



**Annual Quality Assurance Report
for
Academic Year 2016-2017**

Submitted by

**Symbiosis Centre for Management &
Human Resource Development,
Pune**

Submitted to



SYMBIOSIS
INTERNATIONAL UNIVERSITY
(Established under section 3 of the UGC Act, 1956
vide notification No. F.9-12/2001-U3 Govt. of India)
Re-accredited by NAAC with 'A' grade

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Criterion - I

1. Curricular Aspects

1.1 Details about Academic Programmes

| Level of the Programme | Number of existing Programmes | Number of programmes added during the year | Number of self-financing programmes | Number of value added/career oriented programmes |
|------------------------|-------------------------------|--|-------------------------------------|--|
| PHD | 0 | 0 | 0 | 0 |
| PG | 3 | 0 | 3 | 3 |
| UG | 0 | 0 | 0 | 0 |
| PG Diploma | 3 | 0 | 3 | 0 |
| Advanced Diploma | 0 | 0 | 0 | 0 |
| Diploma | 0 | 0 | 0 | 0 |
| Certificate | 0 | 0 | 0 | 0 |
| Others | 0 | 0 | 0 | 0 |
| Total | 6 | 0 | 6 | 3 |
| Interdisciplinary | 4 | 0 | 4 | 3 |
| Innovative | 0 | 0 | 0 | 0 |

A new two year Program on MBA (Analytics) will be introduced from 2017.

We had run three existing post graduate programs in the academic year 2016-17: MBA, MBA(IM), MBA(E)
There were three post graduate Diploma Programs: PGPBA, PGDBA, PGDHRM

1.2

(i) Flexibility of the Curriculum:

Core/Elective/CBCS

(ii) Pattern of programmes:

| Pattern | Number of programmes |
|-----------|----------------------|
| Semester | 6 |
| Trimester | 0 |
| Annual | 0 |

1.3 Feedback from stakeholders

| | Mode Of Feedback (tick whichever is applicable) | | |
|-----------|--|-------------------------------------|--------------------------|
| | Online | Manual | Co-operating Schools |
| Alumni | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employers | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Faculty | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Following Actions has been taken on Stakeholder Feedback

Internet connectivity was improved increased lease line from 12 mbps to 16 mbps

Network revamping was done from CAT 5 to CAT 6 and all cabling networks changed

Consolidation of students clubs and committees

Increasing the number of qualified full time faculty for better academic delivery

1.4 Whether there is any revision/update of regulation or syllabi ,if yes, mention their salient aspects

- 1 Introduction to Enterprise Resources Planning removed from course structure to accommodate more electives
- 2 Basics of Financial Management removed from course structure and new course on Financial Management added
- 3 Introduction to Financial Management: a new course from catalog introduced
- 4 Personal Effectiveness & Growth: New Course introduced
- 5 Corporate Social Responsibility shifted from sem -I to sem-II
- 6 Innovation Management shifted from sem -I to sem-III
- 7 Entrepreneurship shifted from sem -II to sem-I
- 8 Business Awareness Test 1 shifted from sem -III to sem-I
- 9 Strategic Management shifted from sem -III to sem-II
- 10 Cost Accounting Made Core Course in Semester II From earlier elective
- 11 Concepts and Applications in Sustainability shifted from sem -II to sem-III
- 12 Financial Modeling shifted from sem -III to sem-II
- 13 Advanced Corporate Finance shifted from sem -III to sem-II
- 14 Materials Management removed from course structure to accommodate new electives
- 15 Sustainable Supply Chain removed from course structure to accommodate new electives
- 16 Venture and Private Equity Funding new course added from catalog
- 17 International Business and Global Strategy removed from course structure
- 19 Business Awareness Test 2 new course added from catalog
- 20 Design Thinking new course from catalog
- 21 Project removed from course structure to accommodate new courses
- 22 Six Sigma removed from course structure to accommodate more electives
- 23 Indian Kaleidoscope - Culture and Communication new course added from catalog
- 24 Finance Analytics new course added from catalog
- 25 Investment Banking new course from catalog
- 26 Financial Statement Analysis removed from course structure
- 27 Project Feasibility and Financing new course from catalog
- 28 Direct Taxation removed from course structure to accommodate more electives
- 29 Mergers and Acquisitions removed from course structure to accommodate more electives
- 30 E-Business Suite Treasury removed from course structure
- 31 Operations Analytics new course added from catalog
- 32 Supply Chain Modeling and Design removed from course structure to accommodate more electives
- 33 Quality Management shifted from sem -III to sem-II
- 34 Consulting skills in HR removed from course structure to accommodate more electives
- 35 Micro Finance & Social Entrepreneurship new course from catalog
- 36 Social Entrepreneurship removed from course structure to accommodate more electives
- 37 Visual Analytics new course from catalog
- 38 Social Media in HRM removed from course structure
- 39 International HRM removed from course structure
- 40 Game Theory for Strategic Thinking new course added from catalog
- 41 Indirect Taxation removed from course structure to accommodate more electives
- 42 Taxation new course added from catalog
- 43 Psychological Issues at work place new course added from catalog
- 44 Emotional Intelligence at work place new course added from catalog
- 45 Management of Diverse Work Force new course added from catalog
- 46 Business Intelligence removed from course structure to accommodate more electives
- 47 Project Risk Management new course added from catalog
- 48 Marketing Strategy Made fully Internal
- 49 Sectorial Studies in Supply Chain Made fully Internal

1.5 Any new Department/Centre introduced during the year. If yes, give details

None

Criterion - II

2. Teaching, Learning and Evaluation

2.1 Total Number of permanent faculty

| | |
|---------------------|----|
| Professor | 3 |
| Assistant Professor | 7 |
| Associate Professor | 11 |
| Others | 11 |
| Total | 32 |

2.2 Number of permanent faculty with Ph.D.

22

2.3 Number of Faculty Positions Recruited (R) and Vacant (V) during the year

| | R | V |
|----------------------|---|----|
| Professor | 1 | 1 |
| Associate Professors | 0 | 0 |
| Assistant professor | 1 | 13 |
| Others | 0 | 0 |
| Total | 2 | 14 |

2.4 Number of faculty

| | |
|-----------|----|
| Guest | 29 |
| Visiting | 83 |
| Temporary | NA |

2.5 Faculty participation in conferences and symposia

| Number of Faculty | International Level | National Level | State Level |
|-------------------|---------------------|----------------|-------------|
| Attended | 68 | 8 | 0 |
| Presented Papers | 64 | 5 | 0 |
| Resource Persons | 3 | 2 | 0 |

2.6 Innovative processes adopted by the institution in Teaching and Learning

1. 20 marks of evaluations of the Market Research has been assigned to the faculty mentored applied research projects to be done by students
2. In the course of Learning and Development students had hands-on experience how to map competency from a role play. They also designed two role plays module as part of group assignment
3. Special mentor-mentee relationship has been designed for mentoring students for research in all the four semester. Each faculty will mentor 10-15 students.

2.7 Total Number of actual teaching days during this academic year

235

2.8 Examination/ Evaluation Reforms initiated by the Institution

(for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

No major changes. Internal Evaluation is done as per Assurance of Learning Process.

2.9 Number of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Studies/Faculty/Curriculum Development workshop

| | Numbers | Description |
|------------------|---------|--|
| Board of Studies | 3 | Dr Pratima Sheorey Dr Ravi Kulkarni Dr Manoj Hudnurkar |

| | | |
|---------------------------------|----|---|
| Faculty | 17 | <p>Dr. Aradhana Gandhi -Retail</p> <p>Dr. Gurudas Nulkar- Marketing & Strategy Dr. Pratima Sheorey- Marketing</p> <p>Dr. Vaishali Mahajan -Marketing Read More</p> <p>Dr. K. Rajagopal -Marketing</p> <p>Dr. Dipasha Sharma- Finance</p> <p>Dr. Pankaj Sharma-Finance</p> <p>Dr. Ravi Kulkarni -QS&A</p> <p>Dr. Manish Sinha -Economics</p> <p>Dr. Netra Neelam -HR</p> <p>Dr. Priya Dhamija Gupta -HR</p> <p>Dr. Vinita Sinha -HR</p> <p>Dr. Sonali Bhattacharya -QS&A</p> <p>Dr. Manoj Hudnurkar -Operations</p> <p>Dr. Rameshwar Dubey -QS&A</p> <p>Prakash Waknis - Sustainability & Infrastructure</p> <p>Rahul Hiremath - Sustainability & Infrastructure</p> |
| Curriculum Development Workshop | 32 | All Faculty Departmentwise |

2.10 Average percentage of attendance of students

87.9

2.11 Course/Programme wise distribution of pass percentage

| Title of the Programme | Total Number of students appeared for completion of program | Grade | | | | |
|------------------------|---|--------|-----|-----|-----|-----|
| | | Passed | A % | B % | C % | D % |
| | | | | | | |

The results of two completed Programs of AY 2016-17
 MBA (15-17)- pass percentage 95%
 MBA (IM) (15-17) pass percentage 92%
 PGDBA 2016-17 - pass percentage 93.75%
 PGDHRM 2016_17 - pass percentage 88.89%
 Results of other completed programs will be available on following days
 MBA -E 2016-19 , : 2nd week of August 17
 PGPBA 2016-17 : Last week of August 17

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes

We have the Assurance of Learning team (AOL) looking after development of learning goals and traits. Evaluation on each subject is linked with measuring the traits. The AOL team is advised by the Academic Review Committee. IQAC plays the monitoring role who are reported to by the AOL team.
 The syllabus of each course provided to students before beginning of semester include the learning goals and traits to be measured under each learning goal and trait.

2.13 Initiatives undertaken towards faculty development

Total :

| |
|----|
| 35 |
|----|

| Faculty / Staff Development Programmes | Number of faculty benefitted |
|--|------------------------------|
| Refresher Courses | 21 |
| UGC - Faculty Improvement Programme | 1 |
| HRD Programmes | 1 |
| Orientation Programmes | 2 |
| Faculty Exchange Programme | 0 |
| Staff Training Conducted by the University | 1 |
| Staff Training Conducted by Other Institutions | 1 |
| Summer / Winter Schools, Workshops, etc. | 4 |
| Others | 4 |

2.14 Details of Administrative and Technical staff

| Category | Number of Permanent Employees | Number of Vacant Positions | Number of permanent positions filled during the Year | Number of positions filled temporarily |
|----------------------|-------------------------------|----------------------------|--|--|
| Administrative Staff | 31 | 0 | 1 | 0 |
| Technical Staff | 8 | 0 | 0 | 0 |

Criterion - III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

SCMHRD has proposed four research ideas to IBM on issues related to HR for possible research collaboration. First Year Students will be working on those projects.
Both OPUS and Drishtikon are included in UGC approved list of journals

3.2 Details regarding major projects

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|-----------|
| Numbers | 0 | 0 | 0 | 0 |
| Outlay in Rs. Lakhs | 0.00 | 0.00 | 0.00 | 0.00 |

3.3 Details regarding minor projects

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|-----------|
| Numbers | 0 | 1 | 0 | 0 |
| Outlay in Rs. Lakhs | 0.00 | 1.50 | 0.00 | 0.00 |

3.4 Details on research publications

| | International | National | Others |
|--------------------------|---------------|----------|--------|
| Peer Review Journals | 24 | 10 | 0 |
| Non-Peer Review Journals | 0 | 5 | 0 |
| e-Journals | 0 | 0 | 0 |
| Conference proceedings | 2 | 1 | 0 |

3.5 Details on Impact factor of publications

| | |
|----------------|-------------|
| Range | 0.07-5.83 |
| Average | 0.873157895 |
| h-index | 11 |
| Nos. in SCOPUS | 19 |

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

| Nature of the Project | Duration Year | Name of the funding Agency | Total grant sanctioned (in Lakhs) | Total grant Received (in Lakhs) |
|---|---------------|----------------------------|-----------------------------------|---------------------------------|
| Major projects | 0 | 0 | 0.00 | 0.00 |
| Minor Projects | 2016-17 | SIU | 1.50 | 1.50 |
| Interdisciplinary Projects | 0 | 0 | 0.00 | 0.00 |
| Industry sponsored | 0 | 0 | 0.00 | 0.00 |
| Projects sponsored by the University/ College | 0 | 0 | 0.00 | 0.00 |

| | | | | |
|---|---|---|------|------|
| Students research projects(other than compulsory by the University) | 0 | 0 | 0.00 | 0.00 |
| Any other(Specify) | 0 | 0 | 0.00 | 0.00 |

3.7 Number of books published

| | | | |
|----------------------|---|--------------------------|---|
| i) With ISBN No. | 0 | Chapters in Edited Books | 4 |
| ii) Without ISBN No. | 0 | | |

3.8 Number of University Departments receiving funds

| | |
|------------------|---|
| UGC-SAP | 0 |
| CAS | |
| DST-FIST | |
| DPE | |
| DBT Scheme/funds | |

3.9 For colleges

| | |
|---------------------|--|
| Autonomy | |
| CPE | |
| DBT Star Scheme | |
| INSPIRE | |
| CE | |
| Any Other (specify) | |

3.10 Revenue generated through consultancy

0.00 (Rs. In lakhs)

3.11 Number of conferences organized by the Institution

| Level | Number | Sponsoring Agencies |
|---------------|--------|---------------------|
| International | 1 | AIB-India |
| National | 0 | |
| State | 0 | |
| University | | |
| College | 0 | |

3.12 Number of faculty served as experts, chairpersons or resource persons

5

3.13 Number of collaborations

| | |
|---------------|---|
| International | 1 |
| National | |
| Any Other | |

3.14 Number of linkages created during this year

6

3.15 Total budget for research for current year in lakhs

| | |
|---------------------------------------|-------|
| From Funding agency | 0.00 |
| From Management of University/College | 33.00 |
| Total | 33.00 |

3.16 Number of patents received this year

| Type of Patent | Number | |
|----------------|----------|---------|
| | National | Applied |
| Granted | | 0 |
| International | Applied | 0 |
| | Granted | 0 |
| Commercialised | Applied | 0 |
| | Granted | 0 |

3.17 Number of research awards/ recognitions received by faculty and research fellows Of the institute in the year

| | |
|---------------|---|
| International | 1 |
| National | 0 |
| State | 0 |
| University | 0 |
| Dist | 0 |
| College | 0 |
| Total | 1 |

3.18 Number of faculty from the Institution

| | |
|------------------------------------|----|
| who are Ph. D. Guides | 6 |
| and students registered under them | 16 |

3.19 Number of Ph.D. awarded by faculty from the Institution

| |
|---|
| 0 |
|---|

3.20 Number of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

| | |
|-----------------|--|
| JRF | |
| SRF | |
| Project Fellows | |
| Any other | |

3.21 Number of students Participated in NSS events

| University level | State level | National level | International level |
|------------------|-------------|----------------|---------------------|
| 0 | 0 | 0 | 0 |

3.22 Number of students participated in NCC events

| University level | State level | National level | International level |
|------------------|-------------|----------------|---------------------|
| 0 | 0 | 0 | 0 |

3.23 Number of Awards won in NSS

| University level | State level | National level | International level |
|------------------|-------------|----------------|---------------------|
| 0 | 0 | 0 | 0 |

3.24 Number of Awards won in NCC

| University level | State level | National level | International level |
|------------------|-------------|----------------|---------------------|
| 0 | 0 | 0 | 0 |

3.25 Number of Extension activities organized

| University forum | College forum | NCC | NSS | Any Other |
|------------------|---------------|-----|-----|-----------|
| 0 | 4 | 0 | 0 | 0 |

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

Zero-food waste day was celebrated religiously on 16th June.
Junior students are being selected and mentored by seniors for joining the SHAPATH and Prayatna Club
SHAPATH team organized the tag the band contest for promoting the cause of trafficking among students.
SCMHRD and the SIU SCOPE team have agreed to engage students in various individual social responsibility

projects. The students performance on the projects will be evaluated by the University.
All Students of MBA 16-18 Batch worked in various retail outlets on 13-15th August in different parts of the country. Their earnings will be donated to the NGO, Snehalay who works for rehabilitation of trafficked women and children.

1. Activity:Zero waste day

Date:16 September 2016

Purpose: To spread awareness about minimizing food and water wastage.

Impact: Team SHAPATH came up with the concept of "Project:Clean Plate", thereby spreading the message that a clean plate denotes a clear conscience. The initiative was supported by the mess in-charge too who took away the waste bin during lunch. Food wastage in the mess was reduced to 30 kg, as compared to almost 50 kg of food being wasted on other days.

2. Activity:SHAPATH visit to donation drive at Deep Griha society,Pune

Date: 20 September 2016

Purpose: Interacting with the women and children at the NGO, looking at the possibility of conducting engagement activities in the future and donating tops, clothes and food.

3. As part of the CSR course students have interacted with NGOs, industry experts, legal experts and government representatives on CSR projects. They will be working under an NGO on CSR projects on first week of October.
1. Student representatives from SHAPATH visited Suprabhat Learning Centre which tutors children of low income groups in areas of Hobbies, Fashion Designing, Basic Computer and interacted with the children and the trainers.

2. Sautika Panda of MBA Batch 2016-18 initiated a fund raising program for gender equality.
1. Prayatna Childhood is about innocence and playfulness. It is about joy and freedom. On the occasion of Children's Day, Prayatna team decided to do something special for the kids. In collaboration with Domino's Pizza, a special dinner was arranged for the children at their store where the kids were treated with special gifts, drinks and pizzas. Thanks a lot Domino's Pizza India for celebrating Children's Day and helping in bringing big smiles to these young faces

2. SHAPATH

To mobilize students, faculty and staff not to waste food in the campus mess the students created following youtube video to show efforts put in by the mess staff in preparing the food

<https://www.youtube.com/watch?v=KQWpOUSZfF>
Prayatna: Students played a street drama for bringing out the issue of trafficking. Students of Prayatna are accepting gifts from 20th December 2016 to 31st December 2016 from all students and staff in the campus which will presented to underprivileged children during New year '17. On the eve of Christmas Prayatna students had organized an event wherein all students and faculty were expected to photo shoot with properties handmade by the underprivileged for whom they work for.

SHAPATH:

1. Activity: Toy and clothes donation at NGO.The team visited the various projects of Snehalaya and interacted with the various residents such as the kids and rescued women.

2. Medical Camp at Rescue Foundation-

A medical camp was conducted at Rescue Foundation for the 52 rescued women who were given consultation for all the health issues along with the prescription by the doctors from SCHC. At the same time, an excel sheet was maintained by the doctors to record medical history and consultation of the women.

3. Nukkad Naatak -Taskaro, Ab Bas Karo:To spread awareness about human trafficking and the plight of its victims through an impactful street play.
TE.A.CH, a drive conducted by a newly transformed committee of SCMHRD, was organised successfully on 24th and 25th of January, 2017. After weeks of hard-work, INSPIRIT brought the entire batch of 2016-18 to join their hands together and work for a cause very close to their heart; Teaching. Teach a Child, saw more than 250 Volunteers catering to the needs and holistic development of more than 1000 children coming from the humble section of the society. Conducted over a period of two days, the volunteers visited two schools in Pune; Karmawati English Medium School and Sunflower Kids School, both located in Marunji village. Each volunteer was put in a group of 3, and was responsible for teaching classes ranging from nursery to 7th standard on modules, specially designed for this program.
SHAPATH organized the zero waste day on 16th February
SHAPATH team is holding Cloth donation campaign from 29th March to 1st April to be donated to an NGO
ZERO waste day was celebrated on 16th April.
ZERO waste day was celebrated on 16th May.

Criterion - IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities

| Facilities | Existing | Newly created | Source of Fund | Total |
|---|----------|---------------|----------------|-------|
| Campus area (in Acres) | 8 | 0 | Self | 8 |
| Class rooms (in Numbers) | 24 | 0 | Self | 24 |
| Laboratories (in Numbers) | 7 | 0 | Self | 7 |
| Seminar Halls (in Numbers) | 4 | 0 | Self | 4 |
| Number of important equipments purchased (1-0 lakh) during the current year | 0 | 9 | Self | 9 |
| Value of the equipment purchased during the year (Rs. in Lakhs) | 0.00 | 17.10 | self | 17.10 |
| Others | 0 | 0 | - | 0 |

4.2 Computerization of administration and library

Library uses Koha software. Academic data is regulated through Eduwiz. HR data are maintained through Eklavya

4.3 Library services

| | Existing | | Newly added | | Total | |
|----------------------|----------|---------------------|-------------|---------------------|--------|---------------------|
| | Number | Value (in Lakhs) | Number | Value (in Lakhs) | Number | Value (in Lakhs) |
| Text / General Books | 22732 | 2,663,077.00 | 366 | 302,427.00 | 23098 | 2,965,504.00 |
| Reference Books | 4388 | 7,663,168.00 | 107 | 543,855.00 | 4495 | 8,207,023.00 |
| Journals | 8 | 1,000.00 | 0 | 8,200.00 | 8 | 9,200.00 |
| e-Journals | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Digital Database | 3 | 495,988.00 | 2 | 722,284.00 | 5 | 1,218,272.00 |
| CD & Video | 2215 | 290,488.00 | 13 | 4,088.00 | 2228 | 294,576.00 |
| e-Books | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |

4.4 Technology up gradation (overall)

| | Existing | Added | Total |
|--------------------|----------|-------|-------|
| Total Computers | 388 | -23 | 365 |
| Computer Labs | 7 | 0 | 7 |
| Internet (in Mbps) | 10 | 10 | 20 |
| Browsing Centres | 0 | 0 | 0 |
| Computer Centres | 0 | 0 | 0 |
| Office | 0 | 0 | 0 |
| Departments | 0 | 0 | 0 |
| Others | 0 | 0 | 0 |

4.5 Computer, Internet access, training to teachers and students and any other programme for technology

1. EBSCO training for all faculty in April 2017
2. Google and Email usage training by faculty for non-teaching staff.
3. Bloomberg training for students and faculty

4.6 Amount spent on maintenance in Rupees lakhs

| | |
|---|--------|
| i) ICT | 121.84 |
| ii) Campus Infrastructure and facilities | 0.00 |
| iii) Equipments | 7.59 |
| iv) Others | 13.61 |
| Total | 143.04 |

Criterion - V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

1. Students are communicated about various support services and introduced with various committees looking after student affairs during the induction by the Director and Head, students affairs. All information is available on the Student Manual circulated to the students on the first day of their joining.
2. Students are appraised about the learning traits on which they will be evaluated in various subjects at the beginning of the semester by the faculty.
3. Students are introduced about the available databases during induction.

5.2 Efforts made by the institution for tracking the progression

The assurance of learning process helps in tracking performance of students in their two-year life cycle. The Institute expects 70% of students are meeting the Quality assurance criterion as laid out by the faculty for each learning trait. If more than 30% students are performing unsatisfactorily on a particular learning trait then corrective actions are taken to close the loop. Corrective actions to reinforce the trait can be more experiential learning pedagogy such as use of cases, tutorial/remedial sessions, change of faculty etc

5.3

| a) Total Number of students | UG | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------|------------|--|-----------|-----------|---------------|----|----|----------|---|---|---------------------|----|----|----|----|----|----|----|----|----------------|-----|-----|-------------------|---|---|-------------------|---|---|--------------|------------|------------|
| | PG | 598 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Ph.D | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Other | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| b) Number of students outside the state | 468 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c) Number of international students | 59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Men | Number | % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 416 | 63.80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Women | Number | % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 236 | 36.20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th></th> <th>Last Year</th> <th>This Year</th> </tr> </thead> <tbody> <tr> <td>International</td> <td>58</td> <td>59</td> </tr> <tr> <td>Freeship</td> <td>0</td> <td>0</td> </tr> <tr> <td>Discretionary Quota</td> <td>58</td> <td>48</td> </tr> <tr> <td>SC</td> <td>54</td> <td>52</td> </tr> <tr> <td>ST</td> <td>22</td> <td>24</td> </tr> <tr> <td>Open / General</td> <td>452</td> <td>455</td> </tr> <tr> <td>Differently abled</td> <td>7</td> <td>8</td> </tr> <tr> <td>Kashmiri Migrants</td> <td>5</td> <td>6</td> </tr> <tr> <td>Total</td> <td>656</td> <td>652</td> </tr> </tbody> </table> | | | | Last Year | This Year | International | 58 | 59 | Freeship | 0 | 0 | Discretionary Quota | 58 | 48 | SC | 54 | 52 | ST | 22 | 24 | Open / General | 452 | 455 | Differently abled | 7 | 8 | Kashmiri Migrants | 5 | 6 | Total | 656 | 652 |
| | Last Year | This Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| International | 58 | 59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Freeship | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discretionary Quota | 58 | 48 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SC | 54 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ST | 22 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Open / General | 452 | 455 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Differently abled | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kashmiri Migrants | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 656 | 652 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|----------------|-------|
| Demand Ratio | 64.23 |
| Dropout (in %) | 25 |

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Students are trained for CFA, FRM, PMI, APICS and other international competitive exam. They receive scholarship partially by organizations such as PMI (INR 5000) and institute (INR 7000)for appearing in the exam.

Number of students beneficiaries :

| | |
|--------------------|--|
| NET | |
| SET/SLET | |
| GATE | |
| CAT | |
| IAS/IPS etc | |
| State PSC | |
| UPSC | |
| Others | |

5.5 Number of students qualified in these examinations

5.6 Details of student counselling and career guidance

Language Proficiency
 Tutorial Classes,
 Facilitating International Exposure,
 Fostering participatory Management through Student Committees,
 Placement Assistance
 Career Counseling, Career guidance and placement training

Number of students benefitted :

5.7 Details of campus placement

| On Campus | | | Off Campus |
|---------------------------------|---------------------------------|---------------------------|---------------------------|
| Number of Organizations Visited | Number of Students Participated | Number of Students Placed | Number of Students Placed |
| 95 | 221 | 213 | 0 |

8 students opted out of the placement process.

5.8 Details of gender sensitization programmes

Gender Sensitization Program with the 2015-17 HR batch was taken by Philip Coelho as part of the course on Labour Law, while dealing with the Sexual Harassment of Women at Workplace (Prevention, Prohibition and

5.9 Students Activities

5.9.1 Number of students participated

| | State/University Level | National Level | International Level |
|-----------------------------------|------------------------|----------------|---------------------|
| in Sports, Games and other events | 18 | 182 | 17 |
| in Cultural | 0 | 2 | 11 |

5.9.2 Number of medals /awards won by students

| | State/University Level | National Level | International Level |
|-----------------------------------|------------------------|----------------|---------------------|
| in Sports, Games and other events | 10 | 94 | 2 |
| in Cultural | 0 | 2 | 5 |

5.10 Scholarships and Financial Support

| | Number of Students | Amount |
|--|--------------------|------------|
| Financial support from institution | 1 | 127,500.00 |
| Financial support from government | 0 | 0.00 |
| Financial support from other sources | 2 | 200,000.00 |
| Number of students who received International/ National recognitions | 1 | 0.00 |

5.11 Student organised / initiatives

| | State/University Level | National Level | International Level |
|-------------------|------------------------|----------------|---------------------|
| Fairs/Exhibitions | 0 | 1 | 0 |
| Others | 0 | 7 | 0 |

5.12 Number of social initiatives undertaken by the students

18

5.13 Major grievances of students (if any) redressed

0

Criterion - VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

6.2 Does the Institution has a management Information System

6.3 Quality improvement strategies adopted by the institution for each of the following

6.3.1 Curriculum Development

Capturing industry views for reviewing curriculum and learning goals during Academic Review Committee Meeting (ARC). This is done for every specialization.
Spearheaded by the Director, all faculty members visit those organizations where our students are placed as a part of their two-month summer internship program. This has a dual purpose.
Firstly, it helps to track the performance of the students.
Secondly, it helps to gather the views of the industry experts on curricular, pedagogical changes, new courses to be introduced etc. that might be necessitated.

6.3.2 Teaching and Learning

We have the Assurance of Learning team (AOL) looking after development of learning goals and traits. Evaluation of each subject is linked with measuring the traits. The AOL team is advised by the Academic Review Committee. AOL team reports to IQAC.
The syllabus of each course is provided to students before beginning of semester which includes the learning goals and traits.

6.3.3 Examination and Evaluation

Feedback are taken on examination process from the students and action if required is taken.
Internal evaluation components of each subject are linked with measuring of one or more learning traits. Evaluations are both direct and indirect. If performance of the student is less than 70%, students do not meet the Quality assurance Criteria and therefore corrective actions are taken. Example of indirect evaluation: Summer Internship projects are partially evaluated by industry mentor.

6.3.4 Research and Development

SCMHRD has proposed four research ideas to IBM on issues related to HR for possible research collaboration. First Year Students worked on those projects. We have our journals Drishtikon and Opus in the list of approved journal of UGC.

6.3.5 Library, ICT and physical infrastructure / instrumentation

There are 2 specialized labs: Analytics lab and Bloomberg lab for research.
Library resources are ICT enabled by using Koha.

6.3.6 Human Resource Management

Faculty participated in training programs for Research Competency enhancement such as application of SPSS & AMOS for research and analytics (November, 2016-17), MOOC, FLIP classroom, Bloomberg application tools.
Non-teaching staff were trained on google & Email Communication. Outbound Learning program was arranged for all faculty and non-teaching staff.
Every year, faculty and staff are assigned various roles and responsibilities as a part of various committees as per University and Institute requirements. Eg. ICC, GRC, Anit Ragging etc.
The institute follows the recruitment of faculty and staff as per the process laid down by the relevant authorities.
HR manual is maintained at the institute which can be referred to by any faculty and staff.
Faculty and staff are also promoted as per Career Advancement Scheme.

6.3.7 Faculty and Staff recruitment

Each department Head acts as a mentor for the newly recruited faculty. Research inclination of the faculty is ensured before the process of recruitment is started at the institute. New faculty is asked to deliver a demo session in the presence of students and senior faculty members.

6.3.8 Industry Interaction / Collaboration

During Summer Internship industry feedback is taken on curriculum, possible collaboration for research and guest lecture, performance of students based on the learning traits and learning pedagogy. Industry participates in the Academic Review Committee, Workshop conduction for students, guest lectures etc. Faculty conducts MDPs for corporates through the institute as well as SCCE. The panelist during the admission process also comprise of experts from the industry.

6.3.9 Admission of Students

SCMHRD follows a competency based admission process. These competencies have been reviewed based on stakeholder feedback such as faculty, alumni, industry experts and students. Every competency is assessed on certain stems which are evaluated during the entire admission process. Care is taken to ensure each competency is tested atleast twice during the admission process. To ensure compliance and testing of each competency, all external panelists are given a one day orientation before the process.

6.4 Welfare schemes for

Teaching

- | | | |
|---|---|-------------|
| 1. Dedicated Research Budget | 3. Transportation facility | 4. |
| 2. Mediclaim Policy | 5. Support provided in pursuing PhD in terms of fee | |
| Maternity leave policy concession | 6. Duty leave for attending FDP's workshops and Conferences | |
| | 7. Organizing common Breakfast and Lunch on certain occasions | |
| | 8. Celebration of birthdays | 9. Research |
| Incentives subscribed by SIU | 10. Promotion of research through online access to journals | |
| 11. Annual Health checkups | | |
| 12. Festival Gifts | 13. FDPs by STLRC | |
| 14. Institutional membership of professional bodies | | |

Non teaching

- Suggested measures could in the nature of:
- | | |
|---|--|
| 1. Mediclaim Policy | |
| 2. Transportation | |
| 3. Maternity leave policy | |
| 4. Support for pursuing further studies | |
| 5. Organizing common Breakfast and Lunch on certain occasions for Housing and Marriage. | 6. Financial assistance |
| | 7. Non-teaching staff training programme |

Students

- Recreation and Wellness Facility
- Bus facility
- Mess & Cafeteria
- Health Insurance
- Annual Health Check up
- Outbound Learning
- Health Seminars
- Value added sessions such as Art of Living

6.5 Total corpus fund generated (Amount Rs. in Cr.)

6.6 Whether annual financial audit has been done

6.7 Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|------------|----------|--------|----------|-----------|
| | Yes/No | Agency | Yes/No | Authority |
| | | | | |

| | | | | |
|----------------|----|---|-----|-----|
| Academic | No | - | Yes | SIU |
| Administrative | No | - | Yes | SIU |

6.8 Does the University/ Autonomous College declares results within 30 days?

| | |
|-------------------|----|
| For UG Programmes | No |
| For PG Programmes | No |

6.9 What efforts are made by the University for Examination Reforms?

Reforms in the design and the conduct of Examinations both internal and external are introduced to enhance quality in the learning and the evaluation process. In the academic year 2016-17, the following examination reforms have been brought in: 1.It has been decided to provide soft copy of the time table to members of the Vigilance squad and External Senior Supervisors appointed by the University. 2.Scale of remuneration(exam claims)for the exam season April 2017 is being generated through Eduwiz. 3. As per the letter D.O.No F.9-1 /2014 dated March 21, 2017 received from the UGC, students have been requested to upload Aadhaar Card details in student portal for the purpose of introduction of identification mechanisms like photograph and Aadhaar number in students degree/ diploma certificates. 4. Student feedback on Term End Examinations has been taken through online access through Eduwiz Software.Reforms in the Internal evaluation process: Students are assessed continually throughout the semester, followed by Semester End evaluations. Innovative methods for assessment and evaluation including participative evaluation models like Peer evaluated models, Non-rote learning exam pattern, inclusive of presentations, viva, simulations, documentary making, exhibits have been implemented. There is a focus on application of knowledge based assessments and evaluations often through primary data generation. All students are graded relatively on the Bell curve which is software generated. The University follows a transparent process.Scrutiny and moderation.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

1. All Professors are part of University BOS
2. Director is part of Academic Council of the University
3. All senior Faculty members of the institute are part of Board of Studies Subcommittees
4. Individual Institutes have freedom to suggest, design and approve courses and syllabus based on internal academic review committee recommendation of respective institutes
5. Institutes have individual internal quality assurance cell which controls and monitors the institute level academic and administrative functioning

6.11 Activities and support from the Alumni Association

1. Alumni are part of IQAC and ARC and their feedback are taken in developing curriculum
2. 7 guest lectures were taken by alumni.
3. Alumni were invited as keynote speaker during induction and commencement ceremony.
4. Alumni are invited as panelist during the admission process.

6.12 Activities and support from the Parent - Teacher Association

There is no PTA. However, parents are a part of Anti- Ragging Committee.

6.13 Development programmes for support staff

1. MBTI workshop was undertaken by Dr Netra Neelam on 20th June for the non-teaching staff
2. World Yoga Day was celebrated on 14th June and participated by students and staff.
3. Team Play workshop was conducted by Mr. Girish Dharap on 31st August for the non-teaching staff(Gr-II & III) in SIC Auditorium.
4. Health education programme on awareness on Diabetes was held on 27th February, 2017
5. Non-teaching staff were trained on use of Google and E-mail by faculty

6.14 Initiatives taken by the institution to make the campus eco-friendly

1. Energy Conservation

A few key initiatives carried out on the campus are:

(a) An initiative to replace tube lights by CFL has been taken up starting with the faculty rooms. The CFLs will eventually be replaced with LED lights. For other locations tube lights will be replaced with LED lights subsequently.

(b) In the campus and hostel areas, LED lights have been fitted in hostel rooms, passages and parking (633 numbers + 150 numbers) and streets (35 numbers)

(c) Natural lighting is given high preference and used to the maximum extent possible. Due care is taken to ensure that all the rooms are well ventilated.

Solar water heaters are installed on the hostel block rooftop. They provide hot water for bathing purpose to the students.

3. Carbon Neutrality

This campus is a NO VEHICLE campus for students. This has been done in order to reduce the carbon emission from vehicles. An adequate number of buses to facilitate student commute have been provided.

4. Plantation

An effort is made to maximize the foliage on campus within the possible space. This can be seen from the amount of greenery on campus. Trees and shrubs have been planted all along the frontage of the campus. The campus also has number of potted plants which beautify all the buildings.

5. Arrangements for Garbage disposal from the Campuses

(a) Separate garbage dumping areas are nominated for dry/wet/garden wastes.

(b) The dry and wet garbage is collected by authorized vendors.

Criterion - VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

1. Special mentor-mentee relationship has been designed for mentoring students for research in all the four semester. Each faculty will mentor 10-15 students.
2. To instill a spirit of creativity, global awareness, critical thinking courses such as Liberal Arts, Leadership & Interpersonal Skills, Design Thinking, Conflict & Negotiation, Performance Management, Compensation are to be introduced as courses in the MBA curriculum 17-19 batch.
3. Our Faculty, Dr Manish Sinha has uploaded his lecture on Global Economic issue on the YouTube, and given assignments to students to react on the topic through posting on YouTube and blogging.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

| Plan | Action taken |
|---|--|
| Awareness of Global Business Practices | Faculty and student exchange program continued. AIB-India Conference 2017 organized |
| Number of international PRJ publication per year of the institute should be 25. Number of research papers/ intellectual contributions per faculty should be greater than 1. | There were 26 international publication by faculty. In total there were 41 articles published by 34 internal faculty |
| To develop management Professionals through experiential learning | More than 30% students got PPO and PPIs. Experiential learning experience included field research spread over two semesters whose evaluation were part of RM and MR course. Other experiential learning experiential included case study Licensed Harvard cases, role play, business plan, simulaion etc. |
| Student Development / Placements / Entrepreneurship Developmental Plans | Students were mentored by faculty, industry experts and alumni before placement |
| Improvement in curriculum | Following new courses added in Finance area Financial Modeling has been shifted to Sem II, considering the requirement of excel based modeling skills during summer internships. Introduced Advanced Corporate Finance in semester II as an elective, and Financial Statement Analysis have been removed from the course structure due to overlapping of content. Following new courses added in HR area Personal Effective and Growth (Core Course for all in 1st Sem) Trends in Industrial Relations Psychological Issues in Management Management of diverse workforce |
| Research Projects / Funding from External Agencies / Publications / Patents | MBA - IM 2016-18 has been involved in the implementation of all the projects that are a part of the smart city mission -in addition to the above, other |

Criterion - VII

7. Innovations and Best Practices

| | |
|--|---|
| | <p>projects that are being implemented are ~Enhancement of Bhama Akshad Dam, Replacing street lights with Solar Lights, Ensuring higher offtake of Solar rooftops models in Pune, amongst other projects.</p> <p>3. PCMC Project (Pipeline)</p> <p>Similar to the PMC internship program, talks are ongoing with Pimpri Chinchwad Municipal Corporation (PCMC) to provide internship opportunities to MBA IM Students. Discussions are on going to explore projects in the fields of Road construction and management, Tenders and Bids preparations, Setting up and Maintenance of Water Treatment plants, and the likes. Final decision of detailed modalities and terms shall be discussed with the commissioner and finalized</p> |
|--|---|

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

(A) 1. Title of the Practice: IT enabled learning 2. Objectives of the Practice The objective of this practice is to create effective 'business ready' managers through the use of IT tools and curricula 3. The Context A variety of IT tools and databases are used in industry and this initiative helps to familiarize the students with such applications The curriculum introduces students to technology platforms that can prepare them to become effective managers. 4. Benefits of the Practice • Familiarization of students with the use of different IT enabled tools 5. The Practice Students are gradually introduced to different IT enabled tools during their MBA coursework. Students are acquainted with ERP software such as SAP, Oracle, PeopleSoft etc and advanced Data Analytics using statistical and data mining softwares such as IBM SPSS, SAS, Minitab, R, and E-Views. The institute has also subscribed to high quality data bases such as Euromonitor and Bloomberg that are used by students for projects. 6. Evidence • Is present in the syllabi as well as evidenced by the research projects executed by students. • Student placement in IT/ ITES based firms 7. Problems Encountered and Resources Required • The risk of obsolescence which is inherent in the current business environment • High cost involved in procuring software licenses and supporting infrastructure (B)Title of the Practice: Leadership in Corporate Engagement 2. Objectives of the Practice: Corporate Engagement: From Beginning till End of Student Life Cycle 3. The Context: The Curriculums in B- Schools not only in India but alsoworld over are being criticized for being ineffective They are reportedly unable to impart necessary skills, failing to prepare global leaders and instilling an attitude of ethical behavior. The criticism came out from all stakeholders including students, employers, media and faculty communities of top B-Schools including Kellogg School of Management, and McGill University (Bennis and O'Tolley, 2005)1. This is because curriculum of modern B-Schools is not industry relevant. Bennis and O'Tolley (2005) opined that a major fault with today's B-Schools have been an over emphasis of measuring performance in terms of scholarly research outputs, many of which have little or no relevance to business practices. Some of such scholarly research output may be of relevance in development of academic theories but may not be replicable in business decision making. Further, curriculum and the teaching learning process have been unable to build business competencies among students. One part of the faculty team in a typical B-School is from a pure academics background and interested in scholarly research. Since they do not have industry exposure, their research output may not be of interest and utility to business practitioners. The other part of the faculty team comprises business practitioners who came into academic teaching just out of passion or by accidents. They seem to be clueless about how to convert their industrial experience into measurable intellectual contribution, which form an important part of the faculty appraisal. But the strategic, economic, political, human perspective that they bring in analysis of seemingly easy technical case problems, cannot be discounted. Though most B-Schools document the creation of management professionals and research as their mission both the dimensions are seen as separate domains. This can be partly because business is seen more as profession and not as a academic domain such as physics, chemistry, mathematics or biological sciences. Hence, intellectual contributions are neither triggered by finding solutions to actual business problems nor is it thought to be of relevance to replicate it in simulated business environments. Further, Rubin and Dierdorff (2009) have found in an empirically derived competency model from 8,633 incumbent managers across 52 managerial occupations, that behavioral competencies indicated by managers to be most critical are the competencies least represented in required MBA curricula. So SCMHRD

thought of developing an academic model in which industrial inputs are taken in curriculum development and deciding on behavioral competencies that would be expected in incumbent students. Finally, SCMHRD would partner with industry to solve business problems through applied research which might result in scholarly research output.

4. Benefits of the Practice: SCMHRD designed a model of engaging participation of industry experts in the end-to-end academic process of the Institute. It begins with the admission process in which industry experts are engaged both as panelists for group evaluation & personal interview and also in designing the competency framework. Industry experts, senior academicians across the world and alumni are involved in the academic governance of the institute at various levels such as Internal Quality Assurance Cell (IQAC), Advisory Board, and Academic Review Committee & Sub-Committee. Industry partners engage with SCMHRD faculty & students in live projects and consultancies throughout the year. What industry gets in return is one of the best pools of young talents in both research and as incumbents. Also they are benefitted by getting well-researched solutions to their business problems.

5. The Practice: 1. Identification of Competencies, Behavioral Indicators linking to the Evaluation The research for a competency based selection process began at SCMHRD in 2014. A sample group of superior and average performers were identified on the basis of performance and their corresponding competencies were identified using the Behavioral Event Interview technique. Performance of students as aligned to the mission of the School was broadly classified into two pillars: Learning Framework and Industry Alignment. To each of these pillars were associated some key behavioral indicators of success. Faculty and students were interviewed for capturing behavioral indicators of the learning framework. The alumni and corporate, on the other hand, were interviewed for behavioral indicators related to industry alignment. Out of the total sample interviewed, 25% comprised faculty, 25% constitute students, 30% were alumni and remaining 20% were industry experts. Students and alumni interviewed were a good mix from various functional areas and had to fulfill the following two conditions: (a) Academic Competitions won (b) Contribution in applied research. The industry experts and alumni interviewed were contacted from various MNCs, start-ups and Indian companies. The group exercises and the personal interactions were designed to assess these competencies. The purpose of this exercise was to design a selection process that would help identify individuals who would succeed at SCMHRD and in the industry thereafter.

2. Role of Industry Experts in Academic Governance At each level of the Academic Governance structure faculty, industry experts and alumni have distinct roles to play as depicted in figure 2. Figure 2: Academic Governance Structure Industry experts are represented in Academic Review Subcommittee, Academic Review Committee and the IQAC cell Role of Academic Review Subcommittee Heads of Departments are responsible for ensuring that an effective assurance of learning (AOL) process is undertaken within the department for any AOL goals directly related to the department. They are responsible for constituting the Academic Review Subcommittee that involves all faculty of the department, area experts from other national/ international B-Schools and industry experts, which reviews and monitors department level AOL goals. Role of Academic Review Committee The Academic Review Committee is the highest academic body of the B-School which is charged with the responsibility of ensuring that the program maintains a continuous improvement plan through the assurance of learning processes. Chaired by the Director, it has senior academicians of other na

7.4 Contribution to environmental awareness / protection

1. Energy Conservation

A few key initiatives carried out on the campus are:

(a) An initiative to replace tube lights by CFL has been taken up starting with the faculty rooms. The CFL's will eventually be replaced with LED lights. For other locations tube lights will be replaced with LED lights subsequently.

(b) In the campus and hostel areas, LED lights have been fitted in hostel rooms, passages and parking and streets (35 numbers)

(c) Natural lighting is given high preference and used to the maximum extent possible. Due care is taken to ensure that all the rooms are well ventilated.

2. Use of Renewable energy

Solar water heaters are installed on the hostel block rooftop. They provide hot water for bathing purpose to the students.

3. Carbon Neutrality

This campus is a NO VEHICLE campus for students. This has been done in order to reduce the carbon emission from vehicles. An adequate number of buses to facilitate student commute have been provided.

4. Plantation

An effort is made to maximize the foliage on campus within the possible space. This can be seen from the amount of greenery on campus. Trees and shrubs have been planted all along the frontage of the campus. The campus also has number of potted plants which beautify all the buildings.

5. Arrangements for Garbage disposal from the Campuses

Separate garbage dumping areas are nominated for dry/wet/garden wastes.

6. Awareness

A number of initiatives have been taken to enhance the sense of environmental awareness among students and faculty.

a) There are core and elective courses focused on improving awareness about sustainability and livelihood initiatives since the academic year 2013-14

b) ?Zero Wastage Day? initiative by the students to create awareness on food wastage is held on the 16th of every month.

7.5 Whether environmental audit was conducted?

No

-

7.6 Any other relevant information

| | | |
|----------------------|--------------------|--|
| SWOT Analysis | Strength | <ol style="list-style-type: none"> 1. An experiential teaching and learning environment ensured through use of cases, simulation games, research project, flipped classroom, opportunities for participation in social activities and event management. 2. Consistent track record in placements and internship indicating enhanced employability for students. 3. Opportunity for global exposure through Exchange Programs 4. A regionally and globally focused curriculum developed and improved continuously through stakeholder feedback. 5. A good mix of scholarly academicians and practitioners in the faculty team. 5. Opportunity of corporate exposure through live research projects, site visits, internships, lectures by industry practitioners etc. 6. A diverse pool of students with high academic credentials and work experience. 7. CRISIL audited placement report ensuring higher standards of accountability and integrity. |
| | Weakness | <ol style="list-style-type: none"> 1. Difficulty in recruiting international faculty. 2. Inadequate conversion of relationship with foreign universities to academic research deliverables. |
| | Opportunity | <ol style="list-style-type: none"> 1. Greater exposure to faculty and students through internationalization. 2. Initiate new program such MBA in Business Analytics 3. Increase business outreach efforts. 4. Increase social outreach efforts. 5. Increased fund raising and grant proposals for research. 6. Expand college research portfolio to include peer reviewed publications in A grade journals in ABDC Ranking |

| | |
|--|--|
| | <p>Threat/Challenges</p> <ol style="list-style-type: none">1. Shortage of PhD faculty in some disciplines2. Ability to attract, retain and recruit faculty/staff because of challenges imposed by competitors at national and international level.3. Competitions from premium Indian Schools like Indian Institute of Management, Faculty of Management Studies (increasing presence of IIMs in the country) in attracting high quality students4. Competition from top graded foreign Schools contemplating on setting up centers in India.5. Countrywide declining trend of students wanting to pursue MBA |
|--|--|

Criterion - VIII

8. Plans of institution for next year

1. To continue with our quality improvement processes for securing the AACSB accreditation.
2. Sustain and improve the research output in terms of quality and quantity (Scopus and ABDC ranking)
3. Looking forward for International collaboration for learning and research

Name: _____

Name: _____

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

Annexure I

Abbreviations:

CAS - Career Advanced Scheme
CAT - Common Admission Test
CBCS - Choice Based Credit System
CE - Centre for Excellence
COP - Career Oriented Programme
CPE - College with Potential for Excellence
DPE - Department with Potential for Excellence
GATE - Graduate Aptitude Test
NET - National Eligibility Test
PEI - Physical Education Institution
SAP - Special Assistance Programme
SF - Self Financing
SLET - State Level Eligibility Test
TEI - Teacher Education Institution
UPE - University with Potential Excellence
UPSC - Union Public Service Commission
