

TEQIP Survey October 08

| 1. Please rate how much you agree with the following statements (1 meaning you strongly disagree, 10 meaning you strongly agree). | | | | | | | | | | | | | |
|---|---------------------|----------|----------|----------|----------|-----------|------------|------------|-------------------|--------------------|------------------------|----------------|----------------|
| | Strongly disagree 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Strongly agree 10 | Don't know / Can't say | Rating Average | Response Count |
| I feel proud to be associated with the TEQIP project | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.7% (1) | 0.7% (1) | 1.4% (2) | 2.8% (4) | 5.7% (8) | 8.5% (12) | 80.1% (113) | 0.0% (0) | 9.58 | 141 |
| I feel satisfied with the overall impact of the project | 0.0% (0) | 0.7% (1) | 2.1% (3) | 0.0% (0) | 1.4% (2) | 5.7% (8) | 7.1% (10) | 24.1% (34) | 24.1% (34) | 34.0% (48) | 0.7% (1) | 8.55 | 141 |
| I feel satisfied with the overall design of the project | 0.0% (0) | 0.7% (1) | 0.7% (1) | 0.0% (0) | 3.5% (5) | 6.4% (9) | 12.1% (17) | 23.4% (33) | 29.1% (41) | 24.1% (34) | 0.0% (0) | 8.34 | 141 |
| I feel satisfied with the overall implementation of the project | 0.0% (0) | 2.1% (3) | 2.1% (3) | 0.0% (0) | 2.8% (4) | 7.1% (10) | 15.6% (22) | 20.6% (29) | 26.2% (37) | 23.4% (33) | 0.0% (0) | 8.11 | 141 |
| Comments or suggestions for improvement: | | | | | | | | | | | | | 75 |
| answered question | | | | | | | | | | | | | 141 |
| skipped question | | | | | | | | | | | | | 0 |

2. Please rate your views on the following statements (1 being strongly disagree, 10 strongly agree)

| | Strongly disagree 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Strongly agree 10 | Don't know / can't say | Rating Average | Response Count |
|---|---------------------|----------|----------|----------|-----------|------------|------------|-------------------|------------|-------------------|------------------------|----------------|----------------|
| The project design rightly focused on promotion of academic excellence | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.7% (1) | 0.7% (1) | 4.3% (6) | 12.1% (17) | 21.3% (30) | 21.3% (30) | 39.7% (56) | 0.0% (0) | 8.75 | 141 |
| The Project rightly allowed freedom to institutions to choose their own path for achieving academic excellence | 0.0% (0) | 0.0% (0) | 2.1% (3) | 1.4% (2) | 4.3% (6) | 8.5% (12) | 9.2% (13) | 18.4% (26) | 19.1% (27) | 36.9% (52) | 0.0% (0) | 8.38 | 141 |
| Competitive selection of Institutions has been a very welcome feature of the project. | 1.4% (2) | 0.0% (0) | 0.7% (1) | 0.0% (0) | 2.8% (4) | 2.1% (3) | 4.3% (6) | 17.0% (24) | 27.7% (39) | 42.6% (60) | 1.4% (2) | 8.83 | 141 |
| Implementation of competitive funding process was cost- and time efficient | 1.4% (2) | 0.7% (1) | 2.1% (3) | 0.0% (0) | 3.5% (5) | 5.0% (7) | 8.5% (12) | 19.1% (27) | 27.0% (38) | 29.1% (41) | 3.5% (5) | 8.32 | 141 |
| Services to the Community has been useful to students in identifying real life problems | 1.4% (2) | 2.1% (3) | 3.5% (5) | 4.3% (6) | 7.8% (11) | 9.2% (13) | 17.7% (25) | 19.1% (27) | 17.7% (25) | 15.6% (22) | 1.4% (2) | 7.31 | 141 |
| Networking has increased professional outputs (publications, products, designs, patents, etc) from participating institutions | 3.5% (5) | 1.4% (2) | 5.0% (7) | 3.5% (5) | 4.3% (6) | 15.6% (22) | 16.3% (23) | 19.1% (27) | 11.3% (16) | 18.4% (26) | 1.4% (2) | 7.14 | 141 |
| Comments or suggestions for improvement: | | | | | | | | | | | | | 69 |
| answered question | | | | | | | | | | | | | 141 |
| skipped question | | | | | | | | | | | | | 0 |

3. Policy Reforms Please rate your impression of the policy reforms (1 strongly disagree, 10 strongly agree)

| | Strongly Disagree 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Strongly Agree 10 | Don't know / can't say | Rating Average | Response Count | |
|---|------------------------|----------|----------|----------|-----------|-----------|------------|-------------------|------------|----------------------|---------------------------|-------------------|--------------------------|------------|
| The intended government policy reforms (autonomy and block grants) have been achieved | 4.3% (6) | 2.8% (4) | 4.3% (6) | 5.7% (8) | 8.5% (12) | 7.8% (11) | 11.3% (16) | 18.4% (26) | 14.9% (21) | 14.9% (21) | 7.1% (10) | 6.94 | 141 | |
| Institutions are able to exercise with confidence whatever autonomies that were granted to them | 1.4% (2) | 1.4% (2) | 2.1% (3) | 2.1% (3) | 8.5% (12) | 8.5% (12) | 5.7% (8) | 12.8% (18) | 19.9% (28) | 34.8% (49) | 2.8% (4) | 8.04 | 141 | |
| The BOGs are functioning and are able to guide institutional development and project implementation | 2.1% (3) | 1.4% (2) | 1.4% (2) | 5.0% (7) | 5.7% (8) | 7.1% (10) | 7.1% (10) | 19.9% (28) | 13.5% (19) | 36.2% (51) | 0.7% (1) | 7.97 | 141 | |
| Comments or suggestions for improvement: | | | | | | | | | | | | | 60 | |
| | | | | | | | | | | | | | answered question | 141 |
| | | | | | | | | | | | | | skipped question | 0 |

4. Institutional Reforms Please rate your impression of the institutional reforms introduced under the Project (1 strongly disagree, 10 strongly agree)

| | Strongly disagree 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Strongly agree 10 | Don't know/can't say | Rating Average | Response Count |
|---|--------------------------------|----------|-----------|----------|-----------|------------|------------|------------|-------------------|--------------------------|-----------------------------|-----------------------|-----------------------|
| The intended institutional reforms have been achieved. | 0.0% (0) | 1.4% (2) | 0.0% (0) | 3.5% (5) | 3.5% (5) | 5.7% (8) | 17.7% (25) | 19.9% (28) | 24.8% (35) | 23.4% (33) | 0.0% (0) | 8.09 | 141 |
| The reforms were clearly and timely understood by the Head of Institution and Heads of Departments. | 0.0% (0) | 0.7% (1) | 2.8% (4) | 3.5% (5) | 5.7% (8) | 7.8% (11) | 11.3% (16) | 14.9% (21) | 25.5% (36) | 27.7% (39) | 0.0% (0) | 8.04 | 141 |
| All the faculty members were aware of the desired reforms | 0.0% (0) | 2.8% (4) | 1.4% (2) | 2.8% (4) | 7.1% (10) | 5.0% (7) | 16.3% (23) | 19.9% (28) | 22.0% (31) | 22.7% (32) | 0.0% (0) | 7.84 | 141 |
| Reforms with financial implications were difficult to implement. | 11.3% (16) | 6.4% (9) | 5.7% (8) | 5.0% (7) | 8.5% (12) | 9.2% (13) | 12.8% (18) | 9.9% (14) | 15.6% (22) | 11.3% (16) | 4.3% (6) | 6.07 | 141 |
| Student appraisal of teachers' performance was useful in improving teaching-training performance of teachers. | 2.1% (3) | 0.7% (1) | 0.7% (1) | 2.8% (4) | 2.8% (4) | 3.5% (5) | 7.8% (11) | 22.0% (31) | 19.1% (27) | 36.9% (52) | 1.4% (2) | 8.36 | 141 |
| Incentives to teachers and recognition of their merit have been implemented. | 9.2% (13) | 5.7% (8) | 7.1% (10) | 2.1% (3) | 5.7% (8) | 12.1% (17) | 9.9% (14) | 14.9% (21) | 15.6% (22) | 17.0% (24) | 0.7% (1) | 6.55 | 141 |
| The 4 funds established during project-life will be useful in the future. | 2.1% (3) | 1.4% (2) | 2.1% (3) | 3.5% (5) | 2.8% (4) | 5.0% (7) | 8.5% (12) | 8.5% (12) | 19.9% (28) | 41.1% (58) | 5.0% (7) | 8.28 | 141 |
| Comments or suggestions for improvement: | | | | | | | | | | | | | 49 |
| answered question | | | | | | | | | | | | | 141 |
| skipped question | | | | | | | | | | | | | 0 |

5. Implementation of Soft components (Faculty Development, Networking, Service to economy and Tribal Development) Please rate how much you agree with the following statements (1 strongly disagree, 10 strongly agree)

| | Strongly disagree 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Strongly agree 10 | Don't know/can't say | Rating Average | Response Count |
|---|------------------------|------------|-----------|----------|------------|------------|------------|------------|-------------------|----------------------|----------------------|----------------|----------------|
| The soft components received high attention from the on-set of the project | 0.7% (1) | 2.8% (4) | 4.3% (6) | 3.5% (5) | 5.0% (7) | 7.1% (10) | 16.3% (23) | 22.0% (31) | 9.9% (14) | 28.4% (40) | 0.0% (0) | 7.64 | 141 |
| Faculty development was undertaken based on institutional needs | 1.4% (2) | 0.7% (1) | 1.4% (2) | 2.8% (4) | 4.3% (6) | 5.7% (8) | 14.2% (20) | 19.1% (27) | 18.4% (26) | 31.9% (45) | 0.0% (0) | 8.11 | 141 |
| Faculty Development is well-organized in the institutions | 1.4% (2) | 1.4% (2) | 2.1% (3) | 3.5% (5) | 5.7% (8) | 9.2% (13) | 11.3% (16) | 14.9% (21) | 25.5% (36) | 24.8% (35) | 0.0% (0) | 7.85 | 141 |
| Networking is a low priority for achievement of institutional excellence | 18.4% (26) | 12.1% (17) | 8.5% (12) | 4.3% (6) | 11.3% (16) | 9.2% (13) | 9.9% (14) | 10.6% (15) | 5.0% (7) | 7.1% (10) | 3.5% (5) | 4.85 | 141 |
| Service to Community and Economy is central to my institution's mission | 2.8% (4) | 2.8% (4) | 1.4% (2) | 4.3% (6) | 10.6% (15) | 7.8% (11) | 12.8% (18) | 17.0% (24) | 16.3% (23) | 17.7% (25) | 6.4% (9) | 7.26 | 141 |
| Support to weak students (Tribal Development) is central to my institution's mission | 0.7% (1) | 0.7% (1) | 1.4% (2) | 1.4% (2) | 3.5% (5) | 9.2% (13) | 9.9% (14) | 15.6% (22) | 22.0% (31) | 29.8% (42) | 5.7% (8) | 8.22 | 141 |
| The goals of Service to Community and Economy and Tribal Development were clearly and timely understood by the institutions | 3.5% (5) | 2.1% (3) | 4.3% (6) | 1.4% (2) | 11.3% (16) | 12.1% (17) | 14.2% (20) | 14.2% (20) | 12.8% (18) | 24.1% (34) | 0.0% (0) | 7.24 | 141 |
| Comments or suggestions for improvement: | | | | | | | | | | | | | 42 |
| answered question | | | | | | | | | | | | | 141 |
| skipped question | | | | | | | | | | | | | 0 |

6. Joint Review Missions (JRMs) Please rate your impression of the JRMs (1 strongly disagree, 10 strongly agree)

| | Strongly disagree 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Strongly agree 10 | Don't know/can't say | Rating Average | Response Count |
|---|------------------------|----------|----------|----------|----------|----------|-----------|------------|------------|----------------------|----------------------|----------------|----------------|
| Motivated States and institutions to implement the project. | 0.0% (0) | 0.0% (0) | 0.0% (0) | 0.7% (1) | 5.0% (7) | 2.8% (4) | 9.9% (14) | 13.5% (19) | 22.0% (31) | 40.4% (57) | 5.7% (8) | 8.74 | 141 |
| Improved understanding of the objective and spirit of TEQIP. | 0.7% (1) | 0.7% (1) | 0.0% (0) | 0.0% (0) | 2.1% (3) | 5.0% (7) | 5.0% (7) | 17.0% (24) | 19.1% (27) | 46.1% (65) | 4.3% (6) | 8.84 | 141 |
| Identified shortcomings in implementation and in the development of plans for better performance. | 1.4% (2) | 0.7% (1) | 0.0% (0) | 0.7% (1) | 0.7% (1) | 5.7% (8) | 5.7% (8) | 20.6% (29) | 24.8% (35) | 36.2% (51) | 3.5% (5) | 8.63 | 141 |
| Provided useful advice for improving quality of education and training. | 0.0% (0) | 1.4% (2) | 0.7% (1) | 1.4% (2) | 2.1% (3) | 3.5% (5) | 5.0% (7) | 17.7% (25) | 22.7% (32) | 41.1% (58) | 4.3% (6) | 8.72 | 141 |
| Provided an opportunity for sharing of experiences and learning best practices. | 0.7% (1) | 0.0% (0) | 0.7% (1) | 0.7% (1) | 0.0% (0) | 2.8% (4) | 5.7% (8) | 12.8% (18) | 30.5% (43) | 41.8% (59) | 4.3% (6) | 8.96 | 141 |
| Provided guidance on procedures and rules for implementation. | 0.0% (0) | 1.4% (2) | 0.7% (1) | 0.7% (1) | 1.4% (2) | 2.8% (4) | 4.3% (6) | 19.1% (27) | 26.2% (37) | 39.7% (56) | 3.5% (5) | 8.79 | 141 |
| Comments or suggestions for improvement: | | | | | | | | | | | | | 35 |
| answered question | | | | | | | | | | | | | 141 |
| skipped question | | | | | | | | | | | | | 0 |

7. Project monitoring and reporting Please rate how much you agree with the following statements (1 meaning you strongly disagree, 10 meaning you strongly agree).

| | Strongly disagree 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Strongly agree 10 | Don't know/can't say | Rating Average | Response Count |
|---|--------------------------------|----------|----------|----------|-----------|-----------|------------|------------|------------|--------------------------|-----------------------------|-----------------------|-----------------------|
| I am satisfied by the quality and quantity of information on project performance that I receive | 0.0% (0) | 2.8% (4) | 0.7% (1) | 1.4% (2) | 0.7% (1) | 6.4% (9) | 15.6% (22) | 18.4% (26) | 23.4% (33) | 29.1% (41) | 1.4% (2) | 8.25 | 141 |
| Information and data called for by the World Bank/ NPIU/SPFU was excessive | 7.1% (10) | 3.5% (5) | 2.8% (4) | 2.1% (3) | 5.7% (8) | 7.8% (11) | 4.3% (6) | 11.3% (16) | 21.3% (30) | 31.2% (44) | 2.8% (4) | 7.52 | 141 |
| NPIU's Review Reports for the JRMs gave a holistic picture of the performance of each institution/state | 1.4% (2) | 0.0% (0) | 0.0% (0) | 1.4% (2) | 2.8% (4) | 5.7% (8) | 7.1% (10) | 18.4% (26) | 22.7% (32) | 37.6% (53) | 2.8% (4) | 8.57 | 141 |
| Stakeholder responses contained in the Telly Sheets are useful | 0.7% (1) | 2.1% (3) | 0.0% (0) | 1.4% (2) | 8.5% (12) | 5.7% (8) | 12.1% (17) | 16.3% (23) | 19.1% (27) | 32.6% (46) | 1.4% (2) | 8.12 | 141 |
| The performance audits are useful and motivating | 1.4% (2) | 0.0% (0) | 0.7% (1) | 0.7% (1) | 1.4% (2) | 5.0% (7) | 7.1% (10) | 17.7% (25) | 19.9% (28) | 44.0% (62) | 2.1% (3) | 8.72 | 141 |
| A web-based MIS would have been an efficient method for data and information reporting. | 0.0% (0) | 0.7% (1) | 0.0% (0) | 0.7% (1) | 1.4% (2) | 6.4% (9) | 5.0% (7) | 8.5% (12) | 19.9% (28) | 55.3% (78) | 2.1% (3) | 9.04 | 141 |
| Comment or suggestions for improvement: | | | | | | | | | | | | | 46 |
| answered question | | | | | | | | | | | | | 141 |
| skipped question | | | | | | | | | | | | | 0 |

8. Financial management and Procurement (fiduciary procedures) Please rate how much you agree with the following statements (1 meaning you strongly disagree, 10 meaning you strongly agree).

| | Strongly disagree 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Strongly agree 10 | Don't know/can't say | Rating Average | Response Count |
|---|------------------------|------------|-----------|-----------|----------|------------|-----------|------------|------------|----------------------|----------------------|----------------|----------------|
| I have adequate knowledge of World Bank procedures for procurement to perform my job. | 0.7% (1) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 4.3% (6) | 4.3% (6) | 9.2% (13) | 22.0% (31) | 12.8% (18) | 40.4% (57) | 6.4% (9) | 8.62 | 141 |
| Training in the World Bank procedures for procurement was adequate. | 0.7% (1) | 0.7% (1) | 1.4% (2) | 1.4% (2) | 3.5% (5) | 5.7% (8) | 9.9% (14) | 22.0% (31) | 16.3% (23) | 29.1% (41) | 9.2% (13) | 8.23 | 141 |
| The procurement procedures achieved economy, efficiency, transparency and fairness. | 1.4% (2) | 1.4% (2) | 0.0% (0) | 0.7% (1) | 0.7% (1) | 3.5% (5) | 7.8% (11) | 14.2% (20) | 27.7% (39) | 39.0% (55) | 3.5% (5) | 8.70 | 141 |
| I have adequate knowledge of World Bank procedures and requirements for financial management to perform my job. | 0.7% (1) | 0.0% (0) | 0.0% (0) | 0.0% (0) | 6.4% (9) | 1.4% (2) | 2.8% (4) | 18.4% (26) | 30.5% (43) | 31.2% (44) | 8.5% (12) | 8.69 | 141 |
| Training in the World Bank's requirement for financial management was adequate. | 0.7% (1) | 1.4% (2) | 0.7% (1) | 3.5% (5) | 2.8% (4) | 5.0% (7) | 7.8% (11) | 17.0% (24) | 21.3% (30) | 27.0% (38) | 12.8% (18) | 8.20 | 141 |
| The World Bank procedures are cumbersome. | 17.7% (25) | 11.3% (16) | 7.1% (10) | 7.8% (11) | 6.4% (9) | 5.0% (7) | 9.9% (14) | 8.5% (12) | 7.8% (11) | 12.8% (18) | 5.7% (8) | 5.20 | 141 |
| Implementation and monitoring of the fiduciary responsibility was adequate. | 0.0% (0) | 1.4% (2) | 0.7% (1) | 0.7% (1) | 3.5% (5) | 11.3% (16) | 7.8% (11) | 17.7% (25) | 21.3% (30) | 27.7% (39) | 7.8% (11) | 8.22 | 141 |
| Comments or suggestions for improvement: | | | | | | | | | | | | | 38 |
| answered question | | | | | | | | | | | | | 141 |
| skipped question | | | | | | | | | | | | | 0 |

9. Please rate how much you agree with the following statements (1 meaning you strongly disagree, 10 meaning you strongly agree)

| | Strongly disagree 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Strongly agree 10 | Don't know/can't say | Rating Average | Response Count |
|---|--------------------------------|----------|----------|----------|----------|-----------|-------------------|-------------------|-------------------|--------------------------|-----------------------------|-----------------------|-----------------------|
| The project increased production of high quality graduates | 0.7% (1) | 0.0% (0) | 0.0% (0) | 2.1% (3) | 6.4% (9) | 3.5% (5) | 19.9% (28) | 22.0% (31) | 19.9% (28) | 24.8% (35) | 0.7% (1) | 8.10 | 141 |
| The project increased demand from industry for high quality professionals | 1.4% (2) | 0.0% (0) | 2.1% (3) | 0.7% (1) | 5.7% (8) | 7.1% (10) | 23.4% (33) | 23.4% (33) | 14.9% (21) | 19.1% (27) | 2.1% (3) | 7.75 | 141 |
| The project increased cooperation and resource sharing between institutions | 2.1% (3) | 0.7% (1) | 2.1% (3) | 1.4% (2) | 5.0% (7) | 7.8% (11) | 16.3% (23) | 22.0% (31) | 16.3% (23) | 25.5% (36) | 0.7% (1) | 7.85 | 141 |
| The project increased involvement of institutions with communities | 1.4% (2) | 0.0% (0) | 0.7% (1) | 0.7% (1) | 4.3% (6) | 9.2% (13) | 15.6% (22) | 22.0% (31) | 26.2% (37) | 19.1% (27) | 0.7% (1) | 8.01 | 141 |
| The project improved internal efficiency of project institutions | 0.7% (1) | 0.7% (1) | 0.0% (0) | 1.4% (2) | 1.4% (2) | 2.1% (3) | 12.8% (18) | 24.8% (35) | 21.3% (30) | 34.8% (49) | 0.0% (0) | 8.55 | 141 |
| The project improved efficiency of the State's engineering education system | 2.1% (3) | 0.7% (1) | 4.3% (6) | 0.0% (0) | 1.4% (2) | 4.3% (6) | 7.8% (11) | 17.0% (24) | 24.1% (34) | 26.2% (37) | 12.1% (17) | 8.18 | 141 |
| Comments or suggestions for improvement: | | | | | | | | | | | | | 26 |
| answered question | | | | | | | | | | | | | 141 |
| skipped question | | | | | | | | | | | | | 0 |

10. Please select the project's best and second best features by scoring on two of the following statements:

Best Feature

| | Implementation of policy reforms (autonomies and block grant) | Support based upon the merit of each institution's proposal | Improvement in teaching-training infrastructure | Provision of equipment to help improve quality research | Improvement in quality of education in institutions | Changed of mindset of faculty | Reforms led to holistic development of institutions | Constant monitoring of implementation and performance | There was no impact |
|---|---|---|---|---|---|-------------------------------|---|---|---------------------|
| - | 10.6% (15) | 4.3% (6) | 22.7% (32) | 15.6% (22) | 20.6% (29) | 9.2% (13) | 13.5% (19) | 2.8% (4) | 0.7% (1) |

Second Best Feature

| | Implementation of policy reforms (autonomies and block grant) | Support based upon the merit of each institution's proposal | Improvement in teaching-training infrastructure | Provision of equipment to help improve quality research | Improvement in quality of education in institutions | Changed of mindset of faculty | Reforms led to holistic development of institutions | Constant monitoring of implementation and performance | There was no impact |
|---|---|---|---|---|---|-------------------------------|---|---|---------------------|
| - | 2.8% (4) | 3.5% (5) | 19.1% (27) | 15.6% (22) | 22.7% (32) | 10.6% (15) | 12.8% (18) | 12.1% (17) | 0.7% (1) |

Other (please specify)

answered question

skipped question

11. Please select the greatest and the second greatest weakness of the project by scoring on two of the following statements:

Greatest Weakness

| | Lack of coordination between participating agencies | Absence of Government policy support for autonomy | Absence of Government policy support for institutional reforms | Inadequate guidance on project concepts | Absence of reward for good performance | No focus on the real constraints for quality | Too much paperwork | Too little capacity building | No weaknesses |
|---|---|---|--|---|--|--|--------------------|------------------------------|---------------|
| - | 7.1% (10) | 15.6% (22) | 5.7% (8) | 5.0% (7) | 17.7% (25) | 10.6% (15) | 29.1% (41) | 1.4% (2) | 7.8% (11) |

Second Greatest Weakness

| | Lack of coordination between participating agencies | Absence of Government policy support for autonomy | Absence of Government policy support for institutional reforms | Inadequate guidance on project concepts | Absence of reward for good performance | No focus on the real constraints for quality | Too much paperwork | Too little capacity building | No weaknesses |
|---|---|---|--|---|--|--|--------------------|------------------------------|---------------|
| - | 6.4% (9) | 4.3% (6) | 7.8% (11) | 5.0% (7) | 25.5% (36) | 10.6% (15) | 19.1% (27) | 7.8% (11) | 13.5% (19) |

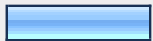
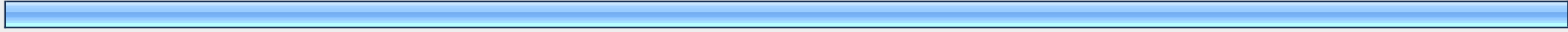
Other (please specify)

answered question

skipped question

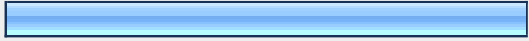
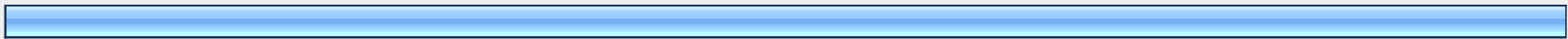
12. Performance of the World Bank Please rate the work of the World Bank in TEQIP (1 being very poor, 10 being very good).

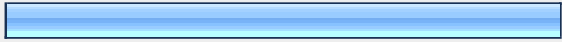
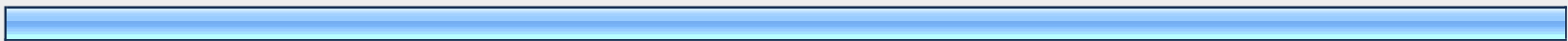
| | Very poor 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Very good 10 | Don't know / Can't say | Rating Average | Response Count |
|---|--------------------------|----------|----------|----------|----------|----------|------------|-------------------|------------|-------------------|------------------------------|-------------------|-------------------|
| I feel satisfied with the performance of the World Bank | 0.0% (0) | 0.0% (0) | 0.0% (0) | 1.4% (2) | 2.1% (3) | 1.4% (2) | 5.7% (8) | 19.1% (27) | 22.7% (32) | 40.4% (57) | 7.1% (10) | 8.89 | 141 |
| Collaboration with national and state governments | 0.7% (1) | 0.0% (0) | 0.7% (1) | 2.8% (4) | 3.5% (5) | 4.3% (6) | 14.2% (20) | 16.3% (23) | 14.2% (20) | 30.5% (43) | 12.8% (18) | 8.25 | 141 |
| Provision of technical assistance as and when required | 0.0% (0) | 0.0% (0) | 2.1% (3) | 3.5% (5) | 3.5% (5) | 3.5% (5) | 15.6% (22) | 15.6% (22) | 14.9% (21) | 30.5% (43) | 10.6% (15) | 8.20 | 141 |
| Provision of timely and adequate information | 0.0% (0) | 0.0% (0) | 0.7% (1) | 2.1% (3) | 3.5% (5) | 3.5% (5) | 12.1% (17) | 24.8% (35) | 18.4% (26) | 29.1% (41) | 5.7% (8) | 8.37 | 141 |
| Responsiveness to inquiries | 0.0% (0) | 0.0% (0) | 0.7% (1) | 0.0% (0) | 3.5% (5) | 5.7% (8) | 9.9% (14) | 24.8% (35) | 23.4% (33) | 24.1% (34) | 7.8% (11) | 8.39 | 141 |
| Support with Procurement in terms of procedures and guidelines | 0.0% (0) | 0.0% (0) | 0.7% (1) | 1.4% (2) | 0.7% (1) | 5.0% (7) | 11.3% (16) | 18.4% (26) | 25.5% (36) | 31.2% (44) | 5.7% (8) | 8.59 | 141 |
| Support with Financial management in terms of procedures, rules and budgeting | 0.0% (0) | 0.7% (1) | 0.0% (0) | 0.7% (1) | 3.5% (5) | 2.8% (4) | 9.9% (14) | 22.0% (31) | 25.5% (36) | 27.7% (39) | 7.1% (10) | 8.51 | 141 |
| | Comments and suggestion | | | | | | | | | | | | 26 |
| | answered question | | | | | | | | | | | | 141 |
| | skipped question | | | | | | | | | | | | 0 |

| 13. Are you from NPIU/MHRD? | | | | | | | | | | | | |
|-----------------------------|--|--|--|--|--|--|--|--|--|--|--------------------------|----------------|
| | | | | | | | | | | | Response Percent | Response Count |
| YES |  | | | | | | | | | | 6.4% | 9 |
| NO |  | | | | | | | | | | 93.6% | 132 |
| | | | | | | | | | | | answered question | 141 |
| | | | | | | | | | | | skipped question | 0 |

| 14. Performance of NPIU/MHRD Please rate the work of the NPIU/MHRD in TEQIP (1 being very poor, 10 being very good). | | | | | | | | | | | | | |
|--|----------------|----------|----------|----------|----------|----------|------------|------------|------------|-------------------|------------------------------|-------------------------|-------------------|
| | Very poor 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Very good 10 | Don't know / Can't say | Rating Average | Response Count |
| Overall, I feel satisfied with the performance of NPIU/MHRD | 0.8% (1) | 0.0% (0) | 0.0% (0) | 1.5% (2) | 3.0% (4) | 4.5% (6) | 10.6% (14) | 22.0% (29) | 22.0% (29) | 32.6% (43) | 3.0% (4) | 8.48 | 132 |
| Collaboration with state governments and institutions | 0.0% (0) | 0.8% (1) | 0.8% (1) | 0.8% (1) | 3.0% (4) | 3.8% (5) | 14.4% (19) | 22.0% (29) | 12.9% (17) | 30.3% (40) | 11.4% (15) | 8.35 | 132 |
| Timeliness and adequacy of help and guidance | 0.8% (1) | 0.8% (1) | 1.5% (2) | 1.5% (2) | 3.0% (4) | 6.1% (8) | 9.8% (13) | 22.7% (30) | 21.2% (28) | 29.5% (39) | 3.0% (4) | 8.27 | 132 |
| Responsiveness to inquiries | 0.0% (0) | 0.8% (1) | 0.8% (1) | 0.0% (0) | 5.3% (7) | 6.8% (9) | 8.3% (11) | 19.7% (26) | 24.2% (32) | 28.8% (38) | 5.3% (7) | 8.38 | 132 |
| Support with procurement in terms of procedures and guidelines | 0.0% (0) | 0.0% (0) | 0.8% (1) | 0.0% (0) | 3.8% (5) | 6.8% (9) | 7.6% (10) | 18.2% (24) | 26.5% (35) | 30.3% (40) | 6.1% (8) | 8.54 | 132 |
| Support with financial management in terms of procedures, rules and budgeting | 0.0% (0) | 0.0% (0) | 2.3% (3) | 0.0% (0) | 3.0% (4) | 6.8% (9) | 9.8% (13) | 19.7% (26) | 22.7% (30) | 29.5% (39) | 6.1% (8) | 8.40 | 132 |
| | | | | | | | | | | | | Comments or suggestions | 25 |

| | | |
|--|--------------------------|------------|
| | <i>answered question</i> | 132 |
| | <i>skipped question</i> | 9 |

| 15. Are you from State Government(SPFUs)? | | | |
|--|--|-----------------------------|---------------------------|
| | | Response Percent | Response Count |
| YES |  | 23.5% | 31 |
| NO |  | 76.5% | 101 |
| | | <i>answered question</i> | 132 |
| | | <i>skipped question</i> | 9 |

| 16. Are you from a CFI? | | | |
|--------------------------------|--|-----------------------------|---------------------------|
| | | Response Percent | Response Count |
| YES |  | 25.0% | 33 |
| NO |  | 75.0% | 99 |
| | | <i>answered question</i> | 132 |
| | | <i>skipped question</i> | 9 |

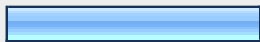
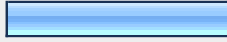


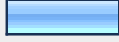

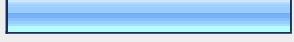
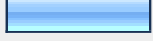
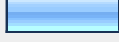
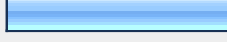
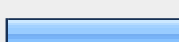


17. Performance of State Governments SPFUs Please rate the contribution of your State government in TEQIP (1 being very poor, 10 being very good).

| | Very poor 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Very good 10 | Don't know / Can't say | Rating Average | Response Count |
|---|----------------|----------|----------|----------|----------|-----------|------------|------------|------------|-------------------|------------------------------|-------------------|-------------------|
| Overall, I feel satisfied with the performance on the SPFU that I work with | 1.3% (1) | 1.3% (1) | 2.6% (2) | 0.0% (0) | 9.1% (7) | 3.9% (3) | 10.4% (8) | 13.0% (10) | 14.3% (11) | 41.6% (32) | 2.6% (2) | 8.23 | 77 |
| Timely provision of funds for institutional project implementation | 0.0% (0) | 0.0% (0) | 3.9% (3) | 2.6% (2) | 5.2% (4) | 5.2% (4) | 7.8% (6) | 14.3% (11) | 18.2% (14) | 40.3% (31) | 2.6% (2) | 8.36 | 77 |
| Providing periodic guidance on project concepts and Bank procedures | 1.3% (1) | 0.0% (0) | 3.9% (3) | 5.2% (4) | 5.2% (4) | 5.2% (4) | 13.0% (10) | 9.1% (7) | 19.5% (15) | 35.1% (27) | 2.6% (2) | 8.01 | 77 |
| Responsiveness to inquiries | 1.3% (1) | 1.3% (1) | 2.6% (2) | 2.6% (2) | 7.8% (6) | 3.9% (3) | 9.1% (7) | 13.0% (10) | 16.9% (13) | 39.0% (30) | 2.6% (2) | 8.15 | 77 |
| Facilitating training of faculty and staff | 2.6% (2) | 3.9% (3) | 2.6% (2) | 3.9% (3) | 5.2% (4) | 7.8% (6) | 10.4% (8) | 10.4% (8) | 20.8% (16) | 28.6% (22) | 3.9% (3) | 7.65 | 77 |
| Motivating institutions to enhance their achievements under the project | 1.3% (1) | 0.0% (0) | 3.9% (3) | 2.6% (2) | 5.2% (4) | 5.2% (4) | 6.5% (5) | 18.2% (14) | 19.5% (15) | 35.1% (27) | 2.6% (2) | 8.19 | 77 |
| Promoting effective networking among institutions | 2.6% (2) | 2.6% (2) | 5.2% (4) | 6.5% (5) | 2.6% (2) | 10.4% (8) | 11.7% (9) | 16.9% (13) | 10.4% (8) | 28.6% (22) | 2.6% (2) | 7.40 | 77 |
| Support with financial management in terms of procedures, rules and budgeting | 2.6% (2) | 1.3% (1) | 1.3% (1) | 3.9% (3) | 1.3% (1) | 5.2% (4) | 14.3% (11) | 13.0% (10) | 20.8% (16) | 33.8% (26) | 2.6% (2) | 8.12 | 77 |
| Support with procurement in terms of procedures and guidelines | 2.6% (2) | 1.3% (1) | 3.9% (3) | 2.6% (2) | 3.9% (3) | 3.9% (3) | 7.8% (6) | 15.6% (12) | 18.2% (14) | 36.4% (28) | 3.9% (3) | 8.08 | 77 |
| | | | | | | | | | | | Other (please specify) | | 11 |
| | | | | | | | | | | | answered question | | 77 |

18. Performance of Mentors and Auditors Please rate your satisfaction with Mentoring and Performance Auditing (1 being strongly disagree , 10 strongly agreement).

| | Strongly Disagree 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Strongly Agree 10 | Don't know/can't say | Rating Average | Response Count |
|--|--------------------------------|----------|----------|----------|----------|-----------|------------|------------|------------|--------------------------|-----------------------------|-----------------------|-----------------------|
| Overall, I feel satisfied with the contribution of Mentors to TEQIP | 2.1% (3) | 0.7% (1) | 2.8% (4) | 2.1% (3) | 4.3% (6) | 3.5% (5) | 15.6% (22) | 16.3% (23) | 14.2% (20) | 36.2% (51) | 2.1% (3) | 8.09 | 141 |
| Mentors helped in better understanding of project concepts | 2.1% (3) | 2.8% (4) | 0.7% (1) | 2.1% (3) | 5.0% (7) | 8.5% (12) | 14.2% (20) | 15.6% (22) | 11.3% (16) | 36.2% (51) | 1.4% (2) | 7.94 | 141 |
| Mentors helped in improved planning of faculty development activities | 2.8% (4) | 2.1% (3) | 0.7% (1) | 3.5% (5) | 4.3% (6) | 7.8% (11) | 20.6% (29) | 13.5% (19) | 11.3% (16) | 31.9% (45) | 1.4% (2) | 7.76 | 141 |
| Mentors helped in achieving excellence in teaching and training | 2.8% (4) | 1.4% (2) | 1.4% (2) | 3.5% (5) | 5.7% (8) | 8.5% (12) | 14.9% (21) | 17.7% (25) | 11.3% (16) | 31.2% (44) | 1.4% (2) | 7.75 | 141 |
| Results and suggestions from performance auditors helped in improving institutional project implementation | 0.7% (1) | 1.4% (2) | 0.0% (0) | 1.4% (2) | 2.1% (3) | 4.3% (6) | 13.5% (19) | 14.9% (21) | 17.7% (25) | 42.6% (60) | 1.4% (2) | 8.56 | 141 |
| Comments or suggestions for improvement: | | | | | | | | | | | | | 33 |
| answered question | | | | | | | | | | | | | 141 |
| skipped question | | | | | | | | | | | | | 0 |

19. Please tell us which state/institution you are from.

| | | Response Percent | Response Count |
|---|---|--------------------------|----------------|
| Andhra Pradesh |  | 11.3% | 16 |
| Gujarat |  | 9.9% | 14 |
| Haryana |  | 2.8% | 4 |
| Karnataka |  | 5.0% | 7 |
| Kerala |  | 5.0% | 7 |
| Madhya Pradesh |  | 3.5% | 5 |
| Maharashtra |  | 12.8% | 18 |
| Tamil Nadu |  | 6.4% | 9 |
| Uttar Pradesh |  | 5.0% | 7 |
| West Bengal |  | 9.9% | 14 |
| State with less than 5 TEQIP institutions |  | 7.8% | 11 |
| CFI |  | 17.7% | 25 |
| NPIU |  | 2.8% | 4 |
| | | answered question | 141 |
| | | skipped question | 0 |

Summary Results of TEQIP Implementation Survey 2008

This note very briefly summarizes the main results of the TEQIP Implementation Survey for 2008. The salient ratings from each question are described, and the recurrent comments/suggestions from each question are included. We have equally quoted a few comments that summarized frequent comments. These are marked in *Italic*. It is important to emphasize that this is only a summary of the results. The MHRD and World Bank team has taken note of the full set of results and comments/suggestion.

1. Overall Satisfaction with the Project

Ratings

- Participants generally feel very proud to be a part of the project, with a high rating of 9.6, while the rating of the overall project implementation 8.1 indicates room for improvement.

Comments:

- The project should focus more on Research, Development and Innovation.
- The project should improve monitoring of utilization of equipment.
- Deadlines of project activities should be informed with more in advance to improve planning.
- Flexibility of grants should be enhanced.
- Too much paper work constrains efficient project implementation, and an efficient MIS should be established to reduce the paper work.
- Better understanding of project concept and discussion involving faculty could have improved impact of the project.
- There was a problem with frequent turn-over of staffing.

2. Project Design and Preparation

Ratings

- Ratings show that the feature of competitive selection of institutions is well received (8.8).

Comments

- One of the received comments summarizes the major issues of services to community and networking; “*Services to community and networking were the weak components in the project. Need more conceptual clarity on these two components. Networking has to be based on need based, not by force or restrictions. (Choice available for formal networking was limited during the first phase of TEQIP)*”
- While networking and service to community are deemed important, there are few incentives for community services and networking among students and faculty.
- Autonomy is important for community services and networking.
- Some institutions did not have clear understanding of the project concepts.

3. Project Implementation – Policy Reform-

Ratings

- “The intended government policy reform (autonomy and block grants) have been achieved” is not strongly agreed with rating of 6.9. Quality of function in the Board of Governors seems to be ambiguous (8.0).

Comments

- Initiatives of State Govt. could be of more help to facilitate the project implementation.
- The feature of BOG is well received, but there is room for improvement, in particular through higher representation of industry.
- More detailed guidelines for project implementation would be helpful.
- Some feel that autonomy should be given immediately while others prefer gradual steps to autonomy.

4. Project Implementation – Institutional Reform-

Ratings

- Students’ evaluations of teachers is rated quite positively (8.4)
- Ratings show that creating incentives to teachers has not yet been achieved in a satisfactory manner.

Comments

- Awareness on what institutional reform really means is crucial to smoothly implement the project. *“A number of Reforms could not bear desired results due to lack of awareness amongst the stakeholders. Such awareness building exercise should be made an essential activity”*.
- *“Incentives to teachers and recognition will alone help in fostering competitiveness and improvement in performance”*.
- The use of four funds receives support, but due to lack of financial autonomy, the future use of these funds are questioned.

5. Project Implementation – Implementation of Soft components (Faculty Development, Networking, Service to economy and Tribal Development)-

Ratings

- The importance of support to weaker students in each institution was rated high (8.2)
- Other ratings point to a relatively weak implementation of the soft components.

Comments

- There is strong support for the softer components of the project, but the design and/or the implementation of networking and service to community needs to be rethought.
- Networking activities are limited due to faculty shortage, slow dissemination of the project concept, pre-determined networks, and few incentives for participation for students and faculty.
- The concept of services to community was not fully understood.

6. Project Implementation – Joint Review Missions-

Ratings

- Implementation of JRMs is very well received, in particular the opportunity to sharing experiences and learning (9.0).

Comments

- More advanced notice of the JRMs could help institutions/states prepare better.
- More knowledge sharing and discussion would be desirable during the JRMs.

7. Project Implementation – Project Monitoring and Reporting-

Ratings

- Ratings clearly show a demand for a web-based MIS (9.0).

Comments

- Frequent changes in reporting format delays project implementation. Advanced preparation of a standardized set of indicators to be reported during the entire implementation period would be preferred.
- There is a need to review the stakeholder questionnaire as some questions were not clearly defined.
- Performance audit are considered beneficial. Some respondents suggest that the performance audit could be once a year in stead of twice a year.
- Excessive and repetitive paper work take away time from academic work.

8. Project Implementation – Financial management and Procurement-

Ratings

- The ratings of “The World Bank procedures are cumbersome” are not strongly agreed. (Relatively closer to disagree with rating of 5.2)

Comments

- Desire for clearer guidance and continuous training with relevant case studies within procurement and fiduciary procedure dominates most of the comments.

9. Project Impact

Ratings

- Many agree on improvement of internal efficiency of project institutions. (8.55)
- “The project increased demand from industry for high quality professionals” is not strongly agreed. (7.75)

Comments

- Many comments point to an important impact on improved management of the system and the institutions.
- Qualified faculty and institute-industry relationship are still bottlenecks.
- Some respondents suggest that improvement of academic performance and management capacity have helped students’ placements.

10. Project Impact - the project’s best and second best features -

Ratings

- The best feature of the project is improvement in teaching-training infrastructure, and the second best is improvement in quality of education in institutions.

Comments

- Change in Mind-set was equally suggested by many

11. Project Impact - the project's greatest and second greatest weakness -

Ratings

- Ratings show that too much paperwork is the greatest weakness of the project (29%), and absence of reward for good performance as the second (18%).

Comments

- Top-down communication sometimes happens.
- Absence of government support or policy for autonomy is a part of weakness of the project.

12. Performance of the World Bank

Ratings

- Overall, the respondents were quite satisfied with the Bank's assistance (8.9). Nevertheless, there is a room for improvement in timely provisions of technical assistance from the Bank and the Bank's responsiveness to inquiries.

Comments

- More interaction with the Bank would be helpful in all areas of project implementation.
- The Bank could act more as a guide.

13. Performance of NPIU/MHRD

Ratings

- Overall, the performance of NPIU/MHRD was clearly deemed satisfactory (8.5), especially with procurement in terms of procedures and guidelines (8.5).

Comments

- More direct interactions with NPIU/MHRD would have been helpful for smooth implementation.
- Frequent changes in implementing officers adversely affect project implementation.

14. Performance of the State Governments (SPFUs)

Ratings

- Overall, performance of SPFUs was rated satisfactory (8.2); especially their timely provision of funds (8.4) and responsiveness to inquiries (8.2) are appreciated.

Comments

- Frequent changes in SPFU coordinators cause confusion to some extent.
- More timely provision of funds would be necessary.

15. Performance of Mentors/Auditors

Ratings

- Respondents rated the work of mentors and auditors as satisfactory (8.1).
- Many agree that results and suggestions from performance auditors helped in improving institutional project implementation (8.6).

Comments

- *“Mentors contributed but it has become very personal and it is essential to have mentors from other states than from the same state as some of the mentors are faculty members of the same institution earlier - thus it has promoted unhealthy practices.”*
- Sample auditing should be conducted without notification.
- Quality in mentoring varies.

1. Overall Satisfaction

| No. | Comments or suggestions for improvement |
|-----|--|
| 1 | Online monitoring and management system shall be introduced. |
| 2 | Implementation of such projects should be directly under the supervision of NPIU. Involving state government and SPFU created unnecessary hurdles in implementation. State officials and SPFU lacked vision and did not understand fully the concept/procedure/philosophy of the project. |
| 3 | Thank you very much and congratulations on the completion of TEQIP. But we need to march ahead. Being principal of Self financing institution, when i look back it has really changed the mindset of staff, management, administrators and then progress substantially. |
| 4 | Project is really very good. It transformed our institute. Excellent changes appeared in the institute. However, some times there were changes in the format of data asked by NPIU. This caused little inconvenience. Formats need to be compact. |
| 5 | Web based MIS could have designed for acquiring the data from SPFUs and similar portal for SPFU could have also designed for acquiring the data from the Project Institutes. This would have helped to observe the project impact immediately on the feeding of data. Performance audit does not include all the stakeholders like Industries, parents, society etc. Mentoring and Audit processes need to be redesigned to make it more useful |
| 6 | reduce redundant paper work... |
| 7 | Funding provided for civil works was insufficient. Provision for new buildings could have been made. |
| 8 | in Government Institutes actual autonomy and flexibility should be given for such kind of project so as to achieve real outcome |
| 9 | 1) States and Institutions which fulfill the eligibility conditions only should be selected which may support smaller numbers but result in effective implementation 2) MIS should be in place |
| 10 | The total amount of paper work should be reduced . The procedure of reporting about progress , every month should be discontinued. And reporting should be done after every three months. Excessive paper work reduces overall efficiency and it is not suitable for educational institute at present |
| 11 | The time constraints for submission of the report is a big hurdle and kills the interest. Moreover, abruptly guidelines are issued to stop the committed Expenditures / Purchase Process well in advance, though the Project is to run upto March - 2008. Training Schedule organised by the TEQIP Institutions are not properly circulated among the fellow Institutions. |
| 12 | 1) Automation is required. 2) Flexibility and freedom to take decisions is required. |
| 13 | NIL |
| 14 | Its a very good initiative of MHRD and World Bank to Improve the quality of Technical Education in India. |
| 15 | It will be better if the rues for implementation is framed well in advance and made known to all those who are involved.Frequent change of SPFU directors and otrher officials is another problem which should be avoided as far as possible. |
| 16 | TEQIP has given an opportunity to work in a competitive environment, to know and adopt the best practices evolved and followed elsewhere. Mentors are responsible for motivating the faculty, create competitiveness amongst institutions and in the process bring out the best out of them. It has given impetus for faculty to present themselves better in their professional activities. A thought to share with TEQIP Administrators: TEQIP may include during the mentoring process a Psychologist to interact with the faculty and have a counselling session. Training of personnel in various administrative and academic departments by a profession team from IIM/ISB/IIT is required to have effective coordination. |
| 17 | MHRD should allow additional clerical staff for the project because of so much data management work associated with it. All the data submission should be online basis, NPIU should concentrate on this part. The head of the Institution should have same percent autonomy for handling this project, the sate govt. should not interfere in any means in any aspect. |
| 18 | we have not been able to carryout the tribal development, community services and networking to the best of our satisfaction. we hope to improve our performance in the other two areas in the second phase with better planning and implementation |
| 19 | During the TEQIP Phase I, the project design was not much easy to understand in the beginning for all the stakeholders. Hence, for TEQIP Phase II the project design should be made easily understandable in the beginning itself for implementing it in a best manner at the earlier stages. |
| 20 | The TEQIP I project didnot envisage the institute as a purchaser initially and there was lot of confusion in the first one or two years. Later on somehow it got solved(automatically!) Had it been there, one framework for operationalizing the procurement could have been prescribed and all institutes could move ahead with implementation. Of course the preliminary discussion and approval of DPRs cannot be overemphasised. External/Internal mentors(from abroad) who are well versed in some areas of research could be made available for preparing the specifications for sophisticated equipemnts. The mentors were seniors who have run out of steam mostly, but were very sincere in discharging the duties assigned to them. |

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| 21 | Nil |
| 22 | Intitutes were not allowed to buy equipment after 30th Novemembr 2007. However the project has been extended. This has badly affected some institutions. |
| 23 | It is required to have on-line project data management. The amount of data required to be submitted is to much and there is no mechanism developed at NPIU and particularly at state level or institute level. It is strongly recommended to provide some database driven platform for amanging all the necessary data. |
| 24 | Paper work(reports) should be little reduced. |
| 25 | The Project should emphasise more pedagogy and training in institutes of excellence abroad |
| 26 | I think that there are lot many formalities. These should be reduced. The Institute could not procure the Central Instrumentation Facilities Equipment because of sudden ban on procurement even though the process of tendering was in progress. The tenders were floated and BER were ready. The bids were received on 29th August, 2008. The total time was six months. Mean while the NPIU Banned for placing any order. This created wastage of time, money and reputation of the Institute among the bidders. It is therefore suggested that in future if any such process is on it should not be terminated halfway, |
| 27 | There Should not be Component wise limit of allocation |
| 28 | The project has been well planned and conceived but implementation has not been properly done by involving all the faculty & staff right from the grassroots level in the institution. |
| 29 | The project could have been design in different phases. The institute like our should be allowed to strengthen manpower(training of faculty & staff) and infrastructure/Labs/Library etc. Thereafter the research, service to community, economy & tribal development other such activities can be taken up. |
| 30 | Project group and Leaders at the central should continue from project conceptualization to project completion. |
| 31 | Performance audit is to be done by the common committee (Single Committee for ONE State) while arriving at performance ranking. This is because of the different value system exist across the institutions. Autonomy for the college is to be deferred. It should not be made compulsory. Only those wo wish to go for autonomy are to be allowed. |
| 32 | The project should continue in the future so that ongoing improvement process could be completed |
| 33 | Only Engineering colleges are consider but it is better to consider well performing polytechnics in TEQIP project |
| 34 | Training and Development component of faculty and staff needs to be strengthend. Rules and Regulations for the utilisation of 4 funds namely corpus funds, staff funds , Maintenance funds and depreciation funds needs to be formulated for effective utilisation and improvement. |
| 35 | Major part of the Project was spent on Procurement when quality aspects were not properly stressed. Implementation in a project mode with more accountability at all levels should have been ensured. |
| 36 | Institutions should have been provided some leverage on changes in the project allocations as it progressed. Also well performing institutions should be encouraged by way of providing more additional allocations. |
| 37 | Networking partners component particularly among the Govt. & Private institutions is not satisfactory to my perception. Also service to community component must have provision for stipened for the visiting faculty / expert. Also lower staff can only be motivated if they get financial incentive / benefit. |
| 38 | The project should consider sanctioning grants lab-wise after identifying the concerned teachers who have the potential to develop labs and who have already developed labs without TEQIP assistance. The operational difficulties of such labs with respect to manpower should be properly looked into as quality research scholars are hardly available for working in such labs in engineering streams. |
| 39 | The project guidelines should be taught to all implementing officers with specific case studies and providing adequate data base and resources to take full advantage of the investment. The mentoring service should be strengthened enabling the implementing officers to tackle the difficulties. Many a times mentoring takes the form of auditing. Reporting formats should be made available to the institutions in advance or the type of documentation to be maintained in each institution during the project implementation should be made known to the officers in advance. |
| 40 | 1.It is better a nodal officer is appointed for the Project who will plan, monitor activities without being disturbed by the routine duties 2.Better planning is required with regard to formats to be submitted on project implementation |
| 41 | specific requirements of polytechnics need to be considered in designing the project as well as well defined provisions for implementation in these institutes |

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| 42 | A full fledged position at Institutional Level to be created, exclusively look after the project planning and implementation with the support of the College Administration. |
| 43 | WB should make their own discrete assessment to find which institution really intends to use the money for its true purpose. In countries, where beurocracy comes first, financial & procurement rule books should have been published first, so that academicians are not held responsible or punished for minor unintended lapses in handling finance & procurement. Reporting formats should be as minimum in number as possible and there should not be any change in formats during the entire project period, so that more effort is given in quality implementation than in producing attractive reports. Additional support manpower should be allowed so that professors do not have to skip their classes to prepare reports and attending unending meetings. The function of "co-ordinator" must be abolished, since in some places the word coordinator/convenor etc means the scapegoat. |
| 44 | Although the project objectives were unquestionably good, very few institutes seem to have taken it seriously, attempting to understand it and accordingly lacked in preplanning the development in phases. Most of the institutes seem to have set the goal of this project as consuming the allocated budget somehow without looking at the long term or final output. |
| 45 | Initially it lacked lot of clarity in terms of planning and execution. TEQIP II can cover these aspects right from beginning. |
| 46 | 1) Too much documentation should be avoided. There are HR withing TEQIP family which could be utilized for betterment. 2) Arbitrariness/Ad-hocism on the part of SPFU should be absolutely removed. Based on a viable "strategy", the implementation should be concretized. NPIU's name dropping by SPFU could be better avoided. 3) Travel rules for Sr. People (such as Nodal Officers) should be relaxed. 4) Both the formats for Output & Outcome Indicators should be re-modeled. 5) State Govt. must give meaningful "Autonomy" to the colleges. |
| 47 | Implementation issues needs to be sorted out at the time of design of the project itself. Otherwise many changes at the time of execution experienced. |
| 48 | Involvement of a large no. of engineering institutions through TEQIP in the II phase shall provide a much bigger impact towards improving quality of technical education in the country. |
| 49 | TEQIP is a well planned and launched effectively inspite of initial constraints. However, the project was more than satisfactorily implemented by involving majority of the faculty and staff. |
| 50 | Some common guidelines should be framed based on TEQIP phase-I experience for effective and uniform implementation of TEQIP schemes. |
| 51 | The programme is well conceived. However, it is strongly felt that the discrimination among various programmes of the same institution is not desirable. All the courses taught in an institution should be covered such as MBA, MCA, MSc along with BTech and MTech should also be covered. Secondly, networking should be more broad based. |
| 52 | Project work involved long hours beyond official time, no in-built incentives proved difficult to handle. Networking activities did not allow any honorarium for activities such as in-house trainings for faculty giving the training. Too many changes in formats of reports and too many reports were a severe deterrant to project activities and specially academic activities. |
| 53 | The participating states and Institutions should be well acquainted with the components and implementation plan before they are selected for participation in TEQIP Phase-II |
| 54 | I would suggest to increase the upper limit of procurement for on the self goods upto Rs. 2,00,000/- instead of Rs. 22,500/- through Direct Contracting Procedure of Project Guideline for better and speedy implementation of the Project as the cost of materials/goods increased substantially due to hike in prices. |
| 55 | All PG programs whether accredited or not at the beginning phase-II of TEQIP, be included for funding. However, a condition can be specified that the UG program in the area of PG courses should have been accredited for inclusion of PG courses for funding. |
| 56 | The project should have a bottom-up approach for effective diffusion. |
| 57 | All PG Programmes whether accredited or not at the beginning phase-II of TEQIP, be included for funding. However, a condition can be specified that the UG program in the area of PG courses should have been accredited for inclusion of PG courses for funding. |
| 58 | Too much paperwork. |
| 59 | 1. provision could have been made for specific research studies 2. constitution of a focussed team with full time availability of adequate number of teaching and non-teaching/ accounting/reporting staff could have reduced the burden on the Principal/Nodal officer 3. Flexibility in the usage of funds under different heads particularly transfer to fixed assets may have been permitted. |
| 60 | The project is well conceived and one of the best implemented projects of the world bank. |

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| 61 | In many institutes there have been change in guard resulting in problems of continuity. There should be a back up plan in every institute for all positions. |
| 62 | Purchase procedures should be modified so that institute can get best out of the available fund both in terms of quality and price. |
| 63 | MIS should be designed in the beginning so that the efforts for data compilation will be reduced to a greater extent |
| 64 | In a university system all faculty do not work with equal zeal - TEQIP has not taken care to distinguish people who are motivated to work and people who are lazy- The performance indicators are too illusive for assessment |
| 65 | For Government Institution project is very much helpful for its growth. |
| 66 | Project planning,design and execution can be improved by strengthening coordination and support at Institutes/SPFU/NPIU In Indian scenario people normally habituated with administrative system and the older ones are felt more consistent with that. So the adaption with project managerial system is not so easy in our country, but at the same time it should be adapted for the new generation. Hope little bit time to be taken for that, but in near future we may work more comfortably and close to each other with a fine network and automatically improvement goes on. |
| 67 | project design shall be more need based as per institute needs. project implementation shall be monitor through internate based project mangament software and not by the method which is used at present. project implementation needs mainly two basic things i.e. manpower and empowerment of the head of project institute in all respect of functionalities. This shall be get completed prior to award of project to the institute.The project institute shall be fully autonomus in all respect i.e. administratively, financialy, managerial and academically. |
| 68 | One impression was that the program came as a given. More of a top down approach with little flexibility. Every institute was grateful for getting the funding to improve and build on their strong points. But this program would be more successful if there was better feedback. The officials of the WB came with a set mindset of knowing what is best for us poor souls. |
| 69 | 1. Well designed MIS is needed 2. Abrupt changes in LTA should be avoided 3. All deadlines should be specified at the beginning of the project |
| 70 | The emphasis on R&D activity was too little which needs to be enhanced to the maximum in the second phase. Applied Sciences should also be associated and strengthened. |
| 71 | The general impression is that though the overall implementation has earned the satisfaction of all concerned, still traces of dissatisfaction could be discerned possibly due to some perceived gaps occurring in mode of implementation and the yielded results, sometimes failing to fulfil the aspirations. |
| 72 | There should be flexibility upto 10 percent in adjustment of funds allocated in various heads and the amount spent in those heads to the head of the institutions. Repeatation in information required from the institute to sent to SPFU/NPIU should be reduced while designing forms for TEQIP Phase 2. |
| 73 | utilizations of the equipments purchased from the TEQIP project should be measured through some appropriate parameters in some way. For report generation (as all the reports are standard and maintains the same format) a MIS should be prepared that helps a lot to all institute for documentation of the project. |
| 74 | For the implementation of the project, the Govt officials, Directors of the Institutes and Coordinators of the project must be trained properly and the accounts officers of the institutes must be fixed. These accounts officers are transferred vey offenly in my state and the proper implementation of the project is not in the spirit of the world bank norms. The Govt has not permitted the teachers for the training in the foreign universities. |
| 75 | The coordinators have to do lot many time- consuming activities for which there is no financial or any other incentive. This is the general feeling and has been discussed among coordinators in different meetings. There is no insentive for those who participate in the common activities like service to community,academic networking etc. 2. The performance auditors should peruse the records like the financial auditors and should try to remove snags continuously. NPIU must have not received many such queries although they are bound to be there. 3. Change of 'Mind Set' is required for such programmes for which effective strategies need to be evolved for the next phase. |

2. Project Design and Preparation

| No. | Comments or suggestions for improvement |
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| 1 | Design of networking component has to be reviewed and a new design to be arrived |
| 2 | Networking concept is very good, But implementation was very difficult due to various constraints like lack of interest, time and ego problems. Service to community concept was very good. |
| 3 | We were really good in the networking because of NIT in the same city. At the same time other TEQIP instutions in the city couldnt. So i feel its really on the leaders, management policies and teachers mindset what is their vision. Yes TEQIp has given measures how far u are on the correct path. Secondly it has given correct direction as well |
| 4 | Services to Community was not clearly understood and nothing great was achieved in this aspect. |
| 5 | 1. Though this Project allowed freedom to Institutions to choose their own path to achieve academic excellence,some of the heads of Institution are not set their mind to improve the academic excellence but they need somr more time to set their mind. 2. Networking of Institutions needs some more concentration. |
| 6 | Networking is not that effective. More efforts are needed in designing the process of implementation of networking. |
| 7 | NBA pending with Apex body and pending issues of Atonomy to unaided Institutes. Expediation of these issues by NPIU was not visible. NPIU could have better designed the mechanism to understand the concept of Services to community. Maximum Student involvement is not seen. Networking was mere formality and done for the sake of requirement of reports. This idea can be designed in such a way that deviations of institutes planned targets from achievements i.e. gap analysis should have been used as one parameter to rate the performance of the Institutes. Networking targets should be designed in CIP itself ex. launch of centers of excellence in specific areas considering the strength of networking institutes and funding should have been given to such networking activities which will remain even after the project ends. For such center faculty identification from network Institutes and other prerequisites should be well defined before the selection of institutes. Services to community should be designed such that Institutes have to make it as Credit course at least for 4 credits |
| 8 | worthless things havebeen given unnecessary importance |
| 9 | The concept of Services to Community & Economy need to be understood clearly for effective implementation. |
| 10 | There is no specific comments. Overall infrastructure is good. |
| 11 | Though Services to Community & Economy are noble ideas but rarely guidelinees have been provided to such Institutions which are lagging behind. Networking activities are required to be more strenthen. |
| 12 | Students and staff should be more motivated for networking activities and Services to the community & economy. I am very sad to understand that even at the fag end, institutes (staff and students) have not understood the meaning and importance of Services to the community. There is a ego problem amongst the faculty for having network activities. Network activities are generally on personal level which should be discouraged. |
| 13 | NIL |
| 14 | Both formal and informal networking with faculty of various institutions has increased professional outputs especially in the form of publications, joint Ph.D guidance in national and international journals. |
| 15 | There should be some incentive for the nodal officers of different component of the project, it may be in the form of Monetary benefits/increment/Promotion for the faculty members so that they will take more interest for successfully implementing the project component. Their should be some additional marks for the students so that they will take interest in Services to community and economy may in General proficiency of their course curriculum. |
| 16 | Benefits of Networking activities will be more evident in the longer term |
| 17 | For networking one should ensure that the head of the Institution spares their faculty members for a preagreed purpose like joint research and preparation of project proposals for submission |
| 18 | Networking needs to be redefined. It will have the constraints due to geographical location, availability of faculty, faculty expertise etc. There has been the problem of mental blocks also. Such problems need to be addressed. |
| 19 | Nil |
| 20 | The Institutes should be allowed to choose Network Partners. After this exercise leftover Institutes may be attached to already formed groups with their consent. |

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| | If there is not sufficient staff is available, it is difficult to manage project and conduct networking activities or any service community project. Though the project has many good features. Force the authority to have sufficient staff in institute. Students are motivated to participate in Service to Community project if they get some credit out of it. Institute affiliated to university does not have freedom to change course / curriculum structure. It must be made mandatory to have academic autonomy, in such cases courses like EPICS (Engineering Project in Community Service) Purdue University might be made possible. |
| 21 | More flexibility/brodening of work area is necessary for services to community Financial support for research activity and to develop conducive environment for the same within all networking institute is essential |
| 22 | Nothing specific |
| 23 | i wish that TEQIP should continue further. |
| 24 | This programme must have been implemented in my state to have collaborative Institutes nearby. An institution could not get a Networking Institute near by. |
| 25 | This created slow running of the networking. |
| 26 | TEQIP Guideline must have cleare indications for involvement of students in community Services and Networking |
| 27 | The Services to Community and Networking activities have not been taken up to the satisfactory level due to conceptual problem at institution level initially. |
| 28 | Funding may be based of performance in terms of outcome of the investment made not on the expenditure statement. There is a need to include some parameters to measure the utilization of the infrastructure/lab equipments procure from the funds. |
| 29 | Service to community and Networking were the weak components in the project. Need more conceptual clarity on these two components. Networking has to be based on need based, not by force or restrictions. (choice available for formal networking was limited during the first phase of TEQIP) |
| 30 | Networking and Service to the community has not been understood clearly at the beginning. Now it is too late to adapt. Still freedom to the Institution was expected. Many of the activities were directed under common umbrella. Though Institutions were allowed to decide their path of academic excellence. But high level thoughts were necessary at the beginning of the projects and are to be validated for the completion at the end. |
| 31 | More funds should be allocated for presentation of research papers at the international platform abroad |
| 32 | IPR course may be introduced in their curriculum, so that research culture can be developed by the faculty and student community. |
| 33 | Academic autonomy at institution level should be mandatory. Being diploma level institute there is lack of facilities for publications, products design and patents activities. |
| 34 | In SCE activities involvement of Faculty and Students has never been at desired level. An in-built mechanism to ensure such participation should be envisaged. |
| 35 | In Networking role of Lead institute has not been properly addressed. Joint seminar based Networking activities should be discouraged. |
| 36 | Faculty exchange should be encouraged as networking activity. |
| 37 | Govt. institutions have NOT COMPLETE FREEDOM for Academic Excellence but it has paved a way to certain extent. Similarly each state MUST get representation in the project by incorporating BOTH polytechnics & engg. colleges to remove the regional disparity as some states are really disadvantages states as far as infrastructure, geographical location etc.are concerned. Similarly Students must be provided some non financial be benefit / incentive to encourage the service to community component as semester system / tight teaching schedule does not encourage them for such activities. |
| 38 | Academics are the worst victims in the free market economy. Students are little interested in real life problems of others in the society. 90% of the students come from metropolitan cities and a few selected coaching-based cities of the country. They devote major time in job market analysis compared to very little time in academics. Where academic degrees are gradually turning into purchasable commodities, talking of community service is meaningless. |
| 39 | The spirit of networking is in paper only. Needs a lot of homework to make it effective. The freedom provided for implementation of the project got prevented a lot as in addition to TEQIP audit, audit as per institutional rules also exist which made us to follow the safer route. The reporting format for the services to community needs revision |
| 40 | here again minimum targets for visit to foreign institutes should have been made mandatory ion academic excellence for polytechnics. Involvement of students could not get momentum as desired hence this has only helped some students in identifying real life problems. Earlier it was restricted only to institutes in cluster and lead institutes having no interest in partener institutes' progress.significant achievements were not possible. However with this restriction of cluster being removed in last phase, definite improvements are possible. |
| 41 | Special Monetary Incentives to be offered for the faculty, staff and students for participating in Networking Institutions. |

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| 41 | Project design was very good. But it was inferred as per one's own benefit. |
| 42 | Although competitive selection was adopted a few premier lead institutes did not perform as leaders. On the contrary, smaller institutes (partners) performed much better than the lead institutes. But lead institutes enjoyed the major chunk of the funds. Probably the SPFU and NPIU could have given a rethought rather than continuing the same institutes as lead institutes. |
| 43 | Services to community was a very subjective element. Scope of expenditure and payment to involved faculty for this component should increase. |
| 44 | 1) SPFU's constant intervention in the wrong sense on purchase & other activities (while taking no AUDIT responsibility) makes the output less productive. People become shaky. I have the experience of MOTIVATING PEOPLE IN A MULTINATIONAL ENVIRONMENT, which has been totally ignored by SPFU. 2) Buying the right equipment to achieve & academic excellence & can be easily decided by the college authority. Ignoring their knowledge by SPFU is perhaps the SINGLE MOST BAD POINT IN THE ENTIRE TEQIP ACTIVITY. |
| 45 | In case of networking the autonomy to all networking institutes needs to be granted at the time of entry only. Otherwise the credit transfer, utilisation of laboratories remain only on paper. In case of services to community their needs additional training to faculty advisors for taking up projects in this area. As this is innovative idea needs continuation and better attention for impact at the end of the project. |
| 46 | More focus should be given on networking activities |
| 47 | Institutes are well equipped during project period unlike SPFU's. SPFU's must be strain them regarding infrastructural facilities in order to better performance. |
| 48 | The concept of lead & network institutions, wonderful though, got diluted during project implementation. It is felt that good lead institutes are essential for effective implementation of TEQIP and achieving project objectives. |
| 49 | Though there was a conceptual problem in understanding the activities to be taken up under Services to Community, the institutions have geared and taken up the activities on a large scale. |
| 50 | Emphasis on research activities has to be given. |
| 51 | More effective coordination between MHRD, NPIU and institutions is called for. |
| 52 | Procurement activities, reporting and audits left little time and incentives for services and networking activities. Hence few JOINT professional outputs. Institutional professional outputs were in themselves hard to achieve besides heavy academic and project work, hence few joint outputs. |
| 53 | In general there is a conceptual problem in understanding and undertaking activities under networking and services to community components. The concept is understood towards the end of the project by the institutions. |
| 54 | I would like to suggest that the rigidity of guideline in respect of facilitating and monitoring of the project should be relaxed to allow the Programme Institution choosing its own path of implementing the Project with freedom for achieving academic excellence. |
| 55 | Concerted efforts to recognize and appreciate the services rendered by the student to the community might improve their participation and exposure to real life problems |
| 56 | Concerted efforts to recognize and appreciate the services rendered by the student to the community might improve their participation and exposure to real life problems. |
| 57 | The concept of Networking is to be more clearly explained to the institutions. The institutions both Govt. and Self financing should share the facilities for improvement of quality of technical education. |
| 58 | 1. none |
| 59 | Activities that were taken up by various participating institutions under the services to the community component of the project, needs to be compiled and an exclusive discussion may be held at an appropriate level so that similar programs can be taken up elsewhere also. Other interested parties such as Non-Governmental organisations, other departments such as Ministry of labour, Ministry of industry, Ministry of welfare etc. of the state governments and Government of India may also be invited. |
| 60 | The freedom to choose network partners was missing and hence all activities related to networking have shown poor performance everywhere. There had been limited or negligible networking amongst institutes, departments etc which has certainly improved. But if the choice of marriage between institutes is left to the institutes, a successful marriage is likely to emerge. |
| 61 | In general the basic feeling was that all faculty thought that they can get anything through TEQIP and there was no uniformity in implementation and lot has been left to the individual institutions which promoted unhealthy practices |
| 62 | Services to Community and Networking activities may be included as parameters for progress for individual (student/ faculty/ staff) |
| 63 | no comments |

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| 64 | Networking was an important aspect of the program in my opinion. But did not really take off as much as was desired as all education institutes are used to live behind their walls. It is a start which will bear good fruit in times to come. But need to emphasised as it may fall by the wayside. |
| 65 | Project design requires more meticulous planning |
| 66 | The created facilities through TEQIP has direct impact on publication etc. which has improved alot. |
| 67 | Ideally, students should get an exposure of what problems should be identified to support the economically disadvantaged people of our society. But in practice, large number of students could not be motivated owing to normal academic pressure of semester systems as well as due to a general aversion to follow matters outside routine academic schedule. While the networking schemes (both formal & informal) have definitely boosted the academic and professional outputs in general, some factors like products, patents etc., failed to score the desirable marks. |
| 68 | The teacher-student ratio was the main problem in the institute for the implementation of the service to community and Networking. Govt has not sanctioned the required number of teaching and teching supporting posts. |
| 69 | For increased professional outputs (publications, products, designs, patents, etc) from participating institutions, identification of specialised fields of studies and the promising teams of networking institutions is required to be done prior to selecting the institutions and the departments. Identified activities should be financially supported. Such activities could be identified for Formal as well as non-formal institutes. This aspect remained below expectations. |

3. Project Implementation

| No. | Comments or suggestions for improvement |
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| 1 | A week before autonomy is being granted. But GR is not published yet. |
| 2 | Block grants not implemented. Autonomies and Central govt regulations contradicted each other in many cases. |
| 3 | 1.Though State Government is giving no objection to grant academic autonomy some of the vice chancellors are not interested in granting academic autonomy. 2.Finding the dedicated chairman of BOG is the problem. |
| 4 | Block grant yet to implement in our institute. The most significant contribution of TEQIP to our institute is full autonomy. |
| 5 | Issues related to Autonomy to unaided Institutes are not resolved under TEQIP. A special move should have been taken for institutes under TEQIP |
| 6 | too much of worthless paper work..... waste of time labour and money... its all about govt. engg. colleges not the private institutions.... |
| 7 | Full autonomy is not an essential part to achieve excellence of an institution. But Mechanism has to developed to reduce the delay in implementation. As part of university/ government the institutions can contribute much to the community. In most of the BOGs, academicians, experts and industrialist are nominal - polititions, government nominees and administrative officers are more. It makes faculty /staff and students more dependent on polititions. |
| 8 | Practical autonomy both in managerial and financial aspects are Pivotal in Govt. run organisations. |
| 9 | Overall structure is good |
| 10 | Some more detailed guidelines how BOG should function to be provided |
| 11 | State Govt. has to pay an active role for the facilitation of the project. |
| 12 | Institutes should be moulded and empowered to work with responsibility, commitment in autonomous environment. BoGs are not functional everywhere and hence there is no much involvement of BoGs in the functioning of the institutes or in implementation of TEQIP. |
| 13 | NIL |
| 14 | Autonomy provided is limited to TEQIP implementation only. BOG is not functioning properly. |
| 15 | The autonomous status of the college has helped in quicker execution of routine activities. There is a decrease in bureaucratic procedures for effective usage of funds. |
| 16 | Chairman of BOG should not be a Political leader, it should be a educationalist or industrialist. |
| 17 | Block grant system is yet to be introduced |
| 18 | Full powers should be given to the principal/Directors to depute faculty members abroad for training. |
| 19 | These features in government institutions are decided by government. TEQIP probably did not make any changes. For NITs these features were valid before TEQIP started. |
| 20 | nil |
| 21 | Block grant funding has not been implemented in NITs. |
| 22 | Full Academic autonomy needed for better outcome |
| 23 | Block grant system is in place in 90% of the institutions. Broader guidelines on composition and functioning of BoGs to be given. |
| 24 | Centrally funded institutions has full academic autonomy and partial administrative and managerial autonomy and nearly zero FINANCIAL AUTONOMY (No Block grant yet) |
| 25 | Autonomy implemented under university guidelines i.e under constraints. |
| 26 | More autonomy should be given to the institute in terms of transfer of money from one head to other so that needbased segment could be strengthened. |
| 27 | autonomy is one which helps overall development institutions, it is a good practice. |
| 28 | Autonomy and block grants with rules and regulation should be made mandatory. |
| 29 | A team of good Managers can only exercise autonomy with accountability and can also ensure the sustenance of Policy Reforms. This aspect has not received due attention. |
| 30 | Real autonomies should be made available. |
| 31 | There are no clear guidelines / instructions to Government / BOG to implement the project. Similarly transfer of the faculty also cause the dilution of the implementation part in real spirit. |

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| 32 | So far NITs are considered, still miles have to be walked. In areas of consultancy-based projects, NITs will always have to compete with IITs and it is here where NITs will have little chance of earning through consultancy for future survival. For working in the labs, for postgraduate courses, everywhere there is severe constraint of quality research scholars/students in NITs. Best students of the country move out to USA through GRE as they get both status to dominate over the rest of Indians and earn huge scholarship even more than the salary of a Professor in NIT. The next best lot goes to IITs. Who will come to the NITs? Only those can nowhere manage because of their poor merit and capability. All steps towards academic excellence should be taken considering these aspects. |
| 33 | The granting of autonomy needs a lot of home work and brain storming exercises to see that the institutions are growing in the right track. |
| 34 | total autonomy still eludes many institutes hence execution of partial autonomy in either academic or financial in isolation cannot be achieved. Institutes with only academic autonomy have no scope of involving BOG as is obvious. |
| 35 | Government should approve the creation of new posts (both teaching and non-teaching) and enhance the block grant accordingly and also expedite the filling up of vacant posts. |
| 36 | Ultimately the real meaning of autonomy and achieving its objectives lies in the vision of the respective management and the peers of the institute. Teachers, apart from academic autonomy seem to have lost flexibility in other areas. |
| 37 | Financial autonomy, as of now is not really applicable. Needs lot of work in this direction. |
| 38 | 1) Block Grant achieved in a bad way (through FMC, thereby again sacrificing Autonomy), but it cannot be said that "Autonomy" has been achieved. (Notion of Autonomy, requires a MINDSET that is not created). |
| 39 | Block grant and faculty related issues, state authorities are not sensitive. Hence though we are really enjoying autonomy there is always a pressure from peer to look at their welfare. |
| 40 | No autonomy granted for my institute |
| 41 | The autonomy (in some areas) and block grant are not essential to achieve excellence. But there should be alternate mechanism to speedy implementation avoiding unnecessary delay. The institutions must be capable of exercising autonomy. The participation of academicians, experts and industrialist in BOGs should be ensured. The upperhand of politicians and administrators will destroy the purpose and make staff/faculty to dependencies of politicians. |
| 42 | Govt. policy towards granting autonomy to self funded institutions under TEQIP needs immediate attention. |
| 43 | Though Block Grant system is in place, matching Grant to the extent of Savings and IRG is yet to be provided for the institutions. BoGs are fully operational in all the institutions. |
| 44 | state/central governments should take initiative in making the TEQIP institutions fully autonomous units. |
| 45 | Implementation of Autonomy for State Govt. owned Institutions is very limited. State Government should provide full freedom to the Institutions under TEQIP. Only Academic Autonomy will not be able to achieve the excellence as expected, Institutions must have freedom to select good quality teachers, able to procure the lab equipment of their choice, able to depute right teachers for right training. |
| 46 | For such projects greater autonomies are required |
| 47 | One of the institutions is not provided Block Grant System. Regular functioning of all the BOGs in 12 Institutions is a welcome feature, the project has initiated |
| 48 | No Comment |
| 49 | The Private/self financing institutions are to be given Full Academic Autonomy for effective implementation of proposed academic reforms. |
| 50 | none |
| 51 | The Block Grant Scheme is still not implemented and this has been an impediment. There has been reasonable amount of autonomy granted to the institutes and their BOGs. However, financial autonomy is not fully evolved. Either, the Govt. grants should continue to autonomous institutes like those for IITs or flexibility to charge fees as per requirement provided to the institutes. |
| 52 | In a University system autonomy is a misnomer - There was no real improvement in quality of faculty |
| 53 | Chairman of BOG should be from industry. |
| 54 | Reforms and developmental policies be faster in implementation |
| 55 | no comments |
| 56 | At present only academic autonomy is awarded to the polytechnics. |
| 57 | Too much emphasis on autonomies. It is like asking a toddler to start sprinting. Should have been done in stages. |

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| 58 | BOG is consisting of the Govt officials and minister as chairman. Therefore, the Govt is not helpful in the proper implementation of the project. |
| 59 | Full anotomy should be given to the institute |
| 60 | Whereas intititional autonomies are there, these should be given to various functionaries also. |

4. Institutional Reforms

| No. | Comments or suggestions for improvement |
|-----|--|
| 1 | The establishment of four funds is a welcome sign but this has to be reweighed in the case of Govt institutions where Govt pays the pension and other benefits |
| 2 | NIL |
| 3 | Raising the amount in 4 funds is important. |
| 4 | Concept and preparation for four funds was not clear to SPFU and Institutes in the beginning. In phase II, awareness workshops for the project should be arranged by NPIU. |
| 5 | The four funds though established, we are uncertain about the usefulness in future since financial autonomy is not fully granted |
| 6 | Institutions should be motivated to build up the four funds which can enhance their sustenance. |
| 7 | Incentive to the teachers are to be seriously monitored by the performance auditors |
| 8 | No Comment |
| 9 | The efforts of faculty, incentives to faculty should be given unbiased. |
| 10 | NIL |
| 11 | Incentives to teachers and recognition will alone help in fostering competitiveness and improvement in performance. |
| 12 | Even institutional reforms are there but faculty members are rating to implement due to some constraints. |
| 13 | The four funds created may be reinvested in the fixed deposits which in turn etches more money rather than keeping it in savings account. |
| 14 | For government institutions setting of the 4 funds are not much of consideration. The institutes in setting up these funds simply put money from some head into these. TEQIP could have done more about it. One being when costly equipmet (NCB and higher purchase) are purchased the AMC charges could be transferred to the Maintenance fund and that could be utilized for AMC after the project term. |
| 15 | MHRD approval is awaited for the four funds. Institutions experience Audit objections in creation of four funds. |
| 16 | I need continuation of TEQIP. |
| 17 | Funds were not Okeyed by MHRD |
| 18 | Sufficient fund flow into the four funds have not been taken place to the satisfactory level. A thorough study on the requirements of the institution is necessary to plan for the quantum of funds to be credited into these four accounts. |
| 19 | Incentives to teachers were out of centrally funded institutions controls and CFI had no financial freedom/ autonomy. |
| 20 | Standards for recognition of merit of the teachers, Working load pattern, appraisal etc are to be established by AICTE and to be enforced to all Institutions as part of 6th Pay Commission. |
| 21 | To improve teaching learning process it is better to have student evaluation, subordinates evaluation, superiors evaluation, stake holders evaluation. |
| 22 | A number of Reforms could not bear desired results due to lack of awareness amongst the stakeholders. Such awareness building exercise should be made an essential activity. |
| 23 | A feedback mechanism for government officials should be introduced for implementation of reforms. |
| 24 | Four Funds created in Govt. Institutions are relatively meagre. There must be some provision from the Govt in them |
| 25 | In todays political scenario, where a teacher despite having strong academic credentials cannot work freely without humiliation at the hands of the poor quality teachers and administrators, talking of reforms or development is meaningless. The 1st and most important task should be to ensure entry of quality teachers, students and officers. The second most important task should be to ensure that the quality teachers are allowed to work without fear, harassment and humiliation. The 3rd most important job is to stop all political interference in the Institute matters. Evaluation by students is now based on give-and-take policy. Give high marks to the students to get higher ratings in students' evaluation. It should be left to the conscience of the teachers only. Number of quality teachers are very few and they can be identified easily by their performance in teaching, research, publication, lab development, research, consultancy etc. Institutes should seek their opinion and check whether they have the freedom of working and whether their dignity is being preserved. |
| 26 | 1. Institute financial reforms are subjected to Government Policy as the Institute being a Government. |
| 27 | many of the issues here depend on financial autonomy hence institutes without this cannot achieve intended results as planned in this component. Transfer of faculty during project life period hampers implementation. Feedback about appraisal proforma by faculty members is not satisfactory due to some reasons and needs to be redesigned. |

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| 28 | Government should come forward to support under plan grants or relax the rules to the extent of requirement for effective implementation of the programs, which involve financial implications. |
| 29 | It is difficult to say if all the members of the institution were in agreement to the "intented reforms". |
| 30 | Some of the reforms were already implemented prior to the TEQIP -I initiation. Some would continue to be evolved with time. |
| 31 | 1) Due to massive failure of TEQIP activities, I was brought as Head close to the COMPLETION OF THE PROJECT. Due to this reason, Teachers were not fully aware of the desired reforms. All what happened is after I came to the post of Head. 2) In terms of Expenditure, ours might be the only college which implemented almost everything during that last year of the project, yet funds were deducted after I came due to Tsunami that was a blunder (YET, Performance Auditor's Grade went up considerably) |
| 32 | Clear definition of institutional reforms is not well understood. |
| 33 | All the institutions have opened four funds but they are not funded to the desired extent. The total amounts to be credited into these funds should be properly planned to meet the institutional expenditure out of the interest earned on it, to undertake the task for which the fund is raised. |
| 34 | Provision for Modernising the class room environment to make the intructions more effective. Provision for funding research programmes/activities for doctoraal candidates. |
| 35 | The 4 funds established during project-life is definately useful in future only if State govt. allow the Institute to spend these funds by providing financial autonomy. Otherwise it is of no use if Institute has to seek an approval from State ministry for expenditure. |
| 36 | The norms for recognition of merit of faculty are yet to be institutionalised. Four funds could not be established in desired form due to delayed policy decisions. However with greater autonomy it is expected that outcome will be fafavourable. |
| 37 | Incentives to faculty and recognition of merit difficult in government institutions as appraisal is not performance based. |
| 38 | All the Institutional reforms are instrumental for achieving excellence and need policy support from the Government and University . The mindset of the faculty and staff plays a major role in implementation . |
| 39 | I would like to comment that reforms with financial implications is further difficult in the Govt. Engg. Colleges I may suggest that higher incentives need to be effected for recognition of merit of the faculty. |
| 40 | 1. Implementation of full flexible credit system requires more resources in the form of additional faculty |
| 41 | Financial reforms like decentralised purchase, budgeting etc. for the department heads although provided was not fully used. The empowerment has still not happened because of mindset problems. Training to use powers effectively and honestly are required to be ensured. |
| 42 | Ther has been lot of manipulation at instiution level and reforms and eastablishments of 4 funds, community service etc have been misnomer as they are imp0lemented just for the sake of following rules of TEQIP without any real implementation zeal |
| 43 | incentives are essential for motivation |
| 44 | no comments |
| 45 | Since autonomy came suddenly most of the institutions that were entirely dependent on government or private funds(in case of private instt) could not really build on this concept. Most of the funds were from govt funds . Very few could actually do it. It became free money that could be spent by the inst head . |
| 46 | Though the project has immensely helped the institution in procuring valuable equipment utilised for teaching / research, in replacement of old setups and modernising the laboratories, thus providing a general face-lift and improving the academic ambience, still a serious and sincere observer / stakeholder may not be convinced about what the project should ideally achieve. Often there was some delay in motivating the concerned persons and creating necessary awareness. This resulted in some lags and drags that seemed to fail in generating the desired momentum. |
| 47 | The reforms such as academic autonomy has not been granted in this State. The administative autonomy has also not been granted in the spirit of the project. |
| 48 | Sohortage of faculty affects on reforms, Students feedback is really essentail. |
| 49 | Incentive to teachers for good work needs better approach. |

5. Implementation of Soft components

| No. | Comments or suggestions for improvement |
|-----|---|
| 1 | A complete relook into Tribal development is necessary as the measures now implemented by the institutions are not sufficient to meet the requirement of weaker students. |
| 2 | NIL |
| 3 | service to community was not clearly understood |
| 4 | Soft components were not attentive in the beginning. Almost 1/4 th period of the project was only used for procurement. In fact, all activities like procurement and quality should have started at right time |
| 5 | reduced the number of paper work, meetings, mentoring & performance audits these should be conducted once a year..... |
| 6 | Weak students should also take care of economically poor and weak in study |
| 7 | No Comment |
| 8 | The terminology of TDP should be changed to student centric activities. |
| 9 | NIL |
| | Networking of institutions is highly essential as it creates healthy competition amongst institutions. Numerous acts of benevolence to the (tribal) underprivileged students have been done by the faculty and administration. Community activities aimed at implementing institutional development programmes have been undertaken for municipalities in electrical energy conservation, environmental awareness and recycling, renewable energy applications, etc |
| 10 | Qualification enhancement for the faculty members should be compulsory for each project institute and Lead institute should relax their procedures for the networking partners. |
| 11 | Service to community and economy and tribal development were understood only towards the end of the project. |
| 12 | More funds to be allotted for training components. |
| 13 | nil |
| 14 | nil |
| 15 | The importance of Networking and Service to Community was understood at the fag end of the project. |
| 16 | Found difficulty to motivate teachers to take up more activity in service to community and Networking activity. |
| 17 | Attending minimum of 2 STTP- Short term Training Program for every faculty in Block period of TWO Years is to be made compulsory in 6th Pay Commission (AICTE) to achieve true Faculty Development Programme. |
| 18 | To give more attention to the above mentioned components more funds should be allocated to those institutions who have excelled in the existing TEQIP program. |
| 19 | Service to community and tribal development is most important component thereby it helps Indian growth |
| 20 | Implementation of soft components did not get due importance in a number of institutes till the peak period is over. Besides there were conceptual bottlenecks, confusing nomenclatures etc. that hampered the implementation. |
| 21 | Better networking for students activity and placement should be included for implementation |
| 22 | NPIU authorities themselves were not very clear from the beginning. Clear instructions were not given to the Institutes. Unless service to the community is included in the students curricula, nothing can be achieved. Why should there be limitation to the physical distance between an Institute and the target area for community service? Academically poor students who get entry into the premier Institutes are already benefited disproportionately. Those who remain outside the boundary of such Institutes despite having better merit fail to draw attention of the learned community and the authorities. Such attitudes should be changed first and priorities reversed. City-based students from well-off families now largely enter into premier Institutes with the help of the coaching centres. What alternatives are there to the poor and academically better students in the rural areas of the country? During our survey this year, it was revealed that 95% of the students who enter NITs and IITs are through coaching centres in metropolitan cities and a few selected cities only. |
| 23 | For effective networking, the roll of lead institution and network institutions should be defined and periodically reviewed. The auditing should focus on the real activities taken place and how the obstructions are tackled. The nodal officers should be accountable for their roll which necessitates that the responsibility should be a part of their work load |

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| 24 | Networking can be a priority item in TEQIP- Phase -II, as faculty focused on developing necessary expertise through training in advanced areas and the institution prioritized the procurement and creation of developed infrastructure in the TEQIP - Phase - I. |
| 25 | Community services should come out of ones heart rather than enforcing someone to conduct a few programmes for the society's upgradation. It also has to be continuous irrespective of availability of funds or no funds. |
| 26 | Networking need needs much higher priority. Tribal development has not been very effective. |
| 27 | 1) Pl. compare the expenses on 3 Soft Components before my coming and after. Data speaks for itself. 2) The answers where I disagree is due to the reason (1) above. 3) May I suggest that NPIU occasionally talks to the College directly (as in corporates) |
| 28 | Clear guidelines regarding community services are lacking. Institutions must be aware regarding their targets at the time of starting of project. |
| 29 | Networking and Services to Community are very important for quality enhancement as: (i) Unavailable infrastructure facilities can be shared from others under Networking and (ii) There is a large scope for students to take up projects and study the real life problems in the Society and also for economy development. |
| 30 | More emphasis may be given to community and tribal development activities. |
| 31 | Networking has not been very effective due to various reasons. However if strengthened, it will give very good results |
| 32 | No faculty from my state could get training abroad due to government policy and procedures. Cause of severe dissatisfaction. JRM or any other review or audit did not take note of this. NPIU or WB intervention in such critical cases could have saved the situation. |
| 33 | Networking and Service to Community should be given more priority in TEQIP Phase-II . |
| 34 | Institutional Development and Academic Excellence are the prime mission in my opinion of which a component is Service to Community and Economy. |
| 35 | the cramped four year degree course does not provide enough opportunity for both faculty and students to attend to both networking and service to community activities |
| 36 | Prioritisation of institute goals were necessary from day one and implemented accordingly. Soft components for faculty development are very important starting from communication skills to better teaching learning practices. |
| 37 | All the lofty goals are on paper and programs are just organized for getting TEQIP clearances without any real commitment to service to community |
| 38 | no comments |
| 39 | Since this concepts were foreign to most of the instt it took time to understand. However during the second phase and in the future, this is likely to become an ongoing project. |
| 40 | Problem for the implementation of the above are only lesser number of faculty in the departments. There are some of the B. Tech. and MBA programmes running with zero faculty members. |
| 41 | because of shortage of faculty,could not focus on soft comonents! |
| 42 | Frankly speaking lack of incentive for many activities is the reason for under performance. |

6. Joint Review Missions

Comments or suggestions for improvement

| No. | Comments or suggestions for improvement |
|-----|---|
| 1 | NIL |
| 2 | First few JRM's did not concentrate on soft components reasonably. The only focus was how much money is spent and why Institute is not spending much. In fact, I suggest the JRM should be of two types- One for Procurements and expenditure and one explicitly for academic excellence which is the very purpose of the project. All Heads at SPFU should be equally involved during JRM's. |
| 3 | Request transfer of faculty and staff from TEQIP Institutes was great hindrance, inspite of the clear instruction of World Bank and NPIU for retaining the key person of the TEQIP Project in the Institute for the entire period. |
| 4 | In the type of expenditure in direct contracting and NS there was no clear picture by SPFU. The officials of SPFU should direct the institutions clearly about when to do DC and NS(NS was very clear) |
| 5 | Finalisation of JRM date is done at the last moment, and as such there are lots of pre occupancies, so it should be decided well in advance with exact date and venue. |
| 6 | JRM are always required. These are highly useful. |
| 7 | NIL |
| 8 | The faculty are the administration are motivated towards improving the quality of technical education under its purview. |
| 9 | In every JRM every TEQIP institute should participate. |
| 10 | Nil |
| 11 | JRM should be held once in a year |
| 12 | JRM's were useful in performance appraisal and improvement. |
| 13 | It was an opportunity for the States to share the experiences but limited to the region. From here after the JRM's may be conducted by proper mix of States from all regions. |
| 14 | JRM gave good inputs |
| 15 | JRM's have provided excellent guidelines time to time. |
| 16 | JRM guides for better implementation of the project |
| 17 | JRM as a monitoring and evaluation exercise was very effective. But Statewise discussion should be more in-depth and problem solving one. |
| 18 | Better achievers must be awarded / recognised for their performance both on national as well zonal level |
| 19 | I was never involved in such JRM. No comments. |
| 20 | nearly perfect. |
| 21 | Both reporting and presentation in the project needed improvement |
| 22 | Interactions during JRM's and the feedback received on the same have been found extremely useful besides providing fresh directions for effective utilisation of the funds. |
| 23 | The Aide Memoire of each JRM should contain ratings of the performance of States and NITs. The suggestions for improvement in implementation may also be communicated to the states. There should be an increased opportunity for all the states to interact and experience the implementation of the project, the best practices followed, the innovations created etc. |
| 24 | After attending the JRM's the SPFU personnel will conduct the TEQIP review meeting and based on the discussions and sharingsharing of experiences they will give the guidance for implementation of the TEQIP program. I feel the JRM's are more useful for implementation of the program. |
| 25 | JRM's have been effective in their objective |
| 26 | Too many reviews, audits, reports and JRM's made it difficult to carry on day-to-day academic and project work. Holistic and simpler review and reporting mechanism would serve a better purpose. |
| 27 | The participating institutions may also be invited in brain storming sessions. |

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| 28 | rating of the institutions/Stater in implementation of the project at regular intervals to be done . . Appreciation for better performance of individuals/institutions/states to be initiated . |
| 29 | No Comment |
| 30 | none |
| 31 | The documentation on all above aspects should have been more concise so that all faculty members could have read and absorbed these principles and goals. |
| 32 | The JRM's are just done and members are very kind to Institutions and recommended |
| 33 | no comments |
| 34 | AS mentioned earlier the top down approach was not very palatable; but had to be tolerated. What comes to mind is the insistence on asking for a long extension for the First Phase when it was not wanted by the participating states/instit. |
| 35 | There is not more impact of JRM,SPFUS |

7. Project monitoring and reporting

| No. | Comments or suggestions for improvement |
|-----|---|
| 1 | Online monitoring and management system shall be implemented |
| 2 | web-based MIS is a better and efficient method for data and information reporting |
| 3 | A web based MIS method for data is not implemented |
| 4 | Rate of progress was not enough compare to the frequency of performance audit. Therefore, many times Audit process was not very useful. The basic flow of perception of individual could have been avoided by interchanging auditors but it was not so. Once appointed, the auditor remained same, so it became monotonous. Not much difference in the proforma of audit and mentoring. Mentoring could have been designed in a better way. |
| 5 | non implementation of MIS is really a loss |
| 6 | The Practice of Performance audit of various TEQIP Institutes in the State to my mind was not unbiased and not truly reflecting the Performance of the Institute. |
| 7 | The time given for sending the information is not sufficient. Request to appoint the Mentors and auditors who are not very busy in some other assignments or who are already in so many other government committees |
| 8 | NIL |
| 9 | Web based MIS would have been easier approach for collection of the extensive data requested. |
| 10 | A web-based MIS software should be developed so that data submission problems should be removed. |
| 11 | Personal contacts are necessary for motivating the people. So JRM and PA might have to be like this. |
| 12 | asking the same typ of data repeatedly should be avoided |
| 13 | A web based MIS is very much needed in improving the project implementation and reducing burdon at Coordinator side. It is also required to ask institute to use salary components to recruit special staff who can look after the project implementation rather than regular faculty member looking after the project implementation. |
| 14 | Auditor,s report(s) helped in improvement of institute's performance in TEQIP project |
| 15 | The deadlines for submission of information was never met by the institutions and the reporting was delayed.The format seeking information may be standardized and condensed. |
| 16 | Documentation was very heavy, Forms and formats were not consistent, kept on changing during the project life (rather it was evolving during the project life.) |
| 17 | Find inconsistency in auditor report of different CFI's |
| 18 | State Level Common committee for performance Evaluation was better in arriving performance ranking across the state. Sufficient time should be given to the institute to submit any desired information . Normally very little time use to be given in the existing system. Information and data asked periodically by NPIU/World bank are excessive. And many a times these are duplication (example certain question asked in few data/information like autonomy/reform and if the answer to this question is YES then also same question is again asked for the next JRM. I do not understand, that once autonomy/reform NO). Performance audit has element of human factor hence should not be taken as reference to compare the performance of different institutions. |
| 19 | |
| 20 | Excessive paperwork and large number of reports and returns often hampered project implementation specially at the institute level in the absence of provision for hiring of staff for project implementation. Analysis of stakeholders responses and their satisfaction level ,if started earlier, would have ben more beneficial. |
| 21 | Seek suggestions from the top 30 % of the quality teachers of all Institutes. |
| 22 | The formats for reporting should have been made known in advance or the type of documents to be maintained in each institution for generating reports should have been informed to the institutions in the beginning itself. The questions to collect the stake holder response were many a times irrelevant and leading to false conclusions unless the target groups are selected with utmost care. |
| 23 | 1. Same Information is sought in different forms repeatedly. Thus it consumed lot of time. |
| 24 | frequency to be annual or after three quarters .as in semester pattern institutes six monthly audits take precious important time. |
| 25 | Stake holders individual specific answer for the common questionnaire, to be given less weightage than General and Common needs of the department/institution. |

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| 26 | There was a lot of ambiguity in the actual score and perceived score. Attempts to clarify the same by institutes was futile. The mentors and auditors were not taken into confidence in reducing the deviations in the two scores. So the institutes were not able to digest whether the auditors score are the true representative or otherwise. |
| 27 | There was very poor correlation between calculated and perceived scores. Evaluation procedures and marking adopted by Auditors, particularly in the beginning, was not uniform. They need to be collectively exposed to such requirements. |
| 28 | Do not change the formats so often. |
| 29 | Web based reporting would have been introduced |
| 30 | Videoconferencing and information on the website will definitely facilitate the process of getting the information from institutions. The information seeking formats should be standardized and should not be repetitive. The regular updation of respective institutions' website will solve the problem of delay in flow of information. |
| 31 | A web based MIS is really an efficient method for reporting. It should be implemented immediately. |
| 32 | Too much and repetitive information was asked for in the name of monitoring, which actually was extremely discouraging. Very often multiple formats had to be filled in to provide same information. It is recommended monitoring mechanism by NPIU/World Bank should be extensively reviewed before Phase II. |
| 33 | Some questions in the performance audit sheets were ambiguous, repetitive and targeted to the wrong stakeholders. eg. Whether infrastructure in labs improved & Whether infrastructure in workshops improved? Response would be positive only in one of these. Students filling sheets were not segregated into TDP and non-TDP types. hence all TDP activities drew negative responses. |
| 34 | Regular and prompt up-dation of the information on the respective website is the only solution for flow of information. However there shall be controlled access on the website for SPFU/NPIU/WORLD BANK only for regular and project information to be furnished by the institution in standardised formats. |
| 35 | No Comment |
| 36 | The questions framed in the response sheets of Stakeholders were confusing, there could have been better clarity. |
| 37 | The questions framed in the response sheets of stake holders were confusing. There could have been better clarity. |
| 38 | 1. information reporting is excessive, duplicative, frequency should be less. The number of people who ask for information, the times at which the faculty are called disturbed the academic work. Also it may be examined whether there should be a monthly review meetings. the frequency could be once in two months at preferably fixed timings. |
| 39 | The information sought in many cases was based on range of absolute numbers. This should have been asked to be filled precisely and the software could have rated the items. e.g. No. of network activities : 1-3 has same weightage, 4-6 has same weightage and above 6 has another same weightage. An institute with 25 activities will lose on such counts. The ranges could have been more in number and devised internally by seeking exact information. |
| 40 | More paper work and statement preparation in short duration. |
| 41 | no comments |
| 42 | Nil |
| 43 | 1. Questionnaire used for collecting stakeholder's responses does not contain all possible options in some of the questions and hence sometimes confuses the responder. |
| 44 | Often it was tiresome to reply to a similar set of queries and in very short interval of time. While this is certainly an ideal device for data information and reporting but it would have called for an all-round in-house training and skill involved. That might stand as a hindrance in reality. |
| 45 | Monitoring and Reporting was good. Mentoring is not required. Web based data collection should made strong |
| 46 | performance audits could be improved as mentioned earlier |

8. Financial management and Procurement

| No. | Comments or suggestions for improvement |
|-----|---|
| 1 | Fulfilling State procurement requirement as well as world bank procurement requirement together created difficulty in implementation. |
| 2 | As, I am working as Head, Quality Assurance at SPFU, I am totally unaware with this issue. I suggest to promote cross functional training / learning at SPFU which helps to have standby manpower. |
| 3 | More training is required for Financial Management both at the Higher and Middle Level of the Institute. since all the persons are from the Educational side |
| 4 | Training and re-training of officials dealing with project is essential due to frequent changes. |
| 5 | No Comment |
| 6 | NIL |
| 7 | The procedures for procurement are clearly explained. |
| 8 | TEQIP procuremt will be fast if the institute avoid to follow the institute procurent steps. |
| 9 | Nil |
| 10 | State authority and Institute should not change the Coordinators during Project period. If it is required to change in unavoidable condition new coordinator must be provided sufficient training and information. |
| 11 | nil |
| 12 | A systematic and scientific based scheme is TEQIP. Deserves very high commendation. |
| 13 | procurement officer of intitute has gone through above said training |
| 14 | Continuous training and updation of knowledge through refresher courses in fiduciary procedures at regular intervals. |
| 15 | I was not involved directly in procurement and Finance. |
| 16 | Training in general was good |
| 17 | TEQIP procurement officers should be informed about post procurement audit methodology in detail. Experience says that post procurement audit conducted by the consultant appointed by world bank and the person who does the work may not be complete aware of the world bank procurement methods. At few point institute officials has to produce the document before the auditor (example : Auditor is not aware of the financial limit to procurement proprietary software, where in institute procurement official has to produce document (PAD) describing the limit. This might be due to auditor may be fresh or trainee) |
| 18 | Most of the answers are ticked as don't know, as I am looking academic matters as Nodal Officer. |
| 19 | Financial management training should also be given to ministerial staff dealing with TEQIP work. |
| 20 | Lack of periodical training on Procurement and Financial Management coupled with absence of Procurement Manual told badly on project implementation. This in-built deficiencies should have been addressed earlier to avoid deviations. In order to ensure adequate Faculty involvement in quality aspects hiring of staff to look after routine project work should have been envisaged. |
| 21 | More financial autonomy shuld be given to institutions for interchanges within the budget items. |
| 22 | Quarterly review of purchasing with inhouse scope of training during the review will be an asset |
| 23 | Purchase procedure was cumbersome. A professor has to do almost everything wasting his valuable time. |
| 24 | All the nodal officers and Teqip coordinator should be given appropriate training with case studies pertaining to their roll in the project implementation rather than giving a common training to all. regarding TEQIP implementation institutional auditors should not have any control. |
| 25 | Provision for Financial Consultant is required |
| 26 | An abrupt decision in respect of stopping expenditure under certain categories/heads was poorly planned. The Policy and Terms of Reference for such elements should be well defined and implemented accordingly. |
| 27 | Continuous updation of procedures and training at regular intervals in fiduciary procedures should be made mandatory. Case studies, Good practices and bad practices should be given wide publicity to replicate and not to replicate as the case may be. |
| 28 | Guide lines for Financial management by world bank is excellent for following and implementation. |
| 29 | The procurement norms were changed at different points of time which caused confusion and delay in procurement of equipment. |
| 30 | Continuous training in fiduciary procedures to be made mandatory. |

| | |
|----|---|
| 31 | Training in the World Bank procedures for procurement and for Financial Management should further be improved to fulfill the procedural requirements and financial management of World Bank Procedure. |
| 32 | none |
| 33 | Based on the World bank auditor's report, some common types of problems/difficulties and/or methods and practices which are not in accordance with the guidelines may be identified. Periodically meetings may be arranged by NPIU/World bank to help solve these/or clear the guidelines. |
| 34 | Procurement procedure was certainly efficient and transparent, but I disagree that it is economical and fair to the institute. I firmly believe that the techno commercial bid should have weighting factors both for quality and cost. Secondly there must be scope for negotiating with the lowest bidder or highest mark scoring firm to the advantage of the institute. |
| 35 | More training on financial management required |
| 36 | no comments |
| 37 | nil |
| 38 | Trained officers are oftenly transferred. |

9. Project Impact

| No. | Comments or suggestions for improvement |
|-----|---|
| 1 | NIL |
| 2 | Along with project institutes World Bank should have also identified some industries for networking with Institueuts. Let it open to Industries also not for financial assistance but for their involvement for strengthening with Institues and for betterment. |
| 3 | Overall the Project has changed the mindset of the teaching faculty, making them more result oriented. |
| 4 | No Comment |
| 5 | nil |
| 6 | The campus recruitment numbers have increased drastically from the time TEQIP has been initiated. The student recruitment has increased from 30% to more than 90% in post TEQIP scenario. Companies such as Oracle, Amazon, D.E.Shah, Yahoo have recruited our top ranking students. More than 60 companies are actively conducting campus placements every year. |
| 7 | Nil |
| 8 | nil |
| 9 | The TEQIP project is unique in nature for the reason that its a reformative process. Hence, it will improve the quality of technical education in general through the increased management capacity at the policy initiation and policy implementation levels. |
| 10 | Project helped in improving internal efficiency and documentation paractice. |
| 11 | TEQIP has made its presense in academic celligence. But still wider scope for better implementation. |
| 12 | Lack of adequate number of quality Faculty , forward looking curricula, firm institute-industry relationship are a few of the bottlenecks to bring desired quality improvement in State Engineering Education.Change in mind set of the affiliating University when not covered by TEQIP is another agenda. Key Performance Indicators should be the basis of Project evaluation. |
| 13 | There were inadequate number of competent quality product suppliers and streamlined trainers |
| 14 | Acute shortage of Technical ponpower in the developed laboratories should be looked into. Research scholars for all labs should be provided. |
| 15 | None |
| 16 | Since the basic philosophy of TEQIP project is implementation of reforms. The Quality in project institutions has considerably increased in terms of the academic performance and management capacity improvement. Several of the TEQIP institutions' Heads have either been elevated as Vice Chancellors, Registrars or Rectors. I personally attribute that they have been elevated because of their management capacity building and they will sustain and excel in their elevated positions by practically implementing the true spirit of TEQIP. |
| 17 | The TEQIP project is moreuseful for the development of technical education in the state. |
| 18 | The project could have been more fruitful if institutions were granted some autonomy in implementation aspects. the project was very rigid and no changes were admissible to adjust to changing needs of the institution. |
| 19 | System Management capacity has considerably improved at the institution and State Level because of the project. |
| 20 | No comment |
| 21 | none |
| 22 | A mechanism to sustain the improved performance has to be evolved. |
| 23 | THE SPFU and State Governments should provide more autonomy to all project institutions. In fact the model of autonomy should be extended to all well performing institutes whether they are part of TEQIP or not.. |
| 24 | Need to focus on real constraints for quality |
| 25 | no comments |
| 26 | Needs to be given time to consolidate. |

10. Best features of the project

| No. | Comments or suggestions for improvement |
|-----|---|
| 1 | Continious monitoring checking the performance |
| 2 | Faculty Training |
| 3 | none |
| 4 | Networking and resource sharing |
| 5 | Improving teaching learning process |
| 6 | Reforms led to holistic development of institutions |
| 7 | Constant monitoring of implementation and performance |
| 8 | Liberal support for faculty training, attending conferences |
| 9 | Change of mindset of faculty |
| 10 | Basic infrastructural and skill development |
| 11 | Increased lobal Competition |
| 12 | Faculty development efforts are excellent |
| 13 | Development of social awareness amongst students through SCE |
| 14 | Change in the mind set of faculty |
| 15 | Faculty development program |
| 16 | Change in faculty mindset |
| 17 | Faculty Development issues |
| 18 | Infrastructure for Research has improved during last 1 year |
| 19 | Networking and service to community |
| 20 | Created quality competitiveness |
| 21 | Resource sharing & solving real life problems in NW&SCE |
| 22 | changed the mind set of the faculty with international exposure/training programmes/workshops |
| 23 | The project provided faculty and staff an opportunity for self development and trasfering the acquired knowledge for the benefit of institution and community |
| 24 | Networking and Service to Community activities. |
| 25 | Stakeholders have become motivated |
| 26 | Improvement in teaching training infrastructure |
| 27 | change in the mind set of faculty |
| 28 | change of mindset of the faculty |
| 29 | -improvmnt in teaching-training infrastructure |
| 30. | Change in work culture |
| 31. | It helped good students to do work |
| 32. | not more |
| 33. | Change in mind set of faculty |
| 34. | Greater interaction of teachers and students |
| 35. | reforms led to holistic development of institutios |
| 36. | Provision of equipment to help improve quality research |
| 37. | Quality of education imparted to students improved significantly |

11. Weakest features of the project

| No. | Comments or suggestions for improvement |
|-----|---|
| 1 | Allowing the private trust chairman or managing director of the trust as chairman of BOG for their Institutions. |
| 2 | too much paperwork |
| 3 | Major constraint is shortage of faculty |
| 4 | Absence of reward for good performance |
| 5 | Absence of clear idea on the development of support departments |
| 6 | Absence of government policy for institute reforms, too much paper work |
| 7 | No weakness |
| 8 | - |
| 9 | Too much paperwork |
| 10 | Too much paper work with less time and no advance format |
| 11 | Absence of total policy support from the government for exercising the autonomy |
| 12 | The world bank should insist all teqip institutes to appoint a seperate teqip staff. Teqching, Reserach and teqip co-ordinatorship canot go hand in hand. |
| 13 | Mentoring was poor and slightly ineffective |
| 14 | No focus on quality & its impact |
| 15 | Institutions were at the receiving end. Communication process was only downward from NPIU to the institution. |
| 16 | In many instances the formalities were considered burden some |
| 17 | too much paper work |
| 18 | Faculty took it as great source for Movement abroad and buying equipment |
| 19 | Financial assistance to be given to TEQIP Committee members |
| 20 | No focus on real constraints of quality |
| 21 | Too much paper work |

12. Performance of the World Bank

Comments or suggestions for improvement

| No. | <i>Comments or suggestions for improvement</i> |
|-----|--|
| 1 | NIL |
| 2 | Despite the frequent changes, the tempo of cooperation was maintained. |
| 3 | No Comment |
| 4 | nil |
| 5 | The support in the execution of TEQIP by NPIU and SPIU is commendable. |
| 6 | NIL |
| 7 | nil |
| 8 | World bank has done a wonderful job. |
| 9 | NO COMMENTS |
| 10 | Support was excellent. |
| 11 | Clear cut guidelines need to be framed. sometimes the desired queries were unattended by the NPIU as they did not have specific answer to the problems raised with the NPIU |
| 12 | The role of World Bank would have been more appreciated if it acted more as a guide than a taskmaster. |
| 13 | Procedures should be simplified. Additional Manpower support for purchase work was essential. |
| 14 | Direct interaction with world bank is not in existence as far as I know |
| 15 | The institution is not directly communicating with the World Bank for the Implementation of TEQIP |
| 16 | A sudden change in the teqip coordinator inbetween may affect the project implementation. The IInd phase should be coordinated by a faculty who is really involved in PG teaching and is aware of PG programmes. |
| 17 | It is suggested that the teachers involved in this project should be monitorily rewarded as they are doing the project work apart from their regular duties. |
| 18 | It is suggested that the World Bank regularly interacts with the implementing agencies through online surveys, assessments and studies at regular intervals rather than conducting the same towards the end of the project. If so done, any incourse correction can be taken up without damaging the implementation. |
| 19 | At several points it was found that there was contradiction in views of MHRD and World Bank on various aspects which caused confusion and delay in implementation. |
| 20 | To increase world Bank interaction with states for better results and mid-term corrections, if any. |
| 21 | Support with Financial management in terms of procedures, rules and budgeting was considered to some extent inadequate. |
| 22 | institutional specific training at the institute may have been more beneficial |
| 23 | Paperwork should be reduced. Web based automated reporting would have saved repeatedly asking the same questions again and again. |
| 24 | no comments |
| 25 | same as above |
| 26 | No scope of direct communication with World Bank Personnel. |

13. Performance of NPIU-MHRD

| No. | Comments or suggestions for improvement |
|-----|---|
| 1 | NIL |
| 2 | Should not have combined NPIU and MHRD in the questionnaire. NPIU performed extremely well but for some period in the middle when it was rudderless. |
| 3 | MHRD's performance is a lot to be desired and less said the better. |
| 4 | NPIU is doing excellent with a very little manpower |
| 5 | No Comment |
| 6 | nil |
| 7 | As stated earlier the information provided by NPIU is good. |
| 8 | MHRD didnot want any free hand for the isntitutions initaialy and was skeptical |
| 9 | NIL |
| 10 | Online reporting system for institutions would have been a great help in compiling the in formation. Additionally this would have made the reports consistent and better report generation would have been possible. |
| 11 | nil |
| 12 | Excellent performance and expect same in future |
| 13 | There were frequent change of personals at NPIU and MHRD, making it difficult to get information /clarification. Every report was requested today but to be submitted yesterday. (very short time given for many of the reports , especially during the first half of the project and last quarter of the project support was excellent |
| 14 | A more or less stable set-up at the national level would be more helpful. |
| 15 | Additional support with manpower for huge purchase work should be done. |
| 16 | Due to change in the implementing officers level, consistency has been affected |
| 17 | The Institution is not directly involved with any communication in some aspects with the NPIU/MHRD |
| 18 | Many problems could be solved with the introduction of vedio coferencing. |
| 19 | Excellent coordination of MHRD & NPIU with the State implementation agency for TEQIP Phase-I. We expect the similar coordination for TEQIP Phase - II and beyond |
| 20 | NPIU was more interested in seeking reports repetitively on lengthy complicated formats. Most of the time institution did not know the purpose or implecation of the reports furnished. |
| 21 | NPIU and MHRD to interact more frequently for timely approval and smooth implementation |
| 22 | Support with procurement in terms of procedures and guidelines & Support with financial management in terms of procedures, rules and budgeting were considered inadequate. |
| 23 | none |
| 24 | There was very less direct interaction between the institutes and MHRD/NPIU. |
| 25 | no comments |

14. Performance of State Governments

| No. | Comments or suggestions for improvement |
|-----|---|
| 1 | role of SPFU is not encouraging. Instead of monitoring they were controlling all aspects of the project, to give an example even for training out side State the permission SPFU was required |
| 2 | No Comment |
| 3 | As stated earlier the support from SPIP is good. |
| 4 | SPFUs role/ support was excellent. |
| 5 | I do not belong. |
| 6 | Change of officials in key positions all of a sudden has been a difficult issue |
| 7 | Full cooperation and support extended by the SPFU for effective implementation. |
| 8 | Frequent replacement of SPFU coordinator caused difficulties. Criteria for qualifying as SPFU coordinator would help. |
| 9 | To a great extent I was satisfied to work with SPFU. |
| 10 | Timely provision of funds was necessary. many a times, we had to spend the money from the institution and wait for reimbursement. |
| 11 | Frequent change in SPFU Co-ordinator lead to non-consistant implementation of project. |

15. Performance of Mentors and Auditors.

| No. | Comments or suggestions for improvement |
|-----|--|
| 1 | The selection of mentors and auditors requires change. They should be good academicians and should be from outside the state |
| 2 | NIL |
| 3 | Mentors should have been frequently invited for making them aware with project concepts and developments. Their feedback could have been used for strengthening project implementation |
| 4 | Overall, the role of Mentors and Performance Auditor is a big question. The persons with a vision, experiance and maturity should have been appointed as Mentor and Performance Auditor. |
| 5 | Mentors were not serious about the project |
| 6 | No Comment |
| 7 | nil |
| 8 | As stated earlier Mentor guidance is essential and adequate. |
| 9 | Mentors assumed that Government institutions are better off and need little mentoring!!! |
| 10 | The involment of mentors must be rated |
| 11 | TEQIP looks at over all growth of instutions. If that be the case, if properly absorbed into system students would not know who is funding it, but can find considerable improvement in facilities and education. But then in questionair when students are asked about TEQIP they would not know anything. If TEQIP is given a different/ individual standing then the purpose would be lost. Inthe sense that TEQIP will have a different entity in the institute. |
| 12 | nil |
| 13 | NO COMMENTS |
| 14 | Mentors were not very focused on the holistic project objectives and guiding the institution to reach / focus to objectives Auditors had better influence |
| 15 | There should have been state level common committee for performance evaluation. |
| 16 | Some of the mentors have their own agenda based upon their experiences which were not consistant with the present scenario. |
| 17 | Mentoring often became a routine affair.Institues did not call for the guidance of the Mentors beyond the schedule visits.Mentor's role should be more pro-active. |
| 18 | Mentors suggestions have a little weightage from the Govt. Similarly different mentors perceive the things in the different way. |
| 19 | Mentors and Auditors have done good job. |
| 20 | Mentoring was poor and ineffective. |
| 21 | All mentors need training on how to mentor. |
| 22 | It is suggested that the frequency of performance audit and mentoring is once per year , at the close of academic session and at the time of commencement respectively. |
| 23 | Mentors should be clearly appraised of the fact that they are a part of the institutional team for achieving excellence and implementation of the project. Elaborate guidelines for functioning of the Mentors. amenities, honorarium are to be clearly stated. |
| 24 | Mentors were timely advised for effective implementation of the project. |
| 25 | Role of mentors in TEQIP Phase-I was commendable. In Phase-II detailed guidelines for mentors role to be given. |
| 26 | No comment |
| 27 | none |
| 28 | This mechanism provided an oppurtunity for frank feedback from all the stake holders. Genuine problems/difficulties were brought to the notice of the administration. |

| | |
|----|---|
| 29 | A full one day session with the mentors was necessary in the early part of the project to understand the concepts clearly. Sample auditing should have been without formal announcement. |
| 30 | Mentors contributed but it has become very personal and it is essential to have mentors from other states than from the same state as some of the mentors are faculty members of the same institution earlier - thus it has promoted unhealthy practices |
| 31 | no comments |
| 32 | Perhaps will improve with time |
| 33 | Mentors visited the institutions periodically. While their guidance was definitely helpful in underlining the areas of importance and in understanding project concepts better, their suggestions could not be obtained during various phases of planning and implementation. The assistance received, though beneficial, was therefore intermittent and partial. |