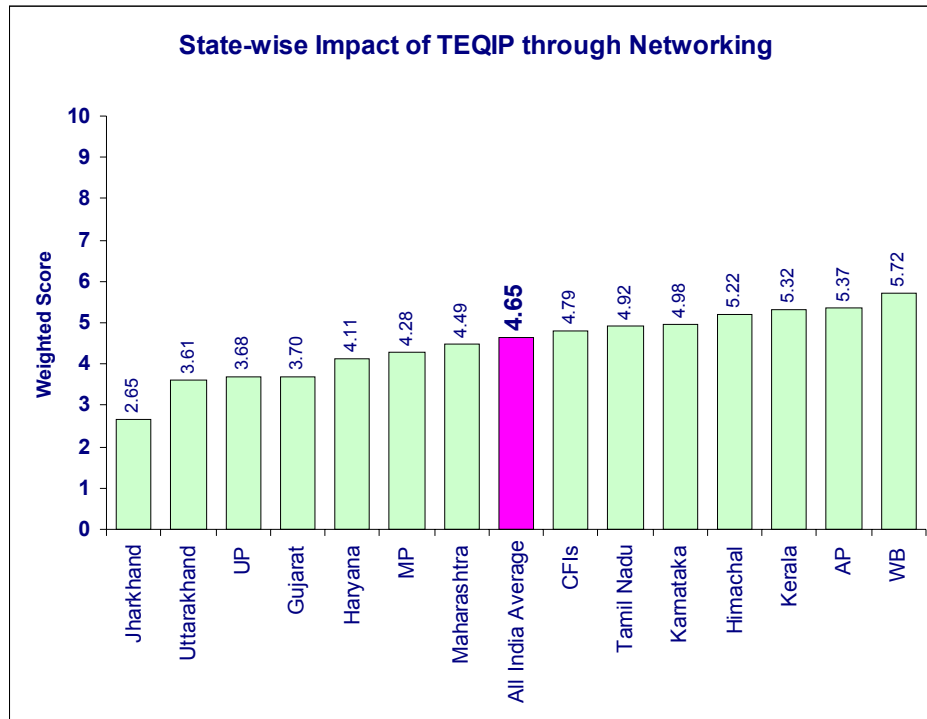


Fig. 3.79: State-wise Impact of TEQIP through Networking

In the Role-Type-wise institutional analysis (as depicted in figures 3.80 and 3.81), the lead institutions surprisingly had a lower impact than network institutions in terms of Networking.

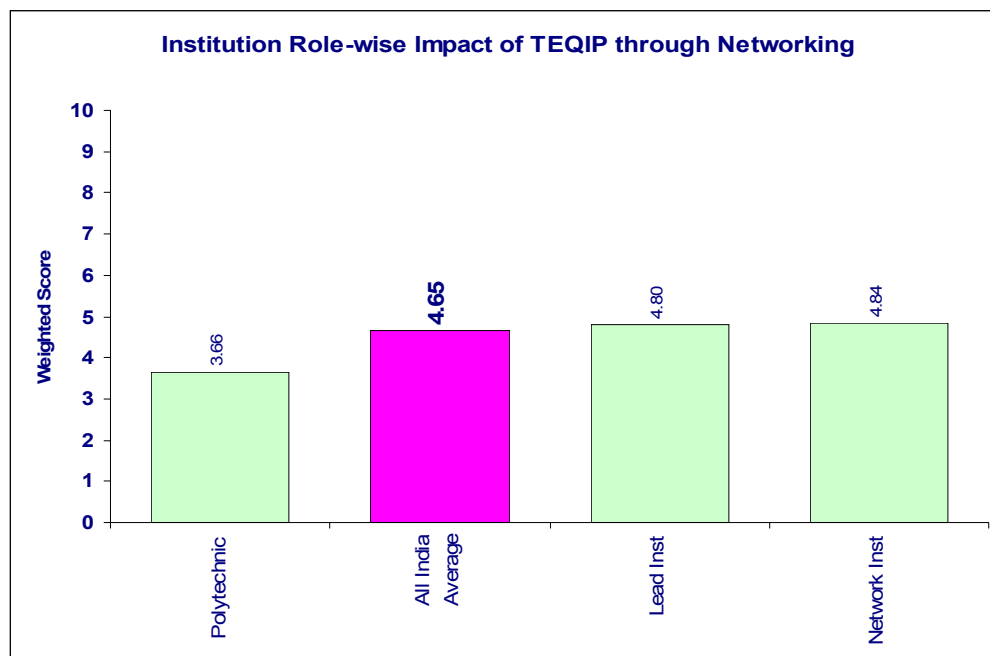


Fig. 3.80: Institution Role-wise Impact of TEQIP through Networking

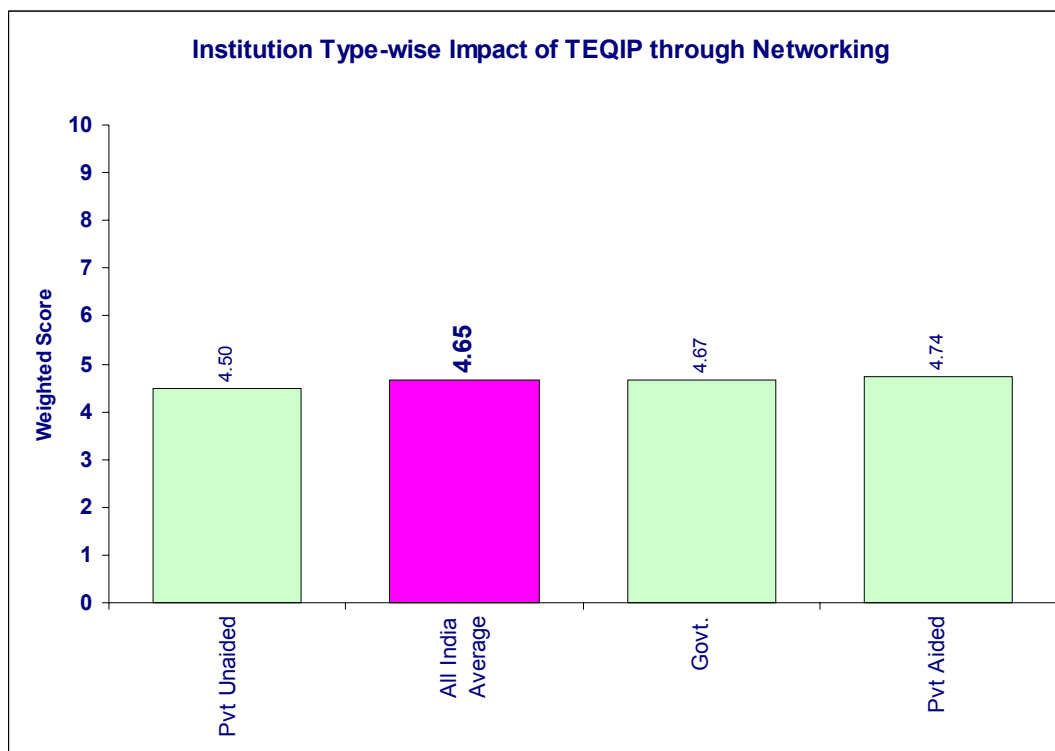


Fig. 3.81: Institution Type-wise Impact of TEQIP through Networking

Only 'Co-curricular activities by students' could achieve the satisfactory level of impact whereas 'Joint R&D projects by faculty' had the least impact at all India level.

Following Table 3.13 gives the total number of various activities of Networking accomplished by all institutions during TEQIP:

Table 3.13: Total Number of Networking Activities Accomplished During TEQIP

Number of students visiting other Project institutions either for using their equipment and instruments or attending lectures	2597
The number of students from other Project institutions who have visited the institution either for using the institution's equipment and instruments or attending lectures	2167
Number of man-days spent by faculty in other Project institutions	21144
Number of man-days spent by faculty from other Project institutions in the institution	35959
Number of co-curricular activities organized by students with students from other institutions	748
Number of publications authored by faculty jointly with faculty from other Project institutions	1921
Number of R&D projects undertaken by faculty jointly with faculty from other Project institutions	261
Number of specialized training programmes organized by institutions for faculty from other Project institutions	1337

3.11.2 Students Visiting Other Institutions

The all India average is 5.26. Himachal Pradesh had experienced the maximum impact and Gujarat the least. State-wise impact is depicted in Fig. 3.82.

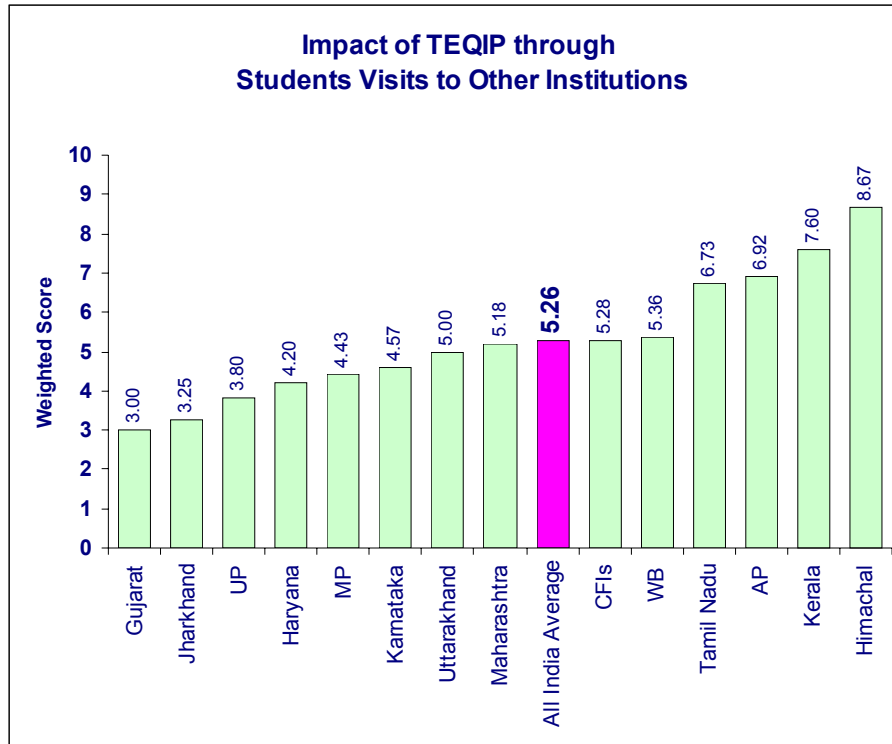


Fig. 3.82: Impact of TEQIP through Students Visits to Other Institutions

3.11.3 Students Visiting from Other Institutions

The all India average of 4.92 indicates a poor impact. Again the difference between the highest impact on Himachal Pradesh (7.0) and the lowest impact on Jharkhand (2.75) institutions is quite large as shown in Fig. 3.83.

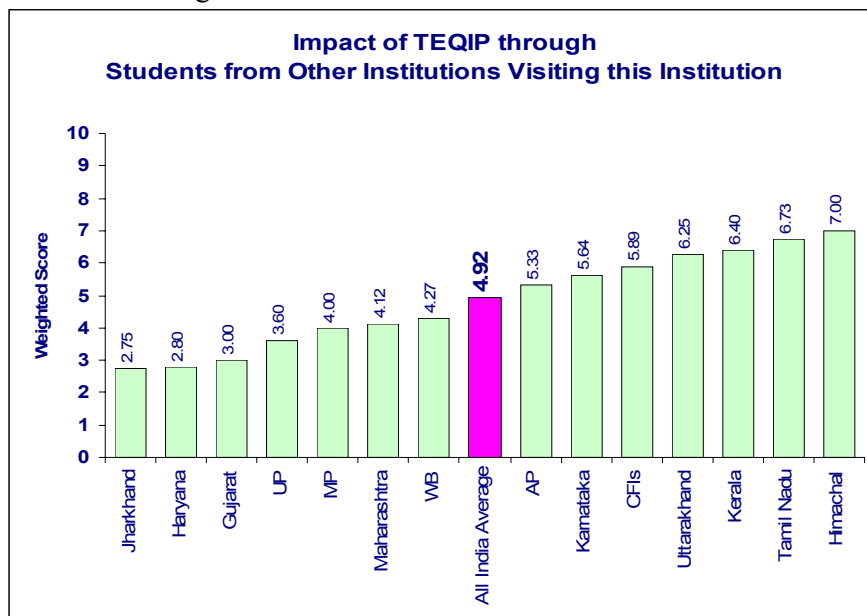


Fig. 3.83: Impact of TEQIP through Students Visiting from Other Institutions

3.11.4 Faculty Man-Days for Other Institutions

The all India average of 5.33 demonstrates that impact due to this networking activity is consistently poor in most of the States. Fig. 3.84 shows that at the highest is Kerala with 6.8 and lowest is Jharkhand 3.75.

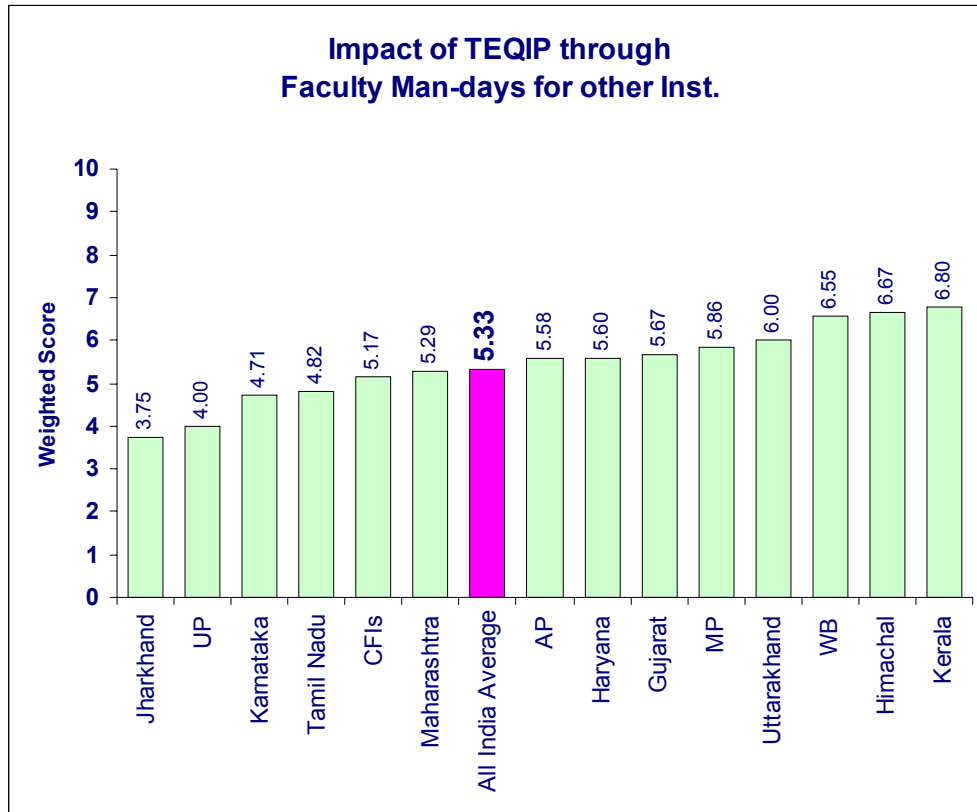


Fig. 3.84: Impact of TEQIP through Faculty Man-days for other Institutions

3.11.5 Faculty Man-Days from Other Institutions

The all India average is 4.91 with Himachal Pradesh (6.67) experiencing maximum impact while the lowest is with MP (2.57) as depicted in Fig. 3.85.

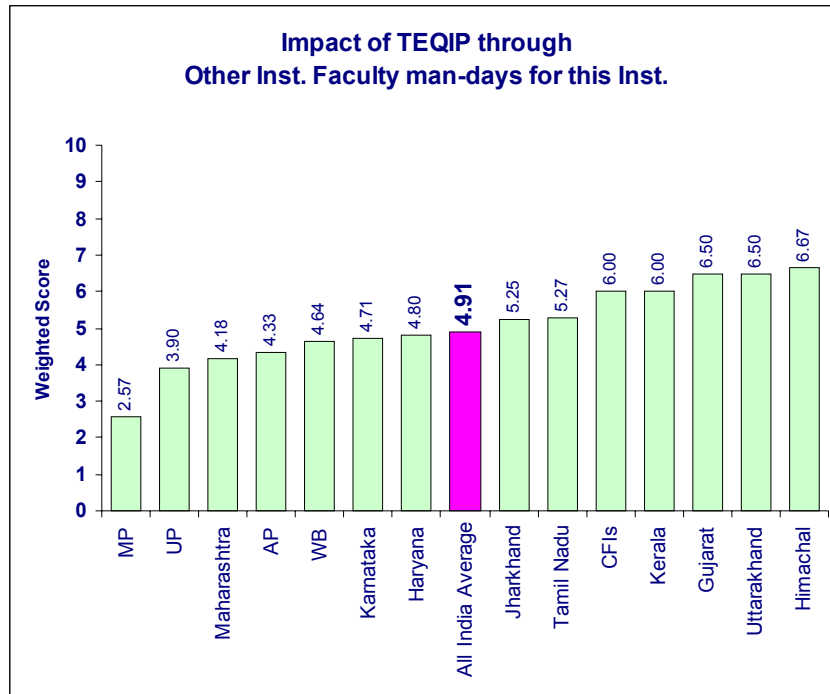


Fig. 3.85: Impact of TEQIP through Faculty Man-days from Other Institutions

3.11.6 Co-Curricular Activities by Students

The all India average is 6.78. Himachal Pradesh (9) had the maximum impact whereas Gujarat (5.8) had the least. State-wise impact is shown in Fig. 3.86.

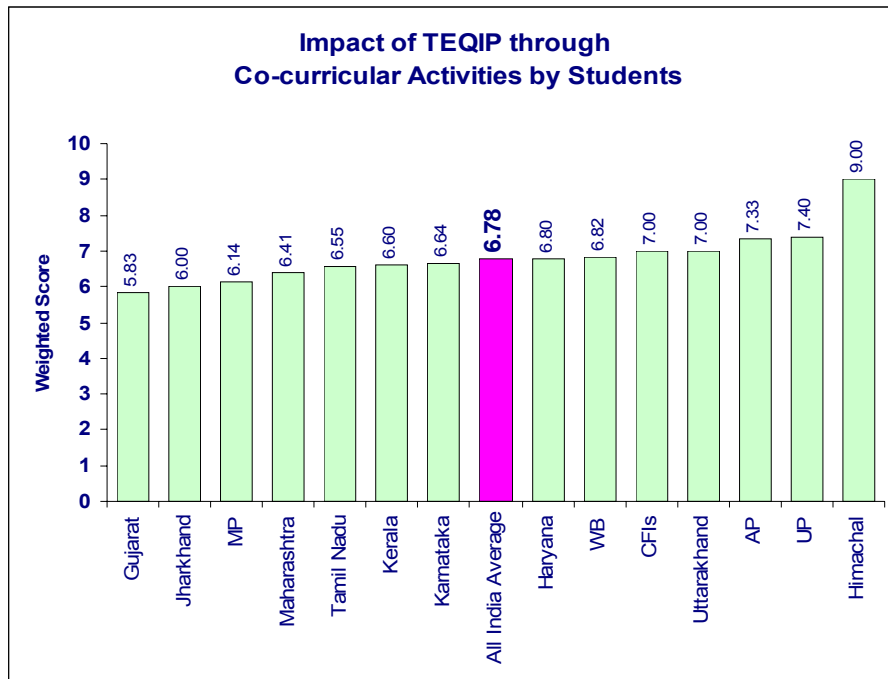


Fig. 3.86: Impact of TEQIP through Co-curricular Activities by Students

3.11.7 Joint Publications by Faculty

The all India average is 5.17. West Bengal topped at 7.91 and Jharkhand is at the last position at 1.0. There is need for putting considerable focus in this area. State-wise impact is depicted in Fig. 3.87.

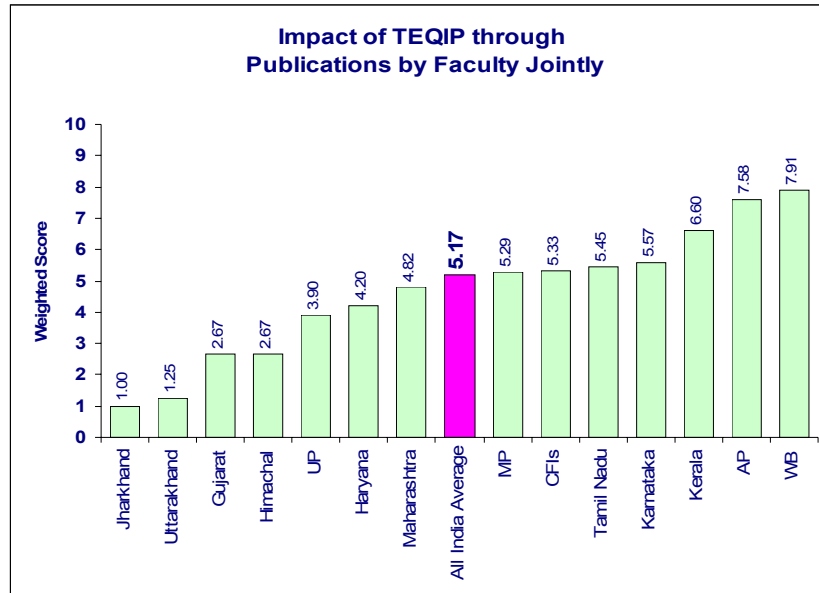


Fig. 3.87: Impact of TEQIP through Publications by Faculty Jointly

3.11.8 Joint R&D Projects By Faculty

The all India average at 1.92 reflects a definitely low impact due to Joint R & D projects. As many as 3 States Himachal Pradesh, Kerala and Uttarakhand had nil impact and West Bengal had the highest impact. Fig. 3.88 shows the State-wise impact through R & D projects by faculty jointly.

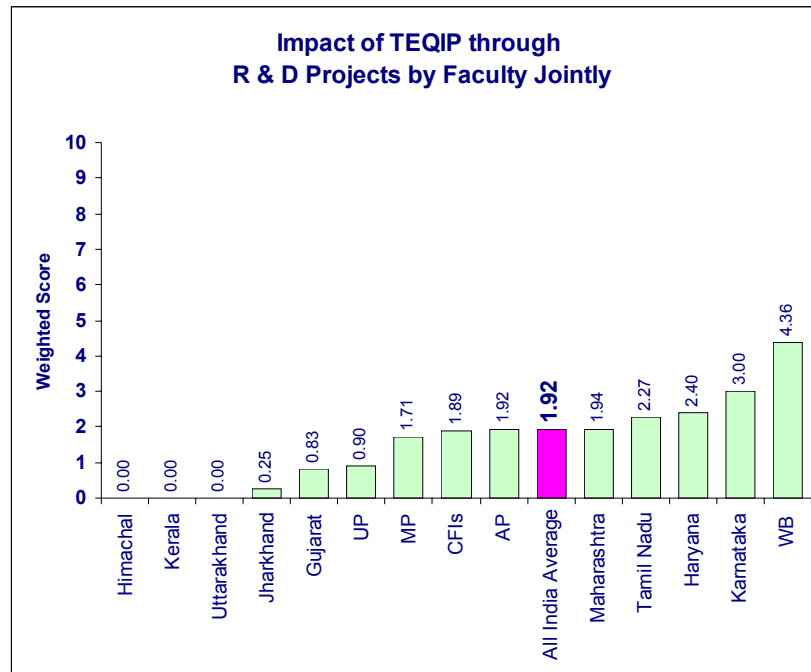


Fig. 3.88: Impact of TEQIP through R&D Projects by Faculty Jointly

3.11.9 Specialized Training Programmes for Other Institution's Faculty

The all India average is 5.09. Himachal Pradesh with 8.33 is at the top and Jharkhand with 3.0 is at the bottom. State-wise level of impact in ascending order is depicted in Fig. 3.89.

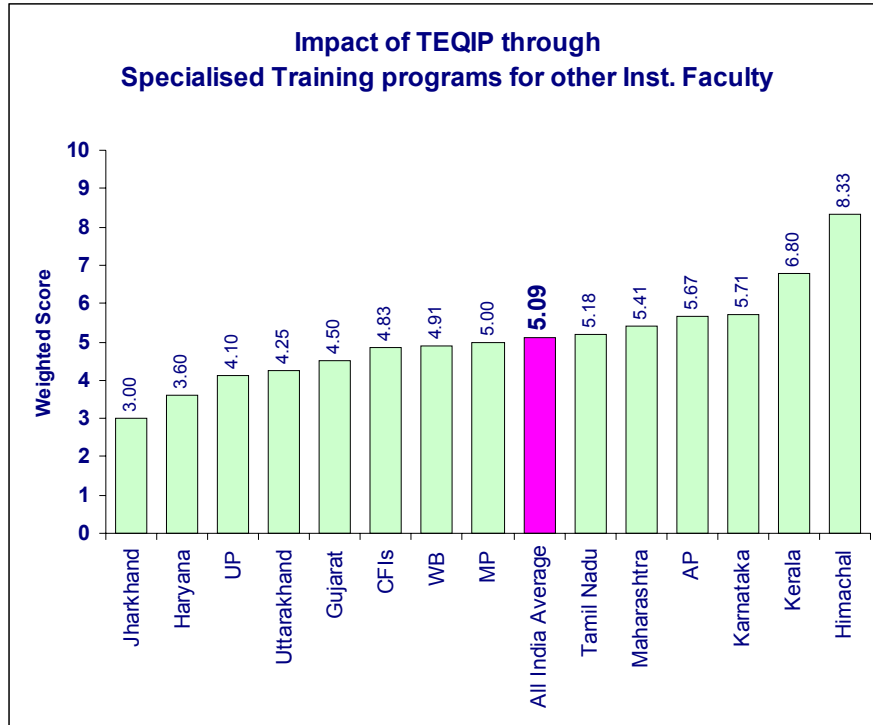


Fig. 3.89: Impact of TEQIP through Specialized Training Programmes for Faculty of Other Institutions

Conclusions

Project institutions established formal & non-formal networking with well-performing institutions, R&D organizations, specialized laboratories, industry community and have achieved the following results:

- 2600 students undertook visits to other Project institutions either for using their equipment and instruments or attending lectures
- 21,000 man-days were spent by faculty in other Project institutions
- 750 of co-curricular activities were organized by students with students from other institutions
- 1900 of publications were authored by faculty jointly with faculty from other Project institutions
- 300 R&D projects were undertaken by faculty jointly with faculty from other institutions
- 1350 of specialized training programmes were organized for faculty from other Project institutions

3.12 Services to Community and Economy

The parameters for impact evaluation through “Services to Community and Economy“ are: i) community persons visiting the institution, ii) faculty visiting community for needs assessment, iii) faculty visiting community for technical help, iv) projects by students for community, v) technology transfer, vi) services to un-organized labor and vii) continuing education programmes for organized labor.

3.12.1 Impact on Services to Community and Economy

In the group “Services to Community” the all India average stands at 6.23 which is just satisfactory. However, Himachal Pradesh stands at the top with 8.07 and Gujarat with 4.80 is at the bottom. State-wise level of impact in ascending order is depicted in Fig. 3.90.

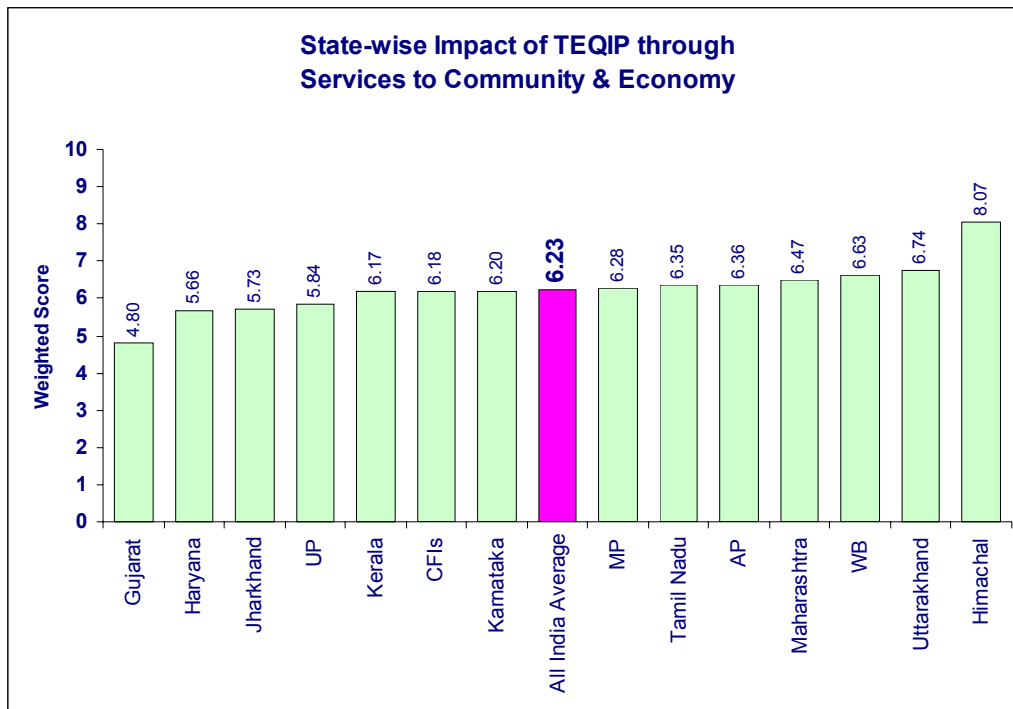


Fig. 3.90: State-wise Impact of TEQIP through Services to Community & Economy

Figures 3.91 and 3.92 depict institution role and type-wise impact through services to community & economy.

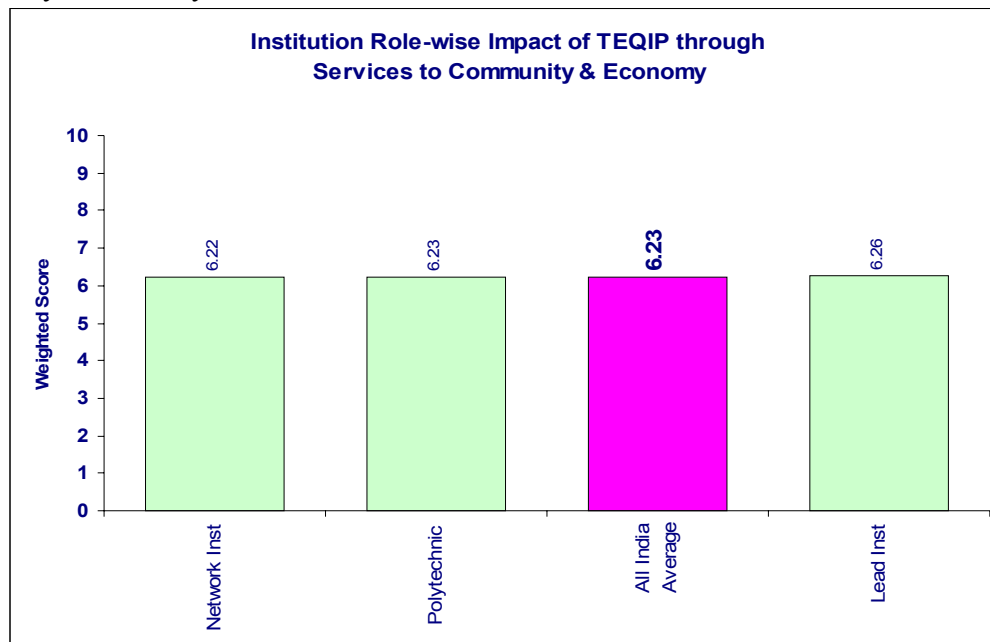


Fig. 3.91: Institution Role-wise Impact of TEQIP through Services to Community & Economy

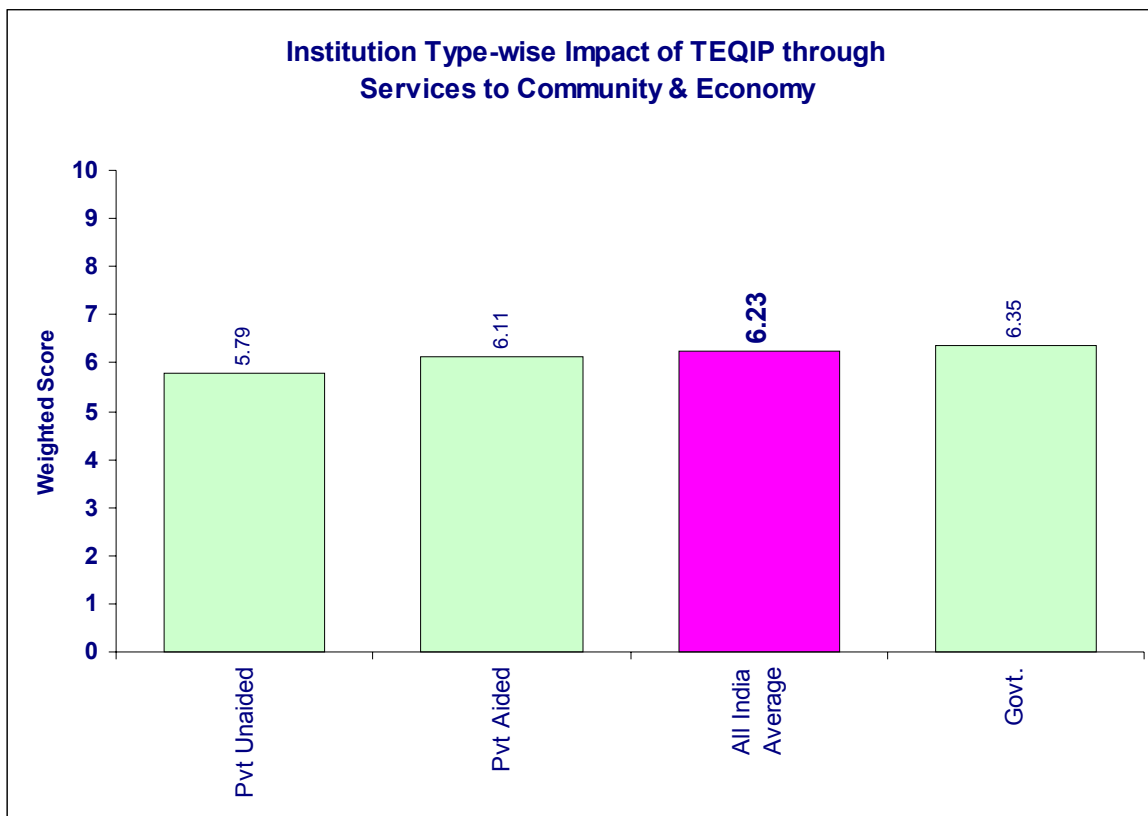


Fig. 3.92: Institution Type-wise Impact of TEQIP through Services to Community & Economy

96 Institutions had high impact, on services to un-organized labour while for parameter of continuing education programmes for organized labour 76 Project institutions experienced high impact on this account.

Following Table 3.14 is the list of activities carried out for services to community and economy during TEQIP period by Project institutions:

Table 3.14: Number of Activities carried out for Services to Community and Economy

Number of times community persons (from vicinity of the institution) have visited institution for technical advice/guidance/help	12774
Number of times faculty have visited the community for assessing community needs	3090
Number of times faculty have visited the community for providing technical advice/guidance/help or for explaining/ demonstrating one or more technologies	2585
Number of projects undertaken by students for the community	666
Number of the technologies transferred to the community	306
Number of programmes conducted for unorganized labor	514
Number of significant continuing education programmes organized for the organized labor force	463

3.12.2 Community Persons Visiting Institutions

The highest score is of Himachal Pradesh (8.67) and the lowest is Jharkhand (4.0). State-wise level of impact in ascending order is depicted in Fig. 3.93.

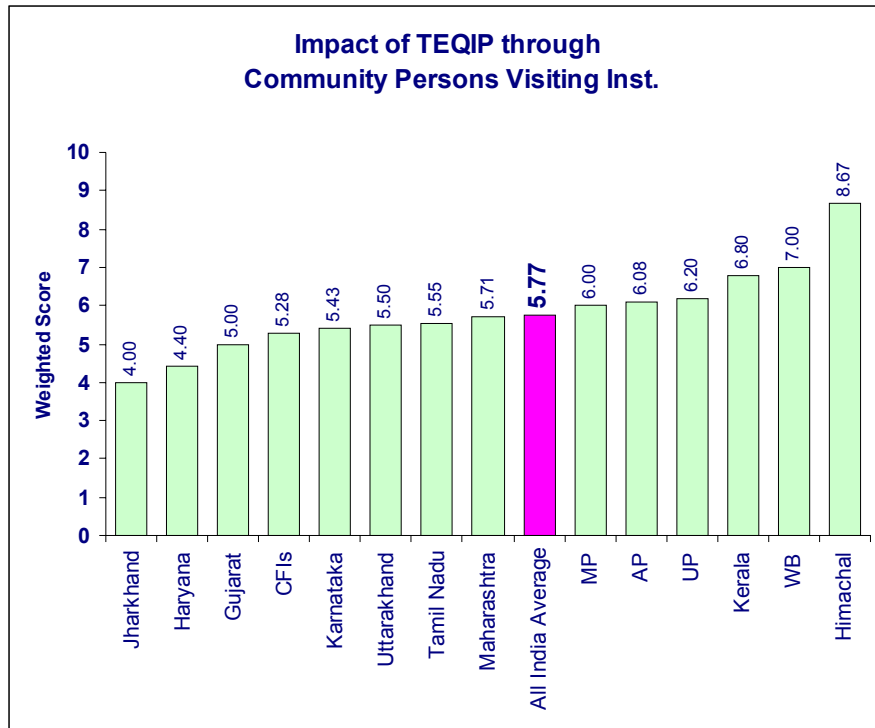


Fig. 3.93: Impact of TEQIP through Community Persons Visiting Institution

3.12.3 Faculty Visiting Community for Needs Assessment

Six States (Uttarakhand, Himachal Pradesh, Madhya Pradesh, Maharashtra, Andhra Pradesh and West Bengal) are above all India average and seven States including CFIs are below the all India average of 5.65 as shown in Fig. 3.94.

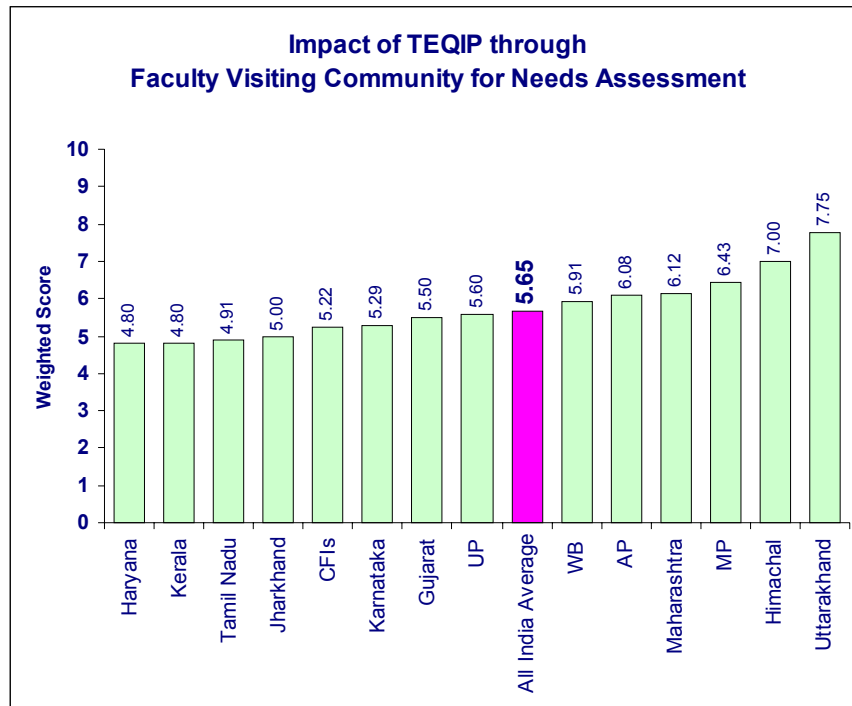


Fig. 3.94: Impact of TEQIP through Faculty Visiting Community for Needs Assessment

3.12.4 Faculty Visiting Community for Extending Technical Help

Himachal Pradesh stands tall at 9.33 indicating major impact on institutions through their faculty visiting community for extending technical help and Gujarat is at the lowest at 4.33 showing low impact with huge difference of 5.0 in comparison to Himachal Pradesh. State-wise impact is depicted in Fig. 3.95.

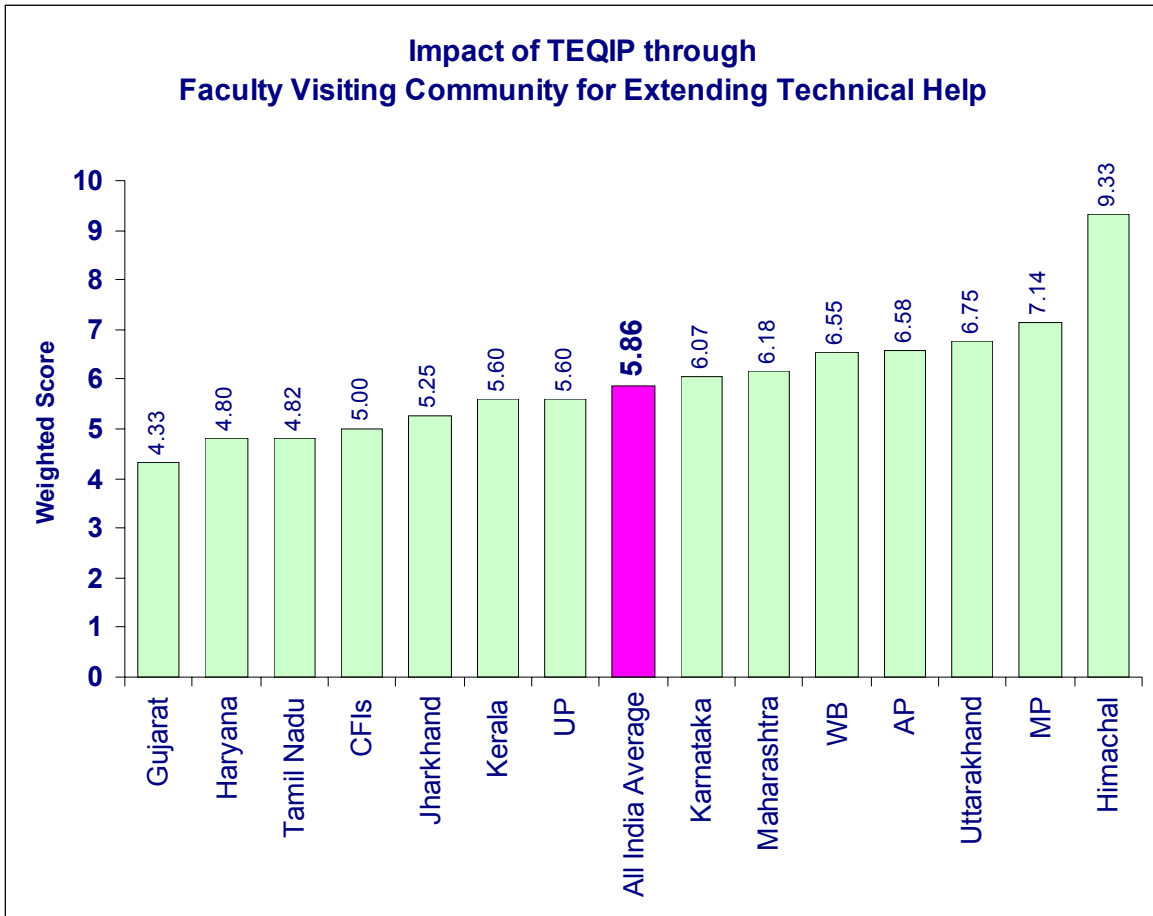


Fig. 3.95: Impact of TEQIP through Faculty Visiting Community for Extending Technical Help

3.12.5 Projects by Students for Community

The all India average is 5.56. Most of the States are around 5 implies that they are below expected level of impact. The highest impact is on Uttarakhand at 7 and the lowest, Gujarat at 4.5. State-wise level of impact in ascending order is depicted in Fig. 3.96.

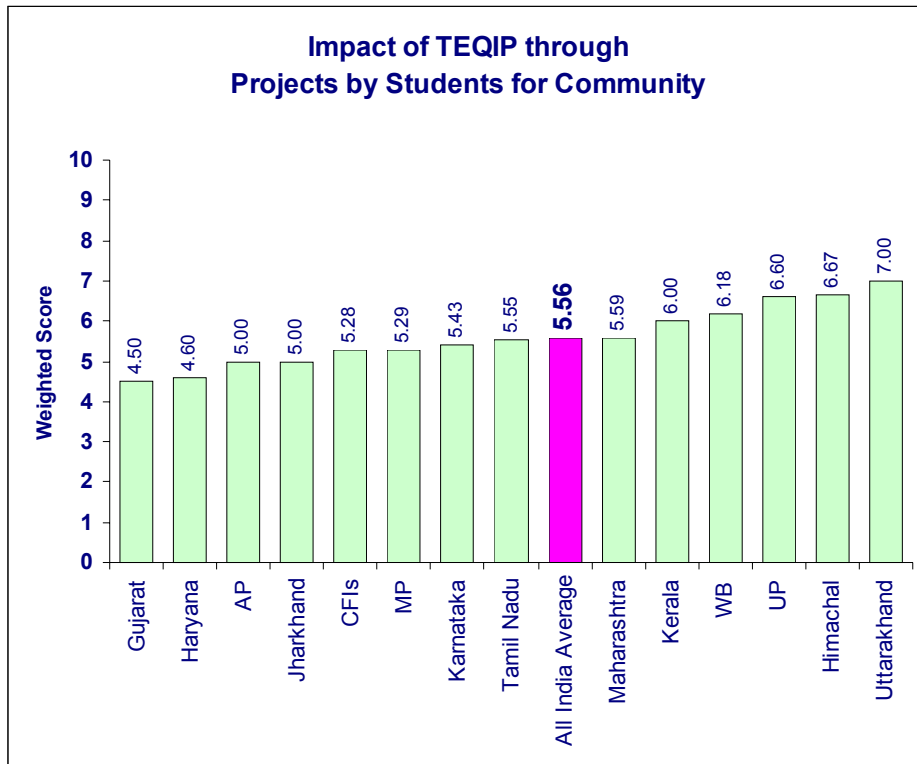


Fig. 3.96: Impact of TEQIP through Projects by Students for Community

3.12.6 Technology Transferred

The all India average at 4.31 (Fig. 3.97) indicates a poor impact. Himachal Pradesh is the highest at 6.33 and Gujarat with 2 is at the lowest, while the difference between them is 4.33 which is above all India average.

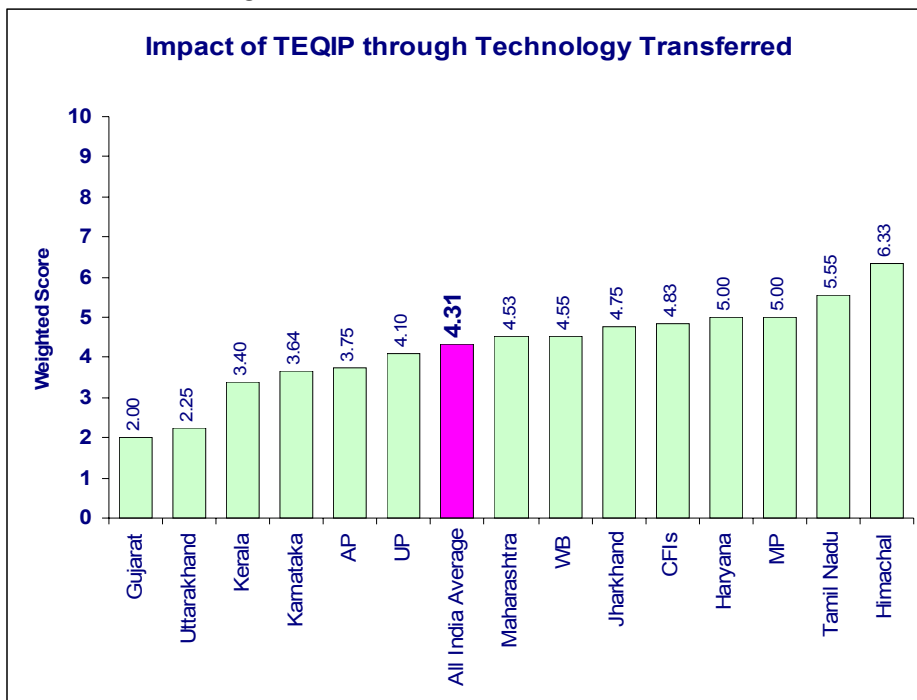


Fig. 3.97: Impact of TEQIP through Technology Transferred

3.12.7 Services to Un-Organized Labour

With the all India average at 8.5, Himachal is at the highest with 10, Gujarat with 6 is at the lowest and the performance of all States is by and large satisfactory as depicted in Fig. 3.98.

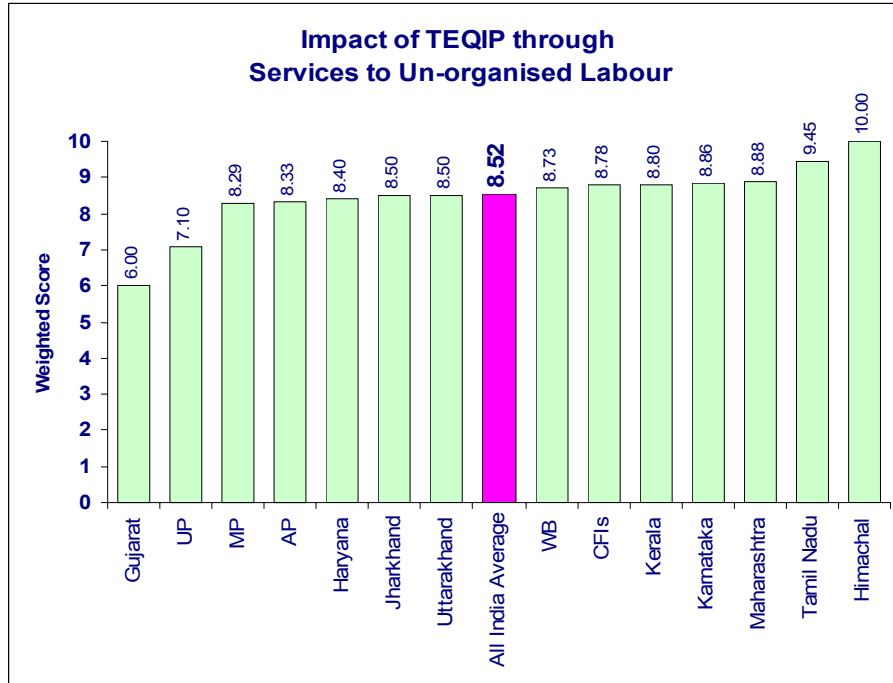


Fig. 3.98: Impact of TEQIP through Services to Un-organized Labour

3.12.8 Continuing Education Programmes for Organized Labour

The all India average is 7.8. Uttarakhand with 9 is at the top and MP with 5.71 is at the bottom. The performance of most of the states is good. State-wise level of impact in ascending order is depicted in Fig. 3.99.

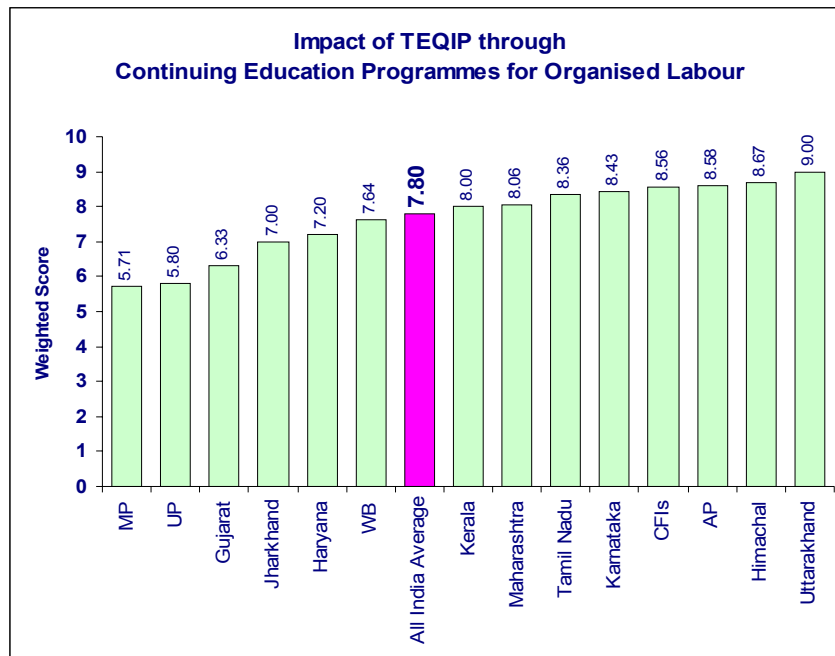


Fig. 3.99: Impact of TEQIP through Continuing Education Programmes for Organized Labour

Conclusions

The Project institutions undertook service to community and economy in two ways: 1) the faculty and students of each institution were involved in rendering services to the community and economy, and 2) the Project institutions as a whole extended its services to non-formal segment of the economy (the unorganized industry). Some of the achievements are as under:

- *As many as 13,000 visits were undertaken by community persons (from vicinity of the institution) for technical advice/guidance/help*
- *In all 5600 faculty visits were undertaken for assessing community needs, for providing technical advice/guidance/help or for explaining/demonstrating one or more technologies*
- *Nearly 700 projects were undertaken by students for the community*
- *300 technologies were transferred to the community*
- *500 programmes were conducted for unorganized labor and a similar number of programmes on continuing education were organized for the organized labor force*

3.13 Performance on Key Performance Indicators

The following are the parameters on which the impact of KPIs has been analyzed:

- a. Increase in research publications
- b. Increase in number of patents
- c. R&D work
- d. Employment rate and average annual salary
- e. Student Faculty Ratio
- f. Pass percentage

Out of the above six parameters, first three parameters (a, b and c) were not considered for impact evaluation of TEQIP on KPIs with respect to 19 Polytechnics since these parameters are not relevant for Polytechnics. Moreover, while computing State level averages at parameters level (a to f), denominator was taken as the number of institutions for which these parameters were applicable. Due to this consideration, justice was done to Polytechnic institutions in assessing the level of impact of TEQIP on KPIs.

3.13.1 Overall Impact of TEQIP on KPIs

Overall impact of TEQIP on KPIs was maximum on Jharkhand (6.72) which is followed by Himachal Pradesh (6.09) as depicted in Fig. 3.100. Jharkhand had four institutions under TEQIP out of which 2 are Polytechnics. Moreover, Himachal Pradesh had all three polytechnics only under TEQIP. Jharkhand and Himachal had high level of impact on Employment rate, student faculty ratio and pass percentage. Therefore, at the State level, overall impact on KPIs for the States of Jharkhand and Himachal Pradesh worked out higher than all other States and CFIs.

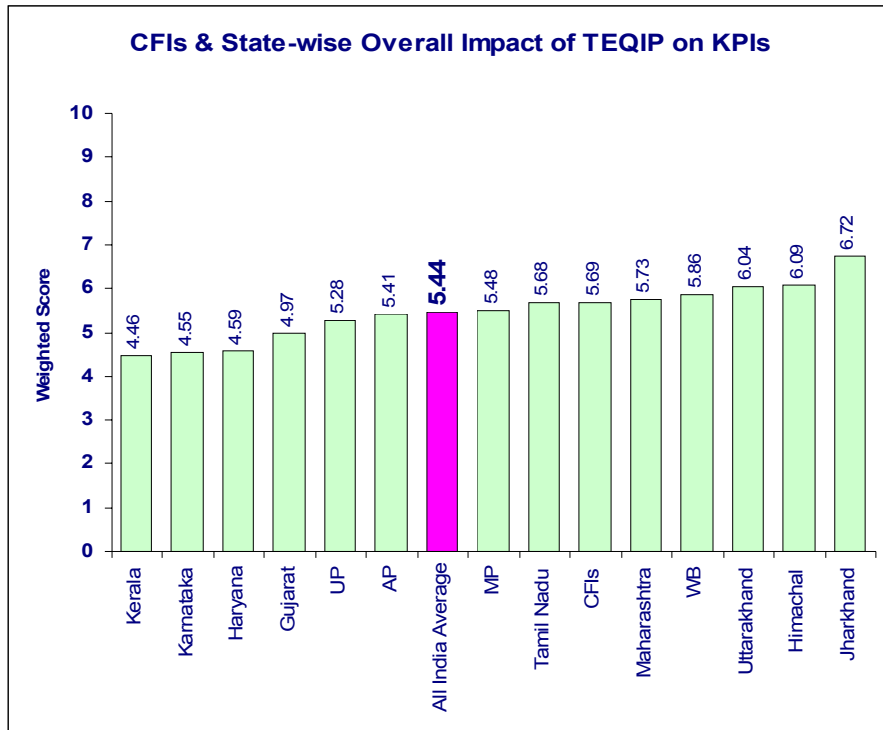


Fig. 3.100: CFIs and State-wise Overall Impact of TEQIP on KPIs

TEQIP could not impact KPIs commensurate to input. Network institutions had the least impact on KPIs which is clear from Fig. 3.101.

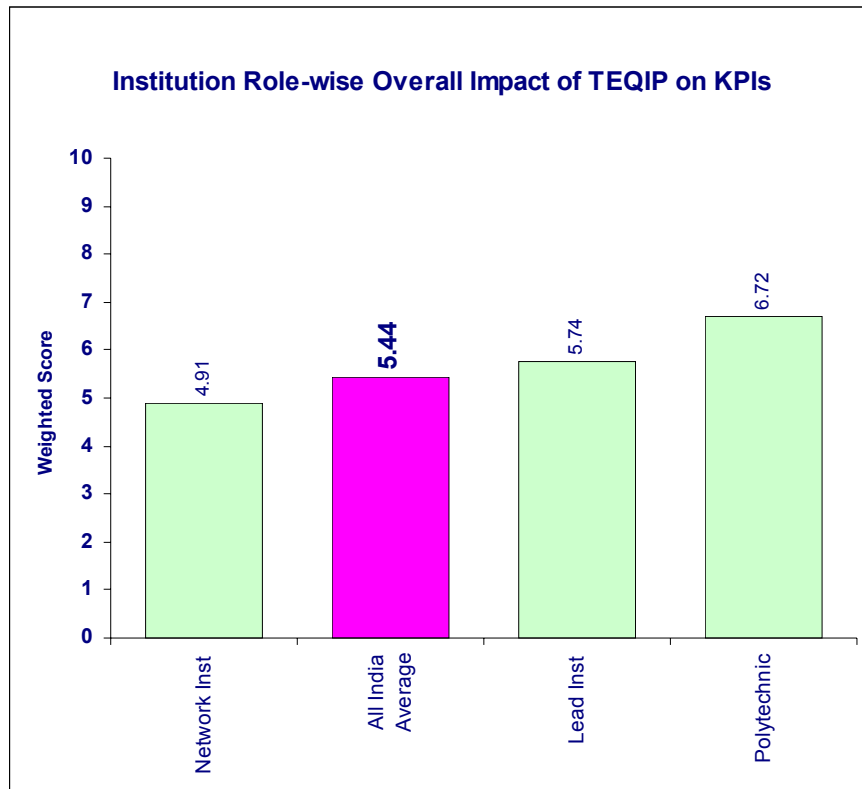


Fig. 3.101: Institution Role-wise Overall Impact of TEQIP on KPIs

Government institutions had the highest impact of TEQIP on KPIs. Since private institutions are generally not interested in R&D, patents, research publications etc., impact level on their KPIs is below national average which is clear from Fig. 3.102.

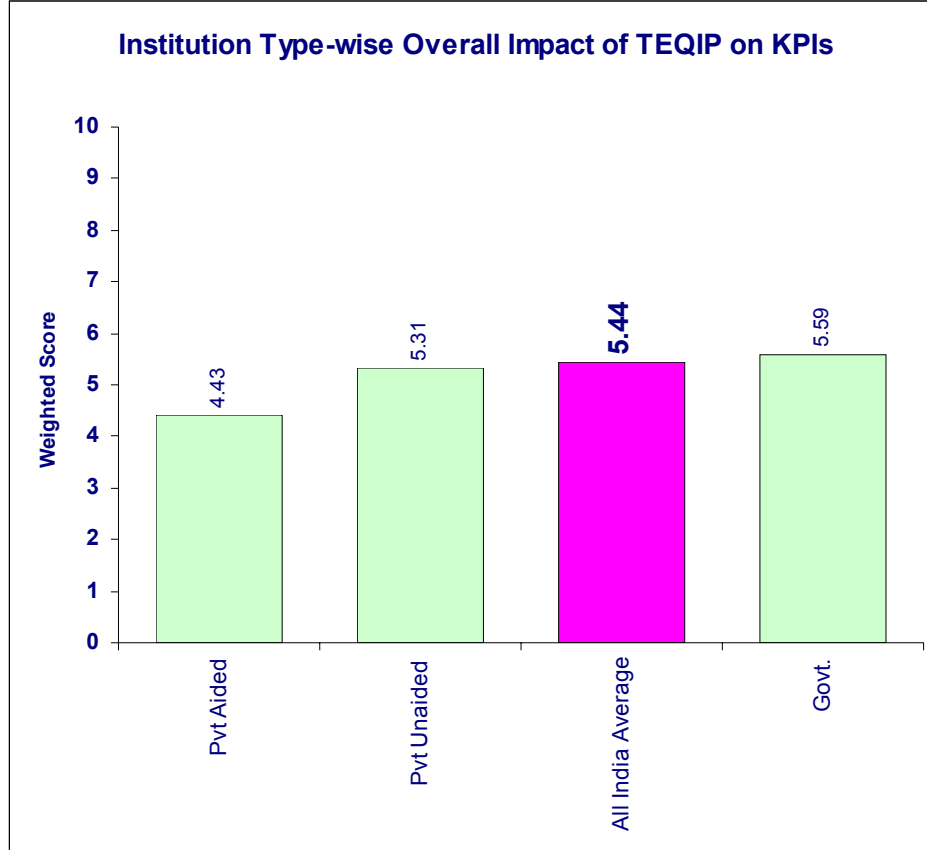


Fig. 3.102: Institution Type-wise Overall Impact of TEQIP on KPIs

At the all India level with respect to the following parameters TEQIP had least impact: increase in research publications, R & D performance and increase in patents. In respect of employment rate, student faculty ratio and pass percentage parameters, the institutions recorded satisfactory levels of impact.

3.13.2 Increase in Research Publications

The all India average is at 4.46. The highest is Gujarat at 5.65, Himachal Pradesh is at zero as expected since there are only polytechnics in this State under TEQIP. The CFIs stand at 2.74 which indicate that TEQIP had little impact on increase in research publications. Fig. 3.103 shows the State-wise impact in ascending order. In general the impact is low on account of this parameter of measurement for each institution.

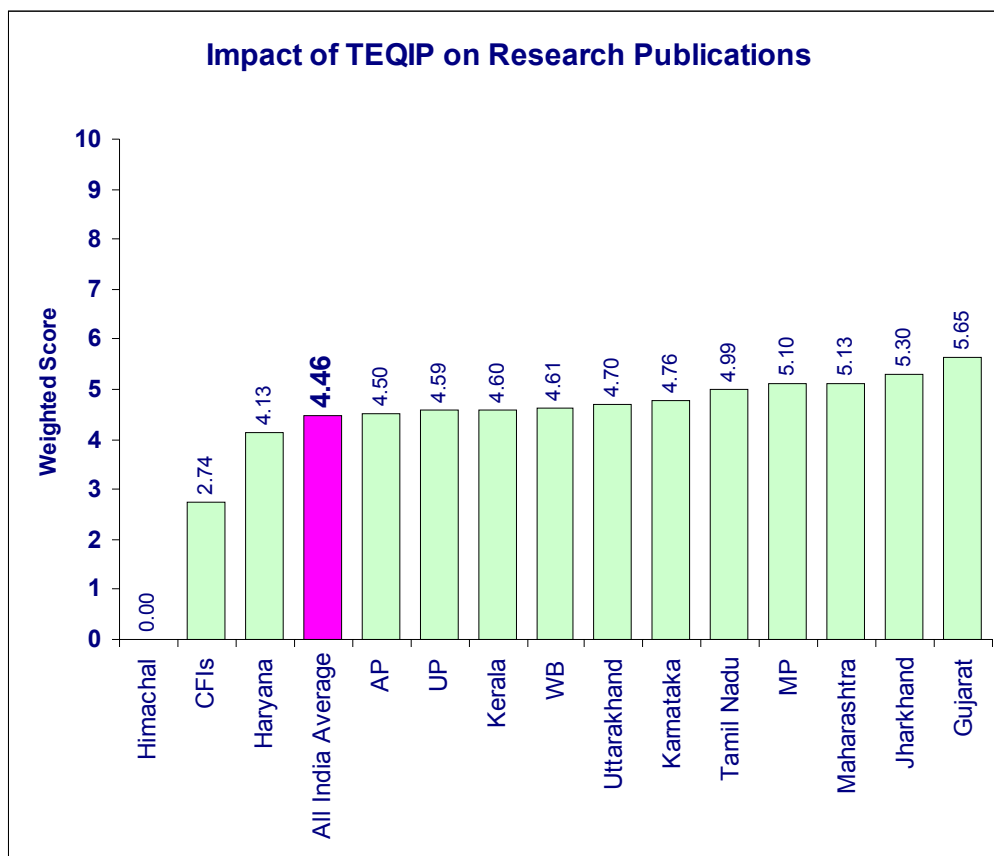


Fig. 3.103: Impact of TEQIP on Research Publications

The number of publications and conferences organized by Project institutions during TEQIP are as detailed in Table 3.15:

Table 3.15: Year-wise Number of Publications & Conferences during TEQIP

Publication & Conferences	2004-05	2005-06	2006-07	2007-08	Total During TEQIP
National Journals	1819	2020	2077	2433	8349
International Journals	1960	2349	2886	3371	10566
Journals (National + International)	3779	4369	4964	5804	18916
National Conference Proceedings	3442	3812	4405	4435	16094
International Conference Proceedings	2030	2411	3102	3189	10732
Conferences (National + International)	5472	6223	7507	7625	26827
Books	202	206	262	290	960

3.13.3 Increase in Number of Patents Obtained/Filed

West Bengal is at the top scored only 3.76. As many as four States namely Gujarat, Haryana, Himachal Pradesh and Kerala had no impact and Madhya Pradesh had 0.18. The all India average stands at 1.74 (Fig. 3.104) which is considered as very poor impact.

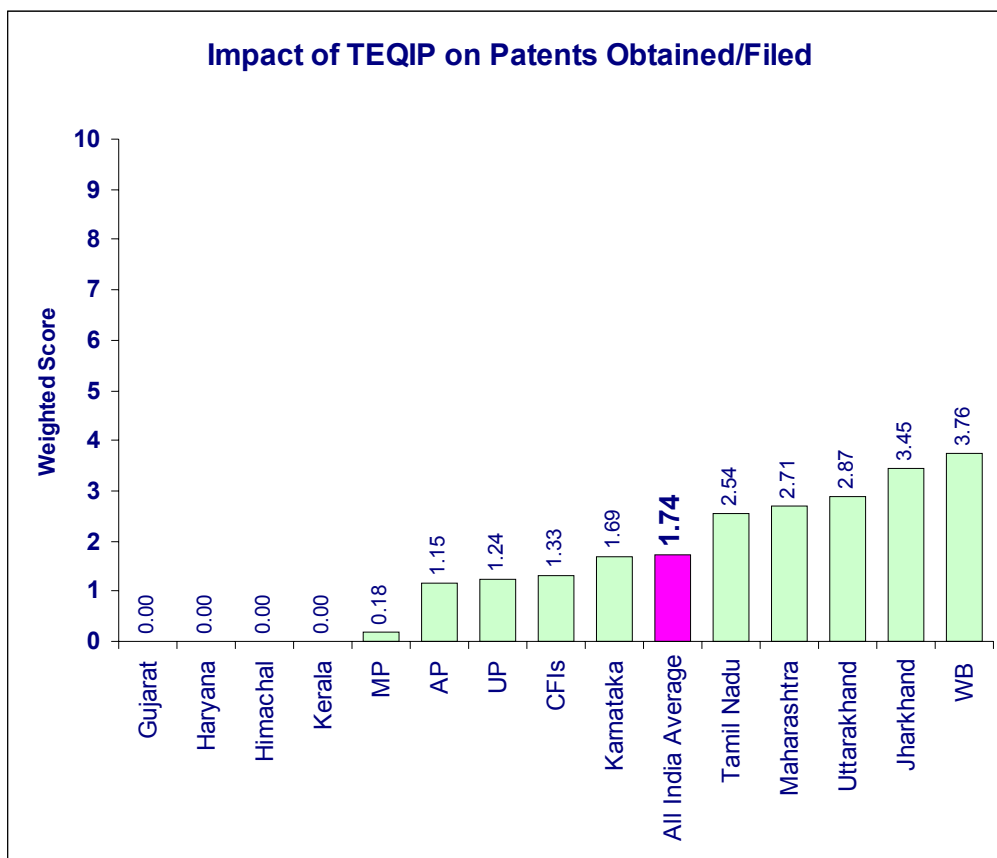


Fig. 3.104: Impact of TEQIP on Patents

A total of 245 patents were filed by Project institutions of which 115 (47 percent) were obtained during TEQIP. The total tally of all Project institutions on this account is detailed in Table 3.16.

Table 3.16: Year-wise of Number of Patents Filed and Obtained during TEQIP

	2004-05	2005-06	2006-07	2007-08	Total During TEQIP Period
i) Patents Filed	34	36	83	92	245
ii) Patents Obtained	15	26	42	32	115

3.13.4 R&D Projects

The all India average is only 3.66 which indicates that the impact is not up to the mark in this area. As expected Himachal Pradesh had zero impact for the reasons cited earlier. Uttarakhand is at the top with 6.37 and Haryana is the lowest with 0.88. All States did not have a good impact on R&D work barring CFIs and Uttarakhand. State-wise level of impact in ascending order is depicted in Fig. 3.105.

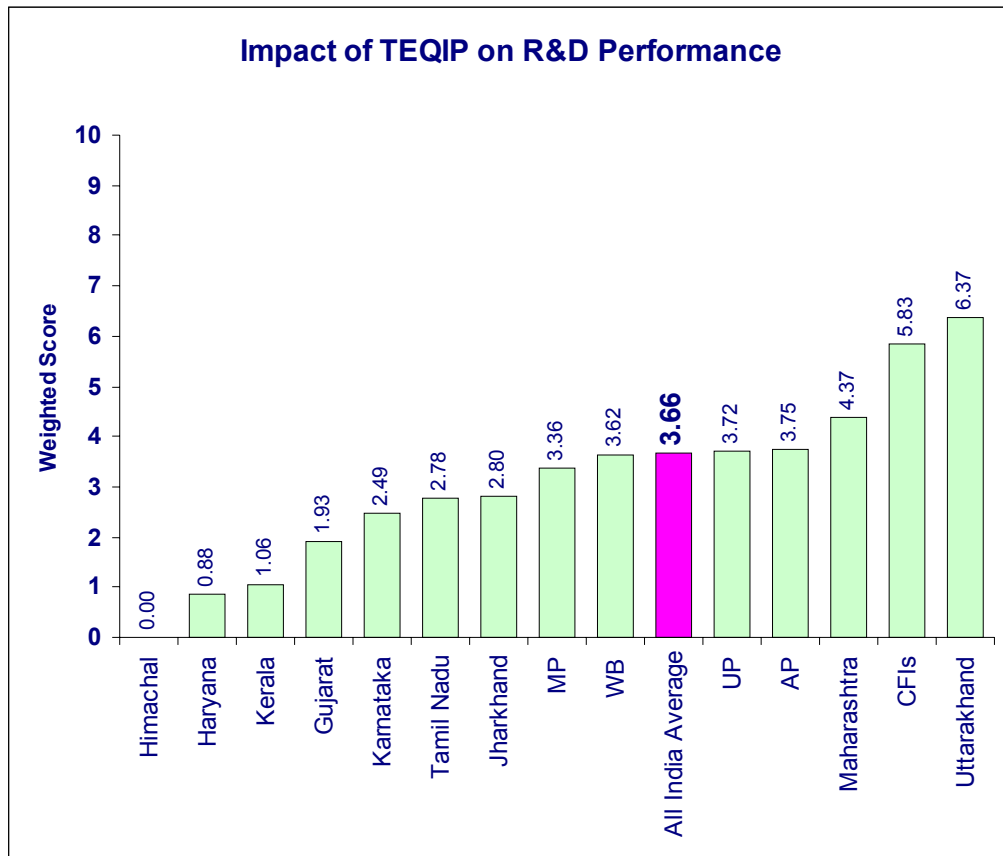


Fig. 3.105: Impact of TEQIP on R&D Performance

During TEQIP a total number of 2917 externally funded R&D projects valued at Rs 4679.37 million were executed by Project institutions as detailed in Table 3.17:

Table 3.17: Number & Values of Externally Funded R&D Projects Executed During TEQIP

	2004-05	2005-06	2006-07	2007-08	Total During TEQIP
Number	656	490	572	1199	2917
Value (Rs Million)	1023.74	883.73	1042.43	1729.47	4679.37

3.13.5 Employment Rate & Average Annual Salary

The all India average on employment rate is at 7.60 (Fig. 3.106). All the States had good impact in this area. Highest is CFIs at 8.99 and lowest is Gujarat with 6.25.

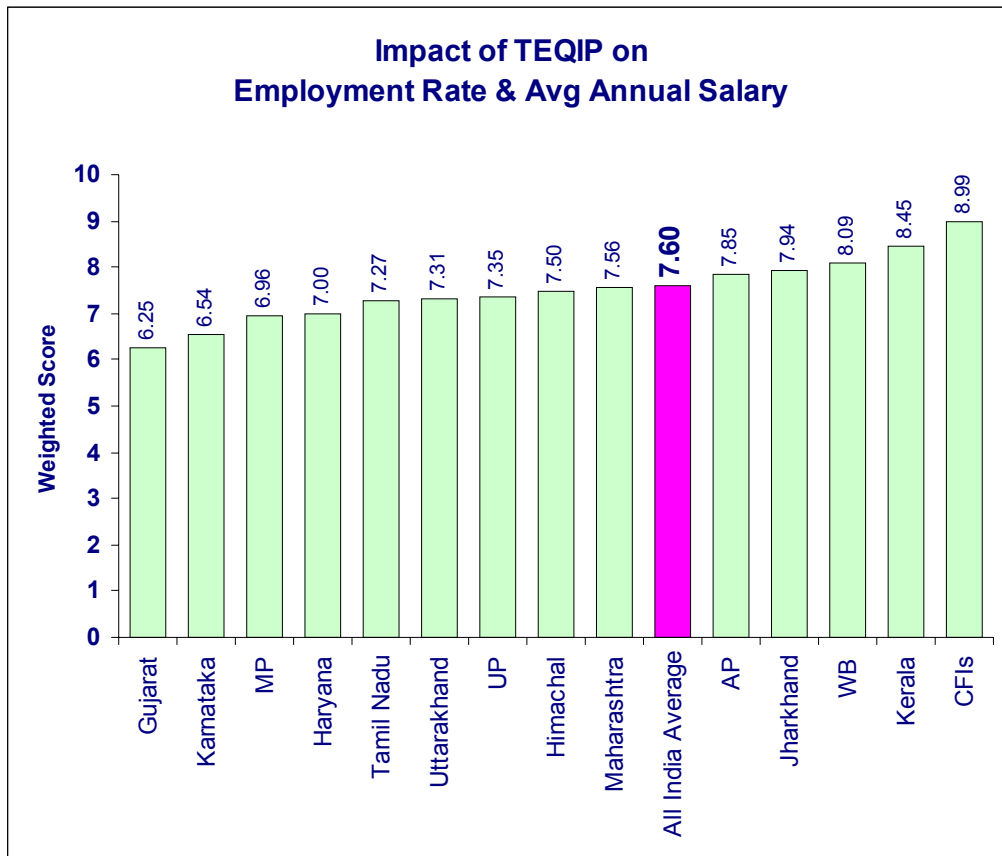


Fig. 3.106: Impact of TEQIP on Employment Rate & Average Annual Salary

3.13.6 Student Faculty Ratio

The all India average for this parameter is 7.43 which indicates that almost all the States have recruited the teachers and reduced the Student Faculty ratio to a good extent. As depicted in Fig. 3.107, States of Jharkhand, Kerala and Andhra Pradesh have done well to be at the top while Tamil Nadu at 6.36 is at the lowest.

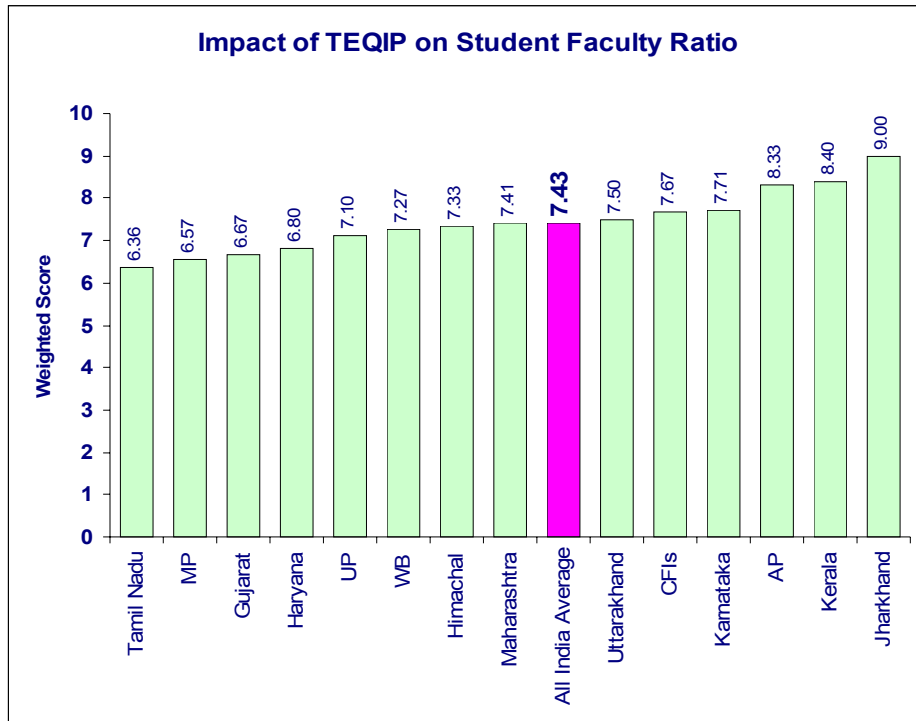


Fig. 3.107: Impact of TEQIP on Student Faculty Ratio

3.13.7 Pass Percentage

West Bengal is outstanding at 9.0 while Himachal Pradesh at 1.33 is the lowest as depicted in Fig 3.108. The difference between the lowest and the top is more than 7 which indicates a very poor performance by Himachal Pradesh.

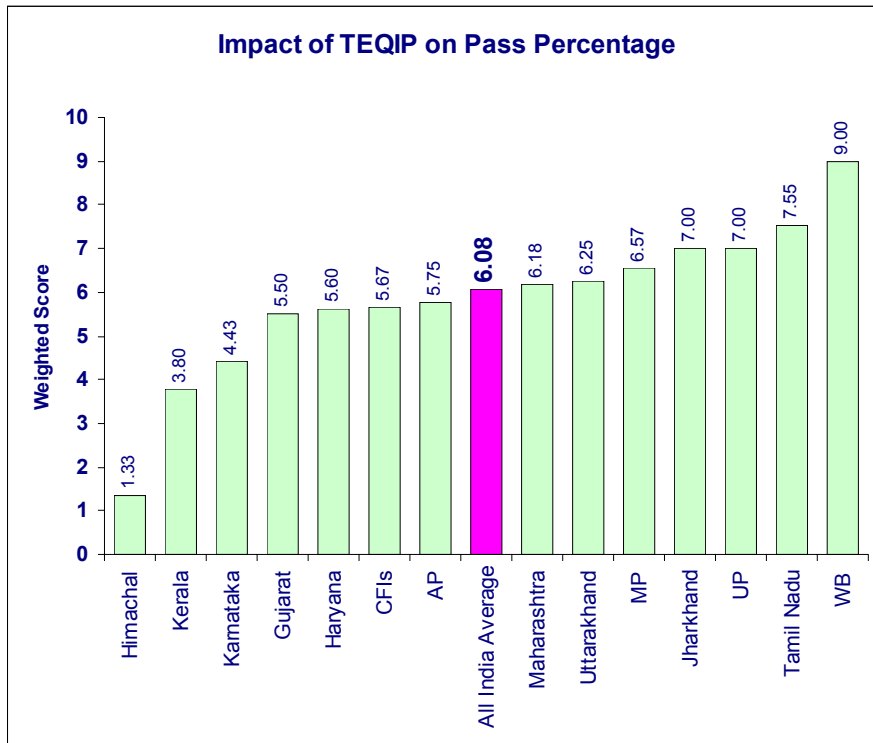


Fig. 3.108: Impact of TEQIP on Pass Percentage

Conclusions

- Only 21 (17percent) of the institutions had highly satisfactory impact and 30 (24 percent), satisfactory impact.
- About 20000 papers and books were published and 27000 conferences were held during
- A total of 245 patents were filed by Project institutions of which 115 (47 percent) were granted during TEQIP
- During TEQIP a total number of 2917 externally funded R&D projects valued Rs 4679.37 million were executed by Project institutions

3.14 Stakeholders Audits

Students, teachers, HODs, Deans, Principals, BoG members, VCs, auditors and mentors, regular employers of students are some of the prominent stakeholders of institutions under TEQIP directly or indirectly benefited by TEQIP.

As per self assessment report of various institutions, satisfaction level of stakeholders of CFIs (7.50) was rated at the highest and closely followed by Karnataka (7.36), Andhra Pradesh (7.33) and Maharashtra (7.24).

Stakeholders of the institutions of Tamil Nadu (5.09) are the least satisfied among all TEQIP States. This is corroborated by overall impact of TEQIP on Tamil Nadu (6.55) which was less than that of all India average (6.68). Though the impact of TEQIP on institutions of Tamil Nadu with respect to institutional reforms, networking and services to community and economy are above that of all India averages but with respect to more important group of parameters like institutional governance, academic excellence, it is below national average hence there is poor level of satisfaction of stakeholders of institutions of Tamil Nadu. Following Fig. 3.109 depicts the State-wise level of satisfaction of stakeholders.

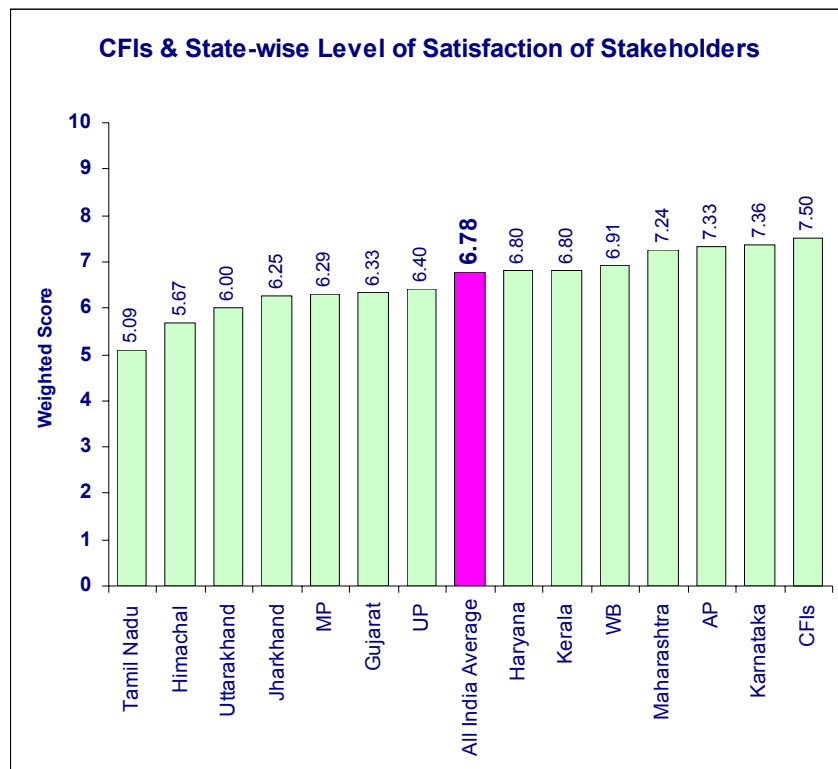


Fig. 3.109: CFIs & State-wise Level of Satisfaction of Stakeholders

Level of satisfaction of stakeholders of Lead institutions is the highest whereas that of polytechnics is the least which is evident from Fig. 3.110.

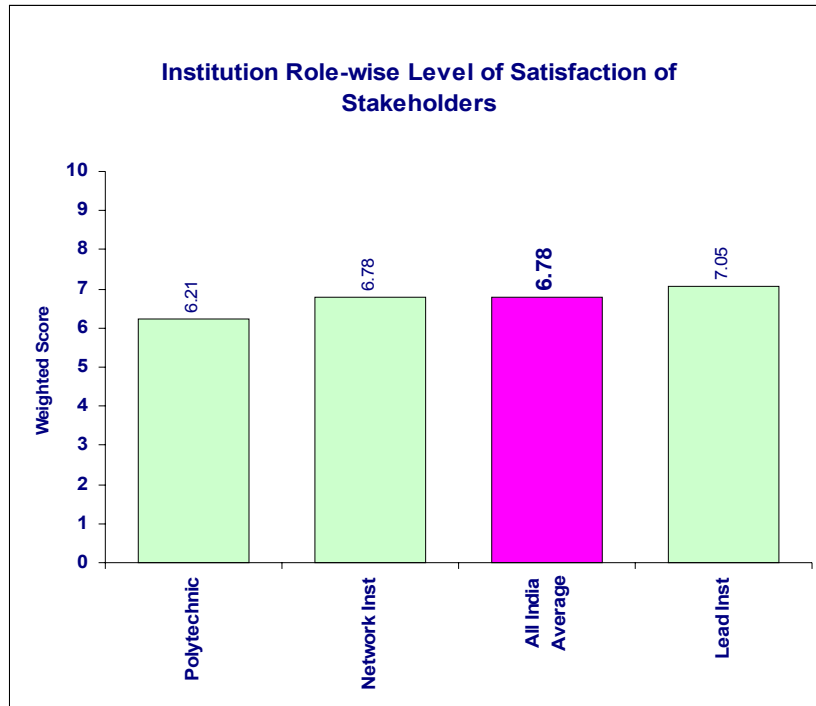


Fig. 3.110: Institution Role-wise Level of Satisfaction of Stakeholders

From Fig. 3.111 it is evident that level of satisfaction of stakeholders of government funded institutions is the least.

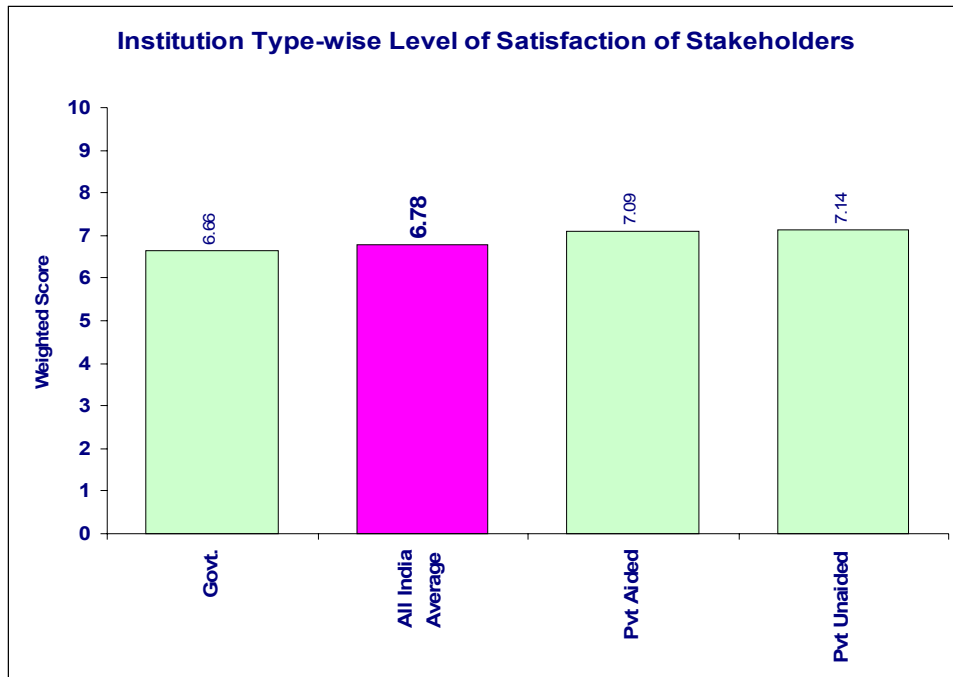


Fig. 3.111: Institution Type-wise Level of Satisfaction of Stakeholders

Level of satisfaction of stakeholders of 84 (66 percent) institutions under TEQIP is highly satisfactory

Conclusions

- *Auditor and mentors' continuous auditing and mentoring resulted in improvements in performance in Project implementation.*
- *Major industrial employers like Reliance Industries Ltd., TCS, Infosys, etc., are of the view that students have become more practical in their approach. Therefore, they take lesser time to get inducted, give good performance especially in Process Engineering, New Product Development, Production and Project Engineering.*

Section-4: Comparative Analysis of Independent Assessment of Sample Institutions with their Self Assessment

4.1 Genesis

SPIL's expert assessment teams undertook visits to 16 Project institutions from October 12th to November 14th 2009 spread across twelve States in India and assessed the impact of TEQIP implementation. The assessment has been made on a scientific basis using quantitative approach of assessment on 76 predetermined parameters and sub-parameters. This was achieved through physical verification of assets created, infrastructure, human resources, best practices followed and interaction with major stakeholders viz., students, faculty, BoG members and auditors/mentors. In addition, all the 127 Project institutions have been assessed using the same approach but based on the data furnished by respective institutions in their Self Assessment Reports (SARs).

A comparative study of impact on these 16 Project institutions through the scores awarded by the Independent Assessment (IA) teams and institutions respective scores assessed from SARs, has been carried out. The study established a definite correlation between the two methods of assessments. Further analysis made at each Chapter (group of parameters) yielded a comparison among the 16 institutions and establishes the fact that the data from the SARs is quite relevant for assessment of the impact of TEQIP. Also data from other documents/reports received from NPIU were analyzed in generating institutional scores with respect to some of the parameters/sub-parameters.

4.2 Comparative Analysis of Overall Impact (IA and SAR)

The parameters for evaluation of overall impact were grouped into institutional reforms, institutional governance, academic excellence, networking and services to community and economy with relative weightages of 20 percent, 10 percent, 40 percent, 15 percent and 15 percent assigned respectively. The impact assessed through visits to 16 sample institutions are denoted as IA and the impact computed from data/information furnished in Self Assessment Reports is denoted as SAR.

Independent assessment of overall impact on 16 sample institutions has been depicted in the ascending order of level of impact in Fig. 4.1. The institutions viz, UCER, Allahabad (6.41) and VGEC Gandhinagar (6.52) had least impact especially on parameters like credit exemption (zero), multi-background admission (zero), grading system (zero), internal revenue-retention (2.0), accreditation (2.5), internal revenue-generation & utilization (2.6), revision/reorientation & restructuring of programmes (4) and decision making (5.8). But with respect to remaining parameters, impact was satisfactory. Besides, at UCER the impact was nil on offering electives and R&D projects by faculty jointly.

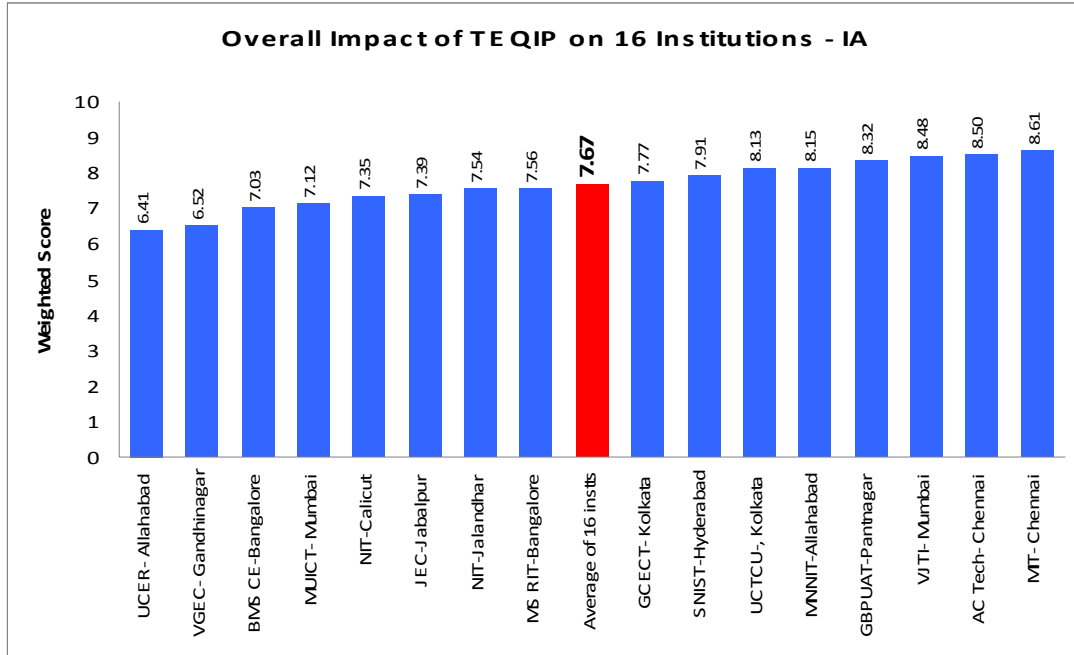


Fig. 4.1: Overall Impact of TEQIP on Sample (16 nos.) Institutions–IA

NIT Calicut had least impact on parameters like establishment of four Funds, credit exemption (zero), grading system (zero), and networking activities.

Of the three private unaided institutions in the sample: UCER Allahabad (UP) had the least impact while among all other categories of institutions, government engineering college MIT Chennai (Tamil Nadu) had the highest impact.

Like independent assessment (IA), same sub-parameters and parameters were evaluated for all 127 institutions under TEQIP on the basis of their Self Assessment Reports (SAR) utilizing MLMPRS as a tool. Overall Impact assessed by this method on 16 sample institutions is shown in Fig. 4.2 where the average impact is 6.92. VGEC Gandhinagar (5.75), UCER Allahabad (5.92), JEC Jabalpur (5.93) had lower impact than average.

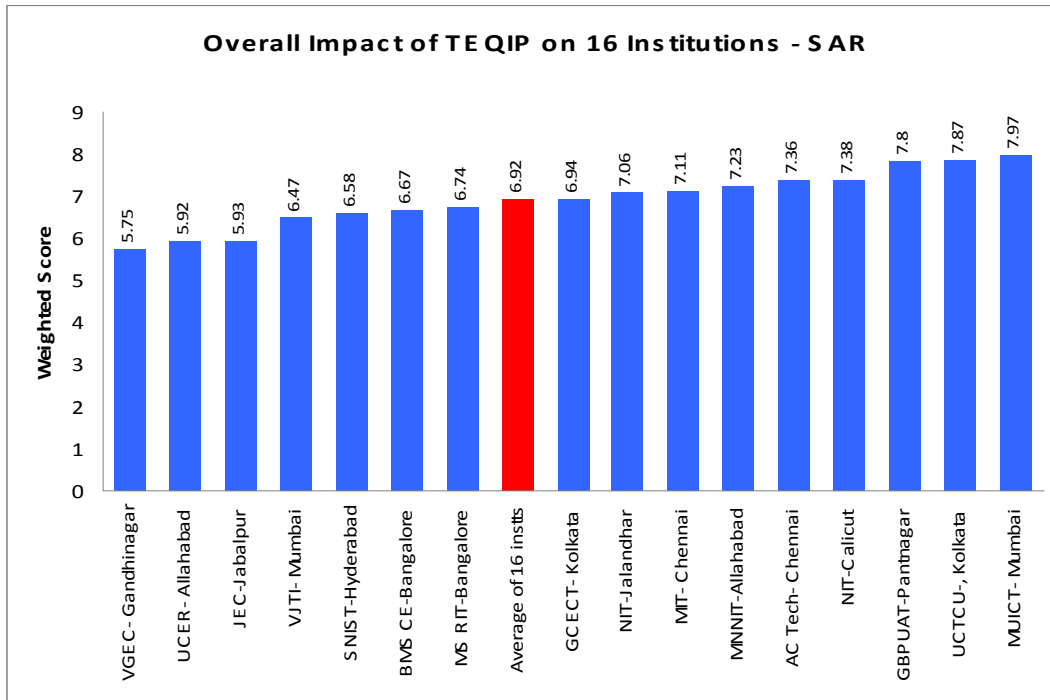


Fig. 4.2: Overall Impact of TEQIP on Sample (16 nos.) Institutions–SAR

In both methods of assessment (IA & SAR), UCER Allahabad and VGEC Gandhinagar emerged as institutions which had the least impact of TEQIP justifying the efficacy of MLMPRS.

A comparative analysis of Independent assessment and Self Assesemnt results, in Fig. 4.3 for 16 sample institutions indicates correlation is moderately robust since results from both (IA and SAR) exhibit similar pattern.

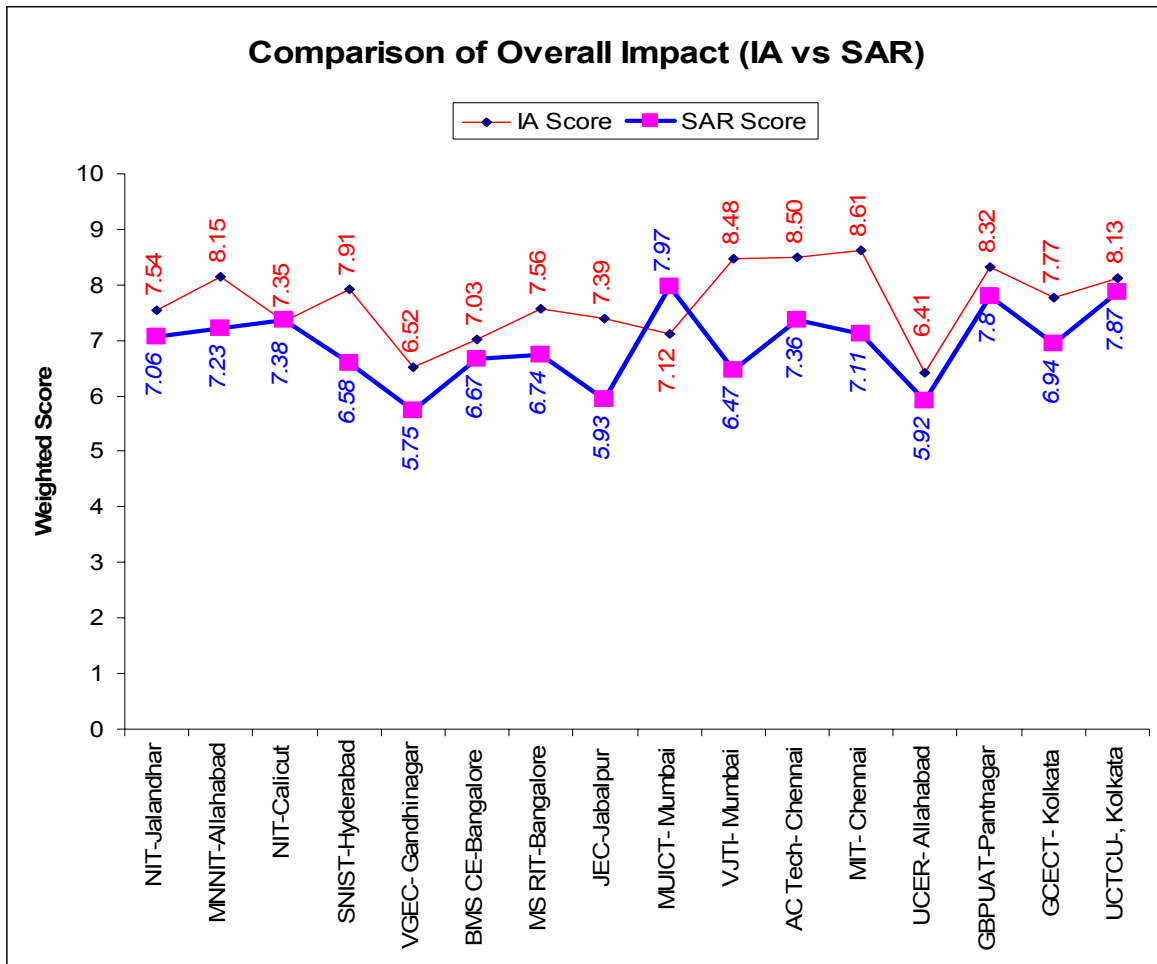


Fig. 4.3: Comparison of Overall Impact of TEQIP (IA Vs SAR)

The impact of TEQIP by IA has been found to be higher in comparison to the impact assessed through SAR. The positive difference in score is attributed to the time gap between submission of SAR and IA which is almost a year. In this post-TEQIP period the Project institutions continued to yield results on their own set targets for excellence and are able to sustain the same with autonomy and accountability. It also implies that a trend has set in for improvement in efficiency and effectiveness of the technical education management system in the States and institutions selected under the Project.

4.3 Comparative Analysis of Impact on KPIs (IA and SAR)

The following indicators were assessed for impact evaluation:

- Increase in research publications
- Increase in Patents
- R&D Performances
- Employment Rate
- Student Faculty Ratio
- Pass percentage

The assessment through IA on KPIs of the 16 sample institutions is shown in Fig. 4.4 where the average impact is 7.09. The institutions viz., UCER Allahabad (4.75), Sreenidhi Hyderabad (5.7), GCECT Kolkata (5.71) and VGEC Gandhinagar (5.73) had relatively low impact on account of less research publications, patents and R& D performance. For private engineering

colleges like UCER and Sreenidhi, these indicators are not commercially viable, and hence there are no perceived efforts while with respect to indicators such as employment rate, student faculty ratio, pass percentages, both the institutions had satisfactory impact. GCECT being one of the oldest institutions having only three departments, the infrastructure base created through TEQIP should yield better results on its KPIs in times to come especially in its core competent area of Ceramic Technology.

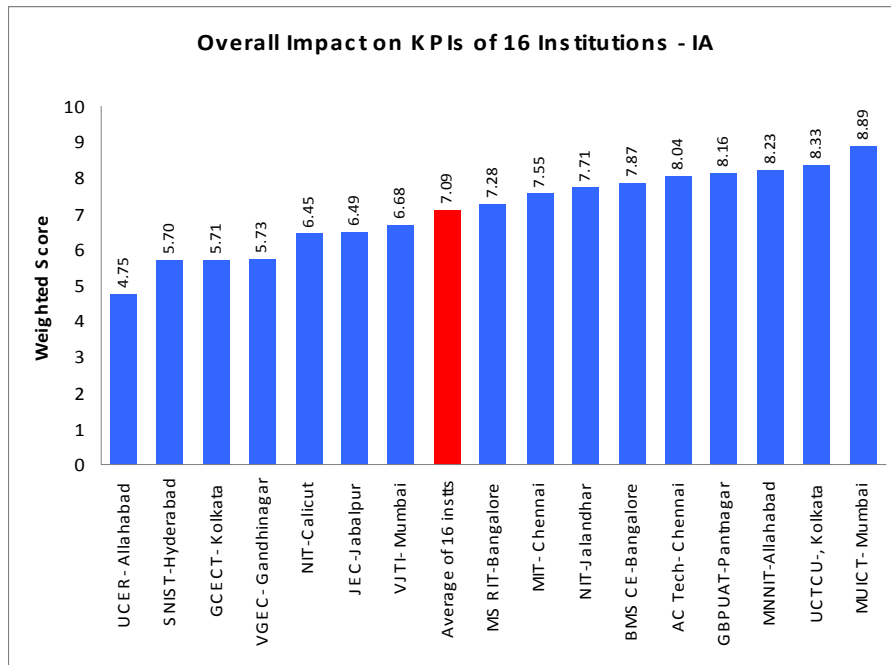


Fig. 4.4: Overall Impact on KPIs of 16 Institutions–IA

The assessment through SAR for KPIs of the 16 sample institutions is shown in Fig. 4.5 where the average impact is 6.0. The impact of 11 institutions (out of 16) are below average whereas only 5 institutions had higher impact than average.

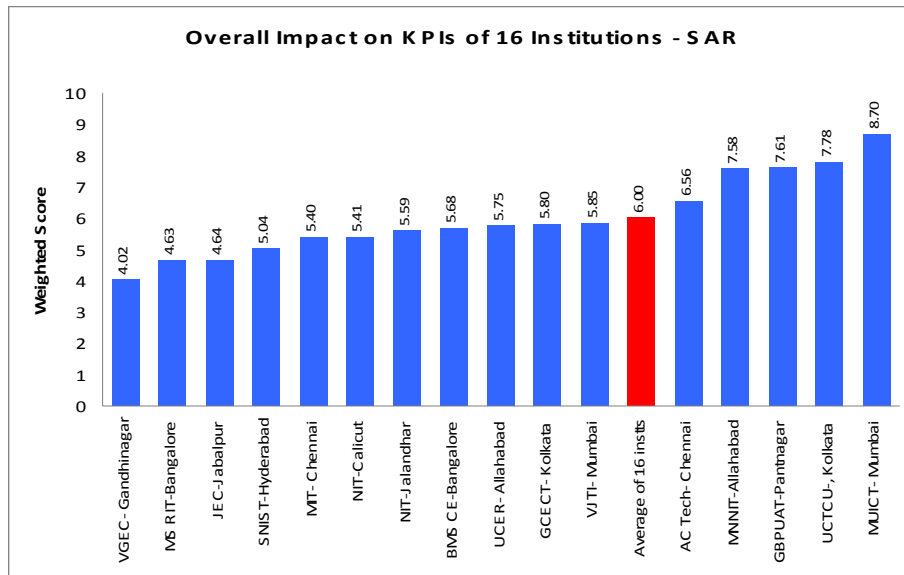


Fig. 4.5: Overall Impact on KPIs of 16 Institutions–SAR

NIT Calicut had low impact in both IA & SAR and had the least overall impact among three sample NITs. NIT Calicut could not significantly increase its patents, R&D performance and research publications during TEQIP period unlike MNNIT, and NIT Jalandhar.

MUICT Mumbai, UCTCU Kolkata, GBPUAT Pantnagar and MNNIT Allahabad had high impact due to TEQIP both through IA and SAR. These institutions have credible history of devoting efforts on research and publications, registering patents, carrying out effective R & D activities and are generally rated in their field almost at par with premier institutions of higher learning in India. MUICT Mumbai is on the top both in IA and SAR. MUICT Mumbai received the status of Deemed University, consequent to achieving all autonomies- academic, administrative, financial and managerial due to TEQIP.

The comparison of impact on KPIs (IA vs. SAR) shown in Fig. 4.6 indicates significant correlation. Like in the case of overall impact, both IA and SAR assessments emerged on same pattern which demonstrates the effectiveness of MLMPRS for assessment of impact of TEQIP.

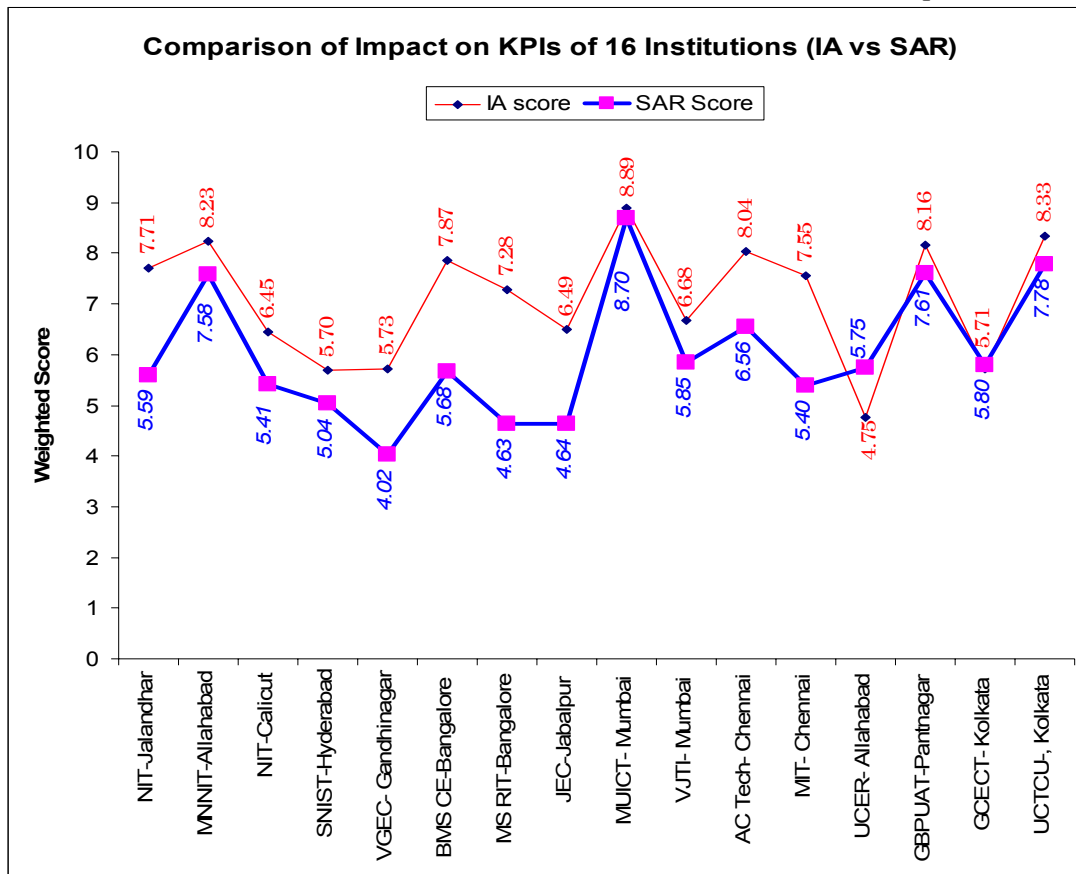


Fig. 4.6: Comparison of Overall Impact on KPIs of 16 Institutions (IA Vs SAR)

4.4 Comparative Analysis of Overall Impact and Impact on KPIs (IA and SAR)

Comparison of overall impact and impact on KPIs as per IA in Fig. 4.7 demonstrates clearly a good correlation except in case of institutions GCECT Kolkata and SNIST Hyderabad.

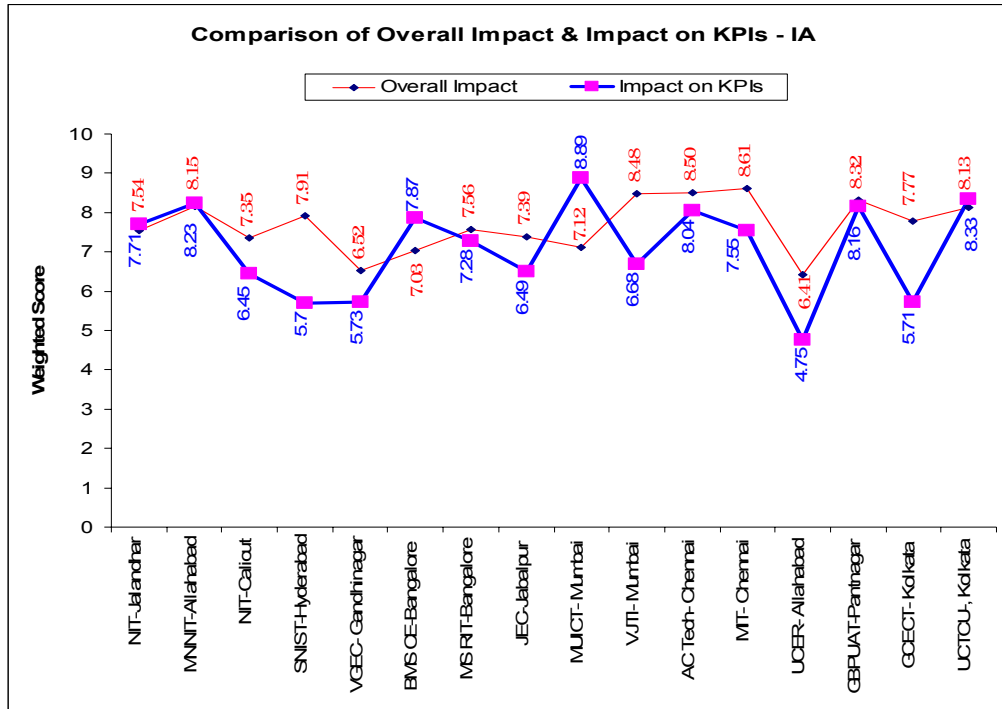


Fig. 4.7: Comparison of Overall Impact & Impact on KPIs-IA

A similar comparative analysis based on SARs is shown in Fig. 4.8 where the correlation is robust except in case of MIT Chennai.

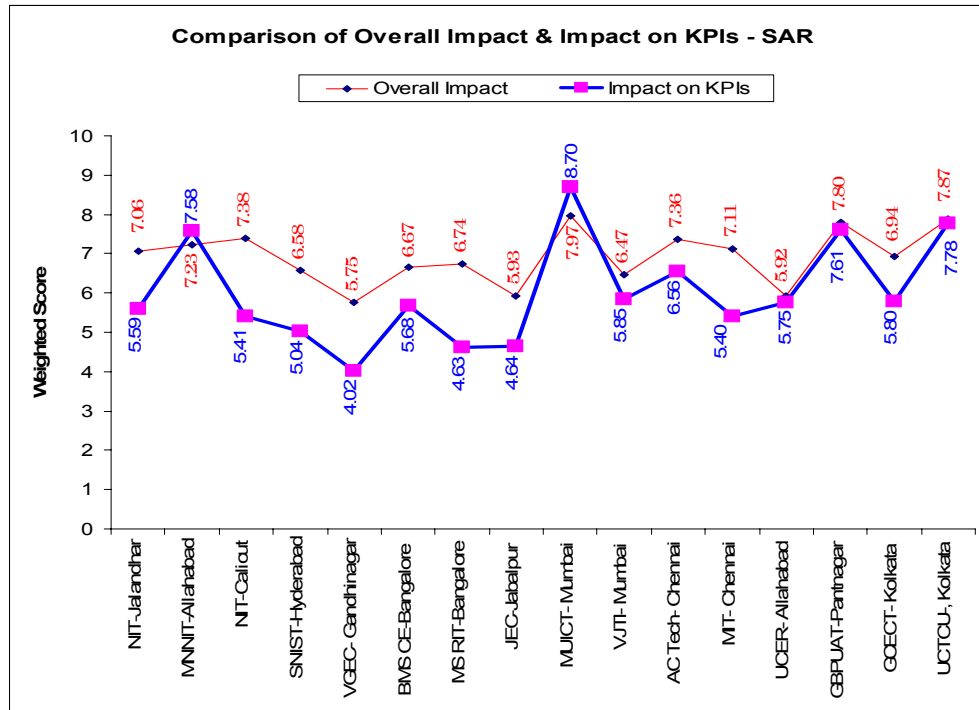


Fig. 4.8: Comparison of Overall Impact & Impact on KPIs-SAR

4.5 Institutional Reforms

The basic philosophy of TEQIP being reformative, some of the reforms are mandatory as all institutions had agreed to implement them as legal covenants. All the Project institutions have been empowered to implement all the listed academic and non-academic reforms. To this effect, most of the Project institutions have implemented institutional reforms significantly to meet the said objectives of TEQIP. The average impact of 16 institutions is 7.88 on institutional reforms assessed by IA Teams whereas it is 7.89 based on SARs. A good correlation on institutional reforms has emerged as analysed in the Fig. 4.9.

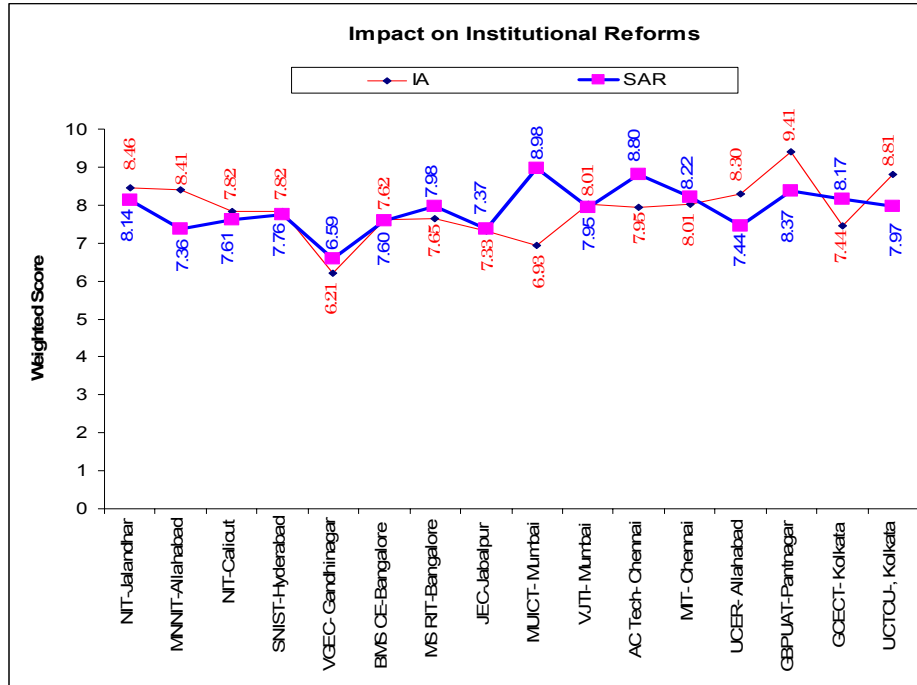


Fig. 4.9: Impact on Institutional Reforms

The major variance (Table 4.1) for MUICT is with respect to the parameters of institutional reforms:

Table 4.1: Variance for MUICT

Assessment	Audit	Practices to reduce wastage	Credit Exemption	Multi-background Admission
IA	2	4	0	0
SAR	8	8	10	10

Among the Government Engineering Colleges, VGEC Gandhinagar had the least impact on institutional reforms both as per self assessment and independent assessment due to low impact on parameters like internal revenue—generation & utilization, internal revenue –retention, accreditation, credit exemption, multi-background admission, grading system, decision making, revision/reorientation & restructuring of programmes.

Suggestions

- More efforts should be made by the institutions to increase their internal revenue generation other than tuition fee by way of consultancy, testing/certifications and sponsored research projects;

- Academic reforms should be implemented to introduce credit exemption, multi background admission and a uniform grading system (CGPA) to match the national and international grading system. It is also suggested that choice based grading system should be introduced in all the institutions;
- Vacant faculty positions should be filled to enable the departments to offer sufficient number of electives;
- Faculty should be deployed for training in teaching and pedagogy;
- The performance and appraisals of teachers by the students should be encouraged and the teachers should be counseled periodically to rectify their shortcomings.
- Institutions should implement the policy to recognize meritorious and outstanding teachers with suitable awards and recognitions.
- Also better welfare measures and service packages should be offered to retain talented teachers;

4.6 Institutional Governance

The success of any institution is totally dependent on its governance system. TEQIP enabled the Project institutions to have Board of Governors with a decision making power while decentralizing certain powers at different levels within the institution. This sort of autonomy towards administration made the system accountable. TEQIP changed the perception of decision making and provided a transparent administration. Many of the institutions have systematized their administrative processes by constituting Board of Governors, carrying out several academic reforms through their Academic Council and also non-academic reforms like office automation, internal audit system, and reduction of wastage and effective utilization of human resources. Fig. 4.10 shows a marked difference in the scores of BMS Bangalore and A.C. Tech Chennai primarily due to gap in time lines of IA and SAR, the period in which systems have stabilized after initiating the reforms.

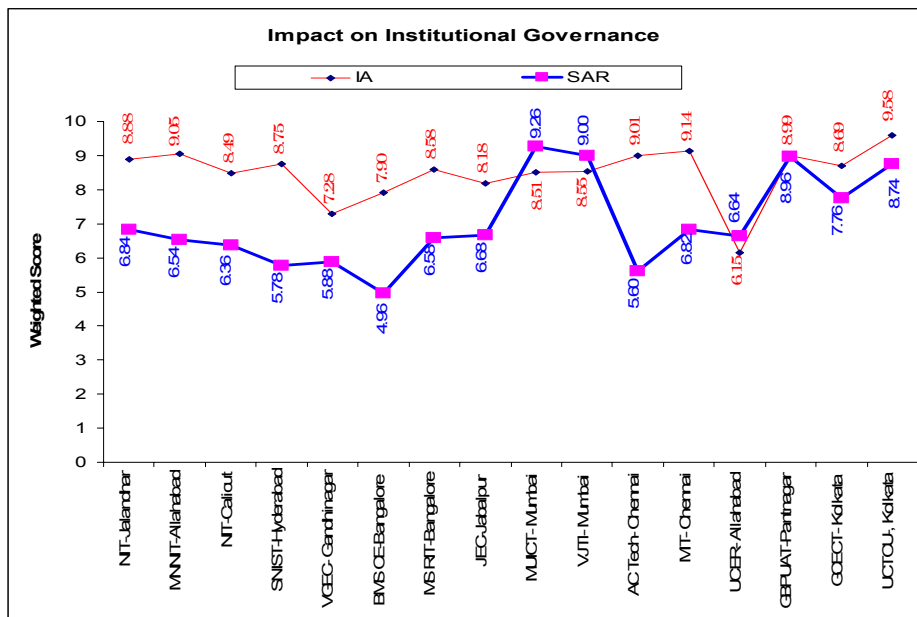


Fig. 4.10: Impact on Institutional Governance

Variance in assessments of BMSCE (Table 4.2), is due to the following parameters of Institutional Governance.

Table 4.2: Variance in Assessments of BMSCE

Assessment	Block Grant	Decision Making	Management Capacity Development	Faculty Profile
IA	7	9	8	8
SAR	0	5.8	4	5.8

Similarly, for AC Tech Chennai, the variance is due to the following parameters as detailed in Table 4.3.

Table 4.3: Variance in Assessments of AC Tech

Assessment	Block Grant	Management Capacity Development	Faculty Profile
IA	10	10	9.1
SAR	0	4	5

Suggestions

- TEQIP institutions should become autonomous within the University system, so as to have full academic autonomy;
- Necessary changes in policies should be brought in to provide Block Grant for all Universities/Government aided institutions;
- All the stake holders should be included in Board of Governors for effective and transparent administration.

4.7 Academic Excellence

Achieving academic excellence is a major component in TEQIP and major portion of TEQIP Funds have been allocated under this head. The Project institutions have to enrich the educational content to be accomplished by several curricular reforms in tune with the requirement of industry and technological advancement. The academic excellence achieved through curricular activities including those under networking in the Project institutions must deliver the quality output. The accreditation by NBA/NAAC should be a measure for its quality issues. Hence, all the programmes need to be accredited for improving their quality. The institutions have revised their syllabus periodically and introduced new programmes during TEQIP. The additional infrastructure in laboratories and research facilities have helped in the introduction of new programmes and also attracted funds from external agencies. The average of TEQIP impact on the 16 sample institutions assessed by the Visiting Team is 8.12. Only one institution viz., VGEC Gandhinagar (IA-5.85 & SAR-6.45) is below the expected level of achievement. The average impact assessed under this head through SARs is 7.41 which is satisfactory. However, the institutions JEC Jabalpur (SAR-5.60) and GCECT Kolkata (SAR-5.76) are below the expected levels. Fig. 4.11 of 16 institutions shows the correlation is very moderate except in case of VJTI Mumbai and GCECT Kolkata.

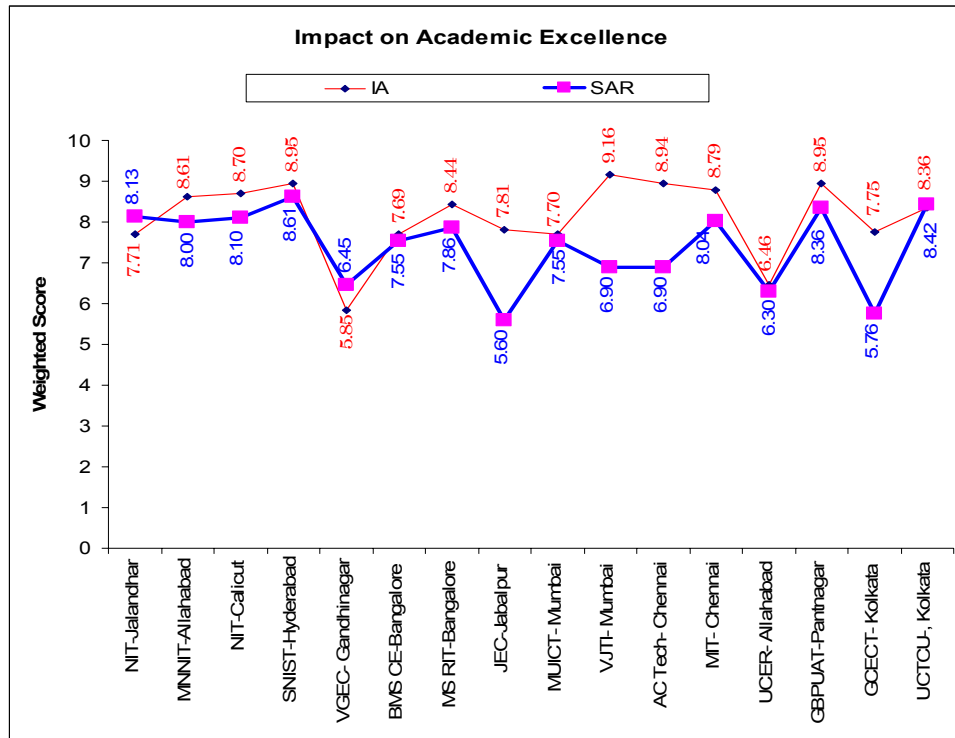


Fig. 4.11: Impact on Academic Excellence

Suggestions

- The institutions should develop a culture of revising the syllabi relevant to institutions, as also for resource sharing and audit processes;
- Accreditation of programmes should be made mandatory in all the Project institutions;
- More efforts should be made for inclusive growth through implementing/organizing remedial coaching for SC/ST/OBC students in respective subjects and in improving communication skills;
- A systematic training need analysis (TNA) should be conducted by all the institutions and then draft the requirements of faculty development plan annually;
- Faculty should be encouraged to improve their qualifications during the service period to commensurate with benefits like increments/promotions.

4.8 Networking

The concept of networking is not understood by many institutions as envisaged by NPIU/MHRD. The geographical location is reported to be a barrier for networking with other esteemed institutions. Some institutions have explored tie-ups with industries and other reputed institutions. The average impact of 16 institutions assessed by the Visiting Team is 6.61 whereas the average drawn from SAR is 4.85. The difference is very significant and there is no correlation amongst the institutions as depicted in Fig. 4.12. There is a large variation between the expert assessments and SAR in case of Sreenidhi, Hyderabad, VGEC, Gandhinagar, VJTI, Mumbai, UCER, Allahabad and GCECT, Kolkata.

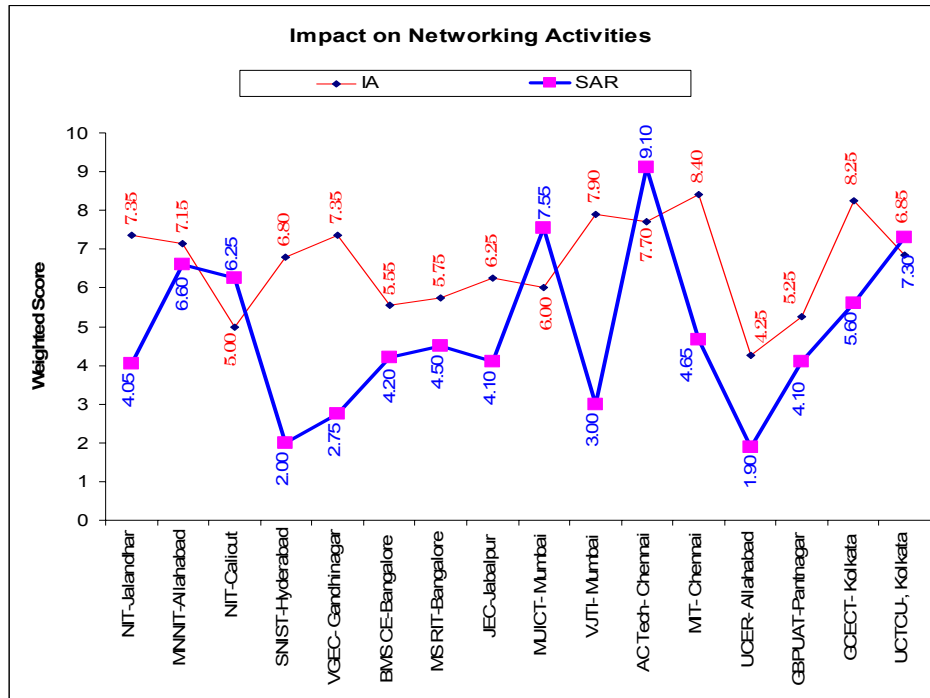


Fig. 4.12: Impact on Networking Activities

Suggestions

- Geographically isolated Project institutions (not having any premier institutions of Higher Learning nearby) should network with nearby institutions, to uplift their quality of education.
- Institutions need to explore tie-ups with industries and invite experts from industry as Visiting Faculty.

4.9 Services to Community and Economy

Many institutions did not have a clear idea of the concept of services to community and economy. However, during TEQIP period in view of constant monitoring and evaluation of the Project, the faculty started taking up activities of services to community and economy by way of conducting skilled and un-skilled training programmes for the community in and around the institutions. Some institutions like MIT, Chennai, AC Tech, Chennai and VJTI Mumbai have conducted some training programmes for organized labour also. There is enough potential to offer some continuing education programmes, especially skill oriented programmes for people who are working in industry/self-employed skilled workers. The average impact, assessed by the Visiting Team, is 6.74 whereas the average drawn from the SAR is 6.35 which is very close to the assessments made. The impact on NIT Calicut (4.70) is far below the expected level as perceived by the Visiting Team. The performance of the institutions viz., Sreenidhi Hyderabad and MSRIT Bangalore is not significant. A correlation drawn between impact from the assessment team and SAR is shown in Fig. 4.13. There is a visible gap in case of MSRIT Bangalore, VJTI Mumbai, AC Tech Chennai and NIT Calicut.

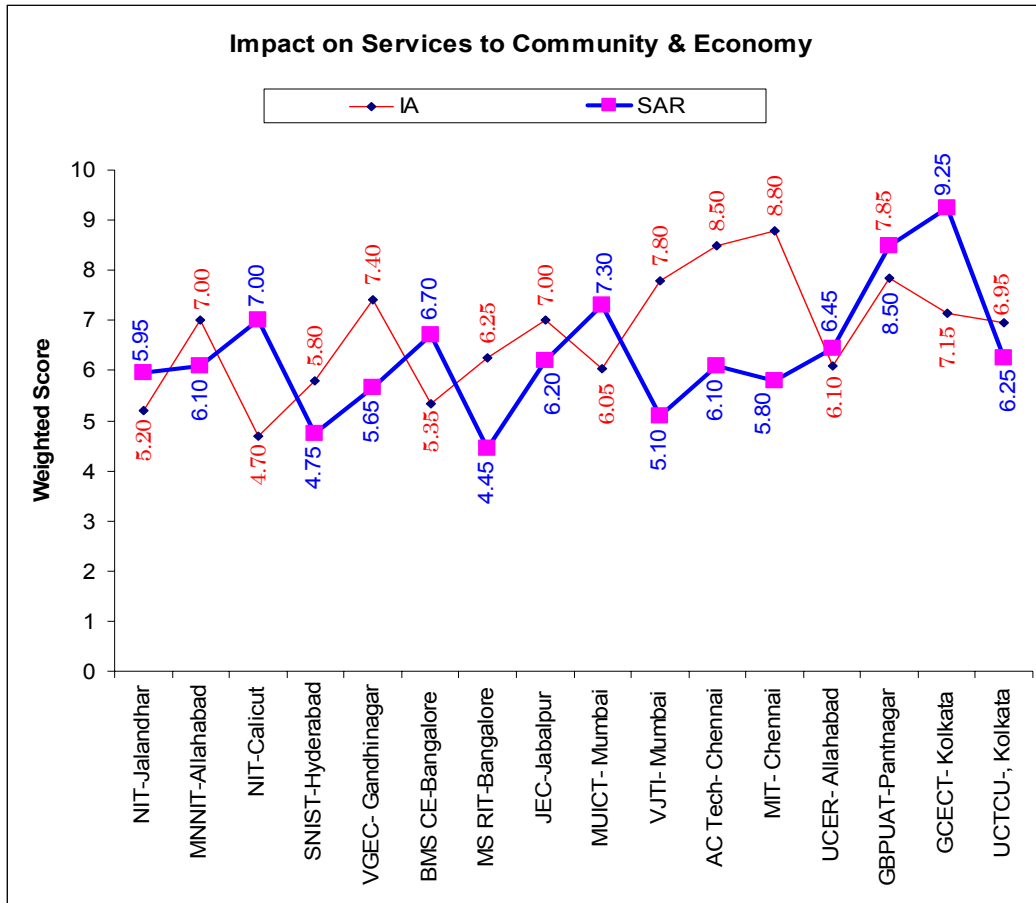


Fig. 4.13: Impact on Services to Community & Economy

Suggestions

- An effective orientation programme/workshop for stakeholders is desirable to be conducted to create awareness about services to community and economy in Project institutions.
- Institutions should explore networking with NGOs/ Corporates to undertake community development activities in and around the institution.
- Institutions should draw an action plan to adopt a particular community for their economic development.

4.10 Performance on Key Indicators

Several key performance indicators on output and outcomes are used to monitor and evaluate the implementation of the Project. During each of JRMs these KPIs were reviewed with specific reference to research areas, sponsored research projects, patents and joint R&D activities. Major institutions have performed well as per their assessments. The performance of the institutions in undertaking R&D activities, patents, sponsored research projects, writing books and journals and publications is moderately satisfactory. Most of these institutions were concentrating on teaching only, but TEQIP has brought a change in the mind set of faculty to take up R&D activities. The additional infrastructure of TEQIP enabled faculty to guide their PG and research students in-house. The placement of students has substantially increased in terms of average salary and number of companies involved in campus placements. There is an overall improvement in the pass percentage of students and a vertical growth in high quality graduates.

Fig. 4.14 between IA and SAR assessments depicts fair correlation except in case of MIT Chennai, MSRIT and BMS Bangalore.

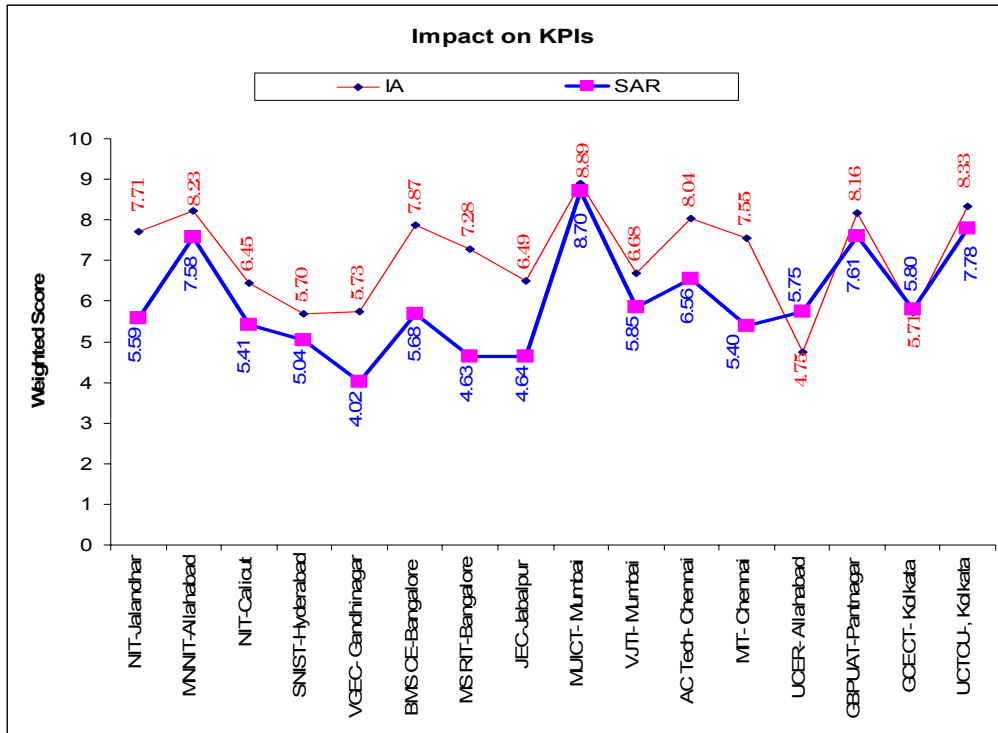


Fig. 4.14: Impact on KPIs

The average of 16 institutions through IA is 7.10. UCER Allahabad, GCECT Kolkata and VGEC Gandhinagar had low impact. The assessment through SAR has an average of 6.0. VGEC Gandhinagar, JEC Jabalpur, MSRIT Bangalore and Sreenidhi Hyderabad had low impact on their key performance indicators.

Suggestions

- The Project institutions should inculcate extensive R&D culture and more so, jointly with industries and reputed institutions;
- Incentives should be given to the faculty for their research contributions;
- Emphasis should be laid for commercializing the technology from the research projects which is conspicuously absent;
- More efforts should be put in to develop communication skills, technical skills and aptitude for increasing the employment opportunities through campus placements;
- Self-employment should also be encouraged through entrepreneurship development cells and incubators;
- The vacant faculty positions should be filled on priority basis to maintain the student-faculty ratio at 1:15 level

4.11 Stakeholders Audit

During the visit to these institutions in-camera interactions were held with faculty and students separately and their feedback was taken to assess levels of satisfaction. Majority of stakeholders were found to be acquainted with TEQIP and are aware of the developmental activities. The teams' assessment is based on the feedback from the teachers, students, members of Board of Governors and Coordinators of TEQIP. The assessment has also been carried out based on SARs. The stakeholders had common issues to be resolved viz., inadequate student amenities on the campus, continuance of fellowships for Ph D and post-Ph D scholars, financial assistance to students to attend national and international conferences, more hostel facilities, extended hours of library facilities and internet access. The teachers had also expressed their desire for more training programmes to upgrade their skills.

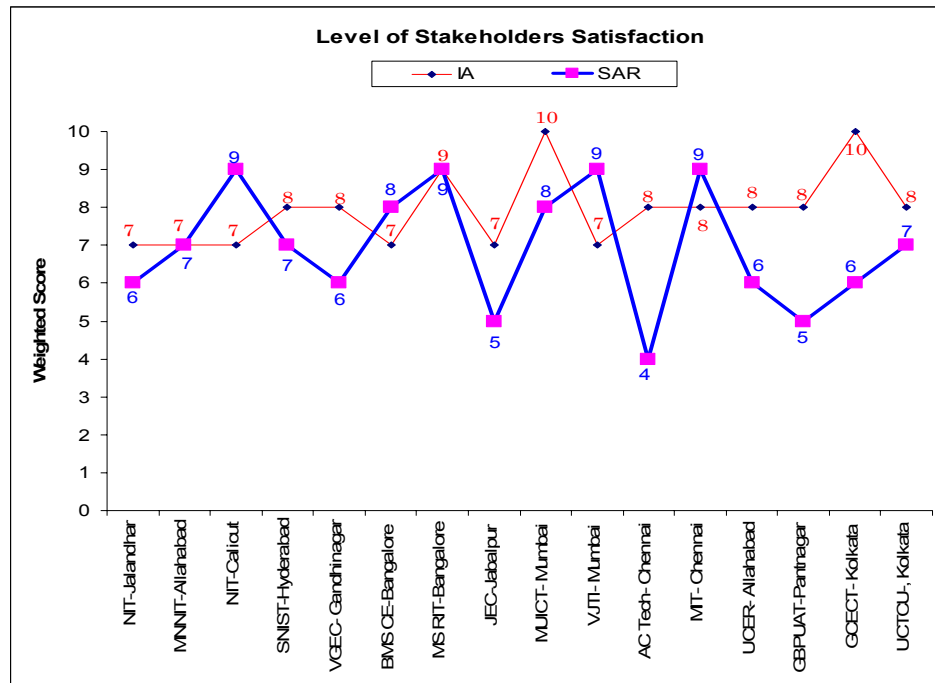


Fig. 4.15: Level of Stakeholders Satisfaction

Suggestions

- Involvement of the stakeholders and their participation in the meetings of Board of Governors will bring transparency in administration;
- Frequent interaction of students with faculty should be encouraged to obtain their feedback;
- Common issues of students and faculty stated above should be resolved.

Conclusions

In both methods of assessment (IA and SAR) of 16 sample institutions, identical results emerged, justifying the efficacy of MLMPRS as a tool specifically designed, developed and implemented for quantitative impact evaluation of TEQIP.

Section-5: Lessons for TEQIP-II

- Four types of autonomies namely academic, administrative, financial, managerial, are needed for successful implementation of the programme. Most of the institutions covered under TEQIP do not have full autonomy in all the above. The lack of full academic autonomy has prevented several institutions to start new courses and also upgrade their curriculum. The absence of administrative autonomy has prevented some institutions from making progressive changes in policies relating to administration that are helpful in achieving better quality in technical education. It is suggested that the above autonomies be made a prerequisite for the institutions that are to be covered under TEQIP-II.
- Many State governments have agreed to give Block Grant for eligible institutions under TEQIP. However several State governments have not complied with the requirement. This has to be considered while deciding institutions for TEQIP-II.
- Aspects such as service to society, tribal development plan need more clarity with respect to expected outcomes. More efforts need to be put for drawing clear guidelines and effectively transmitting them to the institutions concerned.
- An orientation programme on the guidelines and procedures to be followed by the institutions may be of immense help. It is also desirable to avoid ad-hoc changes in the guidelines when the Project is in progress.
- There should be minimum requirement of data/information and a user friendly MIS software for mapping institution's data on real time basis to reduce paper work which consumes a major amount of faculty time and will reduce the number of reporting formats and their frequency of submission.
- Some of the indicators for impact evaluation were not applicable for polytechnics, private institutions and institutions with only UG courses. Therefore, for impact evaluation study categorization of institutions should be done properly and making the results comparable with a set of indicators applicable to all institutions.
- Provision should be made for specifically trained personnel other than regular faculty for TEQIP activities in Project institutions.
- Basic science departments of the Project institutions should also come under the purview of TEQIP.
- Frequent changes in the personnel managing the Project at State level hampers the progress of Project considerably. The State governments may be requested to avoid transfer of Co-ordinators, SPFU Heads/Directors of technical education during the TEQIP period.
- Sharing of resources is an important issue that will arrest unnecessary duplication and wastage within the institutions as well in the networking institutions. A sound policy is to be in place so as to minimize duplication and encourage sharing of resources. Industry associations must be approached for co-operation.
- TEQIP addressed the issues of obsolescence, identified the big gaps and addressed them and lastly built the foundations.
- High gaps in performance exist on following parameters:
 - Internal revenue
 - Service to community
 - Tribal Development Plan
 - Networking
 - Increase in research
 - Increase in patents
 - R&D performance

- These can be addressed economically and sustained in the long term if each institution has a specific geography / industry / specialization focus area and extensively connects with the relevant community / customers within or outside the country. After examining various options and their pros and cons on economics/sustainability we suggest a geographic focus for each institution.
- Following steps are recommended to achieve the above:
 - Institutions centric Identity – a specific territory with Edge
 - Institutions centric best fit design rather than best practices
 - End to End Performance Centricity-target, review, performance, development, reward, recognition
- More specifically
 - Identify geographic territory in the vicinity /around an engineering college which can be effectively and efficiently serviced
 - Identify the stakeholders and beneficiary groups in the area
 - Where they stand in terms of economic / social / political / technological parameters
 - What are the available resources, value adding units and markets
 - Based on all the above what are the economic, social and political goals
 - What specific technological inputs would benefit each of these stakeholders / beneficiary groups at gross level, cascaded down till the smallest entity/project
 - Make the Project institutions excited about these opportunities/own it/embed it in their Vision, Mission & Goal documents
 - Detail it out in the next 3 year agenda
 - Execute the same
- TEQIP-II should also address the issue of excellence by providing leadership in specific engineering specializations for the local community and even the student community that they enroll.
- TEQIP-II must now help Project institutions to move up the value chain and proactively engage both the students and the community around to provide superior value directly with huge economic viability.
- Interdisciplinary collaborative efforts/approach should be given more weightage than multidisciplinary efforts by Project institutions since all cutting edge developments in technologies occur at the interface of two or more disciplines. Interdisciplinarity enables integration of concepts, theories, techniques and perspectives from two or more disciplines to advance fundamental understanding or to solve problems whose solutions are beyond the scope of single discipline.
- Every Project institution should design best fit voyage for self keeping track of local resources and opportunities, national institutions for national opportunities, regional for regional opportunities and local for local opportunities. These institutions should design processes within boundaries of resources, mechanisms, policies and constraints for achieving ultimate Project goals/objectives.

Questionnaire–Institutions & Other Stakeholders**Institutional Details:****(A) i) Name and Location of the Institution:****ii) Year of establishment:****iii) No. of UG Programmes****iv) No. of PG Programmes****(B) Status of the Institution: (Please tick one of the options given below)**

(i) University (ii) Deemed University (iii) Autonomous Institution (iv) Affiliated Institution

(C) Information on implementation of TEQIP**(I) Extent of implementation of Legal covenants and obligations in terms of****a. Autonomies** (please attach the copy of certification)**ii) Whether the institution has four Autonomies: Yes / No****iii) If yes, mention the year of grant of Autonomy:-****iv) Details:**

Type of Autonomy	Full	Significant	Substantial	Not Granted
Academic				
Financial				
Administrative				
Managerial				

b. Block Grant Funding

Block Grant	i) Is the institution eligible for getting Block Grant from the State/Central Government?	Yes/No
	ii) If YES, is the institution getting a Block Grant?	Yes/No
	iii) Is the institution getting Block Grant for the entire Non-Plan Expenditure?	Yes/No
	iv) Mention the amount of Block Grant in Rs crore 1) 2002-03 - Rs. 2) 2008-09 - Rs.	

c. Establishment of four funds (Please mention the year when these funds have been established and also the size of the fund)

i) Amounts available:

Type of Funds	2002-03	2008-09
Corpus		
Maintenance		
Staff Development		
Depreciation		
Total		

ii) Is there any other fund available: Yes / No

iii) If yes, give details:

d. Internal Revenue (Please mention in Rs lakh)

Internal revenue	2002-03	2008-09
Generation		
Retention		
Utilization		
Balance		

e. Recovery of Cost of Education (as per audited statements)

i) Is the recovery system in place: Yes / No

ii) If yes, give details:

	2002-03	2008-09
Total Cost of Education (A)		
Infrastructural		
Administrative		
Faculty/Staff		
Total Fee Collected from Student (B)		
Tuition Fee		
Hostel Rent		
Lab Fee		
Exam Fee		
Other Charges		
Gap: (A)-(B)		

(II) Extent of system capacity development:

a. Whether the system of Board of Governors / Equivalent Body is in existence: Yes/No

b. Constitution of Board of Studies, Academic Council

		Year established	No. of Members	No. of Meetings in a year	
				2002-03	2008-09
BoG	No. of Members	Central Govt.			
		State Govt			
		Faculty			
		Staff			
		Students' Union			
		Industry			
		Educationist			
Board of	No. of Members				

Studies					
Academic Council	No. of Members				

c. Powers of BOG/Equivalent Body

Is the BOG/Equivalent body empowered to:

- a. Take overall policy decisions and overall management of Institutions Yes/ No
- b. Form, supervise, guide and approve proposals of various committees such as Academic Committee, Finance Committee, Building and Works Committee and Purchase Committee Yes/ No
- c. Review project implementation progress and give guidance for achieving project goals and progress Yes/ No
- d. Develop strategies for creating academic ambience for excellence Yes/ No
- e. Suggest measures for enhancing reach and effectiveness of services to community and industry Yes/No
- f. Ensure institutional accountability and compliance with policy reforms Yes/ No
- g. Oversee proper utilization of fund and submission of regular reimbursement claims Yes/ No
- h. Ensure implementation of Tribal Development Plan in the institution Yes/ No

d. Broad Policy related functions of BOG/ Equivalent Body:

(i) Framing of policy for recruitment of

- a. Faculty Yes/ No
- b. Staff Yes/ No

(ii) Decision on service rule for

a. Faculty Yes/ No

b. Staff Yes/ No

(iii) Approval of a scheme for performance appraisal of teachers by students Yes/ No

(iv) Formulation of scheme to recognize outstanding performance of

a. Faculty Yes/ No

b. Staff Yes/ No

(v) Formulation of scheme for

a. Sharing Consultancy fee with faculty Yes/ No

b. Sharing fee from continuing education with faculty Yes/ No

(vi) Formulation of scheme for

a. Generating IRG Yes/ No

b. Retaining IRG Yes/ No

c. Utilizing IRG Yes/ No

(vii) Receipt of funds/donations from Alumni Yes/ No

(viii) Framing of policy for

a. Purchase of goods & Services Yes/ No

b. Sharing of resources with other Institutions for academic purposes Yes/ No

(ix) Does the BOG/Equivalent body

(i) Recruit

a. Faculty Yes/ No

- b. Staff Yes/ No
- (ii) Decide on offering financial package to attract and retain good faculty from other institutions/organizations in India and abroad Yes/ No
- (iii) Decide on incentives for faculty for the following:
- a. Consultancy Yes/ No
- b. Sponsored projects Yes/ No
- c. Participation in continuing education programmes Yes/ No
- d. Patents and publications Yes/ No

(III) Status of Autonomies Received and Exercised by the TEQIP Institutions

(a) ACADEMIC AUTONOMY				(If 'No', give the reasons in brief)
1.	Is the institution able to do the following: Select students based on merit following Central/State Govt. policies on common entrance test, reservation, counseling etc.	Yes	No	
2.	Award your own degrees?	Yes	No	
3.	Introduce new undergraduate /post graduate programmes with the approval of regulatory authorities like AICTE?	Yes	No	
4.	Discontinue/ drop some of the existing undergraduate /postgraduate programmes based on the market needs?	Yes	No	
5.	Determine own curricula, course content, curricula implementation and methods of training	Yes	No	

6.	<p>Offer flexibility in program?</p> <ul style="list-style-type: none"> • Multipoint entry • Multi-background entry • Credit exemptions • Credit transfer • Flexible pace of learning through accumulation of credits • Provision of wide choice of electives including those offered by other institutions in the network, etc. 	Yes Yes Yes Yes Yes Yes	No No No No No No	
7	<p>Provide variety of options leading to degree/post graduation</p> <ul style="list-style-type: none"> • Part time UG • Part time PG • Online UG • Online PG 	Yes Yes Yes Yes	No No No No	
8.	Design and implement scheme for students continuous performance assessment	Yes	No	
9.	Offer continuing education or skill enhancement programmes as per market needs	Yes	No	If Yes, give No.

10.	Collaborate with other institutions/ organizations for academic activities such as <ul style="list-style-type: none"> • Curriculum development In <ul style="list-style-type: none"> (a) India (b) Abroad • Research & consultancies in <ul style="list-style-type: none"> (a) India (b) Abroad • Faculty development in <ul style="list-style-type: none"> (a) India (b) Abroad • Faculty exchange in <ul style="list-style-type: none"> (a) India (b) Abroad • Student exchange, etc. in <ul style="list-style-type: none"> (a) India (b) Abroad 	Yes Yes Yes Yes Yes Yes Yes Yes	No No No No No No No No	
11.	Offer scholarships/ fellowships for meritorious/ poor students?	Yes	No	
12.	Invite experts for delivering lectures and student evaluation	Yes	No	
13.	Were funds allocated for cultural development of student	Yes	No	
14.	Were funds allocated for physical development of student	Yes	No	
15.	Were funds allocated for academic development of student	Yes	No	

(b) ADMINISTRATIVE AUTONOMY				
1.	<p>Are the following committees constituted in your institution</p> <ul style="list-style-type: none"> • Academic • Finance • Building & Works • Purchase • Disciplinary • Institution Development • Student Affairs • Library • Grievance • Advisory committee. <p>_____</p>	Yes	No	
		Yes	No	
		Yes	No	
		Yes	No	
		Yes	No	
		Yes	No	
		Yes	No	
		Yes	No	
		Yes	No	
2.	<p>Based on Institutions requirement, are you able to:</p> <p>Rationalize</p> <ul style="list-style-type: none"> • Faculty positions • Staff positions 			If Yes, how many?
		Yes	No	
		Yes	No	
3	<p>Re-designate</p> <ul style="list-style-type: none"> • Faculty Position • Staff Position 			
		Yes	No	
		Yes	No	

4	Abolish <ul style="list-style-type: none"> • Faculty position • Staff position 	Yes	No	
		Yes	No	
5	Recruit regular faculty	Yes	No	
6	Appoint faculty on			
	<ul style="list-style-type: none"> • Contract/tenure basis 	Yes	No	
7	Appoint Staff on			
	<ul style="list-style-type: none"> • Contract/tenure basis 	Yes	No	
8	Is the Director/Principal empowered to sanction tours			
	(a) Within India	Yes	No	
	(b) Abroad	Yes	No	
	If not, who does? _____			

9	<p>Is the Director/Principal able to sanction</p> <ul style="list-style-type: none"> • Earned leave • Medical leave • Extraordinary leave • Sabbatical / Lien <p>If not, who does? _____</p>	Yes	No
10	<p>Are the Deans/ HOD's able to sanction</p> <ul style="list-style-type: none"> • Earned leave • Medical leave • Extraordinary leave • Sabbatical / Lien <p>If not, who does? _____</p>	Yes	No

(c) FINANCIAL AUTONOMY

1.	Is your institution getting non-plan funds as Block Grant?	Yes	No
2.	<p>Have specific Bank accounts been opened for:</p> <ul style="list-style-type: none"> • Corpus/ Endowment fund • Depreciation fund • Staff development fund • Maintenance fund 	Yes	No

<p>3.</p>	<p>Is Dir./Principals financial limit w.r.t. the following (Purchase of goods/Procurement of Services/Construction of Building/Renovation & repair of Building/Maintenance of Equipment/Library books/Learning Resources/Vehicle/Furniture):</p> <ul style="list-style-type: none"> • Adequate (If, above Rs.20 Lacs) • Inadequate (15-20 lacs) • Moderately Inadequate (10-15 lacs) • Highly Inadequate (5-10 lacs) • Grossly Inadequate (0-5 lacs) 	<p><i>Pl. Tick the appropriate</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>4.</p>	<p>Is HOD/Deans financial Limit w.r.t. Purchase of goods/Procurement of Services/Renovation & Repair of Building/Maintenance of Equipment/Library books/Learning Resources/Vehicle/Furniture</p> <ul style="list-style-type: none"> • Adequate (If, above Rs.50,000) • Inadequate (40,000-50,000) • Moderately Inadequate (30,000-40,000) • Highly Inadequate (20,000-30,000) • Grossly Inadequate (0 -20,000) 	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>5.</p>	<p>Is Dir./Principals financial limit for outsourcing services like Security/Garden maintenance/Vehicle Maintenance</p> <ul style="list-style-type: none"> • Adequate (If, above Rs.20 lacs) • Inadequate (15-20 lacs) • Moderately Inadequate (10-15 lacs) • Highly Inadequate (5-10 lacs) • Grossly Inadequate (0-5 lacs) 	<p><i>Pl. Tick the appropriate</i></p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

(d) MANAGERIAL AUTONOMY			
	As the Director/ Principal of the institution, are you able to:		
1.	Involve faculty/staff in decision making	Yes	No
2.	Submit annual reports and accounts to the BOG/Equivalent Body	Yes	No
3.	Exercise powers or perform duties as assigned by MOA or the rules and regulations	Yes	No
4.	Depute for Seminar, Conferences, training programmes		
	a. Faculty	Yes	No
	b. Staff	Yes	No
5.	Establish linkages with industry	Yes	No
6.	Take decisions to generate resources from multiple sources for investment in institutional growth	Yes	No
7.	Utilize resources judiciously		
	a. Physical resources	Yes	No
	b. Intellectual resources	Yes	No
8.	Give Reward to / take Disciplinary action against		
	a. Faculty	Yes	No
	b. Staff	Yes	No
	c. Students	Yes	No

(IV) Delegation of powers to senior functionaries

(a) For decision making

- **Are Deans or equivalent functionaries involved in making policy decisions?** **Yes/No**
- **Are HOD or equivalent functionaries involved in making policy decisions?** **Yes/No**
- If yes, list some work mentioning major, minor decisions in the following areas during the project period:
 - i) Academic
 - ii) Management (general)
 - iii) Financial

(V) Friendly management system for staff & students

a. Which of the existing systems were automated:

System	Year of introduction	Average time taken before (2002-03)	Average time taken during project (2008-09)
Office automation			
Financial			
Administration			
Personal records of Students			
Personal records of Faculty & Staff			
Examinations			
Declaration of results			
Issue of certificates			

b. Are procedures/ policies for the following widely known to faculty and staff?

i. Faculty recruitment	Yes/No	If yes, from which Years.....
ii. Staff recruitment	Yes/No
iii. Staff development	Yes/No
iv. Purchase	Yes/No
v. Administrative	Yes/No
vi. Rewards	Yes/No
vii. Incentives	Yes/No
viii. Sharing of consultancy fee	Yes/No
ix. Sharing of Income from continuing education programs	Yes/No
x. Budget preparation	Yes/No

c. Does the Institution have a committee/ mechanism for resolving faculty and staff grievances/conflicts in a timely manner? Yes/No If yes, which year.....

b. Does your institution have a system of performance audit? Yes/No

c. Does your institution carry out tracer studies /employment record/profile of pass-outs? Yes/No

d. Does your institution have an Alumni Association? Yes/No

e. Does Alumni Association help Institution in its development? Yes/No

f. Does your institution have a web site? Yes/No

g. Is it regularly updated? Yes/No

h. Is information related to the following put on your web site?

- Tenders Yes/No If yes, from
- Recruitment Yes/No
- Purchases Yes/No

(VI) Maximizing utilization of resources & reducing wastage

(a) How do you utilize the infrastructural and human resources gained through Institutional Resources? (mention whether utilized on 24X7 basis, recouped cost of the equipment through consultancy, part time & distance education programmes, undertaking job works/ testing for industry use, training programmes, renting the built space, equipment, playground etc. on non working hours/days for the purpose of exhibitions cultural programmes without detrimental to the decency and decorum of the institution, and like wise):

- i)
- ii)
- iii)
-
-

(b) Whether the BoG has enabled the institution for maximum utilization of TEQIP resources as stated above and state whether the standard procedures and guidelines are laid down to take up such activities. Yes/No

i) If Yes, please attach a copy of the same

(c) List some worth mentioning activities taken up for reduction of wastage with respect to:

- i) Eco-Friendly activities by the management, students and faculty (Water, electricity, paper etc.)
- ii) Use of technology to reduce wastage
- iii) Waste management
- iv) Any other

(d) Is the Documentation of Best Practices done regularly Yes/No

(e) How do you compute for assessment of utilization of TEQIP resources

(f) What is the overall percentage of utilization of resources during:

- o 2002-03 -
- o 2008-09 -

- (g) State whether any resources that are un-utilized during the project period
If yes, list them with reasons Yes/No
- (h) State briefly the maintenance policy for longer life of equipment
- (i) State briefly the removal of obsolescence policy of the institution

(VII) Incentives for continuing education/consultancy/research/ community development etc (If your answer for the following questions is yes please state nature of incentives)

- (a) Do you provide incentives as per AICTE norms to the Faculty as and when they acquire higher qualifications like M.Tech and Ph.D etc. Yes/No
- (b) Do you provide any financial assistance for membership in professional bodies like FIE/ FNA Sc/ FNA/ FNAe/FASc Yes/No
- (c) **Are there any incentives to the faculty for participating in:**
- i) continuing / distance education programmes for industry personnel and others
 - ii) Securing sponsored projects
 - iii) Services to Community
 - iv) Any other
- (d) Is there a scheme of sabbatical leave for faculty members Yes/No
If yes, please list the purposes
- (e) Are the faculty members given study leave (with full salary and allowances) Yes/No
- (f) Is there any loan facility for continuing higher education & training Yes/No
- (g) Are the faculty members sponsored to attend national and/or international seminars & conferences Yes/No

- (h) List the consultancy works worth more than Rs.50,000 during TEQIP period
- (i) List of resources utilized for consultancy activities
- (j) List of worth mentioning activities under Service to Community and Economy Development
- (k) What is the share provided for the involved faculty in consultancy earnings

(VIII) Recognizing merit of teachers, attract and retain quality teachers

- a. Whether the system of recognizing merit of teachers is in place Yes/No
If yes, give details (through transparent awards and rewards – fiscal and otherwise)
- b. Whether faculty and staff development policy is uniformly implemented Yes/No
If yes, what are the incentives provided for the faculty and staff who have under gone development programmes
- c. What are the co– curricular activities of the faculty considered for recognition of their merit
 - i)
 - ii)
- d. What measures do you adopt to retain good faculty

(IX) Improving the Education Contents and Delivery in Teaching-Learning:

- a. Whether the institution does the revision/re-orientation / re-structuring of the curricula
 - i. At regular intervals
 - ii. Whenever need arises
- b. Flexibility in academic programs in terms of
 - a. Duration
 - b. Core / elective subjects
 - c. Credit scheme

- d. Grading
- e. Have the staff prepared their own teaching material.
- f. How many staff members have written text book?
- c. Student performance evaluation
 - a. What are the changes in students' performance evaluation after the implementation of TEQIP? (Summative (measure) and Formative (improve) tests like conducting mock assignments/mock tests / mock quizzes to identify the areas of further improvement in the student, conduct of open book, surprise, oral, closed book. take home tests for summative purposes)
 - b. What are the opportunities for weak students to improve
- d. Teachers' appraisal by students
 - a. What is the frequency of teachers' appraisal by students?
 - b. Whether the mid course correction to help the teacher to improve is in place without the teacher feeling threatened about loss of job or promotion
 - c. Which of the following outcomes of the teachers appraisal by students are focused by the institution and how?
 1. Helping teacher by themselves or through proper counselors
 2. Improve quality of teaching-learning process
 3. Improve the course content, relevance and delivery
 4. Meeting the teaching quality and learning objectives
 5. Improve performance of students
 6. Ultimately motivate teachers for greater quality

e. Teacher counseling, Student Counseling & Guidance

- a. What is the mechanism of counseling & Guidance to teachers
- b. What is the mechanism of counseling & Guidance to students
- c. What changes took place in the curricula based on student teacher evaluation
- d. Is there any coaching for GATE, TOEFL and GRE etc
- e. No. of faculty members who attended induction programs / Orientation Programs / Refresher Courses

	2002-03	2008-09
No. of faculty members who attended induction programs		
Orientation Programs		
Refresher Courses		

(X) Networking (NW) & joint activities with other TEQIP institutions

a. Details:

Year	No. of activities	No. of CFIs in NW	No. of TEQIP institutions	No. of non-TEQIP institutions	Beneficiaries
2002-03					
2008-09					

b. Joint activities:

		2002-03	2008-09
No. of Joint Research	Completed		
	Under Completion		
No. of Design & Development Projects	Completed		
	Under Completion		
No. of Joint Consultancy Projects	Completed		
	Under Completion		
No. of Joint Training Programmes Conducted			
No. of other Institutions invited for partnership meetings			
No. of Seminars conducted with Partnership institutions			
No. of partnership institutions invited to assess the performance of the students & institution.			
No. of other TEQIP institutions invited for knowledge sharing or joint progress reviews			
What was the number of instances of sharing best practices across such institutions			
Has any commercial organization set up any COE or collaborative unit in the campus? (mention number of such units set up)			

(XI) Services to community & industry and Tribal Development Plan

a. Services to Community & industry:

Year	Formal sector			Non-formal sector			Community			Total Expenditure
	No. of activities	Beneficiaries		No. of activities	Beneficiaries		No. of activities	Beneficiaries		
		Male	Female		Male	Female		Male	Female	
2002-03										
2008-09										

b. Tribal Development Plan:

Year	SC		ST		BC		Woman/Physically Handicapped		Total Expenditure
	No. of activities	Beneficiaries		No. of activities	Beneficiaries		No. of activities	Beneficiaries	
		Male	Female		Male	Female			
2002-03									
2008-09									

1. Mention the special promotional activities undertaken to increase the access of women
2. Indicators for SC/ST students (for monitoring: Intake, performance, completion of course, employment, financial aid and social integration)

	2002-03			2008-09		
	SC	ST	BC	SC	ST	BC
Intake of SC/ST candidate						
proportion of the SC/ST quota filled						
No. of Students receiving financial aid						
Number of Dropouts						
Number of students passing the course						
Number of years taken to complete the course in excess of course duration						
No. of students placed through campus interview	Public					
	Private					
	Not employed					
What was the special amount used for coaching SC/ST candidates (This can be given as a % of the total grant)						

3. Is the SC/ST quota for **students** , **faculty** and **Staff** being filled Yes/No

4. Indicators for Women Students

	2002-03	2008-09
Intake of Women students		
proportion of the women quota filled		
Number of Dropouts of women students		
Number of women students passing the course in the first year		
Number of years taken to complete the course without exceeding course duration		
No. of women students placed through campus interview		
Whether women students were given any special coaching if yes mention its kind		
What was the special amount used for coaching of women candidates (This can be given as a % of the total grant)		

(XII) Improvement in Quality of TEQIP Institutions

(a) Faculty Qualifications (Please give the no. of faculty/staff)

Qualification	2002-03	2008-09
Ph.D		
M.Sc/M.Tech		
Others		
Total in Position		
Total (Sanctioned)		
No. of staff members enrolled for Ph D		

(b) Curriculum (Relevance/revision)

Year	No. of new programmes		No. of programmes restructured		No. of programmes reoriented		No. of programmes revised	
	Planned	Achieved	Planned	Achieved	Planned	Achieved	Planned	Achieved
2002-03								
2008-09								

(c) Pass Rate (please give no. of students)

		Academic Year						
		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
B.E/B.Tech	Total Strength							
1st year	Admitted							
	Passed							
2nd Year	Admitted							
	Passed							
3rd year	Admitted							
	Passed							
4th year	Admitted							
	Passed							
M. Tech	Total Strength							
1st year	Admitted							
	Passed							
2nd Year	Admitted							
	Passed							
PhD	Total Strength							
	Total							
	Passed							

(XIII) Outcomes such as improved student learning (high quality graduates) and improved quality of research (PhD offering and output, publications, patents)

(a) High Quality Graduates/Post Graduates/PhDs

		Academic Year						
No. of Students Passing with		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
B.E/B. Tech								
	>=75% Marks							
	>= 60% and <75% Marks							
	How many Graduates Qualified for GATE							
M. Tech								
	>=75% Marks							
	>= 60% and <75% Marks							

PhD							
No. of PhD degrees Guided/Supervised							
How many students from abroad were admitted							
For affiliated institutions: what were the University ranks of the top 5 students of the institution in three years, branch wise							
How many students opted for higher education (in the past three years, year wise)							

(b) Improved quality of research

		Academic Year						
		2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
No. of PhD Degree Awarded								
No. of Publications in Journals of repute	National							
	International							
No. of Patents								
No. of faculty who are visiting faculty member								
No. of Seminars conducted								
No. of Paper presentations	India							
	Abroad							
No. of Consultancy Projects Completed								
Revenue earned from consultancy projects								
No. of Training programmes conducted								
No. of Media conducted meets for promotion of quality Engineering Education, Camps in collaboration with MNC's, NASSCOM & CII etc.								

No. of faculty as referees for international journals							
---	--	--	--	--	--	--	--

(c) Other quality issues

- | | | |
|------|--|--------|
| i) | Reference of TEQIP in projects / M.Tech thesis / Ph.D work | Yes/No |
| ii) | Information on Website | Yes/No |
| iii) | Comments on TEQIP implementation during JRMs – Aide Memoirie | |

(XIV) Institution Development during the Period 2004-08

(a) Status of Accreditation, Revised / Restructured /Reoriented Courses

No. of Academic Programmes (courses)	2002-03		2008-09	
	UG	PG	UG	PG
No. of Eligible Courses				
Applied for Accreditation				
Accredited by				
NBA				
NAAC				

(b) Status of Faculty and Staff Positions (Please give the number)

Dir = Director/Principal; Prof =Professor/HOD; Asso Prof=Associate Professor; Asst Prof =Assistant Professor; Lec = Lecturer; R=Regular; C=Contract

P=Programmer; LA=Lab Assistant; WA=Workshop Assistant; O=Others; M=Ministerial; R=Regular; C=Contract

Year	Faculty	Total Sanctioned	R		C		Post filled	SC		ST		OBC	
			M	F	M	F		M	F	M	F		
2002-03	Dir												
	Prof												
	Asso Prof												
	Asst Prof												
	Lec												
	P												
	LA												
	WA												
	O												
	M												
Staff Student Ratio													
2008-09	Dir												
	Prof												
	Asso Prof												
	Asst Prof												
	Lec												
	P												
	LA												
	WA												
	O												
	M												
Staff Student Ratio													

(c) Student career indicators:

	Academic Year						
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
B.E/B.Tech							
No. of Campus Placement							
Average Salary Package (per annum)							
No. of students joined M.Tech							
No. of students went abroad							
No. of students unemployed							
M.Tech							
No. of Campus Placement							
Average Salary Package (per annum)							
No. of students joined Ph.D							
No. of students went abroad							
No. of students unemployed							
Please attach documentary evidence of students' placement (if any)							

(d) Status of Filling Additional Key Faculty and Staff Positions

i) Details:

Key Faculty/Staff	Planned as per CIP	Filled	Expenditure
Professor			
Associate Professor			
Lecturer			
Staff			

ii) Whether the key faculty and staff were recruited on basis of: (tick) contract / permanent

iii) Whether the institution will continue these posts after TEQIP Yes/No
If yes, how are you going to meet the expenditure

(e) Status of Detailed Faculty & Staff Development & Actual Achievement**i) Details**

	Planned as per TNA			Actual Achievement		
	Number Planned	Person Months	Total no. of areas of training	Number Deputed	Person Months	Total No. of Areas of Training
2002-03						
Faculty member						
Technical/Support Staff						
2003-04						
Faculty member						
Technical/Support Staff						
2004-05						
Faculty member						
Technical/Support Staff						
2005-06						
Faculty member						
Technical/Support Staff						
2006-07						
Faculty member						
Technical/Support Staff						
2007-08						
Faculty member						
Technical/Support Staff						
2008-09						
Faculty member						
Technical/Support Staff						

- ii) Give some examples of improved teaching learning at class room level after attending the above faculty development programmes
- iii) State how the institution can attribute the improvements in teaching learning practices after attending the above faculty development programmes (like improved students feedback, increased pass percentage, increase in high quality graduates, quality student projects / placements)
- iv) Give some examples of improved administrative process after attending the staff development programmes

(f) Increased academic efficiency:

(i) Details:

		2002-03	2008-09
Graduation Level	No. of Teaching Days		
	No. of Practicals		
	No. of examination days		
Post - Graduation Level	No. of Teaching Days		
	No. of Practicals		
	No. of examination days		

(ii) Whether the academic calendar is prepared by your institution Yes/No

(iii) Whether there is any loss of academic days Yes/No
 If yes, give reasons

(XV) Procurement

(a) Whether your institution has opted for Civil Works **Yes/No**

(b) Expenditure on

- **Civil Works** - **Rs. Millions**
- **Equipment** - **Rs. Millions**
- **Furniture** - **Rs. Millions**
- **Vehicles** - **Rs. Millions**
- **Books & LRs -** **Rs. Millions**
- **Consultants** - **Rs. Millions**

(c) Whether the institution has followed the World Bank norms for all procurements / appointment of consultants

Yes/No

If yes, were the procedures easy or cumbersome or needs to be continuously trained in procedures

(d) Were the Post procurement reviews conducted **Yes/No**

If yes,

- **state whether reviewed by consultants / SPFU / World Bank**
- **Remarks of the reviewers on procurement**

(e) Were the procurements insured **Yes/No**

(f) Were the procurements properly recorded in stock / asset registers and are labeled **Yes/No**

(XVI) Financial Management

- (a) Institution total project outlay **Rs. Millions**
- (b) Expenditure **Rs. Millions**
- (c) Any disallowance **Rs. Millions**
- (d) How were the funds released to institution: (please tick)
Through Cheques / cash in advance / draw from Pay and Accounts Office (Treasury) / if by other means please specify
- (e) Were the installments released in time **Yes/No**
- (f) Were the TEQIP funds regularly audited by: (please tick)
Chartered Accountant / Local fund audit / AG / if by other means please specify
- (g) Whether there were any adverse audit remarks **Yes/No**
If yes, mention

(XVII) Lessons learnt

- (a) State any three successes you have encountered in implementing TEQIP
- i)
 - ii)
 - iii)
- (b) State failures if any encountered during implementation of TEQIP

(XVIII) In your opinion what were the internal and external enablers and inhibitors to successful change under TEQIP

(For example inhibitors like lack of conceptual clarity on reforms and components, state and central policies, weak relations with industries, no financial incentives, need of capacity improvement for implementation, compliance with World Bank procedures etc.)

(XIX) Any other information your institution intends to provide:

Questionnaire – BOG Members

- What is the perceived improvement in the power (Administrative, Financial, Managerial, etc) of BOG after implementation of TEQIP
- Any suggestion for the implementation of TEQIP –II

Questionnaire – Vice Chancellors/ Deans/ Directors/Principal

- State the top three best practices (during TEQIP implementation) that have yielded the results
- State the top three challenges during TEQIP implementation and those were overcome
- How many of the best practices for excellence can be implemented even by other institutions
- Any suggestion for the implementation of TEQIP -II

Questionnaire – HOD

Under TEQUIP, after attending Staff Development Programmes:	Please tick (√)	
	Yes	No
1. Does it lead to a better teaching?		
2. Created awareness of frontiers areas of research		
3. New methods of teaching		
4. New practices to evaluate the students in learning process		
5. Shared / discussed with colleagues about new areas emerging in the discipline		
6. Programs enabled me to know what the industry requires		
7. I know what student expect		
8. I know what quality marking agency expects		
9. I know how to update the Professional Skills		
10. Knew what are the missing links in the Institution with outside organization / agency?		

Questionnaire – Faculty

- 1) Institution:
- 2) Department:
- 3) Designation:
- 4) Working in the institution since:
- 5) Qualifications:
- 6) Were you involved in TEQIP planning (for your Dept.):

- 7) Have you been deputed under TEQIP for
- i) QIP - Times
 - ii) Long term training programmes - Times
 - iii) Short term training programmes - Times
 - iv) Pedagogy Training - Times
 - v) Seminars - Times
 - vi) Workshops - Times
 - vii) Abroad - Times
- a) Was the selection & deputation for the above programmes was transparent & fair Yes/No
- b) Do you propose any changes in the procedures, please specify
- 8) Did your Dept/laboratory receive all that planned in TEQIP Yes/No
- 9) Are you satisfied with the infrastructure improvements through TEQIP
- 10) How do you rate your institution in implementing (1 being the least and 5 maximum)
- i) Academic Excellence 1 2 3 4 5
 - ii) Networking 1 2 3 4 5
 - iii) Services to Community 1 2 3 4 5
 - iv) System Management Capacity Improvement 1 2 3 4 5

- 11) Were you involved in
- | | |
|-----------------------------|--------|
| a) R& D activities | Yes/No |
| b) Consultancy | Yes/No |
| c) Admissions | Yes/No |
| d) Examinations | Yes/No |
| e) Developmental activities | Yes/No |
| f) Policy Decision making | Yes/No |
| g) Curricular issues | Yes/No |

If Yes, for majority of the above activities, please state whether it is since you joined the institution or after the implementation of TEQIP

- 12) Are you aware of your institutional BoG and state whether you are satisfied with its functioning
Yes/No
- 13) Is there any scheme in your institution for recognizing merit of teachers and are you satisfied with the scheme
Yes/No

If Yes, please list them

If No, please suggest any schemes

- 13) Can you attribute the reasons for any improvements in your institution due to TEQIP implementation
- 14) What in your opinion, is the most important aspect for the success of TEQIP

Questionnaire – Students

- 1) Name of Institution:
- 2) Branch of Engg.:
- 3) UG/PG:
- 4) Year of study:
- 5) Your previous year result: All Pass / 1/2/3/4 backlogs
- 6) Expand TEQIP and state what it is:
- 7) Are you able to understand the teaching in your institution well
Yes/No
 - a) If Yes, do you suggest any more improvements
 - b) If No, do the teachers lack
 - i) Methodology (pedagogy) skills
 - ii) Cognitive skills
 - iii) Practical skills
 - iv) Language problems / Expression
 - v) Latest e-tools for teaching
 - vi) Availability
 - c) Do your teachers need training, if Yes, who and in which areas?
- 8) Whether sufficient infrastructure is available in the institution Yes/No
 - a) If Yes, state how many students are sharing

- i) each computer -
- ii) equipment in labs -
- iii) Books -
- iv) LRs -
- v) class rooms/Furniture -
- vi) Library/computer center -

b) If no, what are the infrastructure improvements you suggest?

9) Are you satisfied with the evaluation system and transparency

10) Are you provided with sufficient

- a) Support in course work
- b) Counseling for personal and academic concerns
- c) Extra support for learning
- d) Soft skills development
- e) industrial exposure
- f) remedial coaching

11) Do you find student friendly practices in

- a) Admission and registration
- b) Office – accounts – examination sections
- c) Safety in campus

Questionnaire–Auditors and Mentors for TEQIP for the Institutions

- 1. Suggest some best practices in the role of Auditor/Mentor**
- 2. State top three challenges during the implementation of TEQIP –I in this institution**
- 3. Any suggestion for the implementation of TEQIP-II**

Questionnaire – State Officials (Director of Technical Education/ SPFU Head)

- About the timely allotment of funds under TEQIP, sustainability of TEQIP any suggestion regarding TEQIP –II

Questionnaire – Representatives of Employers in the region

- About the no. of employed students, average salary package provided, performance of employed students in their companies before after TEQIP

Sub-parameter No.	Group of Parameters	Parameter No.	Parameters	Sub-parameters	Weights		
					Group of Parameters	Parameter	Sub-Parameter
	1A. Institutional Reforms				20		
1		1	Establishment of Fund	Establishment of Fund - Corpus	10		25
2				Establishment of Fund - Maintenance			25
3				Establishment of Fund - Staff Development			25
4				Establishment of Fund -			25
5		2	Internal Revenue	Internal Revenue - Generation	15		60
6				Internal Revenue - Utilisation			40
7		3	Modernisation of Management Systems		5		
8		4	Audit	Internal Audit of academic quality and/or process	5		40
9				External Audit of academic quality and/or process			40
10				Internal audit of Administrative procedures and/or processes			20
11		5	Practices to reduce wastage		5		
12		6	Recovery of Cost of Education through means other than Tuition Fees		5		
13		7	Implementation of Semester System		5		
14		8	Flexible Pace of Learning		5		
15		9	Credit Exemption		5		
16		10	Multi-background Admission		5		
17		11	Offering Electives	Offering Electives UG	5		50
18				Offering Electives PG**			50
19		12	Continuous Evaluation		5		
20		13	Grading System		5		
21		14	Faculty Development, Performance Appraisal	Teacher Performance Appraisal by students	20		30
22				Teacher counselling			15
23				Teacher Incentives during TEQIP			15
24				Offering Service Package			15
25				Meritorious/outstanding teachers			15
26				Awards & Recongnitions			10

Sub-parameter No.	Group of Parameters	Parameter No.	Parameters	Sub-parameters	Weights		
					Group of Parameters	Parameter	Sub-Parameter
1B. Institutional Governance					10		
27		1	Autonomy	Autonomy - Academic	30	40	
28				Autonomy - Administrative		20	
29				Autonomy - Financial		20	
30				Autonomy - Managerial		20	
31		2	Block Grant *		20		
32		3	Internal Revenue - Retention		10		
33		4	Decision Making	Policy Decisions	10	40	
34				Administrative Decisions		20	
35				Financial Powers		40	
36		5	Participation of Stakeholders in BoG		10		
37		6	Management Capacity Development		10		
38		7	Faculty Profile	Regular	10	70	
39				Contractual		30	
2. Academic Excellence					40		
40		1	Accreditation	UG	30	50	
41				PG**		50	
42		2	Revision/reorientation & Restructuring of Programmes	UG	15	50	
43				PG**		50	
44		3	Tribal Development Plan	SC	15	30	
45				ST		40	
46				OBC		30	
47		4	Faculty Training	Training Need Analysis	30	50	
48				Faculty sent for Training		50	
49		5	Faculty Qualification improvement		10		
3. Networking					15		
50		1	Students visits to other Institutes		5		
51		2	Students from Other Inst visiting this Institutes		5		
52		3	Faculty man-days for other Inst.		10		
53		4	Other Inst Faculty man-days for this Inst.		10		
54		5	Co-curricular activities by Students		10		
55		6	Publications by Faculty jointly		20		
56		7	R & D Projects by Faculty jointly		20		
57		8	Specialised Training programs for other Inst. Faculty		20		

Sub-parameter No.	Group of Parameters	Parameter No.	Parameters	Sub-parameters	Weights		
					Group of Parameters	Parameter	Sub-Parameter
4. Services to Community & Economy					15		
58		1	Community persons visiting Inst		10		
59		2	Faculty visiting Community for Needs Assessment		15		
60		3	Faculty visiting Community for Technical help		15		
61		4	Projects by Students for Community		15		
62		5	Technology Transferred		15		
63		6	Services to Un-organised labour		15		
64		7	Continuing Education Programmes for Organised Labour		15		
1. Performance on Key Indicators							
65		a)	Increase in research publications**	Conferences	20	20	
66				Journals		50	
67				Books		30	
68		b)	Increase in Patents**	Patents Filed	15	30	
69				Patents Granted		70	
70		c)	R & D Performance**	Externally funded Projects obtained	20	70	
71				Technology commercialized		30	
72		d)	Employment Rate	Career After Passing (Campus/self-employed, PG)	25	75	
73				Average Annual Salary (Rs Million)		25	
74		e)	Student Faculty Ratio		10		
75		f)	Pass percentage		10		
2. Stakeholders Audits							
76		a)	Level of satisfaction of stakeholders				

* Not Considered for Private Engineering Colleges

** Not Considered for Polytechnics

Group-wise Institution's Overall Impact

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Sl.No.	CFIs/State	Overall Impact			Impact on KPIs			Level of Stakeholders Satisfaction		
		Overall Score	Percentile Score	Level of Satisfaction	Impact on KPIs	Percentile Score	Level of Satisfaction	Stakeholders Satisfaction	Percentile Score	Level of Satisfaction
1	CFI	7.06	88.64	Highly Satisfactory	5.59	63.86	Moderately Satisfactory	6	67	Satisfactory
2	CFI	5.66	71.04	Satisfactory	5.99	68.40	Satisfactory	8	89	Highly Satisfactory
3	CFI	7.25	90.93	Highly Satisfactory	4.52	51.60	Moderately Unsatisfactory	6	67	Satisfactory
4	CFI	7.23	90.73	Highly Satisfactory	7.58	86.57	Highly Satisfactory	7	78	Highly Satisfactory
5	CFI	7.27	91.23	Highly Satisfactory	5.79	66.17	Satisfactory	9	100	Highly Satisfactory
6	CFI	7.38	92.66	Highly Satisfactory	5.41	61.86	Moderately Satisfactory	9	100	Highly Satisfactory
7	CFI	7.71	96.73	Highly Satisfactory	6.12	69.89	Satisfactory	8	89	Highly Satisfactory
8	CFI	7.26	91.07	Highly Satisfactory	5.88	67.23	Satisfactory	9	100	Highly Satisfactory
9	CFI	6.15	77.23	Highly Satisfactory	5.40	61.69	Moderately Satisfactory	8	89	Highly Satisfactory
10	CFI	7.58	95.13	Highly Satisfactory	5.63	64.34	Moderately Satisfactory	4	44	Unsatisfactory
11	CFI	6.84	85.87	Highly Satisfactory	5.98	68.31	Satisfactory	7	78	Highly Satisfactory
12	CFI	7.31	91.70	Highly Satisfactory	5.99	68.43	Satisfactory	8	89	Highly Satisfactory
13	CFI	6.50	81.52	Highly Satisfactory	5.35	61.09	Moderately Satisfactory	8	89	Highly Satisfactory
14	CFI	5.63	70.69	Satisfactory	4.75	54.31	Moderately Unsatisfactory	4	44	Unsatisfactory
15	CFI	7.29	91.48	Highly Satisfactory	5.91	67.49	Satisfactory	9	100	Highly Satisfactory
16	CFI	7.28	91.34	Highly Satisfactory	5.43	62.06	Moderately Satisfactory	9	100	Highly Satisfactory
17	CFI	7.29	91.44	Highly Satisfactory	5.78	66.03	Satisfactory	8	89	Highly Satisfactory
18	CFI	6.93	86.99	Highly Satisfactory	5.40	61.69	Moderately Satisfactory	8	89	Highly Satisfactory

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Sl.No.	CFIs/State	Overall Impact			Impact on KPIs			Level of Stakeholders Satisfaction		
		Overall Score	Percentile Score	Level of Satisfaction	Impact on KPIs	Percentile Score	Level of Satisfaction	Stakeholders Satisfaction	Percentile Score	Level of Satisfaction
19	AP	7.56	94.91	Highly Satisfactory	5.57	63.60	Moderately Satisfactory	8	89	Highly Satisfactory
20	AP	7.46	93.63	Highly Satisfactory	4.69	53.57	Moderately Unsatisfactory	7	78	Highly Satisfactory
21	AP	7.33	92.01	Highly Satisfactory	7.19	82.22	Highly Satisfactory	9	100	Highly Satisfactory
22	AP	7.11	89.15	Highly Satisfactory	4.72	53.89	Moderately Unsatisfactory	4	44	Unsatisfactory
23	AP	7.39	92.78	Highly Satisfactory	4.34	49.57	Moderately Unsatisfactory	8	89	Highly Satisfactory
24	AP	7.58	95.15	Highly Satisfactory	6.09	69.54	Satisfactory	6	67	Satisfactory
25	AP	7.35	92.26	Highly Satisfactory	5.46	62.34	Moderately Satisfactory	8	89	Highly Satisfactory
26	AP	7.33	91.93	Highly Satisfactory	5.05	57.71	Moderately Satisfactory	7	78	Highly Satisfactory
27	AP	6.96	87.35	Highly Satisfactory	5.83	66.66	Satisfactory	8	89	Highly Satisfactory
28	AP	6.58	82.61	Highly Satisfactory	5.04	57.57	Moderately Satisfactory	7	78	Highly Satisfactory
29	AP	6.66	83.59	Highly Satisfactory	5.77	65.91	Satisfactory	9	100	Highly Satisfactory
30	AP	7.12	89.38	Highly Satisfactory	5.16	58.94	Moderately Satisfactory	7	78	Highly Satisfactory
31	Gujarat	6.51	81.67	Highly Satisfactory	3.83	43.80	Unsatisfactory	6	67	Satisfactory
32	Gujarat	5.95	74.66	Satisfactory	7.42	84.76	Highly Satisfactory	6	67	Satisfactory
33	Gujarat	5.75	72.10	Satisfactory	4.02	45.89	Moderately Unsatisfactory	6	67	Satisfactory
34	Gujarat	5.98	75.01	Highly Satisfactory	3.53	40.31	Unsatisfactory	6	67	Satisfactory
35	Gujarat	5.94	74.58	Satisfactory	5.44	62.22	Moderately Satisfactory	7	78	Highly Satisfactory
36	Gujarat	6.40	80.28	Highly Satisfactory	5.57	63.69	Moderately Satisfactory	7	78	Highly Satisfactory

Group-wise Institution's Overall Impact

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Sl.No.	CFIs/State	Overall Impact			Impact on KPIs			Level of Stakeholders Satisfaction		
		Overall Score	Percentile Score	Level of Satisfaction	Impact on KPIs	Percentile Score	Level of Satisfaction	Stakeholders Satisfaction	Percentile Score	Level of Satisfaction
37	Haryana	6.18	77.56	Highly Satisfactory	4.41	50.43	Moderately Unsatisfactory	6	67	Satisfactory
38	Haryana	7.08	88.81	Highly Satisfactory	7.28	83.17	Highly Satisfactory	7	78	Highly Satisfactory
39	Haryana	5.99	75.21	Highly Satisfactory	4.71	53.86	Moderately Unsatisfactory	7	78	Highly Satisfactory
40	Haryana	6.82	85.54	Highly Satisfactory	3.16	36.14	Unsatisfactory	7	78	Highly Satisfactory
41	Haryana	7.20	90.29	Highly Satisfactory	3.39	38.71	Unsatisfactory	7	78	Highly Satisfactory
42	HP	7.20	90.30	Highly Satisfactory	7.78	88.89	Highly Satisfactory	7	78	Highly Satisfactory
43	HP	6.93	86.99	Highly Satisfactory	5.06	57.78	Moderately Satisfactory	6	67	Satisfactory
44	HP	7.50	94.08	Highly Satisfactory	5.44	62.22	Moderately Satisfactory	4	44	Unsatisfactory
45	Jharkhand	7.07	88.71	Highly Satisfactory	7.12	81.37	Highly Satisfactory	8	89	Highly Satisfactory
46	Jharkhand	5.58	69.96	Satisfactory	4.72	53.91	Moderately Unsatisfactory	5	56	Moderately Satisfactory
47	Jharkhand	5.84	73.31	Satisfactory	6.31	72.06	Satisfactory	5	56	Moderately Satisfactory
48	Jharkhand	5.14	64.53	Moderately Satisfactory	8.75	100.00	Highly Satisfactory	7	78	Highly Satisfactory
49	Karnataka	6.24	78.29	Highly Satisfactory	3.72	42.46	Unsatisfactory	7	78	Highly Satisfactory
50	Karnataka	6.67	83.71	Highly Satisfactory	5.68	64.91	Moderately Satisfactory	8	89	Highly Satisfactory
51	Karnataka	6.56	82.36	Highly Satisfactory	4.12	47.09	Moderately Unsatisfactory	7	78	Highly Satisfactory
52	Karnataka	6.04	75.80	Highly Satisfactory	3.84	43.91	Unsatisfactory	8	89	Highly Satisfactory
53	Karnataka	6.74	84.55	Highly Satisfactory	4.63	52.91	Moderately Unsatisfactory	9	100	Highly Satisfactory
54	Karnataka	6.85	85.90	Highly Satisfactory	4.08	46.66	Moderately Unsatisfactory	7	78	Highly Satisfactory

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Sl.No.	CFIs/State	Overall Impact			Impact on KPIs			Level of Stakeholders Satisfaction		
		Overall Score	Percentile Score	Level of Satisfaction	Impact on KPIs	Percentile Score	Level of Satisfaction	Stakeholders Satisfaction	Percentile Score	Level of Satisfaction
55	Karnataka	7.79	97.76	Highly Satisfactory	4.52	51.60	Moderately Unsatisfactory	7	78	Highly Satisfactory
56	Karnataka	6.88	86.27	Highly Satisfactory	4.30	49.17	Moderately Unsatisfactory	7	78	Highly Satisfactory
57	Karnataka	6.85	85.98	Highly Satisfactory	4.45	50.80	Moderately Unsatisfactory	8	89	Highly Satisfactory
58	Karnataka	6.72	84.28	Highly Satisfactory	5.84	66.69	Satisfactory	7	78	Highly Satisfactory
59	Karnataka	7.26	91.15	Highly Satisfactory	6.14	70.20	Satisfactory	8	89	Highly Satisfactory
60	Karnataka	7.63	95.75	Highly Satisfactory	4.75	54.31	Moderately Unsatisfactory	9	100	Highly Satisfactory
61	Karnataka	7.18	90.04	Highly Satisfactory	3.21	36.69	Unsatisfactory	7	78	Highly Satisfactory
62	Karnataka	6.82	85.63	Highly Satisfactory	4.44	50.71	Moderately Unsatisfactory	4	44	Unsatisfactory
63	Kerala	7.35	92.20	Highly Satisfactory	5.17	59.09	Moderately Satisfactory	7	78	Highly Satisfactory
64	Kerala	6.59	82.63	Highly Satisfactory	4.77	54.51	Moderately Unsatisfactory	8	89	Highly Satisfactory
65	Kerala	6.57	82.41	Highly Satisfactory	4.37	49.89	Moderately Unsatisfactory	7	78	Highly Satisfactory
66	Kerala	6.67	83.68	Highly Satisfactory	3.95	45.14	Moderately Unsatisfactory	8	89	Highly Satisfactory
67	Kerala	6.16	77.24	Highly Satisfactory	4.07	46.49	Moderately Unsatisfactory	4	44	Unsatisfactory
68	MP	5.93	74.35	Satisfactory	4.64	53.06	Moderately Unsatisfactory	5	56	Moderately Satisfactory
69	MP	5.40	67.78	Satisfactory	8.28	94.60	Highly Satisfactory	7	78	Highly Satisfactory
70	MP	6.38	80.11	Highly Satisfactory	5.89	67.29	Satisfactory	8	89	Highly Satisfactory
71	MP	6.08	76.25	Highly Satisfactory	3.95	45.17	Moderately Unsatisfactory	5	56	Moderately Satisfactory
72	MP	6.75	84.64	Highly Satisfactory	3.91	44.66	Unsatisfactory	7	78	Highly Satisfactory

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Sl.No.	CFIs/State	Overall Impact			Impact on KPIs			Level of Stakeholders Satisfaction		
		Overall Score	Percentile Score	Level of Satisfaction	Impact on KPIs	Percentile Score	Level of Satisfaction	Stakeholders Satisfaction	Percentile Score	Level of Satisfaction
73	MP	6.81	85.48	Highly Satisfactory	6.97	79.68	Highly Satisfactory	8	89	Highly Satisfactory
74	MP	6.44	80.79	Highly Satisfactory	4.73	54.06	Moderately Unsatisfactory	4	44	Unsatisfactory
75	Maharashtra	6.05	75.87	Highly Satisfactory	5.73	65.43	Satisfactory	7	78	Highly Satisfactory
76	Maharashtra	6.83	85.71	Highly Satisfactory	6.00	68.51	Satisfactory	8	89	Highly Satisfactory
77	Maharashtra	7.33	91.93	Highly Satisfactory	5.10	58.26	Moderately Satisfactory	6	67	Satisfactory
78	Maharashtra	6.77	84.96	Highly Satisfactory	6.37	72.80	Satisfactory	7	78	Highly Satisfactory
79	Maharashtra	6.92	86.86	Highly Satisfactory	5.66	64.66	Moderately Satisfactory	7	78	Highly Satisfactory
80	Maharashtra	6.34	79.58	Highly Satisfactory	4.92	56.19	Moderately Satisfactory	6	67	Satisfactory
81	Maharashtra	5.45	68.37	Satisfactory	5.94	67.94	Satisfactory	7	78	Highly Satisfactory
82	Maharashtra	5.94	74.55	Satisfactory	6.69	76.51	Highly Satisfactory	7	78	Highly Satisfactory
83	Maharashtra	6.46	81.06	Highly Satisfactory	4.02	45.91	Moderately Unsatisfactory	8	89	Highly Satisfactory
84	Maharashtra	7.97	100.00	Highly Satisfactory	8.70	99.43	Highly Satisfactory	8	89	Highly Satisfactory
85	Maharashtra	7.03	88.27	Highly Satisfactory	7.07	80.80	Highly Satisfactory	8	89	Highly Satisfactory
86	Maharashtra	7.38	92.57	Highly Satisfactory	4.93	56.37	Moderately Satisfactory	8	89	Highly Satisfactory
87	Maharashtra	5.21	65.43	Satisfactory	4.35	49.71	Moderately Unsatisfactory	7	78	Highly Satisfactory
88	Maharashtra	6.47	81.12	Highly Satisfactory	5.85	66.80	Satisfactory	9	100	Highly Satisfactory
89	Maharashtra	6.64	83.29	Highly Satisfactory	6.39	73.00	Satisfactory	7	78	Highly Satisfactory
90	Maharashtra	7.87	98.75	Highly Satisfactory	5.34	60.97	Moderately Satisfactory	7	78	Highly Satisfactory

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Sl.No.	CFIs/State	Overall Impact			Impact on KPIs			Level of Stakeholders Satisfaction		
		Overall Score	Percentile Score	Level of Satisfaction	Impact on KPIs	Percentile Score	Level of Satisfaction	Stakeholders Satisfaction	Percentile Score	Level of Satisfaction
91	Maharashtra	5.99	75.17	Highly Satisfactory	4.43	50.60	Moderately Unsatisfactory	6	67	Satisfactory
92	Tamil Nadu	7.36	92.35	Highly Satisfactory	6.56	74.97	Satisfactory	4	44	Unsatisfactory
93	Tamil Nadu	5.87	73.64	Satisfactory	5.22	59.66	Moderately Satisfactory	9	100	Highly Satisfactory
94	Tamil Nadu	6.88	86.34	Highly Satisfactory	6.17	70.54	Satisfactory	4	44	Unsatisfactory
95	Tamil Nadu	5.20	65.24	Satisfactory	6.39	73.02	Satisfactory	4	44	Unsatisfactory
96	Tamil Nadu	6.72	84.35	Highly Satisfactory	7.25	82.86	Highly Satisfactory	4	44	Unsatisfactory
97	Tamil Nadu	5.33	66.84	Satisfactory	5.20	59.37	Moderately Satisfactory	4	44	Unsatisfactory
98	Tamil Nadu	6.05	75.87	Highly Satisfactory	4.04	46.14	Moderately Unsatisfactory	4	44	Unsatisfactory
99	Tamil Nadu	7.72	96.84	Highly Satisfactory	5.60	63.94	Moderately Satisfactory	6	67	Satisfactory
100	Tamil Nadu	7.11	89.21	Highly Satisfactory	5.40	61.69	Moderately Satisfactory	9	100	Highly Satisfactory
101	Tamil Nadu	7.12	89.35	Highly Satisfactory	3.03	34.57	Highly Unsatisfactory	4	44	Unsatisfactory
102	Tamil Nadu	6.71	84.24	Highly Satisfactory	7.61	86.98	Highly Satisfactory	4	44	Unsatisfactory
103	UP	6.49	81.44	Highly Satisfactory	5.56	63.51	Moderately Satisfactory	7	78	Highly Satisfactory
104	UP	6.46	81.00	Highly Satisfactory	6.72	76.83	Highly Satisfactory	7	78	Highly Satisfactory
105	UP	6.32	79.25	Highly Satisfactory	7.14	81.60	Highly Satisfactory	7	78	Highly Satisfactory
106	UP	4.07	51.04	Moderately Unsatisfactory	4.39	50.11	Moderately Unsatisfactory	5	56	Moderately Satisfactory
107	UP	6.43	80.73	Highly Satisfactory	4.97	56.74	Moderately Satisfactory	7	78	Highly Satisfactory
108	UP	7.07	88.69	Highly Satisfactory	4.43	50.66	Moderately Unsatisfactory	7	78	Highly Satisfactory
109	UP	5.74	72.06	Satisfactory	4.86	55.49	Moderately Satisfactory	6	67	Satisfactory

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Sl.No.	CFIs/State	Overall Impact			Impact on KPIs			Level of Stakeholders Satisfaction		
		Overall Score	Percentile Score	Level of Satisfaction	Impact on KPIs	Percentile Score	Level of Satisfaction	Stakeholders Satisfaction	Percentile Score	Level of Satisfaction
110	UP	6.02	75.51	Highly Satisfactory	4.25	48.57	Moderately Unsatisfactory	6	67	Satisfactory
111	UP	5.92	74.34	Satisfactory	5.75	65.66	Satisfactory	6	67	Satisfactory
112	UP	6.04	75.80	Highly Satisfactory	4.76	54.40	Moderately Unsatisfactory	6	67	Satisfactory
113	Uttarakhand	5.82	72.97	Satisfactory	5.98	68.34	Satisfactory	6	67	Satisfactory
114	Uttarakhand	6.90	86.58	Highly Satisfactory	4.37	49.91	Moderately Unsatisfactory	7	78	Highly Satisfactory
115	Uttarakhand	7.80	97.92	Highly Satisfactory	7.61	86.94	Highly Satisfactory	5	56	Moderately Satisfactory
116	Uttarakhand	6.34	79.49	Highly Satisfactory	6.19	70.79	Satisfactory	6	67	Satisfactory
117	WB	6.48	81.25	Highly Satisfactory	6.91	79.00	Highly Satisfactory	6	67	Satisfactory
118	WB	7.25	90.91	Highly Satisfactory	4.16	47.57	Moderately Unsatisfactory	7	78	Highly Satisfactory
119	WB	6.94	87.10	Highly Satisfactory	5.80	66.26	Satisfactory	6	67	Satisfactory
120	WB	7.61	95.48	Highly Satisfactory	4.48	51.23	Moderately Unsatisfactory	7	78	Highly Satisfactory
121	WB	6.21	77.95	Highly Satisfactory	5.80	66.31	Satisfactory	6	67	Satisfactory
122	WB	6.63	83.14	Highly Satisfactory	7.41	84.69	Highly Satisfactory	9	100	Highly Satisfactory
123	WB	7.76	97.37	Highly Satisfactory	7.11	81.26	Highly Satisfactory	7	78	Highly Satisfactory
124	WB	6.64	83.31	Highly Satisfactory	4.48	51.14	Moderately Unsatisfactory	7	78	Highly Satisfactory
125	WB	6.27	78.70	Highly Satisfactory	4.77	54.49	Moderately Unsatisfactory	7	78	Highly Satisfactory
126	WB	6.73	84.39	Highly Satisfactory	5.77	65.89	Satisfactory	7	78	Highly Satisfactory
127	WB	7.87	98.73	Highly Satisfactory	7.78	88.86	Highly Satisfactory	7	78	Highly Satisfactory

All India Rank	CFIs/State	Name of Institution	Overall Impact		
			Overall Score	Percentile Score	Level of Satisfaction
1	Maharashtra	Mumbai University Institute of Chemical Technology, Mumbai	7.97	100.00	Highly Satisfactory
2	Maharashtra	Walchand College of Engineering, Sangli	7.87	98.75	Highly Satisfactory
3	WB	University College of Technology, Calcutta University, Kolkata	7.87	98.73	Highly Satisfactory
4	Uttarakhand	Govind Ballabh Pant University of Agriculture & Technology, Pantnagar	7.80	97.92	Highly Satisfactory
5	Karnataka	NMAM Institute of Technology, NITTE, Udupi	7.79	97.76	Highly Satisfactory
6	WB	Jadavpur University, Jadavpur	7.76	97.37	Highly Satisfactory
7	Tamil Nadu	Government College of Engineering, Coimbatore	7.72	96.84	Highly Satisfactory
8	CFI	National Institute of Technology, Durgapur	7.71	96.73	Highly Satisfactory
9	Karnataka	Sri Siddhartha Institute of Technology, Tumkur	7.63	95.75	Highly Satisfactory
10	WB	Government College of Engineering & Textile Technology, Serampore	7.61	95.48	Highly Satisfactory
11	AP	JNTU College of Engineering, Kakinada	7.58	95.15	Highly Satisfactory
12	CFI	National Institute of Technology, Karnatak, Surathkal	7.58	95.13	Highly Satisfactory
13	AP	AU College of Engineering, Vishakhapatnam	7.56	94.91	Highly Satisfactory
14	HP	GP, Sundarnagar	7.50	94.08	Highly Satisfactory
15	AP	Bapatla Engineering College, Bapatla	7.46	93.63	Highly Satisfactory
16	AP	JNTU College of Engineering, Anantpur	7.39	92.78	Highly Satisfactory
17	CFI	National Institute of Technology, Calicut	7.38	92.66	Highly Satisfactory
18	Maharashtra	Shri Guru Gobind Singhji Institute of Engineering & Technology, Vishnupuri, Nanded	7.38	92.57	Highly Satisfactory
19	Tamil Nadu	AC College of Technology, Chennai	7.36	92.35	Highly Satisfactory
20	AP	JNTU Institute of Science and Technology, Hyderabad	7.35	92.26	Highly Satisfactory
21	Kerala	College of Engineering, Trivandrum	7.35	92.20	Highly Satisfactory
22	AP	GIE, Secunderabad	7.33	92.01	Highly Satisfactory
23	AP	Osmania University College of Technology, Hyderabad	7.33	91.93	Highly Satisfactory
24	Maharashtra	GH Rasoni College of Engineering, Nagpur	7.33	91.93	Highly Satisfactory
25	CFI	National Institute of Technology, Rourkela	7.31	91.70	Highly Satisfactory
26	CFI	National Institute of Technology, Thiruchirapalli	7.29	91.48	Highly Satisfactory
27	CFI	Sardar Vallabh Bhai National Institute of Technology, Surat	7.29	91.44	Highly Satisfactory
28	CFI	National Institute of Technology, Warangal	7.28	91.34	Highly Satisfactory
29	CFI	National Institute of Foundry & Forge Technology, Ranchi	7.27	91.23	Highly Satisfactory
30	Karnataka	Siddaganag Institute of Technology, Tumkur	7.26	91.15	Highly Satisfactory
31	CFI	National Institute of Technology, Hamirpur	7.26	91.07	Highly Satisfactory
32	CFI	Maulana Azad National Institute of Technology, Bhopal	7.25	90.93	Highly Satisfactory
33	WB	Bengal Engineering & Science University, Howrah	7.25	90.91	Highly Satisfactory
34	CFI	Motilal Nehru National Institute of Technology, Allahabad	7.23	90.73	Highly Satisfactory
35	HP	GP, Hamirpur	7.20	90.30	Highly Satisfactory
36	Haryana	YMCA Institute of Engineering, Faridabad	7.20	90.29	Highly Satisfactory

All India Rank	CFIs/State	Name of Institution	Overall Impact		
			Overall Score	Percentile Score	Level of Satisfaction
37	Karnataka	University BDT College of Engineering, Davangere	7.18	90.04	Highly Satisfactory
38	AP	University College of Engineering, Osmania University, Hyderabad	7.12	89.38	Highly Satisfactory
39	Tamil Nadu	Thanthai Periyar Govt Institute of Technology, Vellore	7.12	89.35	Highly Satisfactory
40	Tamil Nadu	Madras Institute of Technology, Chennai	7.11	89.21	Highly Satisfactory
41	AP	JNTU College of Engineering, Kukatpally, Hyderabad	7.11	89.15	Highly Satisfactory
42	Haryana	GP, Nilokheri	7.08	88.81	Highly Satisfactory
43	Jharkhand	Birla Institute of Technology, Mesra	7.07	88.71	Highly Satisfactory
44	UP	Kamla Nehru Institute of Technology, Sultanpur	7.07	88.69	Highly Satisfactory
45	CFI	Dr BR Ambedkar National Institute of Technology, Jalandhar	7.06	88.64	Highly Satisfactory
46	Maharashtra	College of Engineering, Pune	7.03	88.27	Highly Satisfactory
47	AP	Rajiv Gandhi Memorial College of Engineering & Technology, Nandyal	6.96	87.35	Highly Satisfactory
48	WB	Government College of Engineering & Ceramic Technology, Kolkata	6.94	87.10	Highly Satisfactory
49	HP	GP, Kandaghat, Solan	6.93	86.99	Highly Satisfactory
50	CFI	Visvesvaraya National Institute of Technology, Nagpur	6.93	86.99	Highly Satisfactory
51	Maharashtra	Govt College of Engineering, Amravati	6.92	86.86	Highly Satisfactory
52	Uttarakhand	Govind Ballabh Pant Engineering College, Paurigarhwal	6.90	86.58	Highly Satisfactory
53	Tamil Nadu	College of Engineering, Guindy, Chennai	6.88	86.34	Highly Satisfactory
54	Karnataka	Poojya Doddappa College of Engineering, Gulbarga	6.88	86.27	Highly Satisfactory
55	Karnataka	Shri Dharmasthala Manjunatheshwara College of Engineering, Dharwad	6.85	85.98	Highly Satisfactory
56	Karnataka	National Institute of Engineering, Mysore	6.85	85.90	Highly Satisfactory
57	CFI	National Institute of Technology, Kurukshetra	6.84	85.87	Highly Satisfactory
58	Maharashtra	Dr Babasaheb Ambedkar Technological University, Lonere	6.83	85.71	Highly Satisfactory
59	Karnataka	University of Vishweshwaraiah College of Engineering, Bangalore	6.82	85.63	Highly Satisfactory
60	Haryana	Kurukshetra University, Kurukshetra	6.82	85.54	Highly Satisfactory
61	MP	SVBPC Bhopal	6.81	85.48	Highly Satisfactory
62	Maharashtra	Government College of Engineering, Aurangabad	6.77	84.96	Highly Satisfactory
63	MP	Shri GS Institute of Technology & Science, Indore	6.75	84.64	Highly Satisfactory
64	Karnataka	MS Ramaiah Institute of Technology, Bangalore	6.74	84.55	Highly Satisfactory
65	WB	Netaji Subhash Engineering College, Kolkata	6.73	84.39	Highly Satisfactory
66	Tamil Nadu	Dr. DGPC for Women, Tharamani	6.72	84.35	Highly Satisfactory
67	Karnataka	Shri Jayachamarajendra College of Engineering, Mysore	6.72	84.28	Highly Satisfactory
68	Tamil Nadu	TNPC, Madurai	6.71	84.24	Highly Satisfactory
69	Karnataka	BMS College of Engineering, Bangalore	6.67	83.71	Highly Satisfactory
70	Kerala	MEC Kochi	6.67	83.68	Highly Satisfactory
71	AP	SVU College of Engineering, Tirupati	6.66	83.59	Highly Satisfactory
72	WB	Jalpaiguri Government Engineering College, Jalpaiguri	6.64	83.31	Highly Satisfactory
73	Maharashtra	Vishwakarma Institute of Technology, Pune	6.64	83.29	Highly Satisfactory

All India Rank	CFIs/State	Name of Institution	Overall Impact		
			Overall Score	Percentile Score	Level of Satisfaction
74	WB	Institute of Engineering & Management, Kolkata	6.63	83.14	Highly Satisfactory
75	Kerala	CoE Chengannur	6.59	82.63	Highly Satisfactory
76	AP	Sreenidhi Institute of Science & Technology, Ghatkesar	6.58	82.61	Highly Satisfactory
77	Kerala	LBS College of Engineering, Kasaragod	6.57	82.41	Highly Satisfactory
78	Karnataka	Dr Ambedkar Institute of Technology, Bangalore	6.56	82.36	Highly Satisfactory
79	Gujarat	DD Institute of Technology, Nadiad	6.51	81.67	Highly Satisfactory
80	CFI	National Institute of Technology, Silchar	6.50	81.52	Highly Satisfactory
81	UP	Bundelkhand Institute of Engg & Technology, Jhansi	6.49	81.44	Highly Satisfactory
82	WB	AEC Asansol	6.48	81.25	Highly Satisfactory
83	Maharashtra	Veer mata Jijabai Technological Institute, Matunga, Mumbai	6.47	81.12	Highly Satisfactory
84	Maharashtra	KES Rajarambapu Institute of Technology, Sakharale, Islampur, Distt. Sangli	6.46	81.06	Highly Satisfactory
85	UP	Dr. AITH, Kanpur	6.46	81.00	Highly Satisfactory
86	MP	Ujjain Engineering College, Ujjain	6.44	80.79	Highly Satisfactory
87	UP	Integral University, Lucknow	6.43	80.73	Highly Satisfactory
88	Gujarat	LD College of Engineering, Ahmedabad	6.40	80.28	Highly Satisfactory
89	MP	Rajiv Gandhi Proudhyogiki Vishwavidyalaya, Bhopal	6.38	80.11	Highly Satisfactory
90	Maharashtra	GP Mumbai	6.34	79.58	Highly Satisfactory
91	Uttarakhand	GP, Dehradun	6.34	79.49	Highly Satisfactory
92	UP	Harcourt Butler Technological Institute, Kanpur	6.32	79.25	Highly Satisfactory
93	WB	Kalyani Government Engineering College, Kalyani	6.27	78.70	Highly Satisfactory
94	Karnataka	Basaveswara College of Engineering, Vidyanagar Bagalkot	6.24	78.29	Highly Satisfactory
95	WB	Haldia Institute of Technology, Haldia	6.21	77.95	Highly Satisfactory
96	Haryana	Deen Bandhu Chottu Ram University of Science & Technology, Murthal	6.18	77.56	Highly Satisfactory
97	Kerala	Sree Chitra Thirunal College of Engineering, Trivandrum	6.16	77.24	Highly Satisfactory
98	CFI	National Institute of Technology, Jamshedpur	6.15	77.23	Highly Satisfactory
99	MP	REC Rewa	6.08	76.25	Highly Satisfactory
100	Maharashtra	DKTE Society's Textile & Engg. Institute, Ichalkaranji	6.05	75.87	Highly Satisfactory
101	Tamil Nadu	Government College of Engg, Tirunelveli	6.05	75.87	Highly Satisfactory
102	Karnataka	Malanad College of Engineering, Hassan	6.04	75.80	Highly Satisfactory
103	UP	Uttar Pradesh Textile Technology Institute, Kanpur	6.04	75.80	Highly Satisfactory
104	UP	Shri Ram Murthi Smarak College of Engineering & Technology, Bareilly	6.02	75.51	Highly Satisfactory
105	Haryana	Guru Jambheshwar University, Hisar	5.99	75.21	Highly Satisfactory
106	Maharashtra	Yeshwantrao Chavan College of Engineering, Nagpur	5.99	75.17	Highly Satisfactory
107	Gujarat	GEC, Modasa	5.98	75.01	Highly Satisfactory
108	Gujarat	Dr. SSGCoE & Tech, Surat	5.95	74.66	Satisfactory
109	Gujarat	GP, Ahmedabad	5.94	74.58	Satisfactory
110	Maharashtra	GP Pune	5.94	74.55	Satisfactory

All India Rank	CFIs/State	Name of Institution	Overall Impact		
			Overall Score	Percentile Score	Level of Satisfaction
111	MP	Jabalpur Engineering College, Jabalpur	5.93	74.35	Satisfactory
112	UP	United College of Engg & Research, Allahabad	5.92	74.34	Satisfactory
113	Tamil Nadu	Alagappa Chettiar College of Engineering and Technology, Karaikudi	5.87	73.64	Satisfactory
114	Jharkhand	GP, Dumka	5.84	73.31	Satisfactory
115	Uttarakhand	Dehradun Institute of Technology, Dehradun	5.82	72.97	Satisfactory
116	Gujarat	GEC, Gandhinagar	5.75	72.10	Satisfactory
117	UP	Madan Mohan Malviya Engg College, Gorakhpur	5.74	72.06	Satisfactory
118	CFI	Malaviya National Institute of Technology, Jaipur	5.66	71.04	Satisfactory
119	CFI	National Institute of Technology, Srinagar	5.63	70.69	Satisfactory
120	Jharkhand	BIT, Sindri	5.58	69.96	Satisfactory
121	Maharashtra	GP Nagpur	5.45	68.37	Satisfactory
122	MP	KPC Jabalpur	5.40	67.78	Satisfactory
123	Tamil Nadu	Government College of Engg, Salem	5.33	66.84	Satisfactory
124	Maharashtra	Shri Sant Gajanan Maharaj College of Engineering, Shegaon	5.21	65.43	Satisfactory
125	Tamil Nadu	CPC, Tharamani	5.20	65.24	Satisfactory
126	Jharkhand	GP, Ranchi	5.14	64.53	Moderately Satisfactory
127	UP	Institute of Engineering & Technology, Lucknow	4.07	51.04	Moderately Unsatisfactory

Sl.No.	CFIs/State	Institutional Reforms	Institutional Governance	Academic Excellence	Networking	Services to Community & Economy	KPIs	Stakeholders
1	CFI	8.14	6.84	8.13	4.05	5.95	5.59	6
2	CFI	7.54	5.76	6.00	2.20	5.65	5.99	8
3	CFI	7.92	6.54	7.69	6.10	6.80	4.52	6
4	CFI	7.36	6.54	8.00	6.60	6.10	7.58	7
5	CFI	7.22	6.60	7.80	6.20	7.45	5.79	9
6	CFI	7.61	6.36	8.10	6.25	7.00	5.41	9
7	CFI	8.49	6.14	8.90	6.10	6.15	6.12	8
8	CFI	7.69	7.08	7.90	5.95	6.40	5.88	9
9	CFI	7.50	6.06	7.29	2.80	4.75	5.40	8
10	CFI	7.80	6.50	8.35	7.25	6.30	5.63	4
11	CFI	8.21	6.70	7.45	4.40	5.95	5.98	7
12	CFI	8.09	6.34	8.89	3.00	7.00	5.99	8
13	CFI	7.48	6.66	7.20	3.60	6.10	5.35	8
14	CFI	7.15	6.64	6.90	0.60	4.60	4.75	4
15	CFI	8.19	6.84	8.02	5.35	6.40	5.91	9
16	CFI	7.95	7.14	8.95	4.40	4.90	5.43	9
17	CFI	7.72	7.04	8.55	4.50	6.30	5.78	8
18	CFI	7.82	5.76	6.66	6.80	7.40	5.40	8
19	AP	8.42	8.36	8.81	2.85	7.30	5.57	8
20	AP	7.26	5.84	8.21	6.70	7.60	4.69	7
21	AP	7.38	5.78	7.50	6.00	6.90	3.24	9
22	AP	8.10	7.62	8.40	4.80	4.30	4.72	4
23	AP	7.44	7.34	8.75	5.75	5.40	4.34	8
24	AP	6.76	7.90	7.08	8.90	8.50	6.09	6
25	AP	7.58	8.30	7.83	5.05	7.45	5.46	8
26	AP	8.40	6.84	7.68	6.50	6.10	5.05	7
27	AP	8.55	6.06	7.45	5.60	5.50	5.83	8
28	AP	7.76	5.78	8.61	2.00	4.75	5.04	7
29	AP	7.52	7.98	6.83	4.80	6.05	5.77	9
30	AP	7.55	5.96	8.07	5.50	6.45	5.16	7
31	Gujarat	8.18	5.50	7.47	4.15	4.75	3.83	6
32	Gujarat	6.71	5.62	5.04	4.60	3.40	3.34	6
33	Gujarat	6.59	5.88	6.45	2.75	5.65	4.02	6
34	Gujarat	6.66	6.06	6.95	3.50	4.90	3.53	6
35	Gujarat	6.73	5.34	5.91	3.00	4.00	2.45	7
36	Gujarat	7.11	6.06	7.07	4.20	6.10	5.57	7
37	Haryana	7.48	8.38	5.50	4.30	6.70	4.41	6
38	Haryana	7.29	8.34	6.21	4.90	4.15	3.28	7
39	Haryana	7.27	6.46	7.23	1.80	4.90	4.71	7
40	Haryana	8.16	8.36	7.45	3.95	5.20	3.16	7
41	Haryana	8.24	9.02	6.76	5.60	7.35	3.39	7
42	HP	7.02	4.40	5.70	6.95	7.20	3.50	7
43	HP	7.69	6.14	5.72	3.90	8.00	2.28	6
44	HP	7.17	4.94	6.39	4.80	9.00	2.45	4
45	Jharkhand	7.88	7.34	7.85	4.10	6.70	7.12	8
46	Jharkhand	7.28	5.72	6.45	1.10	5.35	4.72	5
47	Jharkhand	6.16	7.64	4.50	4.30	5.05	2.84	5
48	Jharkhand	5.58	4.70	4.85	1.10	5.80	3.94	7
49	Karnataka	8.11	6.58	6.73	3.40	5.05	3.72	7
50	Karnataka	7.60	4.96	7.55	4.20	6.70	5.68	8
51	Karnataka	7.06	5.52	7.38	4.15	6.85	4.12	7
52	Karnataka	8.17	5.84	6.45	2.50	5.80	3.84	8

Group-wise Institution's Impact through Chapters

Annex - IV

Sl.No.	CFIs/State	Institutional Reforms	Institutional Governance	Academic Excellence	Networking	Services to Community & Economy	KPIs	Stakeholders
53	Karnataka	7.98	6.58	7.86	4.50	4.45	4.63	9
54	Karnataka	7.61	6.54	6.20	7.40	7.20	4.08	7
55	Karnataka	8.78	6.64	8.14	5.70	8.40	4.52	7
56	Karnataka	8.22	6.54	7.49	4.00	6.55	4.30	7
57	Karnataka	8.17	6.04	8.35	2.70	5.80	4.45	8
58	Karnataka	8.21	6.58	6.98	5.80	5.05	5.84	7
59	Karnataka	8.80	6.64	7.75	7.30	4.30	6.14	8
60	Karnataka	8.75	6.44	6.85	8.40	8.25	4.75	9
61	Karnataka	8.44	7.28	6.50	7.20	7.20	3.21	7
62	Karnataka	7.77	8.54	8.19	2.40	5.20	4.44	4
63	Kerala	7.72	5.34	8.42	5.90	6.80	5.17	7
64	Kerala	7.94	5.14	6.84	6.70	4.95	4.77	8
65	Kerala	7.91	6.06	7.11	4.30	5.95	4.37	7
66	Kerala	7.12	5.60	7.05	5.85	6.60	3.95	8
67	Kerala	7.30	5.60	6.44	3.85	6.55	4.07	4
68	MP	7.37	6.68	5.60	4.10	6.20	4.64	5
69	MP	7.09	5.90	3.71	2.85	8.00	3.73	7
70	MP	7.38	6.16	6.40	5.35	6.20	5.89	8
71	MP	6.97	7.08	6.06	4.00	6.35	3.95	5
72	MP	7.56	8.50	7.10	3.90	6.40	3.91	7
73	MP	7.45	5.48	6.95	2.10	5.30	3.14	8
74	MP	7.01	6.44	6.05	7.65	5.50	4.73	4
75	Maharashtra	7.80	6.00	5.99	3.55	6.40	5.73	7
76	Maharashtra	8.01	8.64	6.77	4.10	6.95	6.00	8
77	Maharashtra	8.17	6.42	7.15	7.10	7.50	5.10	6
78	Maharashtra	7.74	5.54	6.24	6.15	8.35	6.37	7
79	Maharashtra	6.18	5.48	8.67	4.30	6.85	5.66	7
80	Maharashtra	7.22	5.94	5.40	3.30	5.90	2.21	6
81	Maharashtra	7.48	5.82	4.01	2.40	7.10	2.68	7
82	Maharashtra	6.97	5.88	5.10	2.85	5.65	3.01	7
83	Maharashtra	7.83	6.14	6.99	2.25	7.65	4.02	8
84	Maharashtra	8.98	9.26	7.55	7.55	7.30	8.70	8
85	Maharashtra	7.84	8.74	7.60	4.85	5.50	7.07	8
86	Maharashtra	8.58	8.92	6.60	5.80	8.40	4.93	8
87	Maharashtra	7.48	5.76	4.95	4.05	3.70	4.35	7
88	Maharashtra	7.95	9.00	6.90	3.00	5.10	5.85	9
89	Maharashtra	8.17	7.04	7.75	3.40	4.60	6.39	7
90	Maharashtra	7.68	8.92	7.10	8.55	8.80	5.34	7
91	Maharashtra	7.51	6.16	6.91	3.10	4.30	4.43	6
92	Tamil Nadu	8.80	5.60	6.90	9.10	6.10	6.56	4
93	Tamil Nadu	7.20	4.94	5.58	6.15	5.20	5.22	9
94	Tamil Nadu	8.55	7.62	7.52	4.00	5.35	6.17	4
95	Tamil Nadu	7.03	5.50	4.07	2.90	5.55	2.88	4
96	Tamil Nadu	7.14	5.40	5.55	3.60	7.00	3.26	4
97	Tamil Nadu	6.91	4.78	5.07	3.95	5.65	5.20	4
98	Tamil Nadu	7.95	4.74	6.60	2.25	6.70	4.04	4
99	Tamil Nadu	8.42	7.62	7.93	7.35	6.65	5.60	6
100	Tamil Nadu	8.22	6.82	8.04	4.65	5.80	5.40	9
101	Tamil Nadu	7.34	4.84	7.09	6.75	8.80	3.03	4
102	Tamil Nadu	6.86	5.92	5.60	3.40	7.05	3.43	4
103	UP	7.43	6.54	6.00	6.30	6.70	5.56	7
104	UP	7.27	5.94	5.25	2.50	6.55	3.03	7
105	UP	7.33	7.62	5.70	4.10	7.95	7.14	7

Sl.No.	CFIs/State	Institutional Reforms	Institutional Governance	Academic Excellence	Networking	Services to Community & Economy	KPIs	Stakeholders
106	UP	6.56	6.56	3.45	1.40	3.40	4.39	5
107	UP	7.63	6.58	6.48	6.15	4.90	4.97	7
108	UP	7.70	6.92	6.92	6.25	7.55	4.43	7
109	UP	8.52	7.70	6.30	1.60	3.40	4.86	6
110	UP	8.25	6.32	6.19	2.90	5.50	4.25	6
111	UP	7.44	6.64	6.30	1.90	6.45	5.75	6
112	UP	7.54	7.18	5.90	3.70	6.00	4.76	6
113	Uttarakhand	7.71	6.48	6.70	2.00	4.30	5.98	6
114	Uttarakhand	7.49	8.52	6.95	4.35	7.45	4.37	7
115	Uttarakhand	8.37	8.96	8.36	4.10	8.50	7.61	5
116	Uttarakhand	7.46	5.48	5.10	4.00	6.70	2.79	6
117	WB	8.37	6.04	6.65	4.40	5.85	6.91	6
118	WB	8.02	8.64	8.16	3.35	6.75	4.16	7
119	WB	8.17	7.76	5.76	5.60	9.25	5.80	6
120	WB	8.27	7.74	6.02	8.50	10.00	4.48	7
121	WB	8.53	6.12	6.96	3.50	3.90	5.80	6
122	WB	8.17	6.04	5.85	6.20	7.45	7.41	9
123	WB	7.76	8.30	8.42	6.20	7.20	7.11	7
124	WB	8.35	7.54	5.48	6.65	6.85	4.48	7
125	WB	8.37	7.58	6.08	5.70	3.70	4.77	7
126	WB	8.20	6.38	6.90	5.50	5.75	5.77	7
127	WB	7.97	8.74	8.42	7.30	6.25	7.78	7

Sl.No.	CFIs/State	1	2	3	4	5	6	7	8	9	10	11
		Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives
1	CFI	10	6.2	8	10	6	6	9	10	0	10	10
2	CFI	8	4.6	10	9.6	6	6	9	9	0	10	9
3	CFI	8	7.4	9	10	7	6	9	10	0	10	9
4	CFI	10	4.6	8	10	7	6	9	9	0	10	9
5	CFI	7.75	6.2	7	9.6	7	6	9	9	0	10	9
6	CFI	8.25	4.6	8	10	7	6	9	9	0	10	9
7	CFI	10	6.2	10	9.6	7	6	9	9	9	10	9.5
8	CFI	10	4.6	8	10	6	6	9	10	0	10	9.5
9	CFI	10	7.4	7	9.6	7	6	9	9	0	10	9
10	CFI	8.75	6.8	7	9.6	7	6	9	9	0	10	10
11	CFI	10	8	10	10	7	6	9	9	0	10	9.5
12	CFI	10	6.2	9	9.6	6	6	9	9	0	10	9
13	CFI	10	5.8	6	9.6	6	6	10	9	0	10	10
14	CFI	10	4.6	5	9.6	7	6	9	9	0	10	10
15	CFI	10	8	7	9.6	7	6	9	9	0	10	9
16	CFI	10	6.8	6	10	7	6	10	10	0	10	10
17	CFI	10	6.2	8	10	7	6	9	9	0	10	9.5
18	CFI	10	8	9	9.6	6	6	10	9	0	10	9.5
19	AP	10	6.4	9	10	8	6	9	9	10	10	9.5
20	AP	10	6.4	8	9	6	6	9	10	0	10	9.5
21	AP	10	6.4	8	9.2	7	6	9	9	0	10	4.5
22	AP	10	6.2	5	9.4	8	6	9	9	10	10	9
23	AP	10	5.8	7	9.4	7	6	9	9	0	10	9
24	AP	10	6.4	6	9.4	6	6	9	9	0	10	9.5
25	AP	10	5.8	9	10	7	6	9	9	0	10	9
26	AP	10	5.2	9	10	9	6	9	9	10	10	9
27	AP	10	8	8	9.2	8	6	9	9	9	10	9
28	AP	10	5.8	7	9.4	6	6	9	9	0	10	9.5
29	AP	10	5.8	8	9	6	6	9	10	10	10	9
30	AP	10	6.2	8	9	7	6	9	9	4	10	8.5
31	Gujarat	8	5.8	9	10	7	6	9	10	10	10	9
32	Gujarat	4	4.6	6	9	7	6	10	9	10	10	5
33	Gujarat	4	5.8	8	9.2	7	6	9	9	0	10	9
34	Gujarat	4	5.8	6	9.4	8	6	9	9	0	10	9
35	Gujarat	4	4.6	7	9.4	7	6	10	9	10	10	5
36	Gujarat	4	5.2	9	9.8	7	6	9	9	10	10	9.5
37	Haryana	8.5	7.8	5	9	8	6	9	9	0	10	9.5

Sl.No.	CFIs/State	1	2	3	4	5	6	7	8	9	10	11
		Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives
38	Haryana	9.5	6.8	6	9.4	7	6	9	9	0	10	4.5
39	Haryana	7	8	6	9.4	8	6	9	9	0	10	9.5
40	Haryana	7	6.2	6	10	7	6	9	9	10	10	9.5
41	Haryana	10	9	8	9.4	8	6	9	9	0	10	9.5
42	HP	10	5.2	5	10	8	6	9	9	0	10	5
43	HP	10	8	5	10	9	6	9	9	0	10	5
44	HP	10	6.4	6	9.4	8	6	9	9	0	10	4.5
45	Jharkhand	10	4.6	8	9	9	6	9	9	0	10	9
46	Jharkhand	4	4.6	6	10	9	6	10	10	10	10	10
47	Jharkhand	7	4.6	7	9.4	6	6	10	10	0	10	4.5
48	Jharkhand	3	4.6	6	9	7	6	0	9	0	10	4.5
49	Karnataka	10	4.6	10	10	9	6	9	10	10	10	10
50	Karnataka	10	6.2	6	9.6	6	6	9	9	0	10	9
51	Karnataka	10	4.6	5	9.4	8	6	9	9	0	10	9
52	Karnataka	10	4.6	9	10	8	6	9	10	10	10	10
53	Karnataka	10	4.6	6	10	8	6	9	10	10	10	10
54	Karnataka	10	4.6	9	5.4	7	6	9	10	10	10	10
55	Karnataka	10	7	8	10	9	6	9	10	10	10	10
56	Karnataka	10	7.6	7	9	6	6	9	10	10	10	9.5
57	Karnataka	5.5	5.8	9	9.8	7	6	10	10	10	10	9.5
58	Karnataka	10	6.6	7	9.2	7	6	9	10	10	10	9.5
59	Karnataka	10	7.4	8	10	9	6	9	10	10	10	10
60	Karnataka	10	6.2	8	10	9	6	9	10	10	10	9.5
61	Karnataka	10	6.4	5	10	6	6	9	10	10	10	10
62	Karnataka	10	6.2	7	9.8	6	6	9	9	0	10	9
63	Kerala	8	7.6	6	9.8	7	6	9	9	0	10	9.5
64	Kerala	8.5	6.6	5	9.6	8	6	9	9	10	10	9
65	Kerala	10	6.6	7	9	8	6	9	9	0	10	9
66	Kerala	8	6.2	7	9.8	6	6	9	9	0	10	9.5
67	Kerala	8	5	6	9	6	6	9	9	0	10	9
68	MP	10	4.6	6	9.4	7	6	9	9	0	10	9
69	MP	10	4.6	6	9	6	6	9	9	10	10	4.5
70	MP	10	6.2	5	9.4	8	6	9	9	0	10	9
71	MP	8.5	6.4	5	9	7	6	9	9	0	10	9
72	MP	10	6.6	9	9.6	7	6	9	9	0	10	9
73	MP	10	6.4	6	9	7	6	9	9	10	10	4.5
74	MP	10	4.6	8	9.4	6	6	9	9	0	10	9

Sl.No.	CFIs/State	1	2	3	4	5	6	7	8	9	10	11
		Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives
75	Maharashtra	10	6.2	8	10	8	6	9	9	0	10	9
76	Maharashtra	10	7.6	9	9.4	7	6	9	10	0	10	9.5
77	Maharashtra	10	7.4	7	9.8	8	6	9	9	0	10	9
78	Maharashtra	10	5.8	10	10	8	6	9	10	10	10	10
79	Maharashtra	10	4	5	9.4	6	6	9	9	0	10	10
80	Maharashtra	10	5	5	9.4	8	6	9	9	10	10	4.5
81	Maharashtra	10	6.4	8	10	7	6	9	9	0	10	4.5
82	Maharashtra	8	4.6	7	9.8	7	6	9	9	10	10	4.5
83	Maharashtra	10	7.6	7	10	7	6	9	9	0	10	9.5
84	Maharashtra	10	10	8	8	8	6	10	10	10	10	10
85	Maharashtra	10	7	9	9.4	6	6	10	9	0	10	10
86	Maharashtra	10	8.4	6	9.4	7	6	9	10	10	10	9.5
87	Maharashtra	8.5	4.6	8	9.4	7	6	9	9	0	10	9
88	Maharashtra	10	4.6	10	9.4	7	6	9	9	0	10	10
89	Maharashtra	10	7.4	8	10	7	6	9	9	0	10	9
90	Maharashtra	10	5.2	7	9	7	6	9	9	10	10	9.5
91	Maharashtra	10	4.6	5	9.2	8	6	9	9	0	10	9.5
92	Tamil Nadu	10	8	9	9.4	7	6	9	10	10	10	9
93	Tamil Nadu	10	4.6	5	9	7	6	9	9	0	10	9
94	Tamil Nadu	10	7.4	10	10	6	6	9	10	10	10	9
95	Tamil Nadu	10	5.8	8	5.8	6	6	9	9	0	10	5
96	Tamil Nadu	10	6.2	8	10	6	6	9	9	0	10	4.5
97	Tamil Nadu	10	5.8	5	9	6	6	9	9	0	10	9.5
98	Tamil Nadu	10	7.6	6	9	6	6	9	9	0	10	9
99	Tamil Nadu	10	6.2	9	9	7	6	9	9	10	10	9
100	Tamil Nadu	10	9	10	9.4	7	6	9	9	10	10	9
101	Tamil Nadu	10	4.6	8	9.2	6	6	9	9	0	10	9
102	Tamil Nadu	9	4.6	8	10	8	6	9	9	0	10	4.5
103	UP	10	6.4	9	9	7	6	9	9	0	10	9
104	UP	10	5.2	6	9.6	6	6	9	9	10	10	5
105	UP	10	4.6	8	9.6	6	6	9	9	0	10	9
106	UP	8	4.6	5	9	6	6	9	9	0	10	9
107	UP	10	6.2	9	10	7	6	9	9	0	10	9
108	UP	10	5.2	7	9.8	7	6	9	9	0	10	9
109	UP	10	7	6	9	6	6	9	9	10	10	9.5
110	UP	9.5	8.6	8	10	7	6	9	9	0	10	9
111	UP	10	8	5	9.4	7	6	9	9	0	10	9

		1	2	3	4	5	6	7	8	9	10	11
Sl.No.	CFIs/State	Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives
112	UP	10	6	7	9.4	7	6	9	9	2	10	9
113	Uttarakhand	10	4.6	9	10	7	6	9	9	0	10	9
114	Uttarakhand	10	4.6	10	9.6	7	6	9	9	0	10	9
115	Uttarakhand	10	6.8	10	9.6	7	6	9	9	10	10	9
116	Uttarakhand	10	4.6	9	9.6	7	6	10	9	0	10	5
117	WB	10	5.8	7	9	7	6	9	9	10	10	9
118	WB	10	5.8	8	9	8	6	9	9	10	10	9
119	WB	10	4.6	6	9.8	8	6	9	9	10	10	9
120	WB	10	5.2	6	9.2	8	6	9	9	10	10	9
121	WB	10	7	7	9	7	6	9	9	10	10	9
122	WB	10	5.8	7	9.4	6	6	9	9	10	10	9
123	WB	10	5	7	9.4	6	6	9	10	10	10	9
124	WB	10	6.4	6	9	7	6	9	9	10	10	9
125	WB	10	5.8	6	10	7	6	9	9	10	10	9
126	WB	10	5.8	5	10	8	6	9	9	10	10	9
127	WB	10	4.6	8	10	8	6	10	10	0	10	10

		12	13	14	15	16	17	18	19	20	21	22
Sl.No.	CFIs/State	Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal	Autonomy	Block Grant *	Internal Revenue - Retention	Decision Making	Participation of Stakeholders in BoG	Management Capacity Development	Faculty Profile	Accreditation
1	CFI	10	10	8.8	9.8	0	6	9.2	10	8	5.8	8
2	CFI	9	9	8.6	9.8	0	6	9.2	10	0	3	9
3	CFI	9	9	8.05	9.8	0	5	9.2	10	6	5.8	8
4	CFI	9	9	6.85	9.8	0	6	9.2	10	5	5.8	9
5	CFI	9	9	6.4	9.8	0	6	9.2	10	6	5.4	10
6	CFI	9	9	8.95	9.8	0	6	9.2	10	6	3	10
7	CFI	9	9	8.5	9.8	0	6	9.2	10	1	5.8	10
8	CFI	9	9	8.35	9.8	0	6	9.2	10	10	6.2	9
9	CFI	9	9	5.8	9.8	0	6	9.2	10	3	3	8
10	CFI	10	10	7.6	9.8	0	9	9.2	10	2	5.4	9
11	CFI	9	9	7.9	9.8	0	6	9.2	10	7	5.4	8
12	CFI	9	9	9.4	9.8	0	6	9.2	10	3	5.8	9
13	CFI	10	10	6.4	9.8	0	6	9.2	10	9	3	9
14	CFI	9	9	6.4	9.8	0	6	9.2	10	6	5.8	8
15	CFI	9	9	8.8	9.8	0	6	9.2	10	8	5.8	8
16	CFI	9	9	7.9	9.8	0	9	9.2	10	8	5.8	9.5
17	CFI	9	9	7.3	9.8	0	6	9.2	10	10	5.8	9
18	CFI	9	9	6.3	9.8	0	6	9.2	10	0	3	8
19	AP	9	9	7.65	10	10	6	8.8	9	4	5.8	9.5
20	AP	9	9	5.1	9	0	6	5	10	5	5.4	9
21	AP	9	9	6.9	8	0	6	8	10	4	5.8	10
22	AP	9	9	7.5	8	10	6	6.8	10	4	5.4	8
23	AP	9	9	6.75	10	5	6	8	10	4	5.4	10
24	AP	0	9	5.5	8	10	6	6	10	8	5	8
25	AP	9	9	6.8	9	10	6	10	10	5	5	10
26	AP	9	9	8.35	8	5	6	10	9	4	5.4	10
27	AP	9	9	7.95	8	0	6	10	10	4	6.6	4.5
28	AP	9	9	8.45	8	0	6	8	10	4	5.8	10
29	AP	9	9	4.5	9	10	6	8.8	9	4	5	10
30	AP	8	9	6.2	8.6	0	6	8.4	9	5	5.4	9
31	Gujarat	10	10	7.55	9	0	6	8	9	2	3	4
32	Gujarat	10	10	5.1	8.2	0	6	6.2	10	4	5.4	4
33	Gujarat	9	9	5.3	8.2	0	6	9.2	10	4	5	2.5
34	Gujarat	9	9	5.85	8.2	0	7	8	10	8	3	2.5
35	Gujarat	10	9	5.1	8.2	0	6	5.8	10	4	3	3
36	Gujarat	9	9	5.3	8.2	0	7	6	10	10	3	5
37	Haryana	9	9	6.4	10	10	6	8	10	4	5.8	2.5

		12	13	14	15	16	17	18	19	20	21	22
Sl.No.	CFIs/State	Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal	Autonomy	Block Grant *	Internal Revenue - Retention	Decision Making	Participation of Stakeholders in BoG	Management Capacity Development	Faculty Profile	Accreditation
38	Haryana	10	9	6.6	10	10	6	6	10	6	5.4	5
39	Haryana	10	10	5.1	10	0	6	8.8	10	4	5.8	5
40	Haryana	9	9	9	10	10	6	8.8	9	4	5.8	6.5
41	Haryana	9	9	7.7	10	10	6	10	10	8	6.2	2.5
42	HP	9	9	6.2	5	0	6	7	9	4	3	5
43	HP	9	9	7.2	5	5	6	6	9	10	5.4	3.5
44	HP	9	9	6.05	5	0	6	5	10	8	5.4	5
45	Jharkhand	9	9	9.2	9	5	6	8	10	7	5.4	9
46	Jharkhand	9	9	6.2	8	0	6	10	9	4	4.2	5
47	Jharkhand	9	9	3.6	7	10	6	8	9	7	5.4	2.5
48	Jharkhand	9	9	5.55	5	0	6	10	9	4	3	2.5
49	Karnataka	9	9	6.6	9	0	6	10	10	7	5.8	4
50	Karnataka	9	9	7.7	6	0	6	5.8	10	4	5.8	8
51	Karnataka	9	9	6	7	0	6	8.8	10	4	5.4	7
52	Karnataka	9	9	7.4	8	0	6	8	10	5	5.4	4.5
53	Karnataka	9	9	7.2	10	0	6	10	10	4	5.8	8
54	Karnataka	9	9	6	10	0	6	10	10	4	5.4	4
55	Karnataka	9	9	8.65	10	0	7	10	10	4	5.4	7.5
56	Karnataka	9	9	6.75	10	0	6	10	9	5	5.4	5
57	Karnataka	9	9	8.9	9	0	6	8	10	4	5.4	10
58	Karnataka	9	9	7.15	10	0	6	10	10	4	5.8	6
59	Karnataka	9	9	8.45	10	0	6	10	9	6	5.4	6
60	Karnataka	9	9	9.2	10	0	6	10	9	4	5.4	3
61	Karnataka	9	9	8.9	9	5	6	7	10	7	5.8	3
62	Karnataka	9	9	8.25	10	10	6	10	10	4	5.4	10
63	Kerala	9	9	7.8	6	0	6	10	10	4	5.4	10
64	Kerala	9	9	7.1	7	0	6	6	9	4	5.4	5
65	Kerala	9	9	8.35	7.6	0	6	9	10	7	5.8	2.5
66	Kerala	9	9	5.85	8	0	6	8	9	4	5	3.5
67	Kerala	9	9	8.25	8	0	6	6.8	9	4	6.2	3
68	MP	9	9	7.55	8	5	6	8	9	4	5.8	3
69	MP	9	9	5.1	7	5	6	5	10	4	3	2
70	MP	9	9	6.4	7	5	6	4	10	4	6.6	3.5
71	MP	9	9	5.3	5	10	6	8.8	10	6	5	2.5
72	MP	9	9	6.2	10	10	6	10	10	4	5	7
73	MP	9	9	5.3	7	0	6	5.8	10	5	7	5
74	MP	9	9	5.5	7	5	6	8	10	4	5.4	2.5

Sl.No.	CFIs/State	12 Continuous Evaluation	13 Grading System	14 Faculty Development, Performance Appraisal	15 Autonomy	16 Block Grant *	17 Internal Revenue - Retention	18 Decision Making	19 Participation of Stakeholders in BoG	20 Management Capacity Development	21 Faculty Profile	22 Accreditation
75	Maharashtra	9	9	7.6	8	0	6	10	9	4	7	3.5
76	Maharashtra	9	9	7.35	10	10	7	10	10	4	5.4	3.5
77	Maharashtra	9	9	8.85	8	0	6	10	10	8	6.2	4.5
78	Maharashtra	10	10	3.6	7	0	6	8	10	5	5.4	2.5
79	Maharashtra	9	9	2.3	7	0	6	3	9	10	5.8	10
80	Maharashtra	9	9	5.1	8	0	6	7	9	8	5.4	3.5
81	Maharashtra	9	9	7.2	8	0	7	5.8	9	7	5.4	2.5
82	Maharashtra	9	9	4.8	8	0	6	5	10	8	5.8	2.5
83	Maharashtra	9	9	7.05	8	0	5	10	9	8	5.4	5
84	Maharashtra	8	9	8.15	10	10	10	9	8	9	6.6	9
85	Maharashtra	10	10	6.6	10	10	6	10	10	6	5.4	5
86	Maharashtra	9	9	7.85	10	10	6	8	10	9	6.2	2.5
87	Maharashtra	9	9	8.35	8	0	6	8.8	9	4	5.8	4
88	Maharashtra	9	9	9.2	10	10	6	10	9	8	7	3
89	Maharashtra	9	9	8.8	10	0	6	10	10	9	5.4	8.5
90	Maharashtra	9	9	5.85	10	10	6	10	10	7	6.2	3.5
91	Maharashtra	10	10	7.65	8	0	6	8.8	10	7	5.8	2.5
92	Tamil Nadu	9	9	8.65	7	0	6	10	10	4	5	9
93	Tamil Nadu	9	9	7.05	5	0	6	7	10	6	5.4	3
94	Tamil Nadu	9	9	7.7	7	10	6	10	9	4	6.2	8.5
95	Tamil Nadu	9	9	6.6	6	0	6	6	9	9	7	0
96	Tamil Nadu	9	9	5.9	7	0	6	6	9	5	7	5
97	Tamil Nadu	9	9	4.8	4.6	0	6	8	9	4	7	2.5
98	Tamil Nadu	9	9	8.55	5	0	6	5	9	7	5.4	3
99	Tamil Nadu	9	9	8.45	7	10	6	10	9	4	6.2	8
100	Tamil Nadu	9	9	5	7	5	6	8	10	7	6.2	10
101	Tamil Nadu	9	9	7.2	5	0	6	5	9	8	5.4	3.5
102	Tamil Nadu	9	9	5.7	9	0	6	6.2	10	7	3	5
103	UP	9	9	5.85	10	0	6	10	10	4	5.4	5
104	UP	9	9	5.3	8	0	6	10	10	4	5.4	5
105	UP	9	9	7.05	10	5	6	10	10	4	6.2	4.5
106	UP	9	9	5.1	8	5	6	5	10	4	6.6	2.5
107	UP	9	9	6.75	10	0	6	10	10	4	5.8	4
108	UP	9	9	8.4	8	5	6	8.8	10	5	5.4	5
109	UP	9	9	9.2	8	10	6	8	10	4	5	4
110	UP	9	9	8.55	8	0	6	10	10	7	6.2	2.5
111	UP	10	10	5.1	10	0	6	8	10	7	5.4	5

		12	13	14	15	16	17	18	19	20	21	22
Sl.No.	CFIs/State	Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal	Autonomy	Block Grant *	Internal Revenue - Retention	Decision Making	Participation of Stakeholders in BoG	Management Capacity Development	Faculty Profile	Accreditation
112	UP	9	9	6.6	8.8	5	6	8.6	10	5	5.8	4
113	Uttarakhand	9	9	8.35	8	0	6	10	10	9	5.8	4
114	Uttarakhand	9	9	7.1	8	10	6	10	10	9	6.2	5
115	Uttarakhand	9	9	7.35	10	10	6	8.8	10	9	5.8	10
116	Uttarakhand	10	9	7.7	7	0	6	8.8	10	4	5	2.5
117	WB	9	9	9	8	0	7	10	10	4	5.4	5
118	WB	9	9	6.75	10	10	9	8	10	4	5.4	8
119	WB	9	9	8.7	8	10	6	5.8	10	6	5.8	4.5
120	WB	9	9	8.9	8	10	7	5	10	6	5.4	2.5
121	WB	9	9	8.9	8	0	7	10	10	4	6.2	4
122	WB	9	9	8.15	8	0	6	10	10	5	5.4	5
123	WB	9	9	6.45	10	10	6	10	10	4	3	10
124	WB	9	9	8.7	8	10	7	5	10	4	5.4	2.5
125	WB	9	9	9	8	10	7	5	10	4	5.8	2.5
126	WB	9	9	8.15	8	0	9	10	10	5	5.8	4
127	WB	10	10	8.4	10	10	6	10	10	6	5.4	10

Sl.No.	CFIs/State	23	24	25	26	27	28	29	30	31
		Revision/reorientati on & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions	Faculty man- days for other Inst.	Other Inst Faculty man-days for this Inst.	Co- curricular activities by Students
1	CFI	9	5.2	9	9	5	10	0	9	6
2	CFI	8	4	3	6	4	4	6	0	6
3	CFI	10	5.9	8	5	0	6	8	9	9
4	CFI	10	4	8	8	5	5	7	4	8
5	CFI	8	4	8	6	10	10	7	8	7
6	CFI	10	4	8	6	9	10	5	9	7
7	CFI	9	8	8.5	8	4	8	9	10	8
8	CFI	8	4	8	10	7	8	4	4	8
9	CFI	10	4.6	9	0	4	4	4	4	8
10	CFI	9	8	8	7	9	10	8	8	9
11	CFI	9	4	8	7	4	4	4	4	6
12	CFI	10	7.6	9.5	7	4	4	4	4	6
13	CFI	10	4	8	0	10	4	10	7	6
14	CFI	9	4	8.5	0	0	0	0	0	6
15	CFI	10	6.1	8	8	6	5	4	10	6
16	CFI	9	8	9.5	7	4	4	4	4	8
17	CFI	9	7	9.5	6	0	0	0	7	6
18	CFI	8	4.4	8	0	10	10	9	7	6
19	AP	10	7.7	8	9	8	9	1	1	6
20	AP	9	7.7	10	0	9	9	10	6	6
21	AP	5	8	8.5	0	7	7	7	7	7
22	AP	10	7.3	8	10	5	3	6	3	9
23	AP	10	7	8	8	4	3	8	8	6
24	AP	9	5.2	8.5	0	10	10	10	10	9
25	AP	9	5.2	9	0	6	5	3	2	8
26	AP	10	5.2	8	0	6	2	7	6	8
27	AP	9	8	8.5	10	7	5	4	2	6
28	AP	10	6.7	8	7	6	0	3	1	7
29	AP	9	5.2	4	5	8	6	2	2	9
30	AP	9.5	6.6	8.5	4	7	5	6	4	7
31	Gujarat	9	4.8	14	0	7	6	4	3	6
32	Gujarat	5	4.6	8	0	0	0	9	5	6
33	Gujarat	9	7	8	9	5	6	4	3	5
34	Gujarat	9	8	9.5	8	2	0	10	10	6
35	Gujarat	4	5.4	9	9	0	0	6	8	6
36	Gujarat	10	7.1	10	0	4	6	1	10	6
37	Haryana	8	4.3	8	5	4	0	3	4	6

Sl.No.	CFIs/State	23	24	25	26	27	28	29	30	31
		Revision/reorientati on & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions	Faculty man days for other Inst.	Other Inst Faculty man-days for this Inst.	Co- curricular activities by Students
38	Haryana	5	6.4	10	0	4	2	6	2	6
39	Haryana	10	5.5	8	10	2	2	0	0	6
40	Haryana	9	4.3	9	8	4	3	10	10	6
41	Haryana	10	6.4	8.5	10	7	7	9	8	10
42	HP	5	7	8	0	8	7	10	10	8
43	HP	4	7.1	10	0	10	8	2	2	10
44	HP	5	7.6	10	0	8	6	8	8	9
45	Jharkhand	9	4	8	8	2	6	3	10	6
46	Jharkhand	10	4	9.5	0	0	0	2	3	6
47	Jharkhand	5	4	8	0	6	0	10	8	6
48	Jharkhand	4	7.3	8	0	5	5	0	0	6
49	Karnataka	9	5.2	8	10	2	2	1	1	6
50	Karnataka	9	4	8	8	0	10	5	8	6
51	Karnataka	9	5.5	8	7	5	4	7	2	6
52	Karnataka	9	4.3	8	7	4	2	0	0	6
53	Karnataka	10	5.7	8	7	2	0	2	2	6
54	Karnataka	10	4	8	5	8	8	9	8	7
55	Karnataka	10	4.6	10	7	5	9	3	9	6
56	Karnataka	10	5.6	9.5	8	6	4	6	5	6
57	Karnataka	9	6	8	7	2	6	0	0	7
58	Karnataka	8	6.5	10	0	5	7	6	10	6
59	Karnataka	10	7	8	10	5	7	10	6	9
60	Karnataka	9	8	8	10	10	10	8	8	10
61	Karnataka	9	7	8	8	6	6	8	6	6
62	Karnataka	10	4.6	8	6	4	4	1	1	6
63	Kerala	10	7.1	9.5	0	10	10	4	7	8
64	Kerala	9	4.6	8	9	7	7	9	7	6
65	Kerala	9	7.7	9.5	10	9	3	9	4	6
66	Kerala	9	6.3	9	10	6	9	4	6	7
67	Kerala	8	4.6	9.5	8	6	3	8	6	6
68	MP	10	5.3	8	0	4	6	3	2	7
69	MP	0	4.7	8	0	6	3	3	3	6
70	MP	9	4	8	10	7	4	8	2	6
71	MP	9	5.7	8	7	0	0	10	0	6
72	MP	10	7.3	8	0	4	4	3	4	6
73	MP	4	8	9.5	8	4	2	5	1	6
74	MP	8	4	10	5	6	9	9	6	6

Sl.No.	CFIs/State	23	24	25	26	27	28	29	30	31
		Revision/reorientati on & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions	Faculty man- days for other Inst.	Other Inst Faculty man-days for this Inst.	Co- curricular activities by Students
75	Maharashtra	10	5.9	8.5	0	6	3	2	1	6
76	Maharashtra	9	6.8	8.5	8	8	0	3	2	6
77	Maharashtra	8	8	8	10	5	5	10	4	6
78	Maharashtra	10	4.9	8.5	7	8	9	9	7	7
79	Maharashtra	9	6.1	9	7	4	2	3	5	6
80	Maharashtra	5	8	8	0	0	0	8	7	6
81	Maharashtra	0	5.7	8	0	6	4	2	1	6
82	Maharashtra	5	8	8	0	5	0	8	6	6
83	Maharashtra	9	4.6	9.5	6	5	4	1	1	6
84	Maharashtra	9	6	8	2	7	8	7	8	7
85	Maharashtra	10	7	8.5	10	2	3	6	4	6
86	Maharashtra	10	7	9	6	7	7	6	5	8
87	Maharashtra	5	4	8	0	7	6	4	4	6
88	Maharashtra	10	8	8	9	2	2	6	6	6
89	Maharashtra	10	4	8	7	8	8	5	1	6
90	Maharashtra	9	8	10	5	6	7	7	7	9
91	Maharashtra	8	7.4	9.5	10	2	2	3	2	6
92	Tamil Nadu	8	4	8	0	10	10	9	6	6
93	Tamil Nadu	8	7.2	8	0	7	8	10	10	6
94	Tamil Nadu	10	7.1	8	0	8	10	1	2	6
95	Tamil Nadu	5	6.1	8	0	5	7	9	8	6
96	Tamil Nadu	5	6	8	0	8	6	4	3	6
97	Tamil Nadu	8	4.8	8	0	4	5	1	2	6
98	Tamil Nadu	10	8	8	6	9	8	3	5	6
99	Tamil Nadu	9	7.2	8	7	2	3	2	7	10
100	Tamil Nadu	8	5.6	8	6	8	5	2	1	7
101	Tamil Nadu	10	7.6	8	10	8	7	8	7	7
102	Tamil Nadu	5	6.3	8	0	5	5	4	7	6
103	UP	9	4	8.5	0	7	7	9	9	6
104	UP	5	4	8	0	0	0	6	1	6
105	UP	9	4	8	0	4	4	3	2	6
106	UP	8	4	3	0	0	0	0	0	6
107	UP	10	7.2	9	0	9	10	8	7	9
108	UP	10	6.1	8	6	7	6	6	8	10
109	UP	9	6	9.5	0	2	2	0	0	6
110	UP	9	4.6	8	10	5	3	2	1	8
111	UP	10	6	8	0	0	0	2	7	10

		23	24	25	26	27	28	29	30	31
Sl.No.	CFIs/State	Revision/reorientati on & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions	Faculty man- days for other Inst.	Other Inst Faculty man-days for this Inst.	Co- curricular activities by Students
112	UP	9	5	8	2	4	4	4	4	7
113	Uttarakhand	10	4	8	10	2	4	1	6	6
114	Uttarakhand	10	4	8.5	8	8	7	4	9	7
115	Uttarakhand	10	4.4	8	8	0	8	9	6	8
116	Uttarakhand	5	4	10	0	10	6	10	5	7
117	WB	9	6	8	5	2	2	10	6	6
118	WB	10	7.7	8	7	2	3	2	1	6
119	WB	8	5.4	8	0	0	0	6	1	7
120	WB	8	7.1	10	0	10	8	10	7	9
121	WB	9	7.4	8	9	6	0	1	3	6
122	WB	9	4	8	0	9	9	8	5	8
123	WB	10	6.8	8	5	6	8	4	7	6
124	WB	9	6.5	8	0	5	2	10	9	6
125	WB	10	6.5	9.5	0	7	3	4	3	5
126	WB	10	4	9	9	2	2	10	3	6
127	WB	10	6.8	8	5	10	10	7	6	10

Sl.No.	CFIs/State	32 Publications by Faculty jointly	33 R & D Projects by Faculty jointly	34 Specialised Training programs for other Inst. Faculty	35 Community persons visiting Inst	36 Faculty visiting Community for Needs Assessment	37 Faculty visiting Community for Technical help	38 Projects by Students for Community	39 Technology Transferred	40 Services to Un-organised labour
1	CFI	9	0	0	4	4	6	4	7	10
2	CFI	0	1	2	4	4	4	4	7	6
3	CFI	8	0	8	5	7	4	7	4	10
4	CFI	9	5	7	4	5	6	7	4	10
5	CFI	5	5	5	7	5	6	7	7	10
6	CFI	5	4	7	7	6	7	5	4	10
7	CFI	8	0	6	6	5	7	5	4	10
8	CFI	8	4	6	7	7	4	4	7	6
9	CFI	0	0	4	4	4	4	4	5	6
10	CFI	9	6	4	6	4	4	6	4	10
11	CFI	7	0	6	4	4	4	7	4	8
12	CFI	6	0	0	7	7	5	6	4	10
13	CFI	0	0	3	7	7	4	5	4	10
14	CFI	0	0	0	4	4	4	4	4	6
15	CFI	4	6	4	4	6	6	4	4	10
16	CFI	4	0	8	4	4	4	4	4	6
17	CFI	4	3	9	6	5	4	5	4	10
18	CFI	10	0	8	5	6	7	7	6	10
19	AP	5	0	1	10	6	9	7	0	10
20	AP	10	0	8	4	7	8	4	9	10
21	AP	10	2	4	9	10	10	4	0	8
22	AP	9	0	4	4	4	4	4	0	10
23	AP	10	0	6	6	4	4	4	0	10
24	AP	10	7	8	10	10	10	4	10	8
25	AP	5	4	7	4	7	8	9	9	4
26	AP	10	0	10	4	4	4	4	6	10
27	AP	10	2	7	4	5	5	4	0	10
28	AP	0	3	0	7	4	5	4	0	8
29	AP	4	3	7	5	6	5	7	7	4
30	AP	8	2	6	6	6	7	5	4	8
31	Gujarat	4	0	7	10	6	4	5	0	4
32	Gujarat	4	2	7	4	4	4	4	0	4
33	Gujarat	0	0	5	4	5	4	5	7	4
34	Gujarat	0	0	4	4	6	6	4	0	10
35	Gujarat	4	0	1	4	8	4	4	0	4
36	Gujarat	4	3	3	4	4	4	5	5	10
37	Haryana	6	0	8	4	4	4	6	8	10

Sl.No.	CFIs/State	32 Publications by Faculty jointly	33 R & D Projects by Faculty jointly	34 Specialised Training programs for other Inst. Faculty	35 Community persons visiting Inst	36 Faculty visiting Community for Needs Assessment	37 Faculty visiting Community for Technical help	38 Projects by Students for Community	39 Technology Transferred	40 Services to Un-organised labour
38	Haryana	0	9	7	4	5	4	4	0	8
39	Haryana	4	1	0	4	4	4	5	5	4
40	Haryana	4	0	1	4	4	4	4	2	10
41	Haryana	7	2	2	6	7	8	4	10	10
42	HP	8	0	9	9	4	10	8	0	10
43	HP	0	0	8	8	9	9	4	10	10
44	HP	0	0	8	9	8	9	8	9	10
45	Jharkhand	4	1	4	4	4	4	8	6	10
46	Jharkhand	0	0	0	4	4	8	4	3	10
47	Jharkhand	0	0	8	4	4	5	4	10	4
48	Jharkhand	0	0	0	4	8	4	4	0	10
49	Karnataka	5	0	7	4	4	4	5	0	8
50	Karnataka	4	0	5	4	6	8	4	4	10
51	Karnataka	0	6	5	4	5	6	4	8	10
52	Karnataka	0	2	6	4	4	4	4	4	10
53	Karnataka	9	4	4	4	4	4	5	0	10
54	Karnataka	10	4	7	9	4	7	7	6	8
55	Karnataka	4	2	10	9	7	9	8	6	10
56	Karnataka	4	0	5	4	10	4	4	3	10
57	Karnataka	6	0	2	4	5	6	5	0	10
58	Karnataka	5	5	5	4	4	7	6	0	10
59	Karnataka	10	7	4	4	4	4	7	1	4
60	Karnataka	9	6	9	9	9	9	4	7	10
61	Karnataka	7	6	10	6	4	5	9	6	10
62	Karnataka	5	0	1	7	4	8	4	6	4
63	Kerala	5	0	10	8	7	6	4	3	10
64	Kerala	10	0	9	6	5	7	9	0	4
65	Kerala	9	0	0	7	4	7	4	0	10
66	Kerala	9	0	8	6	4	4	7	9	10
67	Kerala	0	0	7	7	4	4	6	5	10
68	MP	6	0	6	5	9	9	4	8	4
69	MP	0	0	6	8	10	10	6	8	10
70	MP	7	6	3	5	4	7	5	8	10
71	MP	8	0	4	5	7	8	7	9	4
72	MP	6	0	5	4	4	7	7	2	10
73	MP	0	0	3	8	4	4	4	0	10
74	MP	10	6	8	7	7	5	4	0	10

Sl.No.	CFIs/State	32 Publications by Faculty jointly	33 R & D Projects by Faculty jointly	34 Specialised Training programs for other Inst. Faculty	35 Community persons visiting Inst	36 Faculty visiting Community for Needs Assessment	37 Faculty visiting Community for Technical help	38 Projects by Students for Community	39 Technology Transferred	40 Services to Un-organised labour
75	Maharashtra	4	0	7	4	4	7	5	8	10
76	Maharashtra	7	5	1	5	8	6	9	0	10
77	Maharashtra	10	4	9	6	6	4	10	6	10
78	Maharashtra	8	5	2	10	8	8	7	6	10
79	Maharashtra	5	0	8	4	9	10	4	0	10
80	Maharashtra	0	0	6	5	4	4	5	7	10
81	Maharashtra	0	0	5	5	5	7	4	8	10
82	Maharashtra	0	0	3	4	5	4	4	8	6
83	Maharashtra	4	0	1	9	7	6	4	8	10
84	Maharashtra	8	7	8	7	8	7	7	8	7
85	Maharashtra	7	1	7	4	4	4	4	2	10
86	Maharashtra	9	0	7	9	7	10	6	7	10
87	Maharashtra	7	0	3	4	6	4	4	0	4
88	Maharashtra	0	0	5	6	7	6	7	0	6
89	Maharashtra	0	0	7	4	4	4	4	0	8
90	Maharashtra	9	9	10	7	8	10	7	9	10
91	Maharashtra	4	2	3	4	4	4	4	0	10
92	Tamil Nadu	10	10	10	10	4	4	4	6	10
93	Tamil Nadu	7	0	7	4	4	4	4	0	10
94	Tamil Nadu	7	2	2	4	4	4	5	0	10
95	Tamil Nadu	0	0	0	9	5	5	4	3	8
96	Tamil Nadu	0	0	8	4	4	4	9	7	10
97	Tamil Nadu	7	3	3	4	4	4	4	9	10
98	Tamil Nadu	0	0	0	4	4	4	4	10	10
99	Tamil Nadu	10	6	10	5	4	4	8	7	8
100	Tamil Nadu	9	4	2	4	4	4	5	3	10
101	Tamil Nadu	10	0	9	7	9	9	8	8	10
102	Tamil Nadu	0	0	6	6	8	7	6	8	8
103	UP	10	0	6	7	7	9	8	0	10
104	UP	0	0	6	10	10	4	4	7	8
105	UP	4	3	6	9	9	9	9	0	10
106	UP	0	0	4	4	4	4	4	0	4
107	UP	9	0	5	4	4	4	8	6	4
108	UP	4	4	8	8	4	4	8	9	10
109	UP	4	0	0	4	4	4	4	0	4
110	UP	4	1	2	4	4	4	6	6	10
111	UP	0	0	0	6	4	8	8	9	4

		32	33	34	35	36	37	38	39	40
Sl.No.	CFIs/State	Publications by Faculty jointly	R & D Projects by Faculty jointly	Specialised Training programs for other Inst. Faculty	Community persons visiting Inst	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour
112	UP	4	1	4	6	6	6	7	4	7
113	Uttarakhand	0	0	2	4	6	4	6	0	4
114	Uttarakhand	0	0	8	7	9	8	8	0	10
115	Uttarakhand	0	0	7	7	7	8	8	9	10
116	Uttarakhand	5	0	0	4	9	7	6	0	10
117	WB	5	1	4	6	4	8	9	0	10
118	WB	4	2	5	6	5	7	4	5	10
119	WB	9	9	3	10	10	10	8	9	10
120	WB	8	9	8	10	10	10	10	10	10
121	WB	10	1	0	6	6	4	4	0	4
122	WB	7	5	4	10	8	4	4	7	10
123	WB	9	3	7	6	6	8	7	3	10
124	WB	9	7	3	7	4	9	5	9	6
125	WB	10	5	5	4	4	4	4	0	6
126	WB	8	1	8	8	4	4	5	0	10
127	WB	8	5	7	4	4	4	8	7	10

Group-wise Institution's Impact through Parameters

Annex - V

Sl.No.	CFIs/State	41	42	43	44	45	46	47	48
		Continuing Education Programmes for Organised Labour	Increase in research publications**	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
1	CFI	6	2.5	0	7	8.75	7	8	6
2	CFI	10	5.3	0	7.5	8.5	7	6	8
3	CFI	10	0	0	4.2	9.5	7	6	6
4	CFI	6	4.9	7.3	7	10	6	10	7
5	CFI	10	3.8	0	4.9	9	10	8	9
6	CFI	10	3.8	0	4.2	9.25	7	8	9
7	CFI	6	3	2.8	5.6	9.5	6	10	8
8	CFI	10	2.8	0	6.3	8.25	10	10	9
9	CFI	6	2.8	0	3.5	9.75	7	10	8
10	CFI	10	3.3	0.9	6.3	9.5	6	6	4
11	CFI	10	0.8	7	4.9	8.75	10	6	7
12	CFI	10	3.3	1.2	6.3	8.75	9	8	8
13	CFI	6	3.5	0	5.6	8.5	6	8	8
14	CFI	6	0	0	4.2	9.25	10	6	4
15	CFI	10	3.3	0.9	6.3	9	10	6	9
16	CFI	8	1.4	2.3	4.9	8.5	7	10	9
17	CFI	10	2.8	1.5	6.9	9.25	7	6	8
18	CFI	10	2	0	9.3	7.75	6	6	8
19	AP	10	4	2.4	4.9	8.5	6	7	8
20	AP	10	4	0	0	8.75	10	7	7
21	AP	8	0	0	0	7.75	10	3	9
22	AP	4	5.7	1.5	0	9	8	3	4
23	AP	10	4	0	0	7.75	10	6	8
24	AP	8	4.5	2.4	7	8.5	8	5	6
25	AP	10	6.1	0	6.3	5.5	10	6	8
26	AP	10	4.5	0.9	4.2	5.5	8	10	7
27	AP	10	4	4.2	4.2	8.25	6	9	8
28	AP	6	4.7	0	6.3	7.75	6	3	7
29	AP	8	4	0	4.9	8.75	10	8	9
30	AP	9	4	1.3	3.5	8.25	8	6	7
31	Gujarat	6	4	0	2.1	5.25	10	3	6
32	Gujarat	4	0	0	0	7.75	6	8	6
33	Gujarat	10	6.2	0	0	5.5	6	8	6
34	Gujarat	4	5.2	0	0	4.75	6	7	6
35	Gujarat	4	0	0	0	7	6	1	7
36	Gujarat	10	7.2	0	5.6	7.25	6	6	7
37	Haryana	10	4.5	0	0	7.25	10	7	6

Group-wise Institution's Impact through Parameters

Annex - V

		41	42	43	44	45	46	47	48
Sl.No.	CFIs/State	Continuing Education Programmes for Organised Labour	Increase in research publications**	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
38	Haryana	4	0	0	0	7.5	6	8	7
39	Haryana	8	4	0	3.5	7.25	6	8	7
40	Haryana	8	4	0	0	6.25	6	2	7
41	Haryana	6	4	0	0	6.75	6	3	7
42	HP	10	0	0	0	10	8	2	7
43	HP	6	0	0	0	5.5	8	1	6
44	HP	10	0	0	0	7	6	1	4
45	Jharkhand	10	5.2	6.9	5.6	8.5	10	8	8
46	Jharkhand	4	5.4	0	0	7.75	10	7	5
47	Jharkhand	4	0	0	0	7.75	6	3	5
48	Jharkhand	10	0	0	0	7.75	10	10	7
49	Karnataka	10	4	0	4.2	5.5	6	1	7
50	Karnataka	10	4.4	5.7	2.1	8.5	8	6	8
51	Karnataka	10	4	3.5	2.1	5.5	8	2	7
52	Karnataka	10	4.8	0	2.1	6.25	6	3	8
53	Karnataka	4	5.5	1.2	0	7	8	8	9
54	Karnataka	10	4	0	2.1	6.25	6	7	7
55	Karnataka	10	6.2	0	3.5	5.5	10	2	7
56	Karnataka	10	4.7	0	0	6.25	10	8	7
57	Karnataka	10	5.4	0	4.2	6.5	6	3	8
58	Karnataka	4	4	1.8	6.2	8.5	8	6	7
59	Karnataka	6	6.5	7.9	2.1	7.75	10	3	8
60	Karnataka	10	4.6	2.7	2.7	4.75	10	7	9
61	Karnataka	10	4	0.9	0	5.5	6	3	7
62	Karnataka	4	4.5	0	3.5	7.75	6	3	4
63	Kerala	10	4	0	4.1	9	10	3	7
64	Kerala	4	4.6	0	0	9	10	6	8
65	Kerala	10	5	0	1.2	6.5	8	7	7
66	Kerala	6	4	0	0	9	8	1	8
67	Kerala	10	5.4	0	0	8.75	6	2	4
68	MP	4	4.5	0	4.9	6.25	6	6	5
69	MP	4	0	0	0	8.5	8	8	7
70	MP	4	5.6	0.9	5.6	7.25	8	9	8
71	MP	4	4.2	0	0	7.25	6	7	5
72	MP	10	4	0	2.1	4.75	6	9	7
73	MP	8	0	0	0	7.75	6	6	8
74	MP	6	7.2	0	4.2	7	6	1	4

Group-wise Institution's Impact through Parameters

Annex - V

Sl.No.	CFIs/State	41	42	43	44	45	46	47	48
		Continuing Education Programmes for Organised Labour	Increase in research publications**	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
75	Maharashtra	6	4.7	2.1	5.6	7	8	8	7
76	Maharashtra	10	4.5	6.7	4.2	7	6	9	8
77	Maharashtra	10	4.5	2	3.3	5.75	10	8	6
78	Maharashtra	10	4.5	0.6	5.9	10	10	7	7
79	Maharashtra	10	4	4.2	4.2	8.75	6	6	7
80	Maharashtra	6	0	0	0	5.25	6	3	6
81	Maharashtra	10	0	0	0	5.5	6	7	7
82	Maharashtra	8	0	0	0	7.25	6	6	7
83	Maharashtra	10	4.9	0	0	5.75	10	6	8
84	Maharashtra	7	9	9	9	9	6	9	8
85	Maharashtra	10	6.3	5.5	6.8	8.5	6	9	8
86	Maharashtra	10	4.2	0.6	4.2	8.25	8	3	8
87	Maharashtra	4	4	0	3.5	7	8	3	7
88	Maharashtra	4	6.2	0	5.4	8.5	6	8	9
89	Maharashtra	8	6	2.4	4.2	8.75	10	8	7
90	Maharashtra	10	4.5	4.2	4.9	8.5	6	1	7
91	Maharashtra	4	4.5	0.6	0	7.75	8	7	6
92	Tamil Nadu	6	4	5.8	8.2	7	6	9	4
93	Tamil Nadu	10	7	0	2.1	8	6	8	9
94	Tamil Nadu	10	5.7	6.8	3.5	7.25	6	9	4
95	Tamil Nadu	6	0	0	0	5.5	6	9	4
96	Tamil Nadu	10	0	0	0	6.25	8	9	4
97	Tamil Nadu	4	5.7	2.7	0	9	6	8	4
98	Tamil Nadu	10	4.5	0	0	7.75	6	6	4
99	Tamil Nadu	10	4	5	2.1	8.5	6	9	6
100	Tamil Nadu	10	4	0	6.3	7.75	6	8	9
101	Tamil Nadu	10	5	0	0	4.5	6	3	4
102	Tamil Nadu	6	0	0	0	8.5	8	5	4
103	UP	6	5.2	0	4.9	7.75	6	10	7
104	UP	4	0	0	0	8.5	6	3	7
105	UP	10	4.7	9.3	6.9	8.5	8	5	7
106	UP	4	4	0.9	0	7	10	7	5
107	UP	4	4.2	0	3.5	6.5	8	10	7
108	UP	10	4	0	2.1	7.25	6	8	7
109	UP	4	4.2	0	6.7	5.5	6	7	6
110	UP	4	6	0	0	7	8	5	6
111	UP	6	4.8	0	6.3	8.5	6	8	6

		41	42	43	44	45	46	47	48
Sl.No.	CFIs/State	Continuing Education Programmes for Organised Labour	Increase in research publications**	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
112	UP	6	4.2	1	3.1	7	7	7	6
113	Uttarakhand	6	4.7	0	4.2	10	8	9	6
114	Uttarakhand	10	4	0	4.9	4.75	6	8	7
115	Uttarakhand	10	5.4	8.6	10	7.75	10	3	5
116	Uttarakhand	10	0	0	0	6.75	6	5	6
117	WB	4	4	3.5	7	8.75	10	10	6
118	WB	10	4	0	0	6.25	10	8	7
119	WB	8	5	0	6.3	7.75	6	10	6
120	WB	10	4.8	2.4	0	6.25	6	10	7
121	WB	4	4	10	4.2	6.25	6	5	6
122	WB	10	5.3	7.3	4.9	9.5	10	9	9
123	WB	10	4	8	6.3	9	8	8	7
124	WB	8	2	1.5	0	9	6	10	7
125	WB	4	4.9	0	0	8.75	6	10	7
126	WB	10	6	0	4.2	8.5	6	10	7
127	WB	6	6.7	8.7	6.9	9	6	9	7

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters		Establishment of Fund				Internal Revenue		Modernisation of Management Systems
Sub-parameters	Establishment of Fund - Corpus	Establishment of Fund - Maintenance	Establishment of Fund - Staff Development	Establishment of Fund - Depreciation	Internal Revenue - Generation	Internal Revenue - Utilisation		
Sub-para No.-->	1	2	3	4	5	6	7	
Sl.No.	CFIs/State							
1	CFI	10	10	10	10	5	8	8
2	CFI	8	8	8	8	5	4	10
3	CFI	8	8	8	8	7	8	9
4	CFI	10	10	10	10	5	4	8
5	CFI	10	8	8	5	5	8	7
6	CFI	10	8	8	7	5	4	8
7	CFI	10	10	10	10	5	8	10
8	CFI	10	10	10	10	5	4	8
9	CFI	10	10	10	10	7	8	7
10	CFI	10	10	10	5	8	5	7
11	CFI	10	10	10	10	8	8	10
12	CFI	10	10	10	10	5	8	9
13	CFI	10	10	10	10	7	4	6
14	CFI	10	10	10	10	5	4	5
15	CFI	10	10	10	10	8	8	7
16	CFI	10	10	10	10	8	5	6
17	CFI	10	10	10	10	5	8	8
18	CFI	10	10	10	10	8	8	9
19	AP	10	10	10	10	8	4	9
20	AP	10	10	10	10	8	4	8
21	AP	10	10	10	10	8	4	8
22	AP	10	10	10	10	5	8	5
23	AP	10	10	10	10	7	4	7
24	AP	10	10	10	10	8	4	6
25	AP	10	10	10	10	7	4	9
26	AP	10	10	10	10	6	4	9
27	AP	10	10	10	10	8	8	8
28	AP	10	10	10	10	7	4	7
29	AP	10	10	10	10	7	4	8
30	AP	10	10	10	10	7	5	8
31	Gujarat	8	8	8	8	7	4	9
32	Gujarat	4	4	4	4	5	4	6
33	Gujarat	4	4	4	4	7	4	8

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Establishment of Fund				Internal Revenue		Modernisation of Management Systems	
	Sub-parameters	Establishment of Fund - Corpus	Establishment of Fund - Maintenance	Establishment of Fund - Staff Development	Establishment of Fund - Depreciation	Internal Revenue - Generation		Internal Revenue - Utilisation
	Sub-para No.-->	1	2	3	4	5		6
Sl.No.	CFIs/State							
34	Gujarat	4	4	4	4	7	4	6
35	Gujarat	4	4	4	4	5	4	7
36	Gujarat	4	4	4	4	6	4	9
37	Haryana	10	10	4	10	7	9	5
38	Haryana	10	10	8	10	6	8	6
39	Haryana	0	10	10	8	8	8	6
40	Haryana	4	8	8	8	5	8	6
41	Haryana	10	10	10	10	9	9	8
42	HP	10	10	10	10	6	4	5
43	HP	10	10	10	10	10	5	5
44	HP	10	10	10	10	8	4	6
45	Jharkhand	10	10	10	10	5	4	8
46	Jharkhand	4	4	4	4	5	4	6
47	Jharkhand	8	8	4	8	5	4	7
48	Jharkhand	4	0	4	4	5	4	6
49	Karnataka	10	10	10	10	5	4	10
50	Karnataka	10	10	10	10	5	8	6
51	Karnataka	10	10	10	10	5	4	5
52	Karnataka	10	10	10	10	5	4	9
53	Karnataka	10	10	10	10	5	4	6
54	Karnataka	10	10	10	10	5	4	9
55	Karnataka	10	10	10	10	9	4	8
56	Karnataka	10	10	10	10	10	4	7
57	Karnataka	10	4	4	4	7	4	9
58	Karnataka	10	10	10	10	5	9	7
59	Karnataka	10	10	10	10	7	8	8
60	Karnataka	10	10	10	10	5	8	8
61	Karnataka	10	10	10	10	8	4	5
62	Karnataka	10	10	10	10	5	8	7
63	Kerala	8	8	8	8	10	4	6
64	Kerala	8	8	8	10	5	9	5
65	Kerala	10	10	10	10	5	9	7
66	Kerala	8	8	8	8	5	8	7

Parameters	Establishment of Fund				Internal Revenue		Modernisation of Management Systems	
	Sub-parameters	Establishment of Fund - Corpus	Establishment of Fund - Maintenance	Establishment of Fund - Staff Development	Establishment of Fund - Depreciation	Internal Revenue - Generation		Internal Revenue - Utilisation
Sub-para No.-->	1	2	3	4	5	6	7	
Sl.No.	CFIs/State							
67	Kerala	8	8	8	8	5	5	6
68	MP	10	10	10	10	5	4	6
69	MP	10	10	10	10	5	4	6
70	MP	10	10	10	10	5	8	5
71	MP	10	4	10	10	8	4	5
72	MP	10	10	10	10	5	9	9
73	MP	10	10	10	10	8	4	6
74	MP	10	10	10	10	5	4	8
75	Maharashtra	10	10	10	10	5	8	8
76	Maharashtra	10	10	10	10	10	4	9
77	Maharashtra	10	10	10	10	7	8	7
78	Maharashtra	10	10	10	10	7	4	10
79	Maharashtra	10	10	10	10	4	4	5
80	Maharashtra	10	10	10	10	5	5	5
81	Maharashtra	10	10	10	10	8	4	8
82	Maharashtra	8	8	8	8	5	4	7
83	Maharashtra	10	10	10	10	10	4	7
84	Maharashtra	10	10	10	10	10	10	8
85	Maharashtra	10	10	10	10	9	4	9
86	Maharashtra	10	10	10	10	8	9	6
87	Maharashtra	10	8	8	8	5	4	8
88	Maharashtra	10	10	10	10	5	4	10
89	Maharashtra	10	10	10	10	7	8	8
90	Maharashtra	10	10	10	10	6	4	7
91	Maharashtra	10	10	10	10	5	4	5
92	Tamil Nadu	10	10	10	10	8	8	9
93	Tamil Nadu	10	10	10	10	5	4	5
94	Tamil Nadu	10	10	10	10	7	8	10
95	Tamil Nadu	10	10	10	10	7	4	8
96	Tamil Nadu	10	10	10	10	5	8	8
97	Tamil Nadu	10	10	10	10	5	7	5
98	Tamil Nadu	10	10	10	10	10	4	6
99	Tamil Nadu	10	10	10	10	5	8	9

Parameters		Establishment of Fund				Internal Revenue		Modernisation of Management Systems
Sub-parameters	Establishment of Fund - Corpus	Establishment of Fund - Maintenance	Establishment of Fund - Staff Development	Establishment of Fund - Depreciation	Internal Revenue - Generation	Internal Revenue - Utilisation		
Sub-para No.-->	1	2	3	4	5	6	7	
Sl.No.	CFIs/State							
100	Tamil Nadu	10	10	10	10	9	9	10
101	Tamil Nadu	10	10	10	10	5	4	8
102	Tamil Nadu	10	8	8	10	5	4	8
103	UP	10	10	10	10	8	4	9
104	UP	10	10	10	10	6	4	6
105	UP	10	10	10	10	5	4	8
106	UP	8	8	8	8	5	4	5
107	UP	10	10	10	10	5	8	9
108	UP	10	10	10	10	6	4	7
109	UP	10	10	10	10	5	10	6
110	UP	10	8	10	10	9	8	8
111	UP	10	10	10	10	8	8	5
112	UP	10	10	10	10	6	6	7
113	Uttarakhand	10	10	10	10	5	4	9
114	Uttarakhand	10	10	10	10	5	4	10
115	Uttarakhand	10	10	10	10	6	8	10
116	Uttarakhand	10	10	10	10	5	4	9
117	WB	10	10	10	10	7	4	7
118	WB	10	10	10	10	7	4	8
119	WB	10	10	10	10	5	4	6
120	WB	10	10	10	10	6	4	6
121	WB	10	10	10	10	9	4	7
122	WB	10	10	10	10	7	4	7
123	WB	10	10	10	10	5	5	7
124	WB	10	10	10	10	8	4	6
125	WB	10	10	10	10	7	4	6
126	WB	10	10	10	10	7	4	5
127	WB	10	10	10	10	5	4	8

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Audit			Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	
	Sub-parameters	Internal Audit of academic quality and/or process	External Audit of academic quality and/or process							Internal audit of Administrative procedures and/or processes
Sub-para No.-->	8	9	10	11	12	13	14	15	16	
Sl.No.	CFIs/State									
1	CFI	10	10	10	6	6	9	10	0	10
2	CFI	9	10	10	6	6	9	9	0	10
3	CFI	10	10	10	7	6	9	10	0	10
4	CFI	10	10	10	7	6	9	9	0	10
5	CFI	9	10	10	7	6	9	9	0	10
6	CFI	10	10	10	7	6	9	9	0	10
7	CFI	9	10	10	7	6	9	9	9	10
8	CFI	10	10	10	6	6	9	10	0	10
9	CFI	9	10	10	7	6	9	9	0	10
10	CFI	9	10	10	7	6	9	9	0	10
11	CFI	10	10	10	7	6	9	9	0	10
12	CFI	9	10	10	6	6	9	9	0	10
13	CFI	9	10	10	6	6	10	9	0	10
14	CFI	9	10	10	7	6	9	9	0	10
15	CFI	9	10	10	7	6	9	9	0	10
16	CFI	10	10	10	7	6	10	10	0	10
17	CFI	10	10	10	7	6	9	9	0	10
18	CFI	9	10	10	6	6	10	9	0	10
19	AP	10	10	10	8	6	9	9	10	10
20	AP	9	9	9	6	6	9	10	0	10
21	AP	9	9	10	7	6	9	9	0	10
22	AP	9	10	9	8	6	9	9	10	10
23	AP	9	10	9	7	6	9	9	0	10
24	AP	10	9	9	6	6	9	9	0	10
25	AP	10	10	10	7	6	9	9	0	10
26	AP	10	10	10	9	6	9	9	10	10
27	AP	9	9	10	8	6	9	9	9	10
28	AP	10	9	9	6	6	9	9	0	10
29	AP	9	9	9	6	6	9	10	10	10
30	AP	9	9	9	7	6	9	9	4	10
31	Gujarat	10	10	10	7	6	9	10	10	10
32	Gujarat	9	9	9	7	6	10	9	10	10
33	Gujarat	9	9	10	7	6	9	9	0	10

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Audit			Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	
	Internal Audit of academic quality and/or process	External Audit of academic quality and/or process	Internal audit of Administrative procedures and/or processes							
	Sub-para No.-->	8	9							10
34	Gujarat	9	10	9	8	6	9	9	0	10
35	Gujarat	10	9	9	7	6	10	9	10	10
36	Gujarat	10	10	9	7	6	9	9	10	10
37	Haryana	9	9	9	8	6	9	9	0	10
38	Haryana	10	9	9	7	6	9	9	0	10
39	Haryana	9	10	9	8	6	9	9	0	10
40	Haryana	10	10	10	7	6	9	9	10	10
41	Haryana	10	9	9	8	6	9	9	0	10
42	HP	10	10	10	8	6	9	9	0	10
43	HP	10	10	10	9	6	9	9	0	10
44	HP	9	10	9	8	6	9	9	0	10
45	Jharkhand	9	9	9	9	6	9	9	0	10
46	Jharkhand	10	10	10	9	6	10	10	10	10
47	Jharkhand	10	9	9	6	6	10	10	0	10
48	Jharkhand	9	9	9	7	6	0	9	0	10
49	Karnataka	10	10	10	9	6	9	10	10	10
50	Karnataka	10	9	10	6	6	9	9	0	10
51	Karnataka	10	9	9	8	6	9	9	0	10
52	Karnataka	10	10	10	8	6	9	10	10	10
53	Karnataka	10	10	10	8	6	9	10	10	10
54	Karnataka	0	9	9	7	6	9	10	10	10
55	Karnataka	10	10	10	9	6	9	10	10	10
56	Karnataka	9	9	9	6	6	9	10	10	10
57	Karnataka	10	10	9	7	6	10	10	10	10
58	Karnataka	9	9	10	7	6	9	10	10	10
59	Karnataka	10	10	10	9	6	9	10	10	10
60	Karnataka	10	10	10	9	6	9	10	10	10
61	Karnataka	10	10	10	6	6	9	10	10	10
62	Karnataka	10	10	9	6	6	9	9	0	10
63	Kerala	10	10	9	7	6	9	9	0	10
64	Kerala	10	9	10	8	6	9	9	10	10
65	Kerala	9	9	9	8	6	9	9	0	10
66	Kerala	10	10	9	6	6	9	9	0	10

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Audit			Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	
	Sub-parameters	Internal Audit of academic quality and/or process	External Audit of academic quality and/or process							Internal audit of Administrative procedures and/or processes
Sub-para No.-->	8	9	10	11	12	13	14	15	16	
Sl.No.	CFIs/State									
67	Kerala	9	9	9	6	6	9	9	0	10
68	MP	10	9	9	7	6	9	9	0	10
69	MP	9	9	9	6	6	9	9	10	10
70	MP	9	10	9	8	6	9	9	0	10
71	MP	9	9	9	7	6	9	9	0	10
72	MP	10	9	10	7	6	9	9	0	10
73	MP	9	9	9	7	6	9	9	10	10
74	MP	10	9	9	6	6	9	9	0	10
75	Maharashtra	10	10	10	8	6	9	9	0	10
76	Maharashtra	9	10	9	7	6	9	10	0	10
77	Maharashtra	10	10	9	8	6	9	9	0	10
78	Maharashtra	10	10	10	8	6	9	10	10	10
79	Maharashtra	10	9	9	6	6	9	9	0	10
80	Maharashtra	10	9	9	8	6	9	9	10	10
81	Maharashtra	10	10	10	7	6	9	9	0	10
82	Maharashtra	10	10	9	7	6	9	9	10	10
83	Maharashtra	10	10	10	7	6	9	9	0	10
84	Maharashtra	8	8	8	8	6	10	10	10	10
85	Maharashtra	9	10	9	6	6	10	9	0	10
86	Maharashtra	9	10	9	7	6	9	10	10	10
87	Maharashtra	9	10	9	7	6	9	9	0	10
88	Maharashtra	9	10	9	7	6	9	9	0	10
89	Maharashtra	10	10	10	7	6	9	9	0	10
90	Maharashtra	9	9	9	7	6	9	9	10	10
91	Maharashtra	9	9	10	8	6	9	9	0	10
92	Tamil Nadu	9	10	9	7	6	9	10	10	10
93	Tamil Nadu	9	9	9	7	6	9	9	0	10
94	Tamil Nadu	10	10	10	6	6	9	10	10	10
95	Tamil Nadu	0	10	9	6	6	9	9	0	10
96	Tamil Nadu	10	10	10	6	6	9	9	0	10
97	Tamil Nadu	9	9	9	6	6	9	9	0	10
98	Tamil Nadu	9	9	9	6	6	9	9	0	10
99	Tamil Nadu	9	9	9	7	6	9	9	10	10

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Audit			Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	
	Sub-parameters	Internal Audit of academic quality and/or process	External Audit of academic quality and/or process							Internal audit of Administrative procedures and/or processes
Sub-para No.-->	8	9	10	11	12	13	14	15	16	
Sl.No.	CFIs/State									
100	Tamil Nadu	9	10	9	7	6	9	9	10	10
101	Tamil Nadu	9	9	10	6	6	9	9	0	10
102	Tamil Nadu	10	10	10	8	6	9	9	0	10
103	UP	9	9	9	7	6	9	9	0	10
104	UP	10	9	10	6	6	9	9	10	10
105	UP	9	10	10	6	6	9	9	0	10
106	UP	9	9	9	6	6	9	9	0	10
107	UP	10	10	10	7	6	9	9	0	10
108	UP	10	10	9	7	6	9	9	0	10
109	UP	9	9	9	6	6	9	9	10	10
110	UP	10	10	10	7	6	9	9	0	10
111	UP	9	10	9	7	6	9	9	0	10
112	UP	9	10	9	7	6	9	9	2	10
113	Uttarakhand	10	10	10	7	6	9	9	0	10
114	Uttarakhand	10	9	10	7	6	9	9	0	10
115	Uttarakhand	10	9	10	7	6	9	9	10	10
116	Uttarakhand	10	9	10	7	6	10	9	0	10
117	WB	9	9	9	7	6	9	9	10	10
118	WB	9	9	9	8	6	9	9	10	10
119	WB	10	10	9	8	6	9	9	10	10
120	WB	9	9	10	8	6	9	9	10	10
121	WB	9	9	9	7	6	9	9	10	10
122	WB	10	9	9	6	6	9	9	10	10
123	WB	9	10	9	6	6	9	10	10	10
124	WB	9	9	9	7	6	9	9	10	10
125	WB	10	10	10	7	6	9	9	10	10
126	WB	10	10	10	8	6	9	9	10	10
127	WB	10	10	10	8	6	10	10	0	10

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Offering Electives		Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal						
	Offering Electives UG	Offering Electives PG**			Teacher Performance Appraisal by students	Teacher counselling	Teacher Incentives during TEQIP	Offering Service Package	Meritorious/out standing teachers	Awards & Recongnitions	
Sub-para No.--->	17	18	19	20							21
Sl.No.	CFIs/State										
1	CFI	10	10	10	10	10	10	10	6	10	4
2	CFI	9	9	9	9	10	10	10	6	10	2
3	CFI	9	9	9	9	9	10	9	6	8	4
4	CFI	9	9	9	9	9	10	9	6	0	4
5	CFI	9	9	9	9	10	10	4	6	0	4
6	CFI	9	9	9	9	9	10	9	10	10	4
7	CFI	9	10	9	9	10	10	10	6	8	4
8	CFI	9	10	9	9	9	10	9	6	10	4
9	CFI	9	9	9	9	10	0	10	6	0	4
10	CFI	10	10	10	10	9	10	10	10	0	4
11	CFI	9	10	9	9	10	10	10	10	0	4
12	CFI	9	9	9	9	10	10	10	10	10	4
13	CFI	10	10	10	10	10	10	4	6	0	4
14	CFI	10	10	9	9	10	10	4	6	0	4
15	CFI	9	9	9	9	10	10	10	6	10	4
16	CFI	10	10	9	9	10	10	10	10	0	4
17	CFI	9	10	9	9	10	10	10	6	0	4
18	CFI	9	10	9	9	9	10	4	6	0	6
19	AP	9	10	9	9	10	10	9	0	8	6
20	AP	10	9	9	9	10	10	4	0	0	0
21	AP	9	0	9	9	9	10	10	0	8	0
22	AP	9	9	9	9	10	10	4	8	8	0
23	AP	9	9	9	9	9	10	9	0	8	0
24	AP	10	9	0	9	10	10	4	0	0	4
25	AP	9	9	9	9	9	10	9	0	7	2
26	AP	9	9	9	9	9	10	9	8	8	4
27	AP	9	9	9	9	9	10	9	8	8	0
28	AP	10	9	9	9	10	10	9	8	8	2
29	AP	9	9	9	9	9	0	4	0	8	0
30	AP	9	8	8	9	9	9	4	3	6	2
31	Gujarat	9	9	10	10	9	10	4	10	7	2
32	Gujarat	10	0	10	10	10	10	4	0	0	0
33	Gujarat	9	9	9	9	10	10	4	0	0	2

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Offering Electives		Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal						
	Offering Electives UG	Offering Electives PG**			Teacher Performance Appraisal by students	Teacher counselling	Teacher Incentives during TEQIP	Offering Service Package	Meritorious/outstanding teachers	Awards & Recongnitions	
Sub-para No.-->	17	18	19	20							21
Sl.No.	CFIs/State										
34	Gujarat	9	9	9	9	10	10	9	0	0	0
35	Gujarat	10	0	10	9	10	10	4	0	0	0
36	Gujarat	10	9	9	9	10	10	4	0	0	2
37	Haryana	9	10	9	9	10	10	10	0	0	4
38	Haryana	9	0	10	9	10	10	4	0	10	0
39	Haryana	9	10	10	10	10	10	4	0	0	0
40	Haryana	9	10	9	9	10	10	10	10	10	0
41	Haryana	9	10	9	9	10	10	10	0	10	2
42	HP	10	0	9	9	10	10	10	0	0	2
43	HP	10	0	9	9	10	10	10	0	8	0
44	HP	9	0	9	9	10	10	9	0	0	2
45	Jharkhand	9	9	9	9	10	10	10	10	10	2
46	Jharkhand	10	10	9	9	10	10	10	0	0	2
47	Jharkhand	9	0	9	9	10	0	4	0	0	0
48	Jharkhand	9	0	9	9	9	10	9	0	0	0
49	Karnataka	10	10	9	9	9	10	9	0	7	0
50	Karnataka	9	9	9	9	10	10	10	0	10	2
51	Karnataka	9	9	9	9	9	10	4	0	8	0
52	Karnataka	10	10	9	9	10	10	10	8	0	2
53	Karnataka	10	10	9	9	9	10	10	0	10	0
54	Karnataka	10	10	9	9	9	10	4	8	0	0
55	Karnataka	10	10	9	9	9	10	9	10	8	4
56	Karnataka	9	10	9	9	9	10	9	0	8	0
57	Karnataka	9	10	9	9	9	10	10	10	10	2
58	Karnataka	9	10	9	9	9	10	9	0	8	4
59	Karnataka	10	10	9	9	9	10	9	8	10	2
60	Karnataka	9	10	9	9	10	10	10	10	10	2
61	Karnataka	10	10	9	9	10	10	10	10	8	2
62	Karnataka	9	9	9	9	10	10	9	8	8	0
63	Kerala	9	10	9	9	9	10	10	0	10	6
64	Kerala	9	9	9	9	9	10	9	0	9	2
65	Kerala	9	9	9	9	9	10	10	8	7	4
66	Kerala	10	9	9	9	10	10	9	0	0	0

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Offering Electives		Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal						
	Offering Electives UG	Offering Electives PG**			Teacher Performance Appraisal by students	Teacher counselling	Teacher Incentives during TEQIP	Offering Service Package	Meritorious/out standing teachers	Awards & Recongnitions	
Sub-para No.-->	17	18	19	20							21
Sl.No.	CFIs/State										
67	Kerala	9	9	9	9	10	10	9	8	8	0
68	MP	9	9	9	9	10	10	9	0	10	2
69	MP	9	0	9	9	10	10	4	0	0	0
70	MP	9	9	9	9	10	10	10	0	0	4
71	MP	9	9	9	9	10	10	4	0	0	2
72	MP	9	9	9	9	9	10	4	0	8	2
73	MP	9	0	9	9	10	10	4	0	0	2
74	MP	9	9	9	9	10	10	4	0	0	4
75	Maharashtra	9	9	9	9	9	10	10	0	10	4
76	Maharashtra	9	10	9	9	10	10	10	0	9	0
77	Maharashtra	9	9	9	9	9	10	9	10	8	6
78	Maharashtra	10	10	10	10	0	10	4	0	10	0
79	Maharashtra	10	10	9	9	0	10	4	0	0	2
80	Maharashtra	9	0	9	9	10	10	4	0	0	0
81	Maharashtra	9	0	9	9	10	10	10	0	8	0
82	Maharashtra	9	0	9	9	9	10	4	0	0	0
83	Maharashtra	10	9	9	9	10	10	4	0	9	6
84	Maharashtra	10	10	8	9	9	9	7	7	8	8
85	Maharashtra	10	10	10	10	10	10	4	10	0	0
86	Maharashtra	9	10	9	9	9	10	10	0	9	8
87	Maharashtra	9	9	9	9	9	10	9	8	8	4
88	Maharashtra	10	10	9	9	10	10	10	10	10	2
89	Maharashtra	9	9	9	9	9	10	10	10	8	4
90	Maharashtra	9	10	9	9	10	10	9	0	0	0
91	Maharashtra	10	9	10	10	10	10	10	0	7	6
92	Tamil Nadu	9	9	9	9	9	10	9	8	10	4
93	Tamil Nadu	9	9	9	9	9	10	9	0	10	0
94	Tamil Nadu	9	9	9	9	9	10	4	8	10	2
95	Tamil Nadu	10	0	9	9	10	10	4	0	10	0
96	Tamil Nadu	9	0	9	9	9	10	10	0	0	2
97	Tamil Nadu	9	10	9	9	9	10	4	0	0	0
98	Tamil Nadu	9	9	9	9	10	10	9	8	10	0
99	Tamil Nadu	9	9	9	9	9	10	9	8	10	2

Parameters	Offering Electives		Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal						
	Offering Electives UG	Offering Electives PG**			Teacher Performance Appraisal by students	Teacher counselling	Teacher Incentives during TEQIP	Offering Service Package	Meritorious/out standing teachers	Awards & Recongnitions	
Sub-para No.-->	17	18	19	20							21
Sl.No.	CFIs/State										
100	Tamil Nadu	9	9	9	9	9	10	4	0	0	2
101	Tamil Nadu	9	9	9	9	9	10	10	0	10	0
102	Tamil Nadu	9	0	9	9	9	10	10	0	0	0
103	UP	9	9	9	9	9	10	4	0	7	0
104	UP	10	0	9	9	10	10	4	0	0	2
105	UP	9	9	9	9	9	10	9	0	10	0
106	UP	9	9	9	9	10	10	4	0	0	0
107	UP	9	9	9	9	9	10	9	0	8	0
108	UP	9	9	9	9	9	10	10	8	10	0
109	UP	10	9	9	9	10	10	10	10	10	2
110	UP	9	9	9	9	9	10	9	10	10	0
111	UP	9	9	10	10	10	10	4	0	0	0
112	UP	9	9	9	9	9	10	7	3	6	0
113	Uttarakhand	9	9	9	9	9	10	9	8	8	4
114	Uttarakhand	9	9	9	9	9	10	10	0	8	2
115	Uttarakhand	9	9	9	9	9	10	9	0	8	6
116	Uttarakhand	10	0	10	9	10	10	10	0	10	2
117	WB	9	9	9	9	10	10	10	10	10	0
118	WB	9	9	9	9	10	0	9	8	8	0
119	WB	9	9	9	9	10	10	10	8	10	0
120	WB	9	9	9	9	10	10	10	8	10	2
121	WB	9	9	9	9	9	10	10	10	10	2
122	WB	9	9	9	9	9	10	9	8	8	2
123	WB	9	9	9	9	10	10	9	0	0	6
124	WB	9	9	9	9	10	10	10	8	10	0
125	WB	9	9	9	9	10	10	10	10	10	0
126	WB	9	9	9	9	9	10	9	8	8	2
127	WB	10	10	10	10	10	10	10	8	8	0

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Autonomy				Block Grant *	Internal Revenue - Retention	Decision Making			Participation of Stakeholders	
	Autonomy - Academic	Autonomy - Administrative	Autonomy - Financial	Autonomy - Managerial			Policy Decisions	Administrative Decisions	Financial Powers		
	27	28	29	30			31	32	33		34
Sl.No.	CFIs/State										
1	CFI	10	9	10	10	0	6	8	10	10	10
2	CFI	10	9	10	10	0	6	8	10	10	10
3	CFI	10	9	10	10	0	5	8	10	10	10
4	CFI	10	9	10	10	0	6	8	10	10	10
5	CFI	10	9	10	10	0	6	8	10	10	10
6	CFI	10	9	10	10	0	6	8	10	10	10
7	CFI	10	9	10	10	0	6	8	10	10	10
8	CFI	10	9	10	10	0	6	8	10	10	10
9	CFI	10	9	10	10	0	6	8	10	10	10
10	CFI	10	9	10	10	0	9	8	10	10	10
11	CFI	10	9	10	10	0	6	8	10	10	10
12	CFI	10	9	10	10	0	6	8	10	10	10
13	CFI	10	9	10	10	0	6	8	10	10	10
14	CFI	10	9	10	10	0	6	8	10	10	10
15	CFI	10	9	10	10	0	6	8	10	10	10
16	CFI	10	9	10	10	0	9	8	10	10	10
17	CFI	10	9	10	10	0	6	8	10	10	10
18	CFI	10	9	10	10	0	6	8	10	10	10
19	AP	10	10	10	10	10	6	10	10	7	9
20	AP	10	5	10	10	0	6	5	5	5	10
21	AP	10	5	5	10	0	6	10	10	5	10
22	AP	10	5	5	10	10	6	5	10	7	10
23	AP	10	10	10	10	5	6	10	10	5	10
24	AP	10	5	5	10	10	6	5	10	5	10
25	AP	10	5	10	10	10	6	10	10	10	10
26	AP	5	10	10	10	5	6	10	10	10	9
27	AP	5	10	10	10	0	6	10	10	10	10
28	AP	10	5	5	10	0	6	10	10	5	10
29	AP	10	5	10	10	10	6	10	10	7	9
30	AP	9	7	8	10	0	6	9	10	7	9
31	Gujarat	10	5	10	10	0	6	5	10	10	9
32	Gujarat	8	5	10	10	0	6	5	5	8	10
33	Gujarat	8	5	10	10	0	6	10	10	8	10

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Autonomy				Block Grant *	Internal Revenue - Retention	Decision Making			Participation of Stakeholders	
	Autonomy - Academic	Autonomy - Administrative	Autonomy - Financial	Autonomy - Managerial			Policy Decisions	Administrative Decisions	Financial Powers		
	27	28	29	30			31	32	33		34
Sl.No.	CFIs/State										
34	Gujarat	8	5	10	10	0	7	10	10	5	10
35	Gujarat	8	5	10	10	0	6	5	5	7	10
36	Gujarat	8	5	10	10	0	7	5	10	5	10
37	Haryana	10	10	10	10	10	6	10	10	5	10
38	Haryana	10	10	10	10	10	6	5	0	10	10
39	Haryana	10	10	10	10	0	6	10	10	7	10
40	Haryana	10	10	10	10	10	6	10	10	7	9
41	Haryana	10	10	10	10	10	6	10	10	10	10
42	HP	5	5	5	5	0	6	10	5	5	9
43	HP	5	5	5	5	5	6	5	10	5	9
44	HP	5	5	5	5	0	6	5	5	5	10
45	Jharkhand	10	10	10	5	5	6	5	10	10	10
46	Jharkhand	10	10	5	5	0	6	10	10	10	9
47	Jharkhand	5	5	10	10	10	6	10	10	5	9
48	Jharkhand	5	5	5	5	0	6	10	10	10	9
49	Karnataka	10	10	5	10	0	6	10	10	10	10
50	Karnataka	5	5	5	10	0	6	5	5	7	10
51	Karnataka	5	5	10	10	0	6	10	10	7	10
52	Karnataka	10	5	5	10	0	6	10	10	5	10
53	Karnataka	10	10	10	10	0	6	10	10	10	10
54	Karnataka	10	10	10	10	0	6	10	10	10	10
55	Karnataka	10	10	10	10	0	7	10	10	10	10
56	Karnataka	10	10	10	10	0	6	10	10	10	9
57	Karnataka	10	10	5	10	0	6	10	10	5	10
58	Karnataka	10	10	10	10	0	6	10	10	10	10
59	Karnataka	10	10	10	10	0	6	10	10	10	9
60	Karnataka	10	10	10	10	0	6	10	10	10	9
61	Karnataka	10	10	5	10	5	6	10	5	5	10
62	Karnataka	10	10	10	10	10	6	10	10	10	10
63	Kerala	5	5	5	10	0	6	10	10	10	10
64	Kerala	5	5	10	10	0	6	5	10	5	9
65	Kerala	5	8	10	10	0	6	10	5	10	10
66	Kerala	5	10	10	10	0	6	10	10	5	9

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Autonomy				Block Grant *	Internal Revenue - Retention	Decision Making			Participation of Stakeholders	
	Autonomy - Academic	Autonomy - Administrative	Autonomy - Financial	Autonomy - Managerial			Policy Decisions	Administrative Decisions	Financial Powers		
	27	28	29	30			31	32	33		34
Sl.No.	CFIs/State										
67	Kerala	5	10	10	10	0	6	5	10	7	9
68	MP	5	10	10	10	5	6	10	10	5	9
69	MP	5	5	10	10	5	6	5	5	5	10
70	MP	5	5	10	10	5	6	5	0	5	10
71	MP	5	5	5	5	10	6	10	10	7	10
72	MP	10	10	10	10	10	6	10	10	10	10
73	MP	5	5	10	10	0	6	5	5	7	10
74	MP	5	5	10	10	5	6	10	10	5	10
75	Maharashtra	5	10	10	10	0	6	10	10	10	9
76	Maharashtra	10	10	10	10	10	7	10	10	10	10
77	Maharashtra	5	10	10	10	0	6	10	10	10	10
78	Maharashtra	10	5	5	5	0	6	10	10	5	10
79	Maharashtra	10	5	5	5	0	6	5	5	0	9
80	Maharashtra	10	5	5	10	0	6	10	5	5	9
81	Maharashtra	10	5	5	10	0	7	5	5	7	9
82	Maharashtra	10	5	5	10	0	6	5	5	5	10
83	Maharashtra	5	10	10	10	0	5	10	10	10	9
84	Maharashtra	10	10	10	10	10	10	9	9	9	8
85	Maharashtra	10	10	10	10	10	6	10	10	10	10
86	Maharashtra	10	10	10	10	10	6	5	10	10	10
87	Maharashtra	5	10	10	10	0	6	10	10	7	9
88	Maharashtra	10	10	10	10	10	6	10	10	10	9
89	Maharashtra	10	10	10	10	0	6	10	10	10	10
90	Maharashtra	10	10	10	10	10	6	10	10	10	10
91	Maharashtra	5	10	10	10	0	6	10	10	7	10
92	Tamil Nadu	10	5	5	5	0	6	10	10	10	10
93	Tamil Nadu	5	5	5	5	0	6	5	5	10	10
94	Tamil Nadu	10	5	5	5	10	6	10	10	10	9
95	Tamil Nadu	5	5	5	10	0	6	5	10	5	9
96	Tamil Nadu	10	5	5	5	0	6	5	10	5	9
97	Tamil Nadu	5	5	3	5	0	6	10	10	5	9
98	Tamil Nadu	5	5	5	5	0	6	5	5	5	9
99	Tamil Nadu	10	5	5	5	10	6	10	10	10	9

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Autonomy				Block Grant *	Internal Revenue - Retention	Decision Making			Participation of Stakeholders
	Autonomy - Academic	Autonomy - Administrative	Autonomy - Financial	Autonomy - Managerial			Policy Decisions	Administrative Decisions	Financial Powers	
Sub-para No.-->	27	28	29	30	31	32	33	34	35	36
Sl.No.	CFIs/State									
100	Tamil Nadu	10	5	5	5	5	6	5	10	10
101	Tamil Nadu	5	5	5	5	0	6	5	5	5
102	Tamil Nadu	10	10	5	10	0	6	5	5	8
103	UP	10	10	10	10	0	6	10	10	10
104	UP	5	10	10	10	0	6	10	10	10
105	UP	10	10	10	10	5	6	10	10	10
106	UP	5	10	10	10	5	6	5	5	5
107	UP	10	10	10	10	0	6	10	10	10
108	UP	5	10	10	10	5	6	10	10	7
109	UP	5	10	10	10	10	6	5	10	10
110	UP	5	10	10	10	0	6	10	10	10
111	UP	10	10	10	10	0	6	5	10	10
112	UP	7	10	10	10	5	6	8	9	9
113	Uttarakhand	5	10	10	10	0	6	10	10	10
114	Uttarakhand	5	10	10	10	10	6	10	10	10
115	Uttarakhand	10	10	10	10	10	6	10	10	7
116	Uttarakhand	5	5	10	10	0	6	10	10	7
117	WB	5	10	10	10	0	7	10	10	10
118	WB	10	10	10	10	10	9	10	10	5
119	WB	5	10	10	10	10	6	5	5	7
120	WB	5	10	10	10	10	7	5	5	5
121	WB	5	10	10	10	0	7	10	10	10
122	WB	5	10	10	10	0	6	10	10	10
123	WB	10	10	10	10	10	6	10	10	10
124	WB	5	10	10	10	10	7	5	5	5
125	WB	5	10	10	10	10	7	5	5	5
126	WB	5	10	10	10	0	9	10	10	10
127	WB	10	10	10	10	10	6	10	10	10

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Management Capacity Development	Faculty Profile		Accreditation		Revision/reorientation & Restructuring of Programmes		Tribal Development Plan			Faculty Training		
		Regular	Contractual	UG	PG**	UG	PG**	SC	ST	OBC	Training Need Analysis	Faculty sent for Training	
		37	38	39	40	41	42	43	44	45	46	47	48
Sl.No.	CFIs/State												
1	CFI	8	7	3	8	8	10	8	4	4	8	10	8
2	CFI	0	0	10	10	8	8	8	4	4	4		6
3	CFI	6	7	3	8	8	10	10	6	5	7	10	6
4	CFI	5	7	3	10	8	10	10	4	4	4	10	6
5	CFI	6	6	4	10	10	8	8	4	4	4	10	6
6	CFI	6	0	10	10	10	10	10	4	4	4	10	6
7	CFI	1	7	3	10	10	10	8	8	8	8	10	7
8	CFI	10	8	2	10	8	8	8	4	4	4	10	6
9	CFI	3	0	10	8	8	10	10	4	4	6	10	8
10	CFI	2	6	4	10	8	8	10	8	8	8	10	6
11	CFI	7	6	4	8	8	10	8	4	4	4	10	6
12	CFI	3	7	3	9	9	10	10	8	7	8	10	9
13	CFI	9	0	10	10	8	10	10	4	4	4	10	6
14	CFI	6	7	3	8	8	10	8	4	4	4	10	7
15	CFI	8	7	3	8	8	10	10	7	4	8	10	6
16	CFI	8	7	3	10	9	10	8	8	8	8	10	9
17	CFI	10	7	3	10	8	10	8	7	7	7	10	9
18	CFI	0	0	10	8	8	8	8	4	5	4	10	6
19	AP	4	7	3	9	10	10	10	7	8	8	10	6
20	AP	5	6	4	10	8	10	8	8	8	7	10	10
21	AP	4	7	3	10	10	10	0	8	8	8	10	7
22	AP	4	6	4	8	8	10	10	7	7	8	10	6
23	AP	4	6	4	10	10	10	10	6	7	8	10	6
24	AP	8	5	5	8	8	8	10	4	4	8	10	7
25	AP	5	5	5	10	10	10	8	4	4	8	10	8
26	AP	4	6	4	10	10	10	10	5	4	7	10	6
27	AP	4	9	1	9	0	10	8	8	8	8	10	7
28	AP	4	7	3	10	10	10	10	6	7	7	10	6
29	AP	4	5	5	10	10	8	10	6	4	6		8
30	AP	5	6	4	9	9	10	9	6	6	8	10	7
31	Gujarat	2	0	10	8	0	10	8	4	6	4	10	18
32	Gujarat	4	6	4	8	0	10	0	6	4	4	10	6
33	Gujarat	4	5	5	5	0	10	8	7	7	7	10	6

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Management Capacity Development	Faculty Profile		Accreditation		Revision/reorientation & Restructuring of Programmes		Tribal Development Plan			Faculty Training		
		Regular	Contractual	UG	PG**	UG	PG**	SC	ST	OBC	Training Need Analysis	Faculty sent for Training	
Sub-para No.-->	37	38	39	40	41	42	43	44	45	46	47	48	
Sl.No.	CFIs/State												
34	Gujarat	8	0	10	5	0	10	8	8	8	8	10	9
35	Gujarat	4	0	10	6	0	8	0	5	6	5	10	8
36	Gujarat	10	0	10	10	0	10	10	6	8	7	10	10
37	Haryana	4	7	3	5	0	8	8	4	4	5	10	6
38	Haryana	6	6	4	10	0	10	0	8	4	8	10	10
39	Haryana	4	7	3	5	5	10	10	8	4	5	10	6
40	Haryana	4	7	3	10	3	10	8	5	4	4	10	8
41	Haryana	8	8	2	5	0	10	10	8	4	8	10	7
42	HP	4	0	10	10	0	10	0	7	7	7	10	6
43	HP	10	6	4	7	0	8	0	8	8	5	10	10
44	HP	8	6	4	10	0	10	0	8	7	8	10	10
45	Jharkhand	7	6	4	10	8	10	8	4	4	4	10	6
46	Jharkhand	4	3	7	10	0	10	10	4	4	4	10	9
47	Jharkhand	7	6	4	5	0	10	0	4	4	4	10	6
48	Jharkhand	4	0	10	5	0	8	0	7	7	8	10	6
49	Karnataka	7	7	3	8	0	10	8	8	4	4	10	6
50	Karnataka	4	7	3	8	8	10	8	4	4	4	10	6
51	Karnataka	4	6	4	7	7	10	8	5	7	4	10	6
52	Karnataka	5	6	4	9	0	10	8	4	4	5	10	6
53	Karnataka	4	7	3	8	8	10	10	7	6	4	10	6
54	Karnataka	4	6	4	8	0	10	10	4	4	4	10	6
55	Karnataka	4	6	4	9	6	10	10	4	4	6	10	10
56	Karnataka	5	6	4	10	0	10	10	6	5	6	10	9
57	Karnataka	4	6	4	10	10	10	8	8	6	4	10	6
58	Karnataka	4	7	3	6	6	8	8	7	5	8	10	10
59	Karnataka	6	6	4	6	6	10	10	7	7	7	10	6
60	Karnataka	4	6	4	6	0	10	8	8	8	8	10	6
61	Karnataka	7	7	3	6	0	10	8	7	7	7	10	6
62	Karnataka	4	6	4	10	10	10	10	5	4	5	10	6
63	Kerala	4	6	4	10	10	10	10	7	8	6	10	9
64	Kerala	4	6	4	10	0	10	8	6	4	4	10	6
65	Kerala	7	7	3	5	0	10	8	7	8	8	10	9
66	Kerala	4	5	5	7	0	10	8	6	6	7	10	8

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Management Capacity Development	Faculty Profile		Accreditation		Revision/reorientation & Restructuring of Programmes		Tribal Development Plan			Faculty Training		
		Regular	Contractual	UG	PG**	UG	PG**	SC	ST	OBC	Training Need Analysis	Faculty sent for Training	
Sub-para No.-->	37	38	39	40	41	42	43	44	45	46	47	48	
Sl.No.	CFIs/State												
67	Kerala	4	8	2	6	0	8	8	6	4	4	10	9
68	MP	4	7	3	6	0	10	10	5	5	6	10	6
69	MP	4	0	10	4	0	0	0	5	5	4	10	6
70	MP	4	9	1	7	0	10	8	4	4	4	10	6
71	MP	6	5	5	5	0	10	8	5	6	6	10	6
72	MP	4	5	5	10	4	10	10	7	7	8	10	6
73	MP	5	10	0	10	0	8	0	8	8	8	10	9
74	MP	4	6	4	5	0	8	8	4	4	4	10	10
75	Maharashtra	4	10	0	7	0	10	10	5	8	4	10	7
76	Maharashtra	4	6	4	7	0	10	8	6	8	6	10	7
77	Maharashtra	8	8	2	9	0	8	8	8	8	8	10	6
78	Maharashtra	5	6	4	5	0	10	10	7	4	4	10	7
79	Maharashtra	10	7	3	10	10	10	8	7	4	8	10	8
80	Maharashtra	8	6	4	7	0	10	0	8	8	8	10	6
81	Maharashtra	7	6	4	5	0	0	0	5	6	6	10	6
82	Maharashtra	8	7	3	5	0	10	0	8	8	8	10	6
83	Maharashtra	8	6	4	10	0	10	8	6	4	4	10	9
84	Maharashtra	9	9	1	9	9	9	9	6	6	6	8	8
85	Maharashtra	6	6	4	10	0	10	10	7	7	7	10	7
86	Maharashtra	9	8	2	5	0	10	10	7	7	7	10	8
87	Maharashtra	4	7	3	8	0	10	0	4	4	4	10	6
88	Maharashtra	8	10	0	6	0	10	10	8	8	8	10	6
89	Maharashtra	9	6	4	10	7	10	10	4	4	4	10	6
90	Maharashtra	7	8	2	7	0	10	8	8	8	8	10	10
91	Maharashtra	7	7	3	5	0	8	8	6	8	8	10	9
92	Tamil Nadu	4	5	5	10	8	8	8	4	4	4	10	6
93	Tamil Nadu	6	6	4	6	0	8	8	8	6	8	10	6
94	Tamil Nadu	4	8	2	7	10	10	10	8	8	5	10	6
95	Tamil Nadu	9	10	0	0	0	10	0	7	4	8	10	6
96	Tamil Nadu	5	10	0	10	0	10	0	8	6	4	10	6
97	Tamil Nadu	4	10	0	5	0	8	8	4	6	4	10	6
98	Tamil Nadu	7	6	4	6	0	10	10	8	8	8	10	6
99	Tamil Nadu	4	8	2	8	8	10	8	8	6	8	10	6

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Management Capacity Development	Faculty Profile		Accreditation		Revision/reorientation & Restructuring of Programmes		Tribal Development Plan			Faculty Training		
		Regular	Contractual	UG	PG**	UG	PG**	SC	ST	OBC	Training Need Analysis	Faculty sent for Training	
Sub-parameters													
Sub-para No.-->	37	38	39	40	41	42	43	44	45	46	47	48	
Sl.No.	CFIs/State												
100	Tamil Nadu	7	8	2	10	10	8	8	8	5	4	10	6
101	Tamil Nadu	8	6	4	7	0	10	10	8	7	8	10	6
102	Tamil Nadu	7	0	10	10	0	10	0	7	6	6	10	6
103	UP	4	6	4	10	0	10	8	4	4	4	10	7
104	UP	4	6	4	10	0	10	0	4	4	4	10	6
105	UP	4	8	2	9	0	10	8	4	4	4	10	6
106	UP	4	9	1	5	0	8	8	4	4	4	0	6
107	UP	4	7	3	8	0	10	10	8	6	8	10	8
108	UP	5	6	4	10	0	10	10	7	7	4	10	6
109	UP	4	5	5	8	0	10	8	6	6	6	10	9
110	UP	7	8	2	5	0	10	8	6	4	4	10	6
111	UP	7	6	4	10	0	10	10	6	6	6	10	6
112	UP	5	7	3	8	0	10	8	5	5	5	9	7
113	Uttarakhand	9	7	3	8	0	10	10	4	4	4	10	6
114	Uttarakhand	9	8	2	10	0	10	10	4	4	4	10	7
115	Uttarakhand	9	7	3	10	10	10	10	4	5	4	10	6
116	Uttarakhand	4	5	5	5	0	10	0	4	4	4	10	10
117	WB	4	6	4	10	0	10	8	6	6	6	10	6
118	WB	4	6	4	8	8	10	10	7	8	8	10	6
119	WB	6	7	3	9	0	8	8	6	6	4	10	6
120	WB	6	6	4	5	0	8	8	7	8	6	10	10
121	WB	4	8	2	8	0	10	8	8	8	6	10	6
122	WB	5	6	4	10	0	10	8	4	4	4	10	6
123	WB	4	0	10	10	10	10	10	8	8	4	10	6
124	WB	4	6	4	5	0	10	8	7	8	4	10	6
125	WB	4	7	3	5	0	10	10	7	8	4	10	9
126	WB	5	7	3	8	0	10	10	4	4	4	10	8
127	WB	6	6	4	10	10	10	10	8	8	4	10	6

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty	R & D Projects by Faculty	
Sub-parameters									
Sub-para No.-->	49	50	51	52	53	54	55	56	
Sl.No.	CFIs/State								
1	CFI	9	5	10	0	9	6	9	0
2	CFI	6	4	4	6	0	6	0	1
3	CFI	5	0	6	8	9	9	8	0
4	CFI	8	5	5	7	4	8	9	5
5	CFI	6	10	10	7	8	7	5	5
6	CFI	6	9	10	5	9	7	5	4
7	CFI	8	4	8	9	10	8	8	0
8	CFI	10	7	8	4	4	8	8	4
9	CFI	0	4	4	4	4	8	0	0
10	CFI	7	9	10	8	8	9	9	6
11	CFI	7	4	4	4	4	6	7	0
12	CFI	7	4	4	4	4	6	6	0
13	CFI	0	10	4	10	7	6	0	0
14	CFI	0	0	0	0	0	6	0	0
15	CFI	8	6	5	4	10	6	4	6
16	CFI	7	4	4	4	4	8	4	0
17	CFI	6	0	0	0	7	6	4	3
18	CFI	0	10	10	9	7	6	10	0
19	AP	9	8	9	1	1	6	5	0
20	AP	0	9	9	10	6	6	10	0
21	AP	0	7	7	7	7	7	10	2
22	AP	10	5	3	6	3	9	9	0
23	AP	8	4	3	8	8	6	10	0
24	AP	0	10	10	10	10	9	10	7
25	AP	0	6	5	3	2	8	5	4
26	AP	0	6	2	7	6	8	10	0
27	AP	10	7	5	4	2	6	10	2
28	AP	7	6	0	3	1	7	0	3
29	AP	5	8	6	2	2	9	4	3
30	AP	4	7	5	6	4	7	8	2
31	Gujarat	0	7	6	4	3	6	4	0
32	Gujarat	0	0	0	9	5	6	4	2
33	Gujarat	9	5	6	4	3	5	0	0

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty	R & D Projects by Faculty	
Sub-parameters									
Sub-para No.-->	49	50	51	52	53	54	55	56	
Sl.No.	CFIs/State								
34	Gujarat	8	2	0	10	10	6	0	0
35	Gujarat	9	0	0	6	8	6	4	0
36	Gujarat	0	4	6	1	10	6	4	3
37	Haryana	5	4	0	3	4	6	6	0
38	Haryana	0	4	2	6	2	6	0	9
39	Haryana	10	2	2	0	0	6	4	1
40	Haryana	8	4	3	10	10	6	4	0
41	Haryana	10	7	7	9	8	10	7	2
42	HP	0	8	7	10	10	8	8	0
43	HP	0	10	8	2	2	10	0	0
44	HP	0	8	6	8	8	9	0	0
45	Jharkhand	8	2	6	3	10	6	4	1
46	Jharkhand	0	0	0	2	3	6	0	0
47	Jharkhand	0	6	0	10	8	6	0	0
48	Jharkhand	0	5	5	0	0	6	0	0
49	Karnataka	10	2	2	1	1	6	5	0
50	Karnataka	8	0	10	5	8	6	4	0
51	Karnataka	7	5	4	7	2	6	0	6
52	Karnataka	7	4	2	0	0	6	0	2
53	Karnataka	7	2	0	2	2	6	9	4
54	Karnataka	5	8	8	9	8	7	10	4
55	Karnataka	7	5	9	3	9	6	4	2
56	Karnataka	8	6	4	6	5	6	4	0
57	Karnataka	7	2	6	0	0	7	6	0
58	Karnataka	0	5	7	6	10	6	5	5
59	Karnataka	10	5	7	10	6	9	10	7
60	Karnataka	10	10	10	8	8	10	9	6
61	Karnataka	8	6	6	8	6	6	7	6
62	Karnataka	6	4	4	1	1	6	5	0
63	Kerala	0	10	10	4	7	8	5	0
64	Kerala	9	7	7	9	7	6	10	0
65	Kerala	10	9	3	9	4	6	9	0
66	Kerala	10	6	9	4	6	7	9	0

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty	R & D Projects by Faculty	
Sub-parameters									
Sub-para No.-->	49	50	51	52	53	54	55	56	
Sl.No.	CFIs/State								
67	Kerala	8	6	3	8	6	6	0	0
68	MP	0	4	6	3	2	7	6	0
69	MP	0	6	3	3	3	6	0	0
70	MP	10	7	4	8	2	6	7	6
71	MP	7	0	0	10	0	6	8	0
72	MP	0	4	4	3	4	6	6	0
73	MP	8	4	2	5	1	6	0	0
74	MP	5	6	9	9	6	6	10	6
75	Maharashtra	0	6	3	2	1	6	4	0
76	Maharashtra	8	8	0	3	2	6	7	5
77	Maharashtra	10	5	5	10	4	6	10	4
78	Maharashtra	7	8	9	9	7	7	8	5
79	Maharashtra	7	4	2	3	5	6	5	0
80	Maharashtra	0	0	0	8	7	6	0	0
81	Maharashtra	0	6	4	2	1	6	0	0
82	Maharashtra	0	5	0	8	6	6	0	0
83	Maharashtra	6	5	4	1	1	6	4	0
84	Maharashtra	2	7	8	7	8	7	8	7
85	Maharashtra	10	2	3	6	4	6	7	1
86	Maharashtra	6	7	7	6	5	8	9	0
87	Maharashtra	0	7	6	4	4	6	7	0
88	Maharashtra	9	2	2	6	6	6	0	0
89	Maharashtra	7	8	8	5	1	6	0	0
90	Maharashtra	5	6	7	7	7	9	9	9
91	Maharashtra	10	2	2	3	2	6	4	2
92	Tamil Nadu	0	10	10	9	6	6	10	10
93	Tamil Nadu	0	7	8	10	10	6	7	0
94	Tamil Nadu	0	8	10	1	2	6	7	2
95	Tamil Nadu	0	5	7	9	8	6	0	0
96	Tamil Nadu	0	8	6	4	3	6	0	0
97	Tamil Nadu	0	4	5	1	2	6	7	3
98	Tamil Nadu	6	9	8	3	5	6	0	0
99	Tamil Nadu	7	2	3	2	7	10	10	6

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty	R & D Projects by Faculty	
Sub-parameters									
Sub-para No.-->	49	50	51	52	53	54	55	56	
Sl.No.	CFIs/State								
100	Tamil Nadu	6	8	5	2	1	7	9	4
101	Tamil Nadu	10	8	7	8	7	7	10	0
102	Tamil Nadu	0	5	5	4	7	6	0	0
103	UP	0	7	7	9	9	6	10	0
104	UP	0	0	0	6	1	6	0	0
105	UP	0	4	4	3	2	6	4	3
106	UP	0	0	0	0	0	6	0	0
107	UP	0	9	10	8	7	9	9	0
108	UP	6	7	6	6	8	10	4	4
109	UP	0	2	2	0	0	6	4	0
110	UP	10	5	3	2	1	8	4	1
111	UP	0	0	0	2	7	10	0	0
112	UP	2	4	4	4	4	7	4	1
113	Uttarakhand	10	2	4	1	6	6	0	0
114	Uttarakhand	8	8	7	4	9	7	0	0
115	Uttarakhand	8	0	8	9	6	8	0	0
116	Uttarakhand	0	10	6	10	5	7	5	0
117	WB	5	2	2	10	6	6	5	1
118	WB	7	2	3	2	1	6	4	2
119	WB	0	0	0	6	1	7	9	9
120	WB	0	10	8	10	7	9	8	9
121	WB	9	6	0	1	3	6	10	1
122	WB	0	9	9	8	5	8	7	5
123	WB	5	6	8	4	7	6	9	3
124	WB	0	5	2	10	9	6	9	7
125	WB	0	7	3	4	3	5	10	5
126	WB	9	2	2	10	3	6	8	1
127	WB	5	10	10	7	6	10	8	5

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Specialised Training programs for other Inst.	Community persons visiting Inst	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	
Sub-parameters								
Sub-para No.-->	57	58	59	60	61	62	63	
Sl.No.	CFIs/State							
1	CFI	0	4	4	6	4	7	10
2	CFI	2	4	4	4	4	7	6
3	CFI	8	5	7	4	7	4	10
4	CFI	7	4	5	6	7	4	10
5	CFI	5	7	5	6	7	7	10
6	CFI	7	7	6	7	5	4	10
7	CFI	6	6	5	7	5	4	10
8	CFI	6	7	7	4	4	7	6
9	CFI	4	4	4	4	4	5	6
10	CFI	4	6	4	4	6	4	10
11	CFI	6	4	4	4	7	4	8
12	CFI	0	7	7	5	6	4	10
13	CFI	3	7	7	4	5	4	10
14	CFI	0	4	4	4	4	4	6
15	CFI	4	4	6	6	4	4	10
16	CFI	8	4	4	4	4	4	6
17	CFI	9	6	5	4	5	4	10
18	CFI	8	5	6	7	7	6	10
19	AP	1	10	6	9	7	0	10
20	AP	8	4	7	8	4	9	10
21	AP	4	9	10	10	4	0	8
22	AP	4	4	4	4	4	0	10
23	AP	6	6	4	4	4	0	10
24	AP	8	10	10	10	4	10	8
25	AP	7	4	7	8	9	9	4
26	AP	10	4	4	4	4	6	10
27	AP	7	4	5	5	4	0	10
28	AP	0	7	4	5	4	0	8
29	AP	7	5	6	5	7	7	4
30	AP	6	6	6	7	5	4	8
31	Gujarat	7	10	6	4	5	0	4
32	Gujarat	7	4	4	4	4	0	4
33	Gujarat	5	4	5	4	5	7	4

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Specialised Training programs for other Inst.	Community persons visiting Inst	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	
Sub-parameters								
Sub-para No.-->	57	58	59	60	61	62	63	
Sl.No.	CFIs/State							
34	Gujarat	4	4	6	6	4	0	10
35	Gujarat	1	4	8	4	4	0	4
36	Gujarat	3	4	4	4	5	5	10
37	Haryana	8	4	4	4	6	8	10
38	Haryana	7	4	5	4	4	0	8
39	Haryana	0	4	4	4	5	5	4
40	Haryana	1	4	4	4	4	2	10
41	Haryana	2	6	7	8	4	10	10
42	HP	9	9	4	10	8	0	10
43	HP	8	8	9	9	4	10	10
44	HP	8	9	8	9	8	9	10
45	Jharkhand	4	4	4	4	8	6	10
46	Jharkhand	0	4	4	8	4	3	10
47	Jharkhand	8	4	4	5	4	10	4
48	Jharkhand	0	4	8	4	4	0	10
49	Karnataka	7	4	4	4	5	0	8
50	Karnataka	5	4	6	8	4	4	10
51	Karnataka	5	4	5	6	4	8	10
52	Karnataka	6	4	4	4	4	4	10
53	Karnataka	4	4	4	4	5	0	10
54	Karnataka	7	9	4	7	7	6	8
55	Karnataka	10	9	7	9	8	6	10
56	Karnataka	5	4	10	4	4	3	10
57	Karnataka	2	4	5	6	5	0	10
58	Karnataka	5	4	4	7	6	0	10
59	Karnataka	4	4	4	4	7	1	4
60	Karnataka	9	9	9	9	4	7	10
61	Karnataka	10	6	4	5	9	6	10
62	Karnataka	1	7	4	8	4	6	4
63	Kerala	10	8	7	6	4	3	10
64	Kerala	9	6	5	7	9	0	4
65	Kerala	0	7	4	7	4	0	10
66	Kerala	8	6	4	4	7	9	10

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Specialised Training programs for other Inst.	Community persons visiting Inst	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	
Sub-parameters								
Sub-para No.-->	57	58	59	60	61	62	63	
Sl.No.	CFIs/State							
67	Kerala	7	7	4	4	6	5	10
68	MP	6	5	9	9	4	8	4
69	MP	6	8	10	10	6	8	10
70	MP	3	5	4	7	5	8	10
71	MP	4	5	7	8	7	9	4
72	MP	5	4	4	7	7	2	10
73	MP	3	8	4	4	4	0	10
74	MP	8	7	7	5	4	0	10
75	Maharashtra	7	4	4	7	5	8	10
76	Maharashtra	1	5	8	6	9	0	10
77	Maharashtra	9	6	6	4	10	6	10
78	Maharashtra	2	10	8	8	7	6	10
79	Maharashtra	8	4	9	10	4	0	10
80	Maharashtra	6	5	4	4	5	7	10
81	Maharashtra	5	5	5	7	4	8	10
82	Maharashtra	3	4	5	4	4	8	6
83	Maharashtra	1	9	7	6	4	8	10
84	Maharashtra	8	7	8	7	7	8	7
85	Maharashtra	7	4	4	4	4	2	10
86	Maharashtra	7	9	7	10	6	7	10
87	Maharashtra	3	4	6	4	4	0	4
88	Maharashtra	5	6	7	6	7	0	6
89	Maharashtra	7	4	4	4	4	0	8
90	Maharashtra	10	7	8	10	7	9	10
91	Maharashtra	3	4	4	4	4	0	10
92	Tamil Nadu	10	10	4	4	4	6	10
93	Tamil Nadu	7	4	4	4	4	0	10
94	Tamil Nadu	2	4	4	4	5	0	10
95	Tamil Nadu	0	9	5	5	4	3	8
96	Tamil Nadu	8	4	4	4	9	7	10
97	Tamil Nadu	3	4	4	4	4	9	10
98	Tamil Nadu	0	4	4	4	4	10	10
99	Tamil Nadu	10	5	4	4	8	7	8

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Specialised Training programs for other Inst.	Community persons visiting Inst	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	
Sub-parameters								
Sub-para No.-->	57	58	59	60	61	62	63	
Sl.No.	CFIs/State							
100	Tamil Nadu	2	4	4	4	5	3	10
101	Tamil Nadu	9	7	9	9	8	8	10
102	Tamil Nadu	6	6	8	7	6	8	8
103	UP	6	7	7	9	8	0	10
104	UP	6	10	10	4	4	7	8
105	UP	6	9	9	9	9	0	10
106	UP	4	4	4	4	4	0	4
107	UP	5	4	4	4	8	6	4
108	UP	8	8	4	4	8	9	10
109	UP	0	4	4	4	4	0	4
110	UP	2	4	4	4	6	6	10
111	UP	0	6	4	8	8	9	4
112	UP	4	6	6	6	7	4	7
113	Uttarakhand	2	4	6	4	6	0	4
114	Uttarakhand	8	7	9	8	8	0	10
115	Uttarakhand	7	7	7	8	8	9	10
116	Uttarakhand	0	4	9	7	6	0	10
117	WB	4	6	4	8	9	0	10
118	WB	5	6	5	7	4	5	10
119	WB	3	10	10	10	8	9	10
120	WB	8	10	10	10	10	10	10
121	WB	0	6	6	4	4	0	4
122	WB	4	10	8	4	4	7	10
123	WB	7	6	6	8	7	3	10
124	WB	3	7	4	9	5	9	6
125	WB	5	4	4	4	4	0	6
126	WB	8	8	4	4	5	0	10
127	WB	7	4	4	4	8	7	10

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Continuing Education Programmes for Organised Labour	Increase in research publications**			Increase in Patents**		R & D Performance**		
		Sub-parameters	Conferences	Journals	Books	Patents Filed	Patents Granted	Externally funded Projects obtained	Technology commercialized
			Sub-para No.-->	64	65	66	67	68	69
Sl.No.	CFIs/State								
1	CFI	6	0	5	0	0	0	10	0
2	CFI	10	5	5	6	0	0	9	4
3	CFI	10	0	0	0	0	0	6	0
4	CFI	6	4	4	7	8	7	10	0
5	CFI	10	4	6	0	0	0	7	0
6	CFI	10	4	6	0	0	0	6	0
7	CFI	6	5	4	0	0	4	8	0
8	CFI	10	4	4	0	0	0	9	0
9	CFI	6	4	4	0	0	0	5	0
10	CFI	10	4	5	0	3	0	9	0
11	CFI	10	4	0	0	7	7	7	0
12	CFI	10	4	5	0	4	0	9	0
13	CFI	6	5	5	0	0	0	8	0
14	CFI	6	0	0	0	0	0	6	0
15	CFI	10	4	5	0	3	0	9	0
16	CFI	8	7	0	0	3	2	7	0
17	CFI	10	4	4	0	5	0	9	2
18	CFI	10	0	4	0	0	0	9	10
19	AP	10	4	4	4	8	0	7	0
20	AP	10	4	4	4	0	0	0	0
21	AP	8	0	0	0	0	0	0	0
22	AP	4	4	5	8	5	0	0	0
23	AP	10	4	4	4	0	0	0	0
24	AP	8	4	5	4	8	0	10	0
25	AP	10	7	7	4	0	0	9	0
26	AP	10	4	5	4	3	0	6	0
27	AP	10	4	4	4	0	6	6	0
28	AP	6	5	5	4	0	0	9	0
29	AP	8	4	4	4	0	0	7	0
30	AP	9	4	4	4	2	1	5	0
31	Gujarat	6	4	4	4	0	0	3	0
32	Gujarat	4	0	0	0	0	0	0	0
33	Gujarat	10	10	6	4	0	0	0	0

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Continuing Education Programmes for Organised Labour	Increase in research publications**			Increase in Patents**		R & D Performance**		
		Sub-parameters	Conferences	Journals	Books	Patents Filed	Patents Granted	Externally funded Projects obtained	Technology commercialized
			Sub-para No.--->	64	65	66	67	68	69
Sl.No.	CFIs/State								
34	Gujarat	4	5	6	4	0	0	0	0
35	Gujarat	4	0	0	0	0	0	0	0
36	Gujarat	10	10	8	4	0	0	8	0
37	Haryana	10	4	5	4	0	0	0	0
38	Haryana	4	0	0	0	0	0	0	0
39	Haryana	8	4	4	4	0	0	5	0
40	Haryana	8	4	4	4	0	0	0	0
41	Haryana	6	4	4	4	0	0	0	0
42	HP	10	0	0	0	0	0	0	0
43	HP	6	0	0	0	0	0	0	0
44	HP	10	0	0	0	0	0	0	0
45	Jharkhand	10	4	4	8	9	6	8	0
46	Jharkhand	4	6	6	4	0	0	0	0
47	Jharkhand	4	0	0	0	0	0	0	0
48	Jharkhand	10	0	0	0	0	0	0	0
49	Karnataka	10	4	4	4	0	0	6	0
50	Karnataka	10	6	4	4	5	6	3	0
51	Karnataka	10	4	4	4	7	2	3	0
52	Karnataka	10	8	4	4	0	0	3	0
53	Karnataka	4	4	4	9	4	0	0	0
54	Karnataka	10	4	4	4	0	0	3	0
55	Karnataka	10	5	8	4	0	0	5	0
56	Karnataka	10	5	5	4	0	0	0	0
57	Karnataka	10	5	4	8	0	0	6	0
58	Karnataka	4	4	4	4	6	0	8	2
59	Karnataka	6	4	9	4	3	10	3	0
60	Karnataka	10	7	4	4	2	3	3	2
61	Karnataka	10	4	4	4	3	0	0	0
62	Karnataka	4	4	5	4	0	0	5	0
63	Kerala	10	4	4	4	0	0	5	2
64	Kerala	4	7	4	4	0	0	0	0
65	Kerala	10	4	6	4	0	0	0	4
66	Kerala	6	4	4	4	0	0	0	0

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Continuing Education Programmes for Organised Labour	Increase in research publications**			Increase in Patents**		R & D Performance**		
		Sub-parameters	Conferences	Journals	Books	Patents Filed	Patents Granted	Externally funded Projects obtained	Technology commercialized
			Sub-para No.--->	64	65	66	67	68	69
Sl.No.	CFIs/State								
67	Kerala	10	6	6	4	0	0	0	0
68	MP	4	4	5	4	0	0	7	0
69	MP	4	0	0	0	0	0	0	0
70	MP	4	7	6	4	3	0	8	0
71	MP	4	5	4	4	0	0	0	0
72	MP	10	4	4	4	0	0	3	0
73	MP	8	0	0	0	0	0	0	0
74	MP	6	10	8	4	0	0	6	0
75	Maharashtra	6	5	5	4	7	0	8	0
76	Maharashtra	10	4	5	4	6	7	6	0
77	Maharashtra	10	4	5	4	2	2	3	4
78	Maharashtra	10	4	5	4	2	0	5	8
79	Maharashtra	10	4	4	4	0	6	6	0
80	Maharashtra	6	0	0	0	0	0	0	0
81	Maharashtra	10	0	0	0	0	0	0	0
82	Maharashtra	8	0	0	0	0	0	0	0
83	Maharashtra	10	4	4	7	0	0	0	0
84	Maharashtra	7	9	9	9	9	9	9	9
85	Maharashtra	10	4	5	10	9	4	8	4
86	Maharashtra	10	5	4	4	2	0	6	0
87	Maharashtra	4	4	4	4	0	0	5	0
88	Maharashtra	4	5	5	9	0	0	6	4
89	Maharashtra	8	4	8	4	8	0	6	0
90	Maharashtra	10	4	5	4	0	6	7	0
91	Maharashtra	4	4	5	4	2	0	0	0
92	Tamil Nadu	6	4	4	4	10	4	10	4
93	Tamil Nadu	10	4	10	4	0	0	3	0
94	Tamil Nadu	10	4	5	8	4	8	5	0
95	Tamil Nadu	6	0	0	0	0	0	0	0
96	Tamil Nadu	10	0	0	0	0	0	0	0
97	Tamil Nadu	4	4	5	8	9	0	0	0
98	Tamil Nadu	10	4	5	4	0	0	0	0
99	Tamil Nadu	10	4	4	4	5	5	3	0

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Continuing Education Programmes for Organised Labour	Increase in research publications**			Increase in Patents**		R & D Performance**		
		Sub-parameters	Conferences	Journals	Books	Patents Filed	Patents Granted	Externally funded Projects obtained	Technology commercialized
Sub-para No.-->	64	65	66	67	68	69	70	71	
Sl.No.	CFIs/State								
100	Tamil Nadu	10	4	4	4	0	0	9	0
101	Tamil Nadu	10	4	6	4	0	0	0	0
102	Tamil Nadu	6	0	0	0	0	0	0	0
103	UP	6	10	4	4	0	0	7	0
104	UP	4	0	0	0	0	0	0	0
105	UP	10	5	5	4	10	9	9	2
106	UP	4	4	4	4	3	0	0	0
107	UP	4	5	4	4	0	0	5	0
108	UP	10	4	4	4	0	0	3	0
109	UP	4	5	4	4	0	0	7	6
110	UP	4	4	8	4	0	0	0	0
111	UP	6	8	4	4	0	0	9	0
112	UP	6	5	4	4	1	1	4	1
113	Uttarakhand	6	5	5	4	0	0	6	0
114	Uttarakhand	10	4	4	4	0	0	7	0
115	Uttarakhand	10	5	4	8	10	8	10	10
116	Uttarakhand	10	0	0	0	0	0	0	0
117	WB	4	4	4	4	0	5	10	0
118	WB	10	4	4	4	0	0	0	0
119	WB	8	9	4	4	0	0	9	0
120	WB	10	5	4	6	8	0	0	0
121	WB	4	4	4	4	10	10	6	0
122	WB	10	5	5	6	8	7	7	0
123	WB	10	4	4	4	8	8	9	0
124	WB	8	4	0	4	5	0	0	0
125	WB	4	4	4	7	0	0	0	0
126	WB	10	7	5	7	0	0	6	0
127	WB	6	5	6	9	8	9	9	2

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Employment Rate		Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder	
	Sub-parameters	Career After Passing (Campus/self-employed, PG)				Average Annual Salary (Rs Million)
	Sub-para No.-->	72				73
Sl.No.	CFIs/State					
1	CFI	10	5	7	8	6
2	CFI	10	4	7	6	8
3	CFI	10	8	7	6	6
4	CFI	10	10	6	10	7
5	CFI	10	6	10	8	9
6	CFI	10	7	7	8	9
7	CFI	10	8	6	10	8
8	CFI	9	6	10	10	9
9	CFI	10	9	7	10	8
10	CFI	10	8	6	6	4
11	CFI	10	5	10	6	7
12	CFI	10	5	9	8	8
13	CFI	10	4	6	8	8
14	CFI	10	7	10	6	4
15	CFI	10	6	10	6	9
16	CFI	10	4	7	10	9
17	CFI	10	7	7	6	8
18	CFI	9	4	6	6	8
19	AP	10	4	6	7	8
20	AP	10	5	10	7	7
21	AP	9	4	10	3	9
22	AP	9	9	8	3	4
23	AP	9	4	10	6	8
24	AP	10	4	8	5	6
25	AP	4	10	10	6	8
26	AP	6	4	8	10	7
27	AP	8	9	6	9	8
28	AP	9	4	6	3	7
29	AP	10	5	10	8	9
30	AP	9	6	8	6	7
31	Gujarat	5	6	10	3	6
32	Gujarat	7	10	6	8	6
33	Gujarat	4	10	6	8	6

Parameters	Employment Rate		Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder	
	Sub-parameters	Career After Passing (Campus/self-employed, PG)				Average Annual Salary (Rs Million)
	Sub-para No.-->	72				73
Sl.No.	CFIs/State					
34	Gujarat	5	4	6	7	6
35	Gujarat	6	10	6	1	7
36	Gujarat	7	8	6	6	7
37	Haryana	8	5	10	7	6
38	Haryana	7	9	6	8	7
39	Haryana	7	8	6	8	7
40	Haryana	7	4	6	2	7
41	Haryana	6	9	6	3	7
42	HP	10	10	8	2	7
43	HP	6	4	8	1	6
44	HP	6	10	6	1	4
45	Jharkhand	9	7	10	8	8
46	Jharkhand	9	4	10	7	5
47	Jharkhand	8	7	6	3	5
48	Jharkhand	9	4	10	10	7
49	Karnataka	6	4	6	1	7
50	Karnataka	10	4	8	6	8
51	Karnataka	6	4	8	2	7
52	Karnataka	7	4	6	3	8
53	Karnataka	8	4	8	8	9
54	Karnataka	7	4	6	7	7
55	Karnataka	6	4	10	2	7
56	Karnataka	5	10	10	8	7
57	Karnataka	7	5	6	3	8
58	Karnataka	10	4	8	6	7
59	Karnataka	9	4	10	3	8
60	Karnataka	5	4	10	7	9
61	Karnataka	6	4	6	3	7
62	Karnataka	9	4	6	3	4
63	Kerala	10	6	10	3	7
64	Kerala	10	6	10	6	8
65	Kerala	7	5	8	7	7
66	Kerala	10	6	8	1	8

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Employment Rate		Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder	
	Sub-parameters	Career After Passing (Campus/self-employed, PG)				Average Annual Salary (Rs Million)
	Sub-para No.-->	72				73
Sl.No.	CFIs/State					
67	Kerala	10	5	6	2	4
68	MP	5	10	6	6	5
69	MP	10	4	8	8	7
70	MP	7	8	8	9	8
71	MP	7	8	6	7	5
72	MP	5	4	6	9	7
73	MP	7	10	6	6	8
74	MP	6	10	6	1	4
75	Maharashtra	8	4	8	8	7
76	Maharashtra	8	4	6	9	8
77	Maharashtra	5	8	10	8	6
78	Maharashtra	10	10	10	7	7
79	Maharashtra	10	5	6	6	7
80	Maharashtra	4	9	6	3	6
81	Maharashtra	6	4	6	7	7
82	Maharashtra	8	5	6	6	7
83	Maharashtra	6	5	10	6	8
84	Maharashtra	9	9	6	9	8
85	Maharashtra	10	4	6	9	8
86	Maharashtra	8	9	8	3	8
87	Maharashtra	8	4	8	3	7
88	Maharashtra	10	4	6	8	9
89	Maharashtra	10	5	10	8	7
90	Maharashtra	10	4	6	1	7
91	Maharashtra	7	10	8	7	6
92	Tamil Nadu	8	4	6	9	4
93	Tamil Nadu	9	5	6	8	9
94	Tamil Nadu	8	5	6	9	4
95	Tamil Nadu	6	4	6	9	4
96	Tamil Nadu	7	4	8	9	4
97	Tamil Nadu	10	6	6	8	4
98	Tamil Nadu	9	4	6	6	4
99	Tamil Nadu	10	4	6	9	6

Group-wise Institution's Impact through Sub-Parameters

Annex - VI

Parameters	Employment Rate		Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder	
	Sub-parameters (Career After Passing (Campus/self-employed, PG)	Average Annual Salary (Rs Million)				
Sub-para No.-->	72	73	74	75	76	
Sl.No.	CFIs/State					
100	Tamil Nadu	9	4	6	8	9
101	Tamil Nadu	5	3	6	3	4
102	Tamil Nadu	9	7	8	5	4
103	UP	9	4	6	10	7
104	UP	10	4	6	3	7
105	UP	10	4	8	5	7
106	UP	8	4	10	7	5
107	UP	7	5	8	10	7
108	UP	8	5	6	8	7
109	UP	6	4	6	7	6
110	UP	8	4	8	5	6
111	UP	10	4	6	8	6
112	UP	8	4	7	7	6
113	Uttarakhand	10	10	8	9	6
114	Uttarakhand	5	4	6	8	7
115	Uttarakhand	9	4	10	3	5
116	Uttarakhand	6	9	6	5	6
117	WB	9	8	10	10	6
118	WB	7	4	10	8	7
119	WB	8	7	6	10	6
120	WB	7	4	6	10	7
121	WB	7	4	6	5	6
122	WB	10	8	10	9	9
123	WB	10	6	8	8	7
124	WB	10	6	6	10	7
125	WB	9	8	6	10	7
126	WB	10	4	6	10	7
127	WB	10	6	6	9	7

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		1	2	3	4	5	6	7
Sl.No.	CFIs/State	Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System
1	CFI	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
2	CFI	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
3	CFI	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
4	CFI	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
5	CFI	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
6	CFI	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
7	CFI	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
8	CFI	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
9	CFI	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
10	CFI	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
11	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
12	CFI	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
13	CFI	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
14	CFI	Highly Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
15	CFI	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
16	CFI	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
17	CFI	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
18	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
19	AP	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		1	2	3	4	5	6	7
Sl.No.	CFIs/State	Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System
20	AP	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
21	AP	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
22	AP	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
23	AP	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
24	AP	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
25	AP	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
26	AP	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
27	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
28	AP	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
29	AP	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
30	AP	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
31	Gujarat	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
32	Gujarat	Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
33	Gujarat	Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
34	Gujarat	Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
35	Gujarat	Unsatisfactory	Moderately Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
36	Gujarat	Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
37	Haryana	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
38	Haryana	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		1	2	3	4	5	6	7
Sl.No.	CFIs/State	Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System
39	Haryana	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
40	Haryana	Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
41	Haryana	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
42	HP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
43	HP	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
44	HP	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
45	Jharkhand	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
46	Jharkhand	Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
47	Jharkhand	Satisfactory	Moderately Unsatisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
48	Jharkhand	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory
49	Karnataka	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
50	Karnataka	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
51	Karnataka	Highly Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
52	Karnataka	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
53	Karnataka	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
54	Karnataka	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
55	Karnataka	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
56	Karnataka	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
57	Karnataka	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		1	2	3	4	5	6	7
Sl.No.	CFIs/State	Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System
58	Karnataka	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
59	Karnataka	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
60	Karnataka	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
61	Karnataka	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
62	Karnataka	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
63	Kerala	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
64	Kerala	Highly Satisfactory	Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
65	Kerala	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
66	Kerala	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
67	Kerala	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
68	MP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
69	MP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
70	MP	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
71	MP	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
72	MP	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
73	MP	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
74	MP	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
75	Maharashtra	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
76	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		1	2	3	4	5	6	7
Sl.No.	CFIs/State	Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System
77	Maharashtra	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
78	Maharashtra	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
79	Maharashtra	Highly Satisfactory	Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
80	Maharashtra	Highly Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
81	Maharashtra	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
82	Maharashtra	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
83	Maharashtra	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
84	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
85	Maharashtra	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
86	Maharashtra	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
87	Maharashtra	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
88	Maharashtra	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
89	Maharashtra	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
90	Maharashtra	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
91	Maharashtra	Highly Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
92	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
93	Tamil Nadu	Highly Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
94	Tamil Nadu	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
95	Tamil Nadu	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		1	2	3	4	5	6	7
Sl.No.	CFIs/State	Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System
96	Tamil Nadu	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
97	Tamil Nadu	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
98	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
99	Tamil Nadu	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
100	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
101	Tamil Nadu	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
102	Tamil Nadu	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
103	UP	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
104	UP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
105	UP	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
106	UP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
107	UP	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
108	UP	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
109	UP	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
110	UP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
111	UP	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
112	UP	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
113	Uttarakhand	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
114	Uttarakhand	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		1	2	3	4	5	6	7
Sl.No.	CFIs/State	Establishment of Fund	Internal Revenue	Modernisation of Management Systems	Audit	Practices to reduce wastage	Recovery of Cost of Education through means other than Tuition Fees	Implementation of Semester System
115	Uttarakhand	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
116	Uttarakhand	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
117	WB	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
118	WB	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
119	WB	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
120	WB	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
121	WB	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
122	WB	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
123	WB	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
124	WB	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
125	WB	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
126	WB	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
127	WB	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		8	9	10	11	12	13	14
Sl.No.	CFIs/State	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives	Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal
1	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
2	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
3	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
4	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
5	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
6	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
7	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
8	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
9	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
10	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
11	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
12	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
13	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
14	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
15	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
16	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
17	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
18	CFI	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
19	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		8	9	10	11	12	13	14
Sl.No.	CFIs/State	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives	Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal
20	AP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
21	AP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
22	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
23	AP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
24	AP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly unsatisfactory	Highly Satisfactory	Moderately Satisfactory
25	AP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
26	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
27	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
28	AP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
29	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
30	AP	Highly Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
31	Gujarat	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
32	Gujarat	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
33	Gujarat	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
34	Gujarat	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
35	Gujarat	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
36	Gujarat	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
37	Haryana	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
38	Haryana	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		8	9	10	11	12	13	14
Sl.No.	CFIs/State	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives	Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal
39	Haryana	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
40	Haryana	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
41	Haryana	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
42	HP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
43	HP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
44	HP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
45	Jharkhand	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
46	Jharkhand	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
47	Jharkhand	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
48	Jharkhand	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
49	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
50	Karnataka	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
51	Karnataka	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
52	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
53	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
54	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
55	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
56	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
57	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		8	9	10	11	12	13	14
Sl.No.	CFIs/State	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives	Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal
58	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
59	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
60	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
61	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
62	Karnataka	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
63	Kerala	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
64	Kerala	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
65	Kerala	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
66	Kerala	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
67	Kerala	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
68	MP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
69	MP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
70	MP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
71	MP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
72	MP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
73	MP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
74	MP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
75	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
76	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		8	9	10	11	12	13	14
Sl.No.	CFIs/State	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives	Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal
77	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
78	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
79	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory
80	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
81	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
82	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
83	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
84	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
85	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
86	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
87	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
88	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
89	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
90	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
91	Maharashtra	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
92	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
93	Tamil Nadu	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
94	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
95	Tamil Nadu	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		8	9	10	11	12	13	14
Sl.No.	CFIs/State	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives	Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal
96	Tamil Nadu	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
97	Tamil Nadu	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
98	Tamil Nadu	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
99	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
100	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
101	Tamil Nadu	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
102	Tamil Nadu	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
103	UP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
104	UP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
105	UP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
106	UP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
107	UP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
108	UP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
109	UP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
110	UP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
111	UP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
112	UP	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
113	Uttarakhand	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
114	Uttarakhand	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		8	9	10	11	12	13	14
Sl.No.	CFIs/State	Flexible Pace of Learning	Credit Exemption	Multi-background Admission	Offering Electives	Continuous Evaluation	Grading System	Faculty Development, Performance Appraisal
115	Uttarakhand	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
116	Uttarakhand	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
117	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
118	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
119	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
120	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
121	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
122	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
123	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
124	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
125	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
126	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
127	WB	Highly Satisfactory	Highly usatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		15	16	17	18	19	20	21
Sl.No.	CFIs/State	Autonomy	Block Grant *	Internal Revenue - Retention	Decision Making	Participation of Stakeholders in BoG	Management Capacity Development	Faculty Profile
1	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
2	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Unsatisfactory
3	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
4	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
5	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
6	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory
7	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
8	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
9	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Unsatisfactory
10	CFI	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
11	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
12	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
13	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
14	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
15	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
16	CFI	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
17	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
18	CFI	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Unsatisfactory
19	AP	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		15	16	17	18	19	20	21
Sl.No.	CFIs/State	Autonomy	Block Grant *	Internal Revenue - Retention	Decision Making	Participation of Stakeholders in BoG	Management Capacity Development	Faculty Profile
20	AP	Highly Satisfactory		Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
21	AP	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
22	AP	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
23	AP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
24	AP	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
25	AP	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory
26	AP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
27	AP	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
28	AP	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
29	AP	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Satisfactory
30	AP	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
31	Gujarat	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Unsatisfactory
32	Gujarat	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
33	Gujarat	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Satisfactory
34	Gujarat	Highly Satisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
35	Gujarat	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory
36	Gujarat	Highly Satisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
37	Haryana	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
38	Haryana	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		15	16	17	18	19	20	21
Sl.No.	CFIs/State	Autonomy	Block Grant *	Internal Revenue - Retention	Decision Making	Participation of Stakeholders in BoG	Management Capacity Development	Faculty Profile
39	Haryana	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
40	Haryana	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
41	Haryana	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
42	HP	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory
43	HP	Moderately Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
44	HP	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
45	Jharkhand	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
46	Jharkhand	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory
47	Jharkhand	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
48	Jharkhand	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory
49	Karnataka	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
50	Karnataka	Moderately Satisfactory		Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
51	Karnataka	Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
52	Karnataka	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
53	Karnataka	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
54	Karnataka	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
55	Karnataka	Highly Satisfactory		Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
56	Karnataka	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
57	Karnataka	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		15	16	17	18	19	20	21
Sl.No.	CFIs/State	Autonomy	Block Grant *	Internal Revenue - Retention	Decision Making	Participation of Stakeholders in BoG	Management Capacity Development	Faculty Profile
58	Karnataka	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
59	Karnataka	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
60	Karnataka	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
61	Karnataka	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
62	Karnataka	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
63	Kerala	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
64	Kerala	Satisfactory		Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
65	Kerala	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
66	Kerala	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Satisfactory
67	Kerala	Highly Satisfactory		Moderately Satisfactory	Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
68	MP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
69	MP	Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory
70	MP	Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
71	MP	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory
72	MP	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Satisfactory
73	MP	Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
74	MP	Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
75	Maharashtra	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
76	Maharashtra	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		15	16	17	18	19	20	21
Sl.No.	CFIs/State	Autonomy	Block Grant *	Internal Revenue - Retention	Decision Making	Participation of Stakeholders in BoG	Management Capacity Development	Faculty Profile
77	Maharashtra	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
78	Maharashtra	Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
79	Maharashtra	Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
80	Maharashtra	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
81	Maharashtra	Highly Satisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
82	Maharashtra	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
83	Maharashtra	Highly Satisfactory		Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
84	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
85	Maharashtra	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
86	Maharashtra	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
87	Maharashtra	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
88	Maharashtra	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
89	Maharashtra	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
90	Maharashtra	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
91	Maharashtra	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
92	Tamil Nadu	Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Satisfactory
93	Tamil Nadu	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
94	Tamil Nadu	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
95	Tamil Nadu	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		15	16	17	18	19	20	21
Sl.No.	CFIs/State	Autonomy	Block Grant *	Internal Revenue - Retention	Decision Making	Participation of Stakeholders in BoG	Management Capacity Development	Faculty Profile
96	Tamil Nadu	Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
97	Tamil Nadu	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
98	Tamil Nadu	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
99	Tamil Nadu	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
100	Tamil Nadu	Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
101	Tamil Nadu	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
102	Tamil Nadu	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Unsatisfactory
103	UP	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
104	UP	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
105	UP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
106	UP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
107	UP	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
108	UP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
109	UP	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Satisfactory
110	UP	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
111	UP	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
112	UP	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
113	Uttarakhand	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
114	Uttarakhand	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		15	16	17	18	19	20	21
Sl.No.	CFIs/State	Autonomy	Block Grant *	Internal Revenue - Retention	Decision Making	Participation of Stakeholders in BoG	Management Capacity Development	Faculty Profile
115	Uttarakhand	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
116	Uttarakhand	Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Satisfactory
117	WB	Highly Satisfactory		Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
118	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
119	WB	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
120	WB	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
121	WB	Highly Satisfactory		Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
122	WB	Highly Satisfactory		Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
123	WB	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory
124	WB	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
125	WB	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
126	WB	Highly Satisfactory		Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
127	WB	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		22	23	24	25	26	27	28
Sl.No.	CFIs/State	Accreditation	Revision/reorientation & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions
1	CFI	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
2	CFI	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Unsatisfactory
3	CFI	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory
4	CFI	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory
5	CFI	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
6	CFI	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
7	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory
8	CFI	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
9	CFI	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory
10	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
11	CFI	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Satisfactory	Unsatisfactory	Unsatisfactory
12	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Satisfactory	Unsatisfactory	Unsatisfactory
13	CFI	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory
14	CFI	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory
15	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory
16	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Satisfactory	Unsatisfactory	Unsatisfactory
17	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
18	CFI	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
19	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		22	23	24	25	26	27	28
Sl.No.	CFIs/State	Accreditation	Revision/reorientation & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions
20	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
21	AP	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Satisfactory	Satisfactory
22	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory
23	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Unsatisfactory
24	AP	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
25	AP	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory
26	AP	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory
27	AP	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Moderately Unsatisfactory
28	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory
29	AP	Highly Satisfactory	Highly Satisfactory	Satisfactory	Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory
30	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory	Satisfactory	Moderately Unsatisfactory
31	Gujarat	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory
32	Gujarat	Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory
33	Gujarat	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory
34	Gujarat	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
35	Gujarat	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
36	Gujarat	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory
37	Haryana	Highly Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory
38	Haryana	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Unsatisfactory	Highly Unsatisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		22	23	24	25	26	27	28
Sl.No.	CFIs/State	Accreditation	Revision/reorientation & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions
39	Haryana	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
40	Haryana	Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Unsatisfactory
41	Haryana	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Satisfactory
42	HP	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Satisfactory
43	HP	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
44	HP	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory
45	Jharkhand	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory
46	Jharkhand	Moderately Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory
47	Jharkhand	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory
48	Jharkhand	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory
49	Karnataka	Unsatisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
50	Karnataka	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
51	Karnataka	Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Satisfactory	Moderately Unsatisfactory	Unsatisfactory
52	Karnataka	Moderately Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Satisfactory	Unsatisfactory	Highly Unsatisfactory
53	Karnataka	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
54	Karnataka	Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory
55	Karnataka	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
56	Karnataka	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory
57	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Moderately Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		22	23	24	25	26	27	28
Sl.No.	CFIs/State	Accreditation	Revision/reorientation & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions
58	Karnataka	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Satisfactory
59	Karnataka	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory
60	Karnataka	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
61	Karnataka	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory
62	Karnataka	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Unsatisfactory	Unsatisfactory
63	Kerala	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
64	Kerala	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Satisfactory
65	Kerala	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory
66	Kerala	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
67	Kerala	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory
68	MP	Highly Unsatisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory
69	MP	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory
70	MP	Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Unsatisfactory
71	MP	Highly Unsatisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
72	MP	Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory
73	MP	Moderately Unsatisfactory	Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Unsatisfactory
74	MP	Highly Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory
75	Maharashtra	Unsatisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory
76	Maharashtra	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		22	23	24	25	26	27	28
Sl.No.	CFIs/State	Accreditation	Revision/reorientation & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions
77	Maharashtra	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory
78	Maharashtra	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
79	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Unsatisfactory	Highly Unsatisfactory
80	Maharashtra	Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory
81	Maharashtra	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory
82	Maharashtra	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Unsatisfactory
83	Maharashtra	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory
84	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory
85	Maharashtra	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
86	Maharashtra	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Satisfactory	Satisfactory
87	Maharashtra	Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory
88	Maharashtra	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
89	Maharashtra	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
90	Maharashtra	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Satisfactory
91	Maharashtra	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
92	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
93	Tamil Nadu	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory
94	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
95	Tamil Nadu	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		22	23	24	25	26	27	28
Sl.No.	CFIs/State	Accreditation	Revision/reorientation & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions
96	Tamil Nadu	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory
97	Tamil Nadu	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory
98	Tamil Nadu	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
99	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
100	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
101	Tamil Nadu	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
102	Tamil Nadu	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory
103	UP	Moderately Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Satisfactory	Satisfactory
104	UP	Moderately Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory
105	UP	Moderately Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory
106	UP	Highly Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory
107	UP	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
108	UP	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Satisfactory	Moderately Satisfactory
109	UP	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory
110	UP	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory
111	UP	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory
112	UP	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory
113	Uttarakhand	Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Unsatisfactory
114	Uttarakhand	Moderately Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		22	23	24	25	26	27	28
Sl.No.	CFIs/State	Accreditation	Revision/reorientation & Restructuring of Programmes	Tribal Development Plan	Faculty Training	Faculty Qualification improvement	Students visits to other Institutions	Students from Other Inst visiting this Institutions
115	Uttarakhand	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
116	Uttarakhand	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory
117	WB	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory
118	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
119	WB	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory
120	WB	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
121	WB	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory
122	WB	Moderately Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
123	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory
124	WB	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Unsatisfactory
125	WB	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Satisfactory	Highly Unsatisfactory
126	WB	Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory
127	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		29	30	31	32	33	34	35
Sl.No.	CFIs/State	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty jointly	R & D Projects by Faculty jointly	Specialised Training programs for other Inst. Faculty	Community persons visiting Inst
1	CFI	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
2	CFI	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
3	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory
4	CFI	Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory	Unsatisfactory
5	CFI	Satisfactory	Highly Satisfactory	Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Satisfactory
6	CFI	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Satisfactory	Satisfactory
7	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory
8	CFI	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory	Satisfactory
9	CFI	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory
10	CFI	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory	Moderately Satisfactory
11	CFI	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory
12	CFI	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory
13	CFI	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory
14	CFI	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
15	CFI	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Unsatisfactory
16	CFI	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory
17	CFI	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory
18	CFI	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory
19	AP	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		29	30	31	32	33	34	35
Sl.No.	CFIs/State	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty jointly	R & D Projects by Faculty jointly	Specialised Training programs for other Inst. Faculty	Community persons visiting Inst
20	AP	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory
21	AP	Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory
22	AP	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory
23	AP	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory
24	AP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
25	AP	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Satisfactory	Unsatisfactory
26	AP	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory
27	AP	Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Satisfactory	Unsatisfactory
28	AP	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory
29	AP	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory	Highly Unsatisfactory	Satisfactory	Moderately Unsatisfactory
30	AP	Moderately Satisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory
31	Gujarat	Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory
32	Gujarat	Highly Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Satisfactory	Unsatisfactory
33	Gujarat	Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory
34	Gujarat	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory
35	Gujarat	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
36	Gujarat	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
37	Haryana	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory
38	Haryana	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Satisfactory	Unsatisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		29	30	31	32	33	34	35
Sl.No.	CFIs/State	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty jointly	R & D Projects by Faculty jointly	Specialised Training programs for other Inst. Faculty	Community persons visiting Inst
39	Haryana	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
40	Haryana	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
41	Haryana	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory
42	HP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
43	HP	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
44	HP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
45	Jharkhand	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory
46	Jharkhand	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
47	Jharkhand	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory
48	Jharkhand	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
49	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Satisfactory	Unsatisfactory
50	Karnataka	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory
51	Karnataka	Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory
52	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory
53	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
54	Karnataka	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory
55	Karnataka	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
56	Karnataka	Moderately Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory
57	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		29	30	31	32	33	34	35
Sl.No.	CFIs/State	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty jointly	R & D Projects by Faculty jointly	Specialised Training programs for other Inst. Faculty	Community persons visiting Inst
58	Karnataka	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory
59	Karnataka	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Unsatisfactory	Unsatisfactory
60	Karnataka	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
61	Karnataka	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory
62	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory
63	Kerala	Unsatisfactory	Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
64	Kerala	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory
65	Kerala	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory
66	Kerala	Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory
67	Kerala	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Satisfactory
68	MP	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory
69	MP	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory
70	MP	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Unsatisfactory
71	MP	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory
72	MP	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory
73	MP	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory
74	MP	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory
75	Maharashtra	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Satisfactory	Unsatisfactory
76	Maharashtra	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory

Group-wise Institution's Level of Impact through Parameters

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		29	30	31	32	33	34	35
Sl.No.	CFIs/State	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty jointly	R & D Projects by Faculty jointly	Specialised Training programs for other Inst. Faculty	Community persons visiting Inst
77	Maharashtra	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory
78	Maharashtra	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory
79	Maharashtra	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory
80	Maharashtra	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory
81	Maharashtra	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory
82	Maharashtra	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
83	Maharashtra	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory
84	Maharashtra	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Satisfactory
85	Maharashtra	Moderately Satisfactory	Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Satisfactory	Unsatisfactory
86	Maharashtra	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory
87	Maharashtra	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
88	Maharashtra	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory
89	Maharashtra	Moderately Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Unsatisfactory
90	Maharashtra	Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
91	Maharashtra	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
92	Tamil Nadu	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
93	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Satisfactory	Unsatisfactory
94	Tamil Nadu	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
95	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

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		29	30	31	32	33	34	35
Sl.No.	CFIs/State	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty jointly	R & D Projects by Faculty jointly	Specialised Training programs for other Inst. Faculty	Community persons visiting Inst
96	Tamil Nadu	Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory
97	Tamil Nadu	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
98	Tamil Nadu	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
99	Tamil Nadu	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
100	Tamil Nadu	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
101	Tamil Nadu	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Satisfactory
102	Tamil Nadu	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory
103	UP	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory
104	UP	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory
105	UP	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory
106	UP	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory
107	UP	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory
108	UP	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory
109	UP	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
110	UP	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
111	UP	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory
112	UP	Unsatisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory
113	Uttarakhand	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
114	Uttarakhand	Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Satisfactory

Group-wise Institution's Level of Impact through Parameters

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		29	30	31	32	33	34	35
Sl.No.	CFIs/State	Faculty man-days for other Inst.	Other Inst Faculty man-days for this Inst.	Co-curricular activities by Students	Publications by Faculty jointly	R & D Projects by Faculty jointly	Specialised Training programs for other Inst. Faculty	Community persons visiting Inst
115	Uttarakhand	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Satisfactory
116	Uttarakhand	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Unsatisfactory
117	WB	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory
118	WB	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory
119	WB	Moderately Satisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
120	WB	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
121	WB	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory
122	WB	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Satisfactory
123	WB	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory
124	WB	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Satisfactory
125	WB	Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory
126	WB	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory
127	WB	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory	Unsatisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		36	37	38	39	40	41	42
Sl.No.	CFIs/State	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	Continuing Education Programmes for Organised Labour	Increase in research publications**
1	CFI	Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory
2	CFI	Unsatisfactory	Unsatisfactory	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory
3	CFI	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory
4	CFI	Moderately Unsatisfactory	Moderately Satisfactory	Satisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory
5	CFI	Moderately Unsatisfactory	Moderately Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
6	CFI	Moderately Satisfactory	Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
7	CFI	Moderately Unsatisfactory	Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory
8	CFI	Satisfactory	Unsatisfactory	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory
9	CFI	Unsatisfactory	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory
10	CFI	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
11	CFI	Unsatisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory
12	CFI	Satisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
13	CFI	Satisfactory	Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory
14	CFI	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory
15	CFI	Moderately Satisfactory	Moderately Satisfactory	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
16	CFI	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory
17	CFI	Moderately Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory
18	CFI	Moderately Satisfactory	Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory
19	AP	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory

Group-wise Institution's Level of Impact through Parameters

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		36	37	38	39	40	41	42
Sl.No.	CFIs/State	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	Continuing Education Programmes for Organised Labour	Increase in research publications**
20	AP	Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
21	AP	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	
22	AP	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory
23	AP	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
24	AP	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
25	AP	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory	Satisfactory
26	AP	Unsatisfactory	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
27	AP	Moderately Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
28	AP	Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory
29	AP	Moderately Satisfactory	Moderately Unsatisfactory	Satisfactory	Satisfactory	Unsatisfactory	Highly Satisfactory	Unsatisfactory
30	AP	Moderately Satisfactory	Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
31	Gujarat	Moderately Satisfactory	Unsatisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Unsatisfactory
32	Gujarat	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory	
33	Gujarat	Moderately Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Satisfactory	Unsatisfactory	Highly Satisfactory	Satisfactory
34	Gujarat	Moderately Satisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory
35	Gujarat	Highly Satisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory	
36	Gujarat	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
37	Haryana	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
38	Haryana	Moderately Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory	

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		36	37	38	39	40	41	42
Sl.No.	CFIs/State	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	Continuing Education Programmes for Organised Labour	Increase in research publications**
39	Haryana	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Satisfactory	Unsatisfactory
40	Haryana	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
41	Haryana	Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory
42	HP	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	
43	HP	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	
44	HP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	
45	Jharkhand	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
46	Jharkhand	Unsatisfactory	Highly Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory
47	Jharkhand	Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory	
48	Jharkhand	Highly Satisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	
49	Karnataka	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
50	Karnataka	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
51	Karnataka	Moderately Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
52	Karnataka	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
53	Karnataka	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory
54	Karnataka	Unsatisfactory	Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
55	Karnataka	Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
56	Karnataka	Highly Satisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
57	Karnataka	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory

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		36	37	38	39	40	41	42
Sl.No.	CFIs/State	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	Continuing Education Programmes for Organised Labour	Increase in research publications**
58	Karnataka	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory
59	Karnataka	Unsatisfactory	Unsatisfactory	Satisfactory	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Satisfactory
60	Karnataka	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
61	Karnataka	Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
62	Karnataka	Unsatisfactory	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory
63	Kerala	Satisfactory	Moderately Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
64	Kerala	Moderately Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory
65	Kerala	Unsatisfactory	Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
66	Kerala	Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory
67	Kerala	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
68	MP	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory
69	MP	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	
70	MP	Unsatisfactory	Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory
71	MP	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory
72	MP	Unsatisfactory	Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
73	MP	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	
74	MP	Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
75	Maharashtra	Unsatisfactory	Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory
76	Maharashtra	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		36	37	38	39	40	41	42
Sl.No.	CFIs/State	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	Continuing Education Programmes for Organised Labour	Increase in research publications**
77	Maharashtra	Moderately Satisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
78	Maharashtra	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
79	Maharashtra	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
80	Maharashtra	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Satisfactory	Highly Satisfactory	Moderately Satisfactory	
81	Maharashtra	Moderately Unsatisfactory	Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	
82	Maharashtra	Moderately Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	
83	Maharashtra	Satisfactory	Moderately Satisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
84	Maharashtra	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Satisfactory	Highly Satisfactory
85	Maharashtra	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
86	Maharashtra	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
87	Maharashtra	Moderately Satisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
88	Maharashtra	Satisfactory	Moderately Satisfactory	Satisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Satisfactory
89	Maharashtra	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
90	Maharashtra	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
91	Maharashtra	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory	Moderately Unsatisfactory
92	Tamil Nadu	Unsatisfactory	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory
93	Tamil Nadu	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
94	Tamil Nadu	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
95	Tamil Nadu	Moderately Unsatisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		36	37	38	39	40	41	42
Sl.No.	CFIs/State	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	Continuing Education Programmes for Organised Labour	Increase in research publications**
96	Tamil Nadu	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	
97	Tamil Nadu	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory
98	Tamil Nadu	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
99	Tamil Nadu	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
100	Tamil Nadu	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
101	Tamil Nadu	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
102	Tamil Nadu	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	
103	UP	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory
104	UP	Highly Satisfactory	Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory	Unsatisfactory	
105	UP	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
106	UP	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
107	UP	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory
108	UP	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
109	UP	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory
110	UP	Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory	Satisfactory
111	UP	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory
112	UP	Moderately Satisfactory	Moderately Satisfactory	Satisfactory	Unsatisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory
113	Uttarakhand	Moderately Satisfactory	Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Moderately Unsatisfactory
114	Uttarakhand	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		36	37	38	39	40	41	42
Sl.No.	CFIs/State	Faculty visiting Community for Needs Assessment	Faculty visiting Community for Technical help	Projects by Students for Community	Technology Transferred	Services to Un-organised labour	Continuing Education Programmes for Organised Labour	Increase in research publications**
115	Uttarakhand	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
116	Uttarakhand	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	
117	WB	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Unsatisfactory	Unsatisfactory
118	WB	Moderately Unsatisfactory	Satisfactory	Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
119	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
120	WB	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory
121	WB	Moderately Satisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
122	WB	Highly Satisfactory	Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory
123	WB	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
124	WB	Unsatisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory
125	WB	Unsatisfactory	Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Unsatisfactory	Moderately Unsatisfactory
126	WB	Unsatisfactory	Unsatisfactory	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
127	WB	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory

		43	44	45	46	47	48
Sl.No.	CFIs/State	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
1	CFI	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Satisfactory
2	CFI	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory
3	CFI	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Satisfactory
4	CFI	Satisfactory	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
5	CFI	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
6	CFI	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
7	CFI	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
8	CFI	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
9	CFI	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
10	CFI	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Unsatisfactory
11	CFI	Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
12	CFI	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
13	CFI	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
14	CFI	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory
15	CFI	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
16	CFI	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory
17	CFI	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory
18	CFI	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory
19	AP	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory

		43	44	45	46	47	48
Sl.No.	CFIs/State	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
20	AP	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
21	AP			Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
22	AP	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Unsatisfactory
23	AP	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
24	AP	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory
25	AP	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
26	AP	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
27	AP	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
28	AP	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory
29	AP	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
30	AP	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
31	Gujarat	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Unsatisfactory	Satisfactory
32	Gujarat			Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory
33	Gujarat	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory
34	Gujarat	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Satisfactory	Satisfactory
35	Gujarat			Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory
36	Gujarat	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory
37	Haryana	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Satisfactory
38	Haryana			Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		43	44	45	46	47	48
Sl.No.	CFIs/State	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
39	Haryana	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
40	Haryana	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory
41	Haryana	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory
42	HP			Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
43	HP			Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Satisfactory
44	HP			Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory
45	Jharkhand	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
46	Jharkhand	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory
47	Jharkhand			Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Moderately Satisfactory
48	Jharkhand			Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
49	Karnataka	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory
50	Karnataka	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
51	Karnataka	Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
52	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory
53	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
54	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory
55	Karnataka	Highly Unsatisfactory	Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
56	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
57	Karnataka	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		43	44	45	46	47	48
Sl.No.	CFIs/State	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
58	Karnataka	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
59	Karnataka	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
60	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
61	Karnataka	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory
62	Karnataka	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory
63	Kerala	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
64	Kerala	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
65	Kerala	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
66	Kerala	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
67	Kerala	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory
68	MP	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Satisfactory
69	MP			Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
70	MP	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
71	MP	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory	Satisfactory	Moderately Satisfactory
72	MP	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
73	MP			Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory
74	MP	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory
75	Maharashtra	Highly Unsatisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
76	Maharashtra	Satisfactory	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory

		43	44	45	46	47	48
Sl.No.	CFIs/State	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
77	Maharashtra	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
78	Maharashtra	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Highly Satisfactory
79	Maharashtra	Unsatisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory
80	Maharashtra			Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Satisfactory
81	Maharashtra			Moderately Satisfactory	Moderately Satisfactory	Satisfactory	Highly Satisfactory
82	Maharashtra			Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory
83	Maharashtra	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory
84	Maharashtra	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
85	Maharashtra	Moderately Satisfactory	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
86	Maharashtra	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
87	Maharashtra	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Highly Satisfactory
88	Maharashtra	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
89	Maharashtra	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
90	Maharashtra	Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory
91	Maharashtra	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory	Satisfactory
92	Tamil Nadu	Moderately Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory
93	Tamil Nadu	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
94	Tamil Nadu	Satisfactory	Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory
95	Tamil Nadu			Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory

		43	44	45	46	47	48
Sl.No.	CFIs/State	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
96	Tamil Nadu			Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Unsatisfactory
97	Tamil Nadu	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Unsatisfactory
98	Tamil Nadu	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Unsatisfactory
99	Tamil Nadu	Moderately Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory
100	Tamil Nadu	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
101	Tamil Nadu	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Unsatisfactory	Unsatisfactory
102	Tamil Nadu			Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Unsatisfactory
103	UP	Highly Unsatisfactory	Moderately Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
104	UP			Highly Satisfactory	Moderately Satisfactory	Highly Unsatisfactory	Highly Satisfactory
105	UP	Highly Satisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Highly Satisfactory
106	UP	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Satisfactory	Moderately Satisfactory
107	UP	Highly Unsatisfactory	Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
108	UP	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
109	UP	Highly Unsatisfactory	Satisfactory	Moderately Satisfactory	Moderately Satisfactory	Satisfactory	Satisfactory
110	UP	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Moderately Unsatisfactory	Satisfactory
111	UP	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory
112	UP	Highly Unsatisfactory	Highly Unsatisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
113	Uttarakhand	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
114	Uttarakhand	Highly Unsatisfactory	Moderately Unsatisfactory	Moderately Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory

Group-wise Institution's Level of Impact through Parameters

Annex - VII

		43	44	45	46	47	48
Sl.No.	CFIs/State	Increase in Patents**	R & D Performance**	Employment Rate	Student Faculty Ratio	Pass percentage	Level of satisfaction of stakeholder
115	Uttarakhand	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Unsatisfactory	Moderately Satisfactory
116	Uttarakhand			Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Satisfactory
117	WB	Highly Unsatisfactory	Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Satisfactory
118	WB	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
119	WB	Highly Unsatisfactory	Moderately Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Satisfactory
120	WB	Highly Unsatisfactory	Highly Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
121	WB	Highly Satisfactory	Unsatisfactory	Moderately Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Satisfactory
122	WB	Satisfactory	Moderately Unsatisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
123	WB	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory	Highly Satisfactory
124	WB	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
125	WB	Highly Unsatisfactory	Highly Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
126	WB	Highly Unsatisfactory	Unsatisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory
127	WB	Highly Satisfactory	Satisfactory	Highly Satisfactory	Moderately Satisfactory	Highly Satisfactory	Highly Satisfactory

Parameter No.	Parameters	Count of Institutions						Grand Total
		Highly Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	
	Institutional Reforms							
1	Establishment of Fund	116	3	1		6	1	127
2	Internal Revenue	19	18	46	43	1		127
3	Modernisation of Management Systems	60	23	26	18			127
4	Audit	125		1	1			127
5	Practices to reduce wastage	94	33					127
6	Recovery of Cost of Education through means other than Tuition Fees	127						127
7	Implementation of Semester System	126					1	127
8	Flexible Pace of Learning	127						127
9	Credit Exemption	49				1	77	127
10	Multi-background Admission	127						127
11	Offering Electives	108			19			127
12	Continuous Evaluation	126					1	127
13	Grading System	127						127
14	Faculty Development, Performance Appraisal	71	23	18	12	2	1	127
	Institutional Governance							
15	Autonomy	100	15	3	9			127
16	Block Grant *	31			14		49	94
17	Internal Revenue - Retention	5	10	110	2			127
18	Decision Making	95	6	14	10	1	1	127
19	Participation of Stakeholders in BoG	127						127
20	Management Capacity Development	26	14	12	13	55	7	127
21	Faculty Profile	102	10	1		14		127
	Academic Excellence							
22	Accreditation	47	3	2	25	19	31	127
23	Revision/reorientation & Restructuring of Programmes	107			14	4	2	127
24	Tribal Development Plan	64	18	15	30			127
25	Faculty Training	1	25	98		3		127
26	Faculty Qualification improvement	40	16	10	9	1	51	127
	Networking							
27	Students visits to other Institutions	31	15	16	16	20	29	127
28	Students from Other Inst visiting this Institutions	31	12	14	10	16	44	127
29	Faculty man-days for other Inst.	42	8	13	4	18	42	127

Parameter No.	Parameters	Count of Institutions						Grand Total
		Highly Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	
30	Other Inst Faculty man-days for this Inst.	30	16	14	7	14	46	127
31	Co-curricular activities by Students	30	17	78	2			127
32	Publications by Faculty jointly	44	11	5	11	23	33	127
33	R & D Projects by Faculty jointly	5	4	8	8	8	94	127
34	Specialised Training programs for other Inst. Faculty	31	19	13	12	14	38	127
	Services to Community							
35	Community persons visiting Inst.	25	17	18	10	57		127
36	Faculty visiting Community for Needs Assessment	24	16	15	14	58		127
37	Faculty visiting Community for Technical help	32	16	12	8	59		127
38	Projects by Students for Community	23	18	11	19	56		127
39	Technology Transferred	30	14	12	5	16	50	127
40	Services to Un-organised labour	96	2	9		20		127
41	Continuing Education Programmes for Organised Labour	76	1	23		27		127
	KPIs							0
42	Increase in research publications**	4	10	17	30	36	11	108
43	Increase in Patents**	7	6	3	1	4	87	108
44	R & D Performance**	5	9	18	11	24	41	108
45	Employment Rate	74	24	22	7			127
46	Student Faculty Ratio	56	8		63			127
47	Pass percentage	55	15	21	6		30	127
	Stakeholders Satisfaction							
48	Level of satisfaction of stakeholder	84	22	6		15		127

* Not Considered for Private Engineering Colleges

** Not Considered for Polytechnics

Parameter No.	Parameters	% Distributions of Institutions						Grand Total
		Highly Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	
	Institutional Reforms							
1	Establishment of Fund	91	2	1	0	5	1	100
2	Internal Revenue	15	14	36	34	1	0	100
3	Modernisation of Management Systems	47	18	20	14	0	0	100
4	Audit	98	0	1	1	0	0	100
5	Practices to reduce wastage	74	26	0	0	0	0	100
6	Recovery of Cost of Education through means other than Tuition Fees	100	0	0	0	0	0	100
7	Implementation of Semester System	99	0	0	0	0	1	100
8	Flexible Pace of Learning	100	0	0	0	0	0	100
9	Credit Exemption	39	0	0	0	1	61	100
10	Multi-background Admission	100	0	0	0	0	0	100
11	Offering Electives	85	0	0	15	0	0	100
12	Continuous Evaluation	99	0	0	0	0	1	100
13	Grading System	100	0	0	0	0	0	100
14	Faculty Development, Performance Appraisal	56	18	14	9	2	1	100
	Institutional Governance							
15	Autonomy	79	12	2	7	0	0	100
16	Block Grant *	33	0	0	15	0	52	100
17	Internal Revenue - Retention	4	8	87	2	0	0	100
18	Decision Making	75	5	11	8	1	1	100
19	Participation of Stakeholders in BoG	100	0	0	0	0	0	100
20	Management Capacity Development	20	11	9	10	43	6	100
21	Faculty Profile	80	8	1	0	11	0	100
	Academic Excellence							
22	Accreditation	37	2	2	20	15	24	100
23	Revision/reorientation & Restructuring of Programmes	84	0	0	11	3	2	100
24	Tribal Development Plan	50	14	12	24	0	0	100
25	Faculty Training	1	20	77	0	2	0	100
26	Faculty Qualification improvement	31	13	8	7	1	40	100
	Networking							
27	Students visits to other Institutions	24	12	13	13	16	23	100
28	Students from Other Inst visiting this Institutions	24	9	11	8	13	35	100
29	Faculty man-days for other Inst.	33	6	10	3	14	33	100

Parameter No.	Parameters	% Distributions of Institutions						Grand Total
		Highly Satisfactory	Satisfactory	Moderately Satisfactory	Moderately Unsatisfactory	Unsatisfactory	Highly Unsatisfactory	
30	Other Inst Faculty man-days for this Inst.	24	13	11	6	11	36	100
31	Co-curricular activities by Students	24	13	61	2	0	0	100
32	Publications by Faculty jointly	35	9	4	9	18	26	100
33	R & D Projects by Faculty jointly	4	3	6	6	6	74	100
34	Specialised Training programs for other Inst. Faculty	24	15	10	9	11	30	100
	Services to Community							
35	Community persons visiting Inst.	20	13	14	8	45	0	100
36	Faculty visiting Community for Needs Assessment	19	13	12	11	46	0	100
37	Faculty visiting Community for Technical help	25	13	9	6	46	0	100
38	Projects by Students for Community	18	14	9	15	44	0	100
39	Technology Transferred	24	11	9	4	13	39	100
40	Services to Un-organised labour	76	2	7	0	16	0	100
41	Continuing Education Programmes for Organised Labour	60	1	18	0	21	0	100
	KPIs							
42	Increase in research publications**	4	9	16	28	33	10	100
43	Increase in Patents**	6	6	3	1	4	81	100
44	R & D Performance**	5	8	17	10	22	38	100
45	Employment Rate	58	19	17	6	0	0	100
46	Student Faculty Ratio	44	6	0	50	0	0	100
47	Pass percentage	43	12	17	5	0	24	100
	Stakeholders Satisfaction							
48	Level of satisfaction of stakeholder	66	17	5	0	12	0	100

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** Not Considered for Polytechnics