

## THE METHODOLOGY

# Arriving At The Top B-Schools



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**“ Perception has no place in our survey. As a true mentor and guide, it has always been CSR-GHRDC’s ultimate goal and objective to provide relevant and need-based information to all levels of stakeholders and to facilitate them to take decisions as suited to them through our survey results. ”**

The most comprehensive survey of Indian B-Schools—CSR-GHRDC B-School Survey presents the rating and ranking of B-Schools based on a rigorous and objective method for evaluating management schools. To measure the progress of our participants, we relied on a large number of objectively designed parameters followed by rigorous process of validation through emails, phone calls, supplementary questions together with extensive validation visits to the participating institutions.

The prime objective of our ranking is to raise the standard of business education in the country and to evaluate the actual performance of B-Schools against different parameters.

In its 7th year of publishing, CSR-GHRDC B-School Survey has come up with a few startling and interesting findings. The CSR-GHRDC B-School Survey is the one that does not allow any subjective bias to creep in, under any circumstance.

### **METHODOLOGY:**

A detailed questionnaire is prepared by our team of experts, based on our past experience, research, and after an in-depth consideration and consultation with eminent Directors/ Deans of Management Institutes, recruiters and alumni of B-Schools. We appreciate criticism and accept suggestions received from the participating management institutes. Like every year, this year also, we have tried to minimally modify and redesign our questionnaire.

### **KEY FACTORS AND PARAMETERS:**

The survey’s methodology takes into consideration the quantitative as well as the qualitative factors together with the relative and absolute value for each factor. The key strength and hallmark of the survey are transparency, reliability, consistency and validation of data given by the institutes.

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Various parameters are identified and weightages are allocated to these parameters for rating and ranking of B-Schools. These parameters are: infrastructure, composition and quality of faculty, research & consultancy, financial structure of income and expenditure directly attributing towards education, management / executive development programme, admissions, curriculum and delivery system, placement, industry interface, USP & involvement in social projects (corporate social responsibility), collaboration with the national and foreign universities, etc.

Each parameter is then further divided into a number of sub-parameters for a thorough quantitative and qualitative analysis and evaluation.



For example, Infrastructure is sub-divided into physical and academic infrastructure and includes sub-parameters like built-up area, hostel on-campus, hall/auditorium, classroom, library,

**Table-1 : It provides a detailed classification of the parameters and sub-parameters used in the survey process along with their respective weightages.**

Parameters, Factors and Weightage		
Parameters	Factors (thorough quantitative and qualitative analysis and evaluation)	Weightage (%)
<b>Infrastructure</b>		
PHYSICAL	Built-up area, number of classrooms, hostel on-campus and percentage of students being provided with accommodation, facilities for holding institute-wise events, physical verification, etc. Overall ambience of the classrooms and the institutes in general.	<b>11.43</b>
ACADEMIC	Library records, management related books, number of management-related books added, national and international journals, etc. Use of books and journals for teaching. Overall atmosphere in the library including networking.	
TEACHING AIDS	Number of LCDs, computing facilities in classrooms and other equipments, etc.	
<b>Faculty, Research, Publications/Academic Structure</b>		
Faculty, Research, Consultancy, Publications and MDP, etc.	Full-time and visiting faculty, percentage of PhDs, industry experience, ratio of students and faculty, research and consultancy, MDP, number of publications / research papers, books, cases, working papers written (total output), conferences/ seminars organised, competency-building and soft-skills courses other than MBA programmes, pedagogy, etc.	<b>32.50</b>
<b>Admission &amp; Delivery Process</b>		
Admission, Curriculum and Delivery Systems	Entrance test, student's profile, percentage of curriculum devoted to core / elective / project work, stipend during summer placement, course designed and offered, fee structure, etc.	<b>22.86</b>
<b>Placement (Domestic &amp; International), USP, Social Responsibility, Networking &amp; Industry Interface</b>		
Placement (Domestic and International)/ Entrepreneurship	Offer letters, recruiter details, percentage of students finally placed, average CTC for domestic and international placements, percentage of students opting for entrepreneurship, cost of education and return against investment, etc.	<b>33.21</b>
USP, Social Responsibility, Networking and Industry Interface	USP, programmes offered focussing towards social sector activities, networking and industry interface, alumni network, etc.	

teaching aids, number of LCDs, etc. Faculty, Research & Consultancy have sub-categories like number of full-time faculty, number of PhDs, faculty publications, number of research papers produced, etc. All other parameters are similarly divided into sub-parameters, details of which are mentioned in Table- I.

**PARTICIPATION OF INSTITUTES:**

The Institutes which are participating with us for the last many years and those meeting the eligibility criteria for participation, i.e. years of functioning, duration of MBA or equivalent course (only 2 years), recognition of the course(s) offered, placement data, minimum faculty and batchsize of students, etc. were invited to participate in the survey.

The survey being a voluntary participation, we had not insisted on those who had not shown interest to participate. Every year, we encourage, new emerging B-Schools to participate in the survey which has been done this year as well.

Out of about 400 B-Schools shortlisted, approximately 250 B-Schools responded for participation and finally, 154 B-Schools were selected to participate. Some institutions either did not send in their duly filled questionnaires and requisite documents before the deadline or provided inadequate data.

Despite several reminders, few top B-Schools like IIM-A, IIM-B and IIM-C did not respond. We could not understand their inability to provide data for the survey. Some B-Schools who had not participated last year came back this year to participate.

Nearly 17 B-Schools were new participants. The participation of XLRI along with two IIMs (Kozhikode and Indore) and other top B-Schools, provided an excellent yardstick to assess all B-Schools against the various key parameters, particularly to determine relative and qualitative value.

**PROCESS & VALIDATION OF DATA:**

This year too, emphasis is given to the validation of data and its process.

Similar approach, as in our previous surveys, is followed in terms of process and validation of data, i.e. a comprehensive questionnaire /datasheet was sent to the shortlisted B-Schools through email, requesting them to fill in the datasheet and send it back to us along with the supporting documents by a given date. Most of the institutes complied with our request and provided supporting documents by the given date. Those who did not provide the supporting documents were reminded to do so and datasheet duly filled in was obtained. Despite the reminder, if some institutes did not provide the required data, those institutes were not given due consideration. Both the quantitative and qualitative aspects (through their output) were looked at critically in the survey.

GHRDC's research / validation team visited almost 40% of the participating B-Schools (many of those which were not visited last year). The team of GHRDC during its visits had interaction with the Deans, Directors, Directors General and Vice-Chancellors of B-Schools, meeting with the group of faculty (to evaluate composition and their intellectual

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competence, updated knowledge of the latest teaching techniques, etc.) and meeting with a group of randomly selected students, in addition to verification of the data.

Many doubtful data were verified and corrected. These visits helped the team to assess the feel of the institute, to understand well about the mission and vision of the management of the institute, the new initiatives being carried out, future plans, etc. In addition to the visits, letters were sent to many institutes for certain clarification or additional information on the datasheet duly filled in and sent by the participating institutes.

**RESULT:**

For better understanding of the result of the survey, we have continued to follow the method and process of classifying B-Schools under different clusters as opposed to ranking by number only. The differentials between one institute and the other in terms of points obtained were sometimes so insignificant that it had become important to note the cluster or class of institutes they belong to as far as merit of an institute is concerned (though mathematically we had to use the points system obtained by the institute to differentiate one from other).

Accordingly, all the participating B-Schools have been rated and ranked under different clusters on the basis of total percentage of points earned over and above individual ranking. The result of the survey should be read and interpreted on the merit of the B-Schools ranked under different cluster/group they belong to, and not by numbers alone.

1. "Supreme"  $\geq 80\%$

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2. "Super Excellence"  $\geq 70\%$  to  $< 80\%$

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3. "Emerging B-Schools of Super Excellence"  $\geq 65\%$  to  $< 70\%$

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4. "B-Schools of Excellence"  $\geq 55\%$  to  $< 65\%$

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5. "Emerging B-Schools of Excellence"  $\geq 50\%$  to  $< 55\%$

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6. "Promising B-Schools"  $< 50\%$  (they had the potential to go up in higher categories provided they perform better in the future to improve their output in the areas of publications, research, MDP, consultancy, etc).

We have also analysed and ranked the top Institutes by separate parameters, i.e. by State, region, placement, faculty and publications; faculty with PhD; ratio of faculty / students; ratio of male / female faculty and students, etc., details of which are given in tables along with rating and ranking of B-Schools 2012 results.