EVALUATION CRITERIA AND GUIDELINES
FOR
ACCREDITATION
OF
MANAGEMENT PROGRAM
[MBA]
PRE-REQUISITES

FOLLOWING ARE THE PRE-REQUISITES WHICH MUST BE SATISFIED BEFORE AN INSTITUTION APPLIES FOR ACCREDITATION OF THE MANAGEMENT PROGRAMME [MBA] IN A DEPARTMENT:

1. At least two batches of Management program [MBA] should have graduated.

2. At least 33% of the faculty associated with the Management Program [MBA] should have a Ph.D. Degree and the remaining with Master’s Degree in the related areas.

3. The minimum number of faculty in the Management program [MBA] is 8 for a batch of 120 students.

The Chairperson and the Evaluators of the visiting team are requested to use the “Criterion Satisfaction Checklist” provided in the “Evaluation Criteria and Guidelines for Accreditation of Management Program [MBA]” as worksheet for posting of points against each sub-criterion, as specified in the Criterion Satisfaction Checklist and return the same along with the Evaluation Report.
# EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Criterion</th>
<th>Max. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Organization’s Mission, Governance and Leadership</strong> [120 points]</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Input [Enablers] [360 points]</strong></td>
<td></td>
</tr>
<tr>
<td>2.1.</td>
<td>Students</td>
<td>35</td>
</tr>
<tr>
<td>2.2.</td>
<td>Faculty</td>
<td>50</td>
</tr>
<tr>
<td>2.4.</td>
<td>Physical Infrastructure</td>
<td>40</td>
</tr>
<tr>
<td>2.5.</td>
<td>IT Infrastructure</td>
<td>50</td>
</tr>
<tr>
<td>2.6.</td>
<td>Library</td>
<td>55</td>
</tr>
<tr>
<td>2.7.</td>
<td>National and Global Input</td>
<td>35</td>
</tr>
<tr>
<td>2.8.</td>
<td>Quality Assurance Policy</td>
<td>40</td>
</tr>
<tr>
<td>2.9.</td>
<td>Finance</td>
<td>55</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Processes [360 points]</strong></td>
<td></td>
</tr>
<tr>
<td>3.1.</td>
<td>Academic Assessment Process</td>
<td>100</td>
</tr>
<tr>
<td>3.4.</td>
<td>Placement Process</td>
<td>40</td>
</tr>
<tr>
<td>3.5.</td>
<td>Research and Development Process</td>
<td>45</td>
</tr>
<tr>
<td>3.6.</td>
<td>Leadership and Governance</td>
<td>20</td>
</tr>
<tr>
<td>3.7.</td>
<td>MDPs Consultancy Process and Industry Interaction</td>
<td>75</td>
</tr>
<tr>
<td>3.8.</td>
<td>Faculty Appraisal and Promotion Policy</td>
<td>40</td>
</tr>
<tr>
<td>3.9.</td>
<td>Internationalization Process</td>
<td>20</td>
</tr>
<tr>
<td>3.10.</td>
<td>Staff Appraisal, Development and Promotion Process</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Outcome [Results] [360 points]</strong></td>
<td></td>
</tr>
<tr>
<td>4.1.</td>
<td>Academic Results</td>
<td>55</td>
</tr>
<tr>
<td>4.2.</td>
<td>Placement</td>
<td>60</td>
</tr>
<tr>
<td>4.3.</td>
<td>Value and Ethics Centric Outcomes</td>
<td>25</td>
</tr>
<tr>
<td>4.4.</td>
<td>Entrepreneurship and Job Creation</td>
<td>10</td>
</tr>
<tr>
<td>4.5.</td>
<td>Industry Interaction</td>
<td>55</td>
</tr>
<tr>
<td>4.6.</td>
<td>MDPs</td>
<td>36</td>
</tr>
<tr>
<td>4.7.</td>
<td>International/Global Linkages</td>
<td>24</td>
</tr>
<tr>
<td>4.8.</td>
<td>Research and Innovation</td>
<td>30</td>
</tr>
<tr>
<td>4.9.</td>
<td>Sake Holders Satisfaction</td>
<td>40</td>
</tr>
<tr>
<td>4.10.</td>
<td>Contribution to Society</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL [1+2+3+4]</td>
<td>1200</td>
<td></td>
</tr>
</tbody>
</table>
GUIDELINES FOR EVALUATION

1. Checklist is to be read in conjunction with reference to all items and norms of evaluation.

2. The score for non-performance of 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.

4. Fractional marking should be avoided.

Illustration of evaluation: for Section 1.16:

a) If the criteria are not met, zero marks can be given in the case of non performance.

b) As per the Checklist, if the criterion fulfilled for the case is “LOW” then evaluation can be between 1 to 5 marks depending on fulfillment of the criterion.

c) Similarly for medium case, between 6 to 9 marks and for high case between 9 to 10 marks can be given.
ACCREDITATION CRITERIA

1. The program gets the status ‘Accredited’ for next 5 years from the date of issue of the letter from NBA, if it gets a minimum score of 900 points and scores minimum qualifying 60% marks in each of the criterion specified.

2. The program gets the status ‘Provisionally Accredited’ for next 2 years from the date of issue of the letter from NBA, if it gets a minimum score of 720 points and scores minimum qualifying 45% marks in each of the criterion specified.

   The Institution may apply after overcoming the weaknesses/ deficiencies to upgrade their status to ‘Full Accreditation’ of the program.

3. The Program gets the status ‘Not Accredited’ if it gets the score less than 720 points.
## CRITERION SATISFACTION CHECKLIST

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>The mission clearly states the history and identity of the school (2)</td>
<td>The role of the advisory board is clearly delineated. (4)</td>
</tr>
<tr>
<td>1.1</td>
<td>Clarity of Mission</td>
<td>6</td>
<td>The school maintains a program conducive to preparing students for the world of work (2)</td>
<td>The school strategizes on opportunities in national/international markets and regularly updates opportunity information (4)</td>
<td>The vision for future development ensures quality that is tied in field research (6)</td>
</tr>
<tr>
<td>1.2</td>
<td>Effectiveness of B-School Governing Body - Its identity, its role and scope</td>
<td>6</td>
<td>The school ensures cultural diversity within an overall unity, consistently every academic year through a streamlined admission process. (2)</td>
<td>Inclusive education is encouraged across domains - with seats for students from minority groups and students who are differently abled (4)</td>
<td>Core values, such as emphasis on excellence credibility, decision making skills, effective communication, ethical behavior and the like, are consistently imbued in the students through focused group activities. (6)</td>
</tr>
<tr>
<td>1.3</td>
<td>Clarity of strategic objectives</td>
<td>6</td>
<td>The school ensures cultural diversity within an overall unity, consistently every academic year through a streamlined admission process. (2)</td>
<td>Inclusive education is encouraged across domains - with seats for students from minority groups and students who are differently abled (4)</td>
<td>Core values, such as emphasis on excellence credibility, decision making skills, effective communication, ethical behavior and the like, are consistently imbued in the students through focused group activities. (6)</td>
</tr>
<tr>
<td>1.4</td>
<td>Periodic assessment for making the activities and processes consistent with the mission</td>
<td>7</td>
<td>All programs are regularly updated and documented (2)</td>
<td>The advisory board regularly assesses the standing of the school and its activities. (5)</td>
<td>Regular assessment of resources, budgetary allocations and expenditure is carried out (7)</td>
</tr>
<tr>
<td>1.5</td>
<td>Alignment between School's culture and operational values</td>
<td>6</td>
<td>The school ensures cultural diversity within an overall unity, consistently every academic year through a streamlined admission process. (2)</td>
<td>Inclusive education is encouraged across domains - with seats for students from minority groups and students who are differently abled (4)</td>
<td>Core values, such as emphasis on excellence credibility, decision making skills, effective communication, ethical behavior and the like, are consistently imbued in the students through focused group activities. (6)</td>
</tr>
<tr>
<td>1.6</td>
<td>Match between strategic objectives and resources / constraints</td>
<td>7</td>
<td>Regular talks and interactions with experts from the job market. (2)</td>
<td>Activities, such as interaction with national, international faculty, participation in conferences and exchange programs are carried out (5)</td>
<td>Focus on developing research skills and writing research papers through regular workshops and skill building sessions (7)</td>
</tr>
<tr>
<td>1.7</td>
<td>Effectiveness of external and internal decision making structures and Coherence in external and internal decision making structures</td>
<td>6</td>
<td>Periodic meetings are conducted between students and faculty to discuss new programs and opportunities (2)</td>
<td>Periodic review meetings are conducted between faculty and the governing body, and with academic experts to discuss curriculum progress (4)</td>
<td>Periodic assessment of the changes that are introduced in response to the discussion outcomes, maintaining coherence (6)</td>
</tr>
<tr>
<td>1.8</td>
<td>Review of School's strategic position every 3 years</td>
<td>6</td>
<td>The school monitors its annual progress and reviews its strategies every three years (2)</td>
<td>Awareness of performance and progress of other B Schools watched over continually (4)</td>
<td>Benchmarking its own performance to national and international standards of top-ranking B schools in the last three years (6)</td>
</tr>
<tr>
<td>1.9</td>
<td>The process of innovation and continuous improvement (B school to outline the relevant processes)</td>
<td>10</td>
<td>The school has ensured working on projects and programs that have a scope for fostering creativity and diverse thinking. (3)</td>
<td>Encouraging nascent ideas and building an environment conducive to innovation through workshops and experiential learning (6).</td>
<td>Creating an environment for enriched thinking and problem solving through brainstorming sessions and creativity workshops (10)</td>
</tr>
<tr>
<td>1.10</td>
<td>Strategies deployed for meeting any exigencies (B school to outline the relevant processes)</td>
<td>6</td>
<td>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)</td>
<td>Ensuring sustainable growth of the B school as reflected in its academic attainments and external linkages, to meet any exigency (4)</td>
<td>Building a streamlined placement network and process that will ensure jobs for future batches without faltering in case of exigency (6)</td>
</tr>
<tr>
<td>1.11</td>
<td>The extent of involvement of corporate in the B-School's functioning</td>
<td>8</td>
<td>Corporate representatives being part of the B School Board and taking an active part in curriculum and placement decisions (2)</td>
<td>The institute being made aware of corporate opportunities, with availability of internships. (5)</td>
<td>Building a corporate student mentorship program that helps build a formidable network (6)</td>
</tr>
<tr>
<td>1.12</td>
<td>School's main functional characteristics reflected in the mission and vision statements of the School</td>
<td>6</td>
<td>Resources namely accommodation, library, sports, labs, canteens, internet facilities and recreational facilities are adequately provided. (2)</td>
<td>Positioning of the school at national level - monitored through ranking system (4)</td>
<td>The school's mission regularly refined/upgraded to assimilate new learning from interactions and experience sharing with international schools (6)</td>
</tr>
<tr>
<td>1.13</td>
<td>Logistics of the formal mechanisms for internal Quality Assurance &amp; Processes and Indicators used to monitor overall performance</td>
<td>7</td>
<td>Periodic review of policies for quality assurance is carried out (2)</td>
<td>Overall performance is monitored at student and faculty level to understand change in processes, if any (4)</td>
<td>Involvement of stakeholder opinions to improve quality of infrastructure and programs (7)</td>
</tr>
</tbody>
</table>
### 2.1. STUDENTS

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

**TOTAL POINTS 35**

### 2.2. FACULTY

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.1</td>
<td>School’s faculty strength - the headcount and the</td>
<td>6</td>
<td>Faculty should possess the</td>
<td>The least strength of full time</td>
<td>Any B school should have</td>
</tr>
<tr>
<td></td>
<td>quality in conformance with AICTE norms (B-School to</td>
<td></td>
<td>requisite qualifications such as</td>
<td>faculty suitable for any B-School</td>
<td>corporate representatives as</td>
</tr>
<tr>
<td></td>
<td>provide full data and details)</td>
<td></td>
<td>doctorates and relevant work</td>
<td>should be in the range of 15:20</td>
<td>visiting faculty (6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>experience (2)</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>2.2.2</td>
<td>Faculty - Student Ratio as per the AICTE norms</td>
<td>6</td>
<td>Faculty to student ratio in a B</td>
<td>Faculty to student ratio should</td>
<td>Part time faculty is required for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>school should be 1:2, i.e. 2</td>
<td>be such that faculty can provide</td>
<td>other projects etc. (6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>students per faculty (2)</td>
<td>full time assistance to students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>during their internship (4)</td>
<td></td>
</tr>
<tr>
<td>2.2.3</td>
<td>Ratio of full-time faculty to part-time faculty</td>
<td>6</td>
<td>Strength of full time faculty in the</td>
<td>Strength of full time faculty in</td>
<td>The ratio is as per AICTE norms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B school is greater than that of the</td>
<td>B school is thrice as much as part</td>
<td>and practices (6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>part time faculty but falls short of</td>
<td>time faculty, i.e. 1:3 ratio (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the ideal (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS 120**
2.4. PHYSICAL INFRASTRUCTURE

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

TOTAL POINTS 40

TOTAL POINTS 50
### 2.5. IT INFRASTRUCTURE

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Low: The supporting staff deployed have skills at par with those dictated by the software needs of the B school (1)</td>
<td>Medium: The supporting staff are encouraged to interact with the students and professors to know the need for the appropriate software (3)</td>
<td>High: The supporting staff are highly qualified, and appropriate and timely training is provided to them on the basis of requirements of the software (5)</td>
</tr>
<tr>
<td>2.5.1</td>
<td>The extent of technical competency of the supporting staff in operating ICT systems</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5.2</td>
<td>A detailed and illustrative account of the nature and extent of use of instructional kits (To be provided by the B-School)</td>
<td>5</td>
<td>The instructional kits are used only in the initial phase of the installation (1)</td>
<td>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)</td>
<td>The B-School keeps track of the upgradeation 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)</td>
</tr>
<tr>
<td>2.5.3</td>
<td>An elaborative account of the state-of-the-art hardware and software installed in the computer lab (To be provided by the B-School)</td>
<td>7</td>
<td>The B school has computers to students ratio of 1:1 i.e. one computer per student (2)</td>
<td>The software required for students and faculty as per their course requirements is made available immediately (4)</td>
<td>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)</td>
</tr>
<tr>
<td>2.5.4</td>
<td>The extent of access and usage of Intranet, Internet learning platforms, computers.</td>
<td>7</td>
<td>Students tend to use internet facility only to browse contents related to their specific domain areas (2)</td>
<td>Students and faculty tend to browse the internet to share contents amongst themselves, but use intranet to engage in interactions and discussions (4)</td>
<td>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)</td>
</tr>
<tr>
<td>2.5.5</td>
<td>The extent of access to electronically enabled system in residential and recreational premises of campus</td>
<td>7</td>
<td>The departments alone are enabled with wi fi facility for the past 3 years (2)</td>
<td>The entire campus is enabled with wi fi facility and hence the usage of net has increased (4)</td>
<td>The B school uses latest technology in both academic and recreational facilities within the campus (7)</td>
</tr>
<tr>
<td>2.5.6</td>
<td>The extent of the access and usage of video conferencing and management related softwares</td>
<td>7</td>
<td>Video conferencing is being used for the past 2/3 years (2)</td>
<td>Video conferencing facility is made available only when the faculty and students need to participate in international discussions (4)</td>
<td>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)</td>
</tr>
<tr>
<td>2.5.7</td>
<td>Availability and maintenance of Learning platforms and extent of their use by faculty</td>
<td>12</td>
<td>The urge to continuously learn from its various allies is demonstrated in MoUs signed, joint programs held in the last few years (4)</td>
<td>B school has institutionalized continuous learning from its partners both corporate and research through such processes as collaborative seminars and lectures (8)</td>
<td>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 organizing internship for its students with leading corporate (12)</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 50

### 2.6. LIBRARY

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Low: The reference books and textbooks are equal in number (2)</td>
<td>Medium: The reference books have a regular budget for updation and so have the textbooks (4)</td>
<td>High: 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 an easy procurement of books (6)</td>
</tr>
<tr>
<td>2.6.1</td>
<td>Books</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6.2</td>
<td>Journals ( e-Journals, National, International)</td>
<td>6</td>
<td>A few journals are available (2)</td>
<td>There is accessibility for national journals in all management areas (4)</td>
<td>B school has accessibility for international and e-journals in all management areas (6)</td>
</tr>
<tr>
<td>2.6.3</td>
<td>Availability of Online Databases</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6.4</td>
<td>Availability of Management Films and Video Cases and other storage materials and the extent of their usage</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6.5</td>
<td>Range of Library Management Software (e.g., Slim21, Libsys, Libsuit, SOUL etc)</td>
<td>8</td>
<td>Library software are not available (2)</td>
<td>B school has library software but its usage is minimal (5)</td>
<td>Library software are used very extensively in the B School (8)</td>
</tr>
<tr>
<td>S.No.</td>
<td>Sub-criteria</td>
<td>Points</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>Low work has to be taken care of completely by the student (2)</td>
<td>Professors and Guides tend to help in field work through contacts and resources (4)</td>
</tr>
<tr>
<td>2.6.6</td>
<td>Nature of support services for field work</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6.7</td>
<td>Working hours of library and the reading room</td>
<td>6</td>
<td>Library is open only during the day (2)</td>
<td>Library is open until late evening and students have access to the reading room (4)</td>
<td>Library is open on weekends and is open only until night with reading room facility (6)</td>
</tr>
<tr>
<td>2.6.8</td>
<td>Channels of users' feedback and the extent of its utilization</td>
<td>6</td>
<td>Library has no system in place to obtain any feedback from anyone and is not keen on improvising (2)</td>
<td>Only Professors' and senior students' evaluations are considered (4)</td>
<td>Feedback given by both students and Professors are evaluated; explanation provided and implemented (6)</td>
</tr>
<tr>
<td>2.6.9</td>
<td>Extent of inter library network</td>
<td>6</td>
<td>Library is not connected to any national or international library networks (2)</td>
<td>The main library keeps track of all the books available in the market and is connected to main supply points for an easy procurement of books (4)</td>
<td>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 an easy procurement of books(6)</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 55

### 2.7. National and Global Inputs

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

**TOTAL POINTS** 35

### 2.8. QUALITY ASSURANCE POLICY

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8.1</td>
<td>Implementation Legacy of B-School’s Quality Assurance Policy</td>
<td>8</td>
<td>B school has maintained records of all its activities (2)</td>
<td>B School has a department assigned to deal with quality assurance issues, and its working is regularly evaluated (5)</td>
<td>B School has international standards as its benchmark for its quality, and it endeavors to live up to it (8)</td>
</tr>
<tr>
<td>2.8.2</td>
<td>Nature of internal assessment process to ensure quality in design and delivery of management education.</td>
<td>8</td>
<td>The faculty members periodically interact and meet up with the chairperson of the governing body, and their performance is regularly evaluated (2)</td>
<td>There is peer review process for both the students and the faculty (5)</td>
<td>The management tends to evaluate the performance of the faculty by hiring an external consultancy firm based on which rewards are decided (8)</td>
</tr>
<tr>
<td>2.8.3</td>
<td>Nature of the curriculum review process and extent of consultation with stakeholders for the purpose</td>
<td>8</td>
<td>The faculty and the management group tend to review the curriculum (2)</td>
<td>Other institutes’ faculty and industry experts are involved in curriculum review process (5)</td>
<td>Faculty from international B Schools and overseas industry executives are included in the review panel (8)</td>
</tr>
</tbody>
</table>
### 2.8.4 Nature and use of the employer organizations’ feedback in teaching and learning processes

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>Feedback from the employer organizations is obtained regularly on a yearly basis (2)</td>
<td>Feedback from employer organizations is obtained every 6 months, and faculty and students make use of this to improve teaching-learning processes (5)</td>
</tr>
</tbody>
</table>

2.8.5 Nature and use of the support provided to develop and apply the real world practices based on the content of the curriculum

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>The management encourages the faculty to regularly update its curriculum to be in tune with the demands of the job market (2)</td>
<td>Financial support is provided for quality improvement programs of the faculty and for bringing in industry experts for seminars etc. (5)</td>
</tr>
</tbody>
</table>

**TOTAL POINTS** 40

### 2.9. FINANCE

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>B school depends on finances received from its trust (2)</td>
<td>B School continuously obtains sponsors from among the network of its alumni and other well wishers (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.9.1 Effectiveness of funds sourcing practices to ensure a sound financial health of the B-School on a sustainable basis

2.9.2 The extent of the financial self sufficiency of the B school

2.9.3 Financial performance of the B school over the preceding 3 years

2.9.4 Nature of the B-School’s internal finance control and reporting system

2.9.5 The nature and scope of the performance indicators, monitoring systems for the staff and faculty activity

2.9.6 Scope and range of funding sources

2.9.7 Ways of Ensuring Accountability

**TOTAL POINTS** 55

### 3.0. PROCESSES [360 Points]

#### 3.1. ACADEMIC ASSESSMENT PROCESS

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>B school follows a uniform syllabus for each of common specialization areas such as Organization Management, HRM, Marketing, Finance, etc. across its different programs as prescribed by NBA/AICTE (1)</td>
<td>B-school ensures minimum number of teaching hours as prescribed by NBA (3)</td>
</tr>
</tbody>
</table>

13
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Policies and Provision of students evaluation process</td>
<td>4</td>
<td>B school’s credit system/grading system is in accordance with norms prescribed by UGC/AICTE/NBA(1)</td>
<td>Students’ performance in term-end exams is evaluated by faculty from other B-schools/institutes (3)</td>
<td>The conduct process of term end exams is supervised by external examiners(4)</td>
</tr>
<tr>
<td></td>
<td>Effectiveness of program design to ensure the content, delivery methods and materials for programs are relevant, up-to-date and of high quality</td>
<td>9</td>
<td>B school fulfills both academic and world of work requirements(2)</td>
<td>The contents of course materials are set in the Indian context (6)</td>
<td>Contents of course materials are set in both Indian as well as international context(9)</td>
</tr>
<tr>
<td></td>
<td>Programs 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.</td>
<td>8</td>
<td>B school organizes special lecture sessions and assignments to help students develop managerial skills(2)</td>
<td>B school conducts workshops and training programs for development of soft skills such as communication, interpersonal and leadership skills, and for personally development(5)</td>
<td>B school provides ample opportunities for its students to get practical exposure in different work organizations(8)</td>
</tr>
<tr>
<td></td>
<td>Process of review and revision of the program(s) with reference to business and industry needs</td>
<td>8</td>
<td>Program(s) is/are reviewed once in four years (2)</td>
<td>Program(s) is/are reviewed once in three years(5)</td>
<td>Program(s) is/are reviewed once two years (8)</td>
</tr>
<tr>
<td></td>
<td>The nature of involvement of corporate stakeholders in the program design and delivery</td>
<td>4</td>
<td>B school invites resource persons from the world of work once in a year(1)</td>
<td>B school invites resource persons from the world of work once in six months(3)</td>
<td>B school invites resource persons from the corporate sector once in three months(4)</td>
</tr>
<tr>
<td></td>
<td>The extent of emphasis placed on reinforcement/renewal of learning among students in B-school's program delivery methods</td>
<td>8</td>
<td>There are quarterly lectures, presentations, case discussions and research article reviews by the students (3)</td>
<td>There are quarterly lectures, presentations, case discussions and research article reviews by the faculty members(5)</td>
<td>B school organizes guest lectures, training programs and workshops by external resource persons at short intervals throughout the academic year(8)</td>
</tr>
<tr>
<td></td>
<td>Periodicity of the course material distributed if any</td>
<td>4</td>
<td>Once at the beginning of the term(2)</td>
<td>Periodically distributed(3)</td>
<td>regularly distributed, always keyed with the class sessions to follow(4)</td>
</tr>
<tr>
<td></td>
<td>The regularity of Program Monitoring and Review Process - Evaluation by students and faculty committees - Periodic Review</td>
<td>4</td>
<td>Once every term (1)</td>
<td>Once in two months(3)</td>
<td>Once every month(4)</td>
</tr>
<tr>
<td></td>
<td>Quality of the program administration</td>
<td>8</td>
<td>There is transparency in all academic activities(2)</td>
<td>Proper records and documents are maintained for all the activities (5)</td>
<td>The institution has a clear articulated policy on the reassurance of the quality of the program administration(6)</td>
</tr>
<tr>
<td></td>
<td>Compatibility of B school goals with those of the Indian and Global Business partners</td>
<td>7</td>
<td>Goals are congruent insofar as meeting Indian and global industry challenges forms part of partnership agenda (2)</td>
<td>Goals are congruent insofar as meeting the Indian and global academic challenges forms part of partnership agenda(4)</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>The avenues for students' pursuit of personal development agenda</td>
<td>7</td>
<td>There are once in two months lectures, presentations, case discussions and research article reviews by the students (2)</td>
<td>There are monthly lectures, presentations, case discussions and research article reviews by the faculty members (4)</td>
<td>There are regular guest lectures, training programs and workshops conducted by internal and external resource persons (7)</td>
</tr>
<tr>
<td></td>
<td>Mechanisms used by the B school to instill professional ethics in students' conduct</td>
<td>4</td>
<td>B school creates opportunities for exposure to professional ethics (2)</td>
<td>All B school members - management, faculty, students and staff are encouraged to live by a well articulated professional value system (3)</td>
<td>B school recognizes practice of good professional ethics by its members (4)</td>
</tr>
<tr>
<td></td>
<td>The extent to which school's programs instill societal concern among its students</td>
<td>4</td>
<td>Providing service to the society is an integral theme of instructions and activities at the B-School (2)</td>
<td>Students are encouraged to apply the concepts learnt and skills acquired for betterment of human existence (3)</td>
<td>B school encourages community participation in its various social and public cause initiatives and activities (4)</td>
</tr>
<tr>
<td></td>
<td>Opportunity time span for practical work or project-based work</td>
<td>3</td>
<td>once in two month(1)</td>
<td>once a month(2)</td>
<td>in a project mode lasting for more than two months(3)</td>
</tr>
<tr>
<td></td>
<td>The avenues and resources for development of students' communication skills</td>
<td>8</td>
<td>A fully functional communication lab (2)</td>
<td>Students are given responsibilities in all academic activities (5)</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>Mechanisms and avenues for development of cross cultural skills in the students</td>
<td>6</td>
<td>B school has collaboration with different institutes across the country and overseas for joint programs and academic activities (2)</td>
<td>B school organizes regular competitions and activities which encourage inter-cultural appreciation (4)</td>
<td>B school encourages exchange of students and resource person from different cultural backgrounds at regional, national and international levels (5)</td>
</tr>
<tr>
<td></td>
<td>TOTAL POINTS</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3.4 PLACEMENT PROCESS

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1</td>
<td>Quality of student placements - extent and attractiveness of job offers</td>
<td>6</td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
</tr>
<tr>
<td>3.4.2</td>
<td>Nature of core and co-curricular activities of the institution, undertaken continuously with concurrent placement preparatory work</td>
<td>12</td>
<td>Soft skills activities - personality development, awareness of issues of identity and legacy, communication, team work, interpersonal skills (3)</td>
<td>A good deal of practical world of work exposure is provided to students along with subject-specific instructions (8)</td>
<td>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)</td>
</tr>
<tr>
<td>3.4.3</td>
<td>The nature of student counselling services</td>
<td>6</td>
<td>B-school has set up a counselling centre in the campus (2)</td>
<td>Career counselling and guidance sessions; programme for development of skills for professional success, and the like are organised regularly (4)</td>
<td>B-school has a Student Help Desk, and it also organises cultural activities and other organisational skill development programmes (6)</td>
</tr>
<tr>
<td>3.4.4</td>
<td>The extent of the placement processes</td>
<td>6</td>
<td>Strong network with corporates/industries/academic institutes is maintained (2)</td>
<td>B-school regularly invites corporate/industry people to deliver guest lectures, hold informal discussion sessions, participate in seminars, etc. (4)</td>
<td>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 the their earlier field work, summer placements and project work (6)</td>
</tr>
<tr>
<td>3.4.5</td>
<td>The nature of encouragement provided to students to participate in co-curricular activities</td>
<td>5</td>
<td>Students are made to engage in individual development activity through such devices as seminars, presentations, article reviews and other activities (2)</td>
<td>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)</td>
<td>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)</td>
</tr>
<tr>
<td>3.4.6</td>
<td>The extent of the support provided for student interaction</td>
<td>5</td>
<td>Students are given responsibilities for organising seminars, guest lectures and to invite resource persons from the industry (2)</td>
<td>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)</td>
<td>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)</td>
</tr>
</tbody>
</table>

**TOTAL POINTS: 40**

### 3.5 RESEARCH & DEVELOPMENT PROCESS

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

**TOTAL POINTS: 45**
### 3.6 LEADERSHIP AND GOVERNANCE

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>8</td>
<td>Board members are consulted</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>on institute's non-critical</td>
<td>on both faculty recruitment,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>administrative issues only</td>
<td>promotion and separation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2)</td>
<td>issues as well as non-critical</td>
</tr>
<tr>
<td>3.6.1</td>
<td>The extent to which the board of governance is an actual player in</td>
<td>8</td>
<td>Board members are</td>
<td>(5)</td>
<td>and management (6)</td>
</tr>
<tr>
<td></td>
<td>decision making process of the institution.</td>
<td></td>
<td>consulted on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>institute's</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>non-critical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>administrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>issues only (2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 3.6.2 | Proportion of board membership having actual background in research &        | 6      | 30 - 40 % (2)         | 50 - 60 % (4)               | 70 - 100 % (6)                |
|       | development (in percent figure)                                             |        |                      |                             |                               |

| 3.6.3 | Board’s role in institute’s corporate management and HR decisions           | 6      | Only in appointment  | In appointments of core    | Complete involvement of      |
|       |                                                                              |        | etc. at the very    | faculty as well as top    | the Board in all HR and other |
|       |                                                                              |        | top level such as    | positions of director,     | policy decisions, all        |
|       |                                                                              |        | that of institute's  | principal, registrar,      | management decisions        |
|       |                                                                              |        | Principal, Director, | corporate affairs director | concerning capital           |
|       |                                                                              |        | registrar, corporate | (2)                        | expenditure and expansion    |
|       |                                                                              |        | affairs director (2) |                             | plans and the like (6)       |

**TOTAL POINTS 20**

### 3.7 MDPS, CONSULTANCY PROCESS AND INDUSTRY INTERACTION

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>12</td>
<td>Training programs and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1-3 in a year (2)</td>
<td>workshops for industry</td>
</tr>
<tr>
<td>3.7.1</td>
<td>Quality of MDP programs delivered</td>
<td>12</td>
<td>Only training programs (2)</td>
<td>Training programs and workshops for industry executives (7)</td>
<td>Training programs, workshops, and follow up with corporate for consultancy projects (12)</td>
</tr>
</tbody>
</table>

| 3.7.2 | Numbers of corporate /organizations that come back for repeat utilization of  | 12     | 1-3 in a year (2)     | 4 - 5 in a year (6)         | 6 - 10 in a year (12)         |
|       | institution's extension facilities                                           |        |                      |                             |                               |

| 3.7.3 | Nature of companies and organizations (sector, size) which utilize           | 4      | Participating companies represent two industry sectors only (2) | Participating companies represent 2-5 industry sectors (3) | Participating companies represent more than 5 industry sectors (4) |
|       | institution's extension facility                                              |        |                      |                             |                               |

| 3.7.4 | Number of people who attended MDPs conducted by the institute in preceding 3| 9      | Minimum 150 (2)      | 250 - 400 (5)               | More than 400 (9)             |
|       | years                                                                          |        |                      |                             |                               |

| 3.7.5 | The process used to evaluate the learning outcomes among individual MDP      | 9      | Discussion with      | Discussion with employers   | Using checklists and advanced |
|       | participants and their organizations                                         |        | individuals and the  | only (6)                    | training evaluation tools (9) |
|       |                                                                              |        | employers (2)        |                             |                               |

| 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 school programs 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, | 9      | B school undertakes training programs, workshops and consultancy projects for the industry at regional level only (2) | B school undertakes training programs, workshops and consultancy projects for the industry at national level (5) | B school undertakes training programs, workshops and consultancy projects for the industry at international level (9) |
|       | national, international (B school to provide full description)               |        |                      |                             |                               |

**TOTAL POINTS 75**

### 3.8 FACULTY APPRAISAL AND PROMOTION POLICY

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>Evaluation is done by by</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>appraiser/management/Board</td>
<td></td>
</tr>
<tr>
<td>3.8.1</td>
<td>Nature of Faculty appraisal process - policies and practices of the B school</td>
<td>9</td>
<td>Appraisal is mainly based on self-evaluation by individual faculty members on such dimensions as job description, achievements in the past and future potential, etc. (2)</td>
<td>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)</td>
<td>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)</td>
</tr>
</tbody>
</table>

**TOTAL POINTS 75**
### 3.10 STAFF APPRAISAL AND DEVELOPMENT PROCESS

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10.1</td>
<td>Nature of staff appraisal process - policies and practices of the B school</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10.2</td>
<td>Procedures adopted by the institution to implement the standard policies of appraisal and development process</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10.3</td>
<td>Practices of the B school for upgradation of staff skills and qualifications</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.9 INTERNATIONALIZATION PROCESS

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9.1</td>
<td>Nature of students exchange programs with national and international B schools</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9.2</td>
<td>Nature of faculty exchange programs</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9.3</td>
<td>Foreign students enrollment</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.8 MINIMIZATION PROCESS

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8.1</td>
<td>Nature of students exchange programs</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8.2</td>
<td>Nature of faculty exchange programs</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8.3</td>
<td>Foreign students enrollment</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Appraisal Process Table

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10.1</td>
<td>Nature of staff appraisal process - policies and practices of the B school</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10.2</td>
<td>Procedures adopted by the institution to implement the standard policies of appraisal and development process</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.10.3</td>
<td>Practices of the B school for upgradation of staff skills and qualifications</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 4.1. ACADEMIC RESULT

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

**TOTAL POINTS** 55

### 4.2 Placement

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

**TOTAL POINTS** 60

### 4.3 VALUES AND ETHICS CENTRIC OUTCOMES

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

**TOTAL POINTS** 25

### 4.4 ENTREPRENEURSHIP AND JOB CREATION

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4.1</td>
<td>If entrepreneurial skill building modules designed into the program / curriculum</td>
<td>4</td>
<td>An application oriented course on entrepreneurship is offered (2)</td>
<td>Case studies on entrepreneurship are given to students for discussion (3)</td>
<td>B school organizes workshops with real entrepreneurs annually for discussing entrepreneurial ecosystem (4)</td>
</tr>
<tr>
<td>S.No.</td>
<td>Sub-criteria</td>
<td>Points</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------</td>
<td>--------</td>
<td>-----</td>
<td>--------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>There has been an increase in entrepreneurial ideas presented by students in a particular academic year (1)</td>
<td>There is provision of resources and incubation centers to work on the ideas (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4.2</td>
<td>Evidences of entrepreneurial initiatives</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4.3</td>
<td>Evidences of contribution to management of family business</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS 10**

### 4.5. INDUSTRY INTERACTION

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>B school has clearly delineated policies about corporate participation (2)</td>
<td>Academic-industry interaction is facilitated through talks and seminars (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5.1</td>
<td>B school's stated policies with regard to industry interaction</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5.2</td>
<td>Overall customer orientation of the school</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5.3</td>
<td>Nature of inputs contributed by management practitioners and outside academics during school's activities</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5.4</td>
<td>Extent to which industry is involved in conduct of institutional activities</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5.5</td>
<td>Parental/Guardian sponsorship expectation for the institute activities</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS 55**

### 4.6. Management Development Programs (MDPs)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>There has been an increase in Revenue Percentage of MDPs in total revenue of the school in the last three years (6)</td>
<td>Programs are revised annually to better MDP outputs (12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6.1</td>
<td>Revenue Percentage of MDPs in total revenue of the school and state of MDPs</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6.2</td>
<td>Revenue Percentage of Consultancy in total revenue of the school and state of consultancy endeavors</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6.3</td>
<td>Revenue generated by industry research and consultancy projects awarded due to MDPs</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS 36**

### 4.7. INTERNATIONAL / GLOBAL LINKAGES

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>There has been an increase in the number of International Exchange Programs in the last three years (2)</td>
<td>There has been an increase in the number of faculty involved in the international exchange programs (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.7.1</td>
<td>State of International Exchange Programs</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.7.2</td>
<td>State of international Exchange Partnerships</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.7.3</td>
<td>State of research collaborations with the Indian and foreign partners</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS 24**
### 4.8. RESEARCH AND INNOVATION

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td>4.8.1</td>
<td>Nature and extent of faculty involvement in research</td>
<td>9</td>
<td>There has been an increase in the number of self standing research centers in the school that have been established in the last three years (3)</td>
<td>There has been an increase in the number of self standing research centers in the school that have been established in the last three years (6)</td>
<td>There is an increased awareness about sponsorships and grants for research among the faculty (9)</td>
</tr>
<tr>
<td></td>
<td>and publications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8.2</td>
<td>State of research papers published in refereed journals</td>
<td>21</td>
<td>There has been an increase in the number of papers published in the last three years in refereed journals (7)</td>
<td>Workshops are conducted annually on research paper writing and style guides (15)</td>
<td>Incentives are provided to faculty to produce more research publications (21)</td>
</tr>
</tbody>
</table>

**TOTAL POINTS 30**

### 4.9. STAKEHOLDERS SATISFACTION

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub-criteria</th>
<th>Points</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum</td>
<td>Allotted</td>
<td>Low</td>
<td>Medium</td>
</tr>
<tr>
<td>4.9.1</td>
<td>Ways of obtaining student feedback and its uses</td>
<td>8</td>
<td>Student are encouraged to provide feedback (2)</td>
<td>Student feedback is taken annually through a structured format and questionnaire (5)</td>
<td>Student feedback is utilized in review and revision of curriculum and faculty roles (8)</td>
</tr>
<tr>
<td>4.9.2</td>
<td>Ways of obtaining faculty and Staff feedback and their uses</td>
<td>11</td>
<td>Faculty and staff are encouraged to provide feedback (3)</td>
<td>Faculty feedback is taken annually through a structured format and questionnaire (7)</td>
<td>Faculty and staff feedback is utilized for improving school infrastructure, resources and curriculum and for meeting students' needs (11)</td>
</tr>
<tr>
<td>4.9.3</td>
<td>Ways of obtaining Industry, recruiters' and Partners' feedback and their uses</td>
<td>9</td>
<td>Transparent communication is ensured, and feedback taken from industry representatives and management experts through meetings (3)</td>
<td>Feedback is recorded and acted upon to work on the shortcomings and future investment plans (6)</td>
<td>There has been an increase in the number of recruiting companies making field visits to the school (9)</td>
</tr>
<tr>
<td>4.9.4</td>
<td>Ways of obtaining Alumni feedback and its uses</td>
<td>6</td>
<td>Alumni association established and active (2)</td>
<td>Activities of alumni association and meetings are recorded for future reference (4)</td>
<td>There has been an increase in the involvement of alumni in the mentorship programs (6)</td>
</tr>
<tr>
<td>4.9.5</td>
<td>Nature of Alumni support in brand building of the school</td>
<td>6</td>
<td>Alumni networks successfully hold meetings across cities (2)</td>
<td>There is online mentoring board for alumni to answer student questions and encourage discussions on career choices for students (4)</td>
<td>Help the current students network and connect them to industry, thus building the brand value of the school (6)</td>
</tr>
</tbody>
</table>

**TOTAL POINTS 40**

### 4.10. CONTRIBUTION TO SOCIETY

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

**TOTAL POINTS 25**