



SELF - ASSESSMENT REPORT
FOR
NATIONAL BOARD OF ACCREDITATION
(NBA)

LOYOLA INSTITUTE OF BUSINESS ADMINISTRATION
April, 2019



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PART - A: Institutional Information

1. Name and Address of the Institution:

Loyola Institute of Business Administration (LIBA)

2. Name and Address of the Affiliating University, if applicable:

NA

3. Year of establishment of the Institution:

1979

4. Type of the Institution:

- | | |
|----------------------------------|-------------------------------------|
| Institute of National Importance | <input type="checkbox"/> |
| University | <input type="checkbox"/> |
| Deemed University | <input type="checkbox"/> |
| Autonomous | <input type="checkbox"/> |
| Affiliated | <input type="checkbox"/> |
| Institution | <input type="checkbox"/> |
| AICTE Approved PGDM Institutions | <input checked="" type="checkbox"/> |
| Any other (Please specify) | <input type="checkbox"/> |

Provide Details:

Note: In case of Autonomous and Deemed University, mention the year of grant of status by the authority



5. Ownership Status:

- | | |
|----------------------------|-------------------------------------|
| Central Government | <input type="checkbox"/> |
| State Government | <input type="checkbox"/> |
| Government Aided | <input type="checkbox"/> |
| Self-financing | <input checked="" type="checkbox"/> |
| Trust | <input type="checkbox"/> |
| Society | <input checked="" type="checkbox"/> |
| Section 8 Company | <input type="checkbox"/> |
| Any Other (Please specify) | <input type="checkbox"/> |

Provide Details:

Loyola College Society,
Jesuit Residence,
Nungambakkam,
Chennai- 600034

6. Vision of the Institution:

To be a premier management school focusing on excellence and ethics.

7. Mission of the Institution:

LIBA is a Jesuit institution committed to working with relentless desire to excel (Magis) with its roots in ethics. LIBA aims to cultivate men and women who are committed to national development by preparing world class leaders who are professionally competent, intellectually sharp, ethically sensitive, reaching out to the weak and the less privileged and caring for the well-being.



8. Details of all the programs offered by the institution:

S. No.	Program Name	Year of Start	Intake at the start of the program	Increase in intake, if any(from the start)	Year of increase	AICTE Approval	Accreditation Status*
I. AICTE Approved Programs							
1.1	PGDM Part-Time	1991	60	Nil	NA	F.45-19/90 AICTE dt. 9th Jan.1991	Eligible but not Applied
							NBA - Granted accreditation for 5 years from 2000-2005
1.2	PGDM Full-time	1995	60	Nil	NA	F.No.431/ 46- 70/BOS(M))/95 dt.May 3, 1995	Eligible but not Applied
		1995	60	120	2005-2006	F.No.225/50 - 55/PG(M)/2 005	NBA - Granted accreditation for 5 years from 2000-2005
		1995	60	180	2018	F.No.Southern/1- 3512800119 /2018/EOA	NBA - Granted provisional accreditation for three years 2016-2019



							SAQS - Granted accreditation for 5 years from 2019-2024
II. Doctorate Programme							
2.1	Ph.D.	2006				NA	Affiliated to University of Madras
III. Executive Diploma Programme							
3.1	Executive Diploma Programme in Marketing	1990-PGDMM 2007-EDMM	43 (2007-2008)	65 (2018-2019)	2018	NA	NA
3.2	Executive Diploma Programme in Human Resource	1997-PGDHR 2007-EDHRM	83 (2007-2008)	31 (2018-2019)	-	NA	NA
3.3	Executive Diploma Programme in International Business	2000-PGDIB 2007-EDIB	63 (2007-2008)	23 (2018-2019)	-	NA	NA
3.4	Executive Diploma in Financial Management	EPGDF M-2003 EDFM-2007	51 (2007-2008)	38 (2018-2019)	-	NA	NA
3.5	Executive Diploma in Supply Chain Analytics	2015	22 (2015-2016)	-	-	NA	NA



3.6	Executive Diploma Programme in Logistics and Supply Chain Management	2006	16 (2009-2010)	32 (2018-2019)	2018	NA	NA
3.7	Executive Diploma Programme in Business Analytics	2015	25 (2015-2016)	20 (2018-2019)	-	NA	NA
3.8	Executive Diploma in Counselling Skills in HR Process	2016	13 (2016-2017)	-	-	NA	NA
3.9	Executive Diploma in Investment Management (One year)	2017	20 (2017-2018)	-	-	NA	NA

IV. Management Development Programmes

4.1	Executive Postgraduate Programme in Financial Services and IT Assurance (Maveric) - (2 years)	2004	20 (Batch I-2004-2006)	31 (Batch 15 - 2018-2020)	2018	NA	NA
4.2	MDC Certificate Programmes for Executives (3 Months Programme)	2005	250 (Batch X-2004)	115 (Batch 29- 2019) 2 Months Programme	2019	NA	NA



4.3	Executive Postgraduate Programme in Business Management (FORD)-(2years)	2005	30 (Batch I-2007- 2009)	34 (Batch V- 2015-2017)	2015	NA	NA
4.4	Executive Postgraduate Programme in Business Management (RBS) - (2 years)	2005	17 (Batch I-2006-2008)	23 (Batch VIII-2016-2018)	-	NA	NA
4.5	Executive Diploma in Healthcare Management Christian Medical College - (2 years)	2009	7 (Batch III-2012-2014)	8 (Batch-VIII - 2017-2019)	-	NA	NA
4.6	Executive Diploma in Logistics and Supply Chain Management (TVS) - (1 year)	2013	19 (Batch I-2012-2013)	13 (Batch V- 2017-2018)	-	NA	NA
4.7	Executive Postgraduate Programme in Management (Rane) - (2 years)	2016	16 (Batch I-2016-2018)	-	-	NA	NA



4.8	RNTBCI	2017	52 (Batch I – 2017-2018)	-	-	NA	NA
V. Joint Collaboration Programme							
5.1	Binary MBA (Joint Collaboration with Binary University, Malaysia)	2016	15 (2017-2018)	7 (2018-2019)	-	NA	NA

*** Write applicable one:**

- Applying first time
- Granted provisional accreditation for two/three years for the period (specify period)
- Granted accreditation for 5/6 years for the period (specify period)
- Not accredited (specify visit dates, year)
- Withdrawn (specify visit dates, year)
- Not eligible for accreditation
- Eligible but not applied

9. Programs to be considered for Accreditation vide this application

S. No.	Program Name	Current Year Sanctioned Intake	Current year admitted nos.
1	Post Graduate Diploma in Management (Full time)	180	122



10. Contact Information of the Head of the Institution and NBA coordinator, if designated:

i. Name: Fr. P. Maria Joseph Christie

Designation: Director

Mobile No: 9444051957

Email id: director@liba.edu

ii. NBA coordinator, if designated

Name: Dr. Jayshree Suresh

Designation: Professor

Mobile No: 9381055552

Email id: jayshree.suresh@liba.edu

PART – B: Criteria Summary

Name of the Program: PGDM – FULL TIME

Criteria No.	Criteria	Mark/Weightage	Self-Assessment Score
1	Vision, Mission & Program Educational Objectives	50	50
2	Governance, Leadership & Financial Resources	100	99
3	Program Outcomes & Course Outcomes	100	100
4	Curriculum & Learning Process	125	115
5	Student Quality and Performance	100	83
6	Faculty Attributes and Contributions	220	191
7	Industry & International Connect	130	108
8	Infrastructure	75	41
9	Alumni Performance and Connect	50	45
10	Continuous Improvement	50	40
	Total	1000	902

INTRODUCTION



We are happy to share with you the Self-Assessment Report, March 2019. The Self-Assessment Report highlights the manner in which the vision and mission of the institute is embedded in the academic processes, day-to-day functioning, student development, qualitative course delivery, continuous internal assessment, faculty growth initiatives and the impetus to thought development through research and publication. In introduction, we present a brief background and take you through the genesis of LIBA.

LIBA is a premier Business School, established in 1979 and ensconced within the sprawling lush-green Loyola campus of 87 acres. Its aim is to contribute to the sustained development and inclusive growth of the nation, by preparing managers imbued with a spirit of innovation and entrepreneurship.

LIBA has been consistently ranked among the top 1% of the business schools in India; Business Standard: A1 and Careers360: AAAA. **LIBA has been ranked No.32 in the National Institution Ranking Framework 2018 by the Ministry of HRD, New Delhi.** Among the private management institutions in India, LIBA ranks **No.11** overall.

(See <https://www.nirfindia.org/2018/ManagementRanking.html>)

LIBA is managed by Jesuits well known for their outstanding contribution to higher education. The Society of Jesus, whose members are known as Jesuits, is a religious order of the Roman Catholic Church founded by Saint Ignatius of Loyola in 1540. Besides Loyola College, other prestigious Jesuit institutions in India include St. Xavier's Mumbai, St. Xavier's Kolkata and XLRI. The reason for Jesuits to get involved in business education is to form competent and committed leaders who are ethical, principle-centred and socially responsible with a global perspective and an entrepreneurial spirit.



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LIBA is governed by the Loyola College Society (LCS) which is situated within the same Loyola campus along with the following institutions:

- Loyola College (of Arts and Science) which was started in **1925**
- Renowned institutions such as Entomology Research Institute (**1963**)
- Institute of Dialogue with Cultures and Religions (**1967**)
- Loyola College of Education (**2007**)
- Loyola - ICAM College of Engineering and Technology (LICET) (**2010**)

Loyola Institute of Business Administration (LIBA)

Table 1: Directors of LIBA since its Inception

S. No	Name	Qualification	Designation	Period of Service
1.	Fr. N. Casimir Raj, S.J.	M. Com., M.B.A. (Santa Clara, USA.) Ph.D. (St. Louis Univ., USA)	Founder Director	01/06/1979 to 30/05/1986
2.	Fr. K.C. George, S.J.	M.A. (S.W.), Ph.D. (Univ. of Madras)	Director	01/06/1986 to 30/05/1989
3.	Fr. Louis Xavier, S.J.	M.A. (Eng.), Ph.D. (Univ. of Madras)	Director	01/06/1989 To 02/05/2001
4.	Fr. N. Casimir Raj, S.J.	M. Com., M.B.A. (Santa Clara Univ., USA.) Ph.D. (St. Louis Univ., USA)	Director	03/05/2001 To 30/04/2004
5.	Fr. P. Maria Joseph Christie, S.J.	M.Sc., M.B.A. (St. Louis Univ., USA), Ph.D. (St. Louis Univ., USA)	Director	01/05/2004 to 31/05/2012
6.	Fr. S. Peter, S.J.	M. Com. Ph.D. (Univ. of Madras)	Director	01/06/2012 To 30/04/2014
7.	Prof. R. Maria Saleth	M.A. (Econ.), M.Phil. (JNU, New Delhi) Ph.D. (Univ. of Illinois Urbana-Champaign, USA)	Director	01/05/2014 to 31/05/2015
8.	Prof. T.A. Sivasubramaniam	B.E., M.A., M.B.A. (IIM-B), DDTP (Sydney), Ph.D.(Central Univ., Pondicherry)	Acting Director	01/06/2015 to 31/05/2016
9.	Fr. P. Maria Joseph Christie, S.J.	M.Sc., M.B.A. (St. Louis Univ., USA), Ph.D. (St. Louis Univ., USA)	Director	01/06/2016 till date



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Today, the two-year full-time PGDM course is the flagship programme of LIBA. It is approved by All India Council for Technical Education (AICTE), accredited by National Board of Accreditation (NBA) and recognized by Association of Indian Universities (AIU). It also offers other programmes: PGDM part-time (AICTE approved), Ph.D. (affiliated to University of Madras), and one-year Executive Diploma Programmes. A collaborative MBA programme with Binary University, Malaysia for the one-year Diploma students. Management Development Centre offers various customised programmes (short-term and long-term) with focus on skill development.

The PGDM full-time programme follows the trimester pattern; the curriculum is updated regularly with input from the alumni and the corporates to make it relevant to the rapidly changing needs of the industry. The programme includes industry visits to experience the real world besides the mandatory summer internships lasting 8-10 weeks. With an emphasis on ethics and service to the society, special courses are offered on Business Ethics, Sustainability and Social Environment to Business; three-day rural visit is part of the course-work to understand and experience the lives of underprivileged and downtrodden.

LIBA stands for Excellence and Ethics, which are the hallmarks of Jesuit business education and all its programmes and activities, embody these two elements. LIBA earnestly strives to inculcate in the students the values of excellence, justice, honesty and service to the society.

LIBA focuses on the 'holistic formation' of individuals in all quotients, viz., intellectual, social, emotional and spiritual. The Institution works with an undeterred zeal to offer its students the best of education, blending classroom and experiential learning. It conducts several activities related to learning for their overall growth and development.

To promote Corporate Social Responsibility (CSR) among companies, a prestigious Mother Teresa Award for Corporate Citizen, instituted in 1998, is presented annually to a company that has shown exemplary commitment to CSR. LIBA's outreach agenda is driven by its motto 'reach the under-reached' and aims at inculcating in its trainees a deep sense of social responsibility, especially with a marked compassion for the downtrodden. As part of its CSR Initiative, LIBA runs Informatics Centre offering skill development courses to the underprivileged and assisting small and tiny entrepreneurs.

Students are encouraged to organise various co-curricular and extra-curricular events to help build self-confidence and develop their leadership qualities. Some of the noteworthy annual co-curricular activities are: 'INSIGHT' – a conference on a relevant theme where industry leaders are invited to share their 'insights'; BEACON – Business Ethics Conference; Business Summit – to enlighten the students about international trade policies and practices, and Union Budget Analysis.

In order to give an international perspective to students, LIBA has collaborative arrangements with reputed universities in the United States, South America, Europe, Africa and Asia for student exchange, faculty exchange and research collaboration. LIBA is a member of the International Association of Jesuit Business Schools (IAJBS), International Association of Jesuit Universities



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(IAJU), Jesuit Social Entrepreneurship Network, Xavier Association of Management Institutes (XAMI), Association of Management Development Associations in South Asia (AMDISA) and European Foundation for Management Development (EFMD).

One of the hallmarks of Jesuit education is 'cura personalis' (care of the entire person). Each student is assigned a faculty member as a mentor to guide them; it also strengthens the teacher-taught relationship. A buddy system is in place where each second year student tutors first year student for a smooth transition into the programme. Additionally, counselling sessions are available to those who need additional support.

LIBA offers expert training with the help of a highly competent and qualified faculty, visiting scholars, both inland and overseas, and adjunct faculty. Their outstanding qualifications, long exposure to industry and rich experience in executive functions, substantially contribute to shape competent managers. The faculty student ratio is approximately 1:12.

The admission policy comprises of a highly competitive selection based on Xavier Aptitude Test (XAT)/Common Admission Test (CAT) scores, written ability test, group discussion and personal interview. In consonance with Jesuit charter, opportunities are provided to underprivileged and marginalised sections of society. Students are drawn from all parts of the country; more than half of them have work experience; and nearly half of them are female students.

Since its inception, LIBA has the distinction of having 100% placement in reputed companies; in 2017-18 the average pay was Rs. 9.55 lakhs (maximum was Rs. 16.75 lakhs).

LIBA has established many Centres of Excellence:

- **Centre for Business Ethics and Corporate Governance** (2005) (recognized as a National Centre for Corporate Governance by Ministry of Corporate Affairs, Government of India);
- **Centre for Logistics and Supply Chain Management** (2007);
- **Prof. C. K. Prahalad Centre for Emerging India** (2011) focusing on social innovation and social entrepreneurship;
- **Loyola Inclusive Innovation Impact Centre** (2016), an incubation centre, has grown under the aegis of Prof. C. K. Prahalad Centre for Emerging India and has the following to its credit:
 - Part of Core Team for Unconvention, a business plan competition for social entrepreneurs, formed by Villgro at IIT Madras Research Park.
 - Recognised by Entrepreneur Development Institute (EDI) Government of Tamil Nadu to organize an annual Entrepreneur Awareness Campaign in Chennai.
 - Letter of Cooperation (LOC) signed between LIBA and Bharatiya Yuva Shakthi Trust (BYST) on 30th September 2016.

An important strength of LIBA is its strong interface with the industry; it is a member of various industry associations – Confederation of Indian Industries (CII), Federation of Indian Chamber Of Commerce & Industries (FICCI), Madras Chamber of Commerce and Industry (MCCI), Madras Management Association (MMA) and The Indus Entrepreneurs (TIE), Indian Society for Training



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and Development (ISTD). Governing Council and the other Advisory committees in the Centres of Excellence have many industry doyens as members. Senior corporates are regularly invited to offer courses and to give guest lectures.

Over the years, an excellent infrastructure has been built to include an air-conditioned auditorium, gallery style classroom for better instruction, round-table classes for group discussions and case studies, separate hostels for men and women and fully furnished guest rooms. LIBA has an outstanding library with 33,000+ books, a large number of international and national journals and many electronic business databases. It has the state-of-the-art computer facilities with more than 300 computers, 100mb broadband and WI-FI. MOODLE is now used as the academic learning platform. The students have access to the main central library of Loyola College which has a collection of more than 1, 30,000 books, 225 journals, 8,087 e-journals and 48,146 e-books.

LIBA is deeply connected with its distinguished alumni who have reached CXO level positions and become successful entrepreneurs. They are actively involved in all activities of LIBA.

Awards

LIBA has received recognition over the years for its outstanding work.

Table 2: List of Awards Presented to LIBA

S.No.	Year	Award Presented by	Awards Won
1.	2011	DNA & Stars of the Industry Group Innovative B-School Awards which recognize the innovation as a key competence which helps Business Schools gain a competitive edge. (Rayka Rogers, Founder, Star of the Industry Group; Dr. R. L. Bhatia, Project Director, B-School Affaire)	• B-School Leadership Award
2.		Star News initiative- "National B-School Awards 2011" - Recognize institutions that are innovative modern & industry related in their curriculum in Marketing, Advertising, marketing Communications Etc.	• Outstanding B-School (South) • B-School with Industry Related Curriculum in Human Resources
3.	2012	DNA & Stars of the Industry Group - Innovative B-School Awards	• B-School Leadership Award
4.		B-School Excellence Awards 2012 Powered by Bloomberg UTV - Recognize institutions that are innovative modern & industry related in their curriculum	• Outstanding B-School (South) • B-School with Industry Related Curriculum in Human Resources Management • Prof. P. Chandiran - Best Teacher in

			Operations Management
5.		Knowledge Resource Development & Welfare Group	<ul style="list-style-type: none"> • Management Education Leadership Award 2012
6.		ABP Presents, National b-School Awards 2012	<ul style="list-style-type: none"> • Outstanding B-School (South) • B-School with Industry Related Curriculum in Human Resources Management
7.	2013	Stars Group & Dainik Bhaskar National Educational Leadership Awards	<ul style="list-style-type: none"> • Outstanding B-School (South) • B-School with Industry Related Curriculum in Human Resources • Dr. M. Ramasubramaniam - Best teacher in Operations Management
8.		Hindustan Lever Limited 22nd BSA Business School Affaire & Dewang Mehta Business School Awards	<ul style="list-style-type: none"> • Prof Vandana Zachariah Best Professor in Financial Management
9.	2014	Lokmat' National Education Leadership Awards	<ul style="list-style-type: none"> • Outstanding B-School (South) • B-Schools with Industry Related Curriculum in Human Resources
10.		6th DNA & Stars of the Industry Group - Innovative B School Awards	<ul style="list-style-type: none"> • B-School who innovate in Teaching Methodology
11.		ABP Presents, National Education Awards 2014	<ul style="list-style-type: none"> • Outstanding B-School (South) • B-School with Industry Related Curriculum in Human Resources Management
12.		Hindustan Lever Limited 22nd BSA Business School Affaire & Dewang Mehta Business School Awards	<ul style="list-style-type: none"> • Dr. G. Revathi Best Professor in Human Resources Management



			<ul style="list-style-type: none"> • Business School with Best Academic Input (Syllabus) in Human Resources
13.	2015	School of Management, SRM University	<ul style="list-style-type: none"> • Rev. Fr. N. Casimir Raj, SJ. For his contribution and Services towards Management and Society
14.		ABP Presents, National Education Awards 2015	<ul style="list-style-type: none"> • Outstanding B-School South • B-School with Industry Related Curriculum in Human Resources Management • B-School with Excellent Industry Interface
15.		Lokmat' National Education Leadership Awards	<ul style="list-style-type: none"> • Outstanding B-School (South)
16.	2017	Higher Education Review	<ul style="list-style-type: none"> • Management College of the Year (Faculty Excellence)

CHAPTER - 1

Criterion 1

VISION, MISSION & PROGRAMME EDUCATIONAL OBJECTIVES

50

1.1. Vision and Mission statements (5)

(Vision statement typically indicates aspirations and Mission statement states the broad approach to achieve aspirations)

1.1.1 Our History:

Loyola College Society is a non-profit, charitable registered society managed by Jesuits globally renowned for their contribution to higher education. They are the pioneers in higher education in South India. They started St Joseph's college in 1944 (originally at Nagapattinam and later shifted to Tiruchirappalli) much before the British started the Universities in Chennai, Bombay and Calcutta.

Realizing the need to start a college at Chennai, some of the Jesuit Fathers from St Joseph's, Trichy came to Chennai and started Loyola College, under the tutelage of the Loyola College Society. Loyola College of Arts and Sciences is the first institution in the campus, and it was founded by Rev. Fr. Bertram, S.J., in 1925, who himself was twice the acting Vice- Chancellor of the Madras University.

The primary objective is to provide quality and value-based University Education in a Christian atmosphere for deserving students irrespective of caste and creed and started functioning with just 75 students. Loyola College has emerged as a premier educational Institution in the country and is striving to break new paths in education. It is affiliated to University of Madras and became autonomous in July 1978. UGC conferred the status of "College with potential for Excellence" on Loyola College in 2004 and confirmed the same in 2010. UGC has elevated Loyola College to the status of "College of Excellence" for the period from April 1, 2014 till March 31, 2019. (See www.loyolacollege.edu).

To serve the larger interest of the community, later, Loyola College Society started other institutions in the campus: LIBA (1979), College of Education (2007) and College of Engineering in collaboration with a Jesuit Engineering School in France (2010).

1.1.2 Our Philosophy

The Loyola College Society aims at training young men and women of quality to be leaders in all walks of life, whom we hope will play a vital role in bringing about the desired changes for the betterment of the people of our country, more particularly of the Dalits and other poorer sections of society. The aim of the college is to educate young men and women to serve their fellow men and women with justice, truth and love. It fosters an atmosphere of intellectual vigour and moral

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rectitude in which the youth of our country may find their fulfilment and achieve greatness as eminent men and women of service. Loyola College looks at education differently. It consistently and constantly works to form the students as Competent, Committed, Creative and Compassionate men and women for and with others. This is the core of Jesuit Education. This is what has made Loyola climb to the top league of colleges in India.

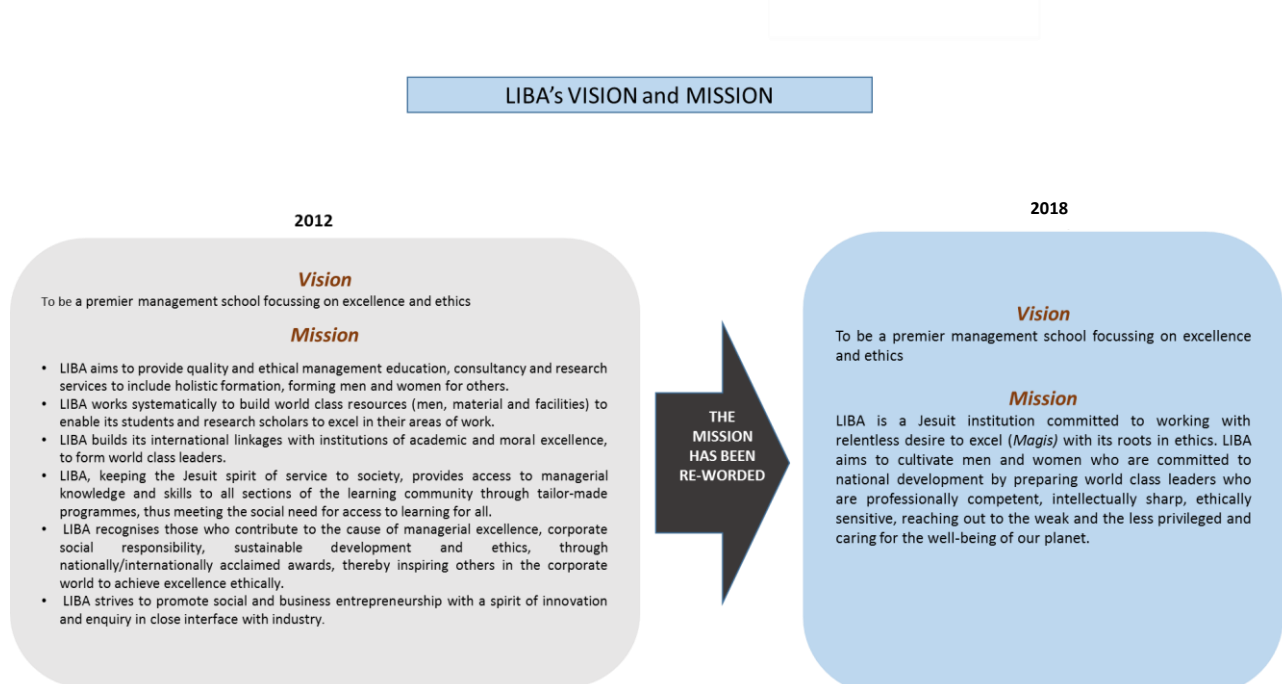
1.1.3 Loyola Institute of Business Administration (LIBA)

Loyola Institute of Business Administration (LIBA) had a humble beginning in 1979 with a three-year part-time PGDBA programme, mainly to assist those already employed to develop their managerial competency and enhance their knowledge and skills. In 1995, responding to the acute need for top class management professionals in the globalised economy, LIBA started offering a two-year full-time PGDBA programme (currently PGDM) with a batch size of 60 students. In 2005-06, the number of students was increased to 120. The same year, LIBA was recognised as a Centre of Excellence for Research by University of Madras and the Doctoral Programme was started.

1.1.3.1 Vision and Mission of LIBA:

The vision and mission of the institute was developed in 2012 on the basis of the philosophy and values of the Jesuits. Along with an attitude of positive thinking, high ethical values and service to society students are groomed to reach 'Magis' - Excellence in Everything. In 2018, on the basis of discussions in faculty meetings, it was reworded and approved by the Director.

Figure 1.1: Vision and Mission



The essence of the mission has remained the same over the years, only it has been reworded. Refer – LIBA's website



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a) Vision:

Meaning of Excellence and Ethics in LIBA's Context

Premier: World class and one amongst the top league of Indian and global business schools.

Excellence: Quality management education through equitable access to managerial knowledge and skills. A spirit of innovation, inquiry and entrepreneurship, personal excellence and engaged citizenship. Development of academic excellence through relevant knowledge, leadership skills, counselling and mentoring, concern about others, creativity and innovation, through application, experience and participation.

Ethics: Holistic formation of men and women for others by building an inclusive learning community which is socially responsible in developing sustainable business integrated with an eco-system. Business ethics - integrity, corporate social responsibility, sustainability and entrepreneurship.

Excellence includes Ethics

b) Mission:

LIBA is a Jesuit institution committed to working with relentless desire to excel (Magis) with its roots in ethics. LIBA aims to cultivate men and women who are committed to national development by preparing world class leaders who are professionally competent, intellectually sharp, ethically sensitive, reaching out to the weak and the less privileged and caring for the well-being of our planet. LIBA is a Jesuit institution committed to working with relentless desire to excel (Magis) with its roots in ethics. LIBA aims to cultivate men and women who are committed to national development by preparing world class leaders who are professionally competent, intellectually sharp, ethically sensitive, reaching out to the weak and the less privileged and caring for the well-being of our planet.

1.2. PEOs statements (5)

(State the Program Educational Objectives (3 to 5) of the program seeking accreditation)

To address the philosophy, vision, mission and values, the following PEOs for PGDM program seeking accreditation have been identified.

PEO 1: Professional competency

To achieve excellence through the development of managerial competency. The competencies have been identified in mission statement 1 (1.5 Consistency of PEOs with the mission).

** A manager is a professional, hence the term professional and competency are interchangeably used in this document.*

PEO 2: World Class Leaders

To equip with relevant knowledge in the business domain

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PEO 3: *Ethically Sensitive*

To impart ethically sensitive leadership practices

PEO 4: *Socially Conscious*

To transform into global principled leaders who are socially conscious

1.3. Dissemination among stakeholders (10)

(Describe the process which ensures awareness among internal and external stakeholders with effective process implementation)(Internal stakeholders may include Management, Governing Board Members, faculty, support staff, students etc. and external stakeholders may include employers, industry, alumni, funding agencies, etc.)

The vision and mission statement are put up on the website. The PEO's are clearly mentioned in the student handbook, course outline and the Institute website.

LIBA's tagline is *"In pursuit of Excellence and Ethics"* which is displayed and communicated during all important activities and events of LIBA.

LIBA's Vision and Mission are clearly exhibited at the Entrance of LIBA

Figure 1.2: Vision & Mission Statements displayed at Entrance





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1.4. Formulation process (15)

(Articulate the process for formulating the Vision, Mission and PEOs of the program)

The vision and mission of the institute was developed in 2012 based on the philosophy and values of the Jesuits. The following are the basic tenets of the Jesuit philosophy:

- Training young men and women to be quality leaders in all walks of life
- Leaders who bring the desired changes for the betterment of the people of the country, Dalits and other poorer sections of society
- An atmosphere of intellectual vigour and moral rectitude in the youth
- Competent, Committed, Creative and Compassionate men and women for others.

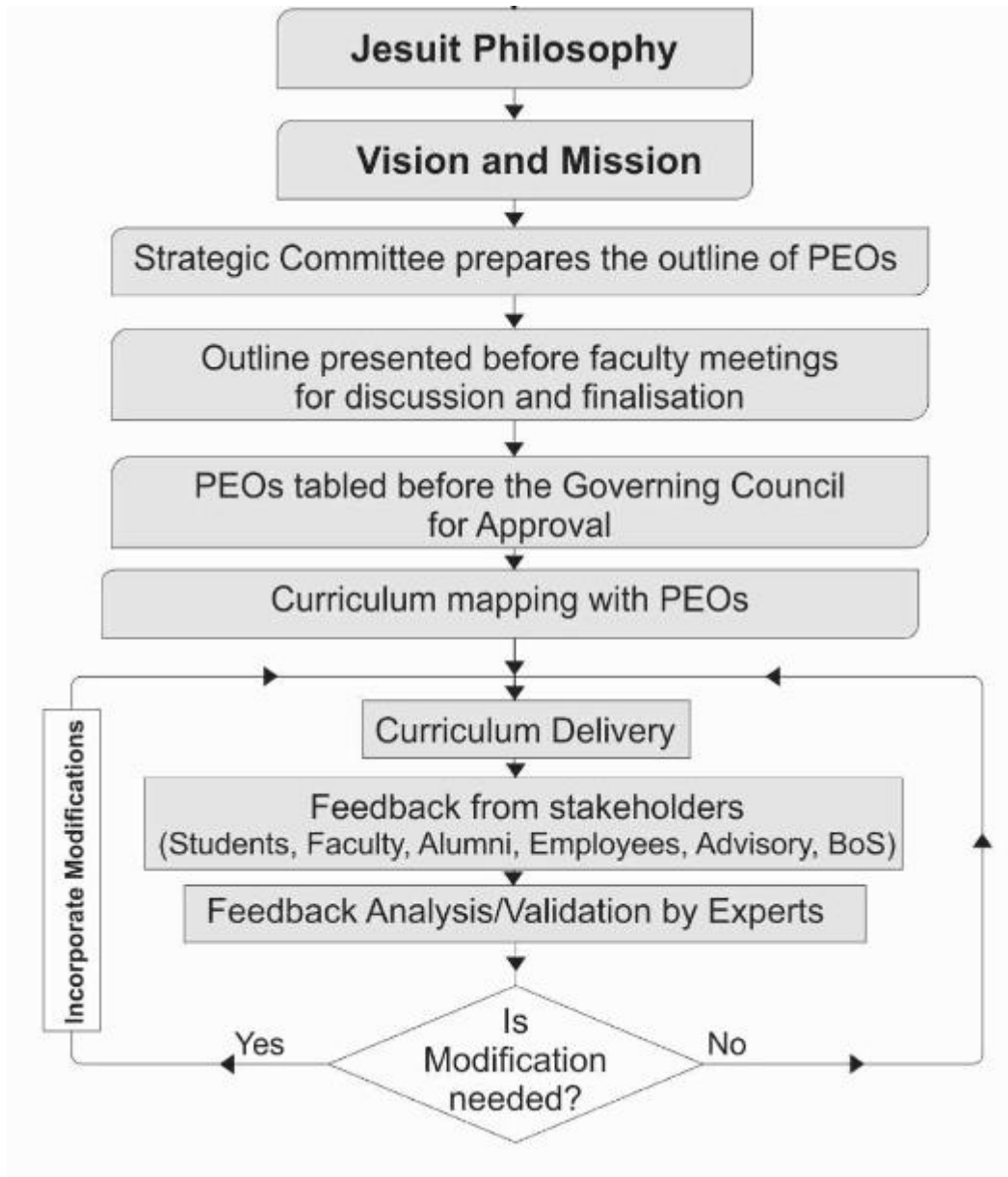
The Program Educational Objectives are aligned with the Vision and Mission of the institute. The Mission was re-worded. The reworded mission reflected the basic values underlying the original mission in a much more succinct manner. The mission was discussed in the faculty meetings on the basis of discussions it was reworded and then approved by the Director.

The five-member Strategic Committee discussed and prepared a preliminary plan on program outcomes and program educational objectives. From January, 2019 this committee has been named as the ***Internal Quality Assurance Cell*** of LIBA (***IQAC***). The final list of PEOs in this case was generated after the faculty brainstormed the relevance and importance of the same. The Strategic Committee assisted in the formation and finalisation of the PEOs which was approved by the Director.

Refer Annexure: 1.1 – Minutes of the Meeting of IQAC (Pg.152)

Refer Annexure: 1.2 - Approval by Director (Pg.154)

Figure 1.3: PEO'S Creation & Validation Process



1.5. Consistency of PEOs with the mission (15)

(Generate a “Mission of the Institute – PEOs matrix” with justification and rationale of the mapping)

The Mission statement is broken up into M1, M2, M3 and M4 for the purpose of mapping.

M1 – Attitude, skills and knowledge required to be a competent professional, Skills include: Communication, Decision making, Analytical, Interpersonal, Critical Thinking & Problem Solving, Entrepreneurial and Team Management

M2 – Preparing Managers equipped to lead with an international business perspective

Self-Assessment Report

M3 – The capacity to take decisions with intelligence and compassion

M4 – Reaching out to the weak and less privileged – Inclusivity

Table 1.1: Mapping of PEOs with Mission

PEO Statements	M1	M2	M3	M4
PEO1: Professional competency To achieve excellence through the development of managerial competency	High	Medium	High	Medium
PEO2: World Class Leaders To equip with relevant knowledge in business domain	High	Medium	High	Low
PEO3: Ethically Sensitive To impart ethically sensitive leadership practices	High	Medium	High	Medium
PEO4: Socially Conscious To transform into global principled leaders who are socially conscious	High	Medium	Medium	High

Table 1.2: Rationale for the scores

PEO1 - M1: HIGH	Placement Data – All Students Placed, Students Placed & working In Global Companies (MNC's), Awards won by students, Club Events Organizations – List – A Showcase Of Their Skills. <i>Refer Annexure: 1.3 – Placement Data 2018-2019 (Pg.156)</i>
PEO1 - M2: MEDIUM	International Speakers, International Faculty; Guest Lectures –Beyond Management Initiative (BMI) <i>Refer Annexure: 1.4 – BMI Report (Sample)(Pg.172)</i> Curriculum Revisions To Incorporate Current Methodologies & Techniques. <i>Refer Annexure: 1.5 –Curriculum Revision Meetings (Sample)(Pg.179)</i>
PEO1 - M3: HIGH	Core Course – Business Ethics and other activities <i>Refer Annexure: 1.6 – Course Outline (Sample)(Pg.181)</i>
PEO1 - M4: MEDIUM	Village Visit, Loyola School, CSR Programmes, Activities Of Radius Club, Admission Policy – Marginalized Students <i>Refer Annexure: 1.7– Village Visit & CSR Activities (Sample)(Pg.185)</i>
PEO 2 - M1: HIGH	Placement Data – All Students Placed, Awards won by students – A Showcase Of Their Skills <i>Refer Annexure: 1.3 – Placement Data 2018-2019 (Pg.156)</i>
PEO 2 - M2: MEDIUM	Students Placed & working In Big Global Companies (MNC's), Entrepreneur List. <i>Refer Annexure: 1.3 – Placement Data 2018-2019 (Pg.156)</i>
PEO 2 - M: HIGH	Core Course – Business Ethics and other activities



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PEO 2 - M4: MEDIUM	Village Visit, Loyola School, Activities Of Radius Club, Admission Policy – Marginalized Students
PEO 3 - M1: HIGH	Core Course – Business Ethics and other activities
PEO 3 - M2: MEDIUM	Students Placed In MNC's and their scores in Business Ethics Subject.
PEO 3 - M3: HIGH	Core Course – Business Ethics and other activities
PEO 3 - M4: HIGH	Mother Teresa Awards <i>Refer Annexure: 1.8 – Report of Mother Teresa Awards (Sample)(Pg.190)</i>
PEO 4 - M1: MEDIUM	Alumni of LIBA who are actively participating in and extending their support to various Charitable Activities – Loyola School , Village Visit, Activities Of Radius Club, Admission Data – Marginalized Students
PEO 4 - M2: MEDIUM	Mother Teresa Awards, Village visit, Radius Club activities.
PEO 4 - M3: HIGH	Learning Ethics by managing the Social & Club Activities
PEO 4 - M4: HIGH	Village Visit, Loyola School, Activities of Radius Club, Admission Policy – Marginalized Students, Donations Given For Social Causes

LIBA IS CONSTANTLY IN PURSUIT OF EXCELLENCE AND ETHICS.....

CHAPTER - 2

Criterion 2

GOVERNANCE, LEADERSHIP & FINANCIAL RESOURCES

99

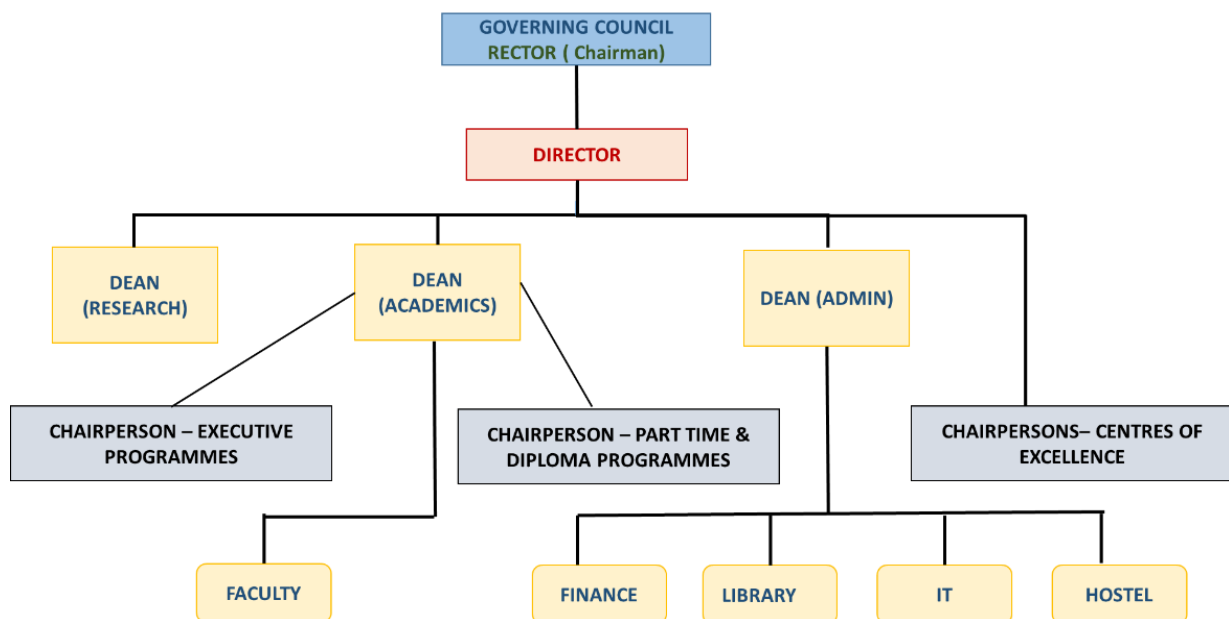
2.1 Governance and Leadership (59)

2.1.1. Governance Structure and Policies (25)

2.1.1.1. Governing Structure (10)

(List the governing, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; and attendance therein, details of monitoring of performance done by the BoG. A few sample minutes of the meetings and action-taken reports should be annexed)

Figure 2.1: Organogram of LIBA



LIBA is a unit of the Loyola College Society (LCS). It has other units under it which includes:

- Loyola College (of Arts and Science) which was started in 1925
- Renowned institutions such as Entomology Research Institute (1963) and Institute of Dialogue with Cultures and Religions (1967)
- Loyola College of Education (2007)
- Loyola - ICAM College of Engineering and Technology (LICET) (2010)



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The governing board of LCS meets quarterly. The Provincial is the president of the LCS and the Rector is the vice president.

LIBA has its own Governing Council which consists of 23 members.

Refer Annexure: 2.1.a – List of Members of the Governing Council (Pg.198)

The Vice president of LCS is the Chairman and the Director of LIBA is the secretary. Apart from the Jesuits and industry stalwarts, the members include businessmen, local authorities and eminent academicians. The members are very much involved in the growth and functioning of the institution. The Dean - Academics, Dean – Administration and Dean - Research are members and represent the faculty.

The Governing Council meets once in two years.

Refer Annexure: 2.1.b - Minutes of the Meeting of the Governing Council (Pg.202)

The Governing Council passes the auditor's account, approves policies, ratifies appointments and salaries and also approves any new proposals for infrastructure or new programmes. Besides this, the Annual Report of the school which consists of details about admissions, placements, finance, department reports and other important undertakings is presented.

The Academic Council (AC) is a body comprising the faculty members of LIBA. Academic Council is entrusted with the responsibility to evaluate and monitor the academic activities. The Academic Council meets at the end / beginning of every academic year to decide the way forward for the upcoming academic year. The Academic Council is also responsible for evaluation of the academic performance of students. It consists of leading academicians and corporate representatives who provide advice on how to continuously improve the overall academic experience for students at LIBA. They give vital inputs which help in keeping the curriculum in tune with the changing market economy.

Refer Annexure: 2.2 - Minutes of the Meeting of the Academic Council (Pg.210)

The faculty members also meet at least twice in a month to update themselves about the program. The faculty council also deliberates on the course revision periodically.

There is an Advisory Committee for Mother Teresa Awards (MTA) which are given under the aegis of the Centre for Corporate Governance and Business Ethics. It has been headed by Shri. N. Vittal, IAS (Retd.), Former Chief Vigilance Commissioner, Government of India.

Refer Annexure: 2.3 - Minutes of the Meeting for MTA (Pg.214)

There is also an Advisory Board to guide and help with the functioning of Prof. C.K. Prahalad Centre for Emerging India. It is headed by Mr. Gopal Srinivasan, Chairman and Managing Director, TVS Capital Fund Ltd. These committees and advisory boards have renowned corporate



Self-Assessment Report

leaders as members and they provide the strategic direction to LIBA's programmes and activities.

2.1.1.2. Service Rules (5)

(Service rules should be published, employees should be made aware and its compliance)

The service rules (2004) are available and all employees are aware of it. The amended version was approved at the Board Meeting on March 2, 2019.

Refer Annexure: 2.4 – Faculty Handbook and Staff Handbook (Pg.216)

2.1.1.3. Policies (5)

(There should be well defined and implemented policies of governance with stakeholders participating in the development of these policies. Also state the extent of awareness among the faculty and Students)

LIBA has a faculty & Staff policy and Student Policy. There are also policies on Incubation Centre, Research, Finance, IT, Library, Admissions, Placements, Library, International Collaboration and Management Development Centre (MDC).

Refer Annexure 2.5- List of Policy Documents (Pg.288)

Refer Annexure 2.6- Research Policy Document (Pg.289)

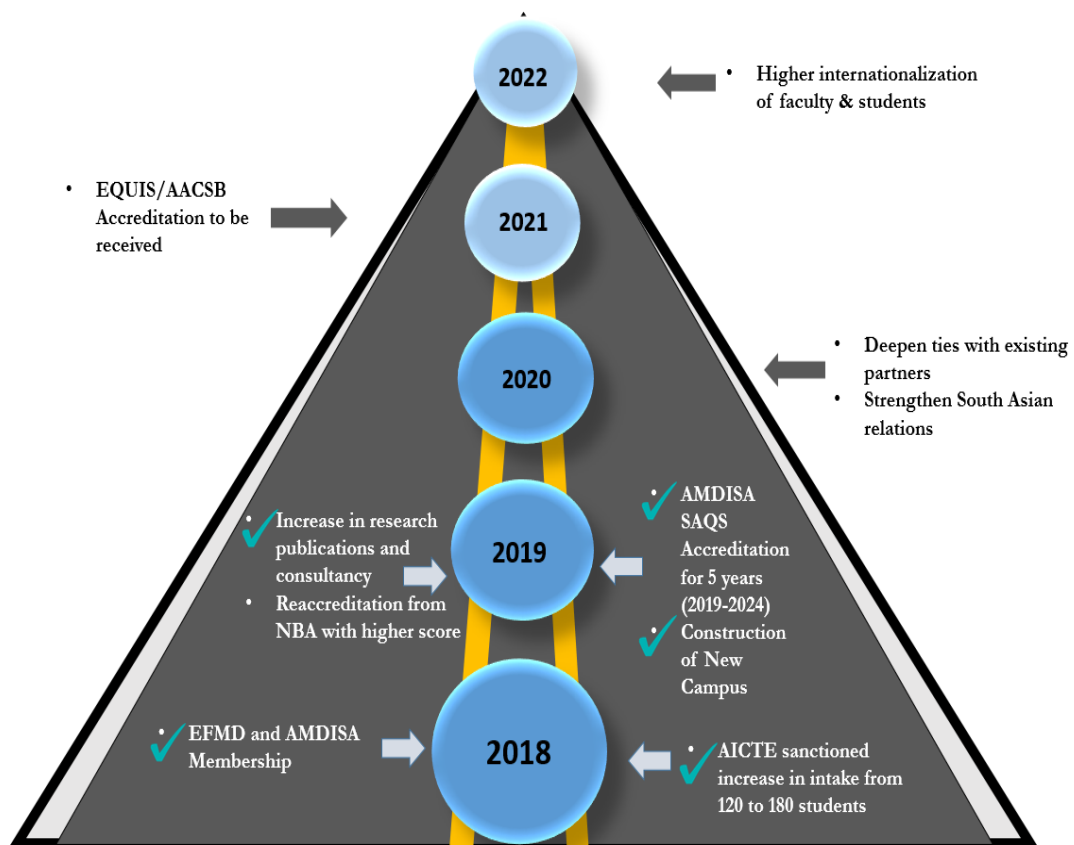
Self-Assessment Report

2.1.1.4. Strategic Plan (5)

(Availability and implementation)

With its tagline ‘In Pursuit of Excellence and Ethics’, LIBA regularly undertakes strategic planning process to review its activities and programmes to make them relevant. The figure given below shows the broad strategic map.

Figure 2.2: Strategic Map



Self-Assessment Report



The strategic plan implemented and achieved in terms of:

- a) An increase in the intake of full-time students from 120 to 180.
- b) Accreditation received from South Asian Quality Assurance System (SAQS) for 5 years.
- c) Increase in the Research and Publications.

Figure 2.3: AICTE sanction letter for increase in intake

All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)
Nelson Mandela Marg, Vasant Kunj, New Delhi-110070 Website: www.aicte-india.org

APPROVAL PROCESS 2018-19
Extension of Approval (EoA)

F.No. Southern/I-3512800119/2018/EoA Date: 30-Apr-2018

To,
The Principal Secretary
(Higher Education) Govt. of Tamil Nadu,
N. K. M. Stg. 6th Floor Secretariat,
Chennai-600009

Sub: Extension of Approval for the Academic Year 2018-19

Ref: Application of the Institution for Extension of approval for the Academic Year 2018-19

Sir/Madam,

In terms of the provisions under the All India Council for Technical Education (Grant of Approvals for Technical Institutions) Regulations 2010 notified by the Council vide notification number F.No.AB/AICTE/REG/2016 dated 30/11/2016 and amended on December 5, 2017 and norms standards, procedures and conditions prescribed by the Council from time to time, I am directed to convey the approval to

Permanent Id	I-13248591	Application Id	I-3512800119
Name of the Institute	LOYOLA INSTITUTE OF BUSINESS ADMINISTRATION	Name of the Society/Trust	LOYOLA COLLEGE SOCIETY
Institute Address	STERLING ROAD NUNGAMBAKKAM CHENNAI PIN: 600 034 TAMIL NADU, CHENNAI, CHENNAI, Tamil Nadu, 600034	Society/Trust Address	LOYOLA COLLEGE JESUIT RESIDENCE NUNGAMBAKKAM CHENNAI-600 034 TAMIL NADU, CHENNAI, CHENNAI, Tamil Nadu, 600034
Institute Type	Unaided - Private	Region	Southern

Opted for Change from Women to Co-Ed and vice versa	No	Change from Women to Co-Ed and vice versa Approved or Not	NA
Opted for Change of Name	No	Change of Name Approved or Not	NA
Opted for Change of Site	No	Change of Site Approved or Not	NA
Opted for Conversion from Degree to Diploma or vice versa	No	Conversion for Degree to Diploma or vice versa Approved or Not	NA
Opted for Organization Name Change	No	Change of Organization Name Approved or Not	NA

To conduct following Courses with the Intake indicated below for the Academic Year 2018-19

Program	Shift	Level	Course	FT/PT*	Affiliating Body (Unaided/Body)	Intake Approved for 2018-19	NBA Approval Status	PIQ / FN / Guif / equal or/ Approval Status	Foreign / Training / Program Approval Status*
MANAGEMENT	1st	POST GRADUATE DIPLOMA	POST GRADUATE DIPLOMA IN MANAGEMENT	PT	None	180	NA	NA	NA
MANAGEMENT	1st	POST GRADUATE DIPLOMA	POST GRADUATE DIPLOMA IN MANAGEMENT	PT	None	60	NA	NA	NA

*FT - Full Time, PT-Part Time

Application No: I-3512800119
Note: This is a Computer generated Report. No signature is required.
Printed By: 387791382

Page 1 of 2
Letter Printed On: 15 May 2018

In case of any differences in content in this Computer generated Extension of Approval Letter, the content/information as approved by the Executive Council / General Council as available on the record of AICTE shall be final and binding.

Strict compliance of Anti-Ragging Regulation - Approval is subject to strict compliance of provisions made in AICTE Regulation notified vide F. No. 37-3/Legal/AICTE/2009 dated July 1, 2009 for Prevention and Prohibition of Ragging in Technical Institutions. In case Institution fails to take adequate steps to Prevent Ragging or fails to act in accordance with AICTE Regulation or fails to punish perpetrators or incidents of Ragging, it will be liable to take any action as defined under clause 9(4) of the said Regulation.

Prof. A.P. Mittal
Member Secretary, AICTE

Copy to:

- The Regional Officer,
All India Council for Technical Education
Shastri Bhawan 20, Hasidwara Road
Chennai - 600 006, Tamil Nadu
- The Director of Technical Education**,
Tamil Nadu
- The Registrar**,
None
- The Principal / Director,
LOYOLA INSTITUTE OF BUSINESS ADMINISTRATION
STERLING ROAD
NUNGAMBAKKAM
CHENNAI
PIN: 600 034
TAMIL NADU,
CHENNAI, CHENNAI,
Tamil Nadu, 600034
- The Secretary / Chairman,
LOYOLA COLLEGE SOCIETY
LOYOLA COLLEGE
JESUIT RESIDENCE
NUNGAMBAKKAM
CHENNAI-600 034
TAMIL NADU,
CHENNAI, CHENNAI,
Tamil Nadu, 600034
- Guard File(AICTE)

Note: Validity of the Course details may be verified at <http://www.aicte-india.org/>

* Individual Approval letter copy will not be communicated through Post/Email. However, consolidated list of Approved institutions(bulk) will be shared through official Email Address to the concerned Authorities mentioned above.


This EOA Report is for Academic Year 2018-2019 with Status as "EOA Recommended by Council".
Please print this Report from the application which has Academic year as 2018-2019 and Status as "EOA Recommended by Council".

Application No: I-3512800119
Note: This is a Computer generated Report. No signature is required.
Printed By: 387791382


Page 2 of 2
Letter Printed On: 15 May 2018




Figure 2.4: SAQS Accreditation



ASSOCIATION OF MANAGEMENT DEVELOPMENT INSTITUTIONS IN SOUTH ASIA
 University of Hyderabad Campus, Central University Post Office,
 Hyderabad - 500 046, Telangana State, India.
 Tel : +91-40-6454 5226, 64543774, Fax : +91-40-2301 3346
 E-mail : execdir.amdisa@gmail.com / execdir@amdisa.org
 Website : www.amdisa.org





22nd January, 2019

To

Fr. P. Maria Joseph Christie
 Director
 Loyola Institute of Business Administration
 Loyola College Campus
 Nungambakkam
 Chennai - 600 034.

Dear Fr. Maria Joseph Christie,

Greetings and Heartiest Congratulations!

Having been declared eligible for participating in the AMDISA SAQS Accreditation exercise in the year August, 2017; having prepared the Self-Assessment Report based on the SAQS criteria and quality parameters; based on the report and recommendations of the Peer Review Team and the subsequent vetting by the SAQS Accreditation Awarding Committee on 5th January, 2019, we are pleased to inform that AMDISA has decided to **award SAQS Accreditation to Loyola Institute of Business Administration, Chennai, India for a period of five years from 5th January 2019**. This will entitle **Loyola Institute of Business Administration, Chennai, India** use the "SAQS Accredited" quality label.

While granting 5 years Accreditation, the SAQS Accreditation Awarding Committee also reiterated the following areas of improvement suggested by the PRT:

A) Binding Recommendations:

i) LIBA should have explicit policy documents in the areas of faculty recruitment, faculty promotions, research incentives and consultancy opportunities, student placement and international linkages. The policy documents should specify membership, periodicity of meetings, recording of minutes and specific recommendations and action taken reports submitted to higher authorities. To repeat, LIBA needs to create a **memory** for itself in its journey to take on future opportunities and challenges.

ii) The curriculum design review committee should have a few management professors from reputed schools outside.

iii) In its efforts to gain international recognition and exposure, a more involved strategy should be formulated with more representation to the faculty building academic bridges with colleagues outside, both in India and abroad.

B) Non-binding Recommendations:

i) LIBA should grow. In the next five years, the student intake should be doubled covering the west, the north and the east.


ii) Short-term executive development programmes should be increased, if possible, with an exclusive hostel, so that executives across the country can fly into Chennai and spread LIBA's reach to an optimum level. Hybrid programmes for online campus learning can be a new opportunity.



"SAQS Accredited" is a quality label which assures that *Loyola Institute of Business Administration, Chennai* has in place continuous quality improvement system benchmarked with leading global schools in the world. Having been granted Accreditation your specific attention is invited to Chapter 7 titled "Accreditation Awarding Committee's Decision" of SAQS Booklet I on "Accreditation Procedures" with a request for compliance of provision within the same. It inter-alia also stipulates that *Loyola Institute of Business Administration, Chennai* will submit a progress report after 30 months (**July, 2021**) and seek re-accreditation in **2024**. AMDISA expects *Loyola Institute of Business Administration, Chennai* to uphold the quality standards enunciated by AMDISA.

AMDISA SAQS AWARD to *Loyola Institute of Business Administration, Chennai* will be sent in due course.

Warm regards,

Yours sincerely,


M. Rammoan Rao



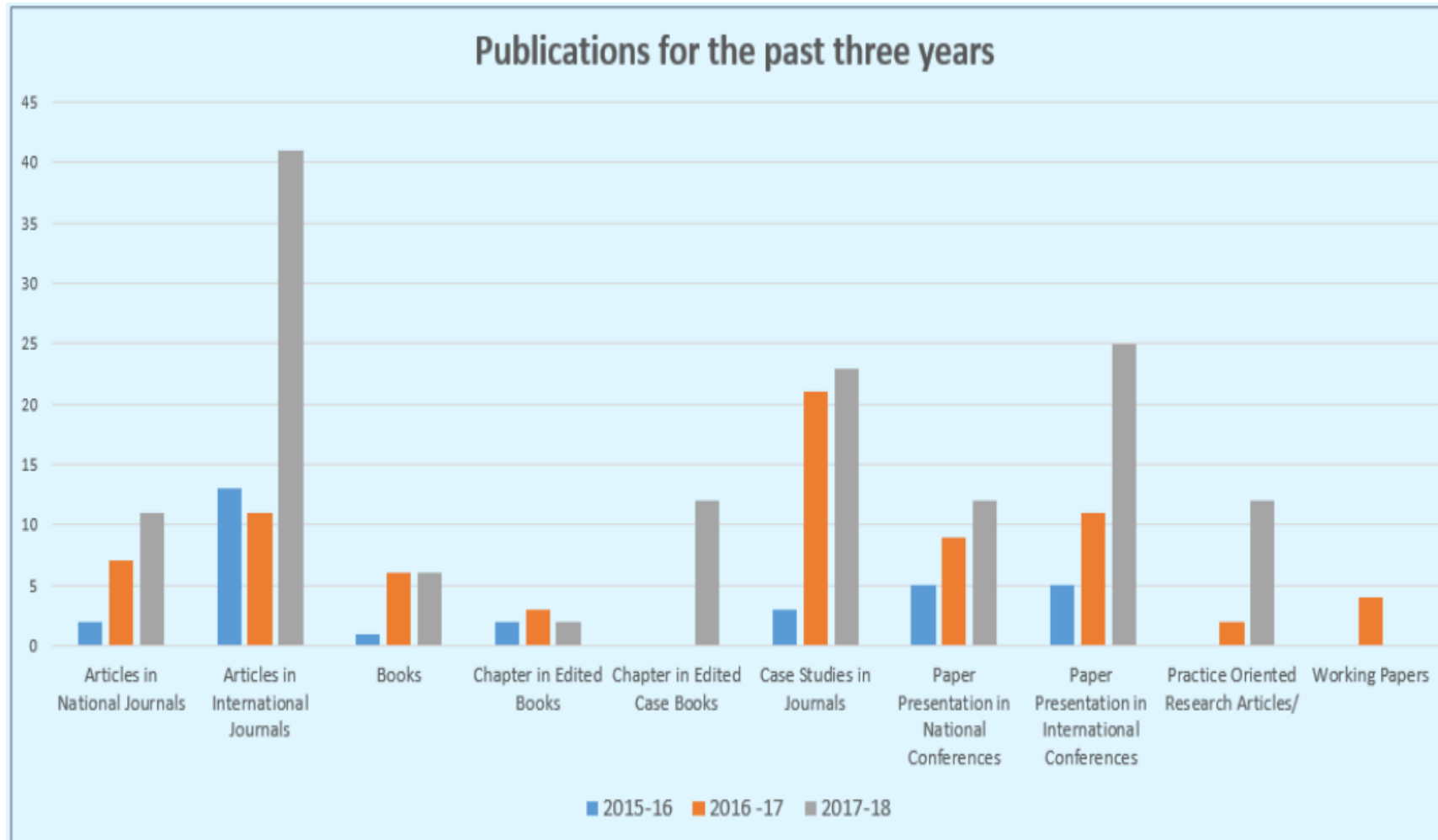





Figure 2.5: Research & Publications



Future Plans: Broadly speaking we aim to deepen ties with existing partners, strengthen South Asian Relations and expose faculty and students to more international experience. Specifically we intend to start focused PGDM programme in Business Analytics and collaborative programmes with foreign Universities (Fordham University and Virginia Tech University, USA). Thus, LIBA marches on towards becoming a centre of excellence and preparing its students to become globally responsible citizens.

LIBA aims to grow students beyond academic excellence and focus on holistic formation in all spheres – intellectual, social, emotional and spiritual. It intends to form competent, committed and ethical leaders with a global perspective and an entrepreneurial spirit. It works to uplift the underprivileged and marginalized sections of society and transform individuals into world class leaders.

LIBA has an Internal Quality Assurance Cell (IQAC). The IQAC comprises five faculty for different streams and the Director. The team works extensively on formulating and implementing strategic goals. The committee meets twice a month.

Refer Annexure: 1.1 - Minutes of the Meeting of IQAC (Pg.152)

The strategic plan is implemented by setting the goals. The following table depicts the strategic goals set for the future.

Table 2.1: Strategic Goals

S. No.	Areas	Strategic Goals – Steps Underway
1	Accreditation	To be accredited by various reputed international/national accreditation agencies
2	Research	To give impetus to research and research programmes and increase research publications
3	Industry Connect	Industry must value LIBA as the "Go To Place" for recruitment of Young Entrants as future Talent for Leadership roles
4	Management Development Centre (MDC)	LIBA MDC to be seen as a leading provider of executive education and consultancy
5	Admissions	To have a admission procedure to attract the right candidates
6	International Collaboration	To establish collaborations with universities abroad to foster exchange of students and faculty and also to raise LIBA to global level

7	Technology Enabled Learning	Usage of latest technology for teaching and learning process
8	Course Curriculum	Strengthening the academic programme – full-time PGDM (the syllabus, pedagogy, skill development, new courses)

With regards to the Curriculum, strategy exercise is done regularly. The Director and the Chairpersons/Faculty of the Domain Areas develop the strategic plan. Once finalized, it is submitted to the Governing Council for evaluation. During the Governing Council meeting which is held annually, further deliberations and suggestions are made and with consensus the strategic plan is finalized.

Refer Annexure 2.7 – Report of the Curriculum Revision Committee (Sample)(Pg.299)

2.1.2. Faculty Empowerment (15)

2.1.2.1. Faculty development policies (5)

(The institution should have a well-defined faculty development policy to ensure that faculty continues to meet high standards)

Faculty at LIBA are expected to strive for excellence in their teaching, research and other administrative roles. They are encouraged to continuously seek ways to enhance their capabilities and performance.

The following describes the Faculty Development Policy currently being practised at LIBA:

1. Faculty are encouraged to attend Faculty Development Workshops. They can attend FDWs conducted in other institutions. In addition, in-house workshops such as Workshop on Case writing, Case Teaching, Workshop on Mentoring have been conducted for the faculty.
2. Financial support of Rs. 2 Lakhs per faculty per year is provided for paper presentations in conferences in India and anywhere in the world.
3. Faculty whose performance is below par are mentored by Director / Dean to hone their skills and perform better.

Refer Annexure: 2.4- Faculty Handbook and Staff Handbook (Pg.216)

2.1.2.2. Decentralization, delegation of power and Collective decision making (10)

(List the names of the faculty members who have been delegated powers for taking administrative decisions. Mention details in respect of decentralization in working) (Institution should explicitly mention financial and administrative powers delegated to the Principal, Heads of Departments and relevant in-charges. Demonstrate the utilization of financial powers for each year of the assessment years) (Procedure for decision making on issues such as strategic development and resourcing with respect to educational provision and management of educational resources)



Self-Assessment Report

Most of LIBA's faculty are involved in administrative tasks. There are three Deans and one Associate Dean.

Listed below are the faculty who have administrative responsibilities:

- Dr. G. Revathi – Dean (Academics)
- Dr. Wensch – Dean (Administration)
- Dr. M. Victor Louis Anthuvan – Dean - Research
- Dr. Lakshmi Narayanan – Associate Dean (Academics)
- Dr. Richa Pande – Chairperson, Placements
- Dr. Siluvairaja – Chairperson, Admissions
- Dr. Alagu Perumal Ramasamy – Chairperson, International Collaboration
- Dr. B. Aiswarya – Coordinator – Student Affairs
- Dr. Pandikumar – Coordinator – Trading Labs
- Dr. Ramasubramaniam – In charge – Renault Nissan
- Dr. Jayshree Suresh – Head, Accreditation
- Dr. Shanthi Venkatesh – Chairperson, Centre for Business Ethics and Corporate Governance
- Dr. Xavier Raj – Chairperson – Prof. C. K. Prahalad Centre for Emerging India & L3IC
- Dr. P. Chandiran – Chairperson, Centre for Logistics and Supply Chain Management
- Dr. Vanadana Zachariah – Chairperson, Alumni Associations

The final decision regarding most matters is taken by the Director of the institute.

2.1.3. Effective Governance Indicators (19)

2.1.3.1. Grievance redressal mechanism (5)

(Specify the mechanism and composition of grievance redressal cell including Anti Ragging Committee & Sexual Harassment Committee.)

LIBA has an anti-ragging and sexual harassment committee. It also has committee for SC/ST (prevention of atrocities) Act 1989. There is also an anti-ragging squad and a grievance redressal committee.

The Faculty Handbooks states the following regarding sexual harassment:

The Institute is committed in dealing with and doing away with any instance of Sexual Harassment. For this a Complaints Committee for Sexual Harassment at the Workplace has been formed.

7.6.1(Faculty Handbook) Complaints Committee for Sexual Harassment means a Committee constituted by the management to look after the allegation of sexual harassment at the workplace. The said Committee has been constituted according to the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.



Self-Assessment Report

7.6.2(Faculty Handbook) “Sexual Harassment” means and includes such unwelcome sexually determined behaviour (whether directly or by implication) as

- a) Physical contact and advances,
- b) A demand or request for sexual favor,
- c) Sexually colored remarks,
- d) Showing pornography,
- e) Any other unwelcome physical, verbal or nonverbal conduct of sexual nature.

Refer Annexure: 2.4 – Faculty Handbook and Staff Handbook (Pg.216)

Refer link: Mandatory Disclosure:

https://liba.edu/wp-content/uploads/2018/12/Mandatory_Disclosure-2018-2019-15-11-2018-1-updated-pdf-2018.pdf

Table 2.2: Action Taken Report for grievance redressal for the last three years

Year	Grievance\Complaints Registered	Action Taken
2018-19	Nil	Nil
2017-18	Nil	Nil
2016-17	Nil	Nil

2.1.3.2. Transparency (5)

(Information on policies, rules, processes and dissemination of this information to stakeholders is to be made available on the website)

LIBA operates in a transparent manner. The faculty, staff and students of LIBA are aware of the policies and processes. All important information are regularly updated on LIBA’s website.

A concerted effort has been made to improve the website over the past few years giving all information about the Institution. This has helped towards greater transparency as also making LIBA more visible.

The NIRF data is uploaded. Regular updates of the various activities being taken up. There are dedicated technical staff to help maintain all the IT resources.

It is heartening to note that the website’s designing and maintenance is being aided by LIBA’s alumnus with great enthusiasm.



Self-Assessment Report

2.1.3.3. Leader and Faculty selection process (4)

(Effective implementation) (A well delineated selection process should be there for leader and faculty selection process. Institute should provide sufficient proofs of such process being in existence)

LIBA believes in recruiting faculty who have long-term plans of serving the students and the community and are able to easily fit into the culture of the organisation. Towards this it makes all efforts through a search for such persons of high calibre and promise in all fields. Most times this is possible only through “word-of-mouth” and personal contacts. It seems that over the years this has been found to be very effective and fruitful for LIBA.

Recruitment Policy: only Ph.D.'s with research capability and industry experience are recruited. There is a presentation to be made by the shortlisted person as part of peer-review.

Refer Annexure: 2.4 – Faculty Handbook and Staff Handbook (Pg.216)

2.1.3.4. Stability of the academic leaders (5)

The leadership has been fairly stable since 2016. Fr. Christie is the Director and Fr. Wenisch is the Dean - Administration since 2016. Dr. Revathi has been serving as Dean - Academics for the last six years.

2.2. Financial Resources (40)

2.2.1. Budget Allocation, Utilization, and Public Accounting at Institute level

Summary of current financial year's budget and actual expenditure incurred (for the institution exclusively) in the past three financial years. Total Income at Institute level: For CFY, CFYm1, CFYm2 & CFYm3 .CFY: Current Financial Year, CFYm1 (Current Financial Year minus 1), CFYm2 (Current Financial Year Minus 2) and CFYm3 (Current Financial Year minus 3)



Table 2.3: Summary of budget and the actual expenditure incurred

Items	Budgeted in CFY	Budgeted in CFYm2017-2018	Actual Expenses in CFYm2017-2018	Budgeted in CFYm 2016-2017	Actual Expenses in CFYm 2016-2017	Budgeted in CFYm 2015-2016	Actual Expenses in CFYm2015-2016
Infrastructure	1,40,50,000.00	20,00,000.00	16,70,020.00	22,50,000.00	20,23,727.00	60,99,520.00	56,87,322.00
Built-Up							
Library 1	36,97,500.00	37,13,801.00	22,80,353.00	28,00,000.00	20,33,446.00	18,00,000.00	23,98,178.00
Computer Labs and Software 2	26,66,000.00	19,00,000.00	17,02,350.00	17,09,344.00	16,79,423.00	32,00,000.00	33,66,827.00
Teaching and non-teaching staff salary	9,15,36,000.00	8,16,57,385.00	6,50,93,599.00	7,55,07,385.00	6,80,28,404.00	6,02,00,000.00	6,06,27,192.00
Research 3	18,08,000.00	14,80,000.00	16,06,223.00	10,00,000.00	9,88,449.00	6,73,000.00	3,47,661.00
Training and Travel	25,00,000.00	8,00,000.00	6,50,610.76	9,00,000.00	2,63,507.00	6,00,000.00	2,77,090.00
Placement	7,50,000.00	6,83,000.00	3,66,715.00	6,63,000.00	2,75,984.00	5,00,000.00	3,31,523.00
Activities							
Entrepreneurship							
Co-Curricular	2,49,00,000.00	22,00,000.00	21,46,477.00	25,00,000.00	25,02,305.76	25,00,000.00	28,84,711.00
Extra Curricular	2,50,00,000.00	30,00,000.00	28,89,389.00	18,00,000.00	16,38,379.00	30,00,000.00	31,58,663.00
Alumni Relations	6,00,000.00	5,72,500.00	4,68,962.00	5,77,500.00	1,95,888.00	5,00,000.00	2,46,543.00
Miscellaneous expenses 4	2,00,00,000.00	2,40,00,000.00	2,37,65,739.45	5,00,00,000.00	5,46,23,064.00	3,00,00,000.00	3,02,55,325.31
Others, specify Capital Items, Admission exp, convocation	1,97,50,000.00	2,38,45,000.00	1,74,47,625.85	1,80,74,000.00	1,40,72,258.00	1,27,60,000.00	1,41,31,931.00
Total	20,72,57,500.00	14,58,51,686.00	12,00,88,064.06	15,77,81,229.00	14,83,24,834.76	12,18,32,520.00	12,37,12,966.31

1. Paper books and electronic (e-journals, e-books, e-subscription, publications etc.)
2. Purchase and Maintenance (Databases, e-access, statistical tools)
3. Research funds including fellowships to the students and faculty

Table 2.4: Total Income at Institute level for CFY

	Income				Total Income
	Fee Received	Grant received from Govt.	Grant received from Industry	Other Sources (specify) bank interest	
2015-16	12,43,61,890.40	0	0	25,15,258.03	12,68,77,148.43
2016-17	14,18,41,315.00	0	0	30,62,365.39	14,49,03,680.39
2017-18	15,43,72,312.65	0	0	31,95,036.22	15,75,67,348.87
2018-19 budgetted	16,38,24,900.00	0	0	25,00,000.00	16,63,24,900.00

2.2.1.1. Adequacy of budget allocation (15)

(The institution needs to justify that the budget allocated during assessment years was adequate)

Each department of LIBA makes a budget and sends it to the finance department. Dean Administration along with the Director work on the overall budget. The approved budget is sent to the respective departments. Each expenditure is monitored based on the budget allocation. LIBA makes the activity/need based budget. The audited statements are uploaded on LIBA website.

2.2.1.2. Utilization of allocated funds (15)

(The institution needs to state how the budget was utilized during assessment years)

Based on each activity the budget is provided to each department. The departments work with the finance department to pay all the bills for each programme. The departments submit a detailed budget for each programme to the finance office. As the expenses arrive during the period of the activities, the finance department monitors the payments and the budget comparison which is finally approved by the Dean Administration. Ninety five percent of the payments are done through NEFT/RTGS or online.

2.2.1.3. Availability of the audited statements on the institute's website (10)

(The institution needs to make audited statements available on its website)

The last three years' approved audited statements for the programme is available under institute and facts & figures.

Refer Link

<https://liba.edu/wp-content/uploads/2019/01/PDF-Full-Time-17-18-audit.pdf>

<https://liba.edu/wp-content/uploads/2019/01/Full-Time-16-17-audit.pdf>

<https://liba.edu/wp-content/uploads/2019/01/Full-Time-15-16-audit.pdf>

CHAPTER - 3

Criterion 3

**PROGRAM OUTCOMES (POs) &
COURSE OUTCOMES**

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LIBA has documented process for devising Program Outcomes (POs) and Course Outcomes(COs). POs are attained through COs. The correlation between the POs and COs are given in the following table:

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Program outcomes were compared with the course outcomes and the respective faculty mapped it on the basis of the following score. This was done across all core courses and all electives:

H: When the correlation between the course outcomes and program outcomes are high

M: When the correlation between the course outcomes and program outcomes are moderate

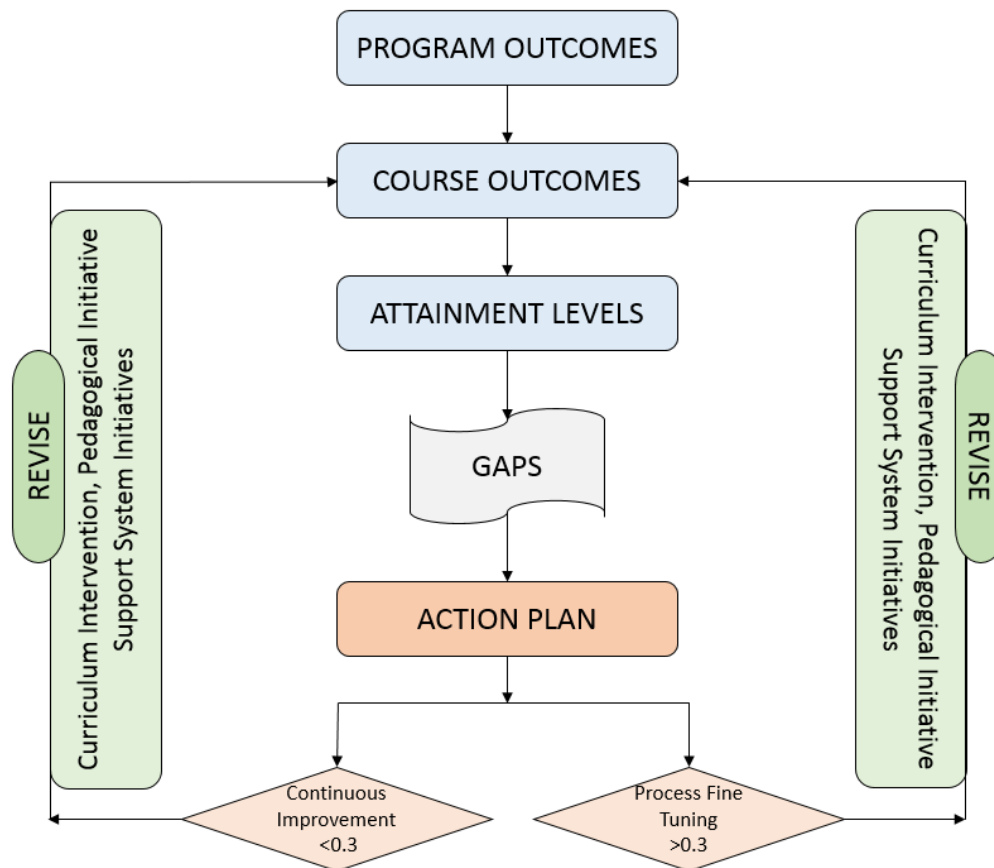
L: When the correlation between the course outcomes and program outcomes are low

3.1. Attainment of Program Outcomes (50)

(Establish the correlation between courses and program outcomes)

The diagram given below shows the process map for PO – CO Attainment Level

Figure 3.1: PO – CO Attainment Level





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The following are the Program Outcomes for the PGDM Programme of LIBA

a) Program Outcomes (POs)

PO1: Domain Knowledge

Gain domain knowledge for understanding business issues and make effective decisions

PO2: Critical Thinking and Problem Solving Skills

Apply theories, appropriate techniques and strategic tools for planning, analysis and execution

PO3: Communication Skills

Enhance verbal, written and presentation skills in students

PO4: Leadership and Team Skills

Develop leadership skills by working effectively in teams

PO5: Entrepreneurial Spirit

Seek information, identify risks, innovate and foster entrepreneurial orientation

PO6: International Perspective

Develop abilities to understand international business environment and assess issues of global significance

PO7: Ethical Orientation

Apply ethical principles and nurture commitment to personal and professional ethics in all aspects of business practice

PO8: Sustainability Perspective

Understand the impact of business practices on society and environment

PO9: Lifelong Learning

Create an interest to engage in continuous learning independently to improve knowledge and develop competencies

b) Course Outcomes (COs) and Assessment tools:

Course Outcomes are reflected as part of course outlines for all the courses.

Refer Annexure: 3.1- Sample Course Outlines(Pg.301)

Refer Annexure: 3.2- Course Code Document for the year 2018-19 (Pg.331)

Program outcomes were compared with the course outcomes and the respective faculty mapped it on the basis of the following score. This was done across all core courses and all electives:

- 3: When the correlation between the course outcomes and program outcomes are high
- 2: When the correlation between the course outcomes and program outcomes are moderate
- 1: When the correlation between the course outcomes and program outcomes are low

Self-Assessment Report



The proportion between Direct and Indirect Assessment are as follows:

Direct Assessment: 70 %

Indirect Assessment: 30 %

The following Table gives the sample mapping done for Term I

Table 3.2: PO-CO Mapping Term I

PO / Course Codes	F101	F102	F103	F104	F105	F106	F107	F108	PO Average
PO1: Domain Knowledge	3	3	3	3	3	3	3	3	3.0
PO2: Critical Thinking and Problem Solving Skills	3	3	3	3	2	3	3	3	2.9
PO3: Communication Skills	3	2	2	2	3	2	3	2	2.4
PO4: Leadership and Team Skills	3	2	2	3	3	3	3	2	2.6
PO5: Entrepreneurial Spirit	2	2	2	2	2	2	2	2	2.0
PO6: International Perspective	2	3	2	2	3	2	3	3	2.5
PO7: Ethical Orientation	3	3	1	2	3	2	2	2	2.3
PO8: Sustainability Perspective	2	3	1	2	3	2	2	2	2.1
PO9: Lifelong Learning	3	3	3	3	3	3	3	3	3.0
PO Average Term I									2.5



Self-Assessment Report

3.1.1. Describe the assessment tools and processes used to gather the data upon which the evaluation of Program Outcome is based (15)

(Describe the assessment tools and processes used to gather the data upon which the evaluation of each of the Program Outcomes is based indicating the frequency with which these processes are carried out. Describe the assessment processes that demonstrate the degree to which the Program Outcomes are attained and document the attainment levels)

a) Assessment Tools:

Assessment tools are categorized into two:

- Direct Assessment tools – Quiz
 1. Class Test
 2. Case Discussion
 3. Class / Take Home Assignments
 4. Projects – Course Level Project and Summer Project
 5. Student Seminars
 6. Role Play / Simulation
 7. Mid-Term Exam
 8. Final Exam
 9. Theatre
- Indirect Assessment tools – Co-curricular, Extra Curricular Activities, Exit Interview, Alumni Feedback etc.

Refer Annexure 5.3: Sample of Student Activities: Write up on LPL Auction (Pg.383)

Refer Annexure 3.3 –Template of Exit Interview and Alumni Feedback (Pg.335)

b) Process:

Periodic meetings are conducted to review the curriculum, course objectives and new courses. There are three bodies to review the curriculum and courses, functioning at 3 different levels at LIBA

- Governing Council at Institutional Level

Refer Annexure: 2.1.b - Minutes of the Meeting of the Governing Council (Pg.202)

- Internal Quality Assurance Cell (IQAC) & Academic Council (AC) at Strategic Level

Refer Annexure: 1.1 - Minutes of the Meeting of IQAC (Pg.152)

Refer Annexure 2.2 -Academic Council (Sample) (Pg.210)

- Curriculum Review Committee at Functional Level

Refer Annexure: 1.5 –Curriculum Revision Meetings (Sample) (Pg.179)



Self-Assessment Report

3.1.2 POs attainment levels (35)

Direct attainment level of a PO is determined by taking average across all courses addressing that PO. Fractional numbers may be used for example 1.55. Indirect attainment level of PO is determined based on the student exit surveys, employer surveys, co-curricular activities, extracurricular activities etc.

The following table is the consolidated score sheet with the Averages for Direct (Term wise and Elective Wise) and Indirect Assessment tools and the final Attainment Level.

The overall Attainment Level is 2.7 on 3.



Table 3.3: PO-CO Attainment level with Gaps and Action Plan

Program Outcomes	Direct Assessment for all Courses										Indirect Assessment (IA)	30 % of IA	70 % of DA	Total of IA & DA	Gap	Action Plan
	Term 1 Core	Term 2 Core	Term 3 Core	Term 4-6 Core	Marketing	Finance	HR	Operations	Business Analytics	Average of DA						
PO1: Domain Knowledge	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.6	0.8	2.1	2.9	0.1	Continuous Improvement
PO2: Critical Thinking and Problem Solving Skills	2.9	2.8	2.8	2.8	3.0	3.0	3.0	2.8	3.0	2.9	2.6	0.8	2.0	2.8	0.2	Continuous Improvement
PO3: Communication Skills	2.4	2.8	2.6	2.8	2.7	2.6	2.8	2.4	3.0	2.7	2.8	0.8	1.9	2.7	0.3	Process Fine tuning
PO4: Leadership and Team Skills	2.6	2.7	2.7	2.8	2.9	2.6	2.9	2.7	2.5	2.7	2.8	0.8	1.9	2.7	0.3	Process fine tuning
PO5: Entrepreneurial Spirit	2.0	2.0	2.4	2.8	2.3	2.7	2.7	2.3	2.0	2.4	2.8	0.8	1.7	2.5	0.5	Process fine tuning
PO6: International Perspective	2.5	2.7	2.7	3.0	2.8	3.0	2.6	3.0	3.0	2.8	2.5	0.8	1.9	2.7	0.3	Process fine tuning
PO7: Ethical Orientation	2.3	2.7	2.7	3.0	2.5	3.0	2.9	2.9	3.0	2.8	2.8	0.8	2.0	2.8	0.2	Continuous Improvement
PO8: Sustainability Perspective	2.1	2.2	2.2	2.5	2.5	2.7	2.9	2.8	2.4	2.5	2.8	0.8	1.8	2.6	0.4	Process fine tuning
PO9: Lifelong Learning	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.8	3.0	3.0	2.8	0.8	2.1	2.9	0.1	Continuous Improvement
Total	22.8	23.9	24.1	25.7	24.7	25.6	25.8	24.7	24.9	24.8	24.5	7.2	17.3	24.6	0.3	Process fine tuning
Average of PO	2.5	2.6	2.7	2.8	2.7	2.8	2.9	2.7	2.8	2.7	2.7	0.8	1.9	2.7		
Attainment Level: 70% of Direct & 30% of Indirect = 2.7																

3. 2 Course Outcomes (50)

3.2.1 Describe the assessment tools and processes used to gather the data upon which the evaluation of Course Outcome is based (10)

Describe different assessment tools (semester end examinations, mid-semester tests, laboratory examinations, case studies, mini projects, minor projects, major projects, seminars, presentations, observation record, analysis of plans, reports, projects, outcome of role play and discussion and study report, student portfolios etc.) to measure the student learning and hence attainment of course outcomes. (Student portfolio is a collection of artifacts that demonstrate skills, personal characteristics and accomplishments created by the student during study period.) The process adopted to map the assessment questions, parameters of assessment rubrics etc. to the course outcomes to be explained with examples.

The process of data collection from different assessment tools and the analysis of collected data to arrive at CO attainment levels need to be explained with examples

The exhaustive list of Direct Assessment Tools used are as follows. The faculty use a combination of the assessment tools based on the specific requirements of the course

1. Quiz
2. Class Test
3. Case Discussion
4. Class / Take Home Assignments
5. Projects – Course Level Project and Summer Project
6. Student Seminars
7. Role Play / Simulation
8. Mid-Term Exam
9. Final Exam
10. Theatre

The quality of assessment processes and tools are assured through standard rubrics and evaluation sheets.

Refer Annexure 3.4: Standard Rubrics prepared for Assignments, Case Discussion etc.(Pg.348)

Refer Annexure 3.5: Project Evaluation Sheet Sample (Pg.360)

a) Strategic Process:

- Periodic discussion by the faculty members handling a specialisation (Annual) and
- Discussion in the curriculum review committee (Annual)

b) Mapping Process:

- Assessment Tools (ATs) used for the course to be given as part of Course Outline
- Each Assessment Tool is mapped with the Course Outcomes



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- Target Attainment Level was identified by the faculty member by using his / her experience and judgment with respect to a specific course
- Three levels of Attainment are identified – 3: High, 2: Medium and 1:Low as standard across all courses to indicate the following
 - 3- High if 80% of the students scored more than the target average fixed by the faculty
 - 2-Medium if 70% of the students scored more than the target average fixed by the faculty
 - 1- Low if 60% of the students scored more than the target average fixed by the faculty

3.2.2. Record the attainment of Course Outcomes of all courses with respect to set attainment levels (40)

Program shall have set Course Outcome attainment levels for all courses.

(The attainment levels shall be set considering average performance levels in the university examination or any higher value set as target for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect to the Course Outcomes of a course in addition to the performance in the University examination)

Note: *In case of non-affiliating institutions (Autonomous/deemed universities etc.), the attainment level targets may be set considering average performance levels in the preceding years with due justifications.*

Sample: CO Attainment for the following courses:

- F107 - Marketing Management I
- F108 - Statistics for Business
- F202 - Corporate Finance
- F209 - People And Organisations
- F306 -Multivariate Analysis
- F501 - Strategic Management

Self-Assessment Report



Course Code	Course Title	Course Outcome (S)	Attainment Level For Each Assessment Tool				Target Attainment Level	Actual Attainment Cy	Gap Analysis
			AT1	AT2	AT3	AT4			
F306	Multivariate Analysis	1. Understand the concepts and tools of multivariate statistics	Assignment (20): High(3)	Mid-Term Test (30): Medium (2)	Final Exam (20): High (3)	SPSS Exam (30): High (3)	(99% of Class Reaching Target Attainment Level) Overall B Above 70 + 2.1/3	0.20*3+0.30*2+0.20*3+0.30*3=2.7	Attained
		2. Apply the concepts of multivariate statistics to real data sets							
		3. Use the software SPSS to perform multivariate analysis of real data sets							
Attainment Level									

CHAPTER - 4

Criterion 4

CURRICULUM & LEARNING PROCESS

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The curriculum and learning process is meticulously designed, implemented and processes laid down in place to ensure that the learning derived is aligned to program outcomes. Periodic faculty meetings, review sessions, policies for research all focus on helping the student community get contemporary insights and competencies synchronised to industry needs.

4.1 Curriculum (50)

4.1.1. State the process for designing the program curriculum (10)

(Describe the process that periodically documents and demonstrates how the program curriculum is evolved or give the process of gap analysis, whichever is applicable, considering POs)

a) Process:

Periodic meetings are conducted to review the curriculum, course objectives and new courses. There are three bodies to review the curriculum and courses, functioning at 3 different levels at LIBA.

- Governing Council at Institutional Level

Refer Annexure: 2.1.b - Minutes of the Meeting of the Governing Council (Pg.202)

- Internal Quality Assurance Cell (IQAC) & Academic Council (AC) at Strategic Level

Refer Annexure: 1.1 - Minutes of the Meeting of IQAC (Pg.152)

Refer Annexure 2.2 - Academic Council (Sample) (Pg.210)

- Curriculum Review Committee at Functional Level

Refer Annexure: 1.5 –Curriculum Revision Meetings (Sample)(Pg.179)

Curricular Gaps and Action Plan based on PO – CO Mapping

Table 4.1: Curricular Gap and Comprehensive Action Plan

Overall Curricular Gap: 3-2.7 = 0.3

Program Outcomes	Total of IA & DA	Gap	Action Plan
PO1: Domain Knowledge	2.9	0.1	Continuous Improvement
PO2: Critical Thinking and Problem Solving Skills	2.8	0.2	Continuous Improvement
PO3: Communication Skills	2.7	0.3	Process Fine tuning
PO4: Leadership and Team Skills	2.7	0.3	Process fine tuning
PO5: Entrepreneurial Spirit	2.5	0.5	Process fine tuning
PO6: International Perspective	2.7	0.3	Process fine tuning
PO7: Ethical Orientation	2.8	0.2	Continuous Improvement
PO8: Sustainability Perspective	2.6	0.4	Process fine tuning
PO9: Lifelong Learning	2.9	0.1	Continuous Improvement
Average of PO	2.7	0.3	Process fine tuning
Attainment Level: 70% Direct & 30% of Indirect			
=			

4.1.2. Structure of the Curriculum (10)

Table 4.2: LTP Mapping Example – Year I

LTP FOR YEAR I COURSES (2018-19)

Course Code	Course Title	Total No. of Contact Hours				Credits
		Lecture (L)	Tutorial (T)	Practical (P)	Total Hours	
F101	Business Communication 1	6	4	5	15	1.5
F102	Business Ethics 1	8	4	2	15	1.5
F103	Computer Applications	6	4	20	30	3
F104	Financial Reporting and Analysis	12	15	3	30	3
F105	Foundations of Organizations and Management	15	9	6	30	3



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F106	Managerial Economics	22	4	4	30	3
F107	Marketing Management 1	15	9	6	30	3
F108	Statistics for Business	16	6	8	30	3
F201	Business Communication 2	6	4	5	15	1.5
F202	Corporate Finance	12	15	3	30	3
F203	Economic Environment of Business	22	4	4	30	3
F204	Human Resource Management	20	6	4	30	3
F205	Logic	6	2	2	10	1
F206	Management Science	22	4	4	30	3
F207	Managing Operations	18	4	8	30	3
F208	Marketing Management 2	16	6	8	30	3
F209	People and Organizations 1	15	5	10	30	3
F301	Business and Corporate Laws	22	4	4	30	3
F302	Cost Management	12	12	6	30	3
F303	Introduction to Business Analytics	6	2	2	10	1
F304	Introduction to Financial Markets	9	3	3	15	1.5
F305	Management Information Systems	20	4	6	30	3
F306	Multivariate Analysis	4	3	3	10	1
F307	People and Organizations 2	15	5	10	30	3
F308	Research Methodology	10	4	6	20	2
F309	Social Environment of Business	25	3	2	30	3

Note: Hours in the above Table indicates Sessions. Each Session is 1 hour and 15 minutes

Lecture (L): No. of contact hours spent on lecture

Tutorial (T): No. of contact hours spent on class interaction – example: case discussion, class exercises and other interactions

Practical (P): No. of hours allotted for student seminars, field work, project work etc.

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4.1.3. State the components of the curriculum (15)

Program curriculum grouping based on course components

Table 4.3: Program curriculum grouping based on course components

Course Component	Curriculum Content (% of total number of credits of the program)	Total number of contact hours	Total number of credits
Program Core	55.6	750	75
Program Electives	40	540	54
Open Electives	NA		
Summer Project (Internship)	44	60	06
Final Dissertation			Optional
Any other (Specify)	NA		
Total number of Credits	135	1350	135

4.1.4. Overall quality and level of program curriculum (15)

*In case of affiliated institutions following criteria will be applicable for Program Curriculum:
In case of affiliated institutions marks will be on content beyond to cover the gaps; if any from the POs attainment perspective. It will also include the weightage on efforts put in to cover the gaps.
The marks distribution will be as given below:*

The following table gives Gap Analysis based on PO attainment Perspective along with weightage on efforts put in to cover the gaps.

Table 4.4: Gaps –Action Plan

PO	Action Plan	PO Description	Actions	Weightage
PO1: Domain knowledge	Continuous improvement	Gain domain knowledge for understanding business issues and make effective decisions	<i>Curriculum interventions</i> <ul style="list-style-type: none"> Roll out new specializations to align it to business needs Work with industry to evaluate new specializations 	70%
			<i>Support System incentives</i> <ul style="list-style-type: none"> Enhance the usage of learning management system, online ,social, experiential and immersive learning systems 	30%
PO2: Critical thinking and Problem Solving skills	Continuous improvement	Apply theories, appropriate techniques and strategic tools for planning, analysis and execution	<i>Pedagogical initiatives</i> <ul style="list-style-type: none"> To increase use of management simulations 	50%
			<i>Curriculum interventions</i> <ul style="list-style-type: none"> The above can be included in all the courses Incorporating critical thinking oriented review questions in each course Increasing the component of self-directed learning Eg: Seminar mode courses 	30%
			<i>Support system initiatives</i> <ul style="list-style-type: none"> Prediction market softwares used Eg: Games, Simulation & Business Analytic Tools 	20%
PO3: Communication Skills	Process fine tuning	Enhance verbal, written and presentation skills in students	<i>Pedagogical initiatives</i> <ul style="list-style-type: none"> Develop interactive modules to improve communication skills of the students 	100%
PO4: Leadership Skills	Process fine tuning	Develop leadership skills by working effectively in teams	<i>Pedagogical initiatives</i> <ul style="list-style-type: none"> Leadership Development workshops as a 	50%

			<p>component of indirect assessment</p> <p><i>Curriculum interventions</i></p> <ul style="list-style-type: none"> • Focused case Studies on leadership in all related courses 	50%
PO5: Entrepreneurial Spirit	Process tuning fine	Seek information, identify risks, innovate and foster entrepreneurial orientation	<p><i>Curriculum interventions</i></p> <ul style="list-style-type: none"> • Business incubation to be integrated with the entrepreneurship program • Entrepreneurial component in all subjects especially core courses 	100%
PO6: International Perspective	Process tuning fine	Develop abilities to understand international business environment and assess issues of global significance	<p><i>Curriculum intervention</i></p> <ul style="list-style-type: none"> • To align course objectives and outcomes with an international perspective • Foreign language provision 	50%
			<p><i>Pedagogical approach</i></p> <ul style="list-style-type: none"> • International faculty/teaching experience • International visiting lecturers 	30%
			<p><i>Support system intervention</i></p> <ul style="list-style-type: none"> • Support for international students • Intercultural exchange in the classroom • Hosting international conferences • Intercultural exchange in social settings 	20%
PO7: Ethical Orientation	Continuous improvement	Apply ethical principles and nurture commitment to personal and professional ethics in all aspects of business practice	<p><i>Curriculum intervention</i></p> <ul style="list-style-type: none"> • Core Business Ethics Paper • All courses have a module on business ethics • Special ethics lectures 	100%
PO8: Sustainability	Process tuning fine	Understand the impact of business practices on	<p><i>Pedagogical approach</i></p>	30%

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		society and environment	<ul style="list-style-type: none"> Inclusion of specific lectures on sustainability <p><i>Curriculum intervention</i></p> <ul style="list-style-type: none"> Introduction of sustainability related courses Integration of a module on sustainability in existing courses 	70%
PO9: Lifelong learning	Continuous improvement	Create an interest to engage in continuous learning independently to improve knowledge and develop competencies	<p><i>Pedagogical approach</i></p> <ul style="list-style-type: none"> Students develop independent thinking and engage in acquisition of knowledge to enhance their domain and managerial competencies 	100%

4.1.1. State the process used to identify extent of compliance of the University curriculum for attaining the Program Outcomes - **NOT APPLICABLE**

4.1.2. Appropriateness of the gaps identified and actions taken to bridge the gap

*Note: In case program is able to demonstrate the compliance of university curriculum in attaining the program outcomes, then the total 25 marks will be for point (4.1.1) **NOT APPLICABLE***

4.2. Learning Processes (65)

4.2.1. Describe Processes followed to improve quality of Teaching & Learning (20)

(Processes may include adherence to academic calendar and improving instruction methods using pedagogical initiatives such as real world examples, collaborative learning, analysis of data etc. encouraging bright students, assisting weak students etc. The implementation details need to be documented)

The processes followed to improve quality of teaching and learning at LIBA can be classified into three sets of processes:

Learning Process 1: - Design & plan learning activities for courses & programs

Learning Process 2: - Integrate research and professional activities with teaching

Learning Process 3: - Developing a supportive learning environment for learning

The levels- A, B & C indicate the progressive efforts undertaken at the institutional and faculty level to help scale up the learning, teaching and research ambience. The pattern incorporated herein moves from the internal quality enhancing approach towards integrating it with the community at large.

Table 4.5: Learning Process 1-Design & plan learning activities for courses & programs

Level	Description	Process at LIBA
Level A	<p>Developing expertise in designing teaching activities Structured curriculum design aligned to industry Report student experience</p>	<ul style="list-style-type: none"> • Faculty meetings for faculty orientation & review • Internal Quality Assurance Cell who oversee the curriculum components meet the standard format • Course outline to be aligned with PO's • Course outline to have specific rubrics for assessment of each component • Feedback before and after the course
Level B	<p>Developing proficiency in designing teaching activities Development of case studies Innovative teaching practices Systematically reflect and improve teaching practices Develop students competency aligned to industry Develop ethical orientation Ensure student feedback is incorporated into course design</p>	<ul style="list-style-type: none"> • Faculty training and workshops • Development of case studies by LIBA faculty • Student feedback and communication to the faculty • Faculty Development Programs
Level C	<p>Build relationship with community and industry stake holders Promoting cross cultural relationships Inclusive learning Faculty mentored co-curricular activities Industry mentoring</p>	<ul style="list-style-type: none"> • Faculty collaboration with Industry in case study writing • Mentoring for Summer Internship • Designing Student outreach initiatives • Rural visit as part of the subject Social Environment of Business • Mother Teresa Award to understand CSR • LIBAZAR • Chrysallis • Student exchanges • Different types of assessment tools • Alumni mentoring • BMI • Insight

Table 4.6: Learning Process 2: - Integrate research and professional activities with teaching

Level	Description	Process at LIBA
Level A	<p>Scholarly approach to teaching Engage in a scholarly way with how students learn in the discipline Incorporate current teaching and learning research into teaching activities and course materials</p>	<ul style="list-style-type: none"> • Some courses at the elective level are in a seminar mode • Compulsory readings to accompany course outline, distributed to students

Level B	<p>Contribution to research Present research in national and international conferences Collaborative research with students</p>	<ul style="list-style-type: none"> • Faculty encouraged and incentivized to publish • Summer or end term projects converted into research papers
	<p>Distinguished contribution to research Lead investigator on externally funded teaching and/or curriculum projects Evidence of innovative teaching materials that have influenced the practice of others / have been adopted externally Plenary addresses and workshops at relevant national and international conferences Recognised as an international authority for scholarship of teaching and learning, with a track record in, e.g. high quality learning and teaching publications, e.g. journal articles, book chapters, books</p>	<p>Refer Criterion 6</p>

Table 4.7: Learning Process 3: - Developing a supportive learning environment for learning

Level	Description	Process at LIBA
Level A	<p>Creating supportive learning environment Foundation courses to bridge knowledge gaps/ diverse student cohort Respectful learning communities Respond promptly to learning queries Using PO's and course outcomes to assess students learning Improvements in assessment and feedback mechanisms Mentoring</p>	<ul style="list-style-type: none"> • Foundation Courses • Pegasus to know themselves and each other better • Rural visit • Moodle as a learning management system • Role of student coordinators • Ant-ragging committee • Code of conduct for students • Orientation in the beginning of the academic year • Mentoring process
Level B	<p>Maximising impact on learning Use of varied assessment tools that align with PO's and CO's Initiatives to support student learning Using teaching approaches that facilitate positive student experiences Collaborative learning</p>	<ul style="list-style-type: none"> • Student involvement in all committees • Continuous Internal Assessment has components that support individual and group learning
Level C	<p>Application of learning Internships Participation in intercollegiate events Participation in Corporate events</p>	<ul style="list-style-type: none"> • Summer Internships • Report of student participations • Contributions to blogs, magazines and articles by students • Solving case studies • Conducting surveys



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- a. Adherence to Academic Calendar: The Office of the Dean prepares the Academic Calendar for every academic year, which is disseminated to the students and faculty members.

Ref Annexure 4.1.a – Academic calendar as in Student Handbook 2018-19 (Pg.361)

- b. Instructional Methods and Innovative pedagogical initiatives: LIBA manages all the academic activities using two Learning Management Systems – Academic Information System (AIS) and Moodle. The innovative pedagogical initiatives that include real life examples include student activities like LIBAazaar – the annual disguised market research activity and Investment Club. Other initiatives include, experiential and collaborative learning activities like real time project, role play, simulations, theatre etc, that are embedded in the course structure.

Refer Annexure – 4.1.b – i) Screen shot of AIS ii) Moodle iii) Write up on LIBAazaar iv) Investment Club Activity (Pg.362-365)

- c. Mentoring Process: LIBA follows a conscientious mentoring policy aimed at the academic and emotional development of the student. The Dean's office assigns students to faculty members at a ratio of 5:1. A dedicated faculty student mentoring day is assigned on the first Wednesday of every month at a specified time. Faculty give individualised attention to the students and discuss academic performance and provide industry specific outputs too. The process also helps in identifying the weak students and preparing a joint plan of action with reporting structures back to the faculty.

Refer Annexure – 4.1.c Mentoring Programme (Pg.366)

- d. Classroom and Other Facilities: LIBA's physical resources are efficiently managed through the office of the Dean Administration. Physical resources include the traditional classrooms – gallery rooms, round-table classrooms for case discussions, SMART classrooms, computer labs, trading labs, internet connectivity, Technology-Enabled Learning – MOODLE, library with both online and offline sources and a photocopying centre. There are 17 air-conditioned classrooms with instructor computer and multimedia projection and audio systems. This includes Intel i3 (6th Gen) powered HP desktops with, Windows 10, Office 2016 complete suite, SPSS 20, 24/7 internet connectivity. There is also an IP video conferencing facility which is used by the management for interaction with other universities or companies both in India and abroad.

Refer Annexure – 4.1.d Classroom Photos (Pg.367)

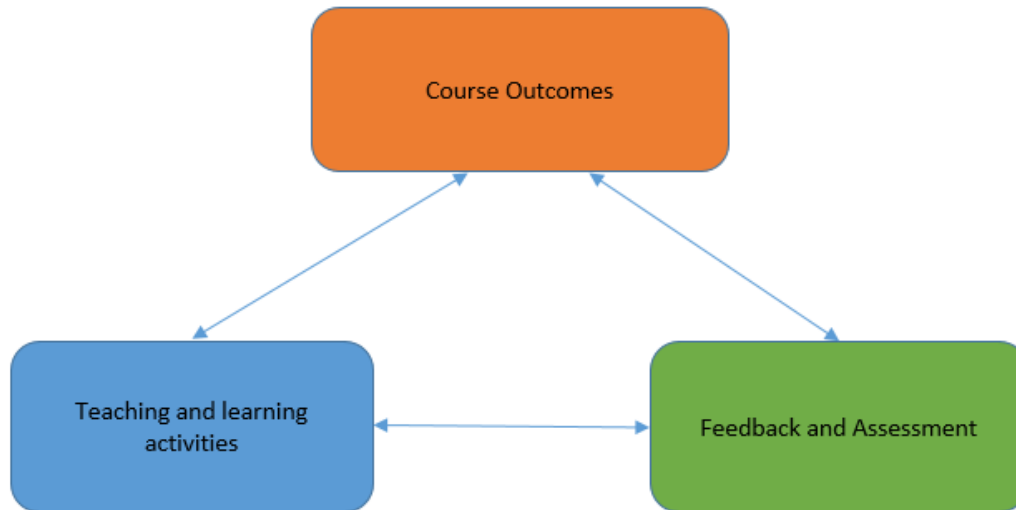
- e. Feedback for courses taught is a structured process at LIBA. Feedback is administered to the student at the end of each term to understand the effectiveness of learning, relevance of the topics taught and teaching processes employed. The feedback form is handed over to the faculty by the Dean's office to help the faculty improve on the suggestions given.

Ref Annexure – 4.1.e Feedback Form Template (Pg.368)

4.2.2. Quality of continuous assessment and evaluation processes (30)

LIBA follows the Integrated Course Design Model where the course outline is aligned to course outcomes, appropriate learning activities and assessment tools.

Figure 4.1: Course Design Model



a) Quality Assurance Process

Periodic meetings are conducted to review the curriculum, course objectives and new courses. There are three bodies to review the curriculum and courses, functioning at 3 different levels at LIBA

- Governing Council at Institutional Level

Refer Annexure: 2.1.b - Minutes of the Meeting of the Governing Council (Pg.202)

- Internal Quality Assurance Cell (IQAC) & Academic Council (AC) at Strategic Level

Refer Annexure: 1.1 - Minutes of the Meeting of IQAC (Pg.152)

Refer Annexure 2.2 -Academic Council (Sample) (Pg.210)

- Curriculum Review Committee at Functional Level

Refer Annexure: 1.5 –Curriculum Revision Meetings (Sample) (Pg.179)

b) Structure Of Course Outline

Faculty incorporate the following in their course outlines:

1. Course objectives
2. Course outcome aligned to Program outcomes



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3. Pedagogical tools individual and group based
4. Online learning Management System
5. Research based learning
6. Exposure to best practices in Industry

The exhaustive list of Direct Assessment Tools used are as follows. The faculty use a combination of the assessment tools based on the specific requirements of the course

1. Quiz
2. Class Test
3. Case Discussion
4. Class / Take Home Assignments
5. Projects – Course Level Project and Summer Project
6. Student Seminars
7. Role Play / Simulation
8. Mid-Term Exam
9. Final Exam
10. Theatre

Process to ensure quality of continuous assessment and adherence to COs

- a. Question paper setting and evaluation: LIBA is an autonomous institution, which relies on faculty autonomy. The faculty members take responsibility to set question papers and evaluate them based on pre-set requirements for each course.
- b. While arriving at assessment tools and for setting question papers, faculty members keep in mind the expected course outcomes for each course and adequate weightage is given to its alignment with Program Outcomes
- c. Assessment components like assignments, case studies, class tests etc., are prepared to adhere to the Course Outcomes determined for each course

4.2.3. Quality of student reports/dissertation (15)

Quality of the project is measured in terms of

- *Clear and concise objectives*
- *Citation of substantial current and good quality literature*
- *Clarity in research methodology*
- *Benchmarks used / Assumptions made*
- *Interpretation of results and justification thereof and validity of the results presented.*
- *Overall presentation of the report*

Note: Semester may be read as Trimester/Semester/Yearly as applicable

Project Allocation Methodology:

- Soon after the students receive their summer project offers they are allocated to internal faculty members, who then take responsibility to guide and monitor the progress of the

students from time to time, throughout the project period. The students are allocated to faculty members based on the specialisation or the core subject area of the project.
 PO – Summer Project Attainment Level

Table 4.8: PO – Summer Project Attainment Level

PO / COURSE CODE	F402 (Summer Project)
PO1: Domain Knowledge	3
PO2: Critical Thinking and Problem Solving Skills	3
PO3: Communication Skills	3
PO4: Leadership and Team Skills	3
PO5: Entrepreneurial Spirit	2
PO6: International Perspective	2
PO7: Ethical Orientation	3
PO8: Sustainability Perspective	2
PO9: Lifelong Learning	3

Process and Quality of the Dissertation

4.2.3.1 Quality of student report and dissertation is ensured through a continuous assessment process, both by the internal project mentors and external project guide. Quality of the summer internship project is assessed and monitored in three phases: Pre-project mentoring, Actual project implementation and the Review stage. Students are equipped to develop and present a quality dissertation or report from the first Semester onwards. A format of the student report/ dissertation is distributed to the students in advance.

To ensure cross-learning students are distributed in different sectors of the Industry.

Table 4.9: Summer Internship Industry wise segmentation

S. No.	Summer Internship Industry wise Segmentation	
1	Advertising	1.71%
2	BFSI	29.91%
3	Consultancy	3.42%
4	Digital Marketing	2.56%
5	FMCG	14.53%
6	Healthcare	4.27%
7	IT	2.56%
8	Logistics	3.42%
9	Manufacturing	8.55%
10	Media	2.56%
11	Real Estate	9.40%
12	Retail	11.11%
13	Sports	5.98%



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4.2.3.2 Objectives of the student report/dissertation

1. To acquire a spirit of scientific enquiry into a problem confronting an organization
2. To apply theories and concepts learnt to challenges that organizations face
3. To develop data collection, analysis and interpretation skills
4. To acquire research writing skills

Process

a) Phase 1

Pre-planning phase, involves the allotment of a mentor, orientation sessions and communication of the guidelines. It is pertinent to add here that from semester 1, students are exposed to writing research objectives, conducting small surveys, recording and interpreting results with statistical tools and packages as part of the continuous internal assessment of courses in the program. Particular subjects, which specifically equip students towards data interpretation and analytical skills include

1. Research Methodology
2. Statistics for business
3. Financial reporting and analysis
4. Logic
5. Managing operations
6. Introduction to business analytics
7. Multivariate analysis

Students acquire research skills through:

1. Case study analysis
2. Research papers as additional readings
3. Simulations
4. Participation in intercollegiate conferences
5. Collaborating with faculty on research papers

Summer Placement process: Based on the specialisation selected students appear for interviews in the companies that offer summer internship training. Students will have to pass two rounds, on Group Discussion and the other is the personal interview. The organization communicates the intent to offer on the same day or in due course. A confirmation sheet and feedback form is given to the interview panel from the Industry to record the results of the process and provide valuable feedback for improvement. The Placement Manager communicates the feedback provided to the candidate and the same is sent to the faculty mentor for further guidance and support.

b) Phase 2: Summer Project (Internship) and Report

The Summer Project (Internship) is for a duration of 9 weeks (normally begins on 1st April and goes till end of May). Alongside the training they obtain they get ready information to write the



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project report. Students focus on the following to generate a report during the internship with the organization. 60 marks on 100 is assigned to these criteria:

Clear and concise objectives: Understanding the problem and relevant concepts (10)

Current and good literature: Literature references (10)

Benchmarks used: Application of appropriate tools, methods and processes/ data analysis (10)

Interpretation and Validity: Suggestions and Implementability of the idea/ original contribution to the organization (10)

c) Phase 3: Review: Project report presentation and evaluation

The project is evaluated on the following criteria. The evaluation committee consists of the project guide, faculty member in the area of specialisation and an Industry expert. To encourage students to develop interest and prepare them to meticulously draft the report recommendations for Best Project Award has been instituted. Students make a presentation before the project evaluation panel for around 20 minutes focussing on the objectives, need, methodology, findings, suggestions and recommendations.



Table 4.10: Summer Project Evaluation Criteria

Roll No	Name	Project Report Evaluation Criteria						Project Presentation Evaluation Criteria			Knowledge In Specialisation		[Tick (✓) If "Yes"]										
		Research Project			Work Project / Internship			Presentation			Knowledge In Specialisation												
		(10)	(10)	(10)	(10)	(10)	(10)	(10)	(10)	(10)	(10)	100		1	2	3	4	5					
		Method Of Study			Literature References (Books / Articles/ Websites)			Data Analysis			Conclusions / Recommendations			Implementability			Report Format			Or			
		Understanding Of Problem / Relevant Concepts			Literature References (Books / Articles/ Websites)			Application Of Appropriate Tools / Methods / Models			Learning From The Assignment			Implementability / Contribution To The Organisation			Report Format						
Contents			Clarity			Response To Q & A			Total			Grade											
Poor			Low			Average			Good			Excellent											
Recommend For Best Project Award																							



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Comparison of LIBA's quality assessment with NBA's measurement criteria:

Table 4.11: Comparison of LIBA's quality assessment with NBA's measurement criteria:

LIBA's measurement criteria	NBA's assessment criteria	Attainment
Understanding of problems/ Relevant concepts / Method and objectives of the study	Clear and concise objectives	✓
Literature references	Cites substantial current and good quality literature	✓
Data analysis, using tools/ methods/ models	Clear Methodology, using technical terms, indicating all steps and tools	✓
Application of appropriate tools, methods/ models	Benchmarks used assumptions made	✓
Implement ability and overall contribution to the organization	Interpretation of results/Validity	✓
Presentation evaluated on contents, clarity and response to Q&A	Overall presentation of the report	✓

Refer Annexure 4.2 list of students recommended for best project

The learning process thereby reflects a holistic approach focussing on helping the student develop an integrated personality. Academic activities are integrated with co-curricular and extra-curricular activities helping students apply learnings obtained in the classroom in varied environment....

CHAPTER - 5

Criterion 5

STUDENT QUALITY & PERFORMANCE

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The students and faculty form the inputs in the education process. LIBA being a minority and inclusive institute admits students from the minority community on merit. The process is designed in such a way to reach all the segments. Equal opportunities and support are provided to all the students. The value added is through the teaching learning process. To meet the challenge, students are first brought on equal / level playing field with others by introduction of bridge course. The continuous assessment helps the students to improve their performance. Faculty is instrumental in shaping the students. LIBA has experienced faculty which transform the student to a responsible manager and citizen.

Table 5.1: Student Intake

Year	Sanction Intake		Within State	Outside State	Other Country	Management Stream	Other Streams	Fresher	Experienced	Total
CAY	180	M	36	37	0	0	73	53	20	73
		F	27	23	0	0	50	40	10	50
CAY M1	120	M	42	31	0	1	72	57	16	73
		F	23	24	0	3	44	41	6	47
CAY M2	120	M	50	16	0	0	66	37	29	66
		F	41	13	0	2	52	41	13	54
Total no of Students Admitted										363

Table 5.2: Success Rate

Year of Entry	Total number of students admitted	Number of students who have completed	
		I Year	II Year
CAY	122		
CAYm1	120	120	
CAYm2 (LYG)	120	120	120
CAYm3 (LYGm1)	120	120	120
CAYm4 (LYGm2)	120	120	120

CAY=Current Academic Year

CAYm1: Current Academic Year minus 1

CAYm2: Current Academic Year minus 2 = Last Year Graduate (LYG)

CAYm3: Current Academic Year minus 3 = Last Year Graduate minus 1 (LYGm1)

CAYm4: Current Academic Year minus 4 = Last Year Graduate minus 2 (LYGm2)

5.1. Enrollment Ratio (Admissions) (16)

Table 5.3: Enrollment Ratio

Enrollment Ratio = Number of students admitted / Sanctioned Intake	
CAY	68%**
CAYm1	100%
CAYm2	100%
Average	89%
Average Student Enrollment ratio	89%

** Sanction letter from AICTE dated 30th April for additional intake of 60 students for the academic year 2018-2019 onwards was received in May 2018, by which time the admissions for the year 2018-2019 were over. The plan to start a separate section / stream for Business Analytics is still in the initial stages. Hence, the intake for 2018 was 122 students instead of 180. However we continue to get 2200 applications every year.

5.2. Success rate (Students clearing in minimum time) (10)

S.I. = Number of students completing program in minimum duration / Number of students admitted

Average SI = Mean of Success Index (SI) for past three batches

Success rate = $10 \times$ Average SI

Table 5.4: Success Index

Item	Last Year of Graduate, LYG	Last Year of Graduate minus 1, LYGm1	Last Year of Graduate minus 2, LYGm2
Number of Students admitted	120	120	120
Number of students who have graduated in minimum time	120	120	120
Success Index (SI)	1	1.00	1.00
Average SI	1.00		

Success Rate = $10 \times 1 = 10$

5.3. Academic Performance (10)

Academic Performance = Average API (Academic Performance Index)

API = ((Mean of final Year Grade Point Average of all successful Students on a 10 point scale) Or (Mean of the percentage of marks of all successful students in final year/10)) * (number of successful

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students /number of students appeared in the examination) Successful students are those who have passed in all final year courses.

Table 5.5: Academic Performance

	CAYm1	CAYm2	CAYm3
Mean of CGPA or Mean Percentage of all successful students (X)	66.40%	65.40%	66.40%
Total no of successful students (y)	119	115	113
Total no of students appeared in the examination (z)	119	115	113
API = $x*(y/z)$	66.4	65.4	66.4
	6.64	6.54	6.64
Average API = $(AP1+ AP2+ AP3)/3$	6.61		

5.4. Placement, Higher Studies and Entrepreneurship (35)

Assessment Points = $40 \times$ average placement; N is the total no. of students admitted in first year

Table 5.6: Placement, Higher Studies and Entrepreneurship

	CAYm1	CAYm2	CAYm3
No. of students placed in companies or Government Sector (x)	118	115	112
No. of students pursuing Ph.D. / Higher Studies (y)	0	0	0
No. of students turned entrepreneur (In the areas related to management discipline (z)	0	1	1
$x + y + z =$	118	116	113
Placement Index : $(x + y + z)/N$	0.98	0.97	0.94
Average placement= $(P1 + P2 + P3)/3$	0.96		
Assessment Points = $40 \times$ average placement	38.6		

5.4a. Provide the placement data in the below mentioned format with the name of the program and the assessment year:

S.no	Name of the student placed	Enrollment No	Name of the Employer	Appointment Letter reference no with date
<i>Refer Annexure 5.1 – Placement Details (Pg.370)</i>				

5.5. Student Diversity (3)

(Diversity may include Experience, Gender diversity, Qualification, Geographic diversity (within state, outside state, outside country))

The student population in LIBA is diverse. Diversity is ensured with the selection of students from across various strata of society. A typical classroom in LIBA includes first generation learners, students coming from various economic backgrounds, different faiths, and different states with an equal representation of women students. Equal opportunity is given to all students in all activities.

Figure 5.1 No. of students from outside Tamil Nadu

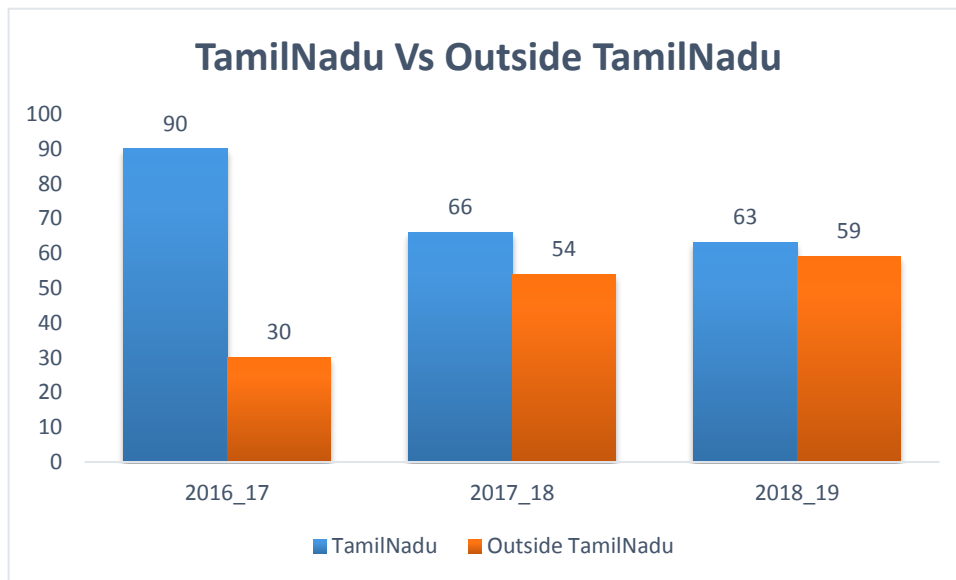


Figure 5.2: Regionwise distribution of Student Intake

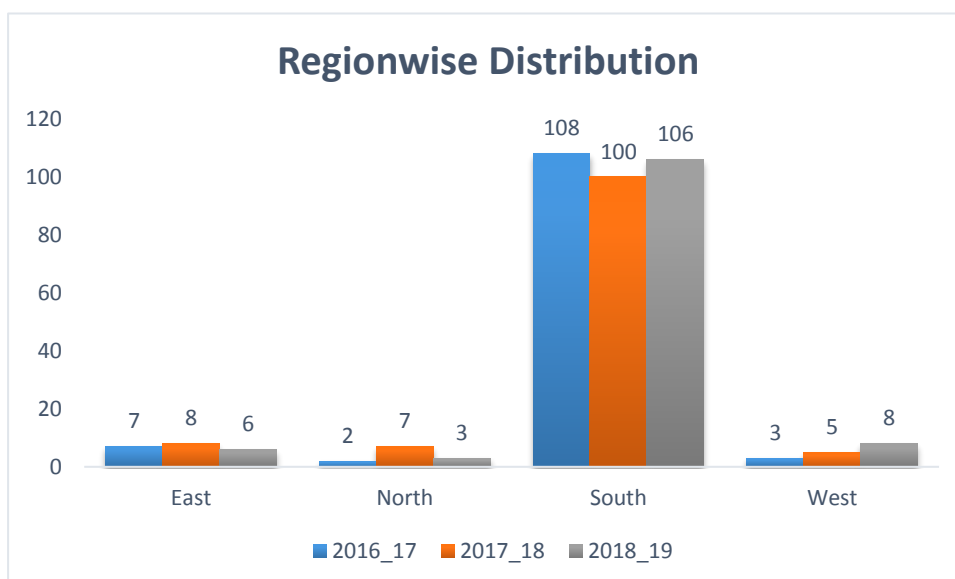


Figure 5.3: No. of Students from Engineering/Non-Engineering background

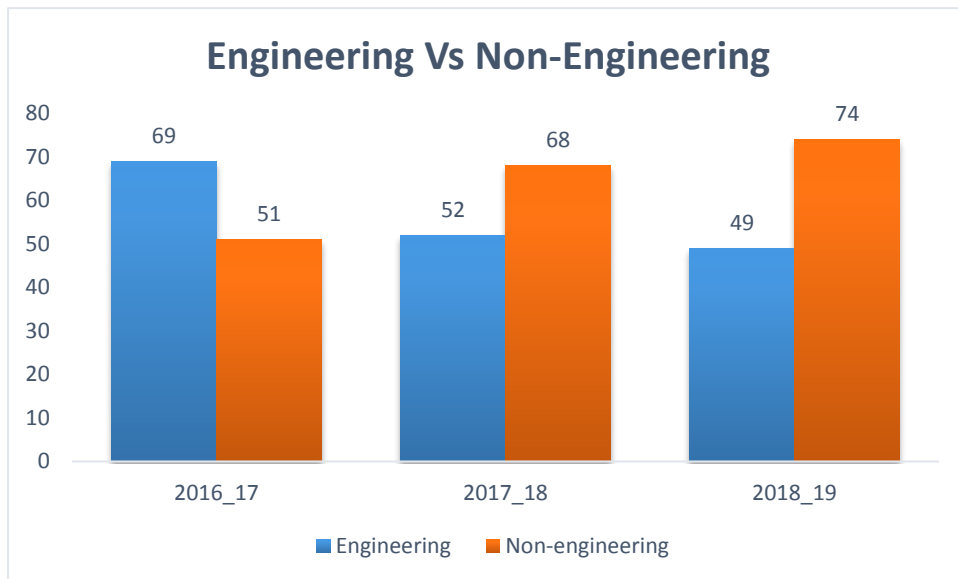


Figure 5.4: Students –Gender

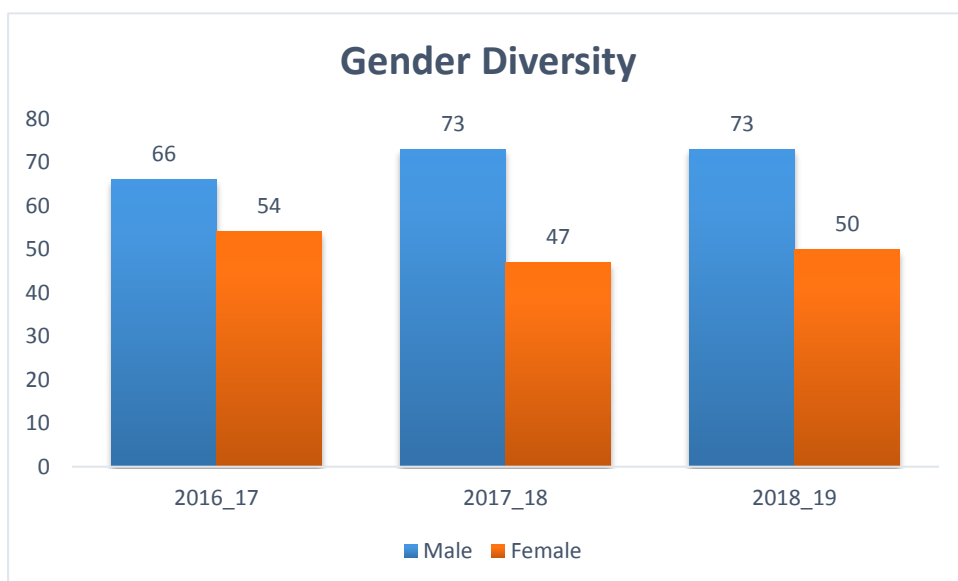
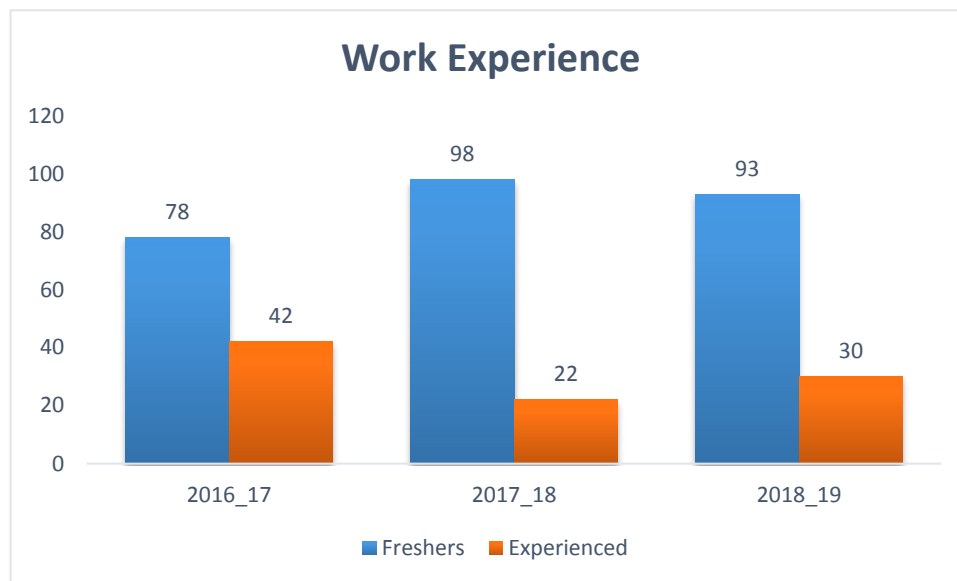


Figure 5.5: Students – Work Experience



LIBA is also privileged to have faculty from abroad. There are permanent and visiting faculty who go abroad on professional work, who share their experiences and bring to their classrooms diversity of opinion and the latest knowledge of business practice.

LIBA has an inbuilt system to impart business language and intercultural skills to the students. The 360 Degrees Committee plays a very committed role in strengthening the intercultural skills through the various festivals that are organized to showcase India's plurality. This system helps in creating a positive attitude towards varied environments, recognizing and respecting diversity and individual differences. LIBA encourages students to celebrate all the Indian festivals. The festivals provide an opportunity for students to understand, respect and participate in events that are interreligious and intercultural.

The student exchange programme provides overseas experience to our students. This promotes sensitivity to cultural diversity not just in the students who go abroad but also amongst others when they interact with foreign students coming to LIBA.

Students develop sensitivity to different management styles, understanding of work within the culture of the group including multicultural work groups, and sensitivity to the dynamics of a cross-cultural workplace. The course on Business Communication helps students develop proficiency in various modes of communication such as written, email, presentations, and body language. It also provides basic inputs on corporate etiquette. A course on Intercultural Management is offered in the second year. The foreign language Mandarin is also offered as an elective in the second year.

Refer Annexure 5.2: Student Details Batch of 2018 (Pg.379)

5.6. Professional Activities (9)

5.6.1. Students' participation in Professional societies/ chapters and organizing management events (4)

To facilitate and support the all-round development of students, Loyola Institute of Business Administration offers different platforms through multiple academic and non-academic events where students bring forth their talents and prove their managerial skills. Students are encouraged to participate in intra- and inter-college events.

At LIBA, various events such as Break-free, LIBArated, Chrysalis, LIBA Premier League (LPL), Sports, Conferences and LIBAzaar among others, are organized by the students. These events clearly demonstrate their leadership skills, effective communication, time management, and team work.

Chrysalis is the flagship event management and cultural fest organised annually at the national level where we invite students from other business schools, IITs, and IIMs to participate in our events.

Several academic and non-academic competitions are being held to create a sportsmanship spirit among the students. Besides, LIBA encourages sports and also conducts League events under the LIBA premier league, LPL.

With all the above mentioned programmes, the skills of the students in organising, leadership, networking, using technology, negotiation, time management, and crisis management are honed.

Professional Bodies: LIBA is an institutional member of Madras Management Association (MMA), All India Management Association (AIMA), and Confederation of Indian Industry (CII). Our students regularly attend programs and also participate in various events and competitions organised by them. Our students participate in the student's convention by MMA and have always been the overall trophy winners by competing in competitions like paper presentations, Best managers, Debate, Ad zap, and Business plan competition.

All the above mentioned activities create a sense of responsibility, unity among the students through group participation, awareness of real life business environment, ability to work under pressure, and develop positive outcomes.

Table 5.7: Students participation in activities outside LIBA

S. No.	No. of students	Total cash awards
2018-2019	60	1,94,500
2017-2018	98	84,050
2016-2017	83	85,000

Refer Annexure 5.3: Sample of Student Activities: Write up on LPL Auction (Pg.383)



Table 5.8: Students Awards 2018-19

S. No.	Date	Name of the Competition	Name of the event	Name of the institution	Participant Name	Year	Price Won	Cash Award
1	22.09.2018	Fenestra 2018	Best Manager	St Joseph's Chennai	Bonina Paulson, Sibi Arnold	2018	Participant	Nil
2	17-09-2018 , 25-09-2018	MMA Student's Convention	Management Quic	MMA Student's Convention	Aravind Raj S	2018	Winners	12500
3	17-09-2018 , 25-09-2018	MMA Student's Convention	Management Quic	MMA Student's Convention	Rahul Dixit	2018	Participated	Nil
4	17-09-2018 , 25-09-2018	MMA Student's Convention	Management Quic	MMA Student's Convention	Kaushik Rao	2018	Participated	Nil
5	17-09-2018 , 25-09-2018	MMA Student's Convention	Management Quic	MMA Student's Convention	Vincent Rahul Gomes	2018	Winners	12500
6	17-09-2018 , 25-09-2018	MMA Student's Convention	The Big Grand Debate	MMA Student's Convention	Elizabeth Philip	2018	Winners	25000
7	17-09-2018 , 25-09-2018	MMA Student's Convention	The Big Grand Debate	MMA Student's Convention	Abinaya T	2018	Participated	Nil
8	17-09-2018	MMA Student's Convention	The Big Grand Debate	MMA Student's Convention	Neha Singh	2018	Participated	Nil

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S. No.	Date	Name of the Competition	Name of the event	Name of the institution	Participant Name	Year	Price Won	Cash Award
9	17-09-2018	MMA Student's Convention	The Big Grand Debate	MMA Student's Convention	Asma Gulam Mohammad	2018	Participated	Nil
10	17-09-2018 , 25-09-2018	MMA Student's Convention	The Big Grand Debate	MMA Student's Convention	Edwin Moses	2018	Participated	Nil
11	18-09-2018 , 25-09-2018 , 26-09-2018	MMA Student's Convention	Business Plan Competition	MMA Student's Convention	Gowri Rao	2018	Runners	7500
12	18-09-2018 , 25-09-2018	MMA Student's Convention	Business Plan Competition	MMA Student's Convention	Shreya Aggarwal	2018	Participated	Nil
13	18-09-2018 , 25-09-2018	MMA Student's Convention	Business Plan Competition	MMA Student's Convention	Ashish Taneja	2018	Participated	Nil
14	18-09-2018 , 25-09-2018 , 26-09-2018	MMA Student's Convention	Business Plan Competition	MMA Student's Convention	Deepak Timothy	2018	Runners	7500
15	17-09-2018 to 26-09-2018	MMA Student's Convention	Chanakya - The Best Manager	MMA Student's Convention	Swetha Priya	2018	Participated	Nil
16	17-09-2018 to 26-09-2018	MMA Student's Convention	Chanakya - The Best Manager	MMA Student's Convention	Thomas George	2018	Participated	Nil
17	17-09-2018 to 26-09-2018	MMA Student's Convention	Chanakya - The Best Manager	MMA Student's Convention	Christopher S	2018	Participated	Nil

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S. No.	Date	Name of the Competition	Name of the event	Name of the institution	Participant Name	Year	Price Won	Cash Award
19	27-07-2018	article writing competition	Financius	XIMB	Raeshmi noel. J & Maraline fernandes.	2018	Winners	2500
20	19.9.2018	Debate	Combat	D.G. Vaishanav	Jacob Fernando. J.M & Swetha priya.	2018	Runner	2000
21	19.9.2018	Best Manager	combat	D.G. Vaishanav	Jacob Fernando. J.M & Swetha priya.	2018	Winner	3000
22	29.9.2018	Paper presentation	National Declamation Contest	Symbiosis Institute of Management Studies	Jessy .S	2018	Participated	Title: The succession Planning: Developing Leaders from within"
23	22.10.2018	Case study	Big Brand theory	HUL (Corporate)	Nancy Sindhuja.K, Rishitha Sri. S, Edwin Moses.	2018	Campus winner	Nil
24	28.10.2018	Case study	Samanvay	Doms IIT Madras	Kaushik Rao. R,Deepak Raj.G, LakshmiPriya.R	2018	2nd palce	17,500, (Zebronics head phones, 3 complimentary lunches west in).

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S. No.	Date	Name of the Competition	Name of the event	Name of the institution	Participant Name	Year	Price Won	Cash Award
25	27.10.2018	Debate	Samanvay	Doms IIT madras	Asma Gulam Mohamed, Neha Singh	2018	Participated	Nil
27	16.11.2018, 17.11.2018	Quiz competition	Ashwamedha	IIM Indore	S. Dakshinamoorthy	2018	Participated	Nil
28	12.10.2018 (Prelims) 3.10.2018 (finals)	Debate	Annual Maria phillip Memorial debate competion	XIME	Jacob Fernando. & C. Shirley Krupa	2018	second place regionals round)	6,000 (team)
29	7.12.2018 & 8.12.2018	International conference on society and management.	Paper presentation	IIM K	Deepak Raj. G.	2018	Presented	Less cost , mOre culture: Influence of office space decision.
30	3.1.2019- 6.1.2019	Operations	Optimo	IIT madras	Gokul, antony flavis, shri hari	2019	Winners	16,000
31	3.1.2019- 6.1.2019	Best Manager	Master of all	IIT madras	Ram swaroop,	2019	Winner	20,000
32	3.1.2019- 6.1.2019	Best Manager	Master of all	IIT madras	Melvin	2019	Runner	10,000
33	3.1.2019- 6.1.2019	Best Manager	Master of all	IIT madras	Gokul	2019	Finalists	Nil

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S. No.	Date	Name of the Competition	Name of the event	Name of the institution	Participant Name	Year	Price Won	Cash Award
34	3.1.2019- 6.1.2019	Best Manager	Finvent	IIT madras	Paul roshan.K	2019	Second Place	10,000
35	19.01.2019	Credit research challenge			Ram swaroop, Arul mozhi, Melvin, Paul roshan	2019	Participated.	Nil
36	26.01.2019	Operations	Sc innovatia	Great Lakes	Gokul, srihari, antony flavis	2019	Finalists	Nil
37	26.01.2019	consulting	Excelsior	Great Lakes	Gokul, srihari, antony flavis	2019	Finalists	Nil
38	26.01.2019	Marketing	Maerk	Great Lakes	Edwin mores, elizebeth, Iniyani	2019	Finalists	Nil
39	27 .1.2019	case study competition	Data Tales	Great Lakes	Rachamadugu Sai Ram Krishana	2019	Presented	Nil
40	15.02.2019	Finance event	Stock Ninja	IFMR	Melvin, Deepal jaivel, Jasmine	2019	Winners 1st prize	9,000
41	15.02.2019	Finance event	Stock Ninja	IFMR	Paul Maria Anto.J, Paul Roshan, Pon clinton	2019	Winners 2nd place	6,000
42	15.02.2019	Finance event	Stock Ninja	IFMR	Ram swaroop, arul mozhi, shreya	2019	Participated	Nil

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S. No.	Date	Name of the Competition	Name of the event	Name of the institution	Participant Name	Year	Price Won	Cash Award
43	15.02.2019	Operations	Takshak	IFMR	Gokul, Antony Flavis, Nancy sinduja	2019	Runners	11,000
44	15.02.2019	Operations	Takshak	IFMR	Gaspar, Jona priya, Rebin J. Anselm	2019		Nil
45	15.02.2019	Consultancy	Consiglere	IFMR	Gokul, Antony Flavis, Deepak Raj	2019	Finalists	Nil
46	15.02.2019	Consultancy	Consiglere	IFMR	Ram swaroop, vandana singh and shreya aggarwal	2019	Finalists	Nil
47	15.02.2019	Finance event	Checkmate	IFMR	Melvin, justin, jasmine gerald, dipakk jayavel	2019	Runners	12,000
48	15.02.2019	Finance event	Checkmate	IFMR	Gokul, paul roshan, poncliton	2019	finalists	Nil
49	15.02.2019	Marketing	Markacholic	IFMR	Edwin moses, christopher, jessie	2019	Winners	18,000
50	15.02.2019	Marketing	Markacholic	IFMR	Deepak Raj. G., Iniyan benhur, vivian paul kishore	2019	Finalists	Nil

Self-Assessment Report



S. No.	Date	Name of the Competition	Name of the event	Name of the institution	Participant Name	Year	Price Won	Cash Award
51	15.02.2019	Debate	Speakers club echoes	IFMR	Asma Gulam Mohamed, Neha Singh	2019	Runners	11,000
52	20.02.2019	Debate	Speakers club echoes	Loyola College	Mathew John Benner, Ageline Trinta, Harish. S, Jovita M.S.	2019	Runners.	Nil
53	15.02.19 & 16.2.19	Marketing	Vitrina	TSM college, Madurai	Deepak Andrews, Gowri. R	2019	Second Place	10,000
54	15.02.19 & 16.2.19	Best manager	Miss Yukti	TSM college, Madurai	Gowri	2019	Participated	Nil
55	15.02.19 & 16.2.19	Best manager		TSM college, Madurai	Jacob fernando	2019	Participated	Nil
56	15.02.19, 16.02.19	Finance event		XIME Bangalore	Josin V Jolly, Jyothis Joseph Chandy	2019	Participated	Nil
57	1.11.2018, 2.11.2018	HR conference	Sustainable human resource management	University of Hyderabad.	Francis David Kullu	2018	Presented	Nil



The institution supports the students' activities by allocating budgets for all the events, and by scheduling the date and time in the academic calendar. The registration fee and travel allowance are fully reimbursed for those students who participate in competitions conducted by other institutions.

5.6.2. Students' Publications (5)

(List the publications along with the names of the authors and publishers, etc.)

- J. Prasanth, (F16100), presented a paper titled "Sustainability of Small Merchants Through Digital Technologies" at the International Conference on Sustainable Management (ICSM 2018), organized by Indian Institute of Management, Kashipur on May 25-27, 2018.
- Francis David Kullu, presented a paper titled "Development of a Model of Sustainable Leadership Practices and Competencies: A Grounded Theory Approach" at the International Conference organized by the University of Hyderabad, Hyderabad on November 1-2, 2018
- Colleen Joanne Martins & Paul Roshan K, "Stock's on BSE's SME board make big gains in FY17" - Business Line
- Veneet Mohan P and Alexander James, "Holy Smoke" - Business Line
- Jessy S. , "Succession Planning: Developing Leaders from within Relationship-building style of Leadership Development"

LIBA in pursuit of Excellence will strive to achieve greater heights with student star performers.

CHAPTER - 6

Criterion 6
FACULTY ATTRIBUTES & CONTRIBUTIONS
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In any educational institute Faculty are the important resources who shape the personality of the students. They are important input and play a dominant role in design and delivery of the process to transform the students. The experienced faculty is the strength of LIBA. The details of the faculty qualifications, research and publications are mentioned in the Annexure.

Refer Annexure 6.1: Full-time faculty details (Pg.384)

6. 1. Student – Faculty Ratio (10)

Table 6.1: Student-Faculty Ratio

	CAY	CAYm1	CAYm2
Total no of Students	243	240	240
No of Faculty	20	21	24
SFR	12	11	10
Avg SFR	11		

6.1.1. Provide the information about the regular and contractual faculty as per the format mentioned below:

Table 6.2: No. of Regular and Contractual Faculty

	Total no of regular Faculty in the Department	Total no of contractual Faculty in the Department
CAY	20	44
CAYm1	21	44
CAYm2	24	31

6. 2. Faculty Cadre (20)

Table 6.3: Faculty Cadre

	Professors		Associate Professors		Assistant Professors	
	Required F1	Available	Required F2	Available	Required F3	Available
CAY	1.4	8	3	9	8	3
CAYm1	1.3	8	3	9	8	4
CAY m2	1.1	6	2	9	7	9
AVG	1.2	7	2	9	7	5

Cadre Ratio Marks = 11

6.3. Faculty Qualification (15)

Table 6.4: Faculty Qualification

	X	Y	F	FQ
CAY	20	13	12	31
CAYm1	21	13	11	34
CAYm2	22	13	10	41
Average Assessment				35

6.4. Faculty Retention (8)

Table 6.5: Faculty Retention

		Faculty Retention
CAY	2018-19	20
CAYm1	2017-18	21
CAYm2	2016-17	24
CAYm3	2015-16	27

(% of faculty retained during the period of assessment keeping CAYm3 as base year)

Faculty Retention - 74%

6.5. Faculty Initiatives on Teaching and Learning (8)

Listed below are some of the teaching initiatives on teaching and learning

6.5.1. Dr. P. Chandiran, LIBA

a) Hitting the Middle Stump-An Activity Based Learning Exercise

Course: Managing Operations

Batch: PGDM I year

Game: Process control, Experiments and Improvement in hitting a single stump with a Tennis Ball

Teams: Each team consists of 6 students. All must participate.

Overview

This is a field based activity as a part of the course Managing Operations which helps in learning process improvement and quality control. This is a group activity that involves accurately hitting a single stump at a distance by throwing a ball. The success rate is taken as the score for the team. This is part of the internal evaluation process of the course.

Activity:

Each group consists of five students. Each student needs to throw six balls at the stump and the total number of throws is limited to 30. The scores are based on the number of hits.

b) Supply Chain Beer Game

Course: Supply Chain Management (elective course)

Batch: PGDM II year Operations specialisation

Objective: To demonstrate bullwhip effect in a supply chain and make the students come out with a better supply chain strategy

Teams: Four (each with three students)

Co-ordinators: 3

Overview:

The purpose of playing the beer game is to provide the participants with hands-on experience in dealing with the challenges in managing supply chains. The beer distribution game (or simply, “the Beer Game”) is a role-playing game, which simulates chaos, complexities, and structural problems in the supply chains. Of course, there is no beer in the beer game, and the game does not promote drinking.

6.5.2. Dr. Agna Fernandez

a) Theatre as a pedagogical tool

Meaning & Outcomes: Theatre is an experiential tool used specifically in the classroom to engage and bring about reflective thinking on a topic. It is blended with theatre forms and techniques to engage the student cognitively and emotionally and thereby bring about greater involvement with the learning process. As a learning-by-doing art form it lends itself to greater retention of the concepts and provides a larger perspective of the concept in a wholesome learning environment.

Objectives:

- Predominantly used in the Organization Behaviour class to dwell upon personalities, emotions and attitudes
- Successfully used in the Organization Theory, Structure and Design classroom to a culturally diverse audience to teach boundary-spanning roles, co-innovation, and interconnectedness

Report published in the LIBA newsletter and in the website cited below

b) Gamification

Collaborated with the gamification company Knack.

Objective:

- To understand talent identification through a mobile-based gaming experience in the Strategic Human Resource Management class.

Students played a mobile-based game through a link (<https://www.knackapp.com/>) provided by the company and understood their competencies in a detailed analytical manner.

This was published by the Company in LinkedIn.

Refer link: <https://www.linkedin.com/in/maheshvee/detail/recent-activity/shares/>

6.5.3. Dr. M. P. Pandikumar

a) Study the relationship and impact of Capital Budgeting decision on Wealth maximization.

Objective: To study the effect of capital budgeting with specific reference to wealth maximization.

Project Exercise: It is part of the Continuous Internal Assessment (CIA) of the Corporate Finance course, which is instrumented at two different levels viz Individual and Group.

Individual Exercise - Level I: Student participants are expected to perform their analysis with reference to the chosen company.

Group Exercise - Level II: After the student research and their submission to the faculty through LIBA's LMS, students are expected to work in groups to consolidate their learnings at the Industry level.

b) Course: Trading Strategies Using Derivatives

Exercise: Determination / Evolution of Forward Contract Price with reference to Price Discovery function

Objective: To develop skill in price discovery using “Cost of carry” information from real time practice especially from the Multi Commodity Exchange.

6.5.4. Dr. Siluvai Raja

a) Rs.100/- Exercise (published in International Journal of Business Management and Scientific Research)

Objectives:

- To generate a business idea in a short span of time
- To assess the market need
- To gain self-confidence, be innovative, and develop selling skills

b) Interest Profiling (yet to be documented/published)

Objectives:

- To identify one’s interest by profiling
- To link interest to choose a specialisation
- To identify careers related to the specialisation

6.5.5. Dr. Madhuri Malhotra

a) Analysis of articles from Management Magazines and News Papers: Latest articles are discussed in class to make students aware of the latest developments in the subject area.

b) Quiz Based on Videos Shown in the Class: Student groups have to answer course subject related quizzes after watching a video during class. This increases the attention span in students and helps them to relate theories to the practical life situations.

6.5.6 Dr. Shanthi Venkatesh

a) "Markets of Chennai"

Course Linked to: Marketing Management I

Type: Field Project

Objectives:

- To understand the various traditional and contemporary market places in Chennai
- To observe how buying decision happens
- To understand how different customer segments are targeted by marketers

Evidence of the project: Youtube Video file link (number of views - Greater than 16,000)
: <https://www.youtube.com/watch?v=Lqv5429EuxQ>

b) LIBAazaar - The annual Disguised Market Research Activity

Course linked to: Research Methodology

Type: One day in-campus event

Objectives:

- To understand how to conduct disguised market research
- To learn how to prepare a research proposal

Evidence of the activity: Youtube Video file links (promotion):

1. [Libazaar video](#)

2. [LIBAazaar](#)

c) Negotiation Skills

Course Linked to: Sales Management

Type: Role Play

Objectives:

- To understand the importance of negotiation skills in sales closing
- To learn and use ZOPA and BATNA during negotiation
- To develop negotiation skills, which includes communication, critical thinking and problem solving skills

Evidence of the activity: No. of views: close to 30000. [FMCG_Distribution_SDM_RolePlay_Negotiation_LIBA](#)

6.6. Faculty Performance, Appraisal and Development System (10)

The faculty handbook (2019) has clearly defined policies on performance, appraisal and development. The amended version is approved at the Board Meeting on March 2, 2019.

The faculty handbook states the following:

2.5 Performance Evaluation

Review of faculty performance at LIBA is designed to provide a planning mechanism to recognize excellence in performance, to improve teaching, to enhance professional competencies, and to delineate areas for development.

The first purpose of faculty performance review is to recognize past professional performance and to reward those endeavours appropriately, while providing feedback to faculty.

The second purpose of this review is to provide a basis for professional growth and development. Professional growth plans serve as the framework for the evaluation and recognition of past endeavours and for focusing on future goals and objectives.



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The third purpose of faculty performance review is to provide a structure for systematically measuring progress and to substantiate consideration for confirmation and promotion.

To these ends and toward the improvement of the instructional process, all faculty members at LIBA shall participate in an annual performance review which will include the areas of teaching, scholarly activities, consultancy, and service to the Institute and professions. Consistent with a sense of integrity, honesty and responsibility, all who participate in evaluating a faculty member for the annual performance review will do so objectively, based on documented performance.

To have an evenly balanced focus on various aspects of academic excellence such as Teaching, Training, Research, Consulting, and Administration, the Institute follows a TRACTS (Teaching, Research, Administration, Consulting, Training, and Service) Model of Performance Management.

The faculty class room performance is assessed through confidential feedback provided by the students. For every course, the feedback is shared with the faculty at the end of the course for further improvement in the delivery process.

Refer Annexure 6.2: Student feedback form. (Pg.386)

The participation of faculty as editor, reviewer, and resource person, as well as membership in various associations, training programmes attended outside the institute, etc. are compiled and presented.

Refer Annexure 6.3.a: Faculty Self Evaluation form (Pg.387)

Refer Annexure 6.3.b: Contribution of Faculty to the external academic world and industry world (Pg.391)

2.5.1 *The Director will oversee the annual evaluation process. [12]*

2.5.2 *Performance of all faculty is subjected to an annual review. The only person(s) exempted from a full review are those faculty members who have not completed a full academic year at the Institute; however, they should meet with the Director to discuss their progress. Each department/area should develop a procedure for evaluation of visiting/adjunct faculty members and it is required that the review be done annually. Depending on the extent of involvement of the visiting/adjunct faculty members in the area, this may take the same format as full-time faculty, or may be modified.*

The policies are meticulously followed.

6.7. Visiting / Adjunct Faculty (10)

LIBA faculty are ably supported by a rich pool of 37 visiting and 7 adjunct faculty from the industry and academia who contribute to both academics and research activities at LIBA through their valuable insights and knowledge. The visiting and adjunct faculty have expertise to teach elective papers. Some of these visiting professors teach in reputed Institutes in India and/or abroad. (E.g. Prof. Alexandra Benz from Paris; Prof. Johannes Schneider from Ingolstadt, Germany; Prof.

Dr. Peter Shephard, Prof. Huang Soon Fook, Dr. Oo Yu Hock and Prof. Dr. Ahmad Shuib from Binary University, Malaysia).

Refer Annexure 6.4: Sample Visiting /Adjunct Faculty List for 2018 (Pg.392)

6.8. Academic Research (55)

LIBA encourages its faculty members to write and publish research papers in various subjects. They are also given funding to present their papers in national and international conferences. Faculty are encouraged to take up small projects with grants given by LIBA. The research findings have been incorporated in reframing the syllabi and in redesigning the course.

In 2016, NBA had recommended LIBA to strengthen its academic research. We are working towards increasing our research publications in Scopus-indexed journals and UGC-approved journals. Since 2016, LIBA has also been inducting Research Associates.

The table below highlights the number of publications and paper presentations in the last three years:

Table 6.6: Research and Publications

S. No.	Research & Publications	2015-16	2016 -17	2017-18
1	Books	1	6	6
2	Articles in National Journals	2	7	11
3	Articles in International Journals	13	11	41
4	Chapters in Edited Books	2	3	2
5	Chapters in Edited Case Books	-	-	12
6	Case Studies in Journals	3	21	23
7	Papers Presentation in National Conferences	5	9	12
8	Papers Presentation in International Conferences	5	11	25
9	Practice Oriented Research Articles/Publications in Business Magazines	-	2	12
10	Working Papers	-	4	-

Refer Annexure 6.5: List of publications – Last three years (Pg.395)

6.9. Sponsored Research (25)

Funded research from outside, considering faculty members contributing to the program: (Provide a list with Project Title, Funding Agency, Amount and Duration)

Table 6.7 shows the sponsored research projects undertaken by LIBA in the last three years.

Table 6.7: Sponsored Research

S.No.	Name of the project	Faculty	Duration	Funded By	Income
1.	Women Leadership In Small And Medium Enterprises (Cashew Sector). Care Project (Major) USAID - CISSD – Liba	Dr. P. Christie, Dr. Victor Louis Anthuvan, Dr. S. Lazar, Dr. Saleth, Dr. T. A. Sivasubramaniam, Dr. Vandana, Dr. Lakshmi Narayanan, Dr. P. Chandiran, Dr. S. Ramasubramaniam, Dr. S. Chellaiah, Dr. Silluvai Raja, Dr. Shanthi Venkatesh and Ms. Ammu Julia Angeline	2013 - 2016	USAID	Rs. 1,83,64,960
2.	District Human Development Report Chennai	Dr. M. Ramasubramaniam, Dr. P. Chandiran, Dr. N. Chandrasekaran and Dr. Indira	2014-2017	Corporation of Chennai	Rs. 10,00,000
3.	Human rights for Women	Dr. B. Aiswarya	2017-18	National Human rights Commission	Rs 50,000
4.	Dr. Ajit Singhvi Micro Centre for Research on Good Governance	Centre for Business Ethics and Corporate Governance	2017-18	Ajit Singhvi Foundation	Rs. 65,00,000*
5.	Adoption of Digital Marketing in Social Enterprises	Dr. A. Irudaya Veni Mary & Dr. I. Navena Nesakumari- Research Associates	2018-2021	Sheth Foundation	1,00,000
6.	Mr. Ranga fund for promoting Business Analytics at LIBA		March 2019		50,00,000*

* Deposit. Only interest be will be used annually.

6.10. Preparation of teaching Cases (30)

(The development and use of cases in teaching and thus promoting learners' critical thinking skills)

In management education, cases are a popular pedagogy tool used by the faculty members. It plays a dominant role in the teaching - learning process. Through a case analysis and discussion, the participants learn application of concepts and/or tools, and develop analytical, communication, and decision-making skills which are required for a manager. In LIBA almost all the courses use the case methodology as a teaching- learning tool.

Faculty members use available cases, write (and publish) their own cases that they develop from the current situation from newspapers or magazines for the purpose of class discussion. Selected cases developed by the faculty members are listed below:

2018-19

Dr. Madhuri Malhotra published a case study titled “Does managerial moral intensity play a role in corporate social responsibility? An overview”, in LIBA cases 2017, ISBN 978-1-947027-08-4.

This case study is used in PGDM, Executive MBA programmes, for Business Ethics I and Business Ethics II courses.

Learning Objectives of the Case Study:

- To make the students familiar with the concept of ethics in business organizations and its role in fulfilling corporate social responsibility.
- To sensitize the reader about the need of a business organization to feel socially responsible and identify CSR as an obligation.
- To understand various theories relating to corporate social responsibility and its importance in the business domain.

The list of Case Studies published by our Faculty and used in various courses at the PGDM level are given below:

2017-18

- Shanthi Venkatesh. (2017). Case No.15: Aachi Masala - Entering the North Indian Masala Category, Marketing Management: Indian Cases (pp. 15.1 - 15.5). Pearson Education. ISBN: 978-93-325-8710-6
- Shanthi Venkatesh. (2017). Case No. 19: Wedtree.Com - A Case Study on Direct Marketing of Wedding Return Gifts. Marketing Management: Indian Cases (pp. 19.1 to 19.7), Pearson Education. ISBN: 978-93-325-8710-6



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- Shanthi Venkatesh & Arindam Chatterjee. (2017). Case No.20: Selling Process in Animal Nutrition and Health Industry. Marketing Management: Indian Cases (pp. 20.1 - 20.8), Pearson Education. ISBN: 978-93-325-8710-6
- Deepa Ittimani Tholath. (2017). *Remixing experiential marketing - Asian Paint*. Case and Teaching Note. Ref No: 517-0126-1, 517-0126-8. Wharley End, Beds MK43 0JR, UK, **The Case Centre**, Cranfield University. Available at <http://www.thecasecentre.org/corporate/products/view?id=145285>
- Deepa Ittimani Tholath. (2017). *The curious case of Gold Souk Grandé*. Case and Teaching Note. Ref No: 517-0034-1, 517-0034-8. Wharley End, Beds MK43 0JR, UK, **The Case Centre**, Cranfield University. Available at <https://www.thecasecentre.org/educators/products/view?id=141889>
- Deepa Ittimani Tholath. (2017). *Sustainable marketing's secret ingredients– Warby Parker*. Case and Teaching Note. Ref No: 517-0014-1, 517-0014-8. Wharley End, Beds MK43 0JR, UK, **The Case Centre**, Cranfield University. Available at <http://www.thecasecentre.org/educators/products/view?id=140746>

2016-17

- Deepa Ittimani Tholath. (2016). In the Number Uno Race- Trends in Vogue. Case & Teaching Note. Economic Times Case Collection. Product Code (**MKTG-1-0050, MKTG-1-0050A**). February 2016. <http://www.etcases.com/in-the-number-uno-race-trends-in-vogue.html>.
- Deepa Ittimani Tholath (2016)-“How Will the Knot be Tied – Indian Online Matrimony” .Case & Teaching Note.Ref No: 516-0032-1,516-0032-8 The Case Centre, Cranfield University, Wharley End, Beds MK43 0JR, and UK. October 2016. <http://www.thecasecentre.org/educators/products/view?id=133568>.
- Alagu Perumal Ramasamy & A. Indira (2017). Marketing an Idea for Facilitating Urban Food and Environment Security - Experiences of IIBFT, A Chennai Based NGO, in Promoting Societal Participation for Sustainable Development. In Dr. Vinita Sahay & Dr. P.R.S. Sarma (Eds), Select Management Cases. (pp. 21-38). IIM Raipur. ISBN 978-81-931001-6-5. (Presented in the Global Summit Management Case Conference, IIM Raipur, Feb 10, 2017. Won the Best Case Award, GSMC 2017 – Uploaded in ET Cases).
- Deepa Ittimani Tholath (2017)-“The Curious Case of Gold Souk Grandé” .Case & Teaching Note.Ref No: 517-0034-1, 517-0034-8 .The Case Centre, Cranfield University, Wharley End,



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Beds MK43 OJR, UK. March 2017.

<http://www.thecasecentre.org/educators/products/view?id=141889>

- Deepa Ittimani Tholath (2017) -“Sustainable Marketing’s Secret Ingredients– Warby Parker” .Case & Teaching Note. Ref No: 517-0014-1, 517-0014-8 .The Case Centre, Cranfield University, Wharley End, Beds MK43 OJR, UK. January 2017.
<http://www.thecasecentre.org/educators/products/view?id=140746>
- Deepa Ittimani Tholath(2016) -“Awakening the Real Indian Beauty -Dove” .Case & Teaching Note.Ref No: 716-0080-1, 716-0080-8 .The Case Centre, Cranfield University, Wharley End, Beds MK43 OJR, UK.November 2016.
<http://www.thecasecentre.org/educators/products/view?id=139464>
- Cases written by LIBA Faculty in the Case Book A. Indira, P.V. Alexander, Deepa Ittimani Tholath, D. Madhava Priya & A. Irudaya Veni Mary, (Eds.). (2017). LIBA CASES 2017: A Symposium on Business Case Studies. Chennai: Loyola Institute of Business Administration & Notion Press.
- N Chandrasekaran & B Anbuthambi. Dilemma in Capacity Decision for Setting up a Management School. pp. 3 - 6.
- Madhuri Malhotra. Does Managerial Moral Intensity Play a Role in Corporate Social Responsibility: An Overview. pp. 32-41.
- Josephine N. Gemson & Vandana Zachariah. The Independence of Independent Directors: A Corporate Governance Viewpoint from TATA Motors. pp. 50 - 61.
- D. Madhava Priya. Status Quo of BSE Limited IPO. pp. 62 - 70.
- Irudaya Veni Mary, M. Victor Louis Anthuvan & P. Christie. Innovative Marketing Strategies Effective for the Bottom of the Pyramid Markets from the Perspective of an Indian Social Enterprise. pp. 104–113
- Deepa Ittimani Tholath & Khadeeja Bilquees. A Skin for Products: A Differentiation Dilemma. pp. 114 – 122.
- N Chandrasekaran & Mahesh Pavan Sathavalli. Social Marketing Plan for Rural Handicraft Entrepreneurs: A Case Study for Fashion Jewellery in Chittoor District, Andhra Pradesh. pp. 138 – 148.
- M. Ramasubramaniam. Frequent Flyer Programs – Bottomline at the Expense of Customer Satisfaction. pp. 159 – 166.



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- B. Aiswarya. Changing Employee Skills: The Hidden Potential Leverage in Business Process Service Industry. pp. 178 – 182.
- B. Aiswarya & Sowmiya, M. People Leave Managers, Not the Companies. pp. 191 – 193.
- B. Aiswarya & U. Srinivasa Raghavan. From Frustrated to Forward – Leading. pp. 194 – 200.
- B. Aiswarya & M. Sudha Paulin. A Qualitative Examination of Job Longevity of Seafarers. pp. 201 – 204.

2015-16

- Deepa Ittimani Tholath. (2015). How Will the Knot be Tied – Indian Online Matrimony. Case & Teaching Note. The Case Centre, Cranfield University, Wharley End, Beds MK43 0JR, UK.
<http://www.thecasecentre.org/educators/products/view?id=133568>.
<http://www.thecasecentre.org/educators/products/view?id=133569>.
- Deepa Ittimani Tholath. (2015). The Bovonto Challenge Sustainable Management Practices- Trends issues and Challenges. Madras University, Chennai (Ed): Glowplus Publisher, ISBN: 978-81-929581-3-2.
- N. Chandrasekaran & M. Ramasubramaniam. (2015). Aligning Supply Chain of Sweet Corn Processor for Growth. CASE Reference no. 615-047-1, UK: The Case Centre.

The faculty members of LIBA will continue to improve the quality of the teaching – learning process and contribute to the growth of the management education...

CHAPTER - 7

Criterion 7

INDUSTRY & INTERNATIONAL CONNECT

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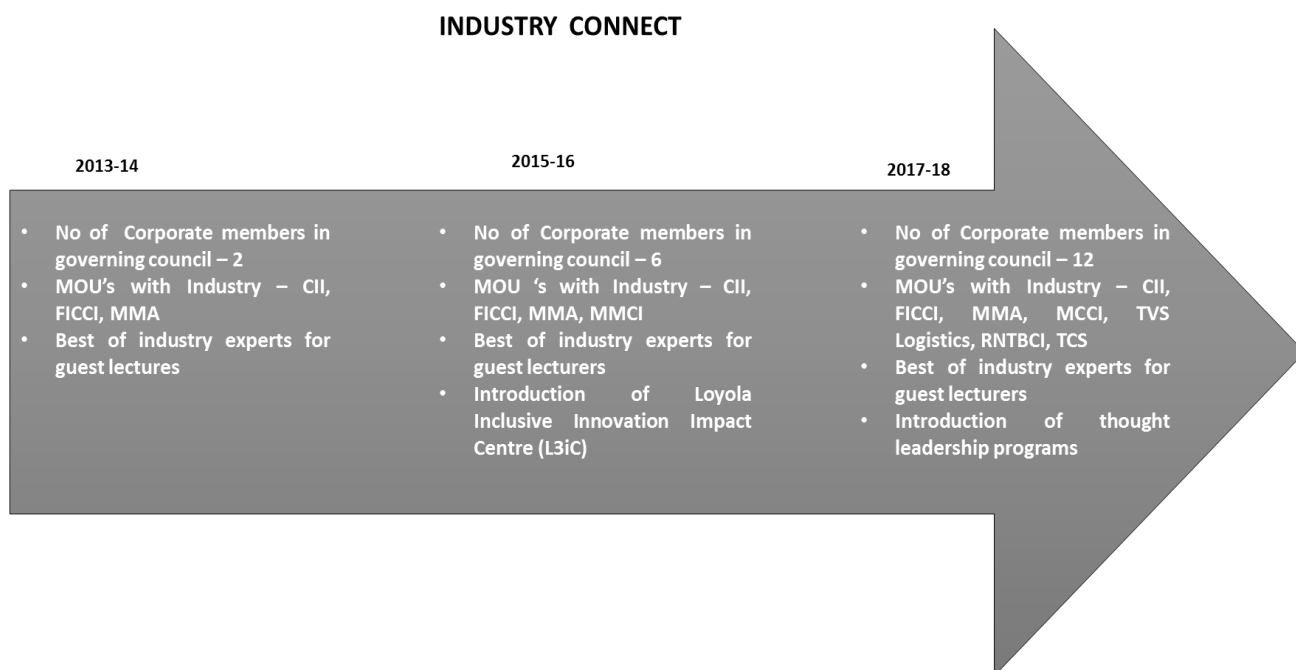
7.1. Industry Connect (80)

For management discipline, industry acts as a lab unlike science, hence the connect with the industry plays a dominant role to give exposure to the industry practices. There are various ways by which the industry connect can be established. LIBA's Alumni network is a vast international community which acts as a source for industry connect.

Figure 7.1: Institute Industry Facets



Figure 7.2: Industry Connect



7.1.1. Consultancy (25)

To gain the experience in Consultancy, the faculty of LIBA has been actively involved with the industries as consultants on pro-bono as well as on monetary basis. LIBA has taken the initiative to strengthen the research and consultancy with the appointment of research associates. This has helped to build the research and consultancy capability and capacity which in future could be used for the industries and educational purposes. Industry research and consultancy is an emerging area in LIBA.

7.1.1.1 Funding amount

Table no. 7.1: Consultancy details for last three years

	Year	No. of Projects	No. of Faculty	Total Amount (in lakhs)
CAYm1	2017-18	4	3	49.85
CAYm2	2016-17	4	2	1.89
CAYm3	2015-16	5	1	8.25
Cumulative Funding				59.99

Source: Annexure: 7.1 List of Consultancy assignments for last three years (Pg.413)

7.1.2. Faculty as consultant of the industries (5)

LIBA encourages its faculty to undertake consultancy assignments with the industry. It takes up strategic and value-adding consulting assignments on specific requests from the corporate world. Currently, majority of our consultancy assignments are with companies within India but LIBA expects to get involved in more international assignments in future.



LIBA's policy on consulting is designed to promote consultancy and to ensure that the consultancies undertaken by faculty are consistent with LIBA's strategic and operational objectives.

LIBA recognizes the potential of consultancy to increase contribution to society. It aims to encourage and develop the Institute's connect with the industry, government and other sections through high quality consultancy work and thereby augment the skill and knowledge of faculty, facilitate new research and benefit our teaching programme.

45% of the faculty members are involved in various consultancy assignments with industries. The consultancy was provided to industry association, international government organisations and private companies in auto and pharmaceutical industries. All these assignments are successfully completed.

Refer Annexure: 7.1 List of Consultancy assignments for last three years (Pg. 413)

7.1.3. Initiatives related to industry interaction including industry internship / summer training/study tours/ guest lectures (15)

An important strength of LIBA is its strong interface with the industry; it is a member of various industry associations – Confederation of Indian Industries (CII), Federation of Indian Chamber Of Commerce & Industries (FICCI), Madras Chamber of Commerce and Industry (MCCI), Madras Management Association (MMA) and The Indus Entrepreneurs (TIE), Indian Society for Training and Development (ISTD).

Senior corporates are regularly invited to offer courses and to give guest lectures. The best of industry experts come to LIBA for BMI (Beyond Management Initiative) sessions and the various other flagship annual seminars and conferences.

In 2017-18 the following eminent speakers were invited to LIBA:

- LIBA conducted an MDP on “High Performance Leadership in Times of Change and Uncertainty” which was targeted at the CEO's / Senior Management. Prof. George Kohlrieser, internationally renowned veteran hostage negotiator and Professor-Leadership at IMD Business School in Lausanne, Switzerland, conducted the workshop.
- Prof. Studio Sudarsan, Professor-Marketing, HULT International School of Business, New York.
- Mr. George Abraham, Senior Manager, HR, Deloitte, Middle East, also an alumnus addressed the students at The Beyond Management Initiative session.
- Mr. Suresh Ramanathan, Professor-Marketing, David R. Norcom '73 Endowed Professor Texas A&M University, United States.

Table 7.2 Industry Interaction

Industry Interaction					
S. No	Year	Name of the Programme	Dates		Venue
			From	To	
1.	2019	Villupuram Spot Market Visit	March-12	March-12	Villupuram Market Committee
2.	2019	BEACON	Feb-08	Feb-08	The Residency Towers
3.	2019	Rural Visit	Feb-14,15 & 16	Feb-22 & 23	Kuppayanallur
4.	2019	Chrysalis	Feb-02	Feb-03	LIBA
5.	2018	E-Talk Series 1.0	Feb-02	Feb-02	LIBA
6.	2018	Rural Visit	Feb-8,9, & 10	Feb- 22,23 & 24	Kuppayanallur
7.	2018	Budget Analysis	Feb-10	Feb-10	LIBA
8.	2018	Chrysalis	Feb-17	Feb-18	LIBA
9.	2018	Mother Teresa Award for Corporate Citizen	Jan-29	Jan-29	The Residency Towers
10.	2018	BEACON	Jan-29	Jan-29	The Residency Towers
11.	2017	Thought Leadership Program - Logistics & Supply Chain Management	Sep-21	Sep-21	LIBA
12.	2017	Venture/Entrepreneur Initiation program	Sep-25	Sep-25	Tiruvallur
13.	2017	International Conference on Current Trends in Finance and Economics	Sep-15	Sep-15	LIBA
14.	2017	LIBA CERTATUS 2017 - A Symposium on Business Case Studies	Apr-07	Apr-07	LIBA

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Industry Interaction					
S. No	Year	Name of the Programme	Dates		Venue
			From	To	
15.	2017	Insight	Mar-11	Mar-11	The Raintree, Anna Salai, Chennai
16.	2017	Insight	Jan-20	Jan-21	Residency Towers
17.	2017	Digital Marketing Workshop	Mar-10	Mar-11	The Residency Towers
18.	2017	Budget - 2017, An Analysis	Feb-03	Feb-03	LIBA
19.	2017	Thought Leadership Program - Logistics & Supply Chain Management	Feb-02	Feb-02	LIBA
20.	2017	International Conference Chinese Economy: Trends & Prospects	Mar-03	Mar-03	LIBA
21.	2017	LIBAZAAR	Sep-24	Sep-24	LIBA
22.	2016	HR Analytics & Metrics	Nov-17	Nov-18	The Residency Towers
23.	2016	Understanding & Analysing Financial Statements	Nov-17	Nov-18	The Residency Towers
24.	2016	Rural Visit			Uthiramerur
25.	2016	Business Summit 2016- India - South East Asia Relationship: Business and Beyond	Feb-12	Feb-12	Hotel Hyatt Regency, Chennai
26.	2016	Thought Leadership Program	Sep-10	Sep-10	LIBA
27.	2016	Panel Discussion on – “Britain's Exit from EU - Repercussions”	Jul-04	Jul-04	LIBA
28.	2016	Beacon 2016	Oct-14	Oct-14	The Residency Towers

Industry Interaction					
S. No	Year	Name of the Programme	Dates		Venue
			From	To	
29.	2016	LIBAZAAR	Sep-25	Sep-25	LIBA
30.	2016	Marathon Case study Program - 2016	Feb-08	Feb-08	Esthell resorts, ECR,
31.	2016	Chrysalis	Feb-06	Feb-07	LIBA
32.	2015	Insight	Nov-13	Nov-14	
33.	2015	Business Summit	Jan-12	Jan-12	Hotel Hyatt Regency, Chennai
34.	2015	Mother Teresa Awards-2014	Sep-22	Sep-22	LIBA
35.	2015	Beacon	Sep-11	Sep-11	The Residency Towers
36.	2015	LIBAZAAR	Sep-15	Sep-15	LIBA
37.	2015	Workshop on Academic Writing	Apr-08	Apr-08	LIBA
38.	2015	Seminar on Research Methodology	Feb-27	Feb-28	LIBA

7.1.4. Participation of Industry professionals in curriculum development, projects, assignments as examiners, in summer projects (10)


LIBA ensures that the programme design is updated to meet the current industry trends. The curriculum restructuring is done once in every two years. This process involves dialogue with experts from the industry including presentations to faculty. The Academic Advisory Council is actively involved in revamping the course curriculum at regular intervals. Senior academicians from Indian Institutes of Management and reputed international business schools have been invited for expert guidance. The corporate perspective helps to establish an accurate and detailed diagnosis of industry needs and context.

Refer Chapter 9 - 9.2.1 – Table 9.1 Involvement in curriculum development.

Refer Chapter 9 - Table 9.5: Comprehensive Viva Voce - Examiner's List

The form displayed below is an evidence to show the involvement of Industry professionals in guiding and evaluation summer projects.

Figure 7.3: Project Evaluation Sheet (sample)



PROJECT EVALUATION FORM
CONFIDENTIAL
(Please initial overwriting, if any)

Name of the Student and Roll No. : S. Ajay (Roll No.: F 17002)	
Title of the Project : Brand equity and its impact on sales of products of IBS Federal Life Insurance	
Duration of the Project (exact dates) : From 7 th April 2018 To 8 th June 2018	

Name of the Company Project Guide : C. Shanthi Yagnanath	
Designation	: SO Cluster Head
Name of the Organization	: IBS Federal Life Insurance Co. Ltd.
Address of the Organization	: 4 th , Shree Shanmugapriya, cross cut road, Coimbatore Tamilnada - 641012.

Phone Nos. :	Office : -
	Residence : -
	Mobile : 9943634445
	Fax : -
	E-mail : shanthi.yagnanath@ibsfederal.com

Please return this Original Form (you may keep a photocopy, if you wish) to :

THE DEAN
LIBA
Loyola College
Chennai - 600 034

(Signature of the Company Guide)

Date: 13-08-2018

..... 2


Project Evaluation

- In your assessment of the student, what are his/her main strengths?
 - Communication
 -
 -
- In your assessment of the student, what are his/her areas of development / areas in which the student needs to grow?
 - No follow up for given task
 - Needs to improve on marketing skills
 -
- How do you rate his/her performance (the project work) in your company during this summer? (Please circle the appropriate grade)

GRADE	GRADE POINT	SIGNIFICANCE
O	9	Outstanding performance
A+	8	Very Good
A	7	Very Good
B+	6	Good
B	5	Good
C+	4	Satisfactory ✓
C	3	Satisfactory
D+	2	Unsatisfactory
D	1	Quite Unsatisfactory
F	0	Failure


- In case the student applies for a job in your company at this end of his / her PGDM, will you recommend him / her if you have an opening? (Choose one)
 - Certainly I will recommend
 - I will recommend
 - I may recommend
 - Certainly I will not recommend
- Would you be willing to take summer interns from LIBA next year?
Yes
- Did you find the student well prepared to carry out the project or do you feel we as an institution need to provide more inputs in the given area? (Use a separate sheet if required)
Yes
- Please give us your suggestions as to how we can help in making the summer internship process more robust.
Need to motivate students for sales profile.

DATE: 13/08/2018



COMPANY SEAL
IBS FEDERAL LIFE INSURANCE CO. LTD.
COIMBATORE

SIGNATURE OF THE GUIDE



7.1.5. Initiatives related to industry including executive education, industry sponsored labs, and industry sponsorship of student activities (15)

With reference to the diagram-Figure 7.1, industry professionals involved as participants across the various programmes offered in LIBA.

7.1.5.1 Part-time Programme:

LIBA's foray into management education was with the part-time Executive Programme PGDBA in 1979 much before the AICTE came into existence and it was well recognized by the industry

because of its quality. The programme was later approved by the AICTE and the Government of India for the purpose of employment. LIBA was one of the first few business schools in the South started mainly focusing on working professionals.

The core competence of the part-time PGDM Programme is to empower young managers for higher responsibility in their respective organizations. The unique feature of the Three-Year part-time programme has been that it is offered in the evenings for four days a week. The course offers electives in a wide-range of subjects in the domains of Human Resources, Marketing, Operations and Systems, and Finance. The subjects are delivered by faculties who have an industrial experience and a lot of practical exercise is built in. While the students bring to the classroom their experience and working knowledge, the interactive sessions are conducive for a higher management learning.

7.1.5.2 Executive Diploma Programme:

The LIBA programme of Executive Diploma in Management is of 1 year duration they are offered in different functional areas of management. The classes are held in the evenings between 6.45pm and 8.30 pm from Monday to Wednesdays to facilitate, the working professionals to upgrade in their chosen field.

7.1.5.3 Customized Programmes:

LIBA has a Centre for Management Development Programs which caters to the needs of the corporates by developing and offering variety of programs for executives. Some of our important clients include RANE, Tata Consultancy Services, RBS, Maveric, Renault Nissan, Ford and TVS Logistics among others.

In June 27, 2018 LIBA signed an MOU with MANDO to offer a specialized “Executive Postgraduate programme in Business Management (EPGPBM) to the selected employees of Mando Automotive India Pvt Ltd.

In March 24, 2017 LIBA signed an MOU with TCS to launch a program on Business Analytics, a first of its kind initiative from both the partners

In January 2017, LIBA announced a strategic partnership with the Insurance Institute of India (III) to introduce a first-of-its kind Insurance Management programme.

LIBA and Multi Commodity Exchange (MCX) signed a MoU in July, 2017 to promote commodities market awareness through education and also to initiate joint research to address the growing need of commodity market analytics.

LIBA has signed an MOU with National Institute of Securities Market (NISM) to offer program jointly on securities market

In 2017, LIBA started a customized programme funded by the CSR funds of Renault Nissan Technology Business Centre of India (RNTBCI) to foster quality among the Indian Auto Manufacturers.



LIBA in association with Christian Medical College (CMC) Vellore offered a programme on Health Care Management for the selected managers at Sankara Nethralaya for two years 2010-12. LIBA and CMC are planning to organize similar programme once again from June 2018.

In 2018, LIBA incorporated the inevitable need of both financial and commodity market by bringing the simulated trading lab in the class room lecture to instil the objectives of Participatory teaching. As part of the trading lab evolution, LIBA recently signed MoU pact with Multi Commodity Exchange not only to conduct certification on commodity markets but also to bring live market to aid experiential learning.

7.1.5.4 Certificate Programmes:

These are short term courses offered by MDC. The programmes focus on various functional areas of business and management and gives the adequate expertise to carry out the task. These programmes are ideal for those on a fast track to improve their knowledge and skills for managerial positions. The duration of the programme is 3 months during weekends.

1. Supply Chain Management
2. Six Sigma
3. Management of Human Resources
4. Project Management
5. Finance
6. Business Analytics
7. Financial Derivatives
8. Digital Marketing
9. HR Analytics
10. CRM, Sales and Marketing

Many of the courses introduced in to the main flagship programme in LIBA germinate through the interaction of the faculty and industry representatives in the many courses offered in the MDC.

Refer Part –A - 8. Details of all the programs offered by the institution, which showcases the executive education programs for the industry professionals conducted by LIBA.

7.1.6. Involvement of industry professional as members of various academic bodies/board (10)

To keep in line with the mission of creating world class leaders we have corporate members in our Governing Council and Academic Advisory Council. We also have an Advisory Board to guide and help with the functioning of Prof C.K. Prahalad Centre for Emerging India. These members bring in fresh perspectives of the current industry trends and needs.

The Governing Council has a good representation from the corporate world. Currently there are 12 members from top companies in the Governing Council and 3 members in the Academic Advisory Council.

Self-Assessment Report



The admission panel consists of academicians and industry professionals. LIBA has invited its alumni working in corporates to be part of the Admission Selection Panels/Committees. The alumni provide insights on how to capture certain attributes and skillsets essential for a successful corporate leader. This helps in selecting the right kind of students, and improve the overall quality of the programme

Table 7.3: Industry professionals in various academic boards

Governing Council Members		
S.No.	Name	Designation and Organisation
1.	Mr. Arun Kothari	Managing Director, H. C. Kothari Group of Companies
2.	Mr. V.A. George	President & CEO, Thejo Engineering Ltd.
3.	Mr. Gopal Srinivasan	Chairman and Managing Director, TVS Capital Fund
4.	Mr. Jaithirth Rao	Founder and Executive Chairman Value and Budget Housing Corporation Pvt. Ltd.
5.	Mr. Krishnakumar Natarajan	CEO & MD, Mind Tree Ltd
6.	Mr. Lakshman P. S	Chief Consultant, Services Innovation SAP Global Consulting Delivery, SAP India Pvt. Ltd.
7.	Mr. Mario Lobo	Managing Director, Personal Search Services Pvt. Ltd.
8.	Mr. N. Ram	Chairman and Publisher, The Hindu Group of Newspapers
9.	Dr. R. Ramaraj	Senior Advisor, Sequoia Capital India
10.	Mr. Thiyagarajan Kumar	Director, Management Assurance Services, 22Bennett Coleman & Company Ltd.
11.	Mr.M.M. Venkatachalam	Chairman, Parry Agro Industries Ltd
12.	Mr. A.X. Alexander, IPS (Retd.)	Former Director General of Police Govt. of Tamil Nadu
13.	Mr.M. Sundaresan	Regional Officer, Southern Regional Office, All India Council for Technical Education (AICTE)
14.	Mr. P. Murari IAS (Retd.)	Adviser to President, FICCI
Academic Advisory Council		
S.No.	Name	Designation and Organisation
1.	Dr. R. Ramaraj	Senior Advisor, Sequoia Capital India Convener
2.	Mr. Gopalratnam Kannan	MD, Timex Group India.
3.	Dr. J. Sadakkadulla	Regional Director, Reserve Bank of India.
4.	Mr. B. Thiagarajan	Executive Director & President, AC & R Products Business, Blue Star Limited
Advisory Committee for Mother Teresa Awards		
S.No.	Name	Designation and Organisation
1.	Mr. C. K. Ranganathan	Chairman and Managing Director, Cavinkare
2.	Dr. R. Ramaraj	Senior Advisor, Sequoia Capital India Convener
3.	Mr. Gopal Srinivasan	Chairman and Managing Director, TVS Capital Fund
4.	Mr. Venugopal	Director, Kasturi & Sons Limited
5.	Mr. S. P Kandasamy	Krishnamurti Foundation India
6.	Mr.M. Mahadevan	Chairman, oriental Cuisines Pvt. Ltd.
7.	Mr. T. S Krishnamurthy, IRS (Retd.)	Former Director General of Police, Govt. of Tamil Nadu
8.	Mr. A.X. Alexander, IPS (Retd.)	Former Director General of Police Govt. of Tamil Nadu
9.	Mr. N. Vittal (IAS) Retd. (Chairman)	Former Chief Vigilance Commissioner, Govt. of India

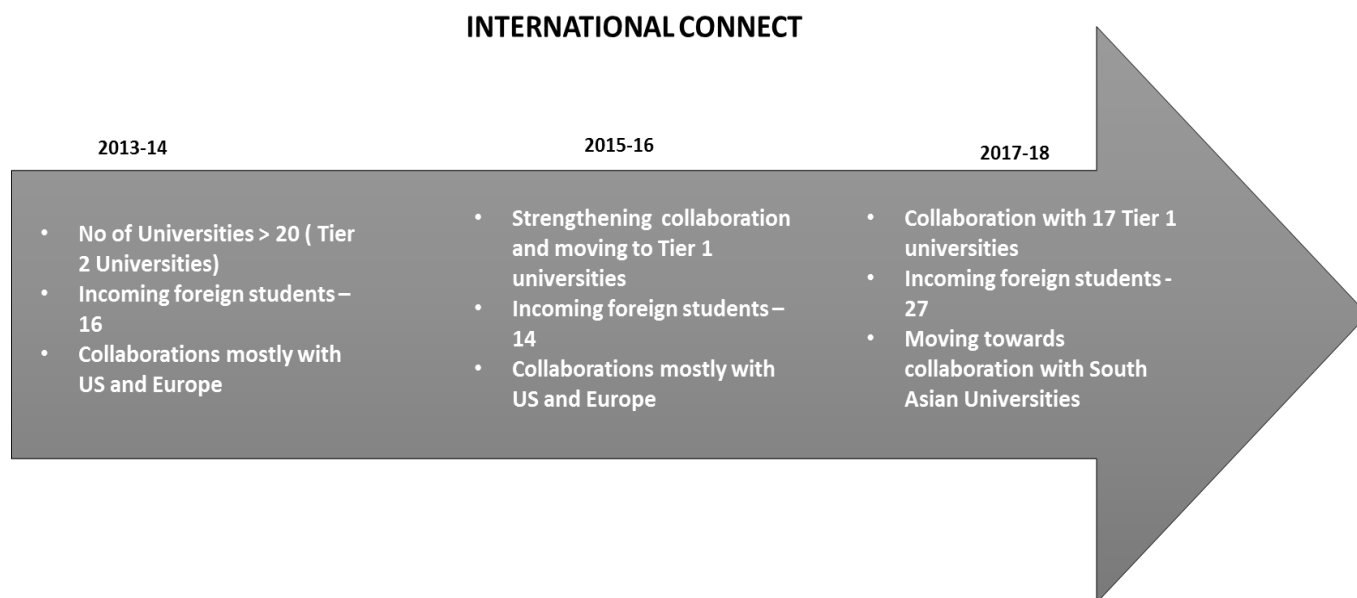
Advisory Board for Prof. C K. Prahalad Centre for Emerging India		
S.No.	Name	Designation and Organisation
1.	Mr. Gopal Srinivasan	Chairman and Managing Director, TVS Capital Fund
2.	Ms. Deepa Prahalad	CEO, Anuvva, LLC
3.	Mr. Arun Maira	Former Member Planning Commission of India
4.	Mr. Arjun Kothari	Managing Director, H.C. Kothari Group of Companies
5.	Mr. R. Gopalan, IAS (Retd.)	Member, Debts Recovery Tribunal, Government of India
6.	Mr. J aithirth Rao	Chairman, Value & Budget Housing Corporation, Mumbai
7.	Dr. R. Ramaraj	Senior Advisor, Sequoia Capital India
8.	Ms. Shikha Sharma	MD & CEO, Axis Bank
Admission Panel list 2017- Industry Professionals		
S.No.	Name	Designation and Organisation
1.	Mr. Arun Jaiswal	Chief Manager, Kotak Mahindra Bank
2.	Mr. Shashwat Gupta	Director, Champion India
3.	Mr. Surjeet Das	Assistant VP, Kotak Mahindra Bank
4.	Mr. Avishek Bhaumik	Associate Director, Standard Chartered
5.	Mr. Ajay Chaubal	Consultant
6.	Mr. Prem Anand	VP, Kotak Mahindra Bank, Mumbai

7.2. International Connect (28)

LIBA has ample opportunities to connect with International universities across the globe, due to the availability of global Jesuits Networks.

Society of Jesus is an International organization working in 112 countries across 6 continents. LIBA is a member of International Association of Jesuit business schools and International Association of Jesuits Universities. Collaborations with like-minded institutions that promote ethical behaviour in business have been typical of the nature of tie-ups that LIBA formed in the early years.

Figure 7.4: International Connect



7.2.1. MoUs/Partnerships and its effective implementation (10)

LIBA has an active and dynamic policy of interacting with International Management Institutions across the world. At present, it has 18 active collaboration with institutes around the world.

The list of institutions with which MOUs have been signed are given below:

Asia

1. Assumption University, Thailand
2. Binary University, Malaysia
3. MISI, Malaysia
4. Fu Jen University, Taiwan

North America

5. Fordham University, U.S.A.
6. Le Moyne College, USA
7. Santa Clara University, USA
8. The Washington Centre for Internships and Academic Seminars, USA
9. Virginia Tech, U.S.A.

South America

10. Universidad Ibero Americana, Ciudad de Mexico (UIA), Mexico

Europe

11. Institute d'Economie Scientifique et de Gestion (IESEG) School of Management, France
12. Katholische Universitat Eichstatt-Ingolstadt (KU), Germany
13. KEDGE Business School, France
14. NEOMA Business School, France
15. Universita Cattolica del Sacro Cuore (UCSC) Italy
16. Universidad Loyola Andalucia, Spain
17. NAMUR, Belgium



Self-Assessment Report

Africa

18. Tangaza College, Kenya, Africa

To further strengthen our international connect in the South Asian region we have established our relationship with Fu Jen University, Taiwan and added them to our list of collaborators.

7.2.2. Student Exchange Programs (10)

LIBA has received students with open arms from partner institutions across the world. Students from France, Germany, Italy, the U.S. and Africa have been to LIBA in pursuit of various programmes. Students from Europe, particularly France have been visiting us year after year as part of the full-time PGDM programme. Most of the recent students have come from KEDGE Business School, NEOMA Business School and IESEG, France. The students are encouraged, in addition to their course work, to visit places of importance that provide a window to Indian culture and heritage. Students are encouraged to participate in traditional Indian festivities such as Diwali, Pongal, Onam and other important events. These interactions give an opportunity to the international students to understand the fundamental values and traditions of Indian culture. We believe these exchange programmes will create the environment for mutual appreciation and understanding.

Similarly, LIBA PGDM students are encouraged to visit any of our partners for a term as exchange students. Our Students have generally preferred visiting Europe and the U.S. These exchange programmes have given exposure to other cultures. LIBA, through the exchange programmes, hopes to create global managers of tomorrow.

The No. of students who have been participating in the exchange programmes are given below.

Table 7. 4: International Student Exchange

Years	Outgoing Students	Incoming Students
2013-14	7	16
2014-15	12	15
2015-16	8	14
2016-17	10	18
2017-18	4	27

7.2.3. Faculty Exchange Programs (5)

To expose our Faculty to an international experience whereby they gain knowledge of global best practices in their respective fields, LIBA encourages them by facilitating faculty exchange programmes.

As a part of the MoU the professors from international partnered universities are invited to LIBA. This exposes students to international professors who bring with them wealth of their expertise.

As a result, LIBA faculty have been part of academic programmes abroad and foreign faculty members regularly visit LIBA as well.

Below mentioned are the details of the Faculty coming from abroad as well as LIBA faculty going abroad.

Table 7.5: List of International faculty and LIBA Faculty going abroad

International Visiting Faculty				LIBA Faculty going abroad		
S.No	Name of Faculty	Country	Year	Name of Faculty	Country	Year
1.	Prof. Alexander Benz	Negotiation Skills, France	2017, 2018 and 2019	Dr. Alagu Perumal	Tzu Chi University, Taiwan	2019
2.	Prof. Marcel Waverbergh	International Marketing, Antwerp University, Belgium	2016	Dr. Ramsubramaniam	MISI, Malaysia	2018
3.	Prof. Johannes Schneider	Professor of Economics from Catholic University of Eicstaett-Ingolstadt, Germany	2016	Dr. Chandiran	Ghana and Kenya	2014
4.	Dr. Peter Shephard	Leadership, Binary University, Malaysia	2017 and 2018	Rev. Fr. Wenisch	Namur, Belgium	2018
5.	Prof. Huang Soon Fook	Corporate Entrepreneurship, Binary University, Malaysia	2017 and 2018	Dr. Agna Fernandez	Marconi University, Rome for teaching a course on Organizational Management for the Online MBA program	2018

6.	Dr. Oo Yu Hock	Strategic Management, Binary University, Malaysia	2017 and 2018	
7.	Prof. Sudesh	Research Methodology, Binary University, Malaysia	2018	

7.2.4. Collaborative Research Projects (3)

In addition to its International Collaborations and Exchange Programme, LIBA plans to partner with premier universities around the world in implementing various research projects. Such partnerships create a true cross-cultural perspective and offer a global learning experience in management research to faculty and research scholars.

In 2015-16, LIBA partnered with CARE and USAID to provide expertise to women leaders in Small and Medium Enterprises (Cashew Sector) by designing the curriculum and by providing the base line knowledge on vital areas of their business activities.

An MOU was signed between LIBA and University of Namur, Belgium for collaborative research in the area of business analytics in 2018.

Refer Annexure 7.2: Sample MOU between University of Namur and LIBA (Pg.423)

Prof. Agna Fernandez is involved in the development of an Immersive Learning Content with the French Technology Firm UPTALE, publisher PEARSON. The project aims at the development of content that will be aligned to the academic requirements of organizational behaviour and Human Resource Management (PGDM).

Refer Annexure 7.3: NDA with RR Donnelley (Pg.424)

Prof. Alagu Perumal Ramasamy will be visiting Taiwan on Taiwan fellowship 2019 to conduct research on Waste Management issues. He will be conducting his research from Tzu Chi University, Hualien, Taiwan. His primary work will be on plastic waste collection and recycling management. Tzu Chi Foundation, parent organisation of Tzu Chi University, has done internationally acclaimed work in the field of plastic waste management and he intends to implement the learnings in India. As we are aware plastic waste is a major hazard to life both on land and the Oceans. This project intends to tackle the social and environmental issue effectively.



Self-Assessment Report

Going forward we plan to expand our international network in areas of Student Exchange programs, Effective implementation of MoU's and Partnerships, faculty exchange programs and collaborative research projects.

Possible directions in which LIBA International Collaboration programmes could be developed are given below.

1. Increasing the number of exchange students annually - Working on systems to increase the numbers of incoming and outgoing students and finding ways to balance the two would be one of the priorities for the future.
2. Increasing the number of International collaborations - At the moment there are Agreements with nearly 18 institutes abroad. It will be beneficial to establish more institutional tie-ups.
3. Diversification of International tie-ups by country - At the moment the Agreements are largely Europe or U.S. centric. Entire South Asia, East Asia, South East Asia and Africa do not seem to have received due attention. It is important to focus on the above mentioned neglected parts of the globe for more collaborations.
4. Faculty Exchange – To further strength the faculty exchange programmes.
5. Opportunities for Joint Research – it is hoped that the faculty exchange can further help grow opportunities for joint research in areas of mutual interest.

The above tasks can be leveraged and explored with the existing global network available to LIBA.

In our journey towards achieving excellence we will strive to expand our Industry and International connect....

CHAPTER - 8

Criterion 8
INFRASTRUCTURE
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LIBA's physical resources are efficiently managed through the office of the Dean Administration. Physical resources include the traditional classrooms – gallery rooms, round-table classrooms for case discussions, SMART classrooms, computer labs, trading labs, internet connectivity, Technology-Enabled Learning – MOODLE, library with both online and offline sources and a photocopying centre.

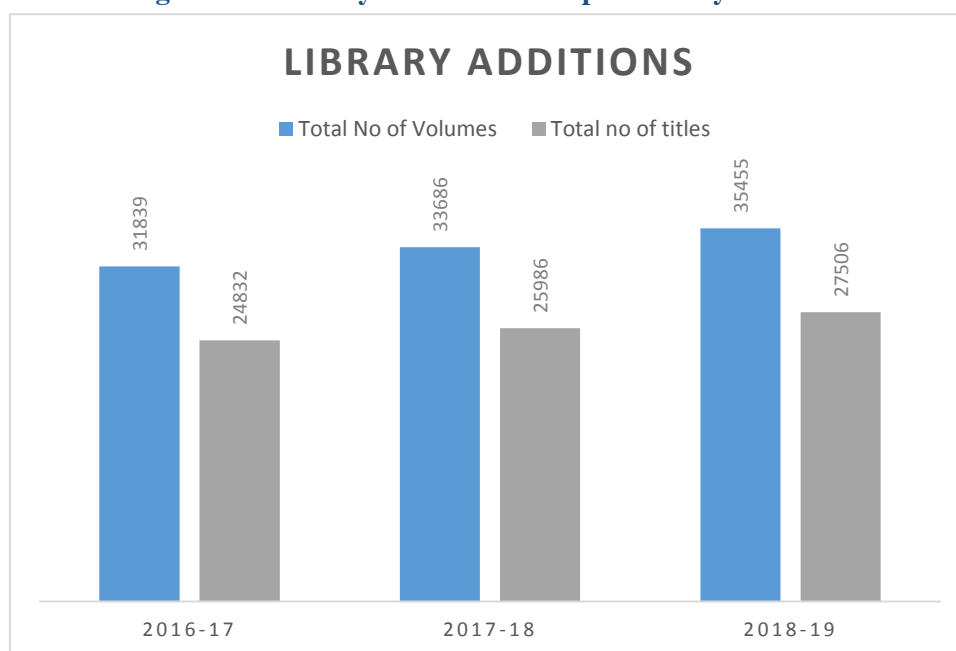
8.1. Classrooms & Learning facilities (10)

There are 17 air-conditioned classrooms with instructor computer and multimedia projection and audio systems. This includes Intel i3 (6th Gen) powered HP desktops with, Windows 10, Office 2016 complete suite, SPSS 20, 24/7 internet connectivity. There is also an IP video conferencing facility which is used by the management for interaction with other universities or companies both in India and abroad.

8.2. Library (10)

Over the years, an excellent infrastructure has been built to include an air-conditioned auditorium, gallery style classroom for better instruction, round-table classes for group discussions and case studies, separate hostels for men and women and fully furnished guest rooms. LIBA has an outstanding library with 33,000+ books, a large number of international and national journals and many electronic business databases.

Figure 8.1: Library additions in the past three years



The students also have access to the main central library of Loyola College which has a collection of more than 1,30,000 books, 225 journals, 8,087 e-journals and 48,146 e-books. They are encouraged to lend the books from this central library. From the academic year, 2019 the library services will be delivered through Koha. Koha is a fully featured, scalable library management system. The library is open on all the seven days of a week. It is accessed on an average by 80 – 90 students.

Table 8.1: Details of the Reading resources available in library

S. No.	Product	Purpose
1.	Prowess IQ	Interactive Querying web application for Database on Indian Companies
2.	Industry Outlook	Interactive Querying web application for Historical time-series and forecasts 201 industries covering all industrial and services sectors
3.	ProQuest	Online journal database
4.	SAGE	Online journal database
5.	National Digital Library of India	National repository of digital libraries
6.	Learners library	Online digital textbook platform
7.	Kindle	E book subscription
8.	Tax Management India	Online database for business legislations and recent cases

Table 8.2: Reading resources acquired annually

S. No.	Title	2014-15	2015-16	2016-17	2017-18	2018-19
1.	Total no. of Volumes (Books)	30043	30548	31839	33686	35500
	Volumes added annually		505	1291	1847	1814
2.	Total no. of CD / DVD	1504/34	1571/45	1647/47	1651/47	1658/50
3.	Total no. of Journals /Magazine subscription	55	59 /16	35 / 42	35/42	32 / 42

Table 8.3: Consolidated List of Databases and EBooks

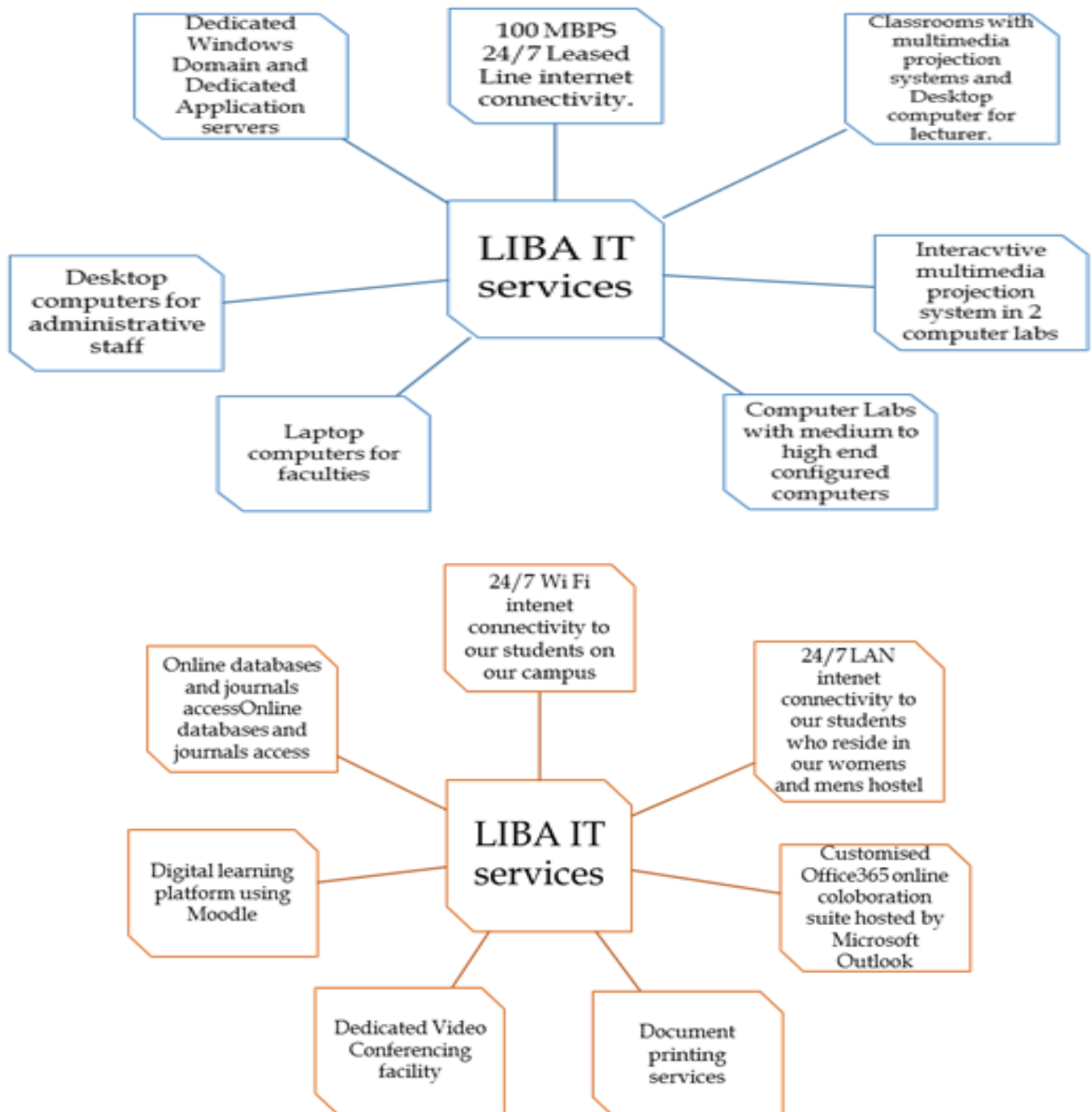
S. No.	Product	Total No. of Titles	International	National
1.	ABI Inform Collection	8900	8738	162
2.	Entrepreneurship Database	1472	1462	10
3.	Business Ebo	21856	21582	274

Refer Annexure 8.1: Library annual budget (Pg.429)

8.3. IT Infrastructure (15)

LIBA has a fully functional IT infrastructure that provides the students all the necessary tools, services that supports and helps leverage their learning and enhances their productivity. In line with the changing technology landscape, the best suited hardware and software in all areas under the IT infrastructure are updated.

Figure 8.2: LIBA IT Services



The School’s computer network infrastructure is robust and covers the entire campus by wired and wireless connectivity. The devices used within the network is of the best in the industry. We have made it mandatory to upgrade IT infrastructure in terms of both hardware and software on a yearly basis.



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LIBA provides 24/7 100 MBPS leased line internet connectivity is provided to LIBA's men's and women's hostels. This greatly enables the students to extend their online learning activities beyond the class hours. All the students generally own laptops for the purpose of self-study.

The entire network and computing devices infrastructure is protected by an industry leading hardware Firewall and Antivirus appliance.

8.3.1 Computing Facilities:

There are also exclusive laboratory hands-on based courses in the stream of Business Analytics for the management students. For this course, the latest technology is used extensively. For example, the laboratory is equipped with Hadoop platform for the students to work on big datasets as part of the learning. The laboratory also includes facilities for databases. The lab is equipped with Oracle database servers for the needs of the database users.

The students also extensively use statistical packages as part of the course work and for research studies. The Technology Enabled Learning (TEL) supports SPSS, AMOS, Tableau and R for the needs of statistical package users.

Technical analysis of stock markets is a hot area for the management students and the institute has subscribed to SPIDER software for real time access of equity and commodity markets. Further, the market updates are displayed in the public area for a real-time update of the markets.

8.3.2 Classrooms:

The classroom sessions are supplemented with audio-visual sessions through Multimedia Projection System, Speaker/amplifier System and are equipped with 17 numbers of Intel i3 powered HP desktops with Windows 10, Office 2016 complete suite, SPSS 20, 24/7 internet connectivity. For instance, financial analysis concepts like equity analysis, portfolio management are dealt in both classrooms and supplemented with analysis based on excel and real-time simulations. The faculty also supplement a lot of subjects with business simulation exercises in the labs. The students also compete online with students from other institutions and have won accolades in the past.

8.3.3 Computers for Faculties and Staff:

All full-time faculty members are provided with Intel i3, i5, i7 powered HP and Dell laptop computers with Windows 10, Office 2016 complete suite, 24/7 internet connectivity and staff with Intel i3, powered HP computers Windows 7, Office 2013 complete suite, 24/7 internet connectivity for documentation and productivity tool.

The Dean's office maintains the software tool for Plagiarism check – 'Turnitin'. The access to the tool is annually renewed. The tool is used extensively to ensure that all online submissions of term-papers, summer internship reports, Dissertation work, and Ph.D. thesis are original and rightful citations are made where necessary. Faculty are prevailed upon to access and use the checking tool.

8.3.4 Network Printers and Photocopiers:

Faculties and Staff have access to network printers in their respective offices as well to high-speed photocopiers located in the photocopier room. Whereas students have access to the network printer located in the Main Lab, the Library and photocopier located in the photocopier room.

8.3.5 Internet Connectivity:

Every workplace on the campus has 24/7 network connectivity. The Institute has put a wireless layer (Wi-Fi) on top of this highly dense network for 500 + mobile devices including student's laptop computers, tablet and mobile phones. Hundred MBPS Leased Line Internet for end-to-end connectivity of 300 + wired computers. A Firewall is also placed to provide higher security. The Institute has 100 MBPS bandwidth to the Internet.

8.3.6 Video conferencing:

There is a top-of- the- line One-to-Many site video conferencing facility, and extensively used during the placement season.

Table 8.3: Details of Video Conferencing facilities

S. No.	Product	Type	Purpose
1.	Polycom Group 100	Online collaboration	Live meetings, live interviews, live group discussion.
2.	Skype for Business	Online collaboration	Live meetings, live interviews, live group discussion and live lecture sessions.
3.	Cisco WebX	Online collaboration	Live meetings, live interviews, live group discussion and live lecture sessions.

8.3.7 Software:

The LIBA technology infrastructure is able to handle the requirements of both administration and the students. The software platforms available in LIBA are operating systems such as Microsoft Windows, Red Hat and Ubuntu Linux. All system and application software are licensed.

Refer Annexure 8.2: IT Details (Pg.432)

8.3.8 Trading Lab:

Training the future managers with ample experience and skill with a view to match market expectations can get limited in classroom lectures. This can be overcome only with participatory teaching by bringing the market of various asset classes into the class room during the lectures



through a simulated environment, namely Trading lab. This is a vital learning possibility for the student participants to become autonomous learners.

LIBA incorporated the inevitable need of both financial and commodity market by bringing the simulated trading lab into the classroom lecture to instil the objectives of participatory teaching. As part of the trading lab evolution, LIBA recently signed MoU pact with Multi Commodity Exchange not only to conduct Certification on Commodity Markets but also to bring live markets to aid experiential learning.

There is also an Online Ticker Board showing the market prices throughout the day.

8.3.9 Objectives of Trading Lab:

- To train student participants on various asset classes
- To elevate the knowledge understanding among students on various market operations
- To sharpen the decision making skill set on both fundamental and technical analyses with reference to various asset classes
- To groom the skill set of students on trading strategies in both markets with ethics
- **Trading Lab Participatory Teaching Tools and Aids:** To instil the feel of a market through participatory teaching, LIBA Trading Lab has the following features:
- **Live Trading Terminal:** To educate on various assets and their price movements, LIBA provides live trading terminals for students
- **LIBA Market Scanner:** Having conceived the importance of Live Snapshot of a market, LIBA brings forth “Live display of Market Snapshot” throughout market hours from 8.45 AM- 4.30 PM. The customized snapshot will explore the following
 - previous Day highlight of Commodity market
 - preopen snapshot of National Stock Exchange (NSE)
 - top 5 Gainers and Losers of major indices for every 5 minutes
 - continuous scroll of Nifty Stocks Feed and MCX updates
 - frequent Display of Market news
- **Spider Technical Analysis Software EOD:** To groom the skill set of student participants on Price movement, LIBA has inducted Spider Software EOD for students
- **Live Experience on Futures and Options (F&O):** To groom the students on various strategies of F&O, Trading lab has Traders cockpit data service for training.
- **Live Trading Simulation:** To sharpen the skills, live trading simulation viz NSE Paathshala will be part of trading+ lab exercise.

Table 8.4: Details of Trading lab facilities

S. No.	Software	Remarks
1.	Eikon (Thomson Reuters)	Learning & Research Data tool on Market study
2.	Spider Ace	Technical analytical software to read the Market trend with End of Day Data
3.	Spider Irish Plus	Technical analytical software to read the trend with Live Market Data
4.	Traders cockpit	Fundamental and Technical Learning & Research Data tool on Domestic Futures & Options Market

8.3.10 Online Collaboration Service:

LIBA has a customized Office 365 suite of services from Microsoft Outlook Platform, this suite includes

Figure 8.3: Office 365 suite of services



Refer: LIBA Website - <http://liba.edu/>

A concerted effort has been made to improve the website over the past few years giving all information about the Institution. This has helped towards greater transparency as also making LIBA more visible.

The NIRF data is uploaded. Regular updates of the various activities are being taken up. There are dedicated technical staff to help maintain all the IT resources.

It is heartening to note that the website’s designing and maintenance is being aided by LIBA’s alumnus with great enthusiasm.

LIBA is in the process of developing its own ERP system to integrate all the software. LIBA ERP is an enterprise solution to automate LIBA's Academic and Administrative processes. This ERP system streamlines complete student life cycle from Admission to Graduation as well as administrative processes such as Contacts, Purchase, Inventory, Accounting, HR, etc. It is built on cutting-edge technologies such as Linux, PostgreSQL, Python and Open ERP and is robust and scalable.



LIBA ERP impacts all the departments and functions and removes human interactions as far as possible, making execution of processes smooth and leading to customer satisfaction, increased efficiency and greater control over the system.

8.4. Learning Management System (10)

The School actively encourages innovative teaching and evaluation by empowering the faculty to use their creativity within the broad scope of the course syllabi.

LIBA is open to the use of new technologies in teaching and learning. Specifically, we have the following:

- AIS (Academic Information System) is the Academic Data Management System which has been developed and is maintained by XLRI (a sister Jesuit Institute). This is used to create, update, and retrieve all records pertaining to courses as well as students enrolled in the various programmes. One can also upload course material and conduct interactive assignments.
- MOODLE (an open-source software learning management system) LIBA has customized MOODLE for its academic objectives with a view to attain transformation in teaching process. The process of LIBA Learning Management System (MOODLE) starts from student's admission and ends with learning cycle.

8.4.1 Objectives of Moodle:

- Interface between teachers and students beyond class room lecture hours , which foster continuous learning
- Track the students' performance continuously ever after the collegiate hours
- Tool for systematic and speedier evaluation for instantaneous results and feedback
- To overcome the stereotype learning environment rather dynamic to keep the phase of attractive knowledge transmission process
- To complete the autonomous learning loop within the limited duration.

8.5. Hostel (10)

LIBA provides hostel facilities separately for boys and girls - 123 single bedrooms for boys and 38 double bedrooms and two single rooms for girls. 24/7 internet connectivity (LAN + Wi Fi) is provided to the students residing in our Women's and Men's hostels. The hostel facilities for LIBA students are housed within a larger complex which also houses students from other institutions in the Loyola Campus. This helps in building camaraderie among the students.

8.6. Sports Facility (8)

Sports is an integral and compulsory part of the education process. Sports helps to build character and teach the importance of discipline in Life. LIBA has well planned sports facility. Being part of Loyola College, one of the premiere colleges in Chennai, LIBA also offers shared sports facilities the details of which are provided in the next section.



8.6.1. Indoor Sports Facilities (3)

The indoor sports facilities include:

- Table Tennis - 2 tables
- Chess
- Weight Training Room - 1

8.6.2. Outdoor Sports Facilities (5)

The outdoor sports facilities include:

- Cricket - 1 Field;
- Basketball - 3 courts, two of which have cement floor, and the other well maintained Red Soil.
- Football - 1 multi-purpose field. With cement gallery to accommodate 2000 spectators.
- Hockey - 1 field (natural grass) with fencing all around.
- Tennis 2 courts (clay courts)
- Volleyball - 3 courts.
- Ball Badminton - 2 courts

8.7. Medical Facility (8)

LIBA provides health care facility to the students by offering First-Aid and other basic facilities. Further it has also taken Group Insurance Medical policy from Royal Sundaram General Insurance Co. Limited which covers 226 lives including faculty, staff and students.

Refer Annexure 8.3: Group Insurance policy details (Pg.437)

Refer Annexure 8.4: Photos of Infrastructure Facilities – Hostel, Sports Facility, Library, Lab, Loyola Health Centre. etc. (Pg.440)



Figure 8.4: Proposed LIBA Building



Table 8.5: Details of New building area statement

Area Statement		
Proposed Admin & Class Room		
S. No.	Block - 1	Area in Sq. ft.
1.	Ground Floor	19811.87
2.	First Floor	20833.18
3.	Second Floor	20940.46
4.	Third Floor	20940.46
	Total	82525.97
Proposed Auditorium & Library		
S. No.	Block - 2	Area in Sq. ft.
1.	Ground Floor	15934.25
2.	Mezannaine Floor	5349.26
3.	First Floor	5858.95
4.	Second Floor	12890.77
5.	Third Floor	12890.77
	Total	52924
	Portico	12942.33

A new building with auditorium, classes, canteen and other state of the art facilities with an investment of Rs. 50 crores is being added. This will strengthen the existing infrastructure and create a conducive environment for learners. The construction of the new building has commenced and is in progress.....

CHAPTER - 9

Criterion 9

ALUMNI PERFORMANCE AND CONNECT

45

In Chapter 7, under the industry and international connect, we had mentioned the alumni network. More details are provided in this chapter since the focus is on Alumni. Our alumni have become global leaders, entrepreneurs and responsible managers. They are a source of strength for the LIBA Family and they support in the management and growth of the institute.

9.1. Alumni association (5)

(Duly formed and registered)

LIBA is one of the oldest Business Schools in South India and its first batch of Management Graduates graduated way back in 1981. Over 7,000 Alumni are working in and contributing to reputed organizations across the world. LIBA has nurtured business leaders, entrepreneurs, writers, educators and so many more. The LIBA Alumni Association tries to seamlessly connect the institute to all those who have been nurtured in the campus and also connects them to their fellow alumni, faculty and the current students through Newsletters, emails and by organizing Annual Alumni meets and other special events. Currently, the students completing the three years part-time PGDM, two years full-time PGDM, the one year Executive Diploma and Ph.D. scholars are eligible to join the Alumni Association of LIBA.

9.1.1 Vision:

The core vision of LIBA Alumni Association is to be the primary link between the institute and its vast network of alumni spread across the world.

9.1.2 Mission:

LIBA Alumni Association attempts to ensure and devise synergistic plans to achieve its vision by strengthening alumni bonds of fellowship with LIBA fraternity.

9.1.3 Objectives:

- To act as a focal point of contact between alumni and the institute
- To encourage the Alumni to take an active interest in the work and progress of the Institute
- To establish and maintain an alumni association structure
- To increase alumni chapters in India and abroad

9.2. Involvement of alumni (25)

The LIBA Alumni Association organizes the Annual Alumni meet, other chapter meets in India and abroad, facilitates networking of the Alumni via the online portal and invites Alumni to



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participate in other special events on campus. Alumni are also involved in the admissions, placement and accreditation processes.

9.2.1 Involvement in curriculum development:

There are Alumni who are involved in Curriculum Development as they are part of the Visiting Faculty Fraternity whose inputs and feedback are taken into account when changes and modifications are made to the syllabi.

Table 9.1: List of Alumni as Visiting Faculty

S. No.	Name	Phone	Email
1.	Mr. F. Anthony Vishal	95000 43773	profanthonyvishal@gmail.com
2.	Mr. S. Asif	447713400430	asifbank@gmail.com
3.	Ms. Aswathy Augus	89396 81601	aswathyaugus@gmail.com
4.	Ms. Emy Ann Oommen	91766 16390	oommen.emy@mahindra.com
5.	Mr. J. Sayuj	98400 50879	getsayuj@gmail.com
6.	Mr. Subramaniam Kalpathy	97909 70875	subramanian.kalpathi@gmail.com
7.	Mr. Varun Thamba	99860 15592	varunthamba@gmail.com

9.2.2 Meets and Events:

The following meets are organized every year to reconnect with Alumni:

1. Annual Alumni Meet at LIBA, Chennai
2. 35th Year Alumni Meet at LIBA, Chennai
3. 25th Year Alumni Meet at LIBA, Chennai
4. 15th Year Alumni Meet at LIBA, Chennai
5. 10th Year Alumni Meet at LIBA, Chennai
6. Annual Alumni Chapter Meet at Mumbai, Bangalore and Delhi.

9.2.3 Visit to Institution and interaction with students:

Alumni who have visited as Guest Speakers for Beyond Management Initiative Sessions:

Table 9.2: List of Alumni as Guest Speakers for BMI

S. No.	Date	Alumni	Topic
1.	28.09.2016	Mr. Kern Luke Agarwal , Entrepreneur & Alumni, LIBA	The Urban Farmers,
2.	28.09.2016	Ms. Mathangi Kumar , Entrepreneur & Alumni, LIBA	That Madras Place
3.	02.06.2017	Ms. Vidya Pradeep , Vice President, HDFC Bank	Emotional Quotient and its relevance in today's world
4.	08.01.2018	Mr. George Abraham - SHRM SCP , Senior Manager - Human Resources – Deloitte, Middle East - Risk Advisory HR Leader, Deloitte & Touche (M.E.)	My journey through the exciting world of modern day HR
5.	17.01.2018	Mr. K. Gaurav Kumar , Head, Gaurav Kumar & Associates, a firm of company secretaries	Importance of acquiring additional skillsets in business or corporate field

9.2.4 Conferences and Events:

Alumni are invited as guest speakers and also as participants for various events such as Chrysalis, Beacon, Insight, BMI, Budget Analysis etc.

BEACON 2014 which focused on the topic - Ethical Challenges in Marketing: The Power-Responsibility Equilibrium

Table 9.3: List of Alumni as Guest Speakers for Beacon

S.No.	Alumni	Topic
1.	Mr. Ameeth Raja, Director and Head, Office Services, (Chennai and Kerala), CBRE Inc.	Ethical Challenges in Real Estate Marketing
2.	Ms. Vidya Pradeep, Vice President, Head - Credit Cards –Portfolio Management, HDFC Bank	Ethics in Marketing of Financial Products: Credit Card Perspective

Table 9.4: List of Alumni as Judges for Chrysalis

S.No.	Alumni	Event
1.	Carmel Felixia	Novations
2.	Edward Vivek.	Ziel
3.	Shruthi	Godzilla's ISland
4.	Jeevanand Kumarvel and Juliet Sachika Antony	Best Manager

9.2.5 Comprehensive Viva-voce panel:

When students deliver their presentations individually in front of the Comprehensive Viva-Voce panel, the examiners on this panel are all LIBA Alumni who give feedback and guidance to the students on their presentations.

Table 9.5: Comprehensive Viva Voce - Examiner's List

S. No.	Name of Examiner	Phone	Email
1.	Mr. Rajesh Chacko	9176688877	rajesh.chacko@gmail.com
2.	Mr. Marian Pais	9840821605	malpais78@gmail.com
3.	Mr. A. Irudayam	9940686632	irudayamarog@gmail.com
4.	Mr. I. Muthu Ganesh	9840154567	muthuganeshi@gmail.com
5.	Mr. T. S. Hari Shankar	9445390150	shankarfls@gmail.com
6.	Ms. J. Sejo	9840256562	tasarina@gmail.com
7.	Mr. C. Ganesh	98843 85885	gan369@gmail.com
8.	Mr. J. Kathiravan	8056689869	j.kathiravan@rane.co.in
9.	Mr. N. M. Saranath	9600042605	saranath.nm@gmail.com
10.	Mr. N. S. Bhawani Shankar	9840089743	bhawani@lucastvs.co.in
11.	Mr. N. K. Priyani	98409 92003	nkp-in@flsmidth.com
12.	Mr. M. Rangarajan	9840497893	mr_rangarajan@yahoo.com
13.	Mr. R. Saravanan	98403 48779	sarav.iniyam@gmail.com
14.	Mr. V. R. Subramaniam	99621 06655	subbuvr@gmail.com
15.	Ms. Aswathy Augus	89396 81601	aswathyaugus@gmail.com
16.	Ms. Emy Ann Oommen	91766 16390	oommen.emy@mahindra.com

17.	Akash Antony Pius	9566140498	akash.antonypius@kotak.com
18.	Ronnie Sunny	9895483681	ronnie.sunny@tatamotors.com

9.2.6 Assistance in entrepreneurship:

LIBA conducts workshops, training and mentoring for students aspiring to become future entrepreneurs and achieves this through the Espire Club activities. Espire, the entrepreneurship cell of LIBA aims at promoting and encouraging entrepreneurship among students. It acts as a catalyst that promotes conversion of potential ideas into practical business solutions and allows healthy sharing of ideas.

Table 9.6: List of Alumni who were offered assistance in Entrepreneurship

S. No.	Name	Company	Designation
1.	Antony Rajesh	Sigma Lubricants	Vice President
2.	Arunbalaji V.M	Pixel Mojo Studio	Founder
3.	Edwin Roy	Paradise Money Changer	Managing Director
4.	Sundar R	Ace Car Care Solutions	Managing Partner

9.2.7 Alumni who have become Entrepreneurs:

Table 9.7: List of Alumni who have become Entrepreneurs

S. No.	Alumnus	Company	Year of Incorporation
1.	Stephen Sebastian	Charity Monk	2018
2.	C. Kamaraj	Bigwig Consultancy (Tax Consultancy)	July, 2018
3.	Infant Castino J.	Infant Arts & Crafts	2017

9.2.8 Alumni who are pursuing higher studies:

Table 9.8: Alumni who are pursuing higher studies

S. No.	Alumnus	Institute Name	Name of Course and Duration of study
1.	Pavitra S.V	National Institute Of Design	Mdes : Design For Retail Experience: 2.5 years
2	Nabila Khan	IIT Madras	P.hD.

9.2.9 Mentoring of students:

We do not have a structured program for mentoring of current students by the alumni. However, whenever a request is received from the current students one to one mentoring with the concerned alumni is arranged.

9.2.10 Assistance in placement:

Alumni also support LIBA in its placement process by recruiting the current students completing the course and also assist in providing summer projects to first year students.

9.2.11 Placements:

a) Alumni who participated in Placements – 2016-17

Table 9.9: List of Alumni who participated in Placements – 2016-17

S. No.	Alumnus/POC	Designation	Company
1.	Kingsley J	Senior Manager - HR	HDFC Bank
2.	Thanga Saravana Raj	Director–Tenant representation	JLL

b) Alumni who participated in Placements – 2017-18

Table 9.10: List of Alumni who participated in Placements – 2017-18

S. No.	Alumnus/POC	Designation	Company
1.	Pallavi Vytheeswaran	Associate Manager - HR	Vedanta
2.	Rajesh Kumar	Associate Manager - HR	Vedanta
3.	Naveen Thomas	Sr. Research Analyst	Crisil
4.	Merrin Thomas	Manager - HR	ICICI Bank
5.	Dhanya Ann Roy	Manager - HR	ICICI Bank
6.	Shirin F	Management Trainee	Cerebrus
7.	Nirmal	Assistant Manager - HR & Admin	Acid India
8.	Thanga Saravana Raj	Director – Tenant Representation	JLL
9.	Jerry Kinksley	National Director	JLL
10.	Pradeep Rathnam	Senior Director	Gain Credit - Global Analytics
11.	Sriram Seshadri	Senior Product Manager	Gain Credit - Global Analytics
12.	Ramachandran	Senior Recruitment Advisor	Gain Credit - Global Analytics
13.	Harish Raghavan	Talent Acquisition Specialist at GAIN Credit	Gain Credit - Global Analytics
14.	Leena Rayer	Operations Head- Kindle Selection and Quality Experience Worldwide	Amazon
15.	Jeet Francis Cherian	Corporate Card Implementation Advisor	Bank of America Merrill Lynch
16.	Kavithan Felix	Asst. VP - HR	Citi Group
17.	John Arun Alex-	Asst. VP - HR	Citi Group
18.	Hazel Paul	Manager - HR	Citi Group
19.	HSBC	Gaurav Godwani	Vice President

c) Alumni who helped in Placement – 2018-19

Table 9.11: List of Alumni who participated in Placements – 2018-19

S.No.	Alumnus/POC	Designation	Company
1.	Ameeth Raja (Alumnus)	Director – Office Services	CBRE
2.	Leena Fernando	Global IT Services, Head - Asia pacific	Amazon
3.	Raja M	Business Development Manager	OYO Rooms
4.	Papitha Mohan	Associate Manager sales	MindTree Ltd.
5.	Madhumita Mani	HR Business partner	Citi Group
6.	Abilash	Risk Analyst	Deloitte

9.2.12 Resources raised: Contribution for the under privileged:

LIBA alumni contribute generously for the education needs of students from Loyola School, Kuppayanallur by sponsoring fees of poor students, helping the school acquire computers, fans and public announcement system and build toilets for girl students etc. They also come forward to help during natural calamity such as Tsunami, floods etc. by contributing in cash and kind for projects undertaken by current students.

The Alumni Association of LIBA under its corporate social responsibility initiative has undertaken to sponsor the Loyola Higher Secondary School in Kuppayanallur, located in Kanchipuram District to educate the children who are socially and economically poor and educationally backward .The sponsorship has also been provided to Ceyrac Girls Home in Singanur, located in Villupuram District. The details of sponsorship provided is as follows:

a) Contributions to Loyola Hr. Sec. School, Kuppayanallur and Ceyrac Girls Home, Singanur:

2015-16: Rs. 5,52,000/-To sponsor school fees for 100 children and provide an R. O. System to Loyola Higher Secondary School.

2016-17: Rs. 4,52,555/- To provide Aqua Guard Industrial Water Treatment Plant to Ceyrac Girls Home, and Bore well and 10 Bathrooms for Girls Hostel to Loyola Higher Secondary School

2017-2018: LIBA Alumni Contribution: Rs. 2,35,400/- To provide solar street lights in the school campus.

2018-2019 (April'18 to Feb'19): LIBA Alumni Contribution: Rs. 2,12,904.24/- To provide solar inverter for the computer labs.

9.2.13 Alumni on our Interview Panels in Chennai, Delhi, Mumbai, Kolkata, Hyderabad:

a) Alumni who have been on the Admissions Interview Panel 2015-2016

Table 9.12: List of Alumni on Admissions Interview Panel – 2015-2016

S. No.	Centres	Name	Organisation Name	Designation
1.	Mumbai	Trevor Mark Fernandes	Price Waterhouse Cooper	Principal Consultant
2.	Kolkata	Mr. Avishek Bhaumik	Standard Chartered	Associate Director
3.	Bengaluru	Mr. Edward Francis Paul	Exide Life Insurance , Bengaluru	National Head of Sales & HR

b) Alumni who have been on the Admissions Interview Panel 2016-2017

Table 9.13: List of Alumni on Admissions Interview Panel – 2016-2017

S. No.	Centres	Name	Organisation Name	Designation
1.	Delhi	Mr. Lovekash Kundra	iXeet Software Solutions (P) Ltd	Senior HR Advisor
2.	Kolkata	Mr. Avishek Bhaumik	Standard Chartered	Associate Director
3.	Kolkata	Ms. Sutirtha Sen	TCS, Kolkata	Project Manager
4.	Bengaluru	Mr. Edward Francis Paul	Exide Life Insurance , Bengaluru	National Head of Sales & HR
5.	Kolkata	Mr. Abu Sahabuddin	VIX Consultancy	Chief Investment Officer

c) Alumni who have been on the Admissions Interview Panel – 2017-18

Table 9.14: List of Alumni on Admissions Interview Panel – 2017-2018

S.No.	Centres	Name	Organisation Name	Designation
1.	Bengaluru	Mr. Edward Francis Paul	Exide Life Insurance , Bengaluru	National Head of Sales & HR
2.	Kolkata	Mr. Avishek Bhaumik	Standard Chartered	Associate Director

3.	Kolkata	Ms. Sutirtha Sen	TCS, Kolkata	Project Manager
4.	Kolkata	Mr. Abu Sahabuddin	VIX Consultancy	Chief Investment Officer

9.3. Methodology to connect with Alumni and its implementation (15)

9.3.1 Current Process:

a) Registration:

All students who complete the three years part-time PGDM, two years full-time PGDM, the one year Executive Diploma and Ph.D. scholars are eligible to be members of the alumni association and they are included in the Alumni database. The database is maintained in Excel Sheets as per Batches.

b) Alumni Portal:

To improve its network with the Alumni a new software has been acquired from Alma shine which is helping us to keep in touch with the current Alumni in our database and also to get in touch with other Alumni who are on the social network but not in our database.

The new software helps us to keep track of Alumni - location wise which is very useful for opening new alumni chapters in India and abroad, where ever there is a large concentration of alumni. It also helps us to improve our communication links with and network reach of the Alumni.

Refer link: Alumni Portal <https://alumni.liba.edu/>

c) Database:

LIBA is currently in touch with around 5056 alumni even though more than 7,000 students have passed out of LIBA. Before the Alumni Portal was put in place the database was recorded only in the form of excel sheets and consolidated a few years ago with around 2500 alumni listed. It has since doubled after the online portal and social media platforms were put in place.

9.3.2 Alumni Meets held in the past five years:

a) 2015-2016

1. 10th and 35th Alumni Meet held on 26th September, 2015 at LIBA, Chennai
2. 15th and 25th Alumni Meet held on 30th January, 2016 at LIBA, Chennai
3. Annual Alumni Meet held on 14th February, 2016 at LIBA, Chennai

b) 2016-2017

1. 10th and 35th Alumni Meet held on 18th September, 2016 at LIBA, Chennai
2. 15th and 25th Alumni Meet held on 4th February, 2016 at LIBA, Chennai
3. Bangalore Chapter Alumni Meet held on 4th March, 2017 at Bangalore

4. Mumbai Chapter Alumni Meet held on 25th March, 2017 at Mumbai

c) 2017-18

1. 35th Alumni Meet held on 2nd September, 2017 at LIBA, Chennai
2. 10th, 15th, and 25th Batch on 4th December, 2017 at LIBA, Chennai
3. Annual Alumni Meet held on 10th February, 2018 at LIBA, Chennai
4. Mumbai Chapter Alumni Meet held on 21st January, 2018 at Mumbai
5. Bangalore Chapter Alumni Meet held on 17th February, 2018 at Bangalore

d) 2018-19

1. International Chapter inauguration held on 15th September, 2018 at California, USA
2. International Chapter inauguration held on 16th September, 2018 at Chicago, USA
3. International Chapter inauguration held on 17th September, 2018 at New Jersey, USA
4. International Chapter inauguration held on 28th September, 2018 at Dubai, UAE
5. Delhi Chapter Inauguration, held on 7th October 2018 at Delhi
6. 35th year Alumni Meet held on 20th October, at LIBA, Chennai
7. 10th and 15th year meet held on 1st December, 2018 at LIBA, Chennai
8. Annual Alumni Meet was held on 23rd February, 2019 at LIBA, Chennai
9. Mumbai Chapter Alumni Meet held on 16th March, 2019 at Mumbai
10. Bangalore Chapter Alumni Meet is scheduled to be held on 7th April, 2019

9.3.3 Newsletter:

A Half yearly Newsletter is published and sent by email to the Alumni and included in the LIBA website. The newsletter features Alumni achievements, update on development at LIBA and articles on new development in Management Sciences and Corporate practices.

9.3.4 Future Plans:

While the Alumni Portal and the Social Media Platforms are going a long way in connecting and strengthening the network between Alma Mater and Alumni as well as between the Alumni community as well, this is just a beginning. Future plans definitely involve conducting of more programmes on campus that involve Alumni participation, opening of new chapters in India and abroad, felicitating Alumni entrepreneurs and continuing to involve Alumni in admission and placement panels.

New Chapters to be opened at Cochin and Singapore in the coming year.

9.3.5 Faculty in Charge:

Prof. Dr.Vandana Zachariah is the Chairperson of the LIBA Alumni Association. She has over 10 years of experience as a practicing Chartered Accountant and more than 27 years of experience as a teacher in Finance and related subjects.



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9.3.6 Prominent Alumni:

LIBA is proud of its students who have done very well in all spheres of business and have grown to become prominent citizens of the society. Few of our distinguished alumni are:

1. Dr. G S K Velu, Chairman and Managing Director of Trivitron; honorary council of Estonia, Chennai
2. Mr. Tom Chackalakal, Executive Director- Manufacturing Business Strategy and Capacity Planning, Asia Pacific at Ford Motor Company, Chennai
3. Mr. H. Srikrishnan H, MD and CEO, Jio Payment Bank (Promoted by RIL and SBI as JV Partner), Mumbai
4. Mr. Peter Raj Kapoor, Director, Praise Foundation, Chennai
5. Mr. Deepu Joseph, Director, Citi Bank, Singapore
6. Ms Leena Rayer, Global IT services – Head, Asia Pacific, Amazon, Chennai
7. Ms.Arthi Madhusudan-Senior Vice President-Business Partner, Goldman Sach, New York
8. Ms.Anupama Hoon- Business Development. Capital Fund, Jakarta (she won the Economic Times Young leader Award 2014)
9. Mr. Ramesh Ravishankar, Director Marketing, Freshdesk, Chennai
10. Ms. Juliet Antoinette, Director, HCL
11. Mr. Jerry Kingsley, Head Sri Lanka and Head Capital markets, South India, JLL

9.3.7 Nomination of the LIBA Chennai Alumni Chapter – Executive Committee:

On 9th December, 2018 history was created in the annals of the LIBA alumni Chennai Chapter with the Nomination of New Executive Committee Members. Names were proposed and seconded for the various posts of office and the office bearers gave an introduction about their professional background and profile. The newly nominated team comprises of alumni members who are well placed in their respective fields of professional expertise.

The New Office Bearers of the Chennai Alumni Chapter are:

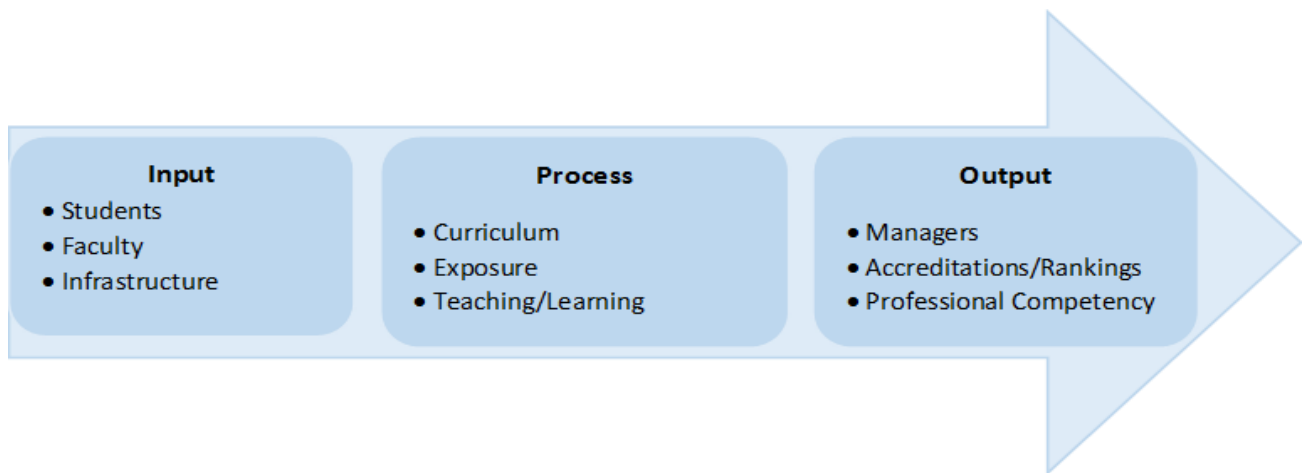
1. Mr. Muthu Ganesh – President
2. Mr. Akshay Dugar – Vice President
3. Mr. Praveen MCR – Secretary
4. Ms. Manasa Pillai - Joint Secretary
5. Mr. Shyam Mogli – Treasurer
6. Mr. Shankar Subramaniam - Core Committee Member
7. Mr. Hari S - Core Committee Member

LIBA Alumni family is growing rapidly with the new executive committee making ambitious plans for the future. It will no doubt become a strength to reckon with in the coming years....

CHAPTER - 10**Criterion 10****CONTINUOUS IMPROVEMENT****40**

In our journey towards excellence, continuous improvement is the life and blood of LIBA. We strive to achieve excellence through continuous improvement in input, process and output.

Figure 10.1: Input, Process & Output

**10.1. Actions taken based on the results of evaluation of each of the POs (15)**

Identify the areas of weaknesses in the program based on the analysis of evaluation of POs attainment levels. Measures identified and implemented to improve POs attainment levels for the assessment years including curriculum intervention, pedagogical initiatives, support system improvements, etc. Actions taken to be mentioned here.



Table 10.1: Evaluation of POs

Program Outcomes	Direct Assessment for all Courses										Indirect Assessment (IA)	30 % of IA	70 % of DA	Total of IA & DA	Gap	Action Plan
	Term 1 Core	Term 2 Core	Term 3 Core	Term 4-6 Core	Marketing	Finance	HR	Operations	Business Analytics	Average of DA						
PO1: Domain Knowledge	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.6	0.8	2.1	2.9	0.1	Continuous Improvement
PO2: Critical Thinking and Problem Solving Skills	2.9	2.8	2.8	2.8	3.0	3.0	3.0	2.8	3.0	2.9	2.6	0.8	2.0	2.8	0.2	Continuous Improvement
PO3: Communication Skills	2.4	2.8	2.6	2.8	2.7	2.6	2.8	2.4	3.0	2.7	2.8	0.8	1.9	2.7	0.3	Process Fine tuning
PO4: Leadership and Team Skills	2.6	2.7	2.7	2.8	2.9	2.6	2.9	2.7	2.5	2.7	2.8	0.8	1.9	2.7	0.3	Process fine tuning
PO5: Entrepreneurial Spirit	2.0	2.0	2.4	2.8	2.3	2.7	2.7	2.3	2.0	2.4	2.8	0.8	1.7	2.5	0.5	Process fine tuning
PO6: International Perspective	2.5	2.7	2.7	3.0	2.8	3.0	2.6	3.0	3.0	2.8	2.5	0.8	1.9	2.7	0.3	Process fine tuning
PO7: Ethical Orientation	2.3	2.7	2.7	3.0	2.5	3.0	2.9	2.9	3.0	2.8	2.8	0.8	2.0	2.8	0.2	Continuous Improvement
PO8: Sustainability Perspective	2.1	2.2	2.2	2.5	2.5	2.7	2.9	2.8	2.4	2.5	2.8	0.8	1.8	2.6	0.4	Process fine tuning
PO9: Lifelong Learning	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.8	3.0	3.0	2.8	0.8	2.1	2.9	0.1	Continuous Improvement
Total	22.8	23.9	24.1	25.7	24.7	25.6	25.8	24.7	24.9	24.8	24.5	7.2	17.3	24.6	0.3	Process fine tuning
Average of PO	2.5	2.6	2.7	2.8	2.7	2.8	2.9	2.7	2.8	2.7	2.7	0.8	1.9	2.7		
Attainment Level: 70% of Direct & 30% of Indirect = 2.7																

Table 10.2: Gaps – Action Plan

PO	Action Plan	PO Description	Actions	Milestone
PO1: Domain knowledge	Continuous improvement	Gain domain knowledge for understanding business issues and make effective decisions	<p><i>Curriculum interventions</i></p> <ul style="list-style-type: none"> Roll out new specializations to align curriculum to business needs Work with industry to evaluate new specializations <p><i>Support System incentives</i></p> <ul style="list-style-type: none"> Enhance the usage of learning management system, online, social, experiential and immersive learning systems 	Ongoing with the support of the Curriculum restructuring committee
PO2: Critical thinking and Problem Solving skills	Continuous improvement	Apply theories, appropriate techniques and strategic tools for planning, analysis and execution	<p><i>Pedagogical initiatives</i></p> <ul style="list-style-type: none"> To increase use of management simulations <p><i>Curriculum interventions</i></p> <ul style="list-style-type: none"> The above can be included in all the courses Incorporating critical thinking-oriented review questions in each course Increasing the component of self-directed learning Eg: Seminar mode courses <p><i>Support system initiatives</i></p> <ul style="list-style-type: none"> Prediction market softwares used Eg: Games, Simulation & Business Analytic Tools 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
PO3: Communication Skills	Process fine tuning	Enhance verbal, written and presentation skills in students	<p><i>Pedagogical initiatives</i></p> <ul style="list-style-type: none"> Develop interactive modules to improve communication skills of the students 	Upcoming Academic Year 2019-20



PO	Action Plan	PO Description	Actions	Milestone
PO4: Leadership Skills	Process fine tuning	Develop leadership skills by working effectively in teams	<p><i>Curriculum interventions</i></p> <ul style="list-style-type: none"> • Leadership Development workshops as a component of indirect assessment 	Ongoing
PO5: Entrepreneurial Spirit	Process fine tuning	Seek information, identify risks, innovate and foster entrepreneurial orientation	<p><i>Curriculum interventions</i></p> <ul style="list-style-type: none"> • Business incubation to be integrated with the entrepreneurship program • Entrepreneurial component in all subjects especially core courses 	Upcoming Academic Year 2019-20
PO6: International Perspective	Process fine tuning	Develop abilities to understand international business environment and assess issues of global significance	<p><i>Curriculum intervention</i></p> <ul style="list-style-type: none"> • To align course objectives and outcomes with an international perspective • Foreign language provision <p><i>Pedagogical approach</i></p> <ul style="list-style-type: none"> • International faculty/teaching experience • International visiting lecturers <p><i>Support system intervention</i></p> <ul style="list-style-type: none"> • Support for international students • International research • Intercultural exchange in the classroom • Hosting international conferences • Intercultural exchange in social settings 	<p>Upcoming Academic Year 2019-20</p> <p>Ongoing</p> <p>Ongoing</p>
PO	Action Plan	PO Description	Actions	Milestone

<p>PO7: Ethical Orientation</p>	<p>Continuous improvement</p>	<p>Apply ethical principles and nurture commitment to personal and professional ethics in all aspects of business practice</p>	<p><i>Curriculum intervention</i></p> <ul style="list-style-type: none"> • Core Business Ethics Paper • All courses have a module on business ethics • Special ethics lectures 	<p>Ongoing Ongoing Ongoing Ongoing</p>
<p>PO8: Sustainability</p>	<p>Process fine tuning</p>	<p>Understand the impact of business practices on society and environment</p>	<p><i>Pedagogical approach</i></p> <ul style="list-style-type: none"> • Inclusion of specific lectures on sustainability <p><i>Curriculum intervention</i></p> <ul style="list-style-type: none"> • Introduction of sustainability related courses • Integration of a module on sustainability in existing courses 	<p>Ongoing Upcoming Academic Year 2019-20</p>
<p>PO9: Lifelong learning</p>	<p>Continuous improvement</p>	<p>Create an interest to engage in continuous learning independently to improve knowledge and develop competencies</p>	<p><i>Pedagogical approach</i></p> <ul style="list-style-type: none"> • Students develop independent thinking and engage in acquisition of knowledge to enhance their domain and managerial competencies 	<p>Ongoing</p>

10.2. Academic Audit and actions taken thereof during the period of Assessment (10)

The academic audit in LIBA takes place in two ways: internal audit and external audit.

10.2.1 Internal audit

The Academic Council meets at least twice a month to update themselves about the program. They also deliberate on the course revision periodically.

10.2.1.1 Credits: From the total no. of credits which was 135 in the year 2015-16 has been reduced to 126 for the 2019 – 2020 batch. This includes 6 credits of summer project. The electives which had 54 credits are reduced to 51 credits.

10.2.1.2 Duration: The duration of each session was decreased from 90 minutes to 75 minutes with a break of 15 minutes after each session. This was done to make each session more effective.

10.2.1.3 Course Curriculum:

Course changes include one or more of the following:

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- Introduction of completely new courses
- Courses formed by combining other courses or by splitting other courses
- Altered title, altered content, or both
- Reduced or increased number of credits

a) Core Courses:

(Implemented in June 2017 - Batch of F 17 onwards)

Table 10.3: Changes introduced in Course curriculum – Core Courses

S. No.	Subjects	Credits	Term	Comments
1.	Financial Reporting and Analysis	3	1	Basic Financial Accounting; Contents also modified
	Foundations of Organizations and Management	3		Organizational Dynamics
2.	Statistics for Business	3		Quantitative Techniques I
	Logic	1.5	New Course	
	Corporate Finance	3	Financial Management I & II combined	
	People and Organizations 1	3	Intrapersonal Dynamics (Organizational Behaviour I)	
	Management Science	3	Quantitative Techniques II	
3.	People and Organizations 2	3	Interpersonal Dynamics (Organizational Behaviour II)	
	Business and Corporate Laws	3	Legal Environment of Business	
4.	Introduction to Financial Markets	1.5	3	New Course; split from elective paper Financial Markets in II year
	Business Ethics 1	1.5		Business Ethics split in two; Part I introduced in I year
	Multivariate Analysis	1.5		New Course; split partially from Research Methodology
	Business Ethics 2	1.5	4	Business Ethics split in two; Part II retained in II year

b) Specializations and Elective Courses:

(Implemented in June 2017 - Batch of F 16 onwards)

Specializations:

- Business Analytics introduced as a new specialization.
- General Management removed from the list of specializations.
- Miscellaneous courses labelled as "Other" electives.

Table 10.4: Changes introduced in Course curriculum – Electives

S.No.	Code	Subjects	Credits	Term	Comments
1.	Marketing	Sales Management (Core)	1.5	5	Split from Sales and Distribution Management
		Distribution Management	1.5	5	Split from Sales and Distribution Management
2.	Finance	Banking (Core)	3	4	Formerly, Commercial Banking Management
		Capital Expenditure & Working Capital Management (Core)	3	4	Formerly, Capital Expenditure Planning and Control
		Direct Taxation (Strongly recommended for Finance specialization)	3	4	In lieu of Personal Taxation and Corporate taxation
		Indirect Taxation (Strongly recommended for Finance Specialization)	3	5	In lieu of Personal Taxation and Corporate Taxation
		Venture Capital and Private Equity	3	5	Formerly, Introduction to Private Equity
3.	HR	Performance and Total Reward Management (Core)	3	4	Formerly, Reward and Performance Management
		Counselling and Emotional Intelligence	3	6	Formerly, Counselling Skills
4.	Operations	Operations Strategy (Core)	3	4	Previously listed, but not offered due to low registrations
		Sustainable Manufacturing and Operations	1.5	4	Previously listed, but not offered due to low registrations
		Heuristics in decision making	1.5	5	Previously listed, but not offered due to low registrations
		Logistics Infrastructure (Core)	3	6	Formerly, Logistics Management
5.	Others	Doing Business in East Asia	1.5	4	Previously listed, but not offered due to low registrations
		Technology Strategy	3	5	Previously listed, but not offered due to low registrations

Skill-based Workshops:

(All workshops listed below are new unless otherwise mentioned)

- Term I (FI7 onwards): Case Analysis (Existing; shifted from Term III to Term I)
- Term IV (FI6 onwards): GD and Interview Skills
- Term V (FI6 onwards): Stress Management
- Term VI (FI6 onwards): Negotiation Skills

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New Courses Introduced In the Last Three Years

- Business Futurology
- Sustainability Management
- Government, Society and Business
- Consultancy
- Six Sigma
- Total Quality Management and Lean Production
- Digital Marketing and Social Media Management
- Strategies for Emerging Markets
- Social Entrepreneurship
- Trading Strategies using Financial Derivatives
- Introduction to Private Equity
- Value Investing
- Employee Taxation
- Talent Acquisition
- Pricing Optimisation and Revenue Management
- Game Theory and its Applications
- Managing Risk and Global Operations
- Demand Planning and Forecasting
- Logic (Core Course)
- Multivariate Analysis (Core Course)
- Marketing for MSME & Startups

New specialization in 2017- Business Analytics

10.2.2 External Audit

LIBA has undergone external audit by accreditation bodies in the last three years. In 2016, it was accredited by NBA and in 2019, LIBA received the SAQS International accreditation for a period of 5 years (2019-2024).

Refer figure 2.4: SAQS accreditation

Actions have been taken to implement the suggestions provided by these accreditation bodies.

- LIBA has focussed more on research and consultancy.
 - The number of research articles has shown a steep rise between 2016-17 and 2017-18.

Table 10.5: No. of Research Publications

	2015-16	2016 -17	2017-18	2018-19
Books	1	6	6	2
Articles in National Journals	2	7	11	7
Articles in International Journals	13	11	41	18

➤ There is also an increase in the revenue generated through consultancies:

Table 10.6: Revenue earned through Consultancies

	2015-16	2016-17	2017-18
Revenue Earned	12,25,000	14,49,000	52,06,000

- LIBA has explicit policy documents in the areas of faculty recruitment, faculty promotions, research incentives, consultancy opportunities, student placement, library, incubation centre, IT, Staff, Management Development Centre (MDC), Admission and international linkages.
- The work on the new building has started. The new LIBA building will contain a state-of-the-art Library and Auditorium along with contemporary Class Rooms and an Admin block. The built-in Basement Parking will be an additional new feature on campus. With a formidable façade of three floors, the proposed Admin block and Class Rooms will cover an area of 7,713 sq. m. while the Proposed Auditorium and Library will cover an area of 4,916 sq. m. Provision to develop a Central Space for student activity and a surrounding attractive landscape is also in the plan.

10.3. Improvement in Placement, Higher Studies and Entrepreneurship (5)

Assessment is based on improvement in:

➤ *Placement: number, quality placement, core industry, pay packages.*

Table 10.7: Placement - Salary Packages

	2015-2016	2016-2017	2017-2018
Highest Salary	21 Lakhs p.a	14 Lakhs p.a	16.75 Lakhs p.a
Mean Salary	9 Lakhs p.a	9 Lakhs p.a	9.84 Lakhs p.a
Median Salary	8 Lakhs p.a	8.5 Lakhs p.a	9.5 Lakhs p.a
Lowest Salary	7 Lakhs p.a	6 Lakhs p.a	6.5 Lakhs p.a

➤ *Entrepreneurs*

Table 10.8: List of Alumni who have become Entrepreneurs

2014-2015	2015-2016	2016-2017
1. The Pomegranates - Rajeeb Jha	1. The Pixel Mojo Studio - Arunbalaji V.M.	1. Infant Arts & Crafts - Infant Castino
2. Dynador Entrance Solutions - Vikas Singh	2. Nelsonin Research - Nelson Naveen I.	2. CharityMonk - Stephen Sebastian
3. K.Gaurav Kumar and Associates - Gaurav Kumar Jain	3. TrackDfect Technologies Pvt. Ltd. - Pradeep E.	3. Bigwig Consultancy (Tax Consultancy) - C. Kamaraj
4. Praise Foundation - Peter Raj Kapoor		

In addition to the entrepreneurs from the assessment years, we are sharing the list of other entrepreneurs who graduated from earlier batches but started their ventures late. The seed that we sowed flowered later on in their life. The list continues to grow

Table 10.9: List of Alumni Entrepreneurs since inception.

S. No.	Name of the company & URL	Alumni	Year of Graduation	Contact Details (Phone No & Email)
1	The Summer House Eatery	Mathangi Kumar	2011	9840299932 mathangi89@gmail.com
2	Chettinese Combo Restaurant	Praveen Antony	2011	9943166639 d.j.praveenantony@gmail.com
3	Wedengage Solutions Pvt.Ltd. www.wedengage.com	Michael Jeny	2011	9943166639 mj@wedengage.com
4	Nimhai Foods Pvt. Ltd.	Praful Bodra	2011	9620959955 prafulbodra@gmail.com
5	Aquilar Strategic Services	Anjali Pais	2004	7738614479 anjali_gaitonde@yahoo.com
6	Nelsonin Research www.nelsonin.com	Nelson Naveen I.	2015	7550039755 nelsonin@icloud.com
7	E21 Designs www.e21designs.com	Avinaash M.	2015	9841513989 avinaash@e21designs.com
8	The Pomegranates www.thepomegranates.in	Rajeeb Jha	2004	9940045276 rajeebj@hotmail.com
9	Carbon Loops Pvt. Ltd.	Kern Luke Agrawal	2013	9841988312 kernkane@yahoo.com
10	K.Gaurav Kumar and Associates www.csgauravkumar.com	Gaurav Kumar Jain	2011	9884464319 gauravkumarjain@hotmail.com
11	Namma Coffee Kadai www.nammacoffeekadai.com	Abhinav Mathew	2012	9940099218 Abhinav.mathew@gmail.com
12	Sattar Group of Companies	Abdul Basheer Khan	2011	9840330601 bash_khan@ymail.com

13	Ulaginoli Energy Solutions Pvt. Ltd.	Boniface Pascal	2011	044-60502050 boniface@ulaginoli.com
S.No	Name of the company & URL	Alumni	Year of Graduation	Contact Details (Phone No & Email)
14	Construkt www.construkt.in	Deepanshu Gupta	2009	8439728799 deepanshugupta.85@gmail.com
15	Dynador Entrance Solutions www.dynador.com	Vikas Singh	2008	9619179215 vikas388@yahoo.co.in
16	Doshi Housing www.doshihousing.com	Mehul Doshi	1997	9840021475 mehul.doshi@doshihousing.com
17	Praise Foundation www.praisefoundation.com	Peter Raj Kapoor	1985	9176619584 peter.r.kapoor@luxuryhues.com

Higher studies: admissions for pursuing Ph.D. in premier institutions

Table 10.10: Alumni who are pursuing higher studies

Alumnus	Year	Institute Name	Name of course and Duration of study
Pavitra. S. V.	2016-17	National Institute of Design	MDes: Design for Retail Experience – 2.5 yrs
Nabila Khan	2018-till date	IIT Madras	P.h.D.

10.4. Improvement in the quality of students admitted to the program (10)

The improvement in the quality of students can be measured through three indicators; CAT/ XAT cut-off scores, mean CGPA and the quality of placements (median salary).

Table 10.11: CAT/ XAT Cut-off Score

CATEGORY	2016		2017		2018	
	CAT	XAT	CAT	XAT	CAT	XAT
GENERAL	75	70	80	70	85	80

Table 10.12: Mean CGPA

	Batch 2016	Batch 2015	Batch 2014
Mean CGPA	66.40%	65.40%	66.40%

It is evident from the data given above that the quality of students who are admitted in LIBA's Two Year Full Time PGDM has improved in the last three years.

Figure 10.2: Students' UG disciplines

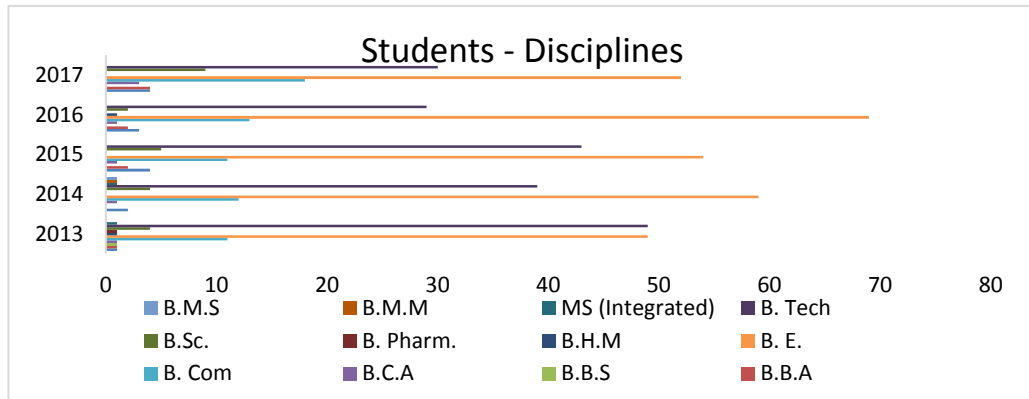
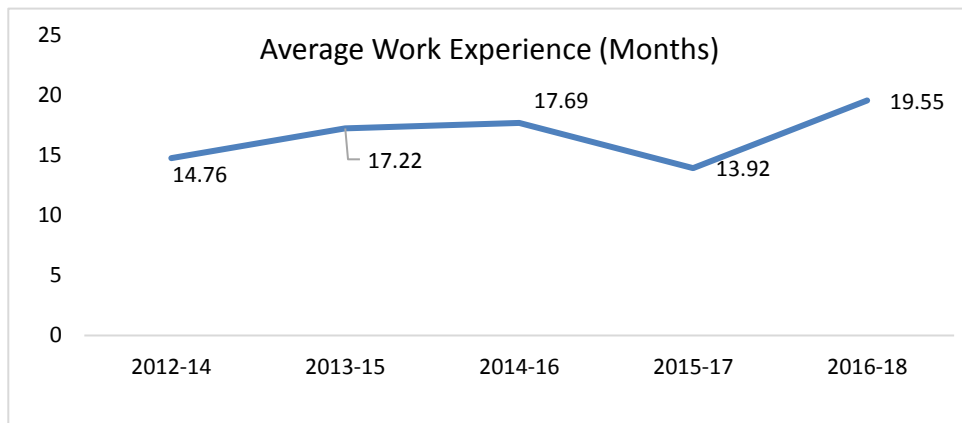


Figure 10.3: Average Work Experience



And The Journey of LIBA towards Excellence Continues.....