



NBEAC STANDARDS



NATIONAL BUSINESS EDUCATION ACCREDITATION COUNCIL
HEC, ISLAMABAD

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Introduction

The NBEAC Standards are the instrument the peer review team (PRT) uses to examine and appraise the Self-assessment Report (SAR) submitted by the business schools. These standards comprise several key components, including criteria, performance levels, scores, and descriptors. Each plays a crucial role in the assessment process, ensuring the PRTs feel guided and supported in their assessment tasks and know exactly what is expected of them and how to achieve it.

1. **Criteria:** Each SAR form has been assigned a specific number of criteria that precisely identify the trait, feature, or dimension of the accreditation standards in a form. The number of criteria is usually determined by the diversity of information and the volume the standards seek in the SAR. In seven SAR forms, the criteria range from 8 to 14. Each criterion comprises a meticulously described set of standards, comprehensively covering the entire quantum of related information in the SAR forms, enabling the PRTs to undertake an inclusive performance assessment. Completely matching SAR information and rubric criteria and standards are ensured with the scribed SAR question number under the criteria, providing a clear and explicit roadmap for the assessment process.
2. **Performance Levels:** Four performance levels have been assigned to the standards under each criterion: W, X, Y, and Z. These levels divide the standards in descending order, from exceeds expectations to major deficiencies, and help the PRTs assign an appropriate level to performance through consistent and objective assessment.
3. **Description:** Each standard is succinctly described with quantitative and qualitative KPIs, assigning them numbers, words, or phrases that explain performance at each level logically. These KPIs are discrete enough to be mutually distinguished under each performance level and explicit enough to be known as what is expected of the business schools.
4. **Scores:** Each performance level is assigned a score, like W=4, X=3, Y=2, and Z=0, which determines the performance ranges in numerical value. PRT assigns a score to each criterion, and the collective score for a SAR form is computed through the following MS Excel-based formula in the profile sheet: (Score assigned/Total Number of Criteria in Form * The Maximum Score of the Form) * Weightage of the Form.

This document has been prepared so that business schools can have basic information about the NBEAC standards. It consists of standards against each criterion, denoting that they meet the expectations. If the business school's performance is better than these standards, it will bring them a score beyond expectations, and a performance level lower than these standards will indicate deficiency.

Senior Program Manager Accreditation
NBEAC

Proforma 1: Strategic Management

15% weightage

The Assessment Criteria

1.1 Vision & Mission Statements of Business School

- The business school has documented vision and mission statements aligned with the HEI's. These statements are prepared in consultation with faculty and other stakeholders and approved by a competent statutory body under the HEI charter.
- Students, faculty, and staff are fully aware of the business school's vision and mission statements.
- There is satisfactory evidence of the measures the business school takes to realize its vision and mission.

1.2 Strategic Planning

- The business school/HEI follows a documented three- to five-year strategic plan based on a SWOT analysis, comprising strategic goals and an action plan.
- There is satisfactory evidence that the faculty and other stakeholders were actively involved in developing the strategic plan.
- The record shows that the competent statutory body approved the strategic plan per charter authorization.
- The business school mostly reviews and updates the strategic plan and documents its progress.

1.3 Composition of Statutory Bodies

- The composition of the statutory bodies of the business school/HEI is generally according to the charter.
- The business school/HEI has a satisfactory presence of external national academic and corporate participants on most statutory bodies, either appointed in accordance with charter requirements or invited/co-opted as participants/observers for input and advice.
- The minutes of the last two years show that the statutory bodies' meetings were generally held in accordance with the composition, with a satisfactory presence of outside national and international participants.

1.4 Statutory Bodies' Meetings and Legislation

- The business school/HEI generally holds statutory bodies' meetings at the frequency specified in the charter. Documented agendas and meeting minutes for the last two years are available.
- The business school/HEI has documented, comprehensive, and approved rules of business for the statutory bodies. The record shows that the statutory bodies' business rules are generally followed.

- The record shows that the recommendations and decisions of the statutory bodies are generally followed up on and implemented.

1.5 System Building

- The business school/HEI has documented policies, rules, and manuals for most of its academic and non-academic functions.
- The record shows that the competent authority approved most policies, rules, and manuals per charter authorization.
- The policies, rules, and manuals are adequately communicated to the users.
- The record shows that the policies, rules, and manuals are mostly reviewed through the statutory process.

1.6 Hierarchical Management

- The business school has a satisfactory hierarchical system and control mechanism for operating both academic and non-academic functions, headed by the Dean/Head of Business School and assisted by department heads, cluster heads, program coordinators, and heads of non-academic functions, among others.
- The staff appointed to academic and non-academic managerial positions in the business school hierarchy have mostly relevant qualifications and experience.
- The way the business school operates shows that its hierarchical system and the staff appointed to the hierarchical positions have adequately contributed to its growth and development.

1.7 Response to the National Quality Assurance Framework.

- The record shows that the business school/HEI has adequately responded to all QAA-HEC quality assurance models, has mostly undergone the requisite reviews for each model, and has developed the corrective action plans.
- Evidence shows that the business school has mostly met the corrective action plans.
- The business school/HEI Quality Enhancement Cell (QEC) is ranked in the X category by the QAA-HEC.

1.8 External Financial Auditing

- The business school/HEI regularly undergoes an annual external financial audit by AGPR or an independent ICAP-approved auditor and communicates the findings to the stakeholders.
- The auditing firm engaged by the business school, where relevant, is in the B category of the State Bank of Pakistan Panel of Auditors.
- The record shows that the business school/HEI mostly takes corrective measures against the audit observations.

Proforma 2: Curriculum

15% weightage

The Assessment Criteria

2.1 Program Design

- The program structure, including course composition, program duration, credit hours, and other details, mostly aligns with HEC guidelines.
- The courses consist of a good mix of support and core courses, assigning the program adequate relevance and rigor.

2.2 Program Objectives

- The program under review has satisfactorily concise, assessable, and real-world-situated program educational objectives (PEOs), offering a reasonably clear picture of the knowledge, skills, and affective attributes graduates need to practice.
- The PEOs satisfactorily align with the business school's vision and mission and are reasonably consistent with industrial and societal requirements.
- The program under review has satisfactorily defined learning outcomes (PLOs) for knowledge, skills, and affective attributes that students are expected to possess upon graduation.
- There is a sufficient linkage between the PEOs and PLOs, and they are adequately mapped.

2.3 Responsiveness to Corporate and Local Needs

- The program's curriculum satisfactorily identifies and addresses the corporate and societal needs.
- The program's curriculum sufficiently involves indigenous issues, topics, and teaching materials. Course outlines, course files, research projects, and assignments reflect the program's adequate focus on corporate and societal problems.
- There is satisfactory evidence that corporate managers actively engage in curriculum design and delivery.

2.4 Soft Skills, Affective Attributes, and Ethos Development

- All course outlines reasonably include learning outcomes for developing students' soft skills, affective attributes, and ethos.
- Evidence indicates that the business school effectively uses diverse teaching methodologies that align with the course learning outcomes, including case studies, simulations, role-plays, video clips, group projects, written reports, and presentations, to complement the lecturing. These teaching methodologies effectively support students' development and grooming.
- A reasonable mechanism exists to assess students' soft skills, affective attributes, and the development of their ethos as they progress through the program.

2.5 Course Content

- The program under review has satisfactorily designed course outlines with sufficiently stated course objectives and course learning outcomes (CLOs).
- CLOs for each course are adequately linked to program learning outcomes, connect lessons to the real world, and sufficiently communicate expectations to learners.
- The teaching materials, methodology, and learning assessment adequately align with the CLOs.

2.6 Curriculum Approval & Review

- There is sufficient evidence to show that the program and its curriculum are approved by the statutory bodies authorized by the charter through due process.
- The business school has a documented and approved policy for continuously updating the curriculum for quality and operational requirements through partial revisions and a comprehensive review every 3 to 4 years.
- An adequate record of the minutes of the curriculum review committees and the statutory bodies, with the details of the curriculum reviews undertaken, exists.

2.7 Curriculum Delivery

- The business school has documented and approved semester management rules to deliver the curriculum. These rules include provisions on course registration and withdrawal, the preparation and communication of semester timetables, the management of class proceedings, and the monitoring of course coverage, among others.
- Satisfactory evidence exists of the implementation of semester management rules.
- The course files are maintained in a uniform format and adequately reflect course content coverage.

2.8 Assessment & Grading

- The business school follows a documented and approved grading policy that reflects the HEC guidelines. Evidence shows that the policy has been mostly implemented.
- The business school has a documented, approved policy for evaluating and modifying question papers and exam results. Evidence shows that the policy has been mostly implemented.
- The business school uses a good mix of assessment methods that satisfactorily align with the CLOs.
- The course outlines mostly mention the assessment methods used.

2.9 Examination Process

- The business school has documented and approved examination rules aligned with HEC guidelines. These rules pertain to the security and confidentiality of question papers, the invigilation process, the marking of answer scripts, and the submission of results. Evidence shows that the rules have been mostly implemented.

- Evidence shows that the examination rules are sufficiently communicated to students and faculty through multiple channels, such as faculty and student handbooks, orientation sessions, and the school's website.
- The business school has a documented and approved policy for addressing unfair means in assessments. This policy addresses offense levels, proportionate sanctions, investigative procedures, the right to appeal, and related matters. Evidence shows that this policy was mostly implemented during the last two semesters.

Proformae 3: Students

15% weightage

The Assessment Criteria

3.1 Student Selection Processes

- The business school has a documented and approved admission policy and procedure that provides entry requirements, the application process, admission tools, transfer of credits, etc.
- The admission policy and entry requirements align well with the business school's vision and mission.
- Up to 50% of applicants can get admission.

3.2 Student Progression Monitoring

- The business school has a documented and approved policy for monitoring student progression, including minimum graduation requirements, probation threshold, recovery from probation, and dropping out for academic reasons.
- The business school mostly collects data on student dropouts for academic reasons and examines the dropout rate and the contributing factors.
- The business school's student dropout rate for academic reasons remained between 11 and 15 percent across the last three batches.

3.3 Supporting the Academically Weak Students

- The business school has a documented and approved policy to support academically weak students, especially those on probation, through faculty advisement, psychological assistance, and supplemental tutoring.
- The record of the last batch shows that helping the weak student system has been satisfactorily beneficial.

3.4 Student Counselling and Guidance

- The business school has a documented, approved policy for providing student counseling on academic, social, financial, and psychological matters.

- The business school mostly assigns faculty or non-faculty advisors to counsel students on academic, social, and financial matters, individually or in batches, as needed. A satisfactory record of such advisement and counseling in the last two semesters is available.
- The business school mostly provides professional psychologists to counsel the students on personal matters on a need basis. A satisfactory record of personal counseling in the last two semesters is available.

3.5 Student Development & Grooming Scheme

- The business school has documented and approved rules for establishing academic societies and campus clubs for students to conduct co-curricular and extracurricular activities.
- The business school mostly hosts calendar-based co-curricular and extracurricular activities to develop and groom students, both directly and through academic societies and campus clubs. A satisfactory record of these activities has existed for the past two years.
- The business school assigns a reasonable budget for co-curricular and extracurricular activities held directly and through academic societies and campus clubs.

3.6 Internships and Placements

- The business school has documented and approved student internship and placement policies.
- The record shows that the business school ran the internship program effectively, with up to 75% of students completing their internships with high-quality organizations.
- The record shows that the business school reasonably conducted placement activities, exposing up to 75% of senior students to employment opportunities.
- The industry/market's acceptance of business school graduates is adequate. The record shows that up to 75% of business school graduates secure jobs with national and multinational organizations within 6 months of graduation.

3.7 Student Grievance Handling

- The business school has documented and approved student grievance handling policy and procedure.
- The student grievance handling policy and procedure have been adequately implemented in the last two years. A satisfactory record of grievances, inquiries, and actions is maintained.

3.8 Scholarship and Financial Assistance

- The business school has a documented and approved policy and procedure for transparently and fairly offering student merit scholarships and need-based financial assistance. The policy outlines the types of merit scholarships and financial assistance available, the application process, and the criteria for allocating scholarships and need-based assistance.
- The business school mostly publicizes scholarship and financial assistance opportunities through various channels, including its website, prospectus, and social media.
- The record shows that business school allocates 6-10% of tuition revenues to merit scholarships and financial assistance.

Proformae 4: Faculty

20% weightage

The Assessment Criteria

4.1 Faculty Size and Portfolio

- Faculty-to-student ratios for the core courses are mostly below 1:25 at the undergraduate level, 1:20 at the graduate level (MS and MBA), 1:15 at the research-based graduate level (MPhil), and below 1:8 at the doctoral level. The faculty numbers and composition per department exceed the requirements of the Higher Education Commission (HEC).
- The business school assigns 16-20 percent of the program's core courses' teaching load to visiting faculty corporate managers.
- The class size for sectional teaching is mostly 50 for undergraduate programs and 40 for graduate programs.

4.2 Faculty Workload

- The business school has a documented, approved faculty workload policy that adequately divides faculty work into teaching, conducting research, supervising research, undertaking institutional services, and other work heads and assigns time to each head. The record shows the policy is adequately implemented.
- The record shows that the workload assigned to faculty in the last two semesters is generally consistent with the time allocated to them under the policy.
- The faculty workload policy assigns the following maximum course allocation:
 - Lecturer = 12 credit hours per semester, 24 credit hours per annum
 - Assistant Professor = 9 credit hours per semester, 18 credit hours per annum
 - Associate Professor = 9 credit hours per semester, 18 credit hours per annum
 - Professor = 9 credit hours per semester, 18 credit hours per annum
- The faculty workload policy adequately recognizes the managerial responsibilities assigned to faculty and provides for their recompense through remission of teaching load.

4.3 Faculty Hiring

- The business school has a documented, approved policy for recruiting regular, adjunct, and visiting faculty. This policy provides merit-based, transparent hiring through a due selection process outlined in the business school/HEI charter, which involves the Dean, HOD, and other senior faculty members.
- The business school uses the HEC selection criteria to hire faculty.
- The business school limits hiring inbred candidates to 15% of full-time faculty.
- A satisfactory faculty hiring record exists, including shortlisting exercises, selection board meeting minutes, and BOG/Senate meeting minutes.

4.4 Faculty Performance Management

- The business school has a documented, approved faculty performance management policy that provides a performance management cycle of setting, implementing, and appraising performance goals through a well-designed performance appraisal instrument.
- The performance goals for faculty members adequately cover teaching, research, service, and other areas and are sufficiently aligned with the workload assigned to them.
- Student feedback about faculty is conducted every semester using an adequately developed student feedback questionnaire. Adequately compiled feedback data from the last few years is available and is taken into account in faculty performance appraisals.

4.5 Faculty Development

- The business school has a documented, approved, and well-communicated policy and process for faculty development that provides on- and off-the-job learning interventions.
- The business school allocates adequate funds for faculty development activities.
- The record shows that the faculty development policy was adequately implemented.

4.6 Role of Faculty in Decision Making

- The record shows that the business school mostly involves the faculty in the statutory bodies' business, as required by the charter.
- The business school mostly assigns faculty to committees. A satisfactory record of committee proceedings is available.
- The business school mostly holds faculty meetings to discuss strategic matters through their input. A satisfactory record of faculty meeting minutes is available.

4.7 Faculty Engagement in Executive Education/ Consultancy

- The business school has a documented, approved policy on executive education/faculty consultancy activities by the faculty.
- The executive education/faculty consultancy policy adequately provides for the sharing of revenues between the faculty and the business school.
- The revenue from executive education/consultancy by faculty constitutes 2.5% or more of the business school's revenue in the last three years.

4.8 Faculty Involvement in Outside Organizations

- The business school has a documented, approved policy encouraging faculty engagement with academic, business, professional, or government organizations by serving on their boards or providing pro bono advice.
- The faculty workload policy adequately recognizes faculty engagement with outside organizations as a service, and it assigns them a proportionate amount of time to perform this service.
- The record shows that 15% or more of faculty perform service to outside organizations under this policy.

4.9 International Exposure of Faculty

- Up to 50% of the business school's faculty have international exposure through a master's or Ph.D. degree abroad.
- The business school largely encourages the faculty through its R&D and faculty development policies to gain international exposure by participating in research conferences and development workshops.

4.10 Faculty Stability

- The business school mostly conducts faculty satisfaction surveys through a well-developed questionnaire. An adequately compiled dataset for the last three semesters is available. The record indicates that the business school mostly responds to feedback on faculty satisfaction.
- The business school mostly conducts exit interviews with the departing faculty. The record indicates that the business school generally acted on exit-interview observations.
- Faculty turnover has been up to 10% per year over the last three years.

Proforma 5: Research and Development

10 % weightage

The Assessment Criteria

5.1 Research Policies and Procedures

- The business school has a documented and approved research policy that governs the management of research platforms, research incentives, research travel grants, the acquisition and implementation of funded research projects, and adherence to intellectual property rights and research ethics guidelines.
- The business school's research policy adequately aligns with its vision, mission, and objectives.
- The record shows that this policy has been adequately implemented.

5.2 Research Platforms

- The HEI/business school has an HEC-approved ORIC with an X ranking
- The business school has an approved research center/committee with adequate resources.
- The record shows that the research center/committee has made satisfactory contributions to the quantity and quality of research output at the business school through individual faculty or special-interest research groups.

5.3 Research Funding & Spending

- The business school/HEI allocates over 3% of its budget to R&D.
- There is adequate external funding for R&D from the government, industry, and international research collaborations.
- The record indicates that the business school's R&D spending has led to adequate research

growth.

5.4 Research-based Returns

- The record shows that the business school earns 1% or more of its revenue through funded research.
- The record shows that the business school's rate of research-based returns has mostly increased over the last few years.
- The record shows that the business school mostly follows an income-sharing policy with faculty engaged in funded research.

5.5 Faculty Time Assigned to Research and Volume of Research Output

- Per the business school's faculty workload policy, most faculty members allocate a minimum of 20 percent of their full-time equivalent time to R&D work either individually or in groups. The record shows that the faculty's research output was generally proportional to the time allocated to research and development.
- The last three years' record shows that up to 70% of full-time faculty have published journal articles, case studies, conference proceedings, etc., in HEC-recognized X and Y-category national journals as rated by HEC.
- There is adequate citation of the business school's published research.

5.6 Anti-plagiarism Measures

- The business school has an approved policy aligned with the HEC policy guidelines to address plagiarism in research publications, including AI-based support. The policy adequately addresses the offense level, proportionate sanctions, investigation procedures, the right to appeal, and related matters.
- The record shows that the business school implemented the anti-plagiarism policy with adequate transparency and consistency during the last three years.

5.7 Industry Relevance of Research Output

- The business school's research output is generally industry-relevant.
- The record shows that the business school's faculty has undertaken sufficient industry-funded research projects.
- The record shows that business school students' theses and projects generally address real-world industry and societal issues.

5.8 Contribution of Research Output to Academic Development

- The business school generally encourages faculty to use their research output to advance the school's academic development through various means.
- The record shows that the business school's research output adequately contributes to academic development, such as by providing teaching materials for most courses and introducing new courses into the program.

5.9 Research Output Dissemination by Faculty

- The business school's R&D policy generally encourages its faculty to present their research output at high-quality national and international conferences, seminars, and symposiums.
- The record shows that at least 10% of the business school's faculty presented their research output in these forums.

5.10 Research Knowledge Dissemination Forums

- The business school generally hosts national and international conferences, seminars, and symposia to disseminate its research to academia and industry.
- The record shows that the business school's conferences, seminars, and symposiums featured appropriate themes and prominent speakers.
- The record shows that the business school's conferences, seminars, and symposia proceedings were well documented, compiled, and published in HEC-recognized local publishing outlets.

5.11 Research Supervision Regime

- The business school has documented and approved thesis/project rules that govern thesis/project supervision, evaluation, defense, and related activities.
- The business school mostly adheres to HEC's criteria for supervisors' eligibility and supervisory load for research students.
- The record shows that thesis/project rules and HEC's supervisory conditions have been mostly implemented.

Proformae 6: External Linkages and Outreach

10 % weightage

The Assessment Criteria

6.1 International Academic Linkages

- The business school has a documented and approved policy for establishing linkages with international institutions.
- The business school has various MOUs with relevant international academic institutions, including joint research, co-teaching, joint conferences, and student co- and extracurricular activities.
- The record shows that the business school conducts activities with at least 2 international institutions annually.

6.2 National Academic Linkages

- The business school has a documented and approved policy for establishing linkages with national academic institutions.

- The business school has various MOUs with relevant national academic institutions, involving joint research, co-teaching, holding joint conferences, student co- and extracurricular activities, etc.
- The record shows the business school conducts activities with at least 3 national institutions annually.

6.3 National Corporate Linkages

- The business school has a documented and approved policy for establishing linkages with corporate organizations.
- The business school has various MOUs with relevant corporate organizations that involve industry projects, guest lectures, scholarships, and placement opportunities.
- The record shows the business school conducts activities with at least 3 corporate partners annually.

6.4 Student and Faculty Exchange Programs

- The business school has at least two active MOUs with reputed international institutions for student and faculty outward mobility.
- The record shows that the business school has conducted at least one student and faculty exchange with international institutions each of the last 2 years.

6.5 Corporate Advisory Boards

- The record shows that, for the most part, the business school had a corporate advisory board composed of members from reputable organizations.
- The record shows that the corporate advisory board holds meetings mostly. The record of meeting minutes is adequately maintained.
- The record shows that the corporate advisory board has made a sufficient contribution to making the business school industry relevant.

6.6 Alumni Relations

- The business school has a formal alumni association, and more than 30% of graduates are registered with it.
- The business school has a documented and approved alumni association charter.
- The record shows that alumni associations or individual alumni often participate in business school activities, such as curriculum review, curriculum delivery, student grooming, providing internship and placement opportunities, fundraising, seminars, and reunions.

6.7 Community Development & Social Service Activities

- The business school has a documented, approved policy regarding its role in community development and social services.
- The record shows that the business school usually conducts community development and social service activities involving students directly or through MoUs with social service organizations.

6.8 Environmental Protection-Related Initiatives

- The business school has a documented, approved policy on its role in environmental protection.
- There is evidence that the business school usually takes environmental protection initiatives on campus.
- The business school often plans and conducts environmental protection activities directly or through MoUs with external organizations, involving students, faculty, and staff. A satisfactory record exists in this regard.

Proformae 7: Institutional Sources

15 % weightage

The Assessment Criteria

7.1 Financial Management

- The business school follows an annual budget prepared in accordance with due process and approved by a competent statutory body/authority, as required by the institution's charter.
- The record shows that the budget adequately meets the business school's operational requirements and funds its growth needs in line with its mission, goals, and strategic plan.
- The business school has documented and approved financial management rules/manual to effectively and transparently plan and manage financial resources, including budgeting, accounting, auditing, investing, asset management, procurement, etc.

7.2 Income Sources

- The business school has sufficient, diverse, and reliable financial resources beyond tuition fees, including research funding, consulting projects, executive education, and generous support from sponsors, agencies, endowment funds, and investments.
- The record shows that the business school's income sources have sufficiently grown in number and strength.

7.3 Risk Identification and Management

- The business school, for the most part, identifies financial risks arising from external and internal factors, documents them with remedies, and shares them with the appropriate statutory forums.
- An adequately maintained record of the financial risk studies is available, including the financial risks identified, the remedies suggested, and the actions taken.

7.4 Learning Environment

- The business school's covered area is 90-100 square feet/student.
- The business school has adequate, sizable, dedicated classrooms with climate control, comfortable furniture, and satisfactory teaching support equipment, including blackboards/whiteboards, audiovisual equipment, remote learning technology, and video

conferencing tools.

- The business school has adequate conference and meeting rooms, auditoriums, study spaces, and faculty and student lounges.

7.5 Faculty Offices Environment

- Faculty members have been assigned fair-sized rooms with climate control systems, safe cabinets, and appropriate furniture.
- No more than two faculty members are accommodated in a single office.
- Faculty members are assigned individual desktops/laptops and are allocated shared printing and scanning facilities among no more than 10 faculty members.

7.6 Admissions Office Facilities

- The business school's admissions office has adequate staff, both in quantity and quality, led by a senior professional.
- The admissions office has good technology and infrastructure to deliver effective services.

7.7 Examination Cell Requirements

- The business school's examination cell has an adequate staff, both in terms of quantity and quality, led by a controller.
- The business school's examination cell uses good technology, photocopiers, and infrastructure, delivering satisfactory services.
- The examination cell has a strong room with adequate safety equipment for the safe custody of blank answer sheets, question papers, and examination results.

7.8 Library

- The business school's library has an adequate collection of current print books and subscribes to up to 15 high-rated international business journals in print or soft form that align well with the curriculum.
- The business school allocates an adequate budget to the library and adds up to 5% of new print books each year.
- The business school maintains a strong e-book database, including the latest editions, and has access to several digital libraries that students and faculty can use on and off campus. The library has a good seating capacity and environment

7.9 Miscellaneous Facilities

- The business school offers adequate miscellaneous facilities for students and staff, including a prayer room, cafeteria, gymnasium, indoor sports facility, playground, female and male students' common rooms with ample space and seating, dispensary/first-aid facility, etc.
- The record shows that the miscellaneous facilities have been available to the students and staff most of the time.

7.10 IT & Computing Facilities

- The business school maintains dedicated computer labs with a computer-to-student ratio of 1:12 or less (1:5 or less for lab-based courses).
- The business school's labs have high-quality computers with relevant software to adequately meet curricular and research needs.
- The business school offers high-speed Internet, LAN/WAN networking across the campus, adequate CMS/LMS and data backup servers, and sufficient online teaching equipment, including document cameras, webcams, microphones and speakers, graphical tablets, and video conferencing tools.

7.11 Admin Services

- The business school has a documented, approved administrative manual to manage its administration and support services effectively.
- The business school provides good security, reception, housekeeping, gardening, and maintenance services.

7.12 Support Functions Staff

- The business school has adequate staff for support functions, including secretarial support, course coordination, student affairs, IT, labs, library, and placement. The staff is adequately trained in their job skills.
- The business school offers adequate employee benefits and welfare schemes, including the provident fund/gratuity, health insurance, on-campus medical assistance, EOBI contribution, loan scheme, discounted meals, discounted transport, a daycare center, and further education assistance.

7.13 Code of Conduct for Employees and Students

- The business school has a documented and approved code of conduct for students, staff, and faculty that outlines prohibited conduct, sanctions for misconduct, and the inquiry procedure.
- The code of conduct has been adequately implemented in the last two years. A satisfactory record of the complaints, inquiries, and actions is maintained.

7.14 Implementation of Sexual Harassment Policy

- The business school has a documented, approved policy on workplace harassment.
- The harassment policy has been adequately implemented in the last two years. A satisfactory record of the complaints, inquiries, and actions is maintained.

Acknowledgement:

https://www.efmd.org/images/stories/efmd/EQUIS/2016/EQUIS_Standards_and_Criteria.pdf