

# THE METHODOLOGY

## How We Arrived At The Top B-Schools

CSR-GHRDC B-School Survey is based on primary data collected directly from every participating institute, duly verified through rigorous process of visits to the institutes, e-mails, calling on phone, supplementary questions, etc., together with the institute's potential for future growth, leadership and governance of the institute, retention of faculty, quality of the faculty, etc.

The quality of Faculty, being the major factor which separates the best B-School from the rest in the present scenario of Management education, was given the highest weightage.

This is the 10<sup>th</sup> consecutive survey GHRDC has conducted for B-Schools in India, and the 6<sup>th</sup> in partnership with CSR.

The CSR-GHRDC B-School Survey is one that does not allow any subjective bias to creep in, under any circumstances. *Perception has no place in our survey.*

**"Validation of data is our key strength & hallmark of GHRDC's Survey process"**

It has always been 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. We are

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encouraged to do so in view of the overwhelming response and confidence expressed by most of the participating B-Schools for our survey results published during the last many years. For us, it has been a great professional achievement and we believe that our key strength lies in providing value added information to the stakeholders/ society at all levels.

Keeping the tradition alive, CSR-GHRDC is once again presenting its annual survey of rating and ranking of B-Schools in India— **"The CSR-GHRDC B-School Survey 2011."**

Considering the present scenario of Management institutes and education which is at critical stage, the CSR-GHRDC B-School Survey 2011 sets a range of objectives to remind the stakeholders of their strengths and weaknesses.

This is high time for all of us, directly or indirectly associated with Management education, to look at all aspects of Management education and how to set standards to improve the overall quality of Management Institutes in India.

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**Methodology :**

A detailed questionnaire was 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. Like every year, this year also, we tried to modify and redesign our questionnaire and included some new areas like: accreditation of the B-School by international/regional organisations, pedagogy followed/introduced, details of courses aimed towards entrepreneurship, programmes focussing towards social sector initiatives, etc.

**Key factors and Parameters:**

The survey 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 **transparencies, reliability, consistency and validation of data given by the institutes.**

Different parameters were identified and weightage was assigned to these parameters for rating and ranking of B-Schools. These parameters are:

Infrastructure; Faculty, Research & Consultancy; Management Development Programme; Admission, 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 was then further divided into a number of sub-parameters for a more rigorous quantitative and qualitative analysis and assessment.

For example, Infrastructure was sub-divided into physical and academic infrastructure and included sub parameters, like built-up area, hostel on-campus, hall/auditorium, classroom, library, teaching aids, number of LCDs, etc. Faculty, Research & Consultancy had sub categories like number of full-time faculty, number of Ph.Ds., faculty

**Table I : Parameters, Factors, Quantitative/Qualitative Weightage of the Survey**

Parameters		Weightage (in %)
<b>Infrastructure</b>		
PHYSICAL	Built-up area, number of classrooms, hostel on-campus, percentage of students provided accommodation, 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 & international journals, etc., use of books and journals for teaching. Over all atmosphere in the library including networking.	
TEACHING AIDS	Number of LCDs, computing facilities in classrooms and other equipments, etc.	
<b>Education/Academic Structure</b>		
Faculty, Research, Consultancy, Publications and MDP, etc.	Full-time & visiting faculty, percentage of Ph.D., industry experience, ratio of students & faculty, research & consultancy, MDP, number of publications / research papers, books, cases, working papers written (total output) conferences / seminars organised, competency building & soft skills, courses other than MBA programmes, pedagogy, etc.	<b>32.50</b>
<b>Admission &amp; Delivery Process</b>		
Admission, Curriculum, Delivery Systems	Entrance test, student's profile, percentage of curriculum devoted to core / elective / project work, stipend during summer placement, course designed and offered, course timetable, etc.	<b>22.86</b>
<b>Placement (Domestic &amp; International), USP, Social Responsibility, Networking &amp; Industry Interface</b>		
Placement (Domestic & International)/ Entrepreneurship	Offer letters, recruiter details, % of students finally placed, average CTC for domestic national & international placements, percentage of entrepreneurship, cost of education and return against investment etc.	<b>33.21</b>
USP, Social Responsibility, Networking & Industry Interface	USP, Programmes offered focussing towards social sector activities, networking & industry interface, alumni, etc.	

publications, number of research papers produced, etc. All other parameters were similarly divided into sub-parameters, details of which are mentioned in Table 1.

Table 1 provides a detailed classification of the parameters and sub-parameters used in the survey process, along with their respective weightage.

#### **Participation of Institutes:**

There are around 3,000 or so B-Schools in India. Out of these, the institutes which are participating with us for the last many years and those who met 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 batch size of students etc. were invited. It was optional for the institutes to participate. As always, a few new emerging B-Schools were encouraged and invited to participate.

**This year we saw an overwhelming response from the B-Schools for participation in CSR-GHRDC B-School Survey 2011. Out of about 400 B-Schools shortlisted, approximately, 250 B-Schools responded for participation and finally 169 B-Schools were selected to participate.**

**A few institutes have not been finally included in the rating and ranking in the absence of their eligibility and / or due to data not provided as required for the survey.**

Amongst the participants, excluding IIM-Calcutta, other prominent new participants were **IIM-Indore and IIM-Kozhikode, ICFAI Group of B-Schools, Nirma University, PSG Institute of Management,** etc. While a few institutes, which participated last year including IIM-Ahmedabad, dropped, many new (about 22% of the participating institutes) ones showed interest in participating and, those meeting the eligibility criteria, were included in the survey. We acknowledge and appreciate participation of all B-Schools in our survey conducted in 2011. It was surprising to note that IIM-A which participated with us for the last five consecutive years did not participate.

The participation of IIMs and XLRI, along with other top B-Schools, provided excellent benchmark to evaluate all B-Schools against different parameters particularly to measure relative and qualitative value.

#### **Process & Validation of Data**

A comprehensive questionnaire/datasheet was sent to the shortlisted B-Schools through e-mail 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 submitted the datasheet by the given date.

**The CSR-GHRDC B-School Survey looks critically into both quantitative as well as qualitative factors. The quantitative validation is followed by qualitative assessment and observations. Validation of data is one of the key strengths and hallmark of GHRDC's Survey process. As a Research organisation, we follow a rigorous process**

**of validating the data provided by the institutes through various channels of communication like visits to the institutes, e-mails, telephones, etc.**

GHRDC's research team visited almost 50% of the participating B-Schools and had interaction with the Deans, Directors, Directors-General, Vice Chancellors of B-Schools, followed by a meeting with the group of faculty (to evaluate composition and their intellectual competence, updated knowledge of the latest teaching techniques, etc.) and a group of randomly selected students. This was one of the major considerations for evaluating the merit of one institute against the others in terms of quality of the institutes.

**This interaction was followed by verifying the data wherever required, visiting the campus facilities like classrooms, library, halls, auditorium, etc. 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 carried out, future plans, etc.**

#### **Result:**

We believe that the ranking of B-Schools by number is not as much relevant as classifying them under different clusters. The **differentials between one institute and the other in terms of point is so insignificant that it sometimes does not provide the class of institutes they belong to.** Even the clustering of institutes have to be clearly defined which are generally acceptable under any performance appraisal system.

Keeping this principle in view, we have rated all the participating B-Schools on their merit, apart from points system, under different clusters they belong to, on the basis of total percentage of points earned. The result of the survey should be read and interpreted on the merit of the B-Schools ranked on the basis of the cluster they belong, and not by numbers only.

Like last year, ranking of B-Schools was divided into different categories/groups of institutes they belong to:

- 1. Supreme—80% and above**
- 2. Super Excellence —  $\geq 70\%$  to  $< 80\%$**
- 3. Emerging B-Schools of Super Excellence —  $\geq 65\%$  to  $< 70\%$**
- 4. B-Schools of Excellence —  $\geq 55\%$  to  $< 65\%$**
- 5. Emerging B-Schools of Excellence —  $\geq 50\%$  to  $< 55\%$**
- 6. Promising B-Schools —  $< 50\%$  - (they had the potential to go up in higher categories provided they perform better in the future than now).**

We also analysed and ranked the top institutes by separate parameters i.e. by State, by region, by placement, faculty and publications, 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 2011 results.