



IMC RAMKRISHNA BAJAJ NATIONAL QUALITY AWARD



EDUCATION

Criteria for
Performance Excellence





Ramkrishna Bajaj
(1923-1994)

The younger son of Jamnalal and Jankidevi Bajaj, Ramkrishna was essentially a product of the freedom movement. Brought up under the personal guidance of Mahatma Gandhi and Acharya Vinobha Bhave since his childhood, he

participated in the freedom struggle and spent more than three years in jail.

He became the Head of the Bajaj Group after the passing away of his elder brother, Kamalnayan Bajaj. He was more of a business leader than a businessman. For him, being a part of the nation-building process was as important as running his business. Concerned about morality in public life, he concentrated on making businessmen aware of the need to fulfil their larger social responsibilities. He was also known for his deep involvement in social work and philanthropy.

Apart from his socio-economic activities at the national and international levels, he established various foundations and institutions for promoting social welfare and Gandhian constructive activities. He was particularly concerned with ethics in business, business self-regulation, and consumer welfare. He was the President of FICCI, Indian National Committee of the International Chamber of Commerce and IMC. He was the Chairman and Founder of various industry and trade organizations such as the Council for Fair Business Practices and the National Center for Quality Management

LETTER FROM THE
CHAIRMAN:
IMC Ramkrishna Bajaj
National Quality Award Trust



Welcome to the IMC Ramkrishna Bajaj National Quality Award (IMC RBNQA) Education Excellence Framework.

For over three decades, IMC RBNQA has encouraged organizations to improve performance and build a culture of excellence. The Education Excellence Framework has been developed to help schools, colleges, universities and other educational institutions strengthen their systems and achieve long-term success.

Education has the power to shape the future. It prepares students for life, builds knowledge and develops responsible citizens. Today, excellence in education is about much more than academic results. It also means strong leadership, committed faculty, student success, innovation, stakeholder trust and continuous improvement.

The IMC RBNQA Education Excellence Framework is not just an award model. It is a practical management tool that helps institutions review their current performance, identify opportunities for improvement and build a roadmap for sustained excellence.

The framework is based on eight guiding principles:

- Visionary Leadership
- Student and Stakeholder Focus
- Faculty and Workforce Engagement
- Learning, Innovation and Agility
- Academic and Operational Excellence
- Data-Driven Decision Making
- Ethics, Sustainability and Social Responsibility
- Delivering Value and Results

Educational institutions today face changing student expectations, rapid technological advances and increasing demands from employers and society. To succeed, they must continuously adapt, innovate and improve.

This framework provides a structured approach to assess performance, identify strengths and improvement opportunities, and learn from leading practices. Institutions that use it can strengthen teaching and learning, improve student outcomes, enhance stakeholder confidence and build a culture of excellence.

I encourage you to use this framework not only for recognition but also as a guide for learning and continuous improvement. Whether your institution is just beginning its excellence journey or aiming for the next level, this framework can help you move forward with confidence.

Excellence in education is not achieved overnight. It is built step by step through commitment, learning and continuous improvement.

Best wishes,

A handwritten signature in blue ink, appearing to read 'Niraj Bajaj', written in a cursive style.

Niraj Bajaj
Chairman, IMC RBNQA Trust

LETTER FROM THE
DIRECTOR:
BUSINESS EXCELLENCE
IMC RBNQA Trust



Dear Applicant,

Thank you for your interest in the IMC Ramkrishna Bajaj National Quality Award (IMC RBNQA) Education Excellence Framework.

Over the years, I have had the opportunity to interact with many educational institutions. One thing I have consistently observed is that the best institutions treat excellence as a way of working every day, not as a one-time initiative.

The IMC RBNQA Education Excellence Framework has been developed as a practical guide to help institutions understand where they stand, identify opportunities for improvement and move towards higher levels of performance.

The framework encourages institutions to take a holistic view by focusing on leadership, strategy, students and stakeholders, faculty and staff, academic and operational processes, performance measurement and results. It also helps institutions understand the connection between their practices and the outcomes they achieve.

I encourage you to use this framework not just for preparing an award application but as a tool for self-assessment, learning and continuous improvement. The greatest benefit comes from the insights gained and the actions taken to strengthen the institution.

No institution is perfect. Every institution has strengths to build on and opportunities to improve. This framework is designed to help identify both and support a journey of sustained excellence.

Whether you are starting your excellence journey or aiming to reach the next level, I hope this framework will help your institution enhance student success, strengthen stakeholder confidence and achieve long-term impact.

I wish you and your team every success in your pursuit of educational excellence.

Best wishes,

A handwritten signature in blue ink, reading 'Shailesh Ghodekar'.

Shailesh Ghodekar

Director - Business Excellence, IMC RBNQA Trust

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1.1 About IMC RBNQA

The IMC Ramkrishna Bajaj National Quality Award (IMC RBNQA) is one of India's most respected frameworks for organizational excellence.

For nearly three decades, the framework has helped organizations strengthen leadership, improve performance, enhance stakeholder satisfaction and achieve sustainable success.

Building on this legacy, the IMC RBNQA Education Excellence Framework has been designed to support schools, colleges, universities and other educational institutions in their pursuit of excellence.

The framework provides a structured approach for institutions to assess their strengths, identify opportunities for improvement and continuously enhance their academic and organizational performance.

More than an award model, the framework serves as a practical guide for leadership, strategic planning, student success, workforce development, innovation and continuous improvement.

1.2 Purpose of the Education Excellence Framework

The purpose of the IMC RBNQA Education Excellence Framework is to help educational institutions improve their effectiveness and achieve sustainable excellence.

The framework enables institutions to evaluate how they are led, how strategies are developed and implemented, how students and stakeholders are engaged, how faculty and staff are developed, how academic and support processes are managed and how results are achieved.

It encourages institutions to adopt best practices, strengthen capabilities, improve learning outcomes and create value for students, stakeholders and society.

1.3 Benefits of Using the Framework

Educational institutions that use the IMC RBNQA Education Excellence Framework can benefit in many ways.

The framework helps organizations:

- Strengthen leadership and governance
- Improve strategic planning and execution
- Enhance student learning and success
- Improve student and stakeholder satisfaction
- Build an engaged and capable workforce

- Strengthen academic and operational effectiveness
- Encourage innovation and continuous improvement
- Improve digital and knowledge management practices
- Strengthen sustainability and social responsibility initiatives
- Benchmark against recognized excellence practices
- Improve institutional reputation and long-term sustainability

The framework provides a common language for excellence and helps align the entire institution towards shared goals and priorities.

1.4 Who Can Use the Framework

The IMC RBNQA Excellence Framework can be used by:

- Schools
- Colleges
- Universities
- Autonomous institutions
- Professional and technical institutes
- Vocational and skill development institutions
- Educational trusts and foundations
- Other organizations involved in education and learning

The framework is flexible and can be adapted to different types of institutions, sizes and levels of maturity.

Whether an institution is beginning its excellence journey or striving for higher levels of performance, the framework provides valuable guidance and direction.

1.5 Excellence as a Journey

Excellence in education is not a destination. It is a continuous journey of learning, improvement and innovation.

Student expectations, technology, teaching methods, industry requirements and societal needs continue to evolve. To remain relevant and effective, educational institutions must continuously learn, adapt and improve.

The IMC RBNQA Education Excellence Framework encourages institutions to view excellence as an ongoing journey rather than a one-time achievement.

Institutions that embrace this mindset strengthen leadership, enhance teaching and learning, develop capable faculty and staff, improve processes, increase stakeholder confidence and achieve better outcomes for students and society.

The true value of the framework lies not only in recognition, but in the learning, capability building and continuous improvement that occur throughout the journey.

The pursuit of excellence in education is ultimately the pursuit of better student outcomes, stronger institutions and a better future for society.

Guiding Principles of Excellence

The IMC RBNQA Education Excellence Framework is built on eight guiding principles that help educational institutions achieve excellence, create value for students and stakeholders, and sustain long-term success.

These principles provide the foundation for leadership, strategy, student success, workforce development, academic excellence, innovation and institutional effectiveness. High-performing institutions integrate these principles into their culture, decision-making and daily operations.

1. Visionary Leadership

Excellent institutions are guided by leaders who provide clear direction, inspire people and create a culture of trust, learning and continuous improvement.

Leaders establish the institution's purpose, vision and values, promote ethical behaviour and accountability, and create an environment that encourages innovation, collaboration and excellence. They lead by example and build confidence among students, faculty, staff and stakeholders.

2. Student and Stakeholder Focus

Students are at the heart of every educational institution.

Excellent institutions understand the needs and expectations of students and other stakeholders, including parents, employers, alumni, regulatory bodies and society. They actively seek feedback, anticipate future requirements and continuously improve learning experiences, services and outcomes.

By creating value for students and stakeholders, institutions build trust, reputation and long-term success.

3. Workforce Engagement and Development

Faculty, staff and leaders play a critical role in achieving educational excellence.

High-performing institutions create an inclusive, supportive and engaging environment where people feel valued, respected and empowered. They invest in learning, development, well-being and career growth while encouraging teamwork, diversity and collaboration.

Engaged and capable people contribute to better learning outcomes and stronger institutional performance.

4. Learning, Innovation and Agility

Excellent institutions continuously learn, innovate and adapt to changing educational and societal needs.

They encourage new ideas, share knowledge, learn from experience and embrace innovation in teaching, learning, research and administration. Agility enables institutions to respond effectively to emerging opportunities, technologies and challenges.

5. Academic and Operational Excellence

Excellence is achieved through effective academic and administrative processes that consistently deliver value to students and stakeholders.

Institutions focus on quality, efficiency, reliability, safety and continuous improvement while ensuring effective use of resources. Strong academic and operational systems create the foundation for sustainable success.

6. Data-Driven Decision Making

Effective decisions are based on facts, data, analysis and institutional knowledge.

High-performing institutions measure what matters, monitor performance, identify trends and use insights to improve learning outcomes, stakeholder satisfaction and organizational performance. Reliable information supports better planning and more effective decision-making.

7. Ethics, Sustainability and Social Responsibility

Educational institutions have a responsibility to operate with integrity, transparency and accountability.

They promote ethical behaviour, comply with applicable requirements, protect the environment and contribute positively to society. Sustainability and social responsibility are integrated into decision-making to create long-term value for present and future generations.

8. Delivering Value and Results

The ultimate purpose of excellence is to create meaningful and sustainable results.

Excellent institutions consistently achieve strong outcomes in student success, stakeholder satisfaction, workforce engagement, academic quality, operational effectiveness, innovation and societal impact. They balance the needs of all stakeholders while ensuring long-term sustainability and growth.

These guiding principles form the foundation of the IMC RBNQA Education Excellence Framework and are reflected throughout the assessment categories. Together, they provide a practical roadmap for building high-performing educational institutions that inspire learning, develop talent, create knowledge and contribute positively to society.

3.1 Purpose of the Assessment

The IMC RBNQA Education Excellence Framework helps institutions understand their current level of performance and identify opportunities to achieve higher levels of excellence.

The assessment is not only about receiving recognition. It is a structured process that helps institutions identify strengths, recognize opportunities for improvement, learn from best practices and improve overall effectiveness.

Institutions can use the framework to:

- Assess their current level of excellence
- Identify strengths and opportunities for improvement
- Align leadership, strategy, people, processes and results
- Improve student and stakeholder satisfaction
- Strengthen faculty and workforce capability
- Promote innovation and continuous improvement
- Improve institutional effectiveness and sustainability

The framework can be used for self-assessment, institutional improvement and participation in the IMC RBNQA assessment process.

3.2 Integrated Process and Results Approach

Excellent institutions focus on both what they do and what they achieve. Strong results come from effective processes, and effective processes should lead to better results.

For this reason, the framework evaluates both:

Process

How the institution plans, manages, deploys, reviews and improves its key systems, practices and activities.

Results

What outcomes the institution achieves for students, stakeholders, workforce and the institution as a whole.

Institutions should demonstrate a clear link between their approaches and the results achieved. The emphasis is not only on activities but also on the value created through those activities.

3.3 Assessment Philosophy

The framework is based on the belief that excellence is a continuous journey of learning, improvement and innovation.

Institutions achieve sustainable success when leadership, strategy, students, workforce, operations and results work together effectively.

The assessment focuses on:

- Leadership and governance
- Strategy and execution
- Student and stakeholder focus
- Workforce capability and engagement
- Academic and operational excellence
- Information, knowledge and digital effectiveness
- Sustainability and social responsibility
- Institutional results

The purpose of the assessment is not simply to assign a score, but to help institutions learn, improve and strengthen their effectiveness, reputation and long-term sustainability.

3.4 Assessment and Scoring System

The assessment evaluates both the effectiveness of institutional approaches and the results achieved.

The Organizational Profile provides important context regarding the institution's environment, challenges, opportunities and strategic priorities and is considered throughout the assessment.

Assessment is based on two dimensions:

A. Process Evaluation (ADLI)

Process evaluation examines the maturity and effectiveness of organizational approaches.

ADLI Dimension	What Examiners Look For
Approach	Is there a clear and systematic method?
Deployment	Is it implemented across the institution?
Learning	Is it regularly reviewed, improved and innovated?
Integration	Is it aligned with strategy and institutional goals?

B. Results Evaluation (LeTCI)

Results evaluation examines the performance achieved by the organization.

LeTCI Dimension	What Examiners Look For
Levels	What performance has been achieved?
Trends	Is performance improving over time?
Comparisons	How does performance compare with targets, benchmarks or competitors?
Integration	Do the results reflect key institutional priorities and objectives?

3.5 Scoring Guidelines

Process Scoring Guidelines

Process scores reflect the maturity and effectiveness of the institution's approaches and how consistently they are implemented, reviewed, improved and aligned with institutional objectives.

In evaluating process items, examiners consider the extent to which approaches are systematic, deployed across relevant academic, administrative and support functions, improved through learning and innovation, and integrated with the institution's mission, vision, strategy and educational objectives.

Higher scores indicate greater maturity, broader deployment, stronger alignment and a sustained focus on continuous improvement and educational excellence.

Score	Maturity Level	Objective Description
0%	Emerging	No systematic approach evident. Little or no deployment.
10%		Initial activities evident. Approach is largely reactive and limited in scope.
15%		Basic approach exists in isolated areas. Limited deployment and improvement.
20%		Early-stage approach with some deployment. Minimal evidence of learning and alignment.
25%	Developing	Developing Basic approach is defined and deployed in some key areas.
30%		Approach is repeatable and deployed in several areas. Early evidence of review exists.
35%		Approach is deployed across important areas with some improvements being made.
40%		Approach is established in key areas and shows reasonable alignment with institutional objectives.
45%	Established	Established systematic approach deployed across many key areas. Regular reviews occur.
50%		Approach is consistently deployed and improved in most key areas.
55%		Good deployment and evidence of learning. Most institutional requirements are addressed.
60%		Systematic approach is effective, regularly reviewed and aligned with institutional priorities.
65%	Mature	Approach is systematic and deployed in most key areas. Evidence of periodic improvement exists. Some gaps remain.
70%		Approach is consistently deployed across most relevant areas. Regular reviews and improvements are evident. Minor gaps remain.
75%		Approach is deployed across nearly all relevant areas. Continuous improvement and learning are evident. Strong alignment with strategy.

Score	Maturity Level	Objective Description
80%	Role Model	Approach is fully deployed across almost all areas. Continuous improvement and cross-functional integration are evident. Very few gaps remain.
85%		Fully integrated approach. Innovation and learning are embedded. Strong alignment across the organization.
90%		Approaches demonstrate leading practices. Learning and innovation are systematic and proactive.
95%		Role-model approaches with extensive integration, learning and innovation. Very few improvement opportunities remain.
100%		Best-in-class practices. Fully integrated, innovative and continuously improved with no significant gaps evident.

Results Scoring Guidelines

Results scores reflect the institution's performance levels, trends, comparisons and alignment with key institutional objectives and stakeholder requirements.

In evaluating results items, examiners consider the relevance of the measures reported, the performance achieved, improvement trends over time, comparisons with targets, benchmarks or peer institutions, and the extent to which the results support the institution's mission, strategy and educational priorities.

Higher scores indicate stronger and more sustained performance, positive trends, favourable comparisons and clear evidence that the institution is achieving its desired outcomes.

Score	Maturity Level	Objective Description
0%	Emerging	No relevant results reported.
10%		Results reported for a few measures only. No trend, target or comparison information provided.
15%		Results reported for limited areas. Trend data is incomplete or less than three years. No meaningful comparisons available.
20%		Results available for some key measures. Limited trend information. Comparisons absent.
25%	Developing	Results available for some important measures. Trends available for a few measures. Limited evidence of target achievement.
30%		Results available for several measures. Some positive trends evident. Comparisons available for a few measures.
35%		Results cover important academic, stakeholder or operational areas. Trend and target information available for some measures.
40%		Results reported for multiple key measures. Positive trends evident in some areas. Limited benchmark or competitor comparisons available.

Score	Maturity Level	Objective Description
45%	Established	Results available for most key measures. Three-year trends available for many measures. Some targets achieved.
50%		Results cover most important institutional requirements. Positive trends evident in several areas. Comparisons available for some key measures.
55%		Most key measures show stable or improving performance. Several targets achieved. Results support institutional priorities.
60%		Results available across most key areas with trend, target and comparison information for many measures.
65%	Mature	Results reported for most strategic and operational measures. Majority of measures show positive trends. Most targets achieved.
70%		Results reported for nearly all important measures. Positive trends evident in most measures. Benchmark or peer institution comparisons available for key measures.
75%		Results demonstrate sustained improvement across most key measures. Majority of targets achieved or exceeded. Results support strategic objectives.
80%		Results reported for nearly all key measures with positive trends, target achievement and relevant comparisons. Few performance gaps remain.
85%	Role Model	Role Model Comprehensive results available across all major institutional areas. Most measures show sustained positive trends and target achievement.
90%		Results demonstrate sustained performance improvement across almost all key measures. Comparisons show performance at or above benchmark levels in many areas.
95%		Results consistently meet or exceed targets across nearly all key measures. Benchmark comparisons indicate leading performance in several areas.
100%		Comprehensive results across all key measures. Sustained positive trends, consistent target achievement and leading performance compared with relevant benchmarks or peer institutions demonstrated. No significant performance gaps evident.

3.6 Assessment Principles

Higher scores should be given when there is evidence of:

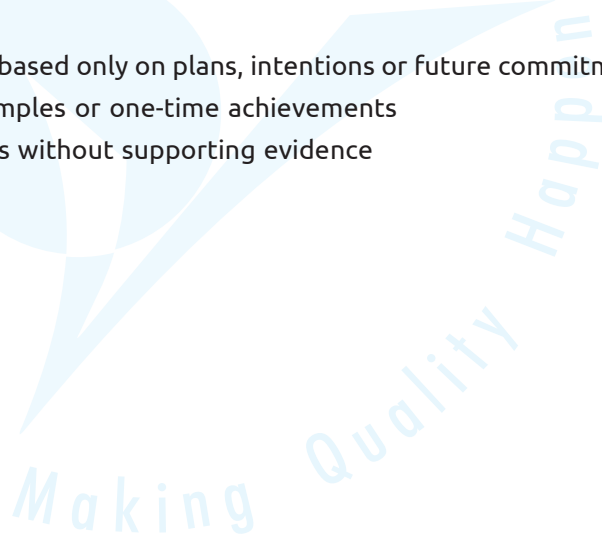
- Clear and systematic approaches
- Consistent implementation across relevant areas
- Regular review and improvement of processes
- Good alignment with business goals and priorities
- Positive and sustained results over time
- Achievement of targets and objectives
- Relevant comparisons with benchmarks, competitors or industry standards
- Clear connection between what the organization does and the results it achieves

Examiners should:

- Evaluate the overall response and not individual examples alone
- Focus on facts, data and evidence provided
- Consider both the quality of approaches and the results achieved
- Look for consistency, deployment and sustainability

Examiners should not:

- Award higher scores based only on plans, intentions or future commitments
- Rely on isolated examples or one-time achievements
- Assume effectiveness without supporting evidence



Point Values by Categories & Items

Category & Item	Points
P Organizational Profile	
P.1 Organizational Description	Non-scored
P.2 Organizational Situation	Non-scored
1 Leadership	120
1.1 Leadership and Institutional Culture	[70]
1.2 Governance, Ethics and Societal Responsibility	[50]
2 Strategy	85
2.1 Strategy Development	[45]
2.2 Strategy Execution and Agility	[40]
3 Students and Stakeholders	85
3.1 Students & Stakeholders Understanding	[40]
3.2 Students & Stakeholders Engagement and Experience	[45]
4 Performance, Knowledge and Digital Excellence	90
4.1 Performance Measurement, Review and Improvement	[45]
4.2 Information, Knowledge and Digital Excellence	[45]
5 Workforce	85
5.1 Workforce Environment and Capability	[40]
5.2 Workforce Engagement and Development	[45]
6 Academic and Operational Excellence	85
6.1 Academic and Operational Excellence	[45]
6.2 Continuous Improvement, Innovation and Institutional Continuity	[40]
7 Organizational Results	450
7.1 Leadership and Governance	[60]
7.2 Student and Stakeholder	[90]
7.3 Workforce	[90]
7.4 Academic, Operational and Innovation	[100]
7.5 Financial and Strategy	[80]
7.6 Sustainability and Social Responsibility	[30]
TOTAL POINTS	1000

Purpose

The Organizational Profile provides an overview of the institution, its students, programs, workforce, stakeholders, operating environment and strategic context.

It helps assessors understand the institution's key characteristics, strengths, opportunities and challenges. The Organizational Profile serves as the foundation for understanding the responses provided throughout the framework.

P.1 Organizational Description**a. Institutional Environment****(1) Educational Programs and Services**

Provide a brief overview of:

- Academic programs and courses offered
- Student groups served
- Key services provided to students and stakeholders
- Delivery modes (classroom, online, hybrid, etc.)
- Research, training, extension or community activities, where applicable

(2) Purpose, Direction and Culture

Describe:

- Mission
- Vision
- Values
- Core strengths and distinctive capabilities

(3) Workforce

Provide information on:

- Faculty and staff strength (including contract staff)
- Key workforce categories
- Critical skills and competencies
- Employee engagement drivers
- Workforce well-being initiatives
- Diversity and inclusion practices

(4) Infrastructure and Resources

Describe major resources available to support learning and institutional operations, including:

- Campus and facilities
- Laboratories, libraries and learning resources
- Digital and information systems
- Research and knowledge assets

(5) Regulatory and Accreditation Requirements

Describe key:

- Regulatory requirements
- Accreditation and quality assurance requirements
- Statutory obligations
- Health, safety and environmental requirements
- Academic and administrative compliance requirements

b. Organizational Relationships

(1) Leadership and Governance

Describe:

- Governance structure
- Leadership system
- Roles and responsibilities of leaders
- Accountability and reporting relationships

(2) Students and Stakeholders

Identify:

- Key student groups
- Parents, alumni, employers and other stakeholders
- Key expectations and requirements
- Emerging educational and societal expectations

(3) Partners and Collaborators

Describe:

- Academic partners
- Industry partners
- Research and community partners
- Their contribution to learning, research, innovation and student success

P.2 Organizational Situation

(1) Operating Environment

Describe:

- Institutional position and reputation
- Growth opportunities and future outlook
- Key competitors or peer institutions
- Student and stakeholder trends
- Technology and digital learning trends
- Regulatory and educational developments
- Sustainability and societal expectations

(2) Benchmarking and Comparative Information

Describe:

- Sources of benchmarking information
- Rankings, accreditation data and surveys used
- Comparative information available
- Challenges in obtaining comparisons

(3) Key Challenges and Advantages

Key Challenges

Examples May include:

- Student recruitment and retention
- Changing learner expectations
- Faculty availability and capability
- Technology and digital transformation
- Regulatory requirements
- Financial sustainability
- Competition and institutional positioning

Key Advantages

Examples May include:

- Strong reputation and brand
- Student success and outcomes
- Experienced faculty and staff
- Strong industry and community relationships
- Academic excellence
- Innovation and research capability
- Modern infrastructure and technology

(4) Performance Improvement System

Describe how the institution improves performance and promotes innovation.

Include:

- Improvement approaches and methodologies
- Performance review processes
- Sharing of best practices
- Innovation and digital transformation initiatives
- Sustainability and social responsibility initiatives

The Organizational Profile should provide a concise overview of the institution and its operating environment. It should help assessors understand the institution's mission, students, stakeholders, workforce, challenges, opportunities and strategic context, and provide the foundation for evaluating leadership, strategy, student focus, workforce, operations and results throughout the framework.

Making Quality Happen

1 Leadership (120 points)**1.1 Leadership and Organizational Culture (70 Points)**

Purpose

This item examines how senior leaders provide direction, build a positive institutional culture, engage stakeholders, develop future leaders, and drive long-term institutional success.

a. Vision, Values and Culture

1. Describe how senior leaders establish and communicate the institution's Mission, Vision and Values.
2. Explain how these are understood and practiced by faculty, staff and students, and how leaders demonstrate commitment to them through their actions and decisions.
3. Describe how leaders promote ethics, academic excellence, student success, safety and sustainability, and create a culture that encourages learning, innovation, collaboration and continuous improvement.
4. Explain how environmental responsibility and sustainability are integrated into institutional activities and decision-making.

b. Communication and Stakeholder Engagement

1. Describe how senior leaders communicate and engage with students, parents, faculty, staff, alumni, industry partners, regulatory bodies and other stakeholders.
2. Explain how they encourage open communication, listen to feedback and promote transparency throughout the institution.
3. Describe how important decisions, priorities and changes are communicated and how stakeholders are encouraged to contribute towards institutional goals.
4. Explain how leaders encourage teamwork, innovation, collaboration and continuous improvement.

c. Driving Institutional Success

1. Describe how senior leaders create an environment that supports achievement of the institution's Mission, Vision and strategic objectives.
2. Explain how they promote student success, faculty and staff engagement, innovation, learning, accountability and continuous improvement.

1.2 Governance, Ethics and Societal Responsibility (50 Points)

Purpose

This item examines how the institution ensures effective governance, ethical conduct, regulatory compliance, risk management, sustainability and contribution to society.

a. Governance and Leadership Accountability

1. Describe how the institution is governed and how accountability is maintained at all levels.
2. Explain the governance structure, roles and responsibilities of senior leaders and the governing body, and how they oversee strategy, academic quality, institutional performance, financial stewardship and risk management.
3. Explain how leaders are evaluated, developed and prepared for future leadership roles.

b. Ethics, Compliance and Sustainability

1. Describe how the institution promotes ethical behaviour and ensures compliance with educational, legal and regulatory requirements.
2. Explain how academic, operational, environmental and sustainability-related risks are identified and managed.
3. Describe the policies and processes used to promote ethical conduct, academic integrity, student welfare and responsible institutional practices.
4. Explain how concerns, grievances and compliance issues are reported, investigated and addressed.

c. Societal and Community Contribution

1. Explain how community needs are identified and how outreach, extension, social responsibility and environmental initiatives are planned and implemented.
2. Describe how students, faculty and staff participate in community development, social service and sustainability initiatives.

2 Strategy (85 points)

2.1 Strategy Development (45 Points)

Purpose

This item examines how the institution develops its strategy, identifies future opportunities and challenges, and establishes strategic priorities to achieve academic excellence, institutional growth and long-term sustainability.

a. Strategy Development

1. Describe how the institution develops and reviews its strategy.
2. Explain how information related to students, parents, faculty, staff, industry, regulators, accreditation bodies and other stakeholders is used during strategic planning.
3. Describe how future opportunities, risks, emerging educational trends, technology developments, regulatory changes and societal needs are identified and incorporated into planning.
4. Explain how the institution encourages innovation, evaluates new opportunities and responds to changes in the educational environment.

b. Strategic Priorities and Objectives

1. Describe the institution's key goals, targets and timelines associated with strategic priorities.
2. Describe major initiatives related to academic programs, student development, research, digital learning, infrastructure, faculty development, partnerships and community engagement.
3. Explain how strategic priorities address institutional challenges, build on strengths and support long-term success.
4. Describe how stakeholder expectations, sustainability and future educational needs are considered while setting strategic objectives.

2.2 Strategy Execution and Agility (40 Points)

Purpose

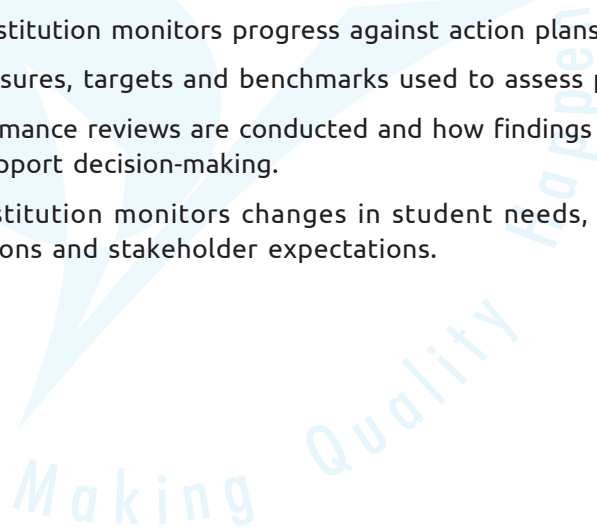
This item examines how the institution translates strategy into action, aligns people and resources, monitors progress and adapts to changing educational and stakeholder needs.

a. Action Plan Deployment

1. Describe how strategic priorities are converted into short-term and long-term action plans.
2. Explain how action plans are communicated and implemented across academic and administrative functions.
3. Describe how faculty, staff, students, partners and other stakeholders contribute to achieving strategic objectives.
4. Explain how financial, human, technological and infrastructure resources are allocated to support key initiatives.
5. Describe how faculty and staff capabilities are developed to support strategy execution and future needs.

b. Performance Monitoring and Institutional Agility

1. Describe how the institution monitors progress against action plans.
2. Explain the key measures, targets and benchmarks used to assess performance.
3. Describe how performance reviews are conducted and how findings are used to improve performance and support decision-making.
4. Explain how the institution monitors changes in student needs, educational trends, technology, regulations and stakeholder expectations.



3 Students and Stakeholders (85 points)

3.1 Student and Stakeholder Understanding (40 Points)

Purpose

This item examines how the institution understands the needs, expectations and future requirements of students and other stakeholders, and uses these insights to improve educational programs, services and overall stakeholder experience.

a. Understanding Student and Stakeholder Needs

1. Describe how the institution gathers information about current students, prospective students, alumni, parents, employers, regulatory bodies and other stakeholders.
2. Explain how feedback is collected through surveys, interactions, complaints, digital platforms, social media and other listening channels.
3. Describe how the institution understands changing student needs, stakeholder expectations, educational trends and future opportunities.
4. Explain how feedback and stakeholder insights are used to improve academic programs, student services and institutional performance.

b. Student Segmentation and Educational Offerings

1. Describe how the institution identifies and understands different student groups and stakeholder segments.
2. Explain how the needs of various student groups are considered while designing academic programs, support services and learning experiences.
3. Describe how student and stakeholder feedback is used to improve existing programs and introduce new courses, services or initiatives.
4. Explain how sustainability & social responsibility needs are incorporated into educational offerings, where appropriate.

3.2 Student & Stakeholders Engagement and Experience (45 Points)

Purpose

This item examines how the institution builds strong relationships with students and stakeholders, delivers a positive learning experience, measures satisfaction and engagement, and uses feedback to improve performance.

a. Student Experience and Relationships

1. Describe how the institution attracts, enrolls, supports and retains students.
2. Explain how the institution builds trust, strengthens its reputation and supports students throughout their educational journey.
3. Explain how the institution ensures a positive and consistent experience across academic, administrative and support functions.
4. Describe how responsible and sustainable practices are incorporated into student and stakeholder interactions.

b. Voice of Student, Satisfaction and Service Recovery

1. Describe how the institution measures student and stakeholder satisfaction, dissatisfaction and engagement.
2. Describe how the institution collects student and stakeholder feedback, manages complaints and grievances, and uses feedback and insights to improve academic programs, services and the overall student experience *
3. Describe how student concerns, complaints and grievances are received, investigated and resolved.
4. Explain how corrective actions are implemented and how recurring issues are prevented.
5. Describe how student and stakeholder feedback is used to improve academic programs, services, facilities and institutional performance.

* Refer Annexure 2

4 Performance, Knowledge and Digital Excellence (90 points)

4.1 Performance Measurement, Review and Improvement (45 Points)

Purpose

This item examines how the institution measures performance, uses data and information for decision-making, reviews progress and drives continuous improvement and innovation to achieve its strategic objectives.

a. Performance Measurement and Analytics

1. Describe how the institution identifies, selects and monitors key performance measures that support its strategic priorities and operational requirements.
2. Explain how performance is tracked across areas such as student success, academic performance, stakeholder satisfaction, workforce performance, operations, finance, research, innovation and sustainability.
3. Describe how targets, benchmarking and comparative information are used to assess performance and identify improvement opportunities.
4. Explain how accurate, reliable and timely information is made available to support decision-making at all levels.

b. Performance Review, Improvement and Innovation

1. Describe how the institution reviews and evaluates its overall performance.
2. Explain how trends, risks, opportunities and gaps are analysed to support decision-making and future planning.
3. Describe how performance reviews are used to identify improvement and innovation opportunities.
4. Explain how improvement priorities are established and how improvement initiatives are implemented across academic and administrative functions.
5. Describe how faculty, staff, students and other stakeholders contribute to improvement and innovation efforts.
6. Explain how future educational needs, emerging opportunities and institutional challenges are considered while planning improvements.

4.2 Information, Knowledge and Digital Excellence (45 Points)

Purpose

This item examines how the institution manages information, knowledge, digital capabilities and organizational learning to support academic excellence, innovation, continuous improvement and long-term success.

a. Information and Digital Management

1. Describe how the institution collects, manages, protects and uses data and information to support academic and administrative operations.
2. Explain how the institution ensures the accuracy, reliability, security and availability of information.
3. Describe how faculty, staff, students and other stakeholders are provided timely and user-friendly access to information.
4. Explain how digital technologies, learning management systems, analytics, artificial intelligence and other digital tools are used to enhance teaching, learning, research and institutional effectiveness.

b. Knowledge Management and Organizational Learning

1. Describe how the institution captures, retains and manages knowledge generated through teaching, research, administration and institutional experience.
2. Explain how knowledge, expertise and best practices are shared across departments, campuses and teams.
3. Describe how learning from students, alumni, employers, accreditation bodies, benchmarking studies and institutional experiences is incorporated into organizational learning.
4. Explain how best practices, lessons learned and successful innovations are identified, shared and adopted across the institution.
5. Describe how organizational learning is used to improve academic programs, student services, research, operations and institutional performance.
6. Explain how leaders encourage learning, knowledge sharing, innovation and continuous improvement throughout the institution.

5 Workforce (85 points)

5.1 Workforce Environment and Capability (40 Points)

Purpose

This item examines how the institution develops a capable workforce and provides a safe, healthy and supportive environment that enables faculty and staff to contribute effectively to student success and institutional excellence.

a. Workforce Planning and Capability

1. Describe how the institution plans and manages its workforce to meet current and future needs.
2. Explain how faculty and staff requirements, competencies and capabilities are identified and aligned with the institution's strategy and future direction.
3. Describe how faculty and staff are recruited, selected and onboarded, and how diversity, equity and inclusion are promoted.
4. Explain how faculty and staff are prepared for changes in educational practices, technology, academic requirements and institutional priorities.

b. Workplace Environment and Well-being

1. Describe how the institution provides a safe, healthy, secure and supportive work environment.
2. Explain how workplace health, safety, accessibility and employee well-being are managed and improved.
3. Describe the facilities, policies, benefits and support systems available to faculty and staff.
4. Explain how physical, mental and emotional well-being are promoted and how employee feedback is used to improve the workplace experience.

5.2 Workforce Engagement and Development (45 Points)

Purpose

This item examines how the institution engages, develops and empowers faculty and staff to achieve high performance, support student success and build future leadership capability.

a. Workforce Engagement, Performance and Recognition

1. Describe how the institution promotes employee engagement, involvement and commitment.
2. Explain how engagement, satisfaction and well-being are measured and how feedback is used to improve the workplace experience.
3. Explain how performance expectations are established, reviewed and aligned with institutional goals.
4. Describe how faculty and staff contributions are recognized and rewarded and how innovation, improvement and participation are encouraged.

b. Learning, Leadership and Career Development

1. Describe how learning and development needs are identified and aligned with current and future institutional requirements.
2. Explain how faculty and staff are provided with training, mentoring, coaching and professional development opportunities.
3. Describe how academic and administrative leadership capability is developed and how future leaders are identified and nurtured.
4. Explain how career development and succession planning are managed for key positions.
5. Describe how learning and development activities support employee growth, institutional performance and long-term success.
6. Explain how the effectiveness of learning and development programs is evaluated and improved.

6 Operational Excellence and Innovation (85 points)

6.1 Academic and Operational Excellence (45 Points)

Purpose

This item examines how the institution designs, manages and improves its academic programs, student support services and operational processes to enhance student success, institutional effectiveness and long-term sustainability.

a. Academic Programs and Process Management

1. Describe how the institution identifies student, stakeholder, regulatory and accreditation requirements and translates them into academic programs, student services and operational processes.
2. Explain how academic programs, teaching-learning processes and support services are designed, delivered and improved to meet student and stakeholder expectations.
3. Describe how innovation, technology, institutional knowledge and risk management are incorporated into academic and operational processes.
4. Explain how quality, student well-being, safety, sustainability and continuous improvement are integrated into daily operations.
5. Describe how key academic and administrative processes are monitored, reviewed and improved to enhance effectiveness, efficiency and student success.

b. Partnership and Operational Performance

1. Describe how the institution develops and manages partnerships with industry, employers, alumni, academic institutions, community organizations and other stakeholders.
2. Explain how these partnerships contribute to student learning, research, employability and institutional development.
3. Describe how operational performance is monitored and improved to ensure reliable, efficient and responsive services.
4. Explain how risks are identified and managed and how sustainability is promoted across institutional operations.

6.2 Continuous Improvement, Innovation and Institutional Continuity (40 Points)

Purpose

This item examines how the institution continuously improves its performance, promotes innovation, manages risks and ensures continuity of operations in a changing educational environment.

a. Continuous Improvement and Innovation

1. Describe how the institution identifies opportunities to improve academic programs, student services, processes and overall institutional performance.
2. Explain how faculty, staff, students, alumni, employers and other stakeholders contribute ideas for improvement and innovation.
3. Describe how improvement and innovation opportunities are evaluated, prioritized and implemented.
4. Describe how feedback, benchmarking, accreditation reviews, research, lessons learned and best practices are used to strengthen continuous improvement and innovation.

b. Safety, Digital Security and Institutional Continuity

1. Describe how the institution provides a safe, healthy and secure environment for students, faculty, staff and other stakeholders.
2. Explain how information systems, digital platforms and institutional data are protected from risks and cyber threats.
3. Describe how emergencies, disruptions and institutional risks are identified, assessed and managed.
4. Explain how the institution prepares for and responds to incidents, cyber threats, health emergencies and other disruptions.
5. Describe how continuity plans are developed, tested and reviewed to ensure uninterrupted learning and institutional operations.
6. Explain how faculty, staff, students and partners contribute to institutional preparedness and continuity.

Organizational Results (450 Points)

Purpose

This category examines the results achieved by the institution in its key areas of performance. It evaluates whether the institution's leadership, strategy, student and stakeholder focus, workforce practices, academic and operational processes, and improvement efforts are delivering positive and sustainable outcomes.

The category focuses on results related to students, faculty and staff, academic and institutional performance, operations, innovation, financial sustainability, governance and societal contribution.

Results Presentation Requirements

For each key result presented, organizations should provide, where applicable:

- Current performance level
- Minimum three years of trend data.
- Targets or goals
- Benchmark, peer institution or relevant comparison
- Segmentation by program, department, campus, student group or other relevant categories
- Brief explanation of significant improvements, gaps or challenges

Results Selection Guidelines

The measures listed under each Results item are illustrative and not prescriptive.

Institutions should present the results that are most relevant to their mission, strategy, students, stakeholders, academic offerings and operating environment.

Institutions are not expected to report every measure listed in the framework. They should select the measures that best demonstrate institutional performance, student success and achievement of strategic objectives.

Additional measures may be included where relevant, such as academic performance, accreditation outcomes, student success, employability, research, innovation, digital learning, community engagement, sustainability, financial performance and regulatory compliance.

The focus should be on presenting meaningful results that demonstrate performance levels, trends, comparisons and alignment with institutional priorities.

7.1 Leadership and Governance Results (60 Points)

Purpose

This item examines the results achieved through leadership effectiveness, governance practices, ethical conduct, compliance, risk management and institutional reputation.

The measures listed below are examples. Institutions may present other relevant measures aligned to their mission and priorities.

1. Leadership Effectiveness

- a. Leadership effectiveness survey results
- b. Communication effectiveness
- c. Leadership accessibility and engagement
- d. Leadership development outcomes

2. Governance and Compliance

- a. Governance effectiveness
- b. Regulatory and accreditation compliance
- c. Internal and external audit results
- d. Closure of audit findings
- e. Policy compliance performance

3. Ethics and Risk Management

- a. Academic integrity performance
- b. Ethical conduct indicators
- c. Grievance resolution effectiveness
- d. Risk management effectiveness
- e. Compliance-related incidents

4. Reputation and Stakeholder Confidence

- a. Institutional reputation
- b. Rankings, recognitions and awards
- c. Alumni engagement

7.2 Student and Stakeholder Results (90 Points)

Purpose

This item examines the results achieved in meeting the needs and expectations of students and other key stakeholders.

The measures listed below are examples. Institutions may present other relevant measures that reflect their mission, students, stakeholders and strategic priorities.

1. Student Satisfaction and Experience

- a. Student satisfaction **
- b. Teaching and learning effectiveness
- c. Campus life and learning environment satisfaction

2. Student Engagement and Success

- a. Student engagement levels
- b. Student retention and progression
- c. Academic performance
- d. Student participation in co-curricular and extracurricular activities

3. Student Feedback and Grievance Management

- a. Student grievance rate
- b. Response time to student concerns
- c. Reduction in recurring issues
- d. Improvements resulting from student feedback

4. Stakeholder Satisfaction and Engagement

- a. Parent satisfaction
- b. Alumni engagement
- c. Employer satisfaction
- d. Industry and community partnerships

5. Institutional Reputation and Growth

- a. Student enrolment trends
- b. Demand for academic programs
- c. Student diversity and inclusiveness
- d. Institutional reputation and recognition
- e. Rankings, accreditations and awards

**** Refer Annexure 3**

7.3 Workforce Results (90 Points)

Purpose

This item examines the results achieved in workforce capability, engagement, well-being, professional development and leadership development.

The measures listed below are examples. Institutions may present other workforce-related measures that support their mission, strategy and institutional priorities.

1. Workforce Engagement and Satisfaction

- a. Faculty engagement
- b. Staff engagement
- c. Employee satisfaction

2. Workforce Stability

- a. Employee retention
- b. Attrition rate
- c. Absenteeism rate
- d. Faculty and staff turnover

3. Learning and Professional Development

- a. Training and development participation
- b. Learning effectiveness
- c. Improvement in skills and competencies
- d. Professional certifications and qualifications

4. Leadership Development and Succession

- a. Leadership development outcomes
- b. Internal promotions
- c. Succession readiness for key positions

5. Health, Safety and Well-being

- a. Workplace health and safety performance
- b. Employee well-being
- c. Wellness program participation
- d. Workplace safety compliance

6. Diversity, Equity and Inclusion

- a. Workforce diversity
- b. Diversity and inclusion initiatives

7.4 Academic, Operational and Innovation Results (100 Points)

Purpose

This item examines the results achieved in academic performance, operational effectiveness, innovation, digital capabilities and institutional continuity.

The measures listed below are examples. Institutions may present other relevant measures aligned with their mission, strategy and educational priorities.

1. Academic Performance

- a. Student academic achievement
- b. Course completion and pass rates
- c. Graduation rates
- d. Research and scholarly output (where applicable)
- e. Accreditation and academic quality outcomes

2. Student Support and Service Effectiveness

- a. Response time to student requests
- b. Student grievance trends
- c. Placement and employability outcomes
- d. Internship and industry engagement outcomes

3. Operational Performance

- a. Operational efficiency
- b. Cost efficiency and productivity improvements

4. Innovation Performance

- a. Improvement initiatives completed
- b. Innovation projects implemented
- c. New programs, courses or learning initiatives introduced
- d. Benefits achieved through innovation

5. Digital Learning and Technology Effectiveness

- a. Digital learning effectiveness
- b. Adoption of educational technologies
- c. Cybersecurity and information security performance

6. Institutional Continuity and Preparedness

- a. Emergency preparedness effectiveness
- b. Institutional continuity performance
- c. Institutional preparedness and resilience

7.5 Financial and Strategy Results (80 Points)

Purpose

This item examines the institution's financial sustainability, achievement of strategic objectives and readiness for future growth and success.

The measures listed below are examples. Institutions may present other relevant measures aligned with their mission, strategy and operating environment.

1. Financial Sustainability

- a. Revenue growth
- b. Profitability
- c. EBITDA or equivalent financial measures
- d. Cash flow
- e. Return on Investment (ROI)
- f. Return on Capital Employed (ROCE)

2. Institutional Growth and Reputation

- a. Student enrolment growth
- b. National and international collaborations
- c. Rankings, recognitions and awards
- d. Brand and reputation enhancement

3. Future Readiness

- a. Investment in digital transformation
- b. Investment in faculty and staff development
- c. Investment in infrastructure and learning resources
- d. Research and innovation investments

7.6 Sustainability and Social Responsibility Results (30 Points)

Purpose

This item examines environmental, social and sustainability performance outcomes.

The measures listed below are examples of commonly used indicators. Organizations may present other sustainability and social responsibility measures relevant to their commitments and stakeholder expectations.

1. Environmental Performance

- a. Energy consumption and efficiency
- b. Water consumption and conservation
- c. Waste reduction and recycling
- d. Carbon emissions and carbon footprint

2. Social Responsibility Performance

- a. Community development initiatives
- b. Employee volunteering and participation
- c. Beneficiaries impacted
- d. Social investment outcomes

3. Sustainability Performance

- a. Achievement of sustainability goals
- b. ESG performance indicators
- c. Planet-friendly initiatives and outcomes



8.1 Eligibility Requirements

The IMC RBNQA Education Excellence Framework is open to schools, colleges, universities, autonomous institutions and other educational organizations committed to excellence and continuous improvement.

To participate, an institution should:

- Have been in operation for a minimum of three years
- Have a defined academic and administrative system
- Be willing to share information required for assessment
- Commit to participating in the assessment and site visit process
- Comply with applicable statutory, regulatory and accreditation requirements

Specific eligibility requirements and participation criteria may be revised by the IMC RBNQA Trust from time to time.

8.2 Application Process

Organizations interested in participating should complete the application process within the timelines communicated by the IMC RBNQA Trust.

The application process typically includes:

Step 1: Eligibility Determination

- Submission of the Eligibility Determination Form
- Review and confirmation of eligibility by the IMC RBNQA Trust

Step 2: Application Submission

- Submission of the Application Report (**Max 75 pages**) based on the Excellence Framework

Step 3: Assessment

- Independent review by trained examiners
- Consensus assessment and evaluation

Step 4: Site Visit Assessment

- Site visit for shortlisted organizations, where applicable

Step 5: Final Review and Recognition

- Review by the Judges Panel
- Determination of recognition level

Applicants should ensure that all information submitted is accurate, complete and supported by appropriate evidence.

8.3 Report Preparation Guidelines

The Application Report (**Max 75 pages**) should provide a clear and accurate description of the institution's approaches, practices and performance results against the requirements of the Excellence Framework.

Institutions should:

- Address all relevant requirements of the framework
- Provide factual and evidence-based information
- Demonstrate systematic approaches and their deployment across the institution.
- Present relevant performance results, trends and comparisons
- Show linkage between approaches and results
- Highlight key strengths, innovations and improvement initiatives
- Use charts, tables and graphics where appropriate

The report should focus on how the institution is led, how learning and support processes are managed, how performance is measured and improved, and what results have been achieved for students and other stakeholders.

The objective is not to produce a lengthy report, but to provide a meaningful and balanced picture of institutional performance, effectiveness and excellence.

8.4 Assessment Process

Each application is evaluated by a team of trained and qualified examiners.

The assessment evaluates both institutional approaches and institutional results using the IMC RBNQA evaluation methodology.

The assessment process typically includes:

- Independent review of the Application Report
- Consensus review by the examiner team
- Identification of strengths and opportunities for improvement
- Development of assessment findings
- Recommendation for site visit assessment, where applicable

Throughout the process, examiners maintain strict standards of confidentiality, objectivity and professionalism.

8.5 Site Visit Process

Institutions shortlisted for the next stage may undergo a site visit assessment.

The purpose of the site visit is to:

- Verify and clarify information presented in the Application Report
- Gain a deeper understanding of institutional practices and systems
- Interact with leaders, faculty, staff, students and other relevant stakeholders
- Review key academic, administrative and support processes
- Review facilities, infrastructure and performance results
- Validate observations and findings from the document review

The site visit is not an inspection, audit or accreditation review. It is an opportunity for examiners to better understand the institution and ensure an accurate and balanced assessment.

8.6 Feedback Report

One of the most valuable outcomes of participation in the IMC RBNQA process is the Feedback Report.

The Feedback Report provides an independent assessment of the institution's strengths and opportunities for improvement.

The report typically includes:

- Key strengths and good practices
- Opportunities for improvement
- Observations related to institutional effectiveness and performance
- Insights to support future improvement, innovation and excellence

The Feedback Report is intended to help institutions learn, improve and accelerate their excellence journey.

All assessment findings remain strictly confidential and are shared only with the applicant institution.

8.7 Recognition Levels and Awards

Institutions demonstrating excellence may receive recognition based on their level of maturity, performance and overall assessment score.

Recognition levels may include:

- IMC RBNQA Trophy
- Performance Excellence Trophy
- Certificate of Merit
- Commendation Certificate

The recognition process celebrates institutions that demonstrate excellence in leadership, strategy, student and stakeholder focus, workforce engagement, academic and operational excellence, innovation and results.

While recognition is an important milestone, the primary purpose of the IMC RBNQA Excellence Framework is to encourage continuous learning, institutional improvement and sustainable success.

Academic Excellence

Consistent achievement of high standards in teaching, learning, research, student outcomes and institutional effectiveness.

Accreditation

Formal recognition granted by an authorized body that an institution or program meets defined quality standards and requirements.

Action Plans

Specific initiatives and activities undertaken to achieve strategic objectives, including responsibilities, timelines and resources.

Agility

The ability of an institution to respond quickly and effectively to changing educational, technological and stakeholder needs.

Alignment

Ensuring that the institution's vision, strategy, goals, processes, measures, resources and people work together to achieve desired outcomes.

Alumni

Former students who continue to contribute to the institution's reputation, development and stakeholder network.

Analysis

Systematic examination of data and information to understand performance, identify trends and support decision-making.

Anecdotal Information

Information based on isolated examples rather than systematic approaches and measurable evidence. Organizations should demonstrate

consistent processes and results rather than relying only on examples.

Approach

The methods, systems and processes used to achieve desired outcomes.

Assessment

The systematic process of evaluating performance, learning outcomes or institutional effectiveness against defined criteria.

Benchmarks

Examples of superior performance or best practices used for comparison and learning.

Capability

The knowledge, skills, competencies, technologies and resources required to achieve institutional objectives.

Capacity

The institution's ability to meet current and future educational requirements using available resources.

Community Engagement

The institution's interaction and collaboration with society through outreach, extension activities and community development initiatives.

Continuous Improvement

The ongoing effort to improve programs, services, processes and institutional performance.

Core Competencies

The institution's unique strengths, capabilities or areas of expertise that support long-term success.

Data-Driven Decision Making

The use of facts, data, information and analysis to support decisions and improvement efforts.

Deployment

The extent to which an approach is consistently applied across relevant functions, departments and locations.

Digital Transformation

The use of digital technologies to enhance teaching, learning, administration and institutional effectiveness.

Diversity

The variety of backgrounds, experiences, perspectives and characteristics within the institution.

Effectiveness

The extent to which a process, activity or system achieves its intended purpose and outcomes.

Employability

The knowledge, skills and competencies that enable students to obtain and succeed in employment or entrepreneurship.

Empowerment

Providing employees and students with the authority, information and confidence to take appropriate actions.

Ethical Behaviour

Acting with honesty, integrity, fairness and accountability in all activities and decisions.

Evidence of Effectiveness

Measures, indicators, trends, outcomes or examples demonstrating that an approach is achieving its intended purpose.

Faculty

Academic staff responsible for teaching, research, mentoring and related activities.

Goals

Desired future outcomes or performance levels that the institution intends to achieve.

Governance

The system through which an institution is directed, controlled and held accountable.

Graduate Outcomes

Achievements of students after graduation, including employment, higher education, entrepreneurship and societal contribution.

High Performance

Consistently achieving superior levels of educational, operational and stakeholder results.

Industry Partnership

Collaborative relationships with employers, industry bodies and professional organizations that support learning, research and employability.

Innovation

The introduction of new or improved programs, services, processes, technologies or educational practices that create value.

Institutional Continuity

The institution's ability to continue teaching, learning, research and support services during and after disruptions.

Institutional Effectiveness

The institution's ability to achieve its mission, strategic objectives and desired outcomes through effective use of resources.

Key Performance Indicator (KPI)

A measurable indicator used to assess progress towards strategic objectives and desired outcomes.

Knowledge Management

The process of capturing, sharing and applying knowledge, expertise and best practices.

Learning Environment

The physical, digital, social and academic conditions that support student learning and success.

Learning Management System (LMS)

A digital platform used to support teaching, learning, assessment and academic administration.

Learning Outcomes

The knowledge, skills and competencies students are expected to acquire through a course or program.

Mission

The institution's purpose, whom it serves and the value it creates.

Organizational Learning

The process of acquiring, sharing and applying knowledge to improve performance and future success.

Parent

A family member or guardian who has a direct interest in the student's education and development.

Performance Excellence

An integrated approach to managing an institution that improves effectiveness, innovation and long-term results.

Research

The systematic creation of new knowledge, innovation and scholarly contributions.

Resilience

The ability to withstand disruptions, recover quickly and continue operating effectively.

Risk

The possibility that an event or situation may affect the institution's ability to achieve its objectives.

Stakeholders

Individuals or groups who influence or are influenced by the institution's activities and performance, including students, parents, faculty, staff, alumni, employers, regulators and society.

Strategic Objectives

The key long-term priorities that an institution seeks to achieve to fulfil its mission and realize its vision.

Student

An individual who receives educational services and is a primary beneficiary of the institution's programs and services.

Student Engagement

The level of involvement, participation and commitment students demonstrate in academic and co-curricular activities.

Student Experience

The overall perception students develop through their interactions with academic programs, faculty, support services and campus life.

Student Success

The achievement of academic, personal, professional and developmental outcomes that enable students to progress and achieve their goals.

Student Support Services

Academic, administrative, counselling, career, financial and well-being services provided to support student success.

Sustainability

The ability to achieve long-term success while balancing educational, social, environmental and economic responsibilities.

Systems Perspective

Managing the institution as an interconnected set of people, processes, resources and stakeholders working together to achieve common goals.

Value Creation

The benefits generated for students, employees, parents, alumni, partners, society and other stakeholders.

Vision

The desired future state of the institution that provides long-term direction and inspiration.

Voice of Student (VOS)

The collection and analysis of student needs, expectations, feedback and experiences used to improve programs, services and student outcomes.

Workforce

All individuals who contribute to the institution's work, including faculty, staff and contract personnel.

Workforce Well-being

The physical, mental, emotional and social well-being of faculty and staff.

Work Processes

The key academic, administrative and support activities through which the institution creates value for students and stakeholders.

Annexure 1: Examples of Evidence of Effectiveness

The measures listed in this Annexure are illustrative and are intended to help institutions prepare their Application Report.

These examples provide guidance on the type of evidence that institutions may include in their Application Report to demonstrate the effectiveness of their approaches and the results achieved.

Institutions are not expected to report every measure listed in this Annexure. They should select the measures that are most relevant to their mission, strategy, stakeholders and key priorities.

Institutions may also include additional measures that better reflect their performance, achievements and areas of focus.

The purpose of this Annexure is to provide examples and direction to applicants while preparing their Application Report and to help ensure that the evidence presented is relevant, meaningful and aligned with the requirements of the framework.

1.1 Leadership and Institutional Culture

A. Vision, Values and Culture

- Leadership effectiveness
- Awareness of Mission, Vision and Values
- Faculty, staff and student engagement
- Institutional culture and values alignment
- Ethics and compliance performance
- Safety and well-being initiatives
- Sustainability initiatives

B. Communication and Stakeholder Engagement

- Communication effectiveness
- Student satisfaction
- Parent satisfaction
- Faculty and staff engagement
- Stakeholder participation
- Suggestions and improvement initiatives

C. Driving Institutional Success

- Achievement of strategic goals
- Student success and outcomes
- Faculty and staff engagement
- Leadership development
- Innovation and improvement initiatives
- Succession readiness

1.2 Governance, Ethics and Societal Responsibility

A. Governance and Leadership Accountability

- Governance effectiveness
- Leadership effectiveness
- Academic and institutional performance
- Financial stewardship
- Audit performance
- Risk management effectiveness
- Leadership pipeline and succession readiness

B. Ethics, Compliance and Sustainability

- Regulatory and accreditation compliance
- Academic integrity and ethical conduct
- Risk reduction initiatives
- Sustainability achievements
- Environmental performance
- Climate and sustainability initiatives

C. Community and Societal Contribution

- Community outreach programs
- Social responsibility initiatives
- Student and employee participation
- Environmental initiatives
- Community impact and benefits

2.1 Strategy Development

A. Strategy Development Process

- Effectiveness of the strategic planning process
- Identification of improvement and growth opportunities
- Readiness for future challenges
- Innovation and new initiatives
- Ability to respond to changing educational needs

B. Strategic Objectives

- Progress towards strategic objectives
- Achievement of key goals and targets
- Academic and institutional improvements
- Growth and development initiatives
- Innovation and transformation achievements
- Sustainability and future-readiness initiatives

2.2 Strategy Execution and Agility

A. Action Plan Deployment

- Implementation of action plans
- Achievement of key milestones
- Effective use of resources
- Faculty and staff readiness
- Execution of strategic initiatives

B. Performance Monitoring and Organizational Agility

- Progress against strategic goals
- Improvement actions implemented
- Responsiveness to changing needs
- Speed and effectiveness of decision-making
- Successful adaptation to new opportunities and challenges
- Institutional agility and flexibility

3.1 Student and Stakeholder Understanding

A. Student and Stakeholder Understanding

- Understanding of student and stakeholder needs
- Stakeholder feedback and insights
- Improvements based on feedback
- New opportunities identified
- Student enrolment and outreach initiatives
- Stakeholder engagement improvements

B. Educational Offerings and Growth

- Academic program improvements
- Introduction of new courses and services
- Student acceptance and participation
- Student enrolment and retention

- Growth in educational offerings
- Stakeholder satisfaction with programs and services

3.2 Student and Stakeholder Engagement and Experience

A. Student Relationships and Experience

- Student retention
- Student engagement
- Student success and progression
- Institutional reputation
- Student support effectiveness
- Overall student experience

B. Student Satisfaction and Feedback

- Student satisfaction
- Student engagement
- Parent and stakeholder satisfaction
- Complaint and grievance resolution
- Improvements resulting from feedback
- Student retention and success
- Institutional improvements driven by stakeholder feedback

4.1 Performance Measurement, Review and Improvement

A. Performance Measurement and Analytics

- Availability and reliability of performance information
- Use of benchmarking and comparative data
- Timeliness of performance reporting
- Data-driven decision-making
- Improved institutional performance

B. Performance Review, Improvement and Innovation

- Improvement initiatives completed
- Innovation initiatives implemented

- Academic and institutional improvements
- Responsiveness to challenges and opportunities
- Future-readiness initiatives

4.2 Information, Knowledge and Digital Excellence

A. Information and Digital Management

- Data quality and reliability
- Information accessibility
- Effectiveness of digital systems
- User satisfaction with digital platforms
- Information security performance
- Digital learning and transformation achievements

B. Knowledge Management and Organizational Learning

- Knowledge sharing and collaboration
- Adoption of best practices
- Faculty and staff learning and development
- Improvements resulting from knowledge transfer
- Innovation enabled through learning
- Organizational learning outcomes

5.1 Workforce Environment and Capability

A. Workforce Planning and Capability

- Faculty and staff capability
- Recruitment effectiveness
- Employee retention and stability
- Diversity and inclusion
- Readiness for future needs
- Availability of critical skills and competencies

B. Workplace Environment and Employee Well-being

- Health and safety performance
- Employee well-being
- Workplace environment effectiveness
- Employee satisfaction
- Workplace culture
- Reduction in incidents and absenteeism

5.2 Workforce Engagement and Development

A. Workforce Engagement, Performance and Recognition

- Employee engagement
- Employee satisfaction and well-being
- Employee retention
- Employee participation and involvement
- Performance management effectiveness
- Recognition and reward effectiveness
- Contribution to improvement and innovation

B. Learning, Leadership and Career Development

- Learning and development effectiveness
- Improvement in skills and capabilities
- Leadership development outcomes
- Leadership pipeline strength
- Succession readiness
- Career growth and advancement
- Availability of critical skills and competencies

6.1 Operational Excellence

A. Academic and Operational Excellence

- Academic program effectiveness
- Student success and achievement

- Teaching-learning effectiveness
- Process efficiency and effectiveness
- Student and stakeholder satisfaction
- Quality and accreditation outcomes
- Sustainability initiatives

B. Partnerships and Operational Performance

- Partnership effectiveness
- Industry and stakeholder engagement
- Student placement and employability outcomes
- Research and collaboration outcomes
- Operational performance
- Service effectiveness
- Sustainability improvements

6.2 Continuous Improvement, Innovation and Institutional Continuity

A. Continuous Improvement and Innovation

- Improvement initiatives completed
- Innovation initiatives implemented
- New programs, services or learning approaches introduced
- Student and stakeholder benefits
- Academic and operational improvements
- Institutional growth and development
- Benefits achieved through innovation

B. Safety, Digital Security and Institutional Continuity

- Campus safety and well-being
- Reduction in incidents and risks
- Information security performance
- Reliability of digital learning systems
- Emergency preparedness
- Institutional continuity performance
- Risk management effectiveness

Annexure 2:

Illustrative Example of a Process Response (ADLI)

Example: 3.2 Student and Stakeholder Engagement and Experience

Requirement

- 3.2 b 3) Describe how the institution collects student and stakeholder feedback, manages complaints and grievances, and uses feedback and insights to improve academic programs, services and the overall student experience.

Example Response

- 3.2 b 3) The institution collects feedback from students and stakeholders through student satisfaction surveys, course evaluations, parent interactions, alumni feedback, grievance mechanisms, student councils and digital platforms. Feedback is gathered at various stages of the student lifecycle and consolidated through a centralized system. Student complaints and grievances are received through online portals, grievance committees, faculty mentors and student support offices, and are addressed within defined timelines. Academic and administrative leaders regularly review feedback trends, identify recurring concerns and implement improvement actions. Significant issues are analysed using root cause analysis, and key learnings are shared across the institution. Student satisfaction, grievance resolution, retention rates and stakeholder feedback are reviewed as part of the institution's performance management process and are linked to improvement plans. Improvements resulting from stakeholder feedback have included curriculum enhancements, strengthening of student support services, improvements in digital learning platforms and enhancement of placement and career development services.

How an Examiner may evaluate ADLI

ADLI Dimension	What the Examiner Looks For
Approach	Is there a defined and systematic process for collecting feedback and handling complaints and grievances?
Deployment	Is the process used across all relevant stakeholder groups and functions?
Learning	Are feedback trends reviewed and improvements made based on the findings?
Integration	Is feedback used in planning, reviews and improvement activities across the institution?

This example is intended only to illustrate how a response may be structured.

Annexure 3: Illustrative Example of a Result Response (LeTCI)

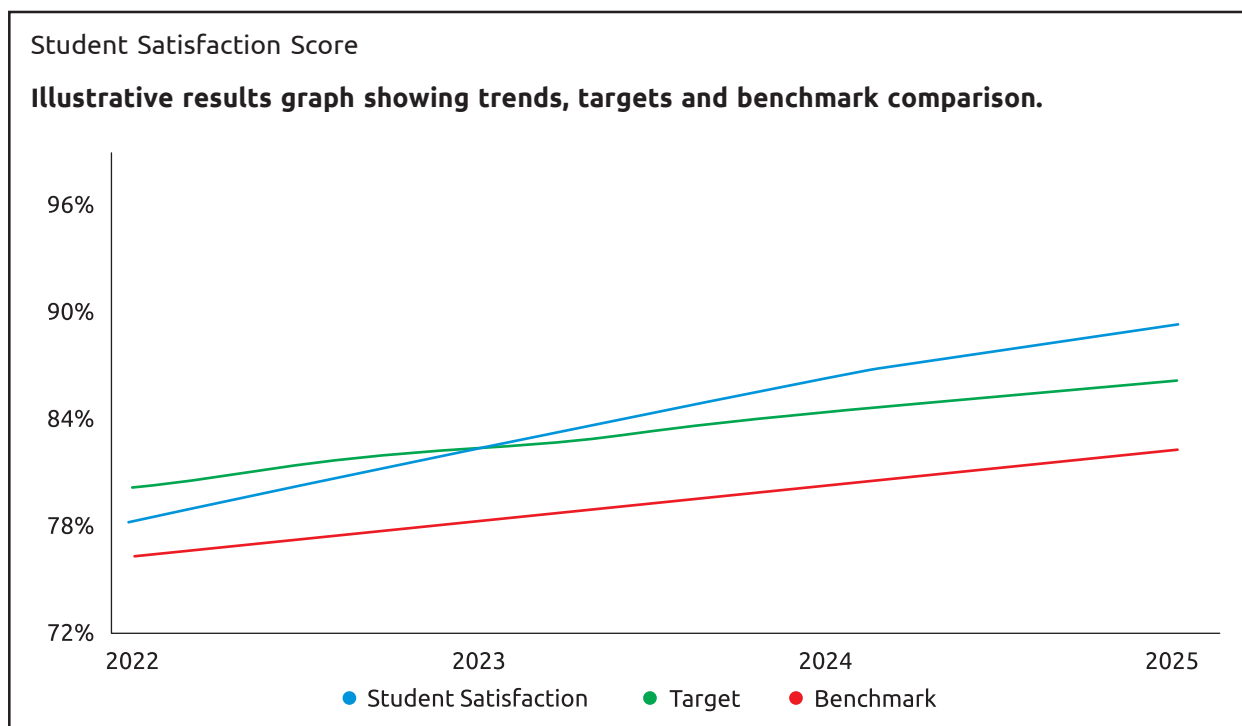
Example : 7.2 Student and Stakeholder Results

Requirement

7.2.1 Student Satisfaction and Experience

a) Student Satisfaction Score

Example Response in form of graph



How this result demonstrates LeTCI

- **Level:** Current Student Satisfaction Score is 89% in 2025.
- **Trend:** Student Satisfaction improved from 78% in 2022 to 89% in 2025.
- **Comparison:** Performance is compared against both institutional targets and external benchmarks.
- **Integration:** Student Satisfaction is a key measure linked to student experience, stakeholder engagement and institutional performance.

How an Examiner may evaluate LeTCI

LeTCI Dimension	What the Examiner Looks For
Levels	What is the current level of performance?
Trends	Is performance improving over time?
Comparisons	How does performance compare with targets and benchmarks?
Integration	Is the measure important to students and institutional objectives?

This example is intended only to illustrate how results may be presented and evaluated.







Chamber of Commerce and Industry

IMC Ramkrishna Bajaj National Quality Award Trust

IMC Chamber of Commerce & Industry, IMC Marg, Churchgate, Mumbai 400020.

T: 022-7122 6633/89/90 • E: excellence@imcrbnqa.com • W: www.imcrbnqa.com