

**Total Quality Management in AICTE Approved Non-Government/Private Management
Institutes - A Case Study of Eastern India**

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Abstract

In this paper researcher tries to throw lights on the customer satisfaction value with the help of a technique called Customer Relation Management using a hierarchical construct Model. Strategic CRM is conceptualized as an endogenously determined function of the organization's ability to harness or orchestrate lower order capabilities that comprise physical assets such as IT infrastructure, Organizational Capabilities like Human analytics & business architecture. The result of the research helps to find the right metrics to measure the customer satisfaction, Comparative analysis between different colleges, measuring competitive index & at last understanding the customer satisfaction index. Researcher also tries to find that CRM initiatives jointly emphasizing customer intimacy & cost reduction outperform those who are taking a less balanced approach. Overall this paper helps to elaborate how a superior CRM system helps to measure the business health & satisfaction level of the customers for the Non-Govt. Management colleges situated at eastern India

Key Words: Customer Satisfaction Index, Competitive Index, Benchmarking, Descriptive research, ANOVA, Quality of learning Response to student queries, price level of the service, Trouble free operation, Physical Appearance of the college, Ability of service personnel, Innovative Application, Judging performance of the students, Student loyalty

Introduction:

Total Quality management is a structured approach of organizational management that seeks to improve the quality of product & services through ongoing response to continuous feedback.

As it is known that Total Quality management is a structured approach with in that few factors are playing important role to implement Total Quality management concept in the organization. According to the literature study the following factors were identified based on content validity.

1. Top Management Commitment
2. Supplier quality management
3. Continuous improvement

4. Product Innovation
5. Benchmarking
6. Employee Involvement
7. Reward & Recognition
8. Education & Training
9. Customer Focus
10. Product quality

Among these 10 factors the most significant & influential is the top management commitment. That is why this factor is considered separate from the above mentioned list for this research study. The focus of this research study is to understand the influence of these factors on the Total Quality Management. Top management commitment plays the most vital role in any organization for the implementation of the

other factors of total quality management practice. Without the efficient & effective direction of top management an organization cannot achieve their planned target. In the next section a brief discussion of the impact of top management commitment is given.

1. Impact of Top Management Commitment in the TQM:

When top management is committed to quality it conveys the philosophy that quality matters through several actions:

- A. Assigning a higher priorities to quality over cost or schedule
- B. Providing adequate resources to the implementation of quality management efforts. Resources means investing in human & financial resources
- C. Making quality a dimension in performance evaluation for everyone in the organization.

2. Supplier Quality Management: For organization where the main focus is on quality product, the objective of purchasing department is to maintain the quality rather than cost minimization. Because poor quality of supplier product result in extra cost for the purchaser & reduce the quality image of the ultimate products. So the role of supplier in maintaining the finished product's quality is crucial for the organization. Developing long term cooperative relationship with the suppliers; regular participate in supplier quality activities & giving feedback on the performance of supplier's product are necessary to ensure reliable & continuous supply of raw materials with required quality.

3. Continuous Improvements: Continuous improvement is the philosophy of Improvement initiatives that increases successes & reduces failures. For continuous

improvement evaluation of current process & total quality management practices are very necessary. A formal evaluation of quality proves a starting point by providing an understanding of the size of quality issues & the areas of demanding attentions .For evaluation the performance of the process & quality management practices companies need to collect various pieces of quality related information of the internal operations. Quality information can be used to ensure the process capability to meet the production requirements. Precise documentations of various process procedure is necessary for process capability & clear instruction for equipment operations can help to reduce the likelihood of operation error.

4. Product Innovation: Product innovation is an important dimension of total quality management. Organization should invest time & funds in product innovation. Product innovation should be aimed at meeting & exceeding the requirements & expectations of customers better than the competitors. Customer requirements should thoroughly be considered for product innovation.

5. Benchmarking: It is the process of comparing & measuring an organization's operations or its internal processes against those of a best-in-class performer from inside or outside its industry. For continuous improvement companies need to benchmark their products & services by analysing leading competitors in the same industry or leading companies in other industries using the similar process. The rapid change in the business environment like changing nature of work, changing internal or external demand, technological leapfrogging, changing organizational structure etc. Are leading to change in benchmarking of products & processes.

6. **Employee involvement:** Employees acquire new knowledge, gain a sense of accomplishment by solving quality problems. Employee participation is vital in inspiring action on quality improvements. It assists employees to improve their personal capabilities & play a significant role to the success of the organization. That is why organization must develop formal system to track, encourage & reward employee involvement. Otherwise the extent & quality in participation declines, leading to a dissatisfied workforce.
 7. **Reward & recognition:** Organization needs to implement an employee compensation system that strongly links quality & employee performance to support the company's quality program. In every reward system there is performance standards are set & a clear cut-off has been specified for each employee; then employee's actual performance has judged on the basis of comparing with the performance standard. If actual performance exceeds the performance standard then employees will receive rewards. Top management should encourage employees to come up with suggestions & individual & team should be recognised & rewarded for their excellent suggestions. A reward & recognition system may include monetary & non monetary rewards for excellent performance.
 8. **Training:** Investment in training is very important for the quality management process. Employee should be regarded as valuable, long term & receiving education & training throughout their career. Training or education about quality management process should be taught to all management personnel, managers & supervisors. Participation of employees in training session will improve the quality of the competency & the task that they are going for the organization. Such training also lessens the gap between the actual performance & the expected performance from the employees.
 9. **Customer Focus:** Customer demand is always changing in nature. Hence an organization needs to assess them regularly & adjust its operation according to the customer need or expectations. In order to become a successful organization it is necessary to put the customers first in every decision made. Organization may surpass their competition if they are able to respond quickly to the customers demand with new ideas; produce products that satisfies or exceeds customer expectations & anticipate & respond to customer evolving needs & wants. So customer must be reflected in the overall planning & execution of quality effort.
 10. **Product Quality:** All discussion about the different component of total quality management till now focuses on the improvement of product quality. In order to improve the product quality it is essential to measure the existing product quality to understand the size of quality issues & to identify the areas demanding attention for enhancing & upgrading product quality. Quality means cluster of benefits like after using the product customers may receive functional, social, emotional, informational, conditional benefits. Product quality refers the attractive features, size of the product, durability, reliability, repair ability, style, colour etc. These all aspects help in customer satisfaction & provide customer benefits or values.
- Every individual who receives his/her pay check from the organization has to contribute equally to design foolproof processes and systems which would

eventually ensure superior quality of products and services. Total quality management is indeed a joint effort of management, staff members, workforce, suppliers in order to meet and exceed customer satisfaction level. You can't just blame one person for not adhering to quality measures. The responsibility lies on shoulder

$$CSI = \frac{\text{Total marks obtained by the customer based on customer feedback}}{\text{Total marks expected by the customer for supplier to obtain}}$$

CSI helps a supplier to find out how much he is able to come close to meeting the customer's needs and expectations. It can be assigned as a performance measuring parameter by the organisation for measuring the effectiveness of its workforce. Companies can also use this index for overall monitoring of their progress in becoming customer-centric.

$$EI = \frac{\text{Total marks obtained by the customer based on customer feedback}}{\text{Total marks based on benchmark for excellence}}$$

Like CSI, companies can use EI for overall monitoring of its progress in achieving excellence. This factor has more relevance than CSI as it indicates the competitive edge the company has or lacks, as the case may be. The business growth or differential aspects and hence customer preference that a company can have in the market, depend on this factor. CSI is after all an expectation of the customer, but EI or CI is a reality and it can have a bearing on CSI. It can actually decide the business direction and growth of the company in the future.

Benchmarking

Benchmarking refers to the practice of looking to corporations worldwide for the best practice methods followed by them and incorporating the same suitably at the time of formulating the action plan for course correction based on result of the survey.

of everyone who is even remotely associated with the organization.

Customer Satisfaction Index (CSI)

This is the measure of the overall satisfaction the customer is getting from the supplier in meeting his expectations. This can be defined as:

$$\text{Customer Satisfaction Index (CSI)} = \frac{\text{Total marks obtained by the customer based on customer feedback}}{\text{Total marks expected by the customer for supplier to obtain}}$$

Excellence Index (EI)/ Competitive Index (CI)

This is the measure of standing of the supplier in comparison to individual best targets (benchmarks) against different activities. This also indicates the gap, which a supplier has to cover to excellence. It is defined as:

$$\text{Excellence Index (EI)/ Competitive Index (CI)} = \frac{\text{Total marks obtained by the customer based on customer feedback}}{\text{Total marks based on benchmark for excellence}}$$

These are the companies most preferred by the customer. It is natural that a company becomes most preferred because of any one attribute or a combination of them. For example one company may be known for 'engineering skill', while another company may excel for the 'service' it provides. The significance of this is that these are the highest standards achieved by different companies in different segments but if a company wants to become globally competitive and excel, then it must set its target on exceeding these parameters. This is the significance of benchmarking which reflects the quantitative targets that an organisation has to achieve and exceed in order to become globally excellent company. Benchmarking also helps in assessing the gap between the company and the best in the field. This provides a mirror to the supplier

to judge his own, performance in comparison to that of others in the field.

Objectives of the Study:

1. To create a composite of institutional strength, weakness in order to support branding & marketing programs.
2. To develop a longitudinal profile of the student population for internal comparison, benchmark comparison & excellence index.
3. To construct a valid & reliable scale to understand the level of student satisfaction.
4. To find the Important & decisive factors from the customer perception.
5. To gather average marks obtained by the Institutions in different factors.
6. The best score or average of two best scores to act as a benchmark.
7. Classification of factors in to different business identities that can be leveraged together i.e. A. Leadership(15% Importance), B. effective learning & teaching (20% Importance), C. Students (15% Importance), D. Staff (15% Importance), E. Standards (10% Importance), F. Access (5% Importance), G. Service to student (5% Importance), H. Physical environment & Resources (5% Importance), I. External relations (5% Importance), J. organization (5% Importance).

Problem Statement

Developing a profile of the student population for internal comparison, benchmark comparison & excellence index

Hypothesis of the Study:

H0: There is no significance difference in the student satisfaction level among the students of the colleges (AICTE Approved

Non-Govt. MBA colleges) situated in the eastern part of India

H1: There is significance difference in the student satisfaction level among the students of the colleges (AICTE Approved Non-Govt. MBA colleges) situated in the eastern part of India.

H0: There is no significance difference in the Competitive/Excellence level among the colleges (AICTE Approved Non-Govt. MBA colleges) situated in the eastern part of India

H1: There is significance difference in the Competitive/Excellence level among the colleges (AICTE Approved Non-Govt. MBA colleges) situated in the eastern part of India

H0: There is no significance difference in the quality among the **AICTE Approved Non-Government/Private Management Institutes** situated in the eastern part of India

H1: There is significance difference in the quality among the **AICTE Approved Non-Government/Private Management Institutes** situated in the eastern part of India

Significances of the study:

1. College administrators use satisfaction survey to measure student perceptions of the campus experience in order to identify those areas where the institutions are performing well.
2. Research indicates the dissatisfied students often become drop-outs & spread bad word of mouth which leads lower enrolment.

3. Satisfaction surveys provide insights as to how institutional quality & reputation is perceived by various audiences
4. Student survey results aid in strategic planning & institutional goal setting, providing important direction for program planning.

Limitations of the study

1. The success of the study depends much on reliability of data.
2. This research is focused within the geographical area of Eastern India. Therefore it cannot be applied to National level.
3. The study is strictly confined to Non-Govt. MBA colleges. A larger and more representative sample may give broader representation to the measurement of different variables under.
4. The identified variables may have been influenced by the interests and the knowledge of the peoples brought under study.
5. In determining the most important factor in the selection of a bank five specific factors were utilized in the questionnaire, there may be other factors that could also be
6. Cost and time constraints did not allow for a more extensive data collection.

Research Design

- **Research Design:** Researcher is using Descriptive Research Method for this research. Descriptive Research design is used to describe characteristics of a problem or a phenomenon. Through this research researcher tries to find the key aspects (factors) of building successful system that can easily measure the customer satisfaction level, Benchmarking, Competitive index&

Excellence index of different AICTE Approved Non-Govt. MBA colleges in the eastern part of India. Researcher makes a comparison among different colleges on the basis of certain Factors. Factors are:

1. Service to Students

Availability of Pre entry guidance for all students
Availability of continuing guidance for all student throughout their tenure in the college
Presence of regular career guidance
Access to library
Access to computer lab
Access to affordable canteen facility
Presence of relaxation facility
Availability of sports facility
Provide platform to the student to organize their own activities

2. Access system of the Institute

Clear initial contact point for all students
Presence of a welcoming reception
Short Telephone response time for the students

3. leadership quality of the institute

Director has clear vision to share
Director knows his staff

Director knows students
Tries to inculcate quality in every aspect of operation
Built framework for quality improvement
Leads innovation
Maintain quality standards

4. learning & teaching system

Teaching strategies compatible with program goals
Implementation of different learning methods
Regular review of teaching method
Learning methods should be student oriented
Learning outcome is measured by a range of specified criteria
Curriculum matches with learner's need
Regular collection of student feedback regarding teaching
Up to date syllabus
Presence of a formal committee to review the curriculum

5. Physical Environment & Resource System

Clean building
Attractive landscape
Availability of visual learning aids in the classroom
Exiting classroom layout
Well planned learning environment
Safe & secure Campus environment
Monitoring quality/maintenance cost

6. Student helping system

Transport facility for the students
Study Material & handbooks are available for students
Students are informed about development
Students have sense of pride in their work
Rapport between staff & students
Student's progress is monitored regularly
Student's attendance is regularly tracked`

7. External relation with other stakeholders

Institute has the strong link with industry
Institute has the strong link with community agencies
Regular communication with industry to understand their need

Regular promotional events to promote brand

8. Efficiency of the Staff of Institute

Knowledgeable staff
Committed to the work
Responsible towards work
Sense of enjoyment towards the job
Respond to the student's need
Strong cohesion among team
Provides resources for staff's work

9. Student standard of the Institute

Excellent Exam result
High student referral
High student retention
Excellent Placement record

10. Organizing the resources within the Institutes

Lean organizational structure
Delegation of authority
Tolerance of mistakes
Regular communication among staffs
Effective use of knowledge resources
Teams learn from each other's success
Institute should have clear written plan

Data collection Method:

- i) Secondary Data: A. Journals B. Articles C. Books D. Internet

ii) Primary Data: Population: This research is organised in AICTE Approved Non-Govt. MBA colleges in the eastern part of India. Participating Colleges are : 5 Colleges in Orissa : ASBM, Biju Pattnaik Institute of Technology & Management, RCM college, C V Raman College of Engineering, Trident Academy of creative Technology

iii) Sampling Population: Minimum 5 students of PGDM course are selected to gather data from each college.

Sample Size: Maximum 25 students are selected as a sample for this research

Sampling Plan: Non- probability sampling techniques are used for sampling

Sampling Design: Convenience & Judgemental sampling techniques are used to gather data for this research

Data Collection: Personal, internet & Telephone based methods are used to collect data. But in every case Questionnaire is used to collect data from the sample.

Types of data analysis: One-way ANNOVA is used to analyze the data

Scaling Technique: In the research the non-comparative scaling technique is used. Among non-comparative scales, Liker is used in this research project. In this checklist score 5 for excellence & 1 is for very poor performance. As well as awarding a grade for each indicator it is important to award an overall grade for each indicator & an overall institutional grade for the quality of the entire institute.

Tools of Data Analysis: Pie-charts, bar charts, excel & SPSS are used to analyze the collected data

Data Analysis by using Statistical technique

Descriptives Table -1

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
pre entry guidance	ASBM	5	3.2000	1.64317	.73485	1.1597	5.2403	1.00	5.00
	Biju pattnaik Inst	5	3.0000	1.41421	.63246	1.2440	4.7560	2.00	5.00
	RCM	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	C V Raman	5	3.0000	1.41421	.63246	1.2440	4.7560	1.00	4.00
	Trident	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	Total	25	3.3200	1.21518	.24304	2.8184	3.8216	1.00	5.00
continuing guidance	ASBM	5	4.0000	.70711	.31623	3.1220	4.8780	3.00	5.00
	Biju pattnaik Inst	5	3.0000	1.00000	.44721	1.7583	4.2417	2.00	4.00
	RCM	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	C V Raman	5	4.2000	.83666	.37417	3.1611	5.2389	3.00	5.00
	Trident	5	2.6000	.54772	.24495	1.9199	3.2801	2.00	3.00
	Total	25	3.4400	1.00333	.20067	3.0258	3.8542	2.00	5.00
career guidance	ASBM	5	4.4000	.89443	.40000	3.2894	5.5106	3.00	5.00
	Biju pattnaik Inst	5	2.8000	.83666	.37417	1.7611	3.8389	2.00	4.00
	RCM	5	4.2000	1.30384	.58310	2.5811	5.8189	2.00	5.00
	C V Raman	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Trident	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	Total	25	3.7200	1.10000	.22000	3.2659	4.1741	2.00	5.00
library usage	ASBM	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Biju pattnaik Inst	5	2.4000	1.14018	.50990	.9843	3.8157	1.00	4.00
	RCM	5	4.0000	.70711	.31623	3.1220	4.8780	3.00	5.00
	C V Raman	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	Trident	5	3.0000	1.41421	.63246	1.2440	4.7560	1.00	5.00
	Total	25	3.4000	1.19024	.23805	2.9087	3.8913	1.00	5.00
computer usage	ASBM	5	4.2000	1.30384	.58310	2.5811	5.8189	2.00	5.00

	Biju pattnaik Inst	5	2.6000	.89443	.40000	1.4894	3.7106	2.00	4.00
	RCM	5	3.2000	1.48324	.66332	1.3583	5.0417	1.00	5.00
	C V Raman	5	4.4000	.89443	.40000	3.2894	5.5106	3.00	5.00
	Trident	5	4.0000	.70711	.31623	3.1220	4.8780	3.00	5.00
	Total	25	3.6800	1.21518	.24304	3.1784	4.1816	1.00	5.00
canteen usage	ASBM	5	4.0000	.70711	.31623	3.1220	4.8780	3.00	5.00
	Biju pattnaik Inst	5	3.2000	1.09545	.48990	1.8398	4.5602	2.00	5.00
	RCM	5	3.0000	1.58114	.70711	1.0368	4.9632	1.00	5.00
	C V Raman	5	4.0000	.70711	.31623	3.1220	4.8780	3.00	5.00
	Trident	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	Total	25	3.5200	1.00499	.20100	3.1052	3.9348	1.00	5.00
relaxation	ASBM	5	4.2000	.44721	.20000	3.6447	4.7553	4.00	5.00
	Biju pattnaik Inst	5	3.0000	1.00000	.44721	1.7583	4.2417	2.00	4.00
	RCM	5	3.0000	1.00000	.44721	1.7583	4.2417	2.00	4.00
	C V Raman	5	4.2000	.83666	.37417	3.1611	5.2389	3.00	5.00
	Trident	5	2.2000	.83666	.37417	1.1611	3.2389	1.00	3.00
	Total	25	3.3200	1.10755	.22151	2.8628	3.7772	1.00	5.00
sports facility	ASBM	5	4.2000	.83666	.37417	3.1611	5.2389	3.00	5.00
	Biju pattnaik Inst	5	1.8000	1.09545	.48990	.4398	3.1602	1.00	3.00
	RCM	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	C V Raman	5	3.4000	1.51658	.67823	1.5169	5.2831	2.00	5.00
	Trident	5	2.0000	1.00000	.44721	.7583	3.2417	1.00	3.00
	Total	25	3.0400	1.39881	.27976	2.4626	3.6174	1.00	5.00
organising activity	ASBM	5	4.0000	1.41421	.63246	2.2440	5.7560	2.00	5.00
	Biju pattnaik Inst	5	2.8000	2.04939	.91652	.2553	5.3447	1.00	5.00
	RCM	5	2.6000	.89443	.40000	1.4894	3.7106	2.00	4.00
	C V Raman	5	3.4000	1.81659	.81240	1.1444	5.6556	1.00	5.00
	Trident	5	2.2000	1.30384	.58310	.5811	3.8189	1.00	4.00
	Total	25	3.0000	1.55456	.31091	2.3583	3.6417	1.00	5.00
initial touch points	ASBM	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00

	Biju pattnaik Inst	5	2.2000	1.30384	.58310	.5811	3.8189	1.00	4.00
	RCM	5	2.8000	1.09545	.48990	1.4398	4.1602	2.00	4.00
	C V Raman	5	3.2000	.83666	.37417	2.1611	4.2389	2.00	4.00
	Trident	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Total	25	3.0800	1.11505	.22301	2.6197	3.5403	1.00	5.00
welcome reception	ASBM	5	3.0000	1.22474	.54772	1.4793	4.5207	2.00	5.00
	Biju pattnaik Inst	5	3.2000	.83666	.37417	2.1611	4.2389	2.00	4.00
	RCM	5	2.8000	1.48324	.66332	.9583	4.6417	1.00	5.00
	C V Raman	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	Trident	5	3.4000	.89443	.40000	2.2894	4.5106	3.00	5.00
Total	25	3.1600	1.06771	.21354	2.7193	3.6007	1.00	5.00	
telephone response	ASBM	5	3.8000	1.64317	.73485	1.7597	5.8403	2.00	5.00
	Biju pattnaik Inst	5	3.2000	1.09545	.48990	1.8398	4.5602	2.00	4.00
	RCM	5	2.8000	1.09545	.48990	1.4398	4.1602	2.00	4.00
	C V Raman	5	4.8000	.44721	.20000	4.2447	5.3553	4.00	5.00
	Trident	5	3.2000	1.30384	.58310	1.5811	4.8189	2.00	5.00
Total	25	3.5600	1.29357	.25871	3.0260	4.0940	2.00	5.00	
clear vision	ASBM	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	Biju pattnaik Inst	5	2.0000	1.41421	.63246	.2440	3.7560	1.00	4.00
	RCM	5	3.4000	1.51658	.67823	1.5169	5.2831	1.00	5.00
	C V Raman	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	Trident	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
Total	25	3.2400	1.30000	.26000	2.7034	3.7766	1.00	5.00	
knowing staff	ASBM	5	4.2000	.83666	.37417	3.1611	5.2389	3.00	5.00
	Biju pattnaik Inst	5	2.8000	.83666	.37417	1.7611	3.8389	2.00	4.00
	RCM	5	3.0000	1.22474	.54772	1.4793	4.5207	2.00	5.00
	C V Raman	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Trident	5	2.8000	1.30384	.58310	1.1811	4.4189	1.00	4.00
Total	25	3.3600	1.15036	.23007	2.8852	3.8348	1.00	5.00	
knowing students	ASBM	5	3.2000	1.48324	.66332	1.3583	5.0417	1.00	5.00

	Biju pattnaik Inst	5	3.2000	1.09545	.48990	1.8398	4.5602	2.00	5.00
	RCM	5	2.6000	1.51658	.67823	.7169	4.4831	1.00	5.00
	C V Raman	5	3.8000	1.09545	.48990	2.4398	5.1602	2.00	5.00
	Trident	5	2.2000	.83666	.37417	1.1611	3.2389	1.00	3.00
	Total	25	3.0000	1.25831	.25166	2.4806	3.5194	1.00	5.00
inculcate quality	ASBM	5	4.0000	1.22474	.54772	2.4793	5.5207	2.00	5.00
	Biju pattnaik Inst	5	2.4000	1.51658	.67823	.5169	4.2831	1.00	4.00
	RCM	5	3.6000	1.34164	.60000	1.9341	5.2659	2.00	5.00
	C V Raman	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	Trident	5	2.4000	.89443	.40000	1.2894	3.5106	1.00	3.00
	Total	25	3.1600	1.31276	.26255	2.6181	3.7019	1.00	5.00
improve framework	ASBM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	Biju pattnaik Inst	5	3.2000	1.09545	.48990	1.8398	4.5602	2.00	5.00
	RCM	5	3.4000	1.34164	.60000	1.7341	5.0659	2.00	5.00
	C V Raman	5	4.2000	1.30384	.58310	2.5811	5.8189	2.00	5.00
	Trident	5	2.4000	.54772	.24495	1.7199	3.0801	2.00	3.00
	Total	25	3.4000	1.22474	.24495	2.8945	3.9055	2.00	5.00
innovation	ASBM	5	4.2000	1.09545	.48990	2.8398	5.5602	3.00	5.00
	Biju pattnaik Inst	5	3.4000	.89443	.40000	2.2894	4.5106	2.00	4.00
	RCM	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	C V Raman	5	4.8000	.44721	.20000	4.2447	5.3553	4.00	5.00
	Trident	5	2.6000	.54772	.24495	1.9199	3.2801	2.00	3.00
	Total	25	3.7200	1.10000	.22000	3.2659	4.1741	2.00	5.00
quality standard	ASBM	5	4.0000	1.22474	.54772	2.4793	5.5207	2.00	5.00
	Biju pattnaik Inst	5	3.4000	.89443	.40000	2.2894	4.5106	2.00	4.00
	RCM	5	4.0000	1.22474	.54772	2.4793	5.5207	2.00	5.00
	C V Raman	5	4.2000	1.09545	.48990	2.8398	5.5602	3.00	5.00
	Trident	5	3.0000	.70711	.31623	2.1220	3.8780	2.00	4.00
	Total	25	3.7200	1.06145	.21229	3.2819	4.1581	2.00	5.00
compatible teaching	ASBM	5	3.6000	1.51658	.67823	1.7169	5.4831	1.00	5.00

	Biju pattnaik Inst	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	RCM	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	C V Raman	5	3.4000	.89443	.40000	2.2894	4.5106	2.00	4.00
	Trident	5	2.6000	.89443	.40000	1.4894	3.7106	2.00	4.00
	Total	25	3.2800	1.10000	.22000	2.8259	3.7341	1.00	5.00
learning method	ASBM	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Biju pattnaik Inst	5	2.4000	.89443	.40000	1.2894	3.5106	2.00	4.00
	RCM	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	C V Raman	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Trident	5	3.4000	.89443	.40000	2.2894	4.5106	2.00	4.00
	Total	25	3.4400	1.08321	.21664	2.9929	3.8871	2.00	5.00
review system	ASBM	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Biju pattnaik Inst	5	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	RCM	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	C V Raman	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Trident	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	Total	25	3.7600	.72342	.14468	3.4614	4.0586	3.00	5.00
student oriented learning	ASBM	5	3.2000	.83666	.37417	2.1611	4.2389	2.00	4.00
	Biju pattnaik Inst	5	2.6000	.89443	.40000	1.4894	3.7106	2.00	4.00
	RCM	5	3.0000	.70711	.31623	2.1220	3.8780	2.00	4.00
	C V Raman	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Trident	5	2.8000	.83666	.37417	1.7611	3.8389	2.00	4.00
	Total	25	3.0800	.86217	.17243	2.7241	3.4359	2.00	5.00
specific criteria	ASBM	5	3.4000	1.34164	.60000	1.7341	5.0659	2.00	5.00
	Biju pattnaik Inst	5	2.8000	.83666	.37417	1.7611	3.8389	2.00	4.00
	RCM	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	C V Raman	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Trident	5	3.4000	1.51658	.67823	1.5169	5.2831	1.00	5.00
	Total	25	3.3600	1.11355	.22271	2.9003	3.8197	1.00	5.00
satisfying learner need	ASBM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00

	Biju pattnaik Inst	5	3.2000	.83666	.37417	2.1611	4.2389	2.00	4.00
	RCM	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	C V Raman	5	4.2000	1.09545	.48990	2.8398	5.5602	3.00	5.00
	Trident	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Total	25	3.7200	1.02144	.20429	3.2984	4.1416	2.00	5.00
regular student feedback	ASBM	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	Biju pattnaik Inst	5	2.6000	1.51658	.67823	.7169	4.4831	1.00	4.00
	RCM	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	C V Raman	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Trident	5	3.0000	1.22474	.54772	1.4793	4.5207	2.00	5.00
	Total	25	3.2000	1.15470	.23094	2.7234	3.6766	1.00	5.00
up to date syllabus	ASBM	5	4.0000	1.22474	.54772	2.4793	5.5207	2.00	5.00
	Biju pattnaik Inst	5	2.8000	1.64317	.73485	.7597	4.8403	1.00	5.00
	RCM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	C V Raman	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Trident	5	3.2000	1.09545	.48990	1.8398	4.5602	2.00	5.00
	Total	25	3.5200	1.22882	.24576	3.0128	4.0272	1.00	5.00
review curriculum	ASBM	5	3.6000	1.94936	.87178	1.1796	6.0204	1.00	5.00
	Biju pattnaik Inst	5	2.4000	1.34164	.60000	.7341	4.0659	1.00	4.00
	RCM	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	C V Raman	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Trident	5	2.8000	1.30384	.58310	1.1811	4.4189	2.00	5.00
	Total	25	3.2800	1.40000	.28000	2.7021	3.8579	1.00	5.00
building	ASBM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	Biju pattnaik Inst	5	2.6000	1.67332	.74833	.5223	4.6777	1.00	5.00
	RCM	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	C V Raman	5	3.6000	1.34164	.60000	1.9341	5.2659	2.00	5.00
	Trident	5	3.8000	1.09545	.48990	2.4398	5.1602	3.00	5.00
	Total	25	3.5200	1.26227	.25245	2.9990	4.0410	1.00	5.00
landscape	ASBM	5	3.6000	.89443	.40000	2.4894	4.7106	2.00	4.00

	Biju pattnaik Inst	5	2.4000	1.34164	.60000	.7341	4.0659	1.00	4.00
	RCM	5	3.4000	.89443	.40000	2.2894	4.5106	2.00	4.00
	C V Raman	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	Trident	5	3.2000	1.48324	.66332	1.3583	5.0417	1.00	5.00
	Total	25	3.2000	1.15470	.23094	2.7234	3.6766	1.00	5.00
visual learning aids	ASBM	5	4.4000	.89443	.40000	3.2894	5.5106	3.00	5.00
	Biju pattnaik Inst	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	RCM	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	C V Raman	5	4.2000	1.09545	.48990	2.8398	5.5602	3.00	5.00
	Trident	5	3.2000	1.09545	.48990	1.8398	4.5602	2.00	5.00
	Total	25	3.8000	.95743	.19149	3.4048	4.1952	2.00	5.00
classroom layout	ASBM	5	3.8000	1.09545	.48990	2.4398	5.1602	3.00	5.00
	Biju pattnaik Inst	5	3.0000	.70711	.31623	2.1220	3.8780	2.00	4.00
	RCM	5	3.4000	1.34164	.60000	1.7341	5.0659	2.00	5.00
	C V Raman	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Trident	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Total	25	3.6000	1.00000	.20000	3.1872	4.0128	2.00	5.00
learning environment	ASBM	5	3.6000	1.51658	.67823	1.7169	5.4831	2.00	5.00
	Biju pattnaik Inst	5	2.8000	.83666	.37417	1.7611	3.8389	2.00	4.00
	RCM	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	C V Raman	5	3.0000	1.58114	.70711	1.0368	4.9632	1.00	5.00
	Trident	5	3.8000	1.09545	.48990	2.4398	5.1602	3.00	5.00
	Total	25	3.4400	1.22746	.24549	2.9333	3.9467	1.00	5.00
secure campus	ASBM	5	3.6000	1.67332	.74833	1.5223	5.6777	1.00	5.00
	Biju pattnaik Inst	5	3.0000	1.00000	.44721	1.7583	4.2417	2.00	4.00
	RCM	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	C V Raman	5	3.0000	.70711	.31623	2.1220	3.8780	2.00	4.00
	Trident	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Total	25	3.4000	1.08012	.21602	2.9541	3.8459	1.00	5.00
monitoring maintenance	ASBM	5	3.2000	1.30384	.58310	1.5811	4.8189	2.00	5.00

	Biju pattnaik Inst	5	2.6000	1.51658	.67823	.7169	4.4831	1.00	4.00
	RCM	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	C V Raman	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	Trident	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Total	25	3.3600	1.15036	.23007	2.8852	3.8348	1.00	5.00
transport	ASBM	5	3.4000	1.81659	.81240	1.1444	5.6556	1.00	5.00
	Biju pattnaik Inst	5	2.6000	.54772	.24495	1.9199	3.2801	2.00	3.00
	RCM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	C V Raman	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Trident	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Total	25	3.4800	1.15902	.23180	3.0016	3.9584	1.00	5.00
material	ASBM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	Biju pattnaik Inst	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	RCM	5	4.0000	.70711	.31623	3.1220	4.8780	3.00	5.00
	C V Raman	5	4.2000	.83666	.37417	3.1611	5.2389	3.00	5.00
	Trident	5	3.6000	1.67332	.74833	1.5223	5.6777	1.00	5.00
	Total	25	3.8400	1.06771	.21354	3.3993	4.2807	1.00	5.00
student information	ASBM	5	4.0000	1.41421	.63246	2.2440	5.7560	2.00	5.00
	Biju pattnaik Inst	5	3.6000	.54772	.24495	2.9199	4.2801	3.00	4.00
	RCM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	C V Raman	5	4.2000	.83666	.37417	3.1611	5.2389	3.00	5.00
	Trident	5	3.8000	1.09545	.48990	2.4398	5.1602	3.00	5.00
	Total	25	3.8800	1.01325	.20265	3.4618	4.2982	2.00	5.00
sense of pride	ASBM	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	Biju pattnaik Inst	5	2.6000	1.14018	.50990	1.1843	4.0157	1.00	4.00
	RCM	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	C V Raman	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Trident	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Total	25	3.4000	1.00000	.20000	2.9872	3.8128	1.00	5.00
rapport	ASBM	5	3.4000	1.34164	.60000	1.7341	5.0659	2.00	5.00

	Biju pattnaik Inst	5	2.8000	.83666	.37417	1.7611	3.8389	2.00	4.00
	RCM	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	C V Raman	5	3.4000	.89443	.40000	2.2894	4.5106	2.00	4.00
	Trident	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	Total	25	3.3600	1.03602	.20720	2.9324	3.7876	2.00	5.00
monitoring	ASBM	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Biju pattnaik Inst	5	2.4000	1.34164	.60000	.7341	4.0659	1.00	4.00
	RCM	5	4.2000	.83666	.37417	3.1611	5.2389	3.00	5.00
	C V Raman	5	4.0000	1.22474	.54772	2.4793	5.5207	2.00	5.00
	Trident	5	3.4000	1.81659	.81240	1.1444	5.6556	1.00	5.00
	Total	25	3.6000	1.35401	.27080	3.0411	4.1589	1.00	5.00
tracking attendance	ASBM	5	3.2000	1.48324	.66332	1.3583	5.0417	1.00	5.00
	Biju pattnaik Inst	5	3.0000	1.00000	.44721	1.7583	4.2417	2.00	4.00
	RCM	5	3.6000	.54772	.24495	2.9199	4.2801	3.00	4.00
	C V Raman	5	4.2000	1.09545	.48990	2.8398	5.5602	3.00	5.00
	Trident	5	4.4000	.89443	.40000	3.2894	5.5106	3.00	5.00
	Total	25	3.6800	1.10755	.22151	3.2228	4.1372	1.00	5.00
industry interlink	ASBM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	Biju pattnaik Inst	5	2.2000	1.30384	.58310	.5811	3.8189	1.00	4.00
	RCM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	C V Raman	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Trident	5	3.0000	1.22474	.54772	1.4793	4.5207	2.00	5.00
	Total	25	3.3600	1.31909	.26382	2.8155	3.9045	1.00	5.00
community agency	ASBM	5	4.0000	.70711	.31623	3.1220	4.8780	3.00	5.00
	Biju pattnaik Inst	5	4.4000	.54772	.24495	3.7199	5.0801	4.00	5.00
	RCM	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	C V Raman	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Trident	5	3.4000	1.34164	.60000	1.7341	5.0659	2.00	5.00
	Total	25	3.8400	.94340	.18868	3.4506	4.2294	2.00	5.00
industry need	ASBM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00

	Biju pattnaik Inst	5	2.2000	1.30384	.58310	.5811	3.8189	1.00	4.00
	RCM	5	3.6000	1.51658	.67823	1.7169	5.4831	2.00	5.00
	C V Raman	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	Trident	5	2.8000	1.30384	.58310	1.1811	4.4189	2.00	5.00
	Total	25	3.2400	1.39284	.27857	2.6651	3.8149	1.00	5.00
promoting brand	ASBM	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	Biju pattnaik Inst	5	3.0000	.70711	.31623	2.1220	3.8780	2.00	4.00
	RCM	5	3.0000	.70711	.31623	2.1220	3.8780	2.00	4.00
	C V Raman	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	Trident	5	2.4000	1.14018	.50990	.9843	3.8157	1.00	4.00
	Total	25	3.1200	1.05357	.21071	2.6851	3.5549	1.00	5.00
knowledgeable stuff	ASBM	5	3.4000	1.81659	.81240	1.1444	5.6556	1.00	5.00
	Biju pattnaik Inst	5	1.6000	.89443	.40000	.4894	2.7106	1.00	3.00
	RCM	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	C V Raman	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	Trident	5	3.4000	.89443	.40000	2.2894	4.5106	2.00	4.00
	Total	25	3.2000	1.38444	.27689	2.6285	3.7715	1.00	5.00
commitment	ASBM	5	3.4000	1.67332	.74833	1.3223	5.4777	1.00	5.00
	Biju pattnaik Inst	5	2.0000	1.00000	.44721	.7583	3.2417	1.00	3.00
	RCM	5	3.4000	1.34164	.60000	1.7341	5.0659	2.00	5.00
	C V Raman	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Trident	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	Total	25	3.2800	1.33915	.26783	2.7272	3.8328	1.00	5.00
responsible	ASBM	5	4.0000	1.22474	.54772	2.4793	5.5207	2.00	5.00
	Biju pattnaik Inst	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	RCM	5	3.6000	.54772	.24495	2.9199	4.2801	3.00	4.00
	C V Raman	5	4.2000	.83666	.37417	3.1611	5.2389	3.00	5.00
	Trident	5	4.6000	.89443	.40000	3.4894	5.7106	3.00	5.00
	Total	25	4.0400	.88882	.17776	3.6731	4.4069	2.00	5.00
enjoyment	ASBM	5	3.2000	1.30384	.58310	1.5811	4.8189	2.00	5.00

	Biju pattnaik Inst	5	3.6000	.54772	.24495	2.9199	4.2801	3.00	4.00
	RCM	5	3.6000	.89443	.40000	2.4894	4.7106	2.00	4.00
	C V Raman	5	4.4000	.89443	.40000	3.2894	5.5106	3.00	5.00
	Trident	5	3.2000	.44721	.20000	2.6447	3.7553	3.00	4.00
	Total	25	3.6000	.91287	.18257	3.2232	3.9768	2.00	5.00
responsive	ASBM	5	4.0000	1.00000	.44721	2.7583	5.2417	3.00	5.00
	Biju pattnaik Inst	5	3.8000	.44721	.20000	3.2447	4.3553	3.00	4.00
	RCM	5	3.6000	1.51658	.67823	1.7169	5.4831	2.00	5.00
	C V Raman	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Trident	5	3.6000	.54772	.24495	2.9199	4.2801	3.00	4.00
	Total	25	3.7600	.87939	.17588	3.3970	4.1230	2.00	5.00
cohesion	ASBM	5	3.8000	1.30384	.58310	2.1811	5.4189	2.00	5.00
	Biju pattnaik Inst	5	3.2000	.83666	.37417	2.1611	4.2389	2.00	4.00
	RCM	5	3.4000	.89443	.40000	2.2894	4.5106	2.00	4.00
	C V Raman	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Trident	5	2.4000	.54772	.24495	1.7199	3.0801	2.00	3.00
	Total	25	3.2800	.97980	.19596	2.8756	3.6844	2.00	5.00
resources	ASBM	5	3.6000	1.67332	.74833	1.5223	5.6777	1.00	5.00
	Biju pattnaik Inst	5	2.2000	.44721	.20000	1.6447	2.7553	2.00	3.00
	RCM	5	4.0000	1.22474	.54772	2.4793	5.5207	2.00	5.00
	C V Raman	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	Trident	5	3.2000	1.09545	.48990	1.8398	4.5602	2.00	5.00
	Total	25	3.2800	1.24231	.24846	2.7672	3.7928	1.00	5.00
exam result	ASBM	5	3.6000	1.34164	.60000	1.9341	5.2659	2.00	5.00
	Biju pattnaik Inst	5	2.8000	1.30384	.58310	1.1811	4.4189	2.00	5.00
	RCM	5	3.0000	1.58114	.70711	1.0368	4.9632	1.00	5.00
	C V Raman	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Trident	5	4.4000	.54772	.24495	3.7199	5.0801	4.00	5.00
	Total	25	3.4800	1.22882	.24576	2.9728	3.9872	1.00	5.00
student referral	ASBM	5	3.4000	1.34164	.60000	1.7341	5.0659	2.00	5.00

	Biju pattnaik Inst	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	RCM	5	3.6000	.54772	.24495	2.9199	4.2801	3.00	4.00
	C V Raman	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	Trident	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Total	25	3.4800	.87178	.17436	3.1201	3.8399	2.00	5.00
student retention	ASBM	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	Biju pattnaik Inst	5	2.4000	1.34164	.60000	.7341	4.0659	1.00	4.00
	RCM	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	C V Raman	5	3.2000	.83666	.37417	2.1611	4.2389	2.00	4.00
	Trident	5	3.2000	.83666	.37417	2.1611	4.2389	2.00	4.00
	Total	25	3.1200	.97125	.19425	2.7191	3.5209	1.00	5.00
placement	ASBM	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Biju pattnaik Inst	5	2.6000	.89443	.40000	1.4894	3.7106	2.00	4.00
	RCM	5	4.2000	1.30384	.58310	2.5811	5.8189	2.00	5.00
	C V Raman	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	Trident	5	2.4000	1.67332	.74833	.3223	4.4777	1.00	5.00
	Total	25	3.2400	1.23423	.24685	2.7305	3.7495	1.00	5.00
organisational structure	ASBM	5	3.2000	.83666	.37417	2.1611	4.2389	2.00	4.00
	Biju pattnaik Inst	5	2.4000	1.14018	.50990	.9843	3.8157	1.00	4.00
	RCM	5	3.2000	.83666	.37417	2.1611	4.2389	2.00	4.00
	C V Raman	5	3.0000	.70711	.31623	2.1220	3.8780	2.00	4.00
	Trident	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	Total	25	3.0400	.84063	.16813	2.6930	3.3870	1.00	4.00
delegation of authority	ASBM	5	3.0000	1.00000	.44721	1.7583	4.2417	2.00	4.00
	Biju pattnaik Inst	5	1.8000	1.09545	.48990	.4398	3.1602	1.00	3.00
	RCM	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	C V Raman	5	3.2000	.44721	.20000	2.6447	3.7553	3.00	4.00
	Trident	5	3.4000	1.51658	.67823	1.5169	5.2831	2.00	5.00
	Total	25	2.9600	1.09848	.21970	2.5066	3.4134	1.00	5.00
tolerance	ASBM	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00

	Biju pattnaik Inst	5	3.4000	.89443	.40000	2.2894	4.5106	2.00	4.00
	RCM	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	C V Raman	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Trident	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	Total	25	3.4800	.77028	.15406	3.1620	3.7980	2.00	5.00
communication	ASBM	5	3.6000	1.51658	.67823	1.7169	5.4831	2.00	5.00
	Biju pattnaik Inst	5	3.2000	.83666	.37417	2.1611	4.2389	2.00	4.00
	RCM	5	3.8000	1.09545	.48990	2.4398	5.1602	2.00	5.00
	C V Raman	5	3.4000	1.14018	.50990	1.9843	4.8157	2.00	5.00
	Trident	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	Total	25	3.4800	1.00499	.20100	3.0652	3.8948	2.00	5.00
knowledge	ASBM	5	3.8000	1.09545	.48990	2.4398	5.1602	3.00	5.00
	Biju pattnaik Inst	5	2.4000	1.14018	.50990	.9843	3.8157	1.00	4.00
	RCM	5	3.4000	1.34164	.60000	1.7341	5.0659	2.00	5.00
	C V Raman	5	3.2000	1.09545	.48990	1.8398	4.5602	2.00	5.00
	Trident	5	3.8000	.83666	.37417	2.7611	4.8389	3.00	5.00
	Total	25	3.3200	1.14455	.22891	2.8476	3.7924	1.00	5.00
learning	ASBM	5	3.8000	1.09545	.48990	2.4398	5.1602	2.00	5.00
	Biju pattnaik Inst	5	3.0000	1.41421	.63246	1.2440	4.7560	1.00	4.00
	RCM	5	4.2000	.83666	.37417	3.1611	5.2389	3.00	5.00
	C V Raman	5	3.6000	1.14018	.50990	2.1843	5.0157	2.00	5.00
	Trident	5	3.6000	.54772	.24495	2.9199	4.2801	3.00	4.00
	Total	25	3.6400	1.03602	.20720	3.2124	4.0676	1.00	5.00
written plan	ASBM	5	3.6000	.89443	.40000	2.4894	4.7106	3.00	5.00
	Biju pattnaik Inst	5	3.0000	1.58114	.70711	1.0368	4.9632	1.00	5.00
	RCM	5	3.2000	1.30384	.58310	1.5811	4.8189	2.00	5.00
	C V Raman	5	3.4000	.54772	.24495	2.7199	4.0801	3.00	4.00
	Trident	5	3.0000	1.22474	.54772	1.4793	4.5207	2.00	5.00
	Total	25	3.2400	1.09087	.21817	2.7897	3.6903	1.00	5.00

Research Findings and Suggestion

1. For “ASBM” scores are:
 - a. Service to the students ; importance of the factor - .05 (Score of the sub-factors: Pre-entry guidance:3.2, Continuing guidance: 4, Career guidance: 4.4, Library usage: 3.8, Computer Usage: 4.2, Canteen usage: 4, Relaxation: 4.2, Sports Facility: 4.2, organizing activity:4)
 - b. Access system of the Institute; importance of the factor- .05 (Score of the sub-factors: initial touch points: 3.6,welcoming reception: 3,Telephone response: 3.8)
 - c. Leadership of the college; importance of the factor- .15 (Score of the sub-factors: Clear vision: 3.6, knowing staff:4.2,Knowing students: 3.2,Inculcate quality: 4,Improved framework: 3.8,Innovation:4.2, Quality standard: 4)
 - d. Effective learning & Teaching for the students; importance of the factor- .20 (Score of the sub-factors: Compatible Teaching: 3.6, Learning method:4,Review system:4, Student oriented learning: 3.2,learning outcome is measured on the basis of specific criteria: 3.4, Satisfying learner’s need: 3.8, Regular student’s feedback: 3.4, up to date syllabus:4, review curriculum: 3.6)
 - e. Physical Environment & Resources; importance of the factor - .05 (Score of the sub-factors: Building: 3.8, Landscape: 3.6, Visual Learning aids: 4.4, class room layout:3.8,Learning environment:3.6, Secure campus: 3.6,Monitoring maintenance: 3.2)
 - f. Helping system for the students by the institutes; importance of the factor-.15 (Score of the sub-factors: Transport facility: 3.4, Study Material: 3.8, Providing student information: 4, Sense of Pride: 3.6, Rapport building:3.4, Regularly monitor the student’s progress: 4,Tracking attendance: 3.2)
 - g. External relation: importance of the factor- .05 (Score of the sub-factors: Industry interlink: 3.8, strong connection with community agencies: 4,Understanding industry need:3.8,Events for promoting the brand: 3.4)
 - h. Calibre of staff of the organisation: importance of the factor- .15 (Score of the sub-factors: Knowledgeable staff:3.4, Commitment towards the work: 3.4, taking responsibility:4,enjoying the job: 3.2, Responsive towards student’s need: 4, Cohesion among team: 3.8,Proving resources to the staff for carryout their work: 3.6)
 - i. Student’s standard of the Institutes: importance of the factor- .10 (Score of the sub-factors: exam result: 3.6, Student referrals: 3.4, Student retention: 3.4, Student placement:3.6)
 - j. Organizing the resources of the Institutes: importance of the factor- .05 (Score of the sub-factors: Lean Organization structure: 3.2, Delegation of authority: 3, Tolerance of mistakes: 3.4, Regular Communication among staff: 3.6, Use of Knowledgeable resources:3.8, team learns from each other’s success:3.8,clear written Plan: 3.6)
2. For “Biju Pattnaik Inst.” scores are:
 - a. Service to the students ; importance of the factor - .05 (Score of the sub-factors: Pre-entry guidance: 3, Continuing guidance: 3, Career guidance: 2.8, Library usage:2.4, Computer Usage: 2.6, Canteen usage: 3.2, Relaxation: 3, Sports Facility:1.8, organising activity:2.8)
 - b. Access system of the Institute; importance of the factor- .05 (Score of the sub-factors: initial touch points: 2.2,welcoming reception: 3.2, Telephone response: 3.2)
 - c. Leadership of the college; importance of the factor- .15 (Score of the sub-factors: Clear vision: 2, knowing staff: 2.8,Knowing students: 3.2, Inculcate quality: 2.4, Improved framework: 3.2,Innovation: 3.4, Quality standard: 3.4)
 - d. Effective learning & Teaching for the students; importance of the factor- .20 (Score of the sub-factors: Compatible Teaching: 3.4, Learning method:2.4, Review system:4, Student oriented

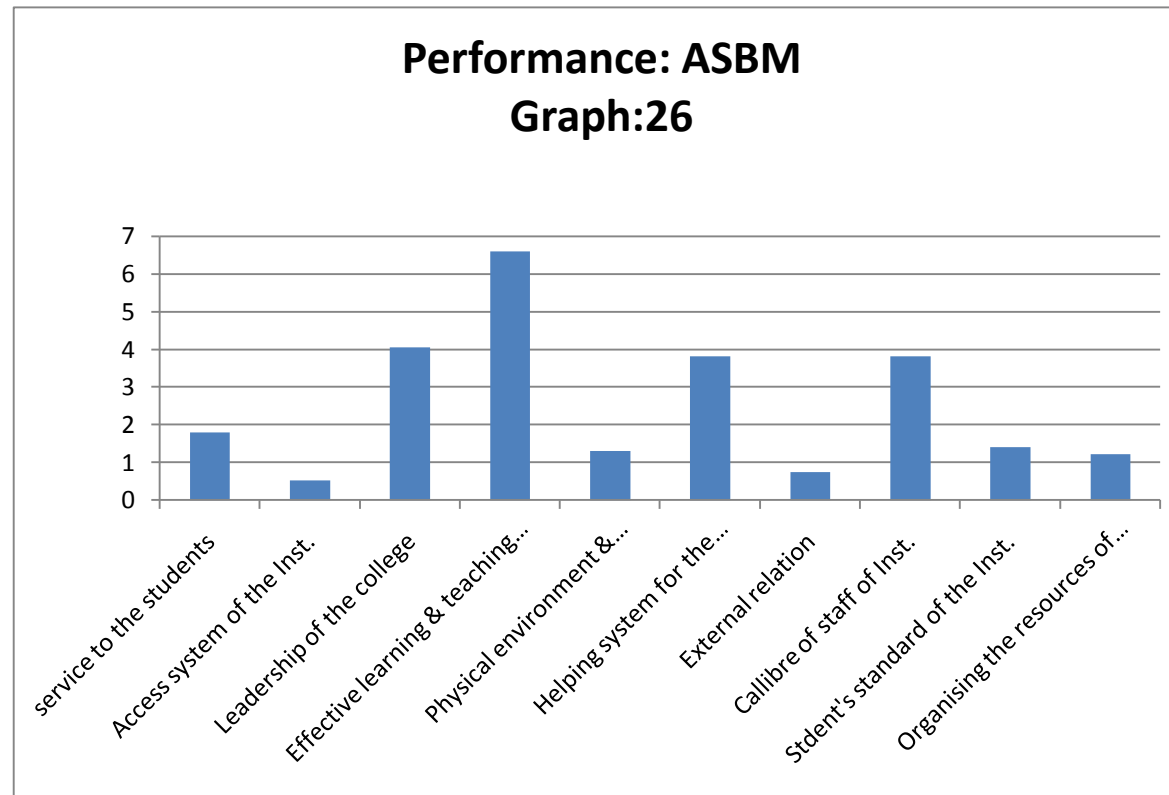
- learning:2.6, learning outcome is measured on the basis of specific criteria: 2.8, Satisfying learner's need: 3.2, Regular student's feedback: 2.6, up to date syllabus:2.8, review curriculum: 2.4)
- e. Physical Environment & Resources; importance of the factor - .05 (Score of the sub-factors: Building: 2.6, Landscape: 2.4, Visual Learning aids:3.4, class room layout:3, Learning environment: 2.8, Secure campus:3, Monitoring maintenance: 2.6)
- f. Helping system for the students by the institutes; importance of the factor-.15 (Score of the sub-factors: Transport facility: 2.6, Study Material: 3.6, Providing student information:3.6, Sense of Pride: 2.6, Rapport building:2.8, Regularly monitor the student's progress: 2.4, Tracking attendance: 3)
- g. External relation: importance of the factor- .05 (Score of the sub-factors: Industry interlink:2.2, strong connection with community agencies: 4.4, Understanding industry need:2.2, Events for promoting the brand:3)
- h. Calibre of staff of the organisation: importance of the factor- .15 (Score of the sub-factors: Knowledgeable staff:1.6, Commitment towards the work: 2, taking responsibility: 3.8, enjoying the job:3.6, Responsive towards student's need: 3.8, Cohesion among team:3.2 , Proving resources to the staff for carryout their work:2.2)
- i. Student's standard of the Institutes: importance of the factor- .10 (Score of the sub-factors: exam result:2.8, Student referrals: 3.4, Student retention:2.4, Student placement:2.6)
- j. Organizing the resources of the Institutes: importance of the factor- .05 (Score of the sub-factors: Lean Organization structure:2.4, Delegation of authority: 1.8, Tolerance of mistakes:3.4, Regular Communication among staff:3.2, Use of Knowledgeable resources:2.4, team learns from each other's success: 3, clear written Plan: 3)
3. For "RCM" scores are:
- a. Service to the students ; importance of the factor - .05 (Score of the sub-factors: Pre-entry guidance: 4, Continuing guidance: 3.4, Career guidance: 4.2, Library usage: 4, Computer Usage: 3.2, Canteen usage: 3, Relaxation: 3, Sports Facility:3.8, organizing activity: 2.6)
- b. Access system of the Institute; importance of the factor- .05 (Score of the sub-factors: initial touch points: 2.8, welcoming reception:2.8, Telephone response: 2.8)
- c. Leadership of the college; importance of the factor- .15 (Score of the sub-factors: Clear vision: 3.4, knowing staff:3, Knowing students: 2.6, Inculcate quality: 3.6, Improved framework:3.4, Innovation:3.6, Quality standard:4)
- d. Effective learning & Teaching for the students; importance of the factor-.20 (Score of the sub-factors: Compatible Teaching: 3.4, Learning method:3.4, Review system: 3.8, Student oriented learning:3, learning outcome is measured on the basis of specific criteria: 3.6, Satisfying learner's need: 3.6, Regular student's feedback:3.4, up to date syllabus: 3.8, review curriculum: 3.6)
- e. Physical Environment & Resources; importance of the factor - .05 (Score of the sub-factors: Building: 3.8, Landscape: 3.4, Visual Learning aids:3.8, class room layout: 3.4, Learning environment:4, Secure campus: 3.6, Monitoring maintenance: 3.4)
- f. Helping system for the students by the institutes; importance of the factor-.15 (Score of the sub-factors: Transport facility: 3.8, Study Material: 4, Providing student information:3.8, Sense of Pride:3.6, Rapport building: 3.6, Regularly monitor the student's progress:4.2, Tracking attendance:3.6)
- g. External relation: importance of the factor- .05 (Score of the sub-factors:

- Industry interlink: 3.8, strong connection with community agencies: 3.6, Understanding industry need: 3.6, Events for promoting the brand: 3)
- h. Calibre of staff of the organisation: importance of the factor- .15 (Score of the sub-factors: Knowledgeable staff:3.8, Commitment towards the work:3.4, taking responsibility: 3.6, enjoying the job: 3.6, Responsive towards student's need: 3.6, Cohesion among team: 3.4, Proving resources to the staff for carryout their work:4)
- i. Student's standard of the Institutes: importance of the factor- .10 (Score of the sub-factors: exam result:3, Student referrals: 3.6, Student retention:3.4, Student placement: 4.2)
- j. Organizing the resources of the Institutes: importance of the factor- .05 (Score of the sub-factors: Lean Organization structure: 3.2, Delegation of authority: 3.4, Tolerance of mistakes:3.4, Regular Communication among staff:3.8, Use of Knowledgeable resources:3.4, team learns from each other's success:4.2, clear written Plan: 3.2)
4. For "C V Raman" scores are:
- a. Service to the students ; importance of the factor - .05 (Score of the sub-factors: Pre-entry guidance:3, Continuing guidance: 4.2, Career guidance: 3.8, Library usage:3.8, Computer Usage:4.4, Canteen usage: 4, Relaxation: 4.2, Sports Facility: 3.4, organizing activity: 3.4)
- b. Access system of the Institute; importance of the factor- .05 (Score of the sub-factors: initial touch points: 3.2, welcoming reception:3.4, Telephone response: 4.8)
- c. Leadership of the college; importance of the factor- .15 (Score of the sub-factors: Clear vision: 3.6, knowing staff:4, Knowing students:3.8, Inculcate quality:3.4, Improved framework:4.2, Innovation:4.8, Quality standard: 4.2)
- d. Effective learning & Teaching for the students; importance of the factor- .20 (Score of the sub-factors: Compatible Teaching:3.4, Learning method:4, Review system:3.6, Student oriented learning:3.8, learning outcome is measured on the basis of specific criteria: 3.6, Satisfying learner's need:4.2, Regular student's feedback:3.6, up to date syllabus: 3.8, review curriculum: 4)
- e. Physical Environment & Resources; importance of the factor - .05 (Score of the sub-factors: Building: 3.6, Landscape:3.4, Visual Learning aids: 4.2, class room layout:4, Learning environment: 3, Secure campus:3, Monitoring maintenance: 3.6)
- f. Helping system for the students by the institutes; importance of the factor-.15 (Score of the sub-factors: Transport facility: 3.8, Study Material: 4.2, Providing student information:4.2, Sense of Pride: 3.6, Rapport building: 3.4, Regularly monitor the student's progress: 4, Tracking attendance: 4.2)
- g. External relation: importance of the factor- .05 (Score of the sub-factors: Industry interlink: 4, strong connection with community agencies:3.8, Understanding industry need: 3.8, Events for promoting the brand: 3.8)
- h. Calibre of staff of the organisation: importance of the factor- .15 (Score of the sub-factors: Knowledgeable staff: 3.8, Commitment towards the work:4, taking responsibility:4.2, enjoying the job: 4.4, Responsive towards student's need: 3.8, Cohesion among team:3.6 ,Proving resources to the staff for carryout their work:3.4)
- i. Student's standard of the Institutes: importance of the factor- .10 (Score of the sub-factors: exam result: 3.6, Student referrals: 3.4, Student retention: 3.2, Student placement: 3.4)
- j. Organizing the resources of the Institutes: importance of the factor- .05 (Score of the sub-factors: Lean Organization structure:3, Delegation of authority: 3.2, Tolerance of mistakes:3.8, Regular Communication among staff:3.4, Use of

- Knowledgeable resources:3.2, team learns from each other's success: 3.6,clear written Plan: 3.4)
5. For "Trident" scores are:
- a. Service to the students ; importance of the factor - .05 (Score of the sub-factors: Pre-entry guidance:3.4, Continuing guidance: 2.6, Career guidance: 3.4, Library usage: 3, Computer Usage: 4, Canteen usage: 3.4, Relaxation: 2.2, Sports Facility: 2, organizing activity: 2.2)
 - b. Access system of the Institute; importance of the factor- .05 (Score of the sub-factors: initial touch points:3.6,welcoming reception:3.4,Telephone response: 3.2)
 - c. Leadership of the college; importance of the factor- .15 (Score of the sub-factors: Clear vision: 3.6, knowing staff:2.8,Knowing students:2.2,Inculcate quality:2.4,Improved framework:2.4,Innovation: 2.6, Quality standard: 3)
 - d. Effective learning & Teaching for the students; importance of the factor- .20 (Score of the sub-factors: Compatible Teaching: 2.6, Learning method:3.4,Review system:3.4, Student oriented learning:2.8,learning outcome is measured on the basis of specificcriteria:3.4, Satisfying learner's need: 3.8, Regular student's feedback: 3, up to date syllabus: 3.2, review curriculum: 2.8)
 - e. Physical Environment & Resources; importance of the factor - .05 (Score of the sub-factors: Building: 3.8, Landscape: 3.2, Visual Learning aids: 3.2, class room layout: 3.8,Learning environment: 3.8, Secure campus:3.8,Monitoring maintenance:4)
 - f. Helping system for the students by the institutes; importance of the factor-.15 (Score of the sub-factors: Transport facility:3.8, Study Material: 3.6, Providing student information:3.8, Sense of Pride: 3.6, Rapport building: 3.6, Regularly monitor the student's progress: 3.4,Tracking attendance: 4.4)
 - g. External relation: importance of the factor- .05 (Score of the sub-factors: Industry interlink: 3, strong connection with community agencies:3.4, Understanding industry need: 2.8,Events for promoting the brand: 2.4)
 - h. Calibre of staff of the organisation: importance of the factor- .15 (Score of the sub-factors: Knowledgeable staff:3.4, Commitment towards the work: 3.6, taking responsibility:4.6,enjoying the job:3.2, Responsive towards student's need:3.6, Cohesion among team:2.4 ,Proving resources to the staff for carryout their work:3.2)
 - i. Student's standard of the Institutes: importance of the factor- .10 (Score of the sub-factors: exam result:4.4, Student referrals: 3.6, Student retention:3.2, Student placement: 2.4)
 - j. Organizing the resources of the Institutes: importance of the factor- .05 (Score of the sub-factors: Lean Organization structure: 3.4, Delegation of authority: 3.4, Tolerance of mistakes:3.4, Regular Communication among staff: 3.4, Use of Knowledgeable resources:3.8, team learns from each other's success: 3.6,clear written Plan: 3)

Findings:

- 1) For "ASBM" scores are:
1. Service to the students: **Score= 1.8 (36)**
 2. Access system of the Institute: **Score=.52 (10.4)**
 3. Leadership of the college: **Score=4.05(27)**
 4. Effective learning & Teaching for the students: **Score=6.6 (33)**
 5. Physical Environment & Resources: **Score= 1.3 (26)**
 6. Helping system for the students by the institutes: **Score=3.81(25.4)**
 7. External relation: **Score=.75 (15)**
 8. Caliber of staff of the organisation: **Score= 3.81 (25.4)**
 9. Student's standard of the Institutes: **Score= 1.4(14)**
 10. Organizing the resources of the Institutes: **Score= 1.22(24.4)**



Performance Score: **25.26**
 Excellence/ Competitive Index: 81%

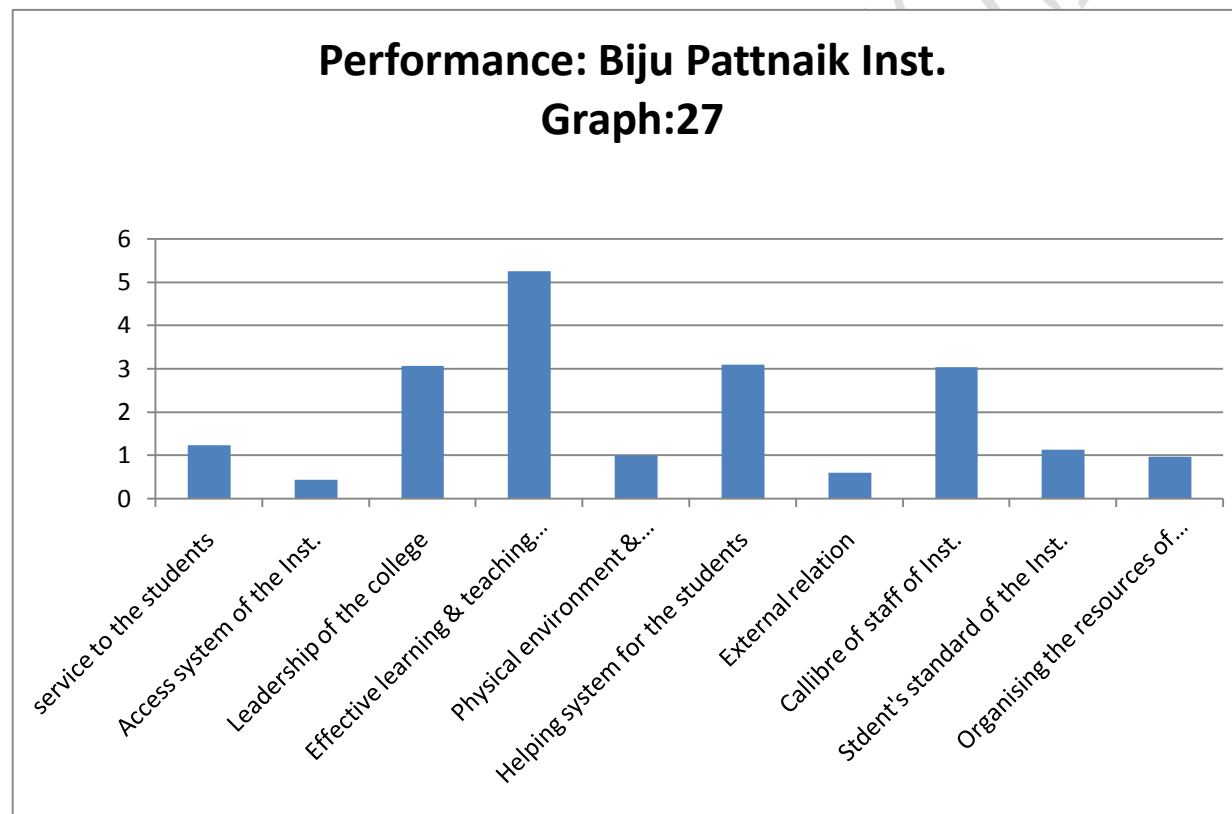
Serial No.	College Name	Factor	Benchmark	Score awarded to college by students
1	ASBM	Service to the students	42.7/45=95%	36/45= 80%
2		Access system of the Institute	13.4/15=89%	10.4/15=69%

3		Leadership of the college	32.7/35=93%	27/35=77%
4		Effective learning & Teaching for the students	40.7/45=90%	33/45=73%
5		Physical Environment & Resources	31/35=89%	26/35=74%
6		Helping system for the students by the institutes	30.6/35=87%	25.4/35=73%
7		External relation	18.5/20=93%	15/20=75%
8		Calibre of staff of the organisation	31.8/35=91%	25.4/35=73%
9		Student's standard of the Institutes	18.1/20=91%	14/20=70%
10		Organizing the resources of the Institutes	31/35=89%	24.4/35=70%
11	TOTAL		907	734

I) For "Biju pattnaik Inst." scores are:

1. Service to the students : **Score= 1.23 (24.6)**
2. Access system of the Institute: **Score= .43 (8.6)**
3. Leadership of the college: **Score= 3.06 (20.4)**
4. Effective learning & Teaching for the students: **Score= 5.24 (26.2)**
5. Physical Environment & Resources: **Score= .99 (19.8)**

6. Helping system for the students by the institutes: **Score= 3.09 (20.6)**
7. External relation : **Score= .59 (11.8)**
8. Calibre of staff of the organisation: **Score= 3.03 (20.2)**
9. Student's standard of the Institutes: **Score= 1.12 (11.2)**
10. Organizing the resources of the Institutes: **Score= .96 (19.2)**

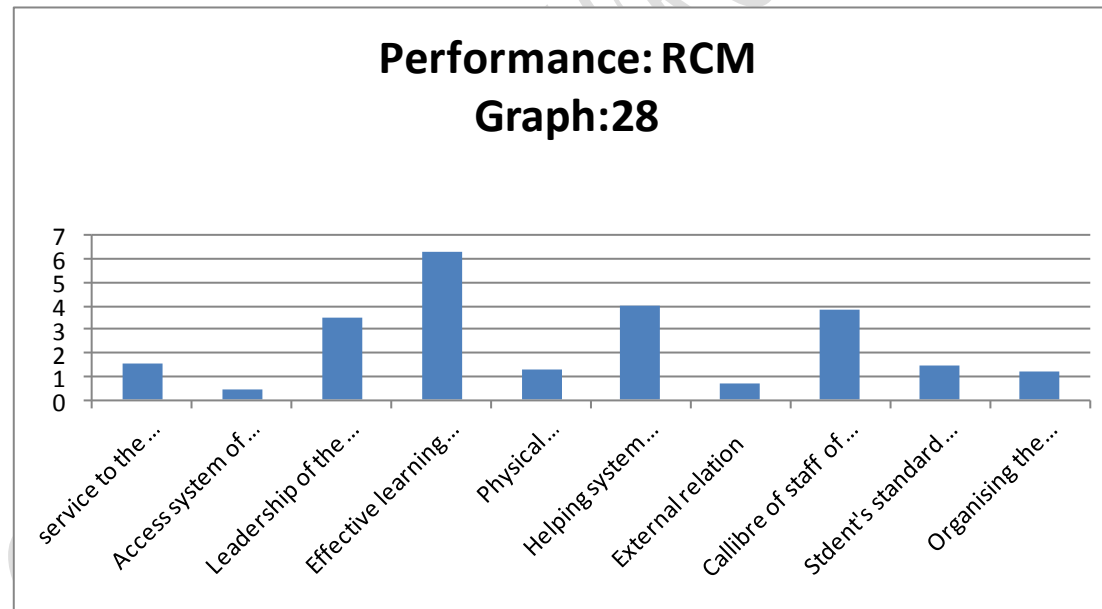


Performance Score: **19.74**
Excellence/ Competitive Index: 63%

Serial No.	College Name	Factor	Benchmark	Score awarded to college by students
1	Biju pattnaik Inst	Service to the students	42.7/45=95%	24.6/45=55%
2		Access system of the Institute	13.4/15=89%	8.6/15=57%
3		Leadership of the college	32.7/35=93%	20.4/35=58%
4		Effective learning & Teaching for the students	40.7/45=90%	26.2/45=58%
5		Physical Environment & Resources	31/35=89%	19.8/35=57%
6		Helping system for the students by the institutes	30.6/35=87%	20.6/35=59%
7		External relation	18.5/20=93%	11.8/20=59%
8		Calibre of staff of the organisation	31.8/35=91%	20.2/35=58%
9		Student's standard of the Institutes	18.1/20=91%	11.2/20=56%
10		Organizing the resources of the Institutes	31/35=89%	19.2/35=55%
11	TOTAL		907	572

II) For “RCM” scores are:

1. Service to the students : **Score= 1.56 (31.2)**
2. Access system of the Institute: **Score= .42 (8.4)**
3. Leadership of the college: **Score= 3.54 (23.6)**
4. Effective learning & Teaching for the students : **Score= 6.32 (31.6)**
5. Physical Environment & Resources: **Score= 1.27 (25.4)**
6. Helping system for the students by the institutes: **Score= 3.99 (26.6)**
7. External relation : **Score= .7 (14)**
8. Calibre of staff of the organisation: **Score= 3.81 (25.4)**
9. Student’s standard of the Institutes: **Score= 1.42 (14.2)**
10. Organizing the resources of the Institutes: **Score= 1.23 (24.6)**



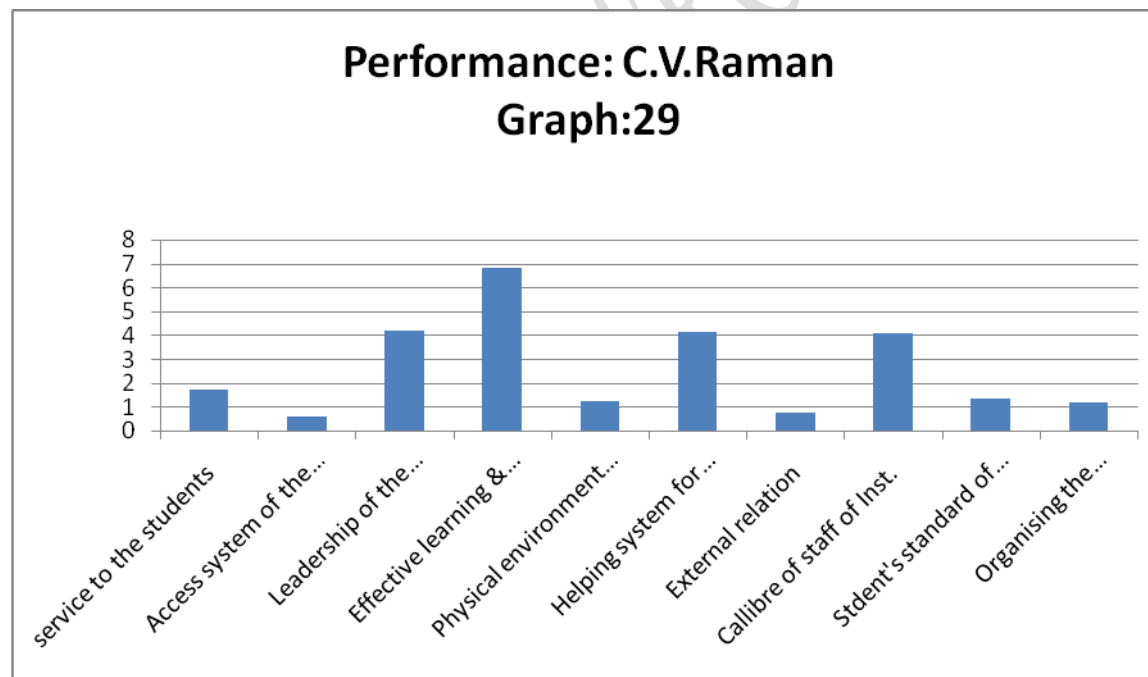
Performance Score: **24.26**

Excellence/ Competitive Index: 77%

Serial No.	College Name	Factor	Benchmark	Score awarded to college by students
1	RCM	Service to the students	42.7/45=95%	31.2/45= 69%
2		Access system of the Institute	13.4/15=89%	8.4/15=56%
3		Leadership of the college	32.7/35=93%	23.6/35=67%
4		Effective learning & Teaching for the students	40.7/45=90%	31.6/45=70%
5		Physical Environment & Resources	31/35=89%	25.4/35=73%
6		Helping system for the students by the institutes	30.6/35=87%	26.6/35=76%
7		External relation	18.5/20=93%	14/20=70%
8		Calibre of staff of the organisation	31.8/35=91%	25.4/35=73%
9		Student's standard of the Institutes	18.1/20=91%	14.2/20=71%
10		Organizing the resources of the Institutes	31/35=89%	24.6/35=70%
11	TOTAL		907	695

III) For “C V Raman” scores are:

1. Service to the students : **Score= 1.71 (34.2)**
2. Access system of the Institute: **Score= .57 (11.4)**
3. Leadership of the college: **Score= 4.2 (28)**
4. Effective learning & Teaching for the students: **Score= 6.8 (34)**
5. Physical Environment & Resources: **Score= 1.24 (24.8)**
6. Helping system for the students by the institutes: **Score= 4.11 (27.4)**
7. External relation : **Score= .77 (15.4)**
8. Calibre of staff of the organisation: **Score= 4.08 (27.2)**
9. Student’s standard of the Institutes: **Score= 1.36 (13.6)**
10. Organizing the resources of the Institutes: **Score= 1.18 (23.6)**



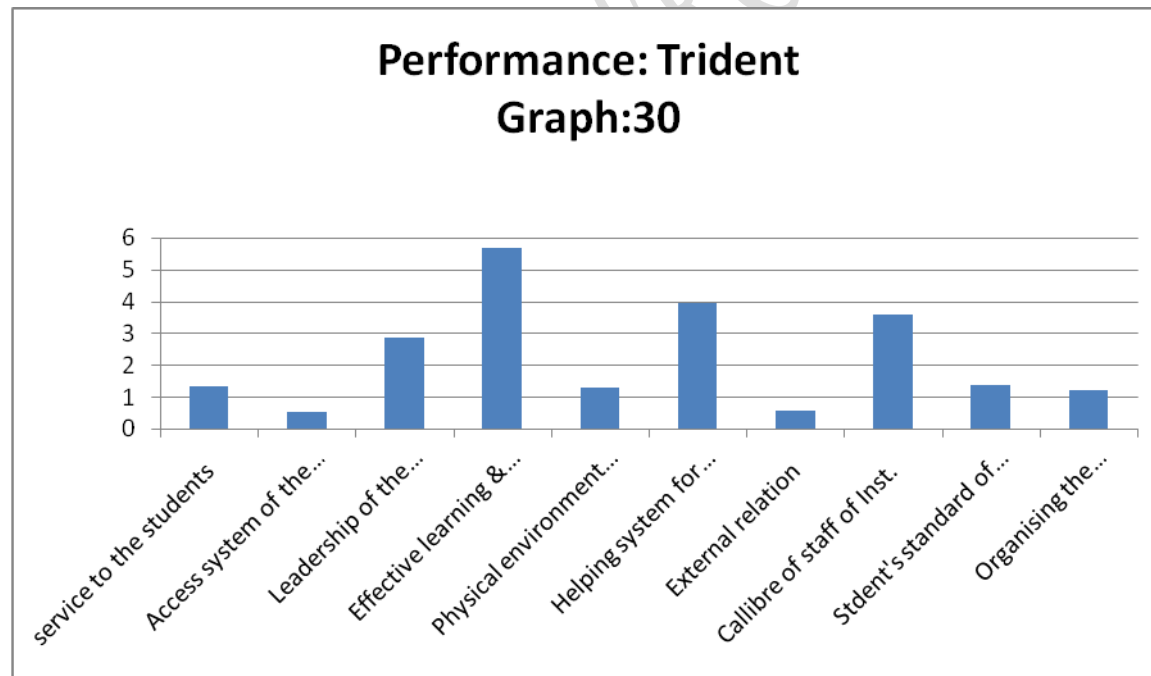
Performance Score: **26.02**

Excellence/ Competitive Index: 83%

Serial No.	College Name	Factor	Benchmark	Score awarded to college by students
1	C V Raman	Service to the students	42.7/45=95%	34.2/45= 76%
2		Access system of the Institute	13.4/15=89%	11.4/15= 76%
3		Leadership of the college	32.7/35=93%	28/35= 80%
4		Effective learning & Teaching for the students	40.7/45=90%	34/45= 76%
5		Physical Environment & Resources	31/35=89%	24.8/35=71%
6		Helping system for the students by the institutes	30.6/35=87%	27.4/35=78%
7		External relation	18.5/20=93%	15.4/20=77%
8		Calibre of staff of the organisation	31.8/35=91%	27.2/35=78%
9		Student's standard of the Institutes	18.1/20=91%	13.6/20=68%
10		Organizing the resources of the Institutes	31/35=89%	23.6/35=67%
11	TOTAL		907	747

IV) For “Trident” scores are:

1. Service to the students : **Score= 1.31 (26.2)**
2. Access system of the Institute: **Score= .51 (10.2)**
3. Leadership of the college: **Score= 2.85 (19)**
4. Effective learning & Teaching for the students: **Score= 5.68 (28.4)**
5. Physical Environment & Resources: **Score= 1.28 (25.6)**
6. Helping system for the students by the institutes: **Score= 3.93 (26.2)**
7. External relation : **Score= .58 (11.6)**
8. Calibre of staff of the organisation: **Score= 3.6 (24)**
9. Student’s standard of the Institutes: **Score= 1.36 (13.6)**
10. Organizing the resources of the Institutes: **Score= 1.2 (24)**



Performance Score: **22.3**

Excellence/ Competitive Index: 72%

Serial No.	College Name	Factor	Benchmark	Score awarded to college by students
1	Trident	Service to the students	42.7/45=95%	26.2/45= 58%
2		Access system of the Institute	13.4/15=89%	10.2/15=68%
3		Leadership of the college	32.7/35=93%	19/35=55%
4		Effective learning & Teaching for the students	40.7/45=90%	28.4/45=63%
5		Physical Environment & Resources	31/35=89%	25.6/35=73%
6		Helping system for the students by the institutes	30.6/35=87%	26.2/35=75%
7		External relation	18.5/20=93%	11.6/20=58%
8		Calibre of staff of the organisation	31.8/35=91%	24/35=69%
9		Student's standard of the Institutes	18.1/20=91%	13.6/20=68%
10		Organizing the resources of the Institutes	31/35=89%	24/35=69%
11	TOTAL		907	656

Conclusions and Recommendations for Future Research

1. For ASBM the first main factor of evaluation is “service to the students”. Within this factor pre entry guidance, continuing guidance, providing career guidance, library usage, computer usage, canteen facility, relaxation or providing facility for relaxation, sports facility and organising different activities by the students are the main sub-factors. The score of ASBM in providing “Pre-entry guidance” for the prospective students, providing “library” facilities to the student are very less. College is under performing in these factors where customers are not at all satisfied with the service of the college; so ASBM needs to improve above sub factors that are specified above.

Next factor for evaluating the performance of this college is “access systems of the institute” within that the sub-factors like efficiency of initial touch point, receiving of welcoming reception, generating quick telephone response are the main sub-factors. Sub-factors like “providing initial touch points”, “receiving of welcoming reception” & “generating quick telephone response” where the score of ASBM is not satisfactory. Student’s rates ASBM in these sub-factors are above average which is not good.

Next important factor is “leadership of the college” which plays a vital role for touching the heights of performance. In this factor the main sub-factors are clear vision, knowing the knowledgeable faculty, understanding the student and their need, inculcate quality mentality within the student, improving the structural frame work for imparting knowledge, innovate new techniques of teaching and non flexible quality standards. Among these sub-factors

“providing clear vision to the employees,” “knowing each and every students”, “improving the structural frame work for imparting knowledge” are few of the sub-factors where the performance of the ASBM is not satisfactory. The college performances on these parameters are average or just above average.

“Creating effective learning and teaching environment for the students” is another important factor where compatible teaching method, two way learning process, rigorous review system for students and faculty implementing student oriented learning methodology, measuring learning outcome on the basis of pre determined specific criteria, satisfying learners need, gathering regular student feedback, up to date syllabus for industry requirement, reviewing curriculum after specific period of time are the main sub-factors. Among these sub factors “compatible teaching”, “providing student oriented learning”, “satisfying learners need”, “gathering regular student feedback”, “reviewing curriculum after specific period of time” & “measuring learning outcome on the basis of pre determined specific criteria” are the weak points of the college where students are not ranking the college highly & there is greater scope for improvement in these sub-factors.

“Availability of physical environment and resources” is another important factor where the attractive building infrastructure, picturesque landscape, uses of visual learning aids, attractive classroom layouts, creating peaceful learning environment, creating mental and physical secure campus and regular monitoring of maintenance work are the main sub-factors. The students are raking either below average, average or just above average on the factors like “ attractive building infrastructure”, “picturesque

landscape”, “peaceful learning environment”, “creating mental and physical secure campus”, “regular monitoring of maintenance work” & “attractive classroom layouts”. ASBM should work on these factors for increasing the standard of the college.

The sub-factors of next main factor “helping system for the students by the institute” are providing transport facility, providing study material, providing different industry oriented information to the students, creating sense of pride among students, rapport building between teachers and students, regular monitoring students progress individually and tracking attendance. Here also students rate either average & below average on the sub-factors like “transport facility”, “providing study material”, “sense of pride among students”, “ rapport building between teachers and students”, “regular monitoring students progress individually and tracking attendance”. Students never respond positively on these sub-factors, ASBM should increase their efficiency on these sub-factors.

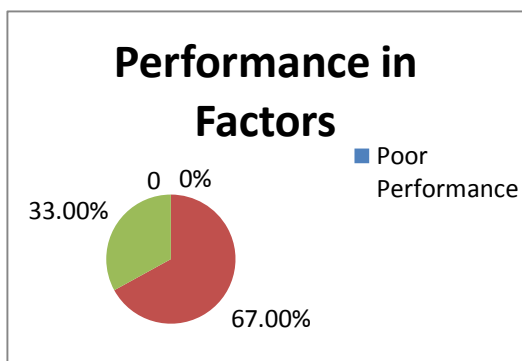
The next important factor is “maintaining external relationship” There are four sub-factors under it. The sub-factors are industry interlinked with the institute, strong connection with PR agency, understanding industry specification or need and organising event for promoting brands. Students are not satisfied with the performance of the college in these sub-factors, students score average on these sub-factors.

The next factor is “caliber of the staff of the organisation” there are seven sub-factors in it they are Number of knowledgeable employees, commitment towards the work, taking responsibility, enjoying the

responsibility of the job, responsive towards the students need, creating cohesion among team and providing resources for carrying out work. Students are not satisfied on the sub-factors like “Number of knowledgeable employees”, “commitment towards the work”, “enjoying the responsibility of the job” “providing resources for carrying out work” & “creating cohesion among team”; ASBM should work constantly on these sub-factors.

“Students standard of the institute” is the next factor for evaluating the performance of the college the sub-factors are exam results, propensity of students referral, chances of students retention and placement history of the college. Responding students do not think positively about the sub-factors like “exam results”, “chances of student’s retention”, “placement history of the college” & “propensity of student’s referral”. ASBM should take some correct actions against sub-factors for achieving their long-term goal.

“organising the resources of the institute” is the next and the last factor in this research where main sub-factors are having lean organisation structure, delegation of authority, flexibility to tolerate mistakes, regular communication among staffs and PRs, use of knowledgeable resources, learning from each other’s failures and success, making clear written plan. ASBM should work on sub-factors like “ having lean organisation structure”, “delegation of authority”, “flexibility to tolerate mistakes”, “regular communication among staffs and PRs”, “use of knowledgeable resources”, “learning from each other’s failures and success” & “making clear written plan” for better future prospect.



Graph No-63: Performance Analysis Graph for ASBM

The Score of the college is poor in the 0% of the sub-factors, Average & above average in the 67% of the sub-factors, Good & very good in the 33% of the sub-factors

1. For Biju Pattnaik Inst. the first main factor of evaluation is “service to the students”. Within this factor pre entry guidance, continuing guidance, providing career guidance, library usage, computer usage, canteen facility, relaxation or providing facility for relaxation, sports facility and organising different activities by the students are the main sub-factors. The score of Biju Pattnaik Inst. in providing “Pre-entry guidance” for the prospective students, “Continuing guidance” & “career guidance” for the existing students, Providing “ library”, “computer “, “canteen”, “relaxation”, “sports” facilities to the student & “organising different activities by the students” are very less. College is under performing in these factors where customers are not at all satisfied with the service of the college; so Biju Pattnaik Inst. needs to improve sub factors that are specified above. Next factor for evaluating the performance of this college is “access systems of the institute” within that the sub-factors like efficiency of initial touch point, receiving of welcoming reception, generating quick telephone response are the main sub-

factors. Sub-factors like “providing initial touch points”, “receiving of welcoming reception” & “generating quick telephone response” where the score of Biju Pattnaik Inst. is not satisfactory. Student’s rates Biju Pattnaik Inst in these sub-factors are above average which is not good.

Next important factor is “leadership of the college” which plays a vital role for touching the heights of performance. In this factor the main sub-factors are clear vision, knowing the knowledgeable faculty, understanding the student and their need, inculcate quality mentality within the student, improving the structural frame work for imparting knowledge, innovate new techniques of teaching and non flexible quality standards. Among these sub-factors “providing clear vision to the employees,” “knowing each and every staff & students”, “providing quality standards to all the employees and students”, “improving the structural frame work for imparting knowledge”, “innovate new techniques of teaching and non flexible quality standards”& “inculcate quality mentality within the student,” are few of the sub-factors where the performance of the Biju Pattnaik Inst. is not satisfactory. The college performances on these parameters are average or just above average.

“Creating effective learning and teaching environment for the students” is another important factor where compatible teaching method, two way learning process, rigorous review system for students and faculty implementing student oriented learning methodology, measuring learning outcome on the basis of pre determined specific criteria, satisfying learners need, gathering regular student feedback, up to date syllabus for industry

requirement, reviewing curriculum after specific period of time are the main sub-factors. Among these sub factors “compatible teaching”, “two way learning process”, “providing student oriented learning”, “satisfying learners need”, “gathering regular student feedback”, “up to date syllabus for industry requirement”, “reviewing curriculum after specific period of time” & “measuring learning outcome on the basis of pre determined specific criteria” are the weak points of the college where students are not ranking the college highly & there is greater scope for improvement in these sub-factors.

“Availability of physical environment and resources” is another important factor where the attractive building infrastructure, picturesque landscape, uses of visual learning aids, attractive classroom layouts, creating peaceful learning environment, creating mental and physical secure campus and regular monitoring of maintenance work are the main sub-factors. The students are ranking either below average, average or just above average on the factors like “attractive building infrastructure”, “uses of visual learning aids”, “picturesque landscape”, “creating peaceful learning environment”, “creating mental and physical secure campus”, “regular monitoring of maintenance work” & “attractive classroom layouts”. Biju Pattnaik Inst. should work on these factors for increasing the standard of the college.

The sub-factors of next main factor “helping system for the students by the institute” are providing transport facility, providing study material, providing different industry oriented information to the students, creating sense of pride among students, rapport building between teachers and students, regular monitoring

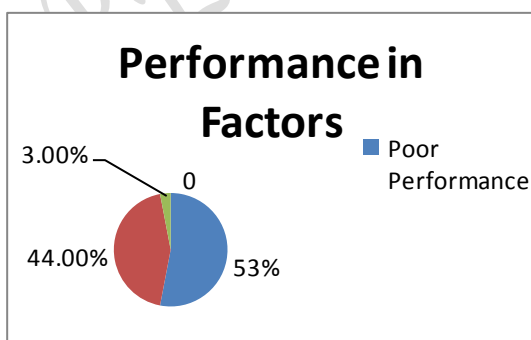
students progress individually and tracking attendance. Here also students rate either average & below average on the sub-factors like “transport facility”, “providing study material”, “sense of pride among students”, “rapport building between teachers and students”, “providing different industry oriented information to the students”, “tracking attendance” & “regular monitoring students progress individually”. Students never respond positively on these sub-factors, Biju Pattnaik Inst. should increase their efficiency on these sub-factors.

The next important factor is “maintaining external relationship” There are four sub-factors under it. The sub-factors are industry interlinked with the institute, strong connection with PR agency, understanding industry specification or need and organising event for promoting brands. Students are not satisfied with the performance of the college in these sub-factors, students score average on these sub-factors.

The next factor is “caliber of the staff of the organisation” there are seven sub-factors in it they are Number of knowledgeable employees commitment towards the work, taking responsibility, enjoying the responsibility of the job, responsive towards the students need, creating cohesion among team and providing resources for carrying out work. Students are not satisfied on the sub-factors like “Number of knowledgeable employees”, “commitment towards the work”, “enjoying the responsibility of the job”, “providing resources for carrying out work”, “responsive towards the students need”, “creating cohesion among team” & “taking responsibility” where Biju Pattnaik Inst. should work constantly on these sub-factors.

“Students standard of the institute” is the next factor for evaluating the performance of the college the sub-factors are exam results, propensity of students referral, chances of students retention and placement history of the college. Responding students do not think positively about the sub-factors like “exam results”, “chances of student’s retention”, “placement history of the college” & “propensity of student’s referral”. Biju Pattnaik Inst. should take some correct actions against sub-factors for achieving their long-term goal.

“organising the resources of the institute” is the next and the last factor in this research where main sub-factors are having lean organisation structure, delegation of authority, flexibility to tolerate mistakes, regular communication among staffs and PRs, use of knowledgeable resources, learning from each other’s failures and success, making clear written plan. Biju Pattnaik Inst. should work on sub-factors like “having lean organisation structure”, “delegation of authority”, “flexibility to tolerate mistakes”, “regular communication among staffs and PRs”, “use of knowledgeable resources”, “learning from each other’s failures and success”, “making clear written plan”, & “use of knowledgeable resources” for better future prospect.



Graph No-64: Performance Analysis Graph for Biju Pattnaik Inst.

The Score of the college is poor in the 53% of the sub-factors, Average & above average in the 44% of the sub-factors, Good & very good in the 3% of the sub-factors

2. For RCM the first main factor of evaluation is “service to the students”. Within this factor pre entry guidance, continuing guidance, providing career guidance, library usage, computer usage, canteen facility, relaxation or providing facility for relaxation, sports facility and organising different activities by the students are the main sub-factors. The score of RCM in providing “Continuing guidance” for the existing students, Providing “computer “, “canteen”, “relaxation”, “sports” facilities to the student & “organising different activities by the students” are very less. College is under performing in these factors where customers are not at all satisfied with the service of the college; so RCM needs to improve sub factors that are specified above.

Next factor for evaluating the performance of this college is “access systems of the institute” within that the sub-factors like efficiency of initial touch point, receiving of welcoming reception, generating quick telephone response are the main sub-factors. Sub-factors like “providing initial touch points”, “receiving of welcoming reception” & “generating quick telephone response” where the score of RCM is not satisfactory. Student’s rates RCM in these sub-factors are above average which is not good.

Next important factor is “leadership of the college” which plays a vital role for touching the heights of performance. In this factor the main sub-factors are clear vision, knowing the knowledgeable faculty, understanding the student and

their need, inculcate quality mentality within the student, improving the structural frame work for imparting knowledge, innovate new techniques of teaching and non flexible quality standards. Among these sub-factors “providing clear vision to the employees,” “knowing each and every staff & students”, “improving the structural frame work for imparting knowledge”, “innovate new techniques of teaching and non flexible quality standards”& “inculcate quality mentality within the student,” are few of the sub-factors where the performance of the RCM is not satisfactory. The college performances on these parameters are average or just above average.

“Creating effective learning and teaching environment for the students” is another important factor where compatible teaching method, two way learning process, rigorous review system for students and faculty implementing student oriented learning methodology, measuring learning outcome on the basis of pre determined specific criteria, satisfying learners need, gathering regular student feedback, up to date syllabus for industry requirement, reviewing curriculum after specific period of time are the main sub-factors. Among these sub factors “compatible teaching”, “two way learning process”, “providing student oriented learning”, “satisfying learners need”, “gathering regular student feedback”, “up to date syllabus for industry requirement”, “rigorous review system for students and faculty”, “reviewing curriculum after specific period of time” & “measuring learning outcome on the basis of pre determined specific criteria” are the weak points of the college where students are not ranking the college highly & there is

greater scope for improvement in these sub-factors.

“Availability of physical environment and resources” is another important factor where the attractive building infrastructure, picturesque landscape, uses of visual learning aids, attractive classroom layouts, creating peaceful learning environment, creating mental and physical secure campus and regular monitoring of maintenance work are the main sub-factors. The students are raking either below average, average or just above average on the factors like “attractive building infrastructure”, “uses of visual learning aids”, “picturesque landscape”, “creating mental and physical secure campus”, “regular monitoring of maintenance work” & “attractive classroom layouts”. RCM should work on these factors for increasing the standard of the college.

The sub-factors of next main factor “helping system for the students by the institute” are providing transport facility, providing study material, providing different industry oriented information to the students, creating sense of pride among students, rapport building between teachers and students, regular monitoring students progress individually and tracking attendance. Here also students rate either average & below average on the sub-factors like “transport facility”, “providing different industry oriented information to the students”, “sense of pride among students”, “ rapport building between teachers and students”, “tracking attendance”. Students never respond positively on these sub-factors, RCM should increase their efficiency on these sub-factors.

The next important factor is “maintaining external relationship” There are four sub-

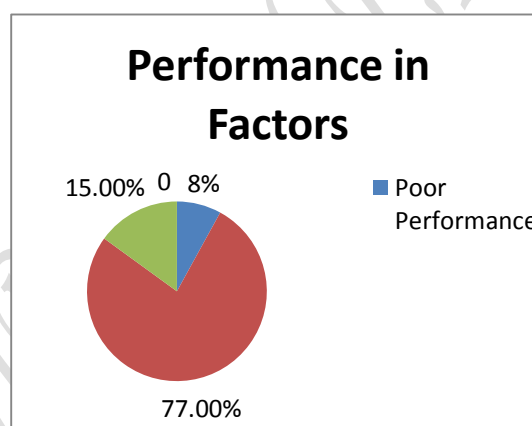
factors under it. The sub-factors are industry interlinked with the institute, strong connection with PR agency, understanding industry specification or need and organising event for promoting brands. Students are not satisfied with the performance of the college in these sub-factors, students score average on these sub-factors.

The next factor is “caliber of the staff of the organisation” there are seven sub-factors in it they are Number of knowledgeable employees commitment towards the work, taking responsibility, enjoying the responsibility of the job, responsive towards the students need, creating cohesion among team and providing resources for carrying out work. Students are not satisfied on the sub-factors like “Number of knowledgeable employees”, “commitment towards the work”, “taking responsibility”, “enjoying the responsibility of the job”, “responsive towards the students need”, “creating cohesion among team” where RCM should work constantly on these sub-factors.

“Students standard of the institute” is the next factor for evaluating the performance of the college the sub-factors are exam results, propensity of students referral, chances of students retention and placement history of the college. Responding students do not think positively about the sub-factors like “exam results”, “chances of student’s retention” & “propensity of student’s referral”. RCM should take some correct actions against sub-factors for achieving their long-term goal.

“organising the resources of the institute” is the next and the last factor in this research where main sub-factors are having lean organisation structure, delegation of authority, flexibility to

tolerate mistakes, regular communication among staffs and PRs, use of knowledgeable resources, learning from each other’s failures and success, making clear written plan. RCM should work on sub-factors like “having lean organisation structure”, “delegation of authority”, “flexibility to tolerate mistakes”, “regular communication among staffs and PRs”, “use of knowledgeable resources”, “making clear written plan” for better future prospect



Graph No-65: Performance Analysis Graph for RCM.

The Score of the college is poor in the 8% of the sub-factors, Average & above average in the 77% of the sub-factors, Good & very good in the 15% of the sub-factors

3. For C.V. Raman the first main factor of evaluation is “service to the students”. Within this factor pre entry guidance, continuing guidance, providing career guidance, library usage, computer usage, canteen facility, relaxation or providing facility for relaxation, sports facility and organising different activities by the students are the main sub-factors. The score of C.V. Raman in providing “pre entry guidance” for the prospects & “career guidance” for the existing students , Providing “Library”, “sports” facilities to

the student & “organising different activities by the students” are very less. College is under performing in these factors where customers are not at all satisfied with the service of the college; so C.V. Raman needs to improve sub factors that are specified above.

Next factor for evaluating the performance of this college is “access systems of the institute” within that the sub-factors like efficiency of initial touch point, receiving of welcoming reception, generating quick telephone response are the main sub-factors. Sub-factors like “providing initial touch points”, “receiving of welcoming reception” where the score of C.V. Raman is not satisfactory. Student’s rates C.V. Raman in these sub-factors are above average which is not good.

Next important factor is “leadership of the college” which plays a vital role for touching the heights of performance. In this factor the main sub-factors are clear vision, knowing the knowledgeable faculty, understanding the student and their need, inculcate quality mentality within the student, improving the structural frame work for imparting knowledge, innovate new techniques of teaching and non flexible quality standards. Among these sub-factors “providing clear vision to the employees,” “knowing each and every student”& “inculcate quality mentality within the student,” are few of the sub-factors where the performance of the C.V. Raman is not satisfactory. The college performances on these parameters are average or just above average.

“Creating effective learning and teaching environment for the students” is another important factor where compatible teaching method, two way learning process, rigorous review system for

students and faculty implementing student oriented learning methodology, measuring learning outcome on the basis of pre determined specific criteria, satisfying learners need, gathering regular student feedback, up to date syllabus for industry requirement, reviewing curriculum after specific period of time are the main sub-factors. Among these sub factors “compatible teaching”, “providing student oriented learning”, “gathering regular student feedback”, “up to date syllabus for industry requirement”, “rigorous review system for students and faculty” & “measuring learning outcome on the basis of pre determined specific criteria” are the weak points of the college where students are not ranking the college highly & there is greater scope for improvement in these sub-factors.

“Availability of physical environment and resources” is another important factor where the attractive building infrastructure, picturesque landscape, uses of visual learning aids, attractive classroom layouts, creating peaceful learning environment, creating mental and physical secure campus and regular monitoring of maintenance work are the main sub-factors. The students are raking either below average, average or just above average on the factors like “attractive building infrastructure”, “picturesque landscape”, “creating peaceful learning environment”, “creating mental and physical secure campus”& “regular monitoring of maintenance work”. C.V. Raman should work on these factors for increasing the standard of the college.

The sub-factors of next main factor “helping system for the students by the institute” are providing transport facility, providing study material, providing different industry oriented information to

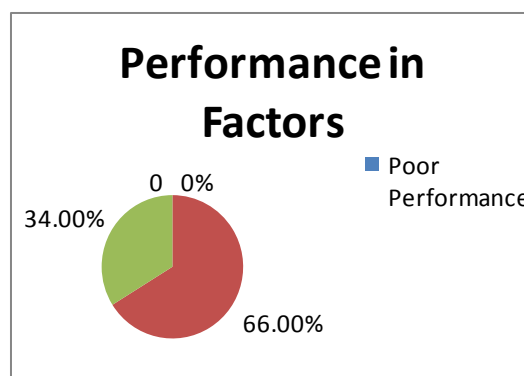
the students, creating sense of pride among students, rapport building between teachers and students, regular monitoring students progress individually and tracking attendance. Here also students rate either average & below average on the sub-factors like “transport facility”, “providing different industry oriented information to the students”, “sense of pride among students”, “ rapport building between teachers and students”. Students never respond positively on these sub-factors, C.V. Raman should increase their efficiency on these sub-factors.

The next important factor is “maintaining external relationship” There are four sub-factors under it. The sub-factors are industry interlinked with the institute, strong connection with PR agency, understanding industry specification or need and organising event for promoting brands. Students are not satisfied with the performance of the college in these sub-factors except the sub-factor named “industry interlinked with the institute” students score average on these 3 sub-factors.

The next factor is “calibre of the staff of the organisation” there are seven sub-factors in it they are Number of knowledgeable employees commitment towards the work, taking responsibility, enjoying the responsibility of the job, responsive towards the students need, creating cohesion among team and providing resources for carrying out work. Students are not satisfied on the sub-factors like “Number of knowledgeable employees”, “providing resources for carrying out work”, “responsive towards the students need”, “creating cohesion among team” where C.V.Raman should work constantly on these sub-factors.

“Students standard of the institute” is the next factor for evaluating the performance of the college the sub-factors are exam results, propensity of students referral, chances of students retention and placement history of the college. Responding students do not think positively about the sub-factors like “exam results”, “chances of student’s retention” & “propensity of student’s referral” & “placement history of the college”. C.V.Raman should take some correct actions against sub-factors for achieving their long-term goal.

“organising the resources of the institute” is the next and the last factor in this research where main sub-factors are having lean organisation structure, delegation of authority, flexibility to tolerate mistakes, regular communication among staffs and PRs, use of knowledgeable resources, learning from each other’s failures and success, making clear written plan. C.V.Raman should work on sub-factors like “ having lean organisation structure”, “delegation of authority”, “flexibility to tolerate mistakes”, “regular communication among staffs and PRs”, “use of knowledgeable resources”, “making clear written plan” & “learning from each other’s failures and success” for better future prospect.



Graph No-66: Performance Analysis Graph for C.V. Raman.

The Score of the college is poor in the 0% of the sub-factors, Average & above average in the 66% of the sub-factors, Good & very good in the 34% of the sub-factors

4. For Trident the first main factor of evaluation is “service to the students”. Within this factor pre entry guidance, continuing guidance, providing career guidance, library usage, computer usage, canteen facility, relaxation or providing facility for relaxation, sports facility and organising different activities by the students are the main sub-factors. The score of Trident in providing “Pre-entry guidance” for the prospective students, “Continuing guidance” & “career guidance” for the existing students, Providing “ library”, “canteen”, “Sports”, “relaxation” facilities to the student & “organising different activities by the students” are very less. College is under performing in these factors where customers are not at all satisfied with the service of the college; so Trident needs to improve sub factors that are specified above.

Next factor for evaluating the performance of this college is “access systems of the institute” within that the sub-factors like efficiency of initial touch point, receiving of welcoming reception, generating quick telephone response are the main sub-factors. Sub-factors like “providing initial touch points” & “receiving of welcoming reception” & “generating quick telephone response” where the score of Trident is not satisfactory. Student’s rates Trident in these sub-factors are above average which is not good.

Next important factor is “leadership of the college” which plays a vital role for touching the heights of performance. In this factor the main sub-factors are clear

vision, knowing the knowledgeable faculty, understanding the student and their need, inculcate quality mentality within the student, improving the structural frame work for imparting knowledge, innovate new techniques of teaching and non flexible quality standards. Among these sub-factors “providing clear vision to the employees,” “knowing each and every staff & students”, “providing quality standards to all the employees and students”, “inculcate quality mentality within the student” & “improving the structural frame work for imparting knowledge, innovate new techniques of teaching” are few of the sub-factors where the performance of the Trident is not satisfactory. The college performances on these parameters are average or just above average.

“Creating effective learning and teaching environment for the students” is another important factor where compatible teaching method, two way learning process, rigorous review system for students and faculty implementing student oriented learning methodology, measuring learning outcome on the basis of pre determined specific criteria, satisfying learners need, gathering regular student feedback, up to date syllabus for industry requirement, reviewing curriculum after specific period of time are the main sub-factors. Among these sub factors “compatible teaching”, “two way learning process”, “review system for the students and faculty”, “providing student oriented learning”, “satisfying learners need”, “gathering regular student feedback”, “up to date syllabus for industry requirement”, “reviewing curriculum after specific period of time” & “measuring learning outcome on the basis of pre determined specific criteria” are the weak points of the

college where students are not ranking the college highly & there is greater scope for improvement in these sub-factors.

“Availability of physical environment and resources” is another important factor where the attractive building infrastructure, picturesque landscape, uses of visual learning aids, attractive classroom layouts, creating peaceful learning environment, creating mental and physical secure campus and regular monitoring of maintenance work are the main sub-factors. The students are raking either below average, average or just above average on the factors like “attractive building infrastructure”, “picturesque landscape”, “creating mental and physical secure campus”, “uses of visual learning aids” “creating peaceful learning environment”, “attractive classroom layouts”. Trident should work on these factors for increasing the standard of the college.

The sub-factors of next main factor “helping system for the students by the institute” are providing transport facility, providing study material, providing different industry oriented information to the students, creating sense of pride among students, rapport building between teachers and students, regular monitoring students progress individually and tracking attendance. Here also students rate either average & below average on the sub-factors like “transport facility”, “providing study material”, “providing different industry oriented information to the students”, “sense of pride among students”, “rapport building between teachers and students”, “regular monitoring students progress individually”. Students never respond positively on these sub-factors, Trident

should increase their efficiency on these sub-factors.

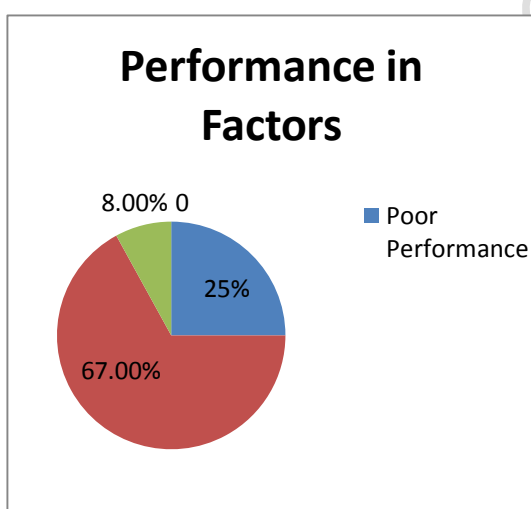
The next important factor is “maintaining external relationship” There are four sub-factors under it. The sub-factors are industry interlinked with the institute, strong connection with PR agency, understanding industry specification or need and organising event for promoting brands. Students are not satisfied with the performance of the college in these sub-factors, students score average on these sub-factors.

The next factor is “caliber of the staff of the organisation” there are seven sub-factors in it they are Number of knowledgeable employees commitment towards the work, taking responsibility, enjoying the responsibility of the job, responsive towards the students need, creating cohesion among team and providing resources for carrying out work. Students are not satisfied on the sub-factors like “Number of knowledgeable employees”, “commitment towards the work”, “enjoying the responsibility of the job”, “responsive towards the students need”, “creating cohesion among team” and “providing resources for carrying out work”; Trident should work constantly on these sub-factors.

“Students standard of the institute” is the next factor for evaluating the performance of the college the sub-factors are exam results, propensity of students referral, chances of students retention and placement history of the college. Responding students do not think positively about the sub-factors like “chances of student’s retention”, “placement history of the college” & “propensity of student’s referral”. Trident should take some correct actions against

sub-factors for achieving their long-term goal.

“organising the resources of the institute” is the next and the last factor in this research where main sub-factors are having lean organisation structure, delegation of authority, flexibility to tolerate mistakes, regular communication among staffs and PRs, use of knowledgeable resources, learning from each other’s failures and success, making clear written plan. Trident should work on sub-factors like “having lean organisation structure”, “delegation of authority”, “flexibility to tolerate mistakes”, “regular communication among staffs and PRs”, “learning from each other’s failures and success”, “making clear written plan” , & “use of knowledgeable resources” for better future prospect.



Graph No-67: Performance Analysis Graph for Trident

The Score of the college is poor in the 25% of the sub-factors, Average & above average in the 67% of the sub-factors, Good & very good in the 8% of the sub-factors

Conclusion:

Most if the colleges offer multi specialization in the same business segment similarly a student may have repetitive requirement of the same product or may require different services produced by the same college .A student may also require different types of services offered by the same college. The student loyalty is the measure of success of the college to retain the students with him. In case of industrial or part time students it is possible to assess and measure loyalty in the form of individual student basis as he makes significant purchases directly from the college. In case of student segment it is not always possible to define and measure the buying habits of individual customer, the consumer can be classified into different segments having common buying character and this can be treated as to measure and analyzing their behaviour. This segments can be like rural or urban or can be based on income level loyalty means that the customer is sticking to the college or spreading good word of mouth and referral it may be possible that the college may not have the best service or may not be able to delivering time or may have other constraints but still the students may like to ignore other options and prefer to continue with the same college because the college may be providing him more value for the money, benefit and comfort thus higher the value or comfort a customer receives more loyalty he may exhibit the customer loyalty can also be described as the tendency of a customer to choose voluntarily a particular college and suggest others to do this repetitively.

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