

# Accreditation Manual for Business Schools



**NATIONAL BOARD OF ACCREDITATION**

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Accreditation Manual  
for  
Business Schools

### **From the Chairman, NBA Committee on Management Accreditation and Evaluation**

On behalf of the distinguished members of the NBA Committee on Management Accreditation and Evaluation, I would like to thank the National Board of Accreditation and its eminent Chairman Professor B. C. Majumdar for the support provided in producing the Accreditation Manual for Business Schools .

The members of the Committee are all accomplished professionals and their experience has contributed considerably in bringing out a sustainable and credible accreditation manual. I would personally like to acknowledge their diligent work and the support provided by the NBA officials and staff.

Two thoughts need to be shared, to put the manual in perspective:

1. Management being a craft has a genre unique to it and this needs to be reflected in the accreditation process. Given the fact that management education focuses on the making of the practitioner, the manual makes the necessary attempt to reflect most of the quantitative and qualitative dimensions of management education.
2. The manual focuses on business management education only. It does not cover other components of management education such as those focusing on rural management; management of agriculture; management of technology; management of fisheries; management of ports; management of forests etc., or subjects such as entrepreneurship management.

Evidently, these domains, important as they are, will need to be addressed separately.

This manual has been put in the public domain with the aspiration that incrementally, with more experience, it will be periodically revised, and become increasingly more useful.

**Vinayshil Gautam**

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Section

1

*Introduction to the  
National Board of Accreditation*





## 1.1 INTRODUCTION

- 1.1.1 Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity and quality (relevance and excellence of academic programmes offered) of higher education. Like in any other domain, the method to improve quality remains the same, that is, finding and recognising new needs and satisfying them with products and services of international standards. There are two central bodies involved in accreditation : the National Accreditation and Assessment Council (NAAC) and the National Board of Accreditation (NBA). The NAAC was set up in 1994 by the University Grants Commission for institutional accreditation through a combination of internal and external quality assessment.
- 1.1.2 The NBA was originally constituted in September 1994 to assess the qualitative competence of the educational institutions from diploma level to postgraduate level in engineering and technology, management, pharmacy, architecture, and related disciplines. The NBA, in its present form, has come into existence as an autonomous body with effect from 7<sup>th</sup> January 2010, with the objective of assurance of quality and relevance of the technical education through the mechanisms of accreditation of programmes offered by the technical institutions.
- 1.1.3 The NBA works very closely with stakeholders (faculty, educational institutions, government, industries, regulators, management, students, recruiters, alumni and their parents) to ensure that the programmes serve to prepare their graduates with sound knowledge of fundamentals and to develop in them an adequate level of professional competence, such as would meet the needs of the engineering profession locally as well as globally. The objective of the NBA is to assess and accredit institutions as well as professional programmes offered at various levels by the technical institutions on the basis of norms prescribed by the NBA. In this manual, the phrase "Business School/B-School" means colleges/ university departments offering masters level management programmes (MBA/PGDM).
- 1.1.4 The vision of the NBA is *"to be an accrediting agency of international repute by ensuring the highest degree of credibility in assurance of quality and relevance of professional education and fulfill the expectations of its stakeholders, viz., academicians, corporate, educational institutions, government, industry, regulators, students, and their parents."*
- 1.1.5 The NBA is working with the mission, "to stimulate the quality of teaching, self-evaluation, and accountability in the higher education system, which help institutions realise their academic objectives and adopt teaching practices that enable them to produce high-quality professionals and to assess and accredit the programmes offered by the colleges or the institutions, or both, imparting technical and professional education."
- 1.1.6 **The main objectives of the NBA are to:**
- a) assess and grade colleges and/or institutions of technical and professional education, the courses and programmes offered by them, their various units, faculty, departments etc.,
  - b) stimulate the academic environment and quality of teaching and research in these institutions,
  - c) contribute to the sphere of knowledge in its discipline ,
  - d) motivate colleges and/or institutions of technical and professional education for research, and adopt teaching practices that groom their students for the innovation and development of leadership qualities,

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- e) encourage innovation, self-evaluation and accountability in higher education,
- f) promote necessary changes, innovation and reforms in all aspects of the working of the colleges/ institutions of technical and professional education for the above purpose , and
- g) help institutions to realise their academic objectives.

### 1.2 AUTHORITIES OF THE NBA

At present, the NBA has the following authorities.

- (i) The General Council
- (ii) The Executive Committee
- (iii) The President

#### 1.2.1 General Council

The General Council is the principal authority of the NBA, and is responsible for its overall activities and affairs. It gives policy directions/ guidelines to the Executive Committee, which takes steps for managing the activities and affairs of the NBA accordingly.

The General Council consists of the following members:

- (i) Chairperson of AICTE – President. - **ex-officio**
- (ii) Secretary of the Department dealing with Higher and /or Technical Education, Govt. of India or his/ her nominee. - **ex-officio**
- (iii) Chairperson of Statutory Authorities established by Parliament for coordinating, determining and regulating the standards of higher and/or technical and professional education in their respective fields or his/her nominee. - **ex-officio**
- (iv) The President of the Association of Indian Universities (A.I.U) or his/her nominee. - **ex-officio**
- (v) Five members of the Executive Committee nominated by the Executive Committee.
- (vi) Four Vice-Chancellors, two from the state universities/ one each from the central university, essentially having faculty in technical and /or professional education and institute declared as deemed to be university, essentially having faculty in technical and/ or professional education to be nominated by Chairperson, AICTE.
- (vii) Six Principals of affiliated/ autonomous colleges, including polytechnics, one each from discipline of Engineering, Technology, Architecture, Town Planning, Management, Pharmacy and Applied Arts and Crafts to be nominated by Chairperson, AICTE.
- viii) Member Secretary of the NBA is the Member Secretary of the General Council.  
The term of the nominated members is three years.

#### 1.2.2 Executive Committee

The affairs of the NBA are managed, administered, directed and controlled as per Rules and Bye-laws approved by the Executive Committee (EC), the General Council and the Chairman of the AICTE. The Executive Committee of the NBA for the purpose of Societies Registration Act consists of the following members:

- (i) Chairperson - appointed as per the procedure given under Rules 37 and 38 of memorandum of association and rules of the NBA.
- (ii) Vice-Chairperson of the All India Council for Technical Education. - **ex-officio**



- (iii) Additional Secretary /Joint Secretary, MHRD, Department of Education dealing with Technical Education or his/ her nominee. **-ex-officio**
- (iv) Secretary of statutory, regulatory bodies for higher, technical and professional education like other specialty Councils (UGC, AICTE, NCTE, Council for Architecture and Council of Pharmacy etc.). **-ex-officio**
- (v) Four Secretaries of Higher & Technical Education of State Governments nominated by the President. **-ex-officio**
- (vi) Four academicians and two experts from industry nominated by the President. **-ex-officio**
- (vii) Two experts from academia or industry nominated by the Central Government. **-ex-officio**
- (viii) The Executive Committee may co-opt maximum two experts in the field of accreditation from India and/or abroad. **-ex-officio**
- (ix) Member Secretary of the General Council of the NBA is the Member Secretary of the Executive Committee.

### **1.2.3 NBA Committees for Accreditation**

#### **1.2.3.1 Evaluation and Accreditation Committee (EAC)**

The EAC is constituted for each discipline (Engineering & Technology /Management/ Pharmacy/ Architecture) to review the evaluation team's reports and submit its recommendations on accreditation to the EC. The composition of the EAC is as follows :

1. The chairman of the EAC, appointed by the EC, is an eminent academician from academia or a distinguished professional from industries/R&D organisations/professional bodies.
2. Three experts from the respective discipline (with different specialisations).
3. One expert from industries/R&D organisations.
4. One representative from professional bodies.
5. One representative of the NBA nominated by the Member Secretary of the NBA.

#### **1.2.3.2 Appellate Committee (AC)**

The grievances and redressal of the institution received by the NBA, on the accreditation of the programmes shall be addressed by the Appellate Committee. The composition of the AC is as follows.

1. The Chairman of the AC, appointed by the EC, shall be an eminent academician from academia or a distinguished professional from industries/R&D organisations/professional bodies.
2. One expert (preferably from engineering) from academia.
3. One representative from industries/R&D organisations.
4. One representative from professional bodies.
5. One legal representative nominated by the Member Secretary of the NBA.

### **1.3 ACCREDITATION**

Accreditation is a process of quality assurance and improvement, whereby an institute/ or a programme offered by an institution is critically appraised to verify that the institution or the programme continues to meet and exceed the norms and standards prescribed by the appropriate designated authorities. Accreditation does not seek to replace the system of award of degree and diplomas by the universities/ institutions. But, accreditation provides quality assurance that the academic aims and objectives of the institution are honestly pursued, and effectively achieved by the resources available, and that the institution has demonstrated capabilities of ensuring effectiveness of the educational programmes over the validity period of accreditation. NBA accreditation is a quality assurance scheme for higher technical education.

### 1.3.1 Significance of Accreditation

- To make the institute/department aware of the weaknesses of the programme offered by it and act on suggestions for improvement.
- To encourage the institute to move continuously towards the improvement of quality of its programme, and the pursuit of excellence.
- To facilitate institutions for updating themselves in programme curriculum, teaching and learning processes, faculty achievements, students' skills/abilities/knowledge.
- To excel among stakeholders. (peers, students, employers, societies etc.)
- To facilitate receiving of grants from Government regulatory bodies and institutions/agencies.
- To attain international recognition of accredited degrees awarded.
- To facilitate the mobility of graduated students and professionals.

### 1.4 ACCREDITATION POLICY

The following general policies are the guiding principles for the accreditation of Business Schools:

- (i) Educational institutions are accredited at present.
- (ii) Business schools to be accredited should be those which have been formally approved by the appropriate designated authority or authorities, as the case may be.
- (iii) Business schools which have produced postgraduates for at least two academic years will be considered for full accreditation and, provisional accreditation, as the case may be.
- (iv) Business schools will be considered for assessment and accreditation only at the written request of the educational institution and after agreeing to abide by the NBA's accreditation manual, rules, regulations and notification issued from time to time.
- (v) Accreditation will normally be granted for a specific term of up to a maximum of five academic years. Provisional accreditation may also be granted to new business schools (not matured for full accreditation).
- (vi) After accreditation, the institutions are expected to submit their annual self-assessment report to eNBA online. If any aspect of the programme is found to be sufficiently unsatisfactory and/or does not comply with norms, the NBA reserves the right to revoke the accreditation. If necessary, the NBA may appoint a maximum of two members to form an Evaluation Team to act as mentors at the request of institution. The mentor(s) may visit the educational institution at its request for mentoring purposes and provide a report to the NBA on their findings for each visit. The educational institution will bear the expenses of the visit and pay honorarium to the mentors as prescribed by the NBA.
- (vii) Accreditation is based on satisfying the minimum standards.
- (viii) All correspondence between the educational institution and the NBA vis-à-vis accreditation process is confidential and may not be revealed to any unauthorised persons under any circumstances, except with written permission from the concerned educational institution.
- (ix) A three day onsite visit shall be a part of the accreditation process. An evaluation team appointed by the NBA will carry out the evaluation of the business school. The evaluation team consists of evaluators and is headed by a chairperson. The institute shall propose such set of dates for visit when the regular classes and all academic activities are on.
- (x) The final decision made by the NBA will be communicated to the educational institution together with comments which portray strengths, weaknesses and scope for improvement. In the event that a business school is not accredited, reasons for the decision will also be given. If accreditation is denied and if the educational institution wishes, it may appeal against the decision to the Appellate Committee (AC).
- (xi) The educational institution shall bear the cost of accreditation, as per the fee prescribed by the NBA.

Section **2**

## The Accreditation Process and Requisites





## Introduction

The National Board of Accreditation (NBA) introduces a new accreditation framework for the accreditation of business schools imparting education in management. The new framework has been developed incorporating the integrated 'input-process-output' aspects of a business school and takes a holistic view of business schools. The broad objective of the framework is to ensure standards of national and international level for the business schools. Accreditation from the NBA provides an indication that the recognised schools meet quality standards at the national level and also satisfy global standards.

The Manual on NBA Accreditation explains the accreditation framework and provides information on the different criteria used for accreditation of business schools. A good understanding of the NBA Accreditation framework is essential for effective self-assessment by business schools. It is desirable that the business schools familiarise themselves with the accreditation criteria and procedures beforehand. This would be required for an effective participation in the accreditation process and making preparations, in particular, for carrying out the self-assessment. The Manual on NBA Accreditation also includes sections on 'Guide to Self Assessment' and 'Guide to Peer Review', which are essential readings for a business school preparing for NBA accreditation.

Accreditation from NBA provides business schools an opportunity for assessment of their quality and guides them towards continuous improvement. This would help the business schools to meet quality standards nationally and move towards global standards. The main objectives behind the NBA Accreditation are:

- i. to lead to excellence in management education which helps them to meet the needs of the society, economy and industry,
- ii. to encourage institutions for capacity-building,
- iii. to lead to system / process driven business schools instead of individual driven business schools,
- iv. to assist all stakeholders in identifying good business schools,
- v. to be synchronous with global standards,
- vi. to be consistent with international accreditation principles.

## NBA Model

The approach of the NBA Accreditation towards measuring performances of the business schools is holistic and looks at the business school's programmes and activities as an integrated whole. In following the 'input-process-output' framework, the focus is on outcome-based perspectives and criteria. This makes the business school responsive to its key stakeholders, mainly, parents, students, industry, faculty and society at large.

The Accreditation criterion based on the 'input – process – output' framework is shown in Figure 1. The framework has separate areas for assessment or domains as shown in Figure 1.

The model is 'input-process-output' based and all the domains are inter-related. The requisite areas of assessment are:

### I. Organisation Mission, Governance and Collective Leadership

- i. Organisation Mission
- ii. Collective Leadership
- iii. Strategy, Quality Assurance and Governance

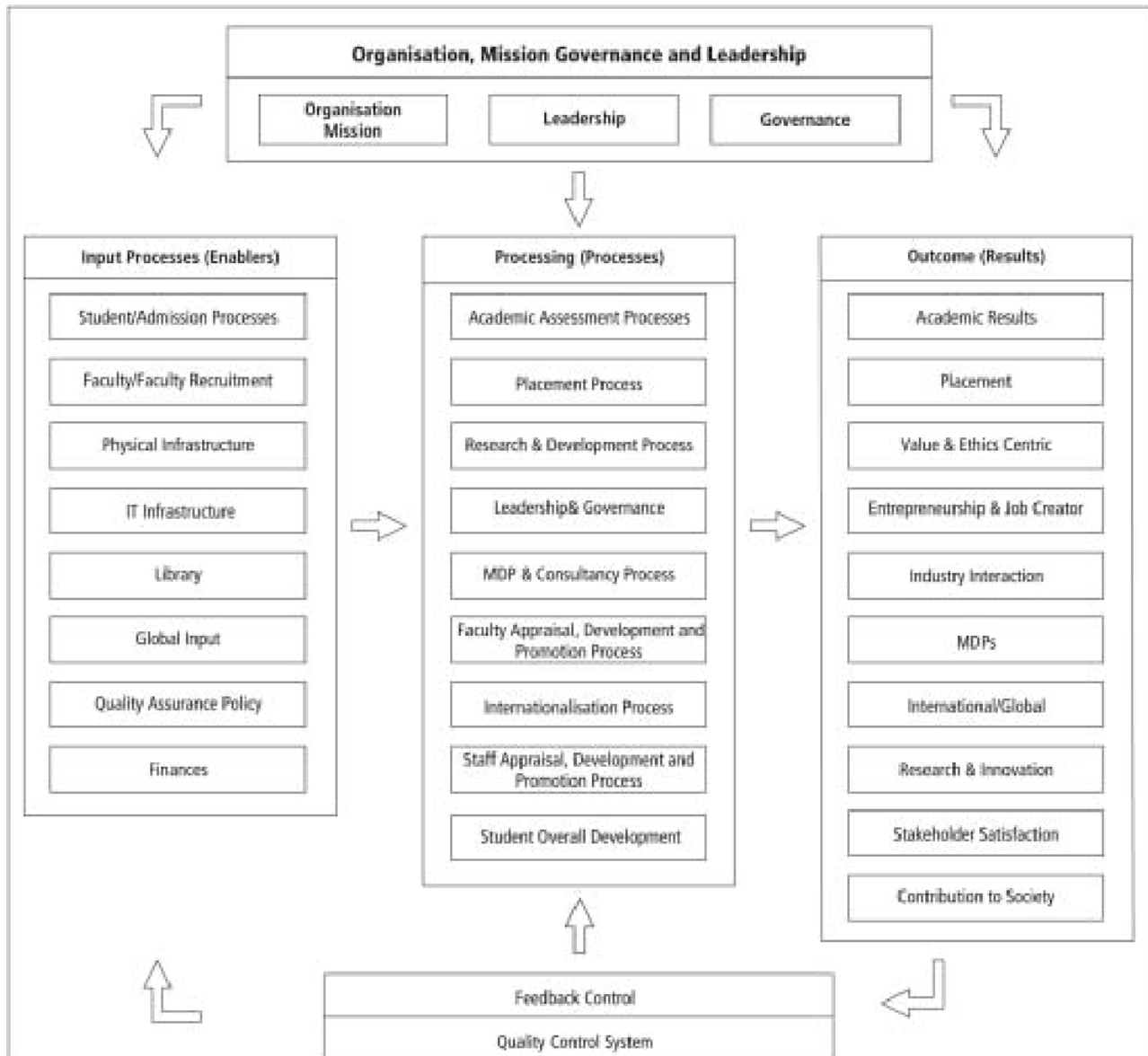


Figure 1: NBA Accreditation Model

Institution seeking accreditations are required to follow the above process for successful accreditation.

## II. Input (Enablers)

- i. Student / Admission Process
- ii. Faculty / Faculty Recruitment
- iii. Standards that relate to learning goals
- iv. Physical Infrastructure
- v. IT Infrastructure
- vi. Library
- vii. Global Input
- viii. Quality Assurance Policy
- ix. Finances

### III.Processing (Processes)

- i. Teaching and Learning Process
- ii. Placement Process
- iii. Research and Development Process
- iv. Leadership and Governance
- v. MDPs and Consultancy Process
- vi. Faculty Appraisal, Development and Promotion Process
- vii. Internationalisation Process
- viii. Staff Appraisal, Development and Promotion Process
- ix. Student Overall Development
- x. Curriculum Improvement Process

### IV.Outcome (Results)

- i. Academic Result
- ii. Placement
- iii. Value and Ethic-Centric Outcomes
- iv. Entrepreneurship and Job Creation
- v. Industry Interaction
- vi. MDPs
- vii. International/ Global Reach and Linkages
- viii. Research and Innovation
- ix. Stakeholders' Satisfaction
- x. Contribution to Society

#### 2.2.1 Organisation Mission, Governance Leadership and Collective Leadership

A brief description of the organisation outlining its background, purpose and its present and future activities should be provided. The Mission Statement should describe the purpose of the organisation and its objectives and goals in the given context. The details on strategic intent and actions should show a clear understanding of the environment and the markets in which the institution operates, including the assessment of its resources and constraints. The role and responsibilities of leadership in building vision and strategy for the business school, and the process which establishes leadership should be spelt out. Governance issues which focus on the business school's activities, along with its management, aimed at integrating the organisation and its activities should be laid down. Also, it is required that the process which makes it possible should be highlighted.,

##### 2.2.1.1 Mission of the Organisation

A brief history and description of the business school; Identity of the business school; Relation with parent institutions; Opinion from Senior Management and Advisory Board; Finance/ Budgeting matters; Statement of Income and Expenditure – current and last two years; Programmes to be considered for assessment; Mission statement highlighting the purpose of existence of the business school – its identity, its role in society; its activities and market, target population and scope.

### 2.2.1.2 Leadership

The vision of the leadership and the strategic direction it imparts to the business school; credibility and acumen of the leadership in building academic excellence in the business school; responsibilities towards ensuring quality, innovation and continuous improvement; governance and accountability towards the institution. Governance and accountability towards an institution; process which defines leadership in the business school. Emphasis will be laid on collective leadership, rather than of individual leadership.

### 2.2.1.3 Strategy, Quality Assurance and Governance

- Current position in the environment the business school operates in; programmes offered, employment markets served; the output; and resources available.
- Competition, key stakeholders, funding agencies, interface of the business school with the job market, business school's national and international markets and competition, prevailing quality norms; and societal environment.
- Vision for future development- aspirations for the future; progress towards meeting the vision; related objectives in areas such as teaching and learning, programme development, research, pan-India framework, internationalisation, corporate links. Owning up of Core values in management profession – ethical and socially responsible behaviour.
- Policies and processes in the area of quality assurance and performance measurement.
- Mechanisms for quality assurance, policies for periodic reviews, processes and indicators used to monitor overall performance. Involvement of key external and internal stakeholders in quality assurance processes, periodic assessment making the activities and processes consistent with the mission.
- Governance systems and practices following the principles of effective and responsible governance.
- Principal stakeholders, internal and external (e.g. parents, students, alumni, companies, academic experts and authorities, government agencies and more); participative decision-making process; principles and practices of ethical and socially responsible governance; compatibility of resources in achieving the mission and programme objectives.

## 2.2.2 Input Processes (Enablers)

### 2.2.2.1 Student / Admission Process

The standard and excellence of the programme has its basis in the student intake and therefore one of the major concerns before the institute is its student intake and the intake process. The business school should focus on the selection processes and the quality of the students enrolled.

- Clarity and adequacy of selection criteria,
- Effectiveness of selection process with respect to intended target, i.e. target regions and profiles for intake in various programmes, current student population in terms of origin, age, gender, education and work experience,
- Academic and professional qualifications, other qualifications, language proficiency,
- Rigorous, fair and appropriate admission procedure based on a policy which is consistent with mission and objective,
- Documented and published processes which set admissions criteria appropriate to the programmes that are offered and which are applied consistently to all applicants,



- Regular evaluation, usage of indicators of ability and aptitude; requirement of submission of official transcripts of credit earned from all institutions of higher education previously attended,
- Clear guidelines (wherever relevant) for conditional admission, separately approved by the authority including time limits and the requirements for moving to final admission,
  
- Norms for prior experience conforming with the programme objectives.

### 2.2.2.2 Faculty / Faculty Recruitment

This refers to the permanent core faculty and excludes members of other institutes employed on a part-time basis. These faculty members are the core group that builds up its unique expertise through teaching, research, extension and consultancy. Faculty resources and faculty management should be in consonance with the business school's stated mission and objectives. Each business school should recruit faculty members to accomplish its mission with respect to learning, practice, and scholarship. A variety of faculty skills may be needed to meet the mission, and individual faculty members may be appointed to meet specific aspects of the mission.

The faculty size, qualifications, and composition should be self sufficient as per programme requirements. The workload should be reasonably balanced between teaching, research, new programme development, and internal academic / administrative responsibilities.

- A full description of the current core faculty as defined above with the following details:
  - The number of faculty members holding a doctoral degree,
  - The number of faculty members currently working towards a doctoral degree,
  - The distribution of the faculty by subject specialisation
  - The age and gender distribution of the faculty.
- Justify the current size, composition and qualification of the faculty,
- Profile of the faculty in terms of expertise, academic qualifications, lateral and longitudinal thinking, business experience, etc.,
- Teaching faculty in terms of numbers and qualifications and adequate coverage of the principal management disciplines,
- Inter-disciplinary approach and the ability of the faculty to integrate a broad range of subjects,
- Main strengths and weaknesses of the current faculty,
- Key areas of shortfall in faculty expertise and the actions being taken to address these problems,
- How has the faculty evolved over the past five years? Faculty development activities that support maintenance of academic and professional qualifications should be substantive and sustained at levels that support currency and relevance for teaching and other mission related professional responsibilities,
- Student/faculty ratio. How has this evolved over the last five years?
- Future staffing plans. Policy for recruitment which meets the programme objectives.

### 2.2.2.3 Standards that relate to Learning Goals

The business school should have a list of learning goals for which it will demonstrate facilitation of learning. This list of learning goals should be in consonance with the business school's mission. The learning goals should reflect the desired educational accomplishments of the degree / diploma programmes. The learning goals must translate the more general statement of the mission into educational accomplishments of the graduating students.

#### 2.2.2.4 Physical Infrastructure

The business schools should have state-of-the-art infrastructure to support a learning environment par excellence. Physical facilities in terms of auditoriums, classrooms, breakout rooms, social space, etc. should be sufficient to support the specific pedagogical approach of each programme.

- Summary of premises, educational facilities: auditoriums, classrooms, breakout rooms, syndicate rooms, individual work stations, social areas for students, cafeteria/restaurant, common rooms, residential facilities functionality and appearance and more,
- Details of the facilities adequately equipped with educational support material, computer access, projectors, microphone systems,
- Details of facilities shared between different programmes,
- Shortfalls foreseen in physical resources in response to the institute's future strategy and steps taken to address these,
- Evaluation of the potential contribution of facilities to the personal experience and development of students.

#### 2.2.2.5 IT Infrastructure

The business schools should have state-of-the-art IT infrastructure to support a learning environment par excellence.

- Facilities available: hardware, software, internet, learning platforms, open-access computer,
- Rooms, help services, etc.
- Adequacy of the computing facilities provided with adequate access outside normal working hours,
- Contribution of computing facilities and associated software to individual programme objectives,
- Specific knowledge, skills and qualities developed through the use of information technology and how these match programme objectives,
- Learning platforms available and how they are used by faculty members in programme delivery.

#### 2.2.2.6 Library and Learning Resources

Library and other learning resources are key elements in achieving academic standards and excellence in terms of teaching, research and extension. The business schools should have a proper library with excellent resources in the form of books, journals, other reading material, linkages with the world of work, audio- video aids, etc. The library should continuously facilitate a learning environment on the campus.

- Library services provided onsite documentation centre, library, databases, research facilities, etc.
- Adequacy of library and research facilities,
- Access to participants within and outside normal working hours,
- Special provision demanded by the international dimension of the institute's activities provided by the library and research facilities,
- Requirements for the future,
- Evaluation of the support provided to individuals by these facilities,
- Procedure to obtain student feedback to develop facilities for the benefit of individuals,
- Identifying special relationships with external libraries (including that of the parent institution/university) and research institutions.

### 2.2.2.7 National and Global Inputs

National and global inputs are key to the success of a business school's programme in today's national and global business environment. The programme must develop a national and global perspective in the minds of students, familiarising them with the skills and the knowledge required for business across different geographical regions. In order to achieve this, the institution should enrich its strategy and policies with national and international perspectives. These should, also, focus on building collaboration with other national and international partner institutions in areas of student exchange, faculty exchange, joint research, national and international conferences and industry interface. The business school should encourage students and faculty from different regions and countries to share and exchange views and experiences, and similarly promote students and faculty to visit institutes and abroad.

- Evidence that the national and international dimension is reflected in the institute's mission, governance, strategy and current operations,
- Details of the institute's strategy and policies with regards to global inputs,
- Processes and resources available for putting national and global inputs in place,
- Designing programme content from a national as well as an international perspective,
- Current level of national and international orientation as reflected in the profile of the faculty and the student body,
- Institute's national and international activities (exchange students abroad, faculty mobility, joint programmes, offshore operations, etc.),
- Institute's network of national and international academic relations,
- Faculty –national and international experience of faculty, visiting faculty,
- Student exchange programmes / opportunities to study abroad, mix of national and international students
- Key processes used to manage the institute's national/international policy and relationship,
- Resources specifically allocated to the management of the institute's national/international activities,
- Adequacy of the institute's international office,
- Procedure for establishing national/international alliances and partnerships and the criteria for the selection of organisations targeted for special relationship,
- Institute's links to the national/international corporate world,
- Relationship with national/international organisations,
- History and competency of the partnering Indian/foreign institution.

### 2.2.2.8 Quality Assurance Policy

The business school should have a quality assurance policy in order to facilitate periodic verification of the quality of its activities and processes and similarity between the outcomes and the desired goals ingrained in its mission statement. The Quality Assurance Process must include or ensure the following:

- Mechanisms for the assessment of consistency with the pursuit of learning standards with due emphasis on reflecting the findings of the latest research in the subject area,
- Mechanism for achieving integration of core areas and application of cross-functional approaches to organizational issues,

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- Extent of the national and international dimension emphasised in courses,
- Processes/policies for evaluation of learning outcomes assessment, placement results, and alumni evaluation, student, peer and/or alumni evaluation of teaching and student achievements,
- Process for the linkage of teaching performance (annual performance evaluation), institution's mission (institutional objectives) and programme objectives,
- Curriculum planning process for the orderly development of curricula aimed at realization of the institute's mission process for review and revision of the curricula,
- Process/programme for the assessment of educational outcomes in light of stated programme objectives,
- Process for the review of placement results in the light of stated degree programme objectives,
- Curriculum review process providing information from stakeholders on alumni performance in the light of stated objectives as well as the relevant utilization of in-house research,
- Demonstrate that students meet all the learning goals of the general management programmes,
- Define and demonstrate the achievement of learning goals of the specialisation offered in a programme,
- Mechanism to ensure that the learning goals are accomplished; such as sufficient time provided, content coverage, student effort and student-faculty interaction,
  
- Evidence that the business school meets the learning goals for their respective programmes.

### 2.2.2.9 Finances

The business school should ensure sound and healthy finances for its immediate and long-term sustainable existence. In order to meet this requirement, it should ensure accountable and transparent practices, namely:

- Current financial resources of the business school,
- Income and expenditure account,
- Funding sources,
- Policy of financial autonomy,
- Development plans derived from mission and vision statements and financial provision made for such programmes,
- Level of risk in the environmental / market context,
- Financial performance of the institute over the past 5 years,
- Institute's internal financial control and reporting systems,
- Determination of the extent of devolution of budgetary autonomy of programme directors/programme heads,
- Key performance indicators and monitoring mechanisms and policy,
- Corporate governance issues and mechanisms ensuring accountability to stakeholders.

### 2.2.3 Processing (Processes)

#### 2.2.3.1 Academic Assessment Process

- Process for designing programmes in order to ensure that the design, content, delivery and evaluation methods and materials for programmes are relevant, up-to-date and of high quality,

- Issues of interdisciplinary integration, values, attitudes, knowledge, skills and behavior ,
- Initiatives to stay updated with best practices, major trends and significant innovation in similar programmes in the country as well as around the world,
- Clearly stated objectives and learning outcomes for each programme, conversion process of the programme objectives and intended learning outcomes into the practical aspects of the programme content,
- Means by which transferable intellectual skills appropriate to higher education are integrated into the curricula such as analysing , synthesizing and critically assessing, ability to think laterally and longitudinally, formulating and defending independent judgments, conceptualising , communicating effectively in writing and orally,
- Key managerial skills (team work, interpersonal skills, presentation skills, project management and leadership skills, etc.) that the business school develops in its students and the methods used to achieve them,
- Role of practical work, internships and projects in developing these skills,
- Opportunities to carry out practical project work, group work and practical experience,
- Training in research and consultancy skills,
- Teaching methods currently used in programme delivery (lectures, case studies, business games, group work, project- based learning, tutorials, etc.),
- Business school's initiative in promoting research and innovation in teaching methods and in the learning process,
- Extent of integration of information and communication technologies into the programme delivery systems,
- Mechanisms for maintaining quality control on an on-going basis,
- Criteria and processes used to monitor that the programme quality relates to the programme objectives,
- Assessment system for monitoring and grading students' work and progression through the programme,
- Ensuring that participants meet the agreed objectives and learning outcomes for individual awards,
- Assessment supporting the programme design in terms of its learning objectives and general philosophy,
- Provision and policies for assessments or examinations,
- Degree-awarding mechanism and function handled by the institute, which upholds the integrity and validity of the process and prevents from abuse by individuals,
- Steps taken to ensure objectivity in terms of the standards being applied,
- Evidence that the assessment regime itself is evaluated rigorously, particularly when new or innovative approaches are being applied,
- Dealing with cases of unethical practices such as cheating and plagiarism,
- Demonstrating that the quality of the students' work is appropriate to the level of the programmes,
- Processes for the evaluation of programmes, methods/ means/ progresses used to ensure that programmes meet the needs,
- Process for the review and revision of programmes,
- International content of the institute's programmes,

- Current arrangements with other business institutes and academic networks for joint delivery of programmes,
- Building corporate perspective into the definition of learning objectives and into curriculum design,
- Formal processes for involving corporate stakeholders in programme design and monitoring,
- Extent to which programmes integrate the main challenges in business and society, such as global responsibility, ethics, equality and sustainability.

#### **2.2.3.2 Evaluation Process**

- Assessment of the evaluation process whether external or internal or a combination of both internal and external,
- Moderation to the evaluation system and its method whether external/internal.

#### **2.2.3.3 Feedback Process**

- Evaluation of feedback from students, and determination of its frequency and mode viz, one-time, formal, informal.
- Ascertaining whether the completion and analysis of feedback is done and determining whether appropriate action has followed.
- Revival of inputs in the system of feedback.
- Feedback from employers.

#### **2.2.3.4 Placement Process**

- Arrangements for career development support on campus for students and the alumni,
- Interface between the business school and corporate world for employment and career support, e.g. corporate representation and support on campus, career days, forums, and links to international companies,
- Different stakeholders involved in the evaluation process – students, alumni and companies,
- Stakeholders' contribution towards improving the effectiveness of selection, course monitoring and career support,
- Budgetary provision for the process.

#### **2.2.3.5 Research and Development Process**

The business school should demonstrate high levels of quality in its teaching team, supported by evidence from management research, scholarship, extension and consultancy.

- Main types of research and related activities carried out,
- Value added to the business school by all its activities that can be classed as research,
- Potential in the future and how this will contribute to the business school's mission and overall strategy,
- Processes used to manage the business school's activities in this field,
- Faculty workload and research,
- Normal expectations for the involvement of faculty members in research and related activities,
- Reward and recognition for their contribution in this area,
- Policy to develop faculty potential in this area and how the results benefit individual programmes,
- Evidence of joint research projects within the country or abroad,

- Availability of Research Endowment Fund,
- Efforts made to seek sponsored research projects and its rate of success,
- Faculty contribution to Research articles, Teaching notes (Industry Notes), Books, Research Monographs, Case studies, business school's Research Journal,
- Key areas of innovation in teaching learning methods, evaluation methods, developing new courses,
- New technology, new programmes,
- The business school's overall policy for promoting innovation,
- Main evidence for the recognition of the business school at a national and international level as a centre for major research and innovation.

#### 2.2.3.6 Leadership and Governance

- Vision of the leadership and the strategic direction imparted by them to the institute, and encouragement of a process of collective leadership at every relevant level.
- Extent to which the vision reflects national and global aspirations.
- Principal stakeholders of the business school.
  
- Ensuring credibility and acumen of the leadership in building academic excellence in the institute,
- To what extent, the vision reflects national and global aspirations,
- Business school's principal stakeholders,
- Involvement of corporate leaders in the governance of institute,
- Contribution of stakeholders on major issues such as strategic planning, autonomy and funding,
- School's organisational structure and decision-making processes,
- Effectiveness in terms of contributing to the overall mission,
- Operational autonomy within the business school,
- Key factors which underpin the business school's legitimacy,
- Processes used to monitor overall performance,
- Description of the formal mechanisms for quality assurance,
- Availability of a full-time Director and his tenure,
- Role of the Director in faculty recruitment and monitoring,
- Teaching competency of Director and relevant feedback.

#### 2.2.3.7 MDPs and Consultancy Process

- Portfolio of programmes and services offered in the area of executive education type of programmes-open/customized , residential/non-residential/online or distance learning; duration: short/long/ modular; content (functional, general management, issue-based, skills workshops, action-oriented),
- Process for introduction of new programmes and range of offerings determined,
- School's positioning in the national and international market for executive education,
- Composition of the business school's customer base for executive education, nature of companies (market sector, size), level of managers (senior executives/ middle managers/ specialists, technical, staff and lower-level managers), local/national/international,
- School's approach to customer relationship management and business school's marketing and sales policy for its executive education activities,
- Extent of involvement of faculty members in the promotion of the business school's programmes.

- Response time for customised programmes,
- Pricing policy that is consistent with its market positioning and strategic intent,
- School's processes for selecting and managing the participants in its programmes,
- Support processes for participants before, during and after training,
- Design process for open programmes and customised programmes,
- Delivery methods used in the business school's executive education programmes,
- Approach to the management of quality in its executive education activities and the associated processes for monitoring, evaluation and review of programmes,
- School's policy on consultancy assignments,
- Extent of involvement of faculty members in the consultancy assignments,
- Reward for MDP's / Industry contribution / Revenue Generation / Consultancy.

#### **2.2.3.8 Faculty Appraisal, Promotion and Retention Policy**

Inclusion of the following is important for a comprehensive understanding of policies regarding faculty appraisal and promotion in a business school:

- Full-time faculty numbers, profile of the faculty in terms of expertise, academic qualifications, and management experience, faculty work load, adequate balance within full-time faculty members' work load between direct teaching and tutoring, programme administration, innovation, course development and the production of teaching materials, research and publications, service to the profession and the wider community, corporate involvement: Member of the Board, Consulting, sponsored research and student projects,
- Faculty resource planning process; consistent framework of policy regarding workload and the integration of staff into the total teaching and learning environment; policy for the recruitment, and induction selection processes; policy for exchange of faculty with other institutions in the country/abroad and the experience; policy for formal and periodic faculty performance evaluation,
- Processes used for inducting staff, faculty development, evaluation of the contribution of faculty development effort on programme quality and general innovation; awareness towards the latest developments in their field, awareness of modern business practice,
- Specific programmes identified to develop faculty for future requirements of the institution and the community (e.g. Doctoral programmes),
- Budgetary allocation policy for this activity,
- Policies regarding faculty rewards, consulting and the institution's experience, facilities such as Medical and Housing, supporting the faculty to attend international and national conferences; any performance-linked incentives to faculty etc.,
- Planning process: balance in activities and in terms of the international dimension,
- Quality of the planning process,
- Evaluation of the relative effectiveness of non full-time faculty contribution and the business school's policy towards part-time faculty,
- Measures taken by the business school for retention of faculty,
- Budgetary provision for training of faculty.



### 2.2.3.9 National Networking and Internationalisation Process

- National networking, international relations strategy, plans and policies,
- Integration with the mission, governance and strategy of the business school,
- Key processes used to manage the business school's national networking and international policy and relationships,
- Adequacy of resources and staff for international office,
- Processes and activities for proper positioning of the business school in the international market,
- Current level of national networking, internationalization as reflected in the profile of the faculty and the students (measured by the intercultural mix of students and the international perspective in its programmes),
- National networking and international activities of the business school (students exchange, faculty mobility, joint programmes, offshore operations, etc.),
- Scope (student exchange, faculty exchange, research collaborations, joint international conferences) and process for establishing international alliances and partnerships; criteria for the selection of organisations targeted for special relationships,
- Recruiting expatriate faculty,
- Setting up campuses nationally and abroad,
- Nature and quality of student exchange programmes: duration of student exchange i.e. term, credit transfer etc.,
- Faculty exchange and visit: university rating, nature of exchange, assessment of work done during exchange and visit.

### 2.2.3.10 Staff Appraisal, Development and Promotion Process

- Policies for support services like finance and accounting, human resource management, buildings and grounds, documentation centre, computer service, etc.,
- Present status of the services listed above and determination of sufficiency to provide adequate service to the business school's activities,
- HR policy and related policies for all staff,
- Evaluation of effectiveness of general support and administration facilities,
- Improvement in processes for quality enhancement.

### 2.2.3.11 Student Overall Development

Processes which:

- Create learning for students throughout their courses,
- Contribute to individual personal development, the diagnosis and correction of learning needs, and career development,
- Identify personal qualities of individual students, which relate to the business school's mission and the potential contribution of programmes in harnessing those qualities,
- Contribute to soft skills, personality development, business language and intercultural skills,
- Emphasize the role of practical work and projects in developing these skills,
- Help in integrating skills across different subject areas.

### 28.3.8 Outcome (Results)

#### 2.2.4.1 Academic

##### Results

Trends of the last three years; details of the academic performance programme wise; evaluation of performance in light of programme objectives, contribution of academic performance in achieving the overall, larger objective of the business school.

#### 2.2.4.2 Placement

Major trends shown over the last three years; details of the student and placement types achieved; summary information describing destination of graduates – main destinations (companies, organisations, functions), level of employment, salary levels, key employers, key trends; assessment of trends contributing to achievement of its mission and strategic objectives.

#### 28.3.8.11 Value and Ethic-Centric Outcomes

- Evidence of business ethics and corporate social responsibility integrated into the programme design, outcomes and personal development of the students,
- Evidence of clear code of ethics for management, faculty members, students and support staff,
- Prominent display and implementation of ethics code document – admission of students, recruitment and promotion of faculty members and staff, evaluation of students and faculty, pedagogy and interaction with industry,
- Evidence in terms of value diversity among employees, sensitivity to different cultures, providing equal employment opportunities, ability to perform the job, without regard to race, colour, religion, sex, disability, age or marital status,
- Evidence of working environment that is free of intimidation or harassment, especially sexual harassment.

#### 2.2.4.4 Entrepreneurship and Job Creation

- Evidence of entrepreneurship skill built into the programme design and curriculum,
- Evidence of entrepreneurial outcomes,
- Evidence of means and policies, which integrate entrepreneurship skill-building.

#### 2.2.4.5 Industry Interaction

- Evidence that the corporate dimension is reflected in every aspect of the business school's mission, strategic planning and current operations,
- Summary on the following key areas: joint programmes, customised learning materials, involvement of companies in curriculum design, case study work, projects and internship, joint research programmes, company sponsorship, level of consultancy provided, corporate networks, visiting faculty from companies, existence of sponsored Chairs, scope of international company involvement.

#### 2.2.4.6 Management Development Programmes (MDPs)

- Key changes in the corporate involvement in the MDPs of the business school that have occurred in the past three years,
- Major relationships developed with corporate partners,
- Extent of partnership with targeted companies,
- Extent of customer orientation.

#### 2.2.4.7 National/International/ Global Reach and Linkages

- Key changes in the national, regional and global operation of the business school that have occurred in the past three years,
- Future proposals that support the business school's strategy.

#### 2.2.4.8 Research and Innovation

- Facilities and expertise secured through research work in the last three years,
- Outcome's contribution to the mission and general teaching ability – main sources of funding, research carried out by teams, existence of self-standing research centres, special facilities and resources, staff expertise and general areas of expertise, details of recent publications, research grants, applications for research and sponsorship. Key areas of innovation for the business school, including development of new courses, materials, teaching and delivery methods.

#### 2.2.4.9 Stakeholders Satisfaction

- Alumni association and its activities for the last three years,
- Internal stakeholders' feedback for the last three years,
- External stakeholders' feedback/comments, including that of parents about the institutional activities for the last three years,
- Mechanism to strengthen public confidence in the business school's system,
- Investment plans for the workforce in the coming years,
- Communication and interaction mechanism with significant stakeholders such as advisory body consisting of industry representatives and management experts,
- Mechanism and evidence to prove that feedback has been followed by appropriate action, which has led to significant improvement and quality on that account.

#### 2.2.4.10 Contribution to Society

- School's role within the wider community in which it operates. Contribution to the management education profession, contribution to the business community in the form of building small enterprises, dissemination of knowledge,
- Contribution to the local, regional, national and global community,
- Future plans in this area for the next five-year period,
- Contribution to local issues of governance, livelihood and environment.

#### 2.2.4.11 Improvement in the Second Cycle of Accreditation

In the event of an institute seeking accreditation in second or higher cycles, the following have to be laid down

- Changes that have occurred from the first to current accreditation,
- List of the practices which may be considered as the best practices of an institution of your kind and level,
- After an examination of application and eligibility, the NBA may recommend mentoring or training programme depending on the preparedness of the business school ,
- Training programme may be conducted by an organisation accredited by the NBA.

## 2.3 Accreditation Process Steps

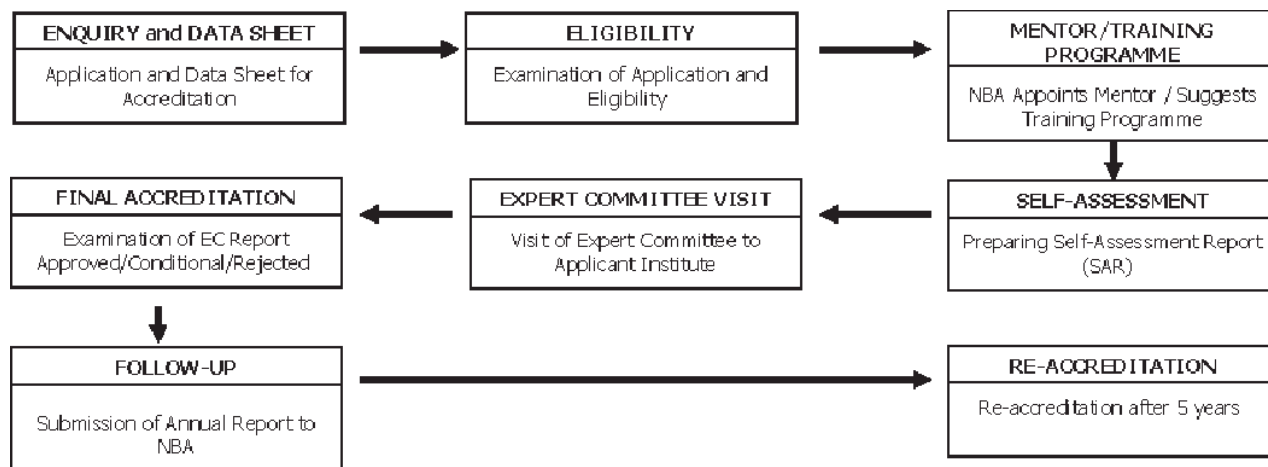


Figure 2: NBA Accreditation Process Steps – Steps involved in the NBA Accreditation process.

The following steps constitute the complete NBA Accreditation process (Figure 2):

- i. Application, Enquiry and Fact Sheet
- ii. Preliminary Interaction and Eligibility
- iii. Mentoring / Training Programme
- iv. Self Assessment
- v. Expert Committee Visit
- vi. Final Accreditation Report
- vii. Follow-up
- viii. Re- application for Accreditation

### 2.3.1 Application, Enquiry and Fact Sheet

After receiving approval from a competent agency (AICTE, in case of technical institutions), the business school is free to apply to NBA for accreditation suitably. The business school will be required to send a formal letter of application for accreditation to the office of the NBA along with a **Fact Sheet** providing basic information about the business school. The format of the Fact Sheet is available on the NBA website. This document helps to make a preliminary formal assessment of the business school and compare its status against the NBA criteria.

Prior to applying, the business school must familiarise itself with the NBA criteria and process. However, for any clarification and help required in completing the Fact Sheet, assistance may be requested from the Board.

### 2.3.2 Preliminary Interaction and Eligibility

The provision for preliminary interaction tries to ensure that the business school and the management understand the NBA criteria and procedures. This will be done by the NBA's associates onsite, after the application and Fact Sheet have been received. The officials shall also collect information about the institution onsite and seek any clarification required on the information provided in the Fact Sheet. This visit would also provide an opportunity to interact with the selected key members of the institution and clarify doubts, if any.

Eligibility Criteria: The NBA Committee shall declare an institution eligible for accreditation process provided the business school and its programmes are approved by AICTE. However this is not applicable for universities, their constituent institutions and departments.

### 2.3.3 Mentoring / Training Programme

The business school may hire the services of the mentors on the panel of the NBA to provide assistance for completing the Self Assessment process. The guidelines for approaching mentors, their work, role, duration and fee, etc. may be obtained from the NBA.

The business school may also conduct training programmes for their staff and faculty members by commissioning the service of the recommended nodal agency of the NBA. The guidelines for organising training programmes may be obtained from the NBA.

### 2.3.4 Self-Assessment

Subsequent to the preliminary interaction, and after receipt of the communication from the NBA, the business school will be required to carry out an extensive Self Assessment exercise and to write a Self-Assessment Report. This exercise can be completed with the help of the document **Guide to Self-Assessment**. The duration set for this exercise is three to six months.

The Self-Assessment Report should be descriptive, so as to allow an understanding of the business school's situation and to facilitate the work of the review team. The business school should avoid promoting itself in the report, rather it should be objective in its self-assessment against the criteria or standards of the NBA accreditation.

The Self-Assessment Report is to provided to NBA/e-NBA in a digital format.

### 2.3.5 Expert Committee Visit

Once the Self-Assessment Report has been submitted, a team of experts will visit the business school to review the standing of the business school with regard to the Accreditation standards and to draw up recommendations for future progress. The Peer Review process is described in detail in the Expert Committee Guide. The Peer Review is normally scheduled within two months of the submission of the Self- Assessment Report. The Expert Committee will be composed of three members, two from the academic community and one corporate representative.

The duration of the visit shall be of three days, during which the Accreditation Experts shall meet a wide variety of people responsible for different activities and interests of the business school. At the end of the Peer Review, the Chairperson communicates its preliminary assessment to the business school orally and suggests directions for future development.

### 2.3.6 Final Accreditation Report

The Committee would submit the Final Accreditation Report of the business school along with its recommendations for future development and quality improvement to the NBA officials. The Expert Committee, in its report, would recommend the suitable accreditation status for an appropriate period of time as per the NBA policy from time to time. In addition, the Expert Committee shall also indicate areas in which progress is necessary and suggest steps that need to be taken by the business school in future.

The business school may be awarded accreditation for a full 5-year term. A business school, which has not been recommended for accreditation, or accredited for a lesser period of time, may re-apply for accreditation within a year's time.

**2.3.7 Follow-up**

The business school should submit its Annual Report to the NBA.

**2.3.8 Re- application for Accreditation**

The business school which has not been awarded accreditation status is expected to follow the recommendations and directions of the Expert Committee within the stipulated time and re-apply for accreditation.

Since the preparation for reaccreditation involves a significant amount of time, the business school may do well to keep in mind to apply for the same much before the expiration of its current accreditation.

Section **3**

## Self Assessment Report





### **3.1 The purpose of Self Assessment**

The broader objective of Self-Assessment is to provide the business school an opportunity for a comprehensive review of its status and bringing in better clarity of its day-to-day functioning. As a part of the NBA Accreditation process, Self Assessment provides a structure and standards against which the business schools can undergo self-evaluation. The Self Assessment by the business school is one of the most critical and comprehensive inputs for the whole accreditation process. Broadly, Self Assessment should focus on the following objectives:

- i. Clarity of mission and strategic objectives,
- ii. Clarity in understanding of the environment,
- iii. A comprehensive strategic review - identify key strengths and weaknesses; evaluate the adequacy of resources and identify key limitations; arrive at a clear understanding of gap between what has been achieved and what its strategic objectives are.
- iv. Evaluation of the business school's effectiveness in achieving its mission,
- v. Evaluation of continuous improvement in programme and process quality,
- vi. Identifying its current position against the Accreditation criteria,
- vii. Establishing the basis for future action,
- viii. Establishing quality improvement mechanisms within the business school,
- ix. Establishing greater understanding of the global and intercultural issues surrounding effective management practices.

The assessment should be participative and involve as many people in the business school as possible including the senior faculty and staff. It may be an ideal learning opportunity for the business school to provide a chance for everyone to gain an overall view of its situation. It would present a historical perspective i.e. how the business school has developed and how it sees its future.

As this assessment provides a starting point for the Peer Review Committee, the needs of the Peer Review Committee should be considered carefully. The Self Assessment Report should provide important information, data and documentation to facilitate the accreditation process and present relevant facts.

### **3.2 The Self Assessment Process**

The following actions are recommended in designing and implementing the Self-Assessment process:

- i. The business school should appoint a project leader and an Accreditation committee to manage the process and draft the report,
- ii. At an early stage, the management team will need to provide a full explanation within the business school of the aims of the Self-Assessment exercise and of the standards against which the business school is measuring itself. The assessment process should involve all key stakeholders, who will need to understand the process if they are to contribute fully to the implementation of a plan for a rigorous Self-Assessment,
- iii. Methodology: A detailed plan for conducting the Self-Assessment will need to be developed within no time of receiving communication in this regard. The business school will be required to develop a plan that meets its own specific needs.

The Self-Assessment should be completed within three months. In order to meet this objective, the business school will need to establish a detailed project plan containing details of the main stages of the assessment, methods to be employed, key issues to be addressed, responsibilities and participants, as well as time frames.

Having decided the methodology for the Self-Assessment and the initial format of the report, the business school will need to determine the information and documents to be collected. It is useful to identify the key sources of information and allocate clearly the responsibilities. The business school should seek to use as wide a variety of sources as possible to include internal and external reports (e.g. assessment/accreditation/audit reports, programme reviews, assessment results, exit surveys), special surveys, interviews and focus groups.

### **3.3 The Self Assessment Report**

The following format is indicative of the Self-Assessment Report. However, the business school shall finally decide its own format. The main report should be as comprehensive as possible along with the supporting documents. The parameters in the NBA Accreditation Framework document are formulated in qualitative terms. However, the information provided by the business school should provide a scope to allow an assessment of the quantitative positioning of the business school in relation to each criterion. Business schools should pay particular attention to the indicators or evidence they use to position themselves in relation to the different criteria.

- Executive Summary should be placed at the beginning of the report.**
- Main Body of the Report**

The Report should be presented with cover information to include the following:

- Name of the business school,
- Name of the Dean or Director of the business school,
- Name of parent business school (if appropriate),
- Contact details- postal address, telephone, fax, e-mail,
- Date of submission of the Self-Assessment Report,
- Name of the individual to contact for questions related to the Self-Assessment Report,
- Summary list of all degree qualifications and main programmes offered by the business school,
- Details of the internal review team and process used to produce the Self-Assessment Report,
- Statement confirming the accuracy of the report signed by the Head of business school,
- An updated version of the datasheet,
- Annexes and Supporting Documents,
- Authorship,
- The overall report should be a unified piece of work,
- The details must be entered under the supervision of a senior member of the business school,
- The report must be counter-signed by the most senior representative of the parent body of the business school,
- Conclusion

The business schools should present a conclusion which makes a case for accreditation.

### 3.4 Guide to preparation of the Self Assessment Report

The Accreditation criteria are based on the 'Input – Process – Output' model as shown in Figure 2 of the Section 2. The model indicates separate areas for assessment. In drawing up the framework for the Self-Assessment and the structure of the report, it is important to emphasize that the business school should adjust the model to meet its specific circumstances. The areas of assessment include the following:

#### 3.4.1 Organisation Mission, Governance and Leadership

- i. Organisation Mission
- ii. Leadership
- iii. Strategy, Quality Assurance and Governance

##### 3.4.1.1 Organisation Mission

A brief description of the organisation, which familiarises with its background, purpose and its present and future activities should be provided. The Mission Statement should describe the purpose of the organisation and its objectives and goals in the given context. The details of strategic intents and actions should show a clear understanding of the environment and the markets in which the institution operates in, including an assessment of its resources and constraints. Role and responsibilities of leadership in building vision and strategy for the business school, and the process, which establishes leadership should be spelled out. Governance issues which focus on the business school's activities, along with its management, aimed at integrating the organisation and its activities should be laid down. Also, it is required that the processes which make it possible should be highlighted.

Self-Assessment should focus on the following aspects:

##### a) The Environment

- Provide general information on the environment in which the business school operates,
- Detailed information to be provided in a separate document, programme features,
- Student selection requirements, legal and regulatory framework, degree certification procedures and the status of the degrees.

##### b) Historical Context

- Brief history of the business school since its inception. A summary detailing main events, creation of programmes and teams, student numbers, teaching staff, support staff, facilities and premises, budgetary details, etc.
- Description of the competitive environment and the constraints such as key stakeholders, funding agencies and competitors; industry interface and job market, prevailing quality norms and constraints, if any, in freedom to innovate, access to resources and support and access to students,

##### c) Vision and Mission

- Describe the business school's mission and explain how this relates to its identity,
- Describe how vision is converted into strategic and operational plans. Particular mention of how the coherence of the mission is maintained through all levels and activities,
- Demonstrate how the vision has been translated into strategic objectives as shown by the mix of programmes; choice of activities; establishment of priorities,
- Relationship between the business school's strategic objectives and the availability of resources,
- Key constraints which limit future performance,
- Describe the recent achievements in pursuit of the strategic objectives.

#### 3.4.1.2 Leadership

- Vision of the leadership and the strategic direction it imparts to the business school.
- Describe how credibility and acumen is built into the leadership instrumental in building academic excellence in the business school.

#### 3.4.1.3 Strategy, Quality Assurance and Governance

##### a) Strategic Positioning and Objectives

- Provide its current strategic plan and explain how this relates to the mission and strategic positioning of the business school,
- Describe the processes by which its strategic plan is developed, managed and evaluated,
- Evidence that the industry orientation is reflected in its mission, strategic planning and current operations,
- Evidence that the regional or global dimension is reflected in mission, strategic planning and current operations.

##### b) Governance

- Describe the business school's principal stakeholders and assess their impact on major issues such as strategic planning, autonomy and funding,
- Provide a clear explanation of the business school's legal status and affiliation,
- Type of organisation; Parent organisation; Legal status and bye-laws; Relation to the national, regional or international educational and Accreditation bodies; Sources of funding,
- Describe the business school's organisational structures and decision-making processes. How effective is it in contributing to the overall mission?
- How is operational autonomy ensured in the business school?
- Describe the process for monitoring overall performance and the formal mechanism for quality assurance.

#### 3.4.2 Input Processes (Enablers)

- Student / Admission Process
- Faculty / Faculty Recruitment
- Physical Infrastructure
- IT Infrastructure
- Library
- Global Input
- Quality Assurance Policy
- Finance

##### 3.4.2.1 Student/Admission Process

- Describe the type of student the business school is seeking to enroll,
- Use of selection processes, course support and career planning to maximise the business school's contribution towards individual development,

- Description and evaluation of performance in this area over the past five-year period and the objectives and plans for the next five-year period,
- Relation of intake profiles to the target profile in the business school's different programmes,
- List the main actions taken in the past and planned in the future to improve the match between intake profiles/career routes and the mission and programme objectives,
- Description of corporate involvement in the admissions process and evaluate its contribution to programme success.

#### **3.4.2.2 Faculty/Faculty Recruitment**

- Provide a basic description of the current faculty, identify the key areas of expertise and level of qualifications,
- Justify the current size, composition and qualification of the faculty against the business school's mission, its strategic objectives,
- Describe the business school's current deployment of teaching resources, including both full-time and part-time faculty, within its different programmes. Give appropriate ratios pertaining to student numbers, full-time faculty and part-time faculty,
- Summarise the key changes in faculty structure that have occurred in the last five years. Identify the key areas of shortfall in faculty expertise and the actions being taken to address these problems,
- Describe the staffing plans for the next five years with an explanation as to how these match the strategic plan.

#### **3.4.2.3 Physical Infrastructure**

- Evaluation of the adequacy of physical resources and the associated management systems in meeting the business school's mission and programme objectives,
- Description and evaluation of performance over the past five-year period and the objectives and plans for the next five-year period,
- Summary of premises and evaluation of their overall adequacy to meet the demands of the business school's mission.

#### **3.4.2.4 IT Infrastructure**

- Describe the IT facilities available and evaluate their contribution towards the mission of the business school and individual programme objectives.

#### **3.4.2.5 Library**

- Describe the library and research facilities available and evaluate their contribution towards the mission of the business school and individual programme objectives,
- Identify any special relationship with libraries and research schools.

#### **3.4.2.6 National/Global Input**

- Policy for national, regional and global commitment both for students and faculty,
- Demonstrate that they can educate students and participants in a regional and global environment,
- Concern for student exchange and the general atmosphere of welcoming students from other cultures,

- Pronounced policy for recruiting faculty from other states and the strategy deployed to involve academicians from other regions and noted business schools globally,
- Evidence that there are collaborations with universities and business schools and abroad as well as Visiting Professorships.

#### 3.4.2.7 Quality Assurance Policy

- Procedure of the internal assessment done to ensure quality education and its continual improvement,
- Process ensuring that all activities support the overall goals and outcomes of the business

school.

#### 3.4.2.8 Finances

- Summarise the financial performance of the business school over the past five years,
- Describe the processes for the management of financial resources within the business school,
- Evaluate the effectiveness of these processes in meeting the demands of the business school's mission and individual programme objectives.

#### 3.4.3 Processing (Processes)

- i. Academic Assessment Process
- ii. Placement Process
- iii. Research and Development Process
- iv. Leadership and Governance
- v. MDPs and Consultancy Process
- vi. Faculty Appraisal and Development Process
- vii. Internationalisation Process
- viii. Staff Appraisal, Development Process
- ix. Student Overall Development

#### 3.4.3.1 Teaching Learning Process

##### a) Course Preparation and Progression

- Provide a summary of completion rates for each of the main programmes. Trends and the action taken to respond to them,
- Processes used in course preparation and monitoring. Evaluate their success in maximising student progress.

##### b) Programme Quality

- Evidence of high standards in the quality of programmes,
- Description and evaluation of performance over the past five-year period,
- Description of the objectives and plans for the next five-year period.

##### c) Programme Design

- Summary information on current provision of programmes. Link between the main types of programmes offered by the business school and the overall mission,

- Process for managing the programme design and how the business school ensures that programmes meet the needs of the market and of the participants,
- Identify the key changes in programme design that have occurred in the last five years,
- Identification of key constraints in the design of current programmes.

**d) Programme Content**

- Provide a summary of key programme objectives, content and format, pedagogy adopted, core content, options offered,
- Evaluate the contribution of these programmes to the business school's mission and to the international management community.

**e) Programme Delivery**

- Describe the teaching methods currently used in programme delivery (lectures, case studies, business games, group work, project-based learning, tutorial),
- Policy on pedagogical innovations and the use of new technologies in the educational process,
- Mechanism for maintaining quality control on an on-going basis. Explain how the criteria and processes used to monitor programme quality relate to the programme objectives,
- Identify the main constraints, which limit the range or scope of teaching methods and materials employed in the business school's programmes.

**f) Student Assessment**

- Processes used to evaluate the assessment regimes used in programmes,
- Innovation in the assessment of students and explain how this meets the business school's mission and programme objectives.

**g) Programme Evaluation**

- Process for the evaluation of programmes meeting the needs of the market and of participants and how it includes key stakeholder groups in the process,
- Summarise the evidence for satisfaction on the part of key stakeholder groups with regard to programme design. Relate this to the business school's mission, strategic plan and programme objectives.

**3.4.3.2 Placement Process**

- Describe the arrangements for career development support on campus and for the alumni,
- Describe the interface processes between the business school and corporate world for employment and career support, e.g. corporate representation and support on campus, career days, forums, links to international companies.

**3.4.3.3 Research and Development Process**

- Describe the business school's overall research policy and the mechanism for determining research policy and priorities,
- Describe how research activity is integrated into the workload of individual faculty members,
- Research as a requirement for promotion and retention or not,
- Link between the faculty developmental budget and research policy.

#### 3.4.3.4 Leadership and Governance

- Summarise the process, which defines leadership in the institute, keeping in mind the processes of collective leadership,
- Describe how leaders are responsible towards ensuring quality, innovation and continuous improvement,
- Identify how governance and accountability are ensured towards the institution.

#### 3.4.3.5 MDPs and Consultancy Process

- Description and evaluation of performance in MDPs and Consultancy area over the past five-year period,
- Describe the key processes used to manage the business school's relationships with the corporate world and list key relationships with corporate partners,
- Provide evidence that the corporate dimension of MDPs and Consultancy is reflected in every aspect of its mission, strategic planning and current operations,
- Policy for corporate relationships,
- Joint research programmes,
- Company sponsorship.

#### 3.4.3.6 Faculty Appraisal and Development Process

##### a) Faculty Policy and Management

- Processes governing the operation of the faculty,
- Policy and practices regarding recruitment, selection, induction, monitoring and development of faculty members, and whether these support the mission and strategic plan of the business school,
- Data of staff mobility (promotion/mobility/new staff) and on key areas of expertise brought in over the last five years,
- Policy in establishing the balance between teaching, research, consulting, counselling, programme development and management,
- Structures and processes used to allocate responsibilities and monitor performance across the organisation and programmes.

##### b) Faculty Development and Education

- Describe current policy for the development of faculty and explain how this supports the mission and strategic plan of the business school,
- Summarise the strategic plan for the development of the faculty and identify the key priorities for the future and the budgets involved.

#### 3.4.3.7 National Networking and Internationalisation Process

- Assess the readiness of the business school's graduates to manage in a national, regional and global dimension of the overall mission and programme objectives. This should include an analysis of the relationship between applications, admissions and enrolments. Describe the key processes used to manage the business school's international policy and relationships,
- List key relationships with national and international organisations,



- Policy for international cooperation, reflection in the mission, existence of international campus,
- Details and policies on exchange visits, joint programmes with foreign business schools, international programmes,
- Curriculum content, contracts and franchise arrangements with foreign organisations,
- Joint research programmes, sponsorship by national institutions, foreign organisations, participation in the international networks,
- Business languages skill development, development of multicultural skills,
- Exchanges, programmes or alumni participation in international activities, alumni,
- Visiting faculty composition, exchange visits, existence of intercultural teams,
- Links to the national and international corporate world, involvement of Indian and foreign companies.

#### 3.4.3.8 Staff Appraisal and Development Process

- Organisation of the support services (finance and accounting, human resource management),
- Buildings and grounds, documentation centre, computer service, etc.,
- Description of the HR strategy and accompanying appraisal, development and promotion policies for all staff,
- Available of sufficient administrative staff in the institute to provide adequate service to participants and customers,
- Provide details on the evaluation of the effectiveness of general support and administration facilities,
- Evaluation of improvement in the quality of support, both achieved and proposed in the near future.

#### 3.4.3.9 Overall Development of Students

- Role of the business school in developing skills among individuals that are appropriate and consistent with the business school's mission and individual programme objectives,
- Description and evaluation of progress in this area over the past five-year period and the objectives and plans for the next five-year period,
- Processes used to provide learning support for students throughout their courses,
- Contribution to individual personal development, diagnosis and correction of learning needs and career development,
- Identification of key personal skills, which the business school aims to develop in individuals, and how these relate to the business school's mission and the potential contribution of programmes towards their objectives,
- Explain the role of any special techniques and tools in diagnosing the personal qualities of individual students,
- Summary of the key practical skills, which the business school develops in students and the methods used to achieve them,
- Discuss the role of practical work and projects in developing and integrating skills across different subject areas and in contributing to the mission and individual programme objectives.

### 3.4.4 Outcome (Results)

- i. Academic Result
- ii. Placement
- iii. Value and Ethic-Centric Outcomes
- iv. Entrepreneurship and Job Creation
- v. Industry Interaction
- vi. MDPs and Consultancy
- vii. International/ Global
- viii. Research and Innovation
- ix. Stakeholders' Satisfaction
- x. Contribution to Society

#### 3.4.4.1 Academic Result

- Profile of students' outcome. Identify the major trends shown over the last five years. Discuss how these trends have contributed to the achievement of its mission and strategic plan.

#### 3.4.4.2 Placement

- Summary information which describes the main destination of graduates,
- Main destinations (companies, organisations, functions); level of employment; salary levels,
- Key employers; key trends; recent action taken,
- Employment trends and how they meet the stated programme objectives. Describe the main types of students and corporate clients served by the business school. Identify the major trends shown over the last five years. Discuss how these trends have contributed to the achievement of its mission and strategic plan.

#### 3.4.4.3 Value and Ethic-centric Outcomes

- Describe means by which issues related to business ethics and corporate social responsibility are integrated into the programme design, outcomes and personal development of the students. Prepare a list of evidence to support the same.

#### 3.4.4.4 Entrepreneurship and Job Creation

- Describe means and policies, which integrate entrepreneurship skill-building into the programme design and curriculum. Describe initiatives in details. Prepare a list of evidence of outcomes.

#### 3.4.4.5 Industry Interaction

- Describe the business school's relationship with the national and international corporate and evaluate its impact on the business school's mission, strategic plan and current operations. Description and evaluation of performance in this area over the past five-year period,
- Describe the key processes used to manage the business school's relationships with the corporate world and list key relationships with corporate partners,
- Summarise the evidence that the corporate dimension is reflected in every aspect of its mission, strategic planning and current operations,

- Provide details from Joint programmes, involvement of companies in curriculum design, case study work, projects and internship, existence of in-company programmes, projects and internships; involvement of companies in career development support, alumni associations, programme support designed to equip individuals for their chosen professional life, exchanges and secondments of staff, faculty composition, existence of sponsored chairs, staff involvement with companies, visiting faculty from companies, provision of specialist tuition by company staff, company donations, scope of international company involvement, international executive representation in activities,
- Identify future proposals for the involvement of corporate partners that will support the business school's mission.

#### **3.4.4.6 MDPs**

- Evaluate the key changes in the corporate involvement in conducting open/in house MDPs / Consultancy,
- Identify future proposals for the involvement of corporate partners that will support the business school's mission and vision.

#### **3.4.4.7 National/International/ Global Research and Linkages**

- Evaluate the key changes in the national, regional and global operation of the business school that have occurred in the past five years,
- Identify future proposals that will support the business school's mission and vision.

#### **3.4.4.8 Research and Innovation**

- List the facilities and expertise secured through research work in the last five years. Identify the methods used to attract key staff to the business school in the last five years. Explain how these trends have contributed to the mission and general teaching ability,
- Summarise the research carried out over the past five years to include, faculty expertise and general areas of expertise, existence of self-standing research centres, main sources of funding, special facilities and resources,
- List in the appendices details of recent publications, research grants, applications for research and sponsorship,
- Summarise the key areas of innovation for the business school, including the development of new courses, materials, and teaching and delivery methods.

#### **3.4.4.9 Stakeholders' Satisfaction**

- Describe the business school's policy towards meeting expectations of the stakeholders – internal as well as external,
- Summarise the alumni activities in the last five years,
- Involvement of students and faculty in the decision-making process.

#### **3.4.4.10 Contribution to Society**

The purpose of this section is to describe the business school's role within the wider community in which it operates. It should evaluate its contribution to the local, national and regional and global community in the past five-year period and describe plans in this area for the next five-year period:

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- Describe the role of the business school in the local, national and international community,
- Describe how the business school manages external relations. Identify the staff and resources devoted to these activities,
- Describe key activities, which lie outside of normal teaching or research over the last five years and proposals for the future. Explain how these contribute to the mission,
- Summarise the business school's overall contribution to the local national environment, its role in developing the community or acting as a catalyst for initiatives, e.g. contribution to the management education profession, contribution to the business community, the development of small enterprises, role in providing an active forum for debate and the dissemination of knowledge,
- Describe the business school's policy towards faculty involvement in consulting activities in the service of the business community and as a tool for faculty development,
- Describe the non-profit activities supported by the business school. Describe the role of the faculty in supporting extra-curricular activities.

*Section* **4**

Peer Reviewer's Guide





#### **4.1 The Peer Review Process**

The Peer Review Committee should consist of three expert members from the field of management education and one expert member from the corporate world. The committee will have as one of its members, one who has had an earlier experience of the NBA Accreditation process as the Chairperson.

The committee shall be guided by the objective of assessing the quality of the business school's management programme and its activities against the NBA criteria. In its final report to the NBA board, the committee shall make a recommendation concerning accreditation. The committee may also suggest to the business school broad directions for the future and areas of improvement.

The committee is expected to go through the details of the Self-Assessment Report submitted by the business school and verify the facts mentioned in the Self-Assessment report. The members will also be expected to sufficiently prepare themselves, follow open discussions with the business school and maintain strict confidentiality.

The concerned official at the NBA shall be in touch with the business school and arrange appropriate preparatory sessions, fix the timetable for the NBA assessment and finally set the date of the Expert Committee visit. Confirmation of the committee members' visit, making the necessary arrangements for travel, accommodation etc. with the business school will be coordinated by this office.

The NBA Project Leader within the business school shall coordinate the Self-Assessment process and shall ensure timely submission of the report to the NBA. The project leader shall coordinate with the NBA official and make necessary arrangements for the Expert Committee visit. The business school will conduct all necessary logistic arrangements for the Director's visit, including local travel and accommodation.

The Chairperson of the Committee shall review the Self-Assessment Report and collate the views of the other committee members. As and when required, the Chairperson may make a request for further information in advance through the NBA. During the Review process, the Chairperson shall ensure adequate preparation for meetings and delegate lead responsibilities to individuals. The Chairperson shall ensure completion of the assessment documents before the end of the visit and should hold a meeting of the committee members for deciding on its conclusions and recommendation. The business school shall be briefed broadly about the committee's opinion. Subsequently, the Chairperson shall ensure the submission of the report to the NBA.

The individual committee members are expected to prepare themselves adequately about the objectives of the assessment and the criteria used to make a balanced decision and support the work of the team and the Chair.

List of documents to be made available to the Committee Members before the visit:

- i. Names and addresses of the members of the review team
- ii. NBA Accreditation Standards
- iii. Guide to Self-Assessment
- iv. NBA Expert Committee Guide
- v. Business school Profile Sheet
- vi. Criteria Satisfaction Checklist

- vii. Self-Assessment Report of the business school under review
- viii. Fact Sheet

The work of the Expert Committee normally should start with a brief meeting so as to reach an agreement on the working methods and allocation of responsibilities within the Expert Committee. This meeting can be organised once all the members have assembled in the hotel a day in advance. A review of the Self-Assessment Report and identification of the key issues should be done and finalisation of the schedule and preparation of the Review meetings with the business school should be completed.

Documents and evidence for the following shall be made available to the Expert Committee on the day of visit:

- i. Library books, database usage statistics
- ii. Brochures and magazines of business schools
- iii. Performance feedback forms from employers for three years
- iv. Log books of using different resources such as sports facilities, computers etc.
- v. Feedback forms from students for the last three years

A tentative schedule is indicated below which can be used as a guiding reference. However, the committee shall have the authority to finally draw up the plan assessing the requirements onsite:

- i. Meeting with the Top Executive (1 hour and 30 minutes)
- ii. Governance - representatives of the business school's Governing Body (1 hour)
- iii. Programme direction - programme directors of different programmes under consideration (1 hour and 30 minutes each)
- iv. Faculty Management - Dean of the faculty or those responsible for faculty management (1 hour)
- v. Research (1 hour)
- vi. Subject specialists - two to three subject area heads (1 hour)
- vii. Faculty - A random group of faculty members. These should be different from the senior staff already met (1 hour) - the Expert Committee can be broken up in two sub-committees and should meet two groups of five to six faculty members
- viii. Support services - representative of student services, admissions, international office, placement and careers, scheduled separately (45 minutes)
- ix. Students - from different programmes, seen separately (45 minutes each group) - students should be met after the programme direction – the Expert Committee can be broken up in two subcommittees.
- x. Corporate connections - representatives of key corporate customers, advisory boards etc. (45 minutes)
- xi. Alumni (30 minutes) (10% names to be given by the alumni association, who will be available to meet. This should be provided in advance to the expert committee, out of which, the committee will decide to meet a few.)
- xii. Resourcing - This meeting will focus on the physical and financial resources available to the business school in view of its development plans. It will also be an occasion to examine the financial management systems that provide information for the business school's programme directors. (1 hour)
- xiii. Class visits (30 minutes each)
- xiv. Conversation with the head of finance
- xv. Final Debriefing (45 minutes)



Part of the programme (max 45 minutes) should be set aside to look at the facilities: lecture halls, working group rooms, libraries etc. For this, the team can split up, if necessary.

An open slot should also be organised to allow individual staff and students to talk to the members of the panel.

The key issue that the Peer Reviewers should focus on when preparing for interviews is to identify the additional information required to arrive at a final assessment pre-determined by this identified shortfall. Students are a very rich source of information, but their comments need to be verified against the information given by the faculty members. Interviews with students should aim at gaining important insights regarding:

- i. Workload
- ii. Professionalism of staff
- iii. Coherency of programmes
- iv. Clarity of aims and objectives
- v. Organisation of the curricula and the facilities

The interviews with the students should be held in the absence of faculty members, so that they can speak freely. Each group should normally be made up of six to ten students, all from the same programme.

The group should be representative of the whole student population within a particular programme and the business school is best advised to ask a student organisation to nominate the students. If this is not appropriate, steps should be taken to invite students at random. Students from widely different programmes should not be mixed.

Interviews with faculty staff are conducted to discuss issues around research, the design and delivery of programmes, and the overall management of the faculty. Confirmation of issues raised by students can also occur. As with students, the best size of the group is probably a reasonable sample of about six.

### **Concluding Meeting**

In their concluding meeting, the committee should brief the senior management about their broad opinion on the assessment, which may include the strength of the business school in certain areas and suggestions for areas of improvement.

## **4.2 Award of Accreditation**

### **4.2.1 Scrutiny and Acceptance of Application for Accreditation**

After applying for accreditation, by filling the online form and submitting the SAR, all business schools that apply for accreditation will not be entitled for undergoing the accreditation process by default. Only those applications that meet the desired criteria will be accepted by the NBA for undergoing the accreditation process.

#### **Policy Guidelines**

1. Maximum marks allocated in accreditation are 1200 marks.
2. It is important that the assessment happens in a transparent manner and an institution can ask for review as well as go for appeal. Proviso is made for appeal.
3. Based on the assessment, the programme of the business school will be accredited as follows:
  - Full Accreditation
  - Provisional Accreditation for two years
  - No Accreditation Awarded

#### 4.2.2 Full Accreditation

The business school demonstrates outstanding quality, well above the level required to satisfy the NBA standard in this area, and is considered as a model of excellence. Full accreditation may be awarded to such business schools for five years. The necessary condition for award of the **Accredited status** for five years is (a) securing 900 or above marks and (b) minimum 60 % marks in each part of assessment i.e. Governance, Input, Processes and Outcome.

#### 4.2.3 Provisional Accreditation

The business school satisfies partial criteria for the NBA standard in this area as defined in the Criteria Framework. Such business schools may be awarded Partial Accreditation for one year only. This may be renewed after paying the requisite fee for another one year. The necessary condition for award of the **Provisionally Accredited status** for two years is (a) securing between 720 to 899 marks and (b) minimum 45% marks in each part of the assessment i.e. Governance, Input, Processes and Outcome.

#### 4.2.4 No Accreditation Awarded

The business school is considered to be below the threshold of the NBA standard in this area. The institution secures 719 marks or below and does not satisfy necessary conditions required for **Accredited** or **Provisionally Accredited status**.

#### 4.2.5 Reaccreditation of Provisionally Accredited Institutes

Business schools, which are Provisionally Accredited, **can** apply for reaccreditation after completion of two years. If the **Provisionally Accredited status** is awarded successively for two times, the business schools will have to wait for two more years (rebuilding or cooling period) after the expiry of the period of the second time awarded **Provisionally Accredited status**. After the cooling period is over, the business school may apply for reaccreditation again.

#### 4.2.6 Appellate Committee

A business school may approach the Appellate Committee:

1. **On being Not Accredited for undergoing the process of Accreditation.**
2. On being given **Not Accredited** or **Provisionally Accredited status**

#### 4.2.7 Guidelines for Evaluation

1. The checklist is to be read in conjunction with reference to all items and norms of evaluation.
2. The score for non-performance on any dimensions, in all cases, will be zero.
3. With credible evidence in each case, (low, medium, high) the numerical evaluation will be in the interval of next to higher bond of preceding level and higher bond of the current level.

Illustration of evaluation: For Section 1.16:

- a) If the criteria is not met, zero marks can be given in the case of non-performance,
- b) As per the checklist, if the criteria fulfilled for the case is "low", then evaluation can be between 1 to 5 marks depending on fulfillment of the criteria,
- c) Similarly for medium case, between 6 to 9 marks and for high case between 9 to 10 marks can be given.

#### 4.2.8 Fractional marking should be avoided.

### 4.3 Summary of the Peer Review Process

The stages involved in the Peer Review Process are as follows:

1. Individual assessment and completion of documentation, using the Criteria Satisfaction Checklist and the business school Profile Sheet.
2. Consolidation of findings in the final committee debriefing meeting(s):
  - Consolidation of the Criteria Satisfaction Checklist
  - Agreement on the business school Profile scoring
  - Agreement on the Expert Committee's final decision on accreditation
  - Preparation for the debriefing of the business school (Oral Report)
3. The Concluding meeting and debriefing of the business school
4. Preparation of the NBA Report

### 4.4 Few Important Points for the Expert Committee Visit

On completion of the Self-Assessment Report, the business school should ask the NBA office to schedule the Expert Committee visit.

The date of the team visit shall be mutually decided between the business school and the NBA office, keeping in mind the availability of the potential members of the team.

The business school shall send to the NBA office a proposal one month in advance, detailing the schedule of the visit prepared in accordance with the guidelines provided in the Expert Committee Guide. This schedule will be reviewed by the NBA office and changes to it may be proposed. When the schedule is considered satisfactory, it will be sent to the Chairperson of the team for comments or approval.

The team that carries out the onsite visit is composed of three members, two from the academic community and one corporate representative. One of the members of the team will be appointed as Chairperson by the NBA office.

The visit should normally start with a private meeting of the members of the team in order to streamline the review meetings and determine the issues on which emphasis should be placed. The Peer Reviewers are already provided with the Self Assessment Report of the business school, its Fact Sheet and the report of the Preliminary visit.

At the end of the team's visit, the team shall present to the top management of the business school the team's preliminary conclusions and recommendations for quality improvement during an oral feedback session.

The team then submits its report setting out the team's assessment of the institution against the NBA quality criteria and providing recommendations for the future development of the institution. The report after receiving a consensus approval by all members of the team is then sent by the office to the NBA for approval of the final recommendations and communicating the award / rejection of accreditation.

### **Timing and Deadlines**

There is certain deadline or period limit to be met in the NBA process. These are the following:

- 1 The date of the Team Visit should be determined at least one month in advance.
- 2 The Eligibility briefing session for a business school should take place no later than one month after the receipt of its Fact Sheet by the NBA office.
- 3 The Self-Assessment Report should be submitted to the NBA office six weeks before the close of the onsite visit to allow time for the team members to read the report and to prepare the schedule for the Expert Committee visit.

### **Fee Schedule**

Fee schedule for initial accreditation is normally given in the NBA website.

### **Mentors / Guided development/ Training Programme**

- Registration fee: Rs. 25,000 to be paid once when applying for Guided Development.
- Advisory Service Fee: Rs. 15,000 per day.
- Fee for training programme may be decided on the basis of the duration of the programme.

### **4.5 The NBA Expert Committee Report**

Once the evaluation of the business school has been completed, the Expert Committee should reach a final decision as to whether the business school meets the standards for the NBA accreditation.

If the business school is found not to have met the standards, then the shortcomings have to be fully defined. Also, the committee must suggest actions necessary to meet the shortfall.

The recommendations must be clearly substantiated with reference to observations made in the Criteria Satisfaction Checklist and to the assessment set out in the consolidated Business school Evaluation Sheet.

The Final report to be submitted to the NBA is an extremely important document, both for the Accreditation awarding body but also for the business school. Great care is recommended in writing this report and the following procedure should be followed. The Chair should collate and consolidate comments from the team, using the written summaries in the Criteria Checklist and the minutes of the oral presentation. The Chair should then write up a draft of the report, and circulate it to the team for comments. Following the receipt of comments from team members, a final editing of the draft is to be completed, and the final report is written by the Chairperson and submitted to the NBA.

### **Recommended Format**

#### **Recommendations**

- Recommendations for the NBA
- Recommendations (Non – Binding)

**Title Page**

**Presentation of the Business school (1 -2 pages)**

- Basic context, description of the business school, main programmes, etc.

**Paragraph on the Self-Assessment Report**

- Coverage of the NBA criteria framework
- Adequacy of the information provided
- Quality of self-analysis
- Timely submission

**Description of the Assessment Visit**

Summary of events, schedule for the visit, items not included in the original schedule, problems relating to the organisation of the visit, co-operation from the business school, access to information, exceptional items.

**Main Body of Report**

- General assessment of the business school (1-2 pages)
- Detailed analysis following the NBA Accreditation Guide (6-8 pages)



*Section* **5**

*Benefits of Accreditation*







## 5.1 Benefits of Accreditation

The benefits of NBA accreditation stems from four main, and often inter-related, areas:

- i. Research funding and additional seats for capacity expansion of business schools;
- ii. Assessment of the quality of the business school based on several criteria, with reference to a more or less explicit standard;
- iii. Brand recognition and appreciation derived from being granted a merit or distinctive accreditation label; and
- iv. Advice and actions contributing to the actual improvement of the business school.

### 5.1.1 Research Funding and Benefits of Additional Seats

The main role of National Board of Accreditation is to guarantee to the general public that business schools follow quality standards required to operate as a business school. The NBA accredited business schools may be eligible for AICTE research fundings and it also allows them to expand their student intake capacity.

### 5.1.2 Quality Assessment of the Business school based on NBA Criteria and Standards

Accreditation is market-driven and has an international focus. It assesses the characteristics of a business school and its programmes against a set of criteria established by the National Board of Accreditation. The senior academics and corporate representatives who sit on the board constantly monitor the accreditation criteria. Through accreditation, business schools provide stakeholders with the assurance that they:

- i. Guide educational delivery with the help of a carefully constructed mission
- ii. Select and support students to produce outstanding graduates
- iii. Deliver degree programmes with qualified faculty
- iv. Structure learning through relevant curricula
- v. Contribute to knowledge through research and scholarship
- vi. Ensure the quality of professional managers

An accreditation process is established to secure these objectives.

### 5.1.3 Brand Recognition and Appreciation

In addition to the benefits provided to a business school by professional assessment through a meaningful quality framework against challenging standards, the NBA provides a seal or label that differentiates the accredited business school from its peers at the national level. This differentiation, if adequate, drives the business school to a more widespread recognition and to a greater appreciation of its brand name.

The degree of awareness, among business school students as they progress through their programmes, about the merits of their own business school enjoying the NBA accreditation is slowly increasing due to the business school's own publicity.

#### **5.1.4 Benefits to Business**

##### **school**

The key objective of the NBA is to contribute to major/significant improvement of the business schools involved in the accreditation process. 'Significant improvement' means improvement of the substance or essence of the business school. Participation in the NBA accreditation process affirms the business school's responsibility for the quality of education offered, and demonstrates its commitment to continuous improvement.

The NBA accelerates quality improvement for individual business schools. It is often seen as an instrument of the business school's strategic development and an effective way to influence the business schools' management teams to establish a clear agenda for change and improvement.

The business schools entering the NBA process recognise that there are a lot of details about their performance, both good and bad, that are brought to their notice for the first time while preparing their Self-Assessment Reports. Often, as good academics, we subject our own business schools to criticism. By undergoing self-evaluation, a business school assesses planning and goal-setting processes, and measures accomplishments against objectives. However, it is often done informally and on the basis of incomplete and involuntarily biased information. The self-assessment phase allows a business school to go through this process in an orderly and coherent manner that facilitates detection of actual problems and facilitates the business school to develop its own solutions for them.

The peer review committee visit, by two experienced academicians and one member of the corporate world, provides a new occasion for substantial improvement. First, it creates a sense in the business school that quality assurance is a real concern which must be shared by all. Second, by means of questions and suggestions, those interviewed get insights on ways to improve the areas they are responsible for. Finally, through an oral debriefing plus a written report, the expert committee provides a thorough assessment of the quality of the business school as well as required or suggested actions for improvement. The expert committee also provides advice and counsel, thus offers new perspectives on the business school's operation.

#### **5.1.5 Benefits to Students**

The Business school/Programme has an appropriate mission achieved through relevant curricula, qualified faculty, and effective policies and practices. Through accreditation, the degree programme offered completes a rigorous self-evaluation and peer review. The degree programme offered satisfies criteria established and accepted by the management education community which the NBA represents. Students studying in a B-school accredited by the NBA can be assured that they will receive a balance between high academic quality and professional relevance and that the needs of the corporate world are well-integrated into programmes, activities and processes.

### **5.1.6 Benefits to Employers**

Accreditation assures prospective employers that students come from a management programme where the content and quality has been evaluated, satisfying established standards. The employer can be confident that the management programme includes an understanding of today's complex business environment and the programme offered is current, reflecting changes in knowledge and practices generally accepted in the management education community.

### **5.1.7 Benefits to the Public**

Accredited status represents a commitment of the programme and the business school to quality and continuous improvement. The Business school/Programme has a clearly defined mission and educationally appropriate objectives. The Business school/Programme has voluntarily undertaken a self-evaluation and peer review.

### **5.1.8 Catalyst for International Accreditation**

As a result of accreditation from the NBA, the business school's systems and procedures are aligned with their mission and vision. All essential prerequisites for International Accreditation are included in the NBA. Therefore, the NBA acts as a catalyst for the business schools applying for International Accreditation.



*Section* **6**

*Annexures*



# PROGRAMME SUMMARY

(For each programme)

Annexure - I

## FORMAT FOR SELF ASSESSMENT REPORT

D.0.1 Name of the college / institution and address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

D.0.2 Name of the contact person for the NBA: \_\_\_\_\_  
 Designation: \_\_\_\_\_  
 Telephone numbers: \_\_\_\_\_  
 Mobile No.: \_\_\_\_\_  
 Email-id: \_\_\_\_\_

D.0.3 History of the college / institution (including dates of introduction and no. of seats in various programmes of study along with the NBA accreditation, if any) in tabular form:

**History of the B-School/College/Institution: (attach additional sheets if space not sufficient)**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Programme of study Description  
**(For each programme)**

PG in Management.....	Started with.....	Seats Intake .....
	Intake increased to .....	in .....
	Accredited by NBA-AICTE in.....	for .....years

D.0.4. List the names of the programmes which share human resources and/or the facilities

\_\_\_\_\_  
 \_\_\_\_\_

D.0.5 Total no. of intake capacity	Boys	Girls
Total no. of admitted students	Boys	Girls
Total no. of foreign students	Boys	Girls

D.0.6 Total no. of employees	Male	Female
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D.0.7. Minimum and maximum number of faculty and staff on roll during the current and previous two academic years (1st July to 30th June) of programmes:

Items	CAY		CAY m1		CAY m2	
	Required	Existing	Required	Existing	Required	Existing
Teaching faculty in Marketing/ Finance/General/HR/ Operations / Systems Non-teaching staff/Govt. (Central / State)Private / NGO						

D.0.8. Summary of budget for the CFY and the actual expenditure incurred in CFYm1 and CFYm2  
(Exclusively for the Programme)

Items	Budgeted in CFY	Actual expenses in CFY (till...)	Actual expenses in CFY m1	Actual expenses in CFY m2
Office expenses				
Library – Books / periodicals / journals / purchase / upgradation of software /online databases, etc.				
Computer Laboratory / Internet Laboratory (Purchase of hardware for upgradation of Computers)				
Legal Software purchase for upgradation				
Placement Activities				
Seminars / Workshops / Conferences / Cultural festivals / Debates, etc.				
Miscellaneous expenses for academic activities				



# INSTITUTIONAL SUMMARY

## Annexure - II

1.0.1 Name of the college / institution and address: \_\_\_\_\_

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1.0.2 Name of the contact person for the NBA: \_\_\_\_\_

Designation: \_\_\_\_\_

Telephone numbers: \_\_\_\_\_

Mobile No.: \_\_\_\_\_

Email-id: \_\_\_\_\_

1.0.3 History of the college / institution (including dates of introduction and no. of seats in various programmes of study along with the NBA accreditation, if any) in tabular form:

**History of the B-School/College/Institution: (attach additional sheets if space not sufficient)**

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1.0.4

Description	Year
College/Institution start dates with the following programmes with intake capacity.	
NBA-AICTE Accreditation visits and accreditation granted, if any Accredited by NBA-AICTE in _____ for _____ years	
Addition of new programmes, increase intake capacity of the existing programmes and / or accreditation status....	

1.0.5 Ownership Status: Govt. (Central / State) / Trust / Society (Govt./ NGO / Private) / Private / Other (specify). \_\_\_\_\_

1.0.6 Financial Status: Govt. (Central / State) / Grants-in-aid / Not-for-profit / Private-Self Financing / Other (specify)\_\_\_\_\_

1.0.7 External Sources of Funds:

Name of External Sources	CFY	CFYm1	CFYm2

1.0.8 Internally Acquired Funds:

Name of External Sources	CFY	CFYm1	CFYm2
Student's Fees			

1.0.9 Scholarships or any financial assistance provided to students:

Yes	No
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If provided, basis of scholarship / assistance: Merit / Freeship/  
Economically Backward Class / other (specify)

No. of Assistance _____	Amount _____	in CFY
No. of Assistance _____	Amount _____	in CFY minus 1
No. of Assistance _____	Amount _____	in CFY minus 2

1.0.10 Basic / examination for admission to the Management institution:

All India entrance / State Level entrance / other (specify)

1.0.11 Total no. of intake capacity \_\_\_\_\_ Boys \_\_\_\_\_ Girls

Total no. of admitted students \_\_\_\_\_ Boys \_\_\_\_\_ Girls

Total no. of foreign students \_\_\_\_\_ Boys \_\_\_\_\_ Girls

1.0.12 Total no. of employees Male Female \_\_\_\_\_

1.0.13 Minimum and maximum number of faculty and staff on roll, in the business school, faculty during the CAY and the previous CAYs (1<sup>st</sup> July to 30<sup>th</sup> June)

Items	CAY		CAY m1		CAY m2	
	Required	Existing	Required	Existing	Requiring	Existing
Teaching faculty in Marketing/ Finance/General/HR/ Operations / Systems Non-teaching staff/ Govt. (Central / State) Private / NGO						

**Budget Allocation and its utilisation**

I.O.14. Summary of budget for the CFY and the actual expenditure incurred in CFYm1 and CFYm2 (Exclusively for the Programme)

Items	Budgeted in CFY	Actual expenses in CFY (till...)	Actual expenses in CFY m1	Actual expenses in CFY m2
Acquisition of land and new building and infrastructural built-up				
Office expenses				
Teaching Salary and Non-Teaching Staff Salary				
Library – Books / periodicals / journals / purchase / upgradation of software /online databases, etc.				
Computer Laboratory / Internet Laboratory (Purchase of Hardware for upgradation of computers)				
Legal Software purchase for upgradation				
Placement Activities				
Seminars / Workshops / Conferences / Cultural festivals / Debates, etc.				
Miscellaneous expenses for academic activities				



# BUSINESS SCHOOL EVALUATION SHEET

Annexure - III

Name of the Business School: \_\_\_\_\_

Date of evaluation by Expert Committee: \_\_\_\_\_

Chairperson: \_\_\_\_\_

Sl. No.	Criteria Satisfaction Checklist	Maximum Points	Alloted Points	Remark (if any)
<b>2.2.1</b>	<b>Organisation's Mission, Governance and leadership</b>	<b>120</b>		
<b>2.2.2</b>	<b>Input (Enablers) (360 points)</b>			
2.2.2.1	Students	35		
2.2.2.2	Faculty	50		
2.2.2.4	Physical Infrastructure	40		
2.2.2.5	IT Infrastructure	50		
2.2.2.6	Library	55		
2.2.2.7	Global Input	35		
2.2.2.8	Quality Assurance Policy	40		
2.2.2.9	Finance	55		
<b>2.2.3</b>	<b>Processes (360 points)</b>			
2.2.3.1	Academic Assessment Process	100		
2.2.3.4	Placement Process	40		
2.2.3.5	Research and Development Process	45		
2.2.3.6	Leadership and Governance	20		
2.2.3.7	MDPs, Consultancy Process and Industry Interaction	75		
2.2.3.8	Faculty Appraisal and Promotion Policy	40		
2.2.3.9	Internationalisation Process	20		
2.2.3.10	Staff Appraisal, Development and Promotion Process	20		
<b>2.2.4</b>	<b>Outcome (Results) (360 points)</b>			
2.2.4.1	Academic Result	55		
2.2.4.2	Placement	60		
2.2.4.3	Value and Ethic-Centric Outcomes	25		
2.2.4.4	Entrepreneurship and Job Creation	10		
2.2.4.5	Industry Interaction	55		
2.2.4.6	MDPs	36		
2.2.4.7	International / Global	24		
2.2.4.8	Research and Innovation	30		
2.2.4.9	Stakeholders' Satisfaction	40		
2.2.4.10	Contribution to Society	25		
	<b>T O T A L (1+2+3+4)</b>	<b>1200</b>		

**2.2.1 Organisation's Mission, Governance and Leadership (120)**

	Sub-criteria	Points		
		Max		Alloted
1.1	Clarity of Mission	6	CAY CAY m1 CAY m2 Sum	
1.2	Effectiveness of B-school's Governing Body - its identity, role and scope	6	CAY CAY m1 CAY m2 Sum	
1.3	Clarity of strategic objectives	6	CAY CAY m1 CAY m2 Sum	
1.4	Periodic assessment for making the activities and processes consistent with the mission	7	CAY CAY m1 CAY m2 Sum	
1.5	Alignment between the B-school's culture and operational values	6	CAY CAY m1 CAY m2 Sum	
1.6	Match between strategic objectives and resources / constraints	7	CAY CAY m1 CAY m2 Sum	
1.7	Effectiveness of external and internal decision-making structures and coherence of external and internal decision-making structure	6	CAY CAY m1 CAY m2 Sum	
1.8	Is the B-school's strategic position revised every 3 years?	6	CAY CAY m1 CAY m2 Sum	
1.9	Outline the process of Innovation and Continuous improvement	10	CAY CAY m1 CAY m2 Sum	
1.10	Outline strategies to meet exigencies	6	CAY CAY m1 CAY m2 Sum	

	Sub-criteria	Points		
		Max		Alloted
1.11	Corporate involvement in the B-school's functioning	8	CAY CAY m1 CAY m2 Sum	
1.12	Are the main function characteristics reflected in the Mission & Vision of the B-school?	6	CAY CAY m1 CAY m2 Sum	
1.13	Robestics of the formal mechanisms for Internal Quality Assurance & Robestics of Processes and Indicators used to monitor overall performance	7	CAY CAY m1 CAY m2 Sum	
1.14	Collective Leadership and its Vision for the B-school and its excellence	7	CAY CAY m1 CAY m2 Sum	
1.15	Accountability of decision-making to the Institution Process	10	CAY CAY m1 CAY m2 Sum	
1.16	Ways adopted by the B-school's to continuously own the stated core values	10	CAY CAY m1 CAY m2 Sum	
1.17	Compatibility to resources in achieving the mission and programme objectives	6	CAY CAY m1 CAY m2 Sum	

**2.2.2 Input (Enablers) (360 points)****2.2.2.1 Students**

	Sub-criteria	Points		
		Max		Alloted
2.1.1	Transparency in selection processes of students	8	CAY CAY m1 CAY m2 Sum	
2.1.2	Match of numbers between intake capacity and the number of students admitted	6	CAY CAY m1 CAY m2 Sum	
2.1.3	Quality of students enrolled (pl. see annexure)	6	CAY CAY m1 CAY m2 Sum	
2.1.4	The consistency between applications and practice of the admission process outlined in the announcement and the actual admission activity	5	CAY CAY m1 CAY m2 Sum	
2.1.5	The nature of approval requirement for determining the guidelines for admission and identification of the competent authority	5	CAY CAY m1 CAY m2 Sum	
2.1.6	Correlation between quality of admission and final results	5	CAY CAY m1 CAY m2 Sum	
	<b>TOTAL POINTS</b>	<b>35</b>		



**2.2.2.2 FACULTY**

Sub-criteria		Points	
		Max	Alloted
2.2.1	Conformity of total number of available faculty to the benchmark as per the norms of AICTE	6	CAY CAY m1 CAY m2 Sum
2.2.2	Faculty - Students Ratio as per the norms of AICTE	6	CAY CAY m1 CAY m2 Sum
2.2.3	Outline ratio between full-time faculty and part-time faculty	6	CAY CAY m1 CAY m2 Sum
2.2.4	Faculty qualifications as per AICTE norms	6	CAY CAY m1 CAY m2 Sum
2.2.5	Average period of faculty retention	6	CAY CAY m1 CAY m2 Sum
2.2.6	Outline the Recruitment - Promotion policy of the faculty	4	CAY CAY m1 CAY m2 Sum
2.2.7	Outline the nature and extent of the faculty to the world of work	4	CAY CAY m1 CAY m2 Sum
2.2.8	Outline the policy of the faculty development with specific instances of its observation	4	CAY CAY m1 CAY m2 Sum
2.2.9	Policy of the B-school for the use of outside experts for curricular activities	4	CAY CAY m1 CAY m2 Sum
2.2.10	Evidence of the research aptitude of the faculty	4	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>50</b>	

**2.2.2.4 Physical Infrastructure**

Sub-criteria		Points	
		Max	Alloted
2.4.1	Nature of the geographical access	6	CAY CAY m1 CAY m2 Sum
2.4.2	Infrastructure for support of quality education in terms of learning and environment	6	CAY CAY m1 CAY m2 Sum
2.4.3	Space facilities in terms of Auditoriums / Seminar Rooms / Conference Rooms, Classrooms, Cafeteria, Open Space, Recreation Facility, Syndicate Room, etc	6	CAY CAY m1 CAY m2 Sum
2.4.4	The extent to which the teaching rooms are equipped with learning aids (Indicative list enclosed)	6	CAY CAY m1 CAY m2 Sum
2.4.5	The nature and extent of the common academic facilities with non-management programme	5	CAY CAY m1 CAY m2 Sum
2.4.6	Landscaping and aesthetics of the campus	6	CAY CAY m1 CAY m2 Sum
2.4.7	Adequacy of the hostel facility to meet the daily requirements of student life	5	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>40</b>	

## 2.2.2.5 IT Infrastructure

Sub-criteria		Points	
		Max	Alloted
2.5.1	The extent of technical competence of the supporting staff in ICT	5	CAY CAY m1 CAY m2 Sum
2.5.2	Elaborate with illustration, the nature and extent of use of instructional kits	5	CAY CAY m1 CAY m2 Sum
2.5.3	Elaborate on the state of art of hardware and software in the computer laboratory	7	CAY CAY m1 CAY m2 Sum
2.5.4	The extent of access and usage of intranet, internet, learning platforms, computers		CAY CAY m1 CAY m2 Sum
2.5.5	The extent of electronically enabled system access in residential and recreational part of the campus		CAY CAY m1 CAY m2 Sum
2.5.6	The extent of the access and usage of video conferencing and management related software		CAY CAY m1 CAY m2 Sum
2.5.7	Availability and maintenance of learning platforms and extent of their use by the faculty	12	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>50</b>	

**2.2.2.6 Library**

Sub-criteria		Points	
		Max	Alloted
2.6.1	Books	6	CAY CAY m1 CAY m2 Sum
2.6.2	Journals (E-Journals, National, International) (2+ 2+2)	6	CAY CAY m1 CAY m2 Sum
2.6.3	Availability of online databases	6	CAY CAY m1 CAY m2 Sum
2.6.4	Availability of management films and other storage material and the extent of their usage	5	CAY CAY m1 CAY m2 Sum
2.6.5	Range of Library Management Software (e.g. Slim21, Libsys, Libsuit, SOUL etc.)	8	CAY CAY m1 CAY m2 Sum
2.6.6	Nature of support services for field work	6	CAY CAY m1 CAY m2 Sum
2.6.7	Working hours of library and reading room	6	CAY CAY m1 CAY m2 Sum
6.8	Channels of user feedback and the extent of its utilisation	6	CAY CAY m1 CAY m2 Sum
2.6.9	Extent of inter-library network	6	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>55</b>	

**2.2.2.7 Global Input**

Sub-criteria		Points	
		Max	Alloted
2.7.1	Policy of the B-school for national and international collaboration	8	CAY CAY m1 CAY m2 Sum
2.7.2	Quality of the B-school's national and international academic partners	5	CAY CAY m1 CAY m2 Sum
2.7.3	Appropriation of the main national and international strategic alliances	5	CAY CAY m1 CAY m2 Sum
2.7.4	The nature of national and international exchange programmes	6	CAY CAY m1 CAY m2 Sum
2.7.5	Quality of B-school's national and international corporate partners	5	CAY CAY m1 CAY m2 Sum
2.7.6	Research collaboration with other institutions	6	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>35</b>	

**2.2.2.8 Quality Assurance Policy**

Sub-criteria		Points	
		Max	Alloted
2.8.1	Record of the maintenance of implementation of the B-school's Assurance Policy	8	CAY CAY m1 CAY m2 Sum
2.8.2	Nature of internal assessment process to ensure quality management education	8	CAY CAY m1 CAY m2

**2.2.2.9 Finance**

Sub-criteria		Points	
		Max	Alloted
2.9.1	Availability of sound and healthy finances for the long-term sustainable existence of the B-school	8	CAY CAY m1 CAY m2 Sum
2.9.2	The extent of the financial self-sufficiency of the B-school	8	CAY CAY m1 CAY m2 Sum
2.9.3	Financial performance of the B-school in the preceding 3 years	7	CAY CAY m1 CAY m2 Sum
2.9.4	Nature of the B-school's internal finance control and reporting system	8	CAY CAY m1 CAY m2 Sum
2.9.5	The nature and scope of the performance indicators, monitoring systems of the staff and faculty activity	8	CAY CAY m1 CAY m2 Sum
2.9.6	Scope and range of funding sources	8	CAY CAY m1 CAY m2 Sum
2.9.7	Ways of ensuring accountability	8	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>55</b>	

**2.2.3 Processes (360 points)**

**2.2.3.1 Academic Assessment Process**

Sub-criteria		Points	
		Max	Alloted
3.1.1	The nature of coherence in the B-school's portfolio of programmes	4	CAY CAY m1 CAY m2 Sum
3.1.2	Policies and provision of student's evaluation process	4	CAY CAY m1 CAY m2 Sum
3.1.3	Effectiveness of the programme design to ensure that the content, delivery methods and material are relevant, up-to-date and of high quality	9	CAY CAY m1 CAY m2 Sum
3.1.4	Programme and practices used for the development of managerial skills in terms of practical work, summer placements, project work, group work, training in research and consultancy skills, etc.	8	CAY CAY m1 CAY m2 Sum
3.1.5	Process of review and revision of the programme with reference to Business/Industry needs	8	CAY CAY m1 CAY m2 Sum
3.1.6	The nature of involvement of corporate stakeholders in the programme design and delivery	4	CAY CAY m1 CAY m2 Sum
3.1.7	The extent to which the emphasis of the learning methods is on giving the student the ability to renew his/her learning	8	CAY CAY m1 CAY m2 Sum
3.1.8	Quality of the course material distributed, if any	4	CAY CAY m1 CAY m2 Sum
3.1.9	The regularity of Programme Monitoring and Review Process Evaluation by Students - Faculty and Student Committees, etc. - Periodic Review	4	CAY CAY m1 CAY m2 Sum

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Sub-criteria		Points	
		Max	Alloted
3.1.10	Quality of the programme administration	8	CAY CAY m1 CAY m2 Sum
3.1.11	Compatibility with Indian and Global Business partners	7	CAY CAY m1 CAY m2 Sum
3.1.12	The extent to which students are encouraged to develop a personal development agenda	7	CAY CAY m1 CAY m2 Sum
3.1.13	The extent to which the B-school's programme instills professional ethics	4	CAY CAY m1 CAY m2 Sum
3.1.14	The extent to which the B-school's programme instills societal concern	4	CAY CAY m1 CAY m2 Sum
3.1.15	The extent to which there is an opportunity for practical work or project-based work	3	CAY CAY m1 CAY m2 Sum
3.1.16	The extent of opportunities available to develop communication skills	8	CAY CAY m1 CAY m2 Sum
3.1.17	The extent of opportunities available to develop cross-cultural skills	6	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>100</b>	



**2.2.3.4 Placement Process**

Sub-criteria	Points		
	Max	Alloted	
3.4.1 Quality of student placements - extent and attractiveness of job offers	6	CAY CAY m1 CAY m2 Sum	
3.4.2 Nature of relationship of placement to core curricular activities of the B-school inspiring that the core activity did not shatter on account of placement work	12	CAY CAY m1 CAY m2 Sum	
3.4.3 The nature of Student Counseling Services	6	CAY CAY m1 CAY m2 Sum	
3.4.4 Nature of corporate involvement in the recruitment and placement processes	6	CAY CAY m1 CAY m2 Sum	
3.4.5 The nature of encouragement provided to co-curricular activities	5	CAY CAY m1 CAY m2 Sum	
3.4.6 The extent of the support provided for student-industry interaction	5	CAY CAY m1 CAY m2 Sum	
<b>TOTAL POINTS</b>	<b>40</b>		

**2.2.3.5 Research and Development Process**

Sub-criteria	Points	
	Max	Alloted
3.5.1. Extent of the operational support provided for Research and Development activity	7	CAY CAY m1 CAY m2 Sum
3.5.2 The extent to which research is used for curricular development and updating institutional tools	7	CAY CAY m1 CAY m2 Sum
3.5.3 Nature and quality of institutional research output	11	CAY CAY m1 CAY m2 Sum
3.5.4 The utilisation of institutional research by corporate world of work	11	CAY CAY m1 CAY m2 Sum
3.3.5 Support provided for faculty development linkages with outside world	9	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>	<b>45</b>	

**2.2.3.6 Leadership and Governance**

Sub-criteria	Points	
	Max	Alloted
3.6.1 The extent to which the board of governance is an actual player in decision-making process of the B-school	8	CAY CAY m1 CAY m2 Sum
3.6.2 Percentage of board members with actual background of research and development	6	CAY CAY m1 CAY m2 Sum
3.6.3 The role of the board in the B-school's Corporate Management and HR decisions	6	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>	<b>20</b>	

**2.2.3.7 MDPs, Consultancy Process and Industry Interaction**

Sub-criteria		Points	
		Max	Alloted
3.7.1	Quality of MDP programmes delivered	12	CAY CAY m1 CAY m2 Sum
3.7.2	No. of corporate /organisations which came back repeat utilisation for the B-school's extension facilities	12	CAY CAY m1 CAY m2 Sum
3.7.3	Nature of companies and organisations (sector, size) which utilise institution facility	4	CAY CAY m1 CAY m2 Sum
3.7.4	The nature of break-up of people who utilised MDP in preceding 3 years	9	CAY CAY m1 CAY m2 Sum
3.7.5	The process used to measure the impact of learning input on individuals and organisations.	9	CAY CAY m1 CAY m2 Sum
3.7.6	Extent of faculty involvement in executive education	6	CAY CAY m1 CAY m2 Sum
3.7.7	Effectiveness of market of MDP	7	CAY CAY m1 CAY m2 Sum
3.7.8	The nature of overall customer orientation of the B-school	7	CAY CAY m1 CAY m2 Sum
3.7.9	Describe the nature of links to the corporate world and their level and intensity - Local - National - International	9	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>75</b>	

**2.2.3.8 Faculty Appraisal and Promotion Policy**

Sub-criteria		Points	
		Max	Alloted
3.8.1	Are their stated policies in place for faculty appraisal?	9	CAY CAY m1 CAY m2 Sum
3.8.2	What is the role of self-appraisal by faculty in the faculty appraisal?	9	CAY CAY m1 CAY m2 Sum
3.8.3	What is the practice adopted for enabling the faculty to pursue research?	12	CAY CAY m1 CAY m2 Sum
3.8.4	Elaborate upon the faculty retention policy, if any, by the B-school	10	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>40</b>	

**2.2.3.9 Internationalisation Linkage Process**

Sub-criteria		Points	
		Max	Alloted
3.9.1	Nature of Students Exchange Programme with National and International B-schools	9	CAY CAY m1 CAY m2 Sum
3.9.2	Nature of Faculty Exchange Programme	8	CAY CAY m1 CAY m2 Sum
3.9.3	Foreign student enrollment	3	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>20</b>	

**2.2.3.10 Staff Appraisal, Development and Promotion Process**

Sub-criteria		Points	
		Max	Alloted
3.10.1	Are there written policies for Staff Appraisal Development Programme?	5	CAY CAY m1 CAY m2 Sum
3.10.2	What are the procedures adopted by the institution to implement the standard polices of appraisal process development?	6	CAY CAY m1 CAY m2 Sum
3.10.3	What are the measures taken to develop the staff and their qualifications?	9	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>20</b>	

**2.2.4 Outcome****2.2.4.1 Academic Result**

Sub-criteria		Points	
		Max	Alloted
4.1.1	Elaborate main types of students and corporate clients served by the B-school	17	CAY CAY m1 CAY m2 Sum
4.1.2	The number and quality of books published by the faculty	18	CAY CAY m1 CAY m2 Sum
4.1.3	Documentation of field work by way of development of cases and audio visual material, if any	20	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>55</b>	

**2.2.4.2 Placement**

Sub-criteria		Points	
		Max	Alloted
4.2.1	Nature of key employers for institution placement	30	CAY CAY m1 CAY m2 Sum
4.2.2	Level of employment and salary levels of the alumni	30	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>60</b>	

**1.1.4.1 Value and Ethic-Centric Outcomes**

Sub-criteria		Points	
		Max	Alloted
4.3.1	Does the B-school have a clearly articulated core value system?	6	CAY CAY m1 CAY m2 Sum
4.3.2	If yes, how are the core values in the institution activated?	6	CAY CAY m1 CAY m2 Sum
4.3.3	Have business ethics been integrated into the programme design, outcomes and personal development of the students?	6	CAY CAY m1 CAY m2 Sum
4.3.4	Transparency, accountability in the processes and transactions reflected in the B-school's various functions	7	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>25</b>	

**1.1.4.2 Entrepreneurship and Job Creation**

Sub-criteria		Points	
		Max	Alloted
4.4.1	Is the entrepreneurial skill building designed into the programme or the curriculum or not?	4	CAY CAY m1 CAy m2 Sum
4.4.2	Evidence of entrepreneurial initiatives	3	CAY CAY m1 CAy m2 Sum
4.4.3	Evidence of contribution to family business is instilled	3	CAY CAY m1 CAy m2 Sum
<b>TOTAL POINTS</b>		<b>10</b>	

**2.2.4.5 Industry Interaction**

Sub-criteria		Points	
		Max	Alloted
4.5.1	Are the stated policies used in industry interaction?	7	CAY CAY m1 CAY m2 Sum
4.5.2	Is there overall customer orientation of the B-school?	6	CAY CAY m1 CAY m2 Sum
4.5.3	Nature of input in B-school activity by management practitioners with experience from outside academics	18	CAY CAY m1 CAY m2 Sum
4.5.4	Corporate involvement in conduct of institutional activity	12	CAY CAY m1 CAY m2 Sum
4.5.5	Expectation of Parental/Guardian sponsorship expectation from the B-school's activities	12	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>55</b>	



**2.2.4.6 Management Development Programmes (MDPs)**

Sub-criteria		Points	
		Max	Alloted
4.6.1	Revenue percentage of MDPs to the total revenue of the B-school	18	CAY CAY m1 CAY m2 Sum
4.6.2	Revenue percentage of consultancy to the total revenue of the B-school	12	CAY CAY m1 CAY m2 Sum
4.6.3	Revenue generated from industry, research and consultancy projects due to MDPs	6	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>36</b>	

**2.2.4.7 International / Global**

Sub-criteria		Points	
		Max	Alloted
4.7.1	Number of International Exchange Programmes	6	CAY CAY m1 CAY m2 Sum
4.7.2	Number of International Exchange Partners	6	CAY CAY m1 CAY m2 Sum
4.7.3	Number of joint research collaborations with Indian and foreign partners	12	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>24</b>	

**2.2.4.8 Research and Innovation**

Sub-criteria		Points	
		Max	Alloted
4.8.1	Percentage of faculty involved in research and publications	9	CAY CAY m1 CAY m2 Sum
4.8.2	Number of papers published in refereed journals	21	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>30</b>	

**2.2.4.9. Stakeholders' Satisfaction**

Sub-criteria		Points	
		Max	Alloted
4.9.1	Ways of obtaining student feedback and its use	8	CAY CAY m1 CAY m2 Sum
4.9.2	Ways of obtaining faculty and staff feedback and its use	11	CAY CAY m1 CAY m2 Sum
4.9.3	Ways of obtaining feedback from industry, recruiters and partners and its use	9	CAY CAY m1 CAY m2 Sum
4.9.4	Ways of obtaining alumni feedback and its use	6	CAY CAY m1 CAY m2 Sum
4.9.5	Nature of alumni support in brand-building of the B-school	6	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>		<b>40</b>	

**2.2.4.10. Contribution to Society**

Sub-criteria	Points	
	Max	Alloted
4.10.1. The extent to which the B-school contributes to society at the local level	6	CAY CAY m1 CAY m2 Sum
4.10.2 The extent to which the B-school contributes to society at the national level	6	CAY CAY m1 CAY m2 Sum
4.10.3 The extent to which the B-school contributes to society at the international level	6	CAY CAY m1 CAY m2 Sum
4.10.4 Activities which lie outside of normal teaching or research – contribution to the mission	7	CAY CAY m1 CAY m2 Sum
<b>TOTAL POINTS</b>	<b>25</b>	



## CRITERIA SATISFACTION CHECKLIST FOR ASSESSERS & REVIEWERS

Annexure-IV

### 1. INSTITUTION'S MISSION, GOVERNANCE AND LEADERSHIP PATTERNS

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
1.1	Clarity of Mission	6		The mission clearly states the history and identity of the B-school (2)	The role of the advisory board is clearly delineated (4)	The budget details are updated annually and modified with changing expenditure patterns (6)
1.2	Effectiveness of B-school's governing body - Its identity, role and scope	6		The governing body regularly meets its stakeholders - parents, students, alumni, experts etc, and discusses the relevant developments (2)	The governing body has a participative decision-making process involving all stakeholders(4)	The governing body defines the scope of work pertaining to infrastructure development, curriculum and B-school welfare, and records are systematically maintained (6)
1.3	Clarity of strategic objectives	6		The B-school maintains a programme conducive to preparing students for the world of work(2)	The B-school strategies on opportunities in national/ international markets and regularly updates opportunity information (4)	The vision for future development ensures quality that is tied in field research (6)
1.4	Periodic assessment for making the activities and processes consistent with the mission	7		All programmes are regularly updated and documented (2)	The advisory board regularly assesses the standing of the B-school and its activities (5)	Regular assessment of resources, budgetary allocations and expenditure is carried out (7)
1.5	Alignment between B-school's culture and operational values	6		The B-school ensures cultural diversity within an overall unity, consistently every academic year through a streamlined admission process (2)	Inclusive education is encouraged across domains - with seats for students from minority groups and students who are differently abled (4)	Core values, such as emphasis on excellence, credibility, decision-making skills, effective communication, ethical behaviour and the like, are consistently imbibed in the students through focused group activities. (6)
1.6	Match between strategic objectives and resources / constraints	7		Regular talks and interactions with experts from the job market (2)	Activities, such as interaction with national, international faculty, participation in conferences and exchange programmes are carried out (5)	Focus on developing research skills and writing research papers through regular workshops and skill-building sessions (7)
1.7	Effectiveness of external and internal decision-making structures and coherence in external and internal decision- making structures	6		Periodic meetings are conducted between students and faculty to discuss new programmes and opportunities (2)	Periodic review meetings are conducted between faculty and the governing body, and with academic experts to discuss curriculum progress (4)	Periodic assessment of the changes that are introduced in response to the discussion outcomes, maintaining coherence (6)
1.8	Review of B-school's strategic position every 3 years	6		The B-school monitors its annual progress and reviews its strategies every three years (2)	Awareness of performance and progress of other B-schools watched over continually (4)	Benchmarking its own performance to national and international standards of top-ranking B-schools in the last three years (6)
1.9	The process of innovation and continuous improvement (B-school to outline the relevant processes)	10		The B-school has ensured working on projects and programmes that have a scope for fostering creativity and diverse thinking (3)	Encouraging nascent ideas and building an environment conducive to innovation through workshops and experiential learning (6)	Creating an environment for enriched thinking and problem-solving through brainstorming sessions and creativity workshops (10)

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
1.10	Strategies deployed for meeting exigencies (B-school to outline the relevant processes)	6		Providing quality education as per the demands of the job market so as to ensure that students are up-to-date with technology and skills (2)	Ensuring sustainable growth of the B-school as reflected in its academic attainments and external linkages, to meet any exigency (4)	Building a streamlined placement network and process that will ensure jobs for future batches without faltering in case of exigency (6)
1.11	The extent of involvement of corporates in the B-school's functioning	8		Corporate representatives being part of the B-School Board and taking an active part in curriculum and placement	The institute being made aware of corporate opportunities, with availability of internships (5)	Building a corporate student mentorship programme that helps build a formidable network (8)
1.12	B-school's main functional characteristics reflected in the mission and vision statements of the B-school	6		Resources namely accommodation, library, sports, labs, canteens, internet facilities and recreational facilities are adequately provided	Positioning of the B-school at national level – monitored through ranking system (4)	The B-school's mission regularly refined/upgraded to assimilate new learning from interactions and experience sharing with international Schools (6)
1.13	Logistics of the formal mechanisms for internal Quality Assurance & Processes and Indicators used to monitor overall performance	7		Periodic review of policies for quality assurance is carried out (2)	Overall performance is monitored at student and faculty level to understand change in processes, if any (4)	Involvement of stakeholder opinions to improve quality of infrastructure and programmes (7)
1.14	Collective leadership and its Vision for the B-school and its excellence	7		Leadership focus on academic excellence in the B-school at a collective level (2)	Building leadership acumen in its students and encouraging collective leadership to deal with tasks at B-school and taking up of new initiatives (5)	Encouraging participative leadership programmes to teach students leadership and management skills (7)
1.15	Accountability of decision-making in institutional processes	10		Transparency maintained by the governing body regarding its policies and decisions taken therewith (3)	Involvement of all stakeholders for ensuring accountability in the governing decisions (6)	Maintenance of periodic records and their assessment (10)
1.16	Ways adopted by the institution to sustain its ownership of the stated core values	10		Encouragement to launching of outreach programmes to make a social impact at the local level to begin with (4)	Adoption of primary/higher secondary level schools to provide weekend classes to the underprivileged children (6)	Providing leadership training to the students who are in graduate colleges (10)
1.17	Compatibility of resources to the aspirations reflected in the mission and programme objectives	6		School brochure highlighting the profiles of the students and faculty mentioning their current and past achievements (2)	Upgradation of infrastructure and resources on a regular basis (4)	Faculty training and improvement programmes conducted annually for skill need domains (6)
	<b>TOTAL POINTS</b>	<b>120</b>				

## 2.1 STUDENTS

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
2.1.1	Transparency in selection processes for students	8		Entrance examination patterns revealed, scoring procedure is clearly mentioned (2)	Results of the entrance examination are clearly mentioned, along with the guidelines for the interview (5)	Interview panel consisting of experts from outside the B-school, with clear timeline for interview process (8)
2.1.2	Gap, if any, between intake capacity and the number of students admitted	6		Management should have a clear vision of the availability of the resources to plan the student intake (2)	Faculty - student ratio of 1:2 to be maintained (4)	Students should be from diverse backgrounds; international students should also be given admission based on the rules of the B-school (6)
2.1.3	Quality of students enrolled	6		Students' profile to be thoroughly reviewed for identifying any character issues (2)	Students with high grades and experience should be called for interview (4)	Students should be assessed on both technical skills as well as soft skills (6)
2.1.4	Congruence between the announced application cum admission processes and actual practices as reflected in the admission activity	5		The register kit should contain detailed information about the courses and programmes (2)	The procedure of selection in terms of the criteria for selection like the required skill set and experience is spelled out clearly (3)	Stringent screening process, wherein the initial cut off is on par with the other B-schools (5)
2.1.5	The nature of approval requirement for determining the guidelines for admissions and identification of the competent authority	5		Rules for selection procedure are established after discussing with the board members and academic experts (1)	Review of the guidelines by the competent authority annually before the interview process (3)	Members of governing body of the other top B-schools etc are invited to be on the board of management (5)
2.1.6	Correlation between quality of admissions and final results	5		The skill set required for B-school admission are identified as per market demands (2)	Aptitude test is used for initial screening; semi- structured interview method is adapted, along with group discussion (3)	Panelists with wide experience and exposure to corporate life are chosen (5)
	<b>TOTAL POINTS</b>	<b>35</b>				

## 2.2 FACULTY

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
2.2.1	School's faculty strength - the head count and the quality in conformity with AICTE norms ( B-school to provide full data and details)	6		Faculty should possess the requisite qualifications such as doctorates and relevant work experience (2)	The least strength of full-time faculty suitable for any B-school should be in the range of 15-20 (4)	Any B-school should have corporate representatives as visiting faculty (6)
2.2.2	Faculty-Student Ratio as per the AICTE norms	6		Faculty-student ratio in a B-school should be 1:2, i.e. 2 students per faculty (2)	Faculty to student ratio should be such that faculty can provide full-time assistance to students during their internship (4)	Part-time faculty is required for other projects etc. (6)

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
2.2.3	Ratio of full-time faculty to part-time faculty	6		Strength of full- time faculty in the B-school is greater than that of the part-time faculty but falls short of the ideal (3)	Strength of full-time faculty in the B-school is thrice as much as part-time faculty, i.e. 1:3 ratio (4)	The ratio is as per AICTE norms and practices (6)
2.2.4	Faculty Qualifications as per AICTE norms (B-school to provide full details)	6		Management degree from a reputed B-school (2)	PhD from reputed institute with publications; good at soft skills (4)	International exposure in terms of conferences, workshops attended, etc. (6)
2.2.5	Average period of faculty retention (B-school to provide the data)	6		Appropriate reinforcement and feedback (2)	Clarity of roles and expectations (4)	Adequate resources, encouragement to publish papers and faculty development programmes (6)
2.2.6	Recruitment and Promotion policies of the faculty (B-school to outline the policies)	4		B-school needs to have clear rules and regulations for recruitment and allocation of tasks. Workload ought to be clarified to the recruited faculty (2)	Faculty performance need to be appraised frequently based on which feedback and promotions to be given, and a timely review of the workload made (3)	Recruitment and promotion policies of the faculty follow the well-advertised standards set by the board of governors of the institution (4)
2.2.7	Nature and extent of the faculty exposure to the world of work (B-school to provide details of such exposure)	4		Faculty should be encouraged to do consultancy for corporates (2)	B-school should have MOU's signed with few corporate organizations to facilitate faculty's close working with these corporates (3)	Each faculty mandatorily spends time in the world of work keeping in view the well-advertised policies of the institution (4)
2.2.8	Faculty development policy with specific instances of its observation (B-school to outline the policy and provide relevant details)	4		The faculty should be encouraged to attend conferences internationally (2)	B-school should have MOU's signed with few national/international Schools to enable faculty to do their sabbaticals there (3)	The faculty has the option of a periodical sabbatical with full pay for pursuit of an agreed programme of work (4)
2.2.9	B-school's policy for engagement of outside experts in curricular activities	4		Visiting faculty should be chosen from among people with broad and significant corporate exposure and experience in relevant disciplines (2)	Experts should be invited to deliver guest lectures on current happenings of national and global significance in the world of business (3)	The B-school has a well-established policy of consultation with established subject experts for curricular activities (4)
2.2.10	Evidence of the research aptitude of the faculty	4		Faculty-student ratio is in conformity to international standards at 1:2, i.e. 2 students per faculty (2)	Faculty with journal publications and conference papers to their credit should be chosen (3)	The faculty regularly reports its research work to the peer level group and the reporting authority as per well-advertised policy of the board of governors of the institutions (4)
	<b>TOTAL POINTS</b>	<b>50</b>				



## 2.4 PHYSICAL INFRASTRUCTURE

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
2.4.1	Nature of the geographical access	6		B-school is located in the centre of the city (2)	Transport facilities are made available by the B-school (4)	Public transport facilities are easily accessible and in the vicinity of the B-school (6)
2.4.2	Infrastructure to support quality education in terms of learning and environment	6		B-school has good quality furniture for the students as well as the faculty (2)	B-school is spacious and has safe potable water and sanitary facilities (4)	B-school is located amidst silent environs, with no noise pollution, and there is greenery around (6)
2.4.3	Space facilities in terms of Auditoriums / seminar room / conference room, classrooms, cafeteria, open space, recreation facility etc.	6		B-school has good auditoriums with quality sound system for students as well as faculty (2)	B-school has latest gadgets and technology to support new-age learning with the help of technology (4)	There is availability of a cafeteria and recreational facility (6)
2.4.4	The extent to which the teaching rooms are equipped with learning aids (Indicative list enclosed).	6		The class rooms are well-furnished with latest technology to aid lecturing and presentation (2)	All the students have computers for themselves with 24-hour internet facility (4)	The students are encouraged to use facilities such as video conferencing regularly with respect to their course work (6)
2.4.5	The nature and extent of the common academic facilities shared with non-management programmes	5		The available hi- end technical facilities are shared among different specialisation groups (2)	The B-school has other facilities in terms of a good auditorium, conference rooms, etc. as per international standards (3)	The B-school has good facilities for sports and recreation (5)
2.4.6	Landscaping and aesthetics of the campus	6		Campus is very close to the nature, with an abundance trees and plants (2)	Bright colourful paints are used for the buildings (4)	Parking lots, garbage collection points, etc. are tidy and well-organised (6)
2.4.7	Adequacy of the hostel facility to meet the daily requirements of student life	5		Students have well- furnished, spacious and independent rooms (2)	Hostels have good water and sanitation facilities, and facilities to wash and dry clothes (3)	Married students have the facility of family apartments (5)
	<b>TOTAL POINTS</b>	<b>40</b>				

## 2.5 IT INFRASTRUCTURE

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
2.5.1	The extent of technical competency of the supporting staff in operating ICT systems	5		The supporting staff deployed have skills at par with those dictated by the software needs of the B-school (1)	The supporting staff are encouraged to interact with the students and professors to know the need for the appropriate software (3)	The supporting staff are highly qualified, and appropriate and timely training is provided to them on the basis of requirements of the software (5)
2.5.2	A detailed and illustrative account of the nature and extent of use of instructional kits (To be provided by the B-school)	5		The instructional kits are used only in the initial phase of the installation (1)	Students and faculty are given complete information in advance about particular software(s) to be used in their courses prompting them to examine and follow instructions (3)	The B-school keeps track of the upgradation of the software(s) in the market, procures and installs latest versions ensuring thus a wide use of instructional kits by students and faculty (5)
2.5.3	An elaborative account of the state-of -the-art hardware and software installed in the computer lab (To be provided by the B-school)	7		The B-school has computers to students ratio of 1:1, i.e. one computer per student (2)	The software required for students and faculty as per their course requirements is made available immediately (4)	The B-school has the requisite high-end machines and hardware which are at par with the international standards, and all the requisite latest software is made available (7)
2.5.4	The extent of access and usage of intranet, internet learning platforms, computers	7		Students tend to use internet facility only to browse content related to their specific domain areas (2)	Students and faculty tend to browse the internet to share content amongst themselves, but use intranet to engage in interactions and discussions (4)	The B-school uses internet and intranet regularly to stay connected with its alumni, partners, students and faculty. Internet is browsed extensively for research topics too (7)
2.5.5	The extent of access to electronically enabled system in residential and recreational premises of campus	7		The departments alone are enabled with wi-fi facility for the past 3 years (2)	The entire campus is enabled with wi-fi facility and hence the usage of net has increased (4)	The B-school uses latest technology in both academic and recreational facilities within the campus (7)
2.5.6	The extent of the access and usage of video conferencing and management related software	7		Video conferencing is being used for the past 2/3 years (2)	Video conferencing facility is made available only when the faculty and students need to participate in international discussions (4)	Both students and faculty have video conferencing facility at their disposal anytime they need to interact with their industry partners, research partners, international partners (7)
2.5.7	Availability and maintenance of learning platforms and extent of their use by faculty	12		The urge to continuously learn from its various allies is demonstrated in MoUs signed, joint programmes held in the last few years (4)	B-school has institutionalised continuous learning from its partners both corporate and research through such processes as collaborative seminars and lectures (8)	B-school has been providing international exposure to its students and faculty through lectures and seminars delivered by invited experts on the latest topics, and is proactive in organising internship for its students with leading corporates (12)
<b>TOTAL POINTS</b>		<b>50</b>				

## 2.6 LIBRARY

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
2.6.1	Books	6		The reference books and textbooks are equal in number (2)	The reference books have a regular budget for updation and so have the textbooks (4)	The library maintains international standards; has updated its technology to keep track of all the books available in the market and is connected to main supply points for easy procurement of books (6)
2.6.2	Journals (e-Journals, National, International)	6		A few journals are available (2) management areas (4)	There is accessibility for national journals in all B-school has accessibility for international and e-journals in all management areas (6)	
2.6.3	Availability of Online Databases	6		There are few online databases (2)	Online databases are available for most of the areas of management (4)	Online databases are available for all the branches of management (6)
2.6.4	Availability of Management Films & Video Cases and other storage materials and the extent of their usage	5		There is neither access to nor facility for management films or videos (2)	Management films are used rarely, nor are these related to the course (3)	Management videos and films are regularly used to explain concepts (5)
2.6.5	Range of Library Management Software (e.g. Slim21, Libsys, Libsult, SOUL etc)	8		Library software is not available (2)	B-school has library software but its usage is minimal (5)	Library softwares are used extensively in the B-school (8)
2.6.6	Nature of support services for field work	6		Field work has to be taken care of completely by the student (2)	Professors and guides tend to help in field work through contacts and resources (4)	B-school has MOU's etc with other institutes and corporates (6)
2.6.7	Working hours of library and the reading room	6		Library is open only during the day (2)	Library is open until late evening and students have access to the reading room (4)	Library is open on weekends and is open until night with reading room facility (6)
2.6.8	Channels of users' feedback and the extent of its utilisation	6		Library has no system in place to obtain any feedback from any one and is not keen on improving (2)	Only professors' and senior students' evaluations are considered (4)	Feedback given by both students and professors are evaluated; explanation provided and implemented (6)
2.6.9	Extent of inter-library network	6		Library is not connected to any national or international library networks (2)	The main library keeps track of all the books available in the market and is connected to main supply points for easy procurement of books (4)	The library maintains international standards; has updated its technology to keep track of all the books available in the market and is connected to main supply points for easy procurement of books (6)
	<b>TOTAL POINTS</b>	<b>55</b>				

## 2.7 NATIONAL & GLOBAL INPUTS

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
2.7.1	Policy of the B-school for National and International collaborations	8		The policy for international collaborations was initiated just 3 years ago (2)	Policy for national and international collaborations is clearly delineated (5)	There are MOU's being signed with both leading national and international Schools (8)
2.7.2	Quality of the B-school's national and international academic partnerships	5		B-school has minimal connections with other academic institutes (1)	B-school has a high exposure at the national level but very low at the international level (4)	In its bid to get quality exposure, B-school has clearly identified academic partners at both national and international levels (5)
2.7.3	Appropriation of the main national and international strategic alliances	5		The B-school started establishing national and international strategic alliances just 2 years ago (1)	The B-school has well-structured alliances with other national and international Schools (3)	B-school has its students, faculty and alumni involved in the alliances with the other leading B-schools (5)
2.7.4	The nature of national and international exchange programmes	6		There is a marked increase in B-school's exchange programmes at national and international levels (2)	The interaction happens as per the need and requirement of both the participating institutes (4)	The purpose of interaction is clearly identified, with well spell-out objectives (6)
2.7.5	Quality of B-school's national and international corporate partnerships	5		The partners come together to fulfil the basic need of having international exposure (1)	The partners have clearly defined needs and hence maintain the quality required to satisfy the need (3)	The partners maintain a governing body comprising experts to evaluate their interaction (5)
2.7.6	Research collaborations with other institutions	6		The B-school has begun collaborating with other institutes to enhance its research capabilities and outputs in the last few years (2)	B-school has identified the institutions for research collaboration and also entered into formal tie-ups (4)	B-school has MoU's signed for research collaboration with scope for faculty interaction and guidance for the students also (6)
	<b>TOTAL POINTS</b>	<b>35</b>				

## 2.8 QUALITY ASSURANCE POLICY

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
2.8.1	Implementation Legacy of B-School's Quality Assurance Policy	8		B-school has maintained records of all its activities (2)	B-school has a department assigned to deal with quality assurance issues, and its working is regularly evaluated (5)	B-school has international standards as its benchmark for its quality, and it endeavours to live up to it (8)
2.8.2	Nature of internal assessment process to ensure quality in design and delivery of management education	8		The faculty members periodically interact and meet up with the chairperson of the governing body, and their performance is regularly evaluated (2)	There is peer review process for both the students and the faculty (5)	The management tends to evaluate the performance of the faculty by hiring an external consultancy firm based on which rewards are decided (8)
2.8.3	Nature of the curriculum review process and extent of consultation with stakeholders for the purpose	8		The faculty and the management group tend to review the curriculum (2)	Other institutes' faculty and industry experts are involved in curriculum review process (5)	Faculty from international Schools and overseas industry executives are included in the review panel (8)
2.8.4	Nature and use of the employer organisations' feedback in teaching and learning processes	8		Feedback from the employer organisations is obtained regularly on a yearly basis (2)	Feedback from employer organisations is obtained every 6 months, and faculty and students make use of this to improve teaching-learning processes (5)	Employer organisations provide feedback based on inputs from the consultancy firm, and they cross check to ensure the feedback is applied by the faculty and other staff (8)
2.8.5	Nature and use of the support provided to develop and apply the real world practices based content of the curriculum	8		The management encourages the faculty to regularly update its curriculum to be in tune with the demands of the job market (2)	Financial support is provided for quality improvement programmes of the faculty and for bringing in industry experts for seminars etc. (5)	The faculty are encouraged to attend international conferences and seminars (8)
	<b>TOTAL POINTS</b>	<b>40</b>				

## 2.9 FINANCE

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
2.9.1	Effectiveness of funds sourcing practices to ensure sound financial health of the B-school on a sustainable basis	8		B-school depends on finances received from its trust (2)	B-school continuously obtains sponsors from among the network of its alumni and other well-wishers (5)	B-school has sponsors from among the corporates and from some of the organisations of its governing body members representing industry (8)
2.9.2	The extent of the financial self-sufficiency of the B-school	8		B-school is self-reliant in meeting its funding requirements from finances generated by its trust and alumni network (2)	B-school meets most of its funding requirements from the admissions fees and accruals from other projects (5)	B-school is self-reliant in its funding from the projects, research, consultancy etc undertaken by the faculty, students and the overall administration of the B-school (8)
2.9.3	Financial performance of the B-school over the preceding 3 years	7		The performance has been average, running basically on its trust funds (2)	The funds have been generated and are quite sufficient for the near future (4)	Funds are in excess and the B-school is making huge profits through admissions, projects etc (7)
2.9.4	Nature of the B-School's internal finance control and reporting system	8		The finance department of the B-school has effective monitoring systems over the expenditure (2)	B-school has regular financial audits conducted by external institutions and governing body (5)	The B-school has experts in finance and expenditure, who regularly audit and check the expenses of the B-school and also provide expert assistance (8)
2.9.5	The nature and scope of the performance indicators, monitoring systems for the staff and faculty activity	8		B-school conducts regular appraisals and tends to give feedback to the faculty (2)	B-school tends to set clear goals and objectives for the faculty and trains the faculty based on the obtained appraisals and feedback (5)	The B-school follows international standards for rating its faculty and tends to provide training by bringing in experts in the respective fields from other reputed Schools (8)
2.9.6	Scope and range of funding sources	8		Funds are obtained from the management and its well-wishers (2)	The B-school tends to obtain regular funds from the governing body and can use it at its freedom for academic purpose (5)	B-school obtains funding from its alumni, research partners, national and international organisations because of its extensive tie-ups (8)
2.9.7	Ways of ensuring accountability	8		B-school has clear rules and maintains records to keep track of its expenses (2)	B-school tends to take stock of its expenditure regularly by having meetings with its management, experts and its auditors (5)	Expenditure tracking is automatised, and regular, constant checks are done with regard to the funds received and the expenses incurred with the help of the auditors (8)
	<b>TOTAL POINTS</b>	<b>55</b>				

## 3.1 ACADEMIC ASSESSMENT PROCESS

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
3.1.1	The nature of coherence of the B-school's portfolio of programmes	4		B-school follows a uniform syllabus for each of common specialisation areas such as Organisation Management, HRM, Marketing, Finance, etc. across its different programmes as prescribed by NBA/AICTE (1)	B-school has necessary teaching materials and facilities (4)	B-school ensures minimum number of teaching hours as prescribed by the NBA (3)
3.1.2	Policies and provision of students evaluation process of students	4		B-school's credit system/grading system is in accordance with norms prescribed by UGC/ AICTE/NBA (1)	Students' performance in term-end exams is evaluated by faculty from other schools / institutes (3)	The conduct process of term end exams is supervised by external examiners (4)
3.1.3	Effectiveness of programme design to ensure the content, delivery methods and materials for programmes are relevant, up-to-date and of high quality	9		B-school fulfils both academic and world of work requirements (2)	The contents of course materials are set in the Indian context (6)	Contents of course materials are set in both Indian as well as international context (9)
3.1.4	Programmes and practices used for development of managerial skills in the students in terms of practical work, summer placements, project work, group work, training in research and consultancy skills, etc.	8		B-school organises special lecture sessions and assignments to help students develop managerial skills (2)	B-school conducts workshops and training programmes for development of soft skills such as communication, interpersonal and leadership skills, and for personality development (5)	B-school provides ample opportunities for its students to get practical exposure in different work organisations (8)
3.1.5	Process of review and revision of the programme(s) with reference to business and industry needs	8		Programme(s) is/are reviewed once in four years (2)	Programme(s) is/are reviewed once in three years (5)	Program(s) is/are reviewed once two years (8)
3.1.6	The nature of involvement of corporate stakeholders in the programme design and delivery	4		B-school invites resource persons from the world of work once in a year (1)	B-school invites resource persons from the world of work once in six months (3)	B-school invites resource persons from the corporate sector once in three months (4)
3.1.7	The extent of emphasis placed on reinforcement /renewal of learning among students in B-school's programme delivery methods	8		There are quarterly lectures, presentations, case discussions and research article reviews by the students (3)	There are quarterly lectures, presentations, case discussions and research article reviews by the faculty members (5)	B-school organises guest lectures, training programmes and workshops by external resource persons at short intervals throughout the academic year (8)

3.1.8	Periodicity of the course material distributed if any	4		Once at the beginning of the term(2)	Periodically distributed(3)	Regularly distributed, always keyed with the class sessions to follow (4)
3.1.9	The regularity of Programme Monitoring and Review Process - Evaluation by students and faculty committees - Periodic Review	4		Once every term (1)	Once in two months (3)	Once every month (4)
3.1.10	Quality of the programme administration	8		There is transparency in all academic activities(2)	Proper records and documents are maintained for all the activities (5)	The institution has a clear articulated policy on the reassurance of the quality of the programme administration (8)
3.1.11	Compatibility of B school goals with those of the Indian and Global Business Partners	7		Goals are congruent insofar as meeting Indian and global industry challenges forms part of partnership agenda (2)	Goals are congruent insofar as meeting the Indian and global academic challenges forms part of partnership agenda (4)	Goals are congruent insofar as meeting the challenge of expanding the industry-academia collaboration to the Indian and global frontiers forms part of partnership agenda (7)
3.1.12	The avenues for students' pursuit of personal development agenda	7		Are held in every two months lectures, presentations, case discussions and research article reviews by the students (2)	There are monthly lectures, presentations, case discussions and research article reviews by the faculty members (4)	There are regular guest lectures, training programmes and workshops conducted by internal and external resource persons (7)
3.1.13	Mechanisms used by the B-school to instill professional ethics in students' conduct	4		B-school creates opportunities for exposure to professional ethics (2)	All B-school members - management, faculty, students and staff are encouraged to live by a well-articulated professional value system (3)	B-school recognises practice of good professional ethics by its members (4)
3.1.14	The extent to which the B-school's programmes instill societal concern among its students	4		Providing service to the society is an integral theme of instructions and activities at the B-School (2)	Students are encouraged to apply the concepts learnt and skills acquired for betterment of human existence (3)	B-school encourages community participation in its various social and public cause initiatives and activities (4)
3.1.15	Opportunity time span for practical work or project-based work	3		Once in two months(1)	Once a month(2)	In a project mode lasting for more than two months (3)
3.1.16	The avenues and resources for development of students' communication skills	8		A fully functional communication lab (2)	Students are given responsibilities in all academic activities (5)	B-school subscribes to newspapers and magazines, both academic and business- daily, weekly and monthly and regular discussions are held on management related current affairs (8)
3.1.17	Mechanisms and avenues for development of cross-cultural skills in the students	6		B-school collaborates with different institutes across the country and overseas for joint programmes and academic activities (2)	B-school organises regular competitions and activities which encourage inter-cultural appreciation (4)	B-school encourages exchange of students and resource person from different cultural backgrounds at regional, national and international levels (5)
	<b>TOTAL POINTS</b>	<b>100</b>				



### 3.4 PLACEMENT PROCESS

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
3.4.1	Quality of student placements - extent and attractiveness of job offers	6		Up to 30% of students across all specialisation areas placed in reputed firms at medium to high salary packages (to be benchmarked against three national surveys of the years concerned) in last three years (1)	Up to 60% of students across all specialisation areas placed in reputed firms at medium to high salary packages (to be bench marked as in the preceding column) in last three years (4)	Between 60 and 100 % of students across all specialisation areas placed in reputed firms at medium to high salary packages (to be bench marked as in the preceding column) in last three years (6)
3.4.2	Nature of core and co-curricular activities of the institution undertaken continuously with concurrent placement preparatory work	12		Soft skills activities - personality development, awareness of issues of identity and legacy, communication, team work, interpersonal skills (3)	A good deal of practical world of work exposure is provided to students along with subject-specific instructions (8)	Alongside course work and co-curricular activities, students are able to devote enough time to pre-placement work of industry liaison, brochure development and communication with potential recruiters (12)
3.4.3	The nature of student counselling services	6		B-school has set up a counselling centre in the campus (2)	Career counselling and guidance sessions; programme for development of skills for professional success, and the like are organised regularly (4)	B-school has a Student Help Desk, and it also organises cultural activities and other organisational skill development programmes (6)
3.4.4	Nature of corporate involvement in the recruitment and placement processes	6		Strong network with corporates/industries/academic institutes is maintained (2)	B-school regularly invites corporate/industry people to deliver guest lectures, hold informal discussion sessions, participate in seminars, etc. (4)	B-school provides its students interludes of real work opportunities in reputed corporates/industries to enable them to apply theoretical concepts learnt in the classroom and hone new skills acquired during the course of their earlier field work, summer placements and project work (6)
3.4.5	The nature of encouragement provided to students to participate in co-curricular activities	5		Students are made to engage in individual development activity through such devices as seminars, presentations, article reviews and other activities (2)	Students are made to engage in group work such as group presentations, seminars, journal publishing, club work, cultural activities and the like in order to develop their team-work skills (4)	Students are required to establish fruitful connections with other institute students in terms of collaborative/ reciprocal academic activities - presentations, seminars, research and management quiz and contests (5)
3.4.6	The extent of the support provided for student industry interaction	5		Students are given responsibilities for organising seminars, guest lectures and to invite resource persons from the industry (2)	Students are made to engage in group work such as group presentations, seminars, journal publishing, club work, cultural activities and the like in order to develop their team-work skills (4)	Students are encouraged to form/join alumni associations and organise and manage fruitful activities for it to help bring back industry people who once studied here (5)
	<b>TOTAL POINTS</b>	<b>40</b>				

### 3.5 RESEARCH & DEVELOPMENT PROCESS

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
3.5.1	Extent of the operational support provided to Research & Development activity	7		Funding support for research is provided by the B-school (2)	B-school provides other critical support in terms of in-house research infrastructure, and expert guidance over and above funding support (4)	B-school actively scouts for support from business and industry for its research endeavours (7)
3.5.2	The extent to which inputs and insights from research are used and for what purposes viz. curriculum development and updation, etc.	7		For improving research standards in the institute (2)	Research insights are used to address and resolve issues of corporate world/industry in limited geographic context (4)	Research insights are used to address and resolve issues of corporate world/industry in national and/or international contexts (7)
3.5.3	Nature and quality of Schools research output	11		All research is required to conform to the prescribed standards, and should find use in curriculum development for research course work (2)	Publication in reputed national and international journals (7)	Research findings should help to sort out some industry issues/societal problems etc. (11)
3.5.4	The utilisation of B-school's research by corporate and world of work	11		Most research carried out by the B-school is focused on current industry issues and problems (2)	Most research carried out by the B-school directly addresses issues and problems of business and industry in regional and national contexts (7)	Most research carried out by the B-school addresses current industry issues and problems in international contexts (11)
3.5.5	Support provided to faculty for development of linkages with outside world	9		B-school provides leave for research projects which focus on outside world (3)	B-school provides support to obtaining funds for developing linkages with the outside world (5)	B-school provides financial support from internal resources, besides supporting in other ways, for obtaining support for linkages with the outside world (9)
	<b>TOTAL POINTS</b>	<b>45</b>				

### 3.6 LEADERSHIP AND GOVERNANCE

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
3.6.1	The extent to which the board of governance is an actual player in decision - making process of the institution	8		Board members are consulted on institute's non-critical administrative issues only (2)	Board members are consulted on both faculty recruitment, promotion and separation issues as well as non-critical administrative issues (5)	Board members are involved in decision-making in all the critical areas of governance such as those concerning students, faculty and management (8)
3.6.2	Proportion of board membership having actual background in research & development (in percent figure)	6		30 - 40 % (2)	50 - 60 % (4)	70 - 100 % (6)
3.6.3	Board's role in institute's corporate management and HR decisions	6		Only in appointment etc., at top levels such as that of institute's Principal, Director, Registrar, Corporate affairs director (2)	In appointments of core faculty as well as top positions of Director, Principal, Registrar, Corporate affairs director (4)	Complete involvement of the board in all HR and other policy decisions, all management decisions concerning capital expenditure and expansion plans and the like (6)
	<b>TOTAL POINTS</b>	<b>20</b>				

### 3.7 MDPS, CONSULTANCY PROCESS AND INDUSTRY INTERACTION

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
3.7.1	Quality of MDP programmes delivered	12		Only training programmes (2)	Training programmes and workshops for industry executives (7)	Training programmes, workshops, and follow-up with corporates for consultancy projects (12)
3.7.2	Number of corporates / organisations that come back for repeat utilisation of institution's extension facilities	12		1-3 in a year (2)	4 - 5 in a year (6)	6 - 10 in a year (12)
3.7.3	Nature of companies and organisations (sector, size) which utilise institution's extension facility	4		Participating companies represent two industry sectors only (2)	Participating companies represent 2-5 industry sectors (3)	Participating companies represent more than five industry sectors (4)

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
3.7.4	Number of people who attended MDPs conducted by the institute in preceding 3 years	9		Minimum 150 (2)	250-400 (5)	More than 400 (9)
3.7.5	The process used to evaluate the learning outcomes among individual MDP participants and their organisations	9		Discussion with individuals and employers (2)	Discussion with employers only (6)	Using checklists and advanced training evaluation tools (9)
3.7.6	Extent of faculty involvement in Executive Education	6		Once in two weeks (2)	Once a month (4)	Once in three months (6)
3.7.7	Main message points in institute's marketing communication for MDPs	7		Enhanced work output (2)	Customer satisfaction (4)	Both work output and customer satisfaction. increasing turnover ratio (7)
3.7.8	The nature of overall customer orientation of the B-school	7		Limited to offering only B-school programmes and facilities (2)	Support to individual customer's special needs (4)	Support to individual customer's special needs as well as ensuring customer satisfaction (7)
3.7.9	Nature of links to the corporate world and their level and intensity - local, national, international (B-school to provide full description)	9		B-school undertakes training programmes, workshops and consultancy projects for the industry at regional level only (2)	B-school undertakes training programmes, workshops and consultancy projects for the industry at national level (5)	B-school undertakes training programmes, workshops and consultancy projects for the industry at international level (9)
<b>TOTAL POINTS</b>		<b>75</b>				

### 3.8 FACULTY APPRAISAL AND PROMOTIONS POLICY

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
3.8.1	Nature of faculty appraisal process - policies and practices of the B-school	9		Appraisal is mainly based on self-evaluation by individual faculty members on dimensions such as job description, achievements in the past and future potential, etc. (2)	Evaluation is done by appraiser/management/ Board on dimensions such as achievements in the past - quality of work, productivity, use of initiative, team skills, customer care skills, training and supervisory skills, contribution to institute's promotion and welfare schemes (5)	Evaluation also includes appraisal by peer group on such dimensions as achievement in the past - quality of work, productivity, use of initiative, team skills, customer care skills, training and supervisory skills, contribution to institute's promotion and welfare schemes (9)
3.8.2	Quality of self-appraisal by faculty in the faculty appraisal process	9		Self-appraisal is done on a proforma containing standard personality evaluation dimensions besides seeking details of joining date, designation, qualifications etc. (2)	Self appraisal is done on dimensions such as work done in the past - quality of work, productivity, use of initiative, team skills, customer care skills, training and supervisory skills and other skills, extent of involvement in students' growth and development (6)	Self appraisal is done on dimensions such as work done in the past - quality of work, productivity, use of initiative, team skills, customer care skills, training and supervisory skills and other skills in different dimensions plus details of contribution to B-school's growth and development (9)
3.8.3	Practices adopted for enabling the faculty to pursue research	12		Providing support in terms of permission from council/board of the institute/state or central government to carry out some specific research such as that on policy issues and action/applied research (2)	Providing permission with adequate financial assistance to carry out project work and other academic activities with national and international institutes (7)	Support also includes detailed guidelines/MOU for tie-ups with regional, national and international institutes in terms of any academic activities or project work (12)
3.8.4	B-school's faculty retention policy, if any (Institute to provide detailed description of relevant policies)	10		B-school has personal life policy covering areas such as leave, work-life balance etc. (2)	B-school has a professional development policy - internal grant for faculty development, external grant assistance, research assistant fund programme, new faculty orientation programme, etc. (6)	B-school has a policy to provide assistance for teaching s materials and aids - separate room, computers, internet access etc. (10)
	<b>TOTAL POINTS</b>	<b>40</b>				

### 3.9 INTERNATIONALISATION LINKAGE PROCESS

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
3.9.1	Nature of students exchange programmes with national and international B-schools	9		There are arrangements for internship programmes/ summer projects in highly rated national and international institutes/universities (2)	Arrangements are in place for short- term academic visits to top rated institutes/universities for subject learning, project work, etc. (6)	Arrangements are in place for long-term academic visits to top rated institutes/universities - one year course work and project work (9)
3.9.2	Nature of faculty exchange programmes	8		Collaboration with other institutes to take up some project work is present (2)	There is an exchange programme for visiting faculty assignments for teaching students in foreign institutes (5)	There is an active collaboration with other institutes of repute in all academic activities (8)
3.9.3	Enrollment of Foreign students	3		Admission process guidelines - including eligibility criteria, supporting documents, financial support and other facilities exist (1)	A certain number of seats are reserved for admission of foreign students (2)	B-school also has a placement coordination cell for foreign students enrolled (3)
	<b>TOTAL POINTS</b>	<b>20</b>				

### 3.10 STAFF APPRAISAL AND DEVELOPMENT PROCESS

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
3.10.1	Nature of staff appraisal process - policies and practices of the B-school	5		Appraisal is mainly based on self-evaluation by individual staff on such dimensions as job description, achievements in the past and future potential, etc. (2)	Evaluation is done by appraiser/management on dimensions such as achievements in the past - quality of work, productivity, use of initiative, team skills, customer care skills, training and supervisory skills, contribution to institute's promotion and welfare schemes (3)	Evaluation also includes appraisal by peer group on such dimensions as achievement in the past - quality of work, productivity, use of initiative, team skills, customer care skills, training and supervisory skills, contribution to institute's promotion and welfare schemes (5)
3.10.2	Procedures adopted by the institution to implement the standard policies of appraisal and development process	6		Conducting appraisals in a periodic manner (2)	Conducting appraisals in a formal way (4)	Maintaining appraisal records and documents (6)
3.10.3	Practices of the B-school for upgradation of staff skills and qualifications	9		B-school reviews and determines minimum qualification for the staff in each department/ specialisation (2)	B-school creates awareness among its staff on college'/institute's aim, objectives, vision and mission and ethical procedure through lectures and training sessions (6)	B-school provides teaching and learning support to its staff in the institution itself (9)
	<b>TOTAL POINTS</b>	<b>20</b>				

## 4.1 ACADEMIC RESULT

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
4.1.1	Types of students and corporate clients served by the B-school	17		There has been an increase in the diversity of students with international students, students with different abilities enrolled by the B-school in the last three years (4)	The B-school is working with more corporate clients for technical talks, workshops and mentoring programmes (10)	More students with work experience enrolled in the last three years (17)
4.1.2	The number of quality books authored by the faculty	18		There has been an increase in the number of books authored by the faculty in the last few years (6)	More faculty members are active in writing books in recent years (11)	The institution is providing support and resources to the faculty for writing more books (18)
4.1.3	Documentation of field work for development of cases and audio-visual material, if any	20		There has been an increase in the number of field work projects undertaken in the last three years (6)	There has been an increase in the case study technique usage and a better understanding of the method (14)	There has been an increase in the audio-visual materials created as a result of documentation of the field work undertaken by the B-school (20)
<b>TOTAL POINTS</b>		<b>55</b>				

## 4.2 PLACEMENT

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
4.2.1	Change in response of key employers of institutions' students placed	30		There has been an increase in the number of companies coming for placements in the last three years (10)	There has been an increase in the number of students hired across domain areas in the last three years (20)	A gradual increase in the success percentage of the placement process in the last three years is witnessed (30)
4.2.2	Level of employment and Salary Packages of B-school alumni	30		B-school alumni are employed across domains and key sectors of the industry (10)	There has been an increase in the salary packages offered to the students over the years (20)	Level of employment and salary packages enjoyed by B-school alumni are comparable to international standards (30)
<b>TOTAL POINTS</b>		<b>60</b>				

### 4.3 VALUE AND ETHIC-CENTRIC OUTCOMES

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
4.3.1	B-school's core value system, if articulated and how it reflects in its various activities	6		Transparency in the admission process of the students is ensured (2)	Transparency in the recruitment of faculty is ensured (4)	Transparency in the promotions of faculty members is ensured (6)
4.3.2	Procedure used by the B-school to ensure its core values are internalised	6		There is an ongoing dialogue with students about their academic processes (2)	There is a continuing interaction among faculty members as well as between faculty and the governing body for evaluation of their work (4)	Students' interaction with faculty is encouraged, and participative evaluation and feedback techniques are employed (6)
4.3.3	Actions reflecting incorporation of business ethics into the programme design, outcomes and personal development of the students	6		There has been an increase in the number of students enrolled from different cultures, and people at the institute are sensitised to different cultures (2)	There has been an increase in the number of faculty recruited from across cultures and minority groups (4)	Business ethics are imbibed in the students through soft skills development workshop conducted annually (6)
4.3.4	Transparency and accountability in the processes and transactions as reflected in the B-school's conduct and actions	7		There is a clear code of ethics delineated for the students (2)	There are clear codes of ethics delineated for management, faculty and support staff (4)	Policies for equal opportunity enrollment and employment and measures to deal with sexual harassment issues are clearly defined and implemented (7)
<b>TOTAL POINTS</b>		<b>25</b>				

### 4.4 ENTREPRENEURSHIP AND JOB CREATION

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
4.4.1	If entrepreneurial skill building modules designed into the programme/curriculum	4		An application oriented course on entrepreneurship is offered (2)	Case studies on entrepreneurship are given to students for discussion (3)	B-school organises workshops with real entrepreneurs annually for discussing entrepreneurial ecosystem (4)
4.4.2	Evidence of entrepreneurial initiatives	4		There has been an increase in entrepreneurial ideas presented by students in a particular academic year (1)	There is provision of resources and incubation centres to work on the ideas (3)	Existence of entrepreneur-student mentoring programme to help students understand the entrepreneurial process (4)
4.4.3	Evidence of contribution to management of family business	3		Number of students belonging to families running family businesses is recorded (1)	Ideas are presented related to family businesses in several instances (2)	The B-school has records showing that the new ideas had indeed added a productive dimension to management of family businesses (3)
<b>TOTAL POINTS</b>		<b>10</b>				



## 4.5 INDUSTRY INTERACTION

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
4.5.1	B-school's stated policies with regard to industry interaction	7		B-school has clearly delineated policies about corporate participation (2)	Academic-industry interaction is facilitated through talks and seminars (5)	B-school has clearly delineated policies on industry internships for students (7)
4.5.2	Overall customer orientation of the B-school	6		Customised learning materials are developed for different domain projects with the industry (2)	List of industry customers is maintained and annually updated (4)	Policies clearly mention customer focused behaviour of the B-school during its interactions (6)
4.5.3	Nature of inputs contributed by management practitioners and outside academics during the B-school's activities	18		There has been an increase in the involvement of management practitioners in the decision-making process (6)	Practitioners advice is made use of in decisions related to B-school's entry into new industry segments (11)	Practitioners are involved in designing workshop curriculum for students (18)
4.5.4	Extent to which industry is involved in conduct of institutional activities	12		Industry representatives present in governing body and placement committee (4)	Visiting faculty from corporates participate in industry –related case study sessions (7)	Student-industry interaction forum present for placement guidance (12)
4.5.5	Parental/Guardian sponsorship expectation for the institute activities	12		B-school's activities for sponsorship on the rise (4)	Parental sponsorship expectations met (8)	Guardian sponsorship expectations met (12)
<b>TOTAL POINTS</b>		<b>55</b>				

#### 4.6 MANAGEMENT DEVELOPMENT PROGRAMMES (MDPs)

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
4.6.1	Revenue Percentage of MDPs in total revenue of the B-school and state of MDPs	18		There has been an increase in Revenue Percentage of MDPs in total revenue of the B-school in the last three years (6)	Programmes are revised annually to improve MDP outputs (12)	More corporates are joining institute's MDPs (18)
4.6.2	Revenue Percentage of Consultancy in total revenue of the B-school and state of consultancy endeavours	12		There has been an increase in the number of Consultancy projects in the last three years (4)	There has been an increase in Revenue Percentage of Consultancy in total revenue of the B-school in the last three years (8)	There has been an increase in the number of students and faculty involved in the consultancy projects (12)
4.6.3	Revenue generated by industry research and consultancy projects awarded due to MDPs	6		There has been an increase in the MDPs facilitating award of industry research projects (2)	There has been an increase in the MDPs facilitating award of consultancy projects (4)	There has been an increase in the revenue generated by industry research and consultancy projects awarded due to MDPs (6)
<b>TOTAL POINTS</b>		<b>36</b>				

#### 4.7 INTERNATIONAL/ GLOBAL LINKAGES

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
4.7.1	State of International Exchange Programmes	6		There has been an increase in the number of International Exchange Programmes in the last three years (2)	There has been an increase in the number of faculty involved in the international exchange programmes (4)	There has been an increase in the number of students involved in the international exchange programmes (6)
4.7.2	State of international Exchange Partnerships	6		There has been an increase in the number of International Exchange Partners in the last three years (2)	There has been an increase in the awareness of international opportunities (4)	There has been an increase in the number of MoUs signed with national and international exchange programme partners in the last three years (6)
4.7.3	State of research collaborations with the Indian & foreign partners	12		There has been an increase in the number of research collaborations with the Indian partners in the last three years (4)	There has been an increase in the number of research collaborations with the foreign partners in the last three years (8)	More number of faculty and students are involved in collaborative research programmes and there were greater number of publications (12)
<b>TOTAL POINTS</b>		<b>24</b>				

## 4.8 RESEARCH AND INNOVATION

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
4.8.1	Nature and extent of faculty involvement in research and publications	9		There has been an increase in the percentage of faculty involved in research and publications (3)	There has been an increase in the number of self-standing research centres in the B-school that have been established in the last three years (6)	There is an increased awareness about sponsorships and grants for research among the faculty (9)
4.8.2	State of research papers published in refereed journals	21		There has been an increase in the number of papers published in the last three years in refereed journals (7)	Workshops are conducted annually on research paper writing and style guides (15)	Incentives are provided to faculty to produce more research publications (21)
	<b>TOTAL POINTS</b>	<b>30</b>				

## 4.9 STAKEHOLDERS' SATISFACTION

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
4.91	Ways of obtaining student feedback and its uses	8		Student are encouraged to provide feedback (2)	Student feedback is taken annually through a structured format and questionnaire (5)	Student feedback is utilised in review and revision of curriculum and faculty roles (8)
4.9.2	Ways of obtaining faculty and staff feedback and their uses	11		Faculty and staff are encouraged to provide feedback (3)	Faculty feedback is taken annually through a structured format and questionnaire (7)	Faculty and staff feedback is utilised for improving B-school infrastructure, resources and curriculum and for meeting students' needs (11)
4.9.3	Ways of obtaining industry, recruiters' and partners' feedback and their uses	9		Transparent communication is ensured, and feedback taken from industry representatives and management experts through meetings (3)	Feedback is recorded and acted upon to work on the shortcomings and future investment plans (6)	There has been an increase in the number of recruiting companies making field visits to the B-school (9)
4.9.4	Ways of obtaining alumni feedback and its uses	6		Alumni association established and active (2)	Activities of alumni association and meetings are recorded for future reference (4)	There has been an increase in the involvement of alumni in the mentorship programmes (6)
	Nature of alumni support in brand-building of the B-school	6		Alumni networks successfully hold meetings across cities (2)	There is an online mentoring board for alumni to answer student questions and encourage discussions on career choices for students (4)	Help the current students network and connect them to industry, thus building the brand value of the B-school (6)
	<b>TOTAL POINTS</b>	<b>40</b>				

#### 4.10 CONTRIBUTION TO SOCIETY

S. No.	Sub-criteria	Points		Low	Medium	High
		Max.	Alloted			
4.10.1	Extent to which the B-school contributes to the society at the local level	6		There has been an increase in the involvement of the B-school in governance activities at the local level (2)	There has been an increase in contribution to the business community, through professional training programmes and incubation support to small businesses (4)	B-school regularly conducts workshops to disseminate business knowledge (6)
4.10.2	Extent to which the B-school contributes to the society at the national level	6		There has been an increase in the involvement of the B-school in activities of national level management bodies (2)	The B-school has been increasingly engaged in bringing together representatives of the management bodies on a common platform for interactions and academic workshops (4)	Faculty and students are encouraged to acquire membership of professional management organisations (6)
4.10.3	Extent to which the B-school contributes to society at the international level	6		There has been an increase in the brand value of the B-school at the international level (2)	B-school has established strategic contacts and relationships through exchange programmes (4)	B-school has made significant contributions and representation at workshops and management programmes at international B-schools (6)
4.10.4	B-school activities which lie outside of normal teaching or research – contribution to the mission	7		B-school has been increasingly engaged in outreach programmes and work with NPOs in the recent past (2)	B-school has been engaged in teaching management basics to students in government educational institutions through weekend classes (4)	There has been an increase in student involvement in local/regional/national level sports and cultural activities (7)
	<b>TOTAL POINTS</b>	<b>25</b>				



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