

Guidelines for the Creation of the
Internal Quality Assurance Cell (IQAC)
and Submission of Annual Quality Assurance
Report (AQAR) in Accredited Institutions
(Revised in October 2013)



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, June 1, 2013 to May 31, 2014)

Part – A

AQAR for the year

2013-14

1. Details of the Institution

1.1 Name of the Institution

Symbiosis Centre for Management and Human Resource Development

Part – B

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	0
UG	0	0	0	0
PG Diploma	6	0	6	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	9	0
Interdisciplinary	1		3	
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/**Core/Elective option** / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
---------	----------------------

Semester	√
Trimester	
Annual	

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

Mode of feedback: Online Manual Co-operating schools (for PEI)

**Please provide an analysis of the feedback in the Annexure*

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

yes

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

no

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
23	6	11	1	5

2.2 No. of permanent faculty with Ph.D.

9

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
1	18	1	0	0	5	2	0	4	23

2.4 No. of Guest and Visiting faculty and Temporary faculty

30 58 6

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	0	0	0
Presented papers	17	7	0
Resource Persons	2	0	0

2.6 Innovative processes adopted by the institution in Teaching and Learning:

A simulation game prepared by a team of faculty and students has been published in a SCOPUS indexed journal as stated below: Hudnurkar, M., & Rathod, U. (2012). Collaborative supply chain: insights from simulation. *International journal of system assurance engineering and management*, 3(2), 122-144.

Use of Social Media - Innovations in course curriculum through the use of social media for student engagement and dissemination of knowledge via blogging, twitter etc in some courses of Finance, Marketing and Sustainability. Faculty also upload video recording of their field research in the YouTube and use them for classroom teaching. (https://www.youtube.com/channel/UCX4fyuP4bbV_z6qIIIzcScA)

2.7 Total No. of actual teaching days during this academic year

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

2.10 Average percentage of attendance of students

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division					
		A	B+	B	C+	C	Pass%
MBA 2012-14	221	3.17%	27.6%	45.25%	20.81%	3.17%	100%
MBA (IM) 2012-14	10		60%	20%	10%	10%	90%

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

Process of assurance of learning

At SCMHRD the faculty members jointly decide on program learning goals based on the mission, vision and values of the institute. All faculty also participate in defining the courses that are to be included for achieving the program goals, learning objectives and traits that align with each learning objective, the subjects that can be linked with each of the learning objective and finally the evaluation methods are linked with measuring the traits.

For developing learning goals related to each program, Blooms Taxonomy is used. Learning goals are set at cognitive, affective and psychomotor level. These goals are decided by the 'Assurance of Learning' team comprising of the Director, Deputy Director and head of the departments and supporting professionals. In January, 2014 new learning goals were set and reviewed again in January, 2015. Present members of Assurance of Learning team are as follow:

Capturing faculty views in conceptualizing Learning goals

At subject level, department wise, the faculty decides what are the traits that can be captured under each learning goal and courses which can measure these traits. Syllabus is prepared and evaluation criteria are decided to measure the traits. Finally the "Assurance of learning" place the course structure to the Board of Studies (comprising of academicians, Management representatives and the industry practitioners) at the University. The Board of Studies recommends the course structure to Academic Council which has final authority of approval. The whole process can be summarized through the following diagram.

Evaluation Process

Evaluation criteria is aligned with measuring of the learning traits. A learning rubric is created by the Assurance Of Learning team, so that the process of evaluation can be mapped with measuring of one or more of the learning traits. The Learning rubric ensures each trait is measured at least twice in the two year programs.

The evaluation timetable for each course is finalized at the beginning of the semester and the timelines for the assessment and return of marks to the exam department are clearly specified to each faculty. The exam department and each COE monitor this process continuously.

Once the evaluation pattern and timetable for evaluation for a course have been finalized, the faculty and exam department must ensure:

- Evaluation held as per schedule
- Assignments / quiz papers dispatched to the concerned faculty within 24 hours of the assessment (the Exam coordinators prepare the dispatch data in dispatch registers that are specifically prepared per courses)
- Papers assessed in time (within 7-10 days)and feedback shared with the class
- Assessed papers returned to exam department in time
- Marks entered into the system and available for display to the students on the intranet
- Students enabled to address queries regarding marks to the concerned faculty or register for re-evaluation with the exam department

MBA curriculum is of 103 credits spread over four semesters (24 months) which have 59 core credits and 28 elective credits from the four areas of specialization: One credit equals 15 hours of teaching/learning sessions and 50 marks of evaluation. The curriculum covers courses in areas of Finance, Human Resource Management, Marketing and Operations Research.

We have a scrutiny team comprising of head of the departments and one senior faculty from each department who evaluate if the external term end question papers satisfy requisite quality and is aligned to the learning goals.

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2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	30
Staff training conducted by other institutions	6
Summer / Winter schools, Workshops, etc.	
Others	

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	23	1	0	0
Technical Staff	2	0	0	0

Criterion – III

3. Research, Consultancy and Extension

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

(i) Hiring & Recruiting quality faculty

The process of hiring & retaining quality of high quality faculty has been initiated by providing competitive compensation and providing an atmosphere conducive to carrying out research related activity and providing sufficient opportunities for industry and academic interactions. In addition to this, concrete efforts have to be made to hire and retain greater number of senior PhDs. It serves a two-fold purpose of providing mentors to the existing junior faculties and also making the instructional base stronger. In 2007 the strength of participating faculty with PhD was 2; in 2009 number of participating faculty with PhD was 3; in 2011 the figure increased to 6 and by academic year 2014-14 this strength has increased to 19. Total strength of participating faculty has also increased exponentially over the years. In 2006, the total full time faculty strength was 15, in 2009 it increased to 23, the faculty strength was 29 in 2013 and in 2015 it is 35. We intend to further build on the strength and reduce the faculty- student ratio to 1:12 from the present 1:13. Currently the faculty strength with less than 5 years work-experience is 12 whereas the number of faculty with more than 10 years experience is 8. To have a better balance of experience and youth in the academic fraternity we need to recruit and retain senior academicians from national and international institutes.

(ii) Providing appropriate Research Infrastructure

SCMHRD plans to motivate the faculty members to get their research work published in the top tier journals. Over the years SCMHRD has been able to improve the research infrastructure by including more research databases such as EMERALD, EBSCO, JSTOR, SCIENCEDIRECT, HBR Cases, PROWESS, CRISIL to facilitate research. Our flagship journal on general management, Drishtikon: A Management Journal and marketing journal, PRIMA: Practices and Research in Marketing both published biannually are indexed in Cabel's Directory, EBSCO, Proquest and Ulrich. We have also applied for SCOPUS indexing of these journals. We have also launched an annual HR Journal, OPUS this year and SCMHRD intends OPUS to be indexed in SCOPUS as well. Over the years number of academic articles of faculty in top tier SCOPUS indexed journals has increased exponentially.

(iii) Industry Academia Partnership for Action Research

The Director and faculty are involved in meeting with senior members of the industry to identify gaps that could be filled by way of consulting engagements between Industry and academia. After a need is identified, faculty members either visit the industry or invite them to campus. The faculty group present and perform need analysis for the industry customers. Identified gaps are matched with existing skills available with the faculty and a proposal is made. Once a proposal is accepted, the faculty mentors identify a team of students that would be involved in the engagement.

The students work on the engagement under the guidance of the faculty mentors and submit a report at the end of the assignment. It helps in students' learning through experience and forms part of their credit scoring in 'Empirical research' courses in Semester 2 and Semester 3 and 'Live Projects' in Semester 4.

Faculty assumes the role of mentors in such consultancy services. It keeps them updated & helps them in co-creating applied knowledge for future. It is reflected in form of joint published research papers, jointly written cases by faculty-students in refereed journals and new knowledge they bring in the class-room. It also helps in branding of the institute.

This practice of applying theory to real situations and then using learning to develop theory is a unique blend that is presently seen to a very limited extent in the Indian education system. A survey of business leaders reveals that Business Schools over emphasize theory, and should concentrate on providing real-world experiences. (<http://www.pnnewswire.com/news-releases/survey-of-senior-business-leaders-reveals-ongoing-deficit-of-job-ready-mba-grads-250930101.html>). The action research will address this issue by providing students exposure to real work experiences. The practice has taken time to build up, however is expected to gain momentum in the coming years.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number		1		
Outlay in Rs. Lakhs		150000		

3.4 Details on research publications

	International	National	Others
Peer Review Journals	28	0	0
Non-Peer Review Journals	0	0	0
e-Journals	0	0	0
Conference proceedings	24	0	0

3.5 Details on Impact factor of publications:

citation Average h-index Nos. in SCOPUS

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	Received
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored	2013-14			INR 2245000
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)				
Total				

3.7 No. of books published i) With ISBN No .Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP 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

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number					
Sponsoring agencies					

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs : 36.35

From Funding agency From Management of University/College
 Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows Of the institute in the year

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

3.18 No. of faculty from the Institution who are Ph.D. Guides
 and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
National level International level

3.22 No. of students participated in NCC events:

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level State level
National level International level

3.24 No. of Awards won in NCC:

University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCCNSS Any other

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

1) S.H.A.P.A.T.H,

The CSR cell of SCMHRD was born in the year 2008, with an oath taken by the students, faculty and staff of SCMHRD to curb the growing menace of Human Trafficking. The focus for the team has always been on touching lives, and spreading smiles, amongst those women and children, who have been scarred for no fault of their own. In 2013 a Project "JEEVIKA" was initiated for achieving sustainable solutions for livelihood for the under privileged women at the Hadapsar rescue foundation. 'Business plan' related training sessions and therapy session are also being held at the State Rehabilitation centre, Mundhwa, Pune.

(2) Prayatna,

A NGO formed by the students of the campus aspires to create a trend of attaining education among future generation of economically humble families where it has not been deemed essential.

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	39165 sqft	0		
Class rooms	24	0		
Laboratories	6	0		
Seminar Halls	4	0		
No. of important equipments purchased (\geq 1-0 lakh) during the current year.		0		
Value of the equipment purchased during the year (Rs. in Lakhs)		0		
Others		0		

4.2 Computerization of administration and library

Library

- Discussion regarding new library software KOHA.
- A training program for user training on KOHA was
- Digitization with Dspace (Digital Library software) was conceptualized
- Eduwiz was upgraded
- VPN was conceptualized & planning.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	24568	17,15,00	209	118672	25178	2421983
Reference Books		0/-	401	588311		
e-Books			0	0		
Journals		1086000	215	98139		1184839
e-Journals			0	0		
Digital Database	3	1756434			3	1756434
CD & Video			0	0		
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	388	6	Through out the campus	Full campus				
Added	0	0						
Total	388	6						

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Training was given to all faculty and staff on Eduwiz

4.6 Amount spent on maintenance in lakhs :

i) ICT	6
ii) Campus Infrastructure and facilities	33.31
iii) Equipments	2.63
iv) Others	4.81

Total :

46.75

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

Students are communicated about various support services during the induction by the Director and Dean, students affairs. All information is available on the Student Manual circulated to the students on the first day of their joining.

5.2 Efforts made by the institution for tracking the progression

The institute conducts career development programs (for eg Chally Assessment or RSI or Kolbe's Learning Style) during the first month of admitting the students into the course. There is a mechanism to use validated predictive tools for assessments and talent audits of students for careers in sales, sales management, executive leadership and professional positions. Chally has built a long-standing reputation for effectively helping organizations select, align, develop, and retain the right talent to help bridge the leadership gap. The faculty led career development team helps students identify their specializations during the first semester by scientifically predicting student's capacity or potential by skill. Leadership development initiatives can then help in enhancing the capability. By identifying capacity early, the institute can target specific leadership development of the student to be able to maximize that skill potential for themselves and the future organization they will get placed in. Career development team tries to predict core competencies for manager types: Line Manager, Profit Center and Staff Manager which aids the student in selecting her/his specialization appropriately. There is continuous process of measuring the career competence, motives, and values of students in their 2-year life cycle aptly aided with career counseling. Faculty team involved in career counseling had to undergo 2 days training and DISC profiling before being selected as career counselors.

(Placement and Career Development Support

SCMHRD provides ample career development support to the students to meet the mission statement of the institute. It provides all round support in terms of a sustained learning environment, ample opportunities for experiential learning and opportunities to inculcate a culture of research. A well planned budget is also allocated for placement and student support. Magazines published by students such as : Finalyst, HR Mesh, Aarohan also contribution of industry experts and faculty. Students participate in summer Schools in foreign universities like London School of Economics, Maaschrit University, Ecole Telecom business school help them have a global perspective on business.

Placement support given to student in terms of making budgetary provision, arranging for special skill development & knowledge sessions by experts and alumni before placement .

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
	445		154

(b) No. of students outside the state

309

(c) No. of international students

55

Men

No	%
298	67

Women

No	%
147	33

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
158	5			2		144	27	10		0	181

Demand ratio 1:124 Dropout % 2

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

Recognition of the MBA curriculum by International CFA and PMI and partnerships with these organization helped a large number of students qualifying every year in CFA level 1, CFA level 2, PMI, APICS and Six Sigma Green Belt,

No. of students beneficiaries

10

5.5 No. of students qualified in these examinations

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

5.6 Details of student counselling and career guidance

The institute conducts career development programs (for eg Chally Assessment or RSI or Kolbe's Learning Style) during the first month of admitting the students into the course. There is a mechanism to use validated predictive tools for assessments and talent audits of students for careers in sales, sales management, executive leadership and professional positions. Chally has built a long-standing reputation for effectively helping organizations select, align, develop, and retain the right talent to help bridge the leadership gap. The faculty led career development team helps students identify their specializations during the first semester by scientifically predicting student's capacity or potential by skill. Leadership development initiatives can then help in enhancing the capability. By identifying capacity early, the institute can target specific leadership development of the student to be able to maximize that skill potential for themselves and the future organization they will get placed in. Career development team tries to predict core competencies for manager types: Line Manager, Profit Center and Staff Manager which aids the student in selecting her/his specialization appropriately. There is continuous process of measuring the career competence, motives, and values of students in their 2-year life cycle aptly aided with career counseling. Faculty team involved in career counseling had to undergo 2 days training and DISC profiling before being selected as career counselors

No. of students benefitted

134

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
82	209	209	12

5.8 Details of gender sensitization programmes

One gender sensitization program was held by Dr Cohelho for Batch 2013-15

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level

National level

20

International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government		
Financial support from other sources	1	INR 20000
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: None

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

SCMHRD Vision

To be a resource for excellence in Management Education, research & Innovation.

SCMHRD Mission

To develop management professionals, who demonstrate global business competencies, through research & experiential learning practices.

Means

- By applying and integrating knowledge of various domains.
- By developing reflective and critical thinking ability.
- By fostering socially responsible behaviour.
- By nurturing understanding of diversity

6.2 Does the Institution has a management Information System

Yes. SCMHRD makes use of a special software called 'Eduwiz' to schedule the classes and exams. The Academic Coordinators plan the timetable using software called Eduwiz. This enables the timetable to be made keeping individual student needs in mind.

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

6.3.1 Curriculum Development

At SCMHRD the faculty members jointly decide on program learning goals based on the mission, vision and values of the institute. All faculty also participate in defining the courses that are to be included for achieving the program goals, learning objectives and traits that align with each learning objective, the subjects that can be linked with each of the learning objective and finally the evaluation methods are linked with measuring the traits.

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2. Simulation tools like Markstrat, Capstone, Knolcape, Beer game for operations are widely used.
3. A simulation game prepared by a team of faculty and students has been published in a SCOPUS indexed journal as stated below: Hudnurkar, M., & Rathod, U. (2012). Collaborative supply chain: insights from simulation. *International journal of system assurance engineering and management*, 3(2), 122-144.

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Students enabled to address queries regarding marks to the concerned faculty or register for re-evaluation with the exam department

6.3.4 Research and Development

i) Hiring & Recruiting quality faculty

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6.3.5 Library, ICT and physical infrastructure / instrumentation

Use of Eduwiz software for academic process management including admission, attendance, elective selection, faculty management system et. Students and faculty are able to better access to information, enhanced capability of dissemination of information ensuring accuracy and transparency

Video Conferencing facility enabling access to offsite seminars and other learning opportunities.

6.3.6 Human Resource Management

Excel , EDUWIZ and English Language Training program was held for the non-teaching staff. Faculty were sent

6.3.7 Faculty and Staff recruitment

It

6.3.8 Industry Interaction / Collaboration

The Director and faculty are involved in meeting with senior members of the industry to identify gaps that could be filled by way of consulting engagements between Industry and academia.

After a need is identified, faculty members either visit the industry or invite them to campus. The faculty group present and perform need analysis for the industry customers.

Identified gaps are matched with existing skills available with the faculty and a proposal is made. Once a proposal is accepted, the faculty mentors identify a team of students that would be involved in the engagement.

The students work on the engagement under the guidance of the faculty mentors and submit a report at the end of the assignment. It helps in students' learning through experience and forms part of their credit scoring in 'Empirical research' courses in Semester 2 and Semester 3 and 'Live Projects' in Semester 4.

Faculty assumes the role of mentors in such consultancy services. It keeps them updated & helps them in co-creating applied knowledge for future. It is reflected in form of joint published research papers, jointly written cases by faculty-students in refereed journals and new knowledge they bring in the class-room. It also helps in branding of the institute.

This practice of applying theory to real situations and then using learning to develop theory is a unique blend that is presently seen to a very limited extent in the Indian education system. A survey of business leaders reveals that Business Schools over emphasize theory, and should concentrate on providing real-world experiences. (<http://www.prnewswire.com/news-releases/survey-of-senior-business-leaders-reveals-ongoing-deficit-of-job-ready-mba-grads-250930101.html>). The action research will address this issue by providing students exposure to real work experiences. The practice has taken time to build up, however is expected to gain momentum in the coming years.

6.3.9 Admission of Students

Admission for the first time was Centralized through

6.4 Welfare schemes for

Teaching	Out bound learning program was held for faculty. Women welfare program was held for one week for all women for celebrating Women's day.
Non teaching	
Students	

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic			Yes	
Administrative			YES	

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

For UG Programmes Yes No

For PG Programmes Yes No

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

New CGPA was introduced and implemented in all the Programs. Evaluation process was linked with learning goals and traits.

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

6.11 Activities and support from the Alumni Association

5 Alumni meets were held. Alumni website was revamped.
Alumni Newsletter Sandesh was released

6.12 Activities and support from the Parent – Teacher Association

6.13 Development programmes for support staff

Excel , Eduwiz and English Language training program was held for all faculty

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

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.

SCMHRD is the first institute in India to be accepted by the CFA Institute University Recognition Program. SCMHRD's MBA-Finance Programme has been acknowledged as incorporating at least 70 percent of the CFA Program Candidate Body of Knowledge (CBOK) and placing emphasis on the CFA Institute Code of Ethics and Standards of Practice within the programme. (http://www.cfainstitute.org/community/university/Pages/recognition_programfor_universities.aspx).

- (i) Students have successfully qualifying in CFA international and APICS, CSCP and other International competitive examination

Table 1: Evidence of success for the recognition by CFA

Name of Student	Name of Exam	Year
Abhijit Kote, Alok Birla, Mukul Gupta, Nikhil Kolthankar, Shashank Bapat, Shivam Gupta, Siddesh Satavase	CFA Level 1	2013
Abhishek Agarwal	CAPM, FLIP	2013
Archit Meherotra Pulakit Kakkar	CAPM	2013
Akanksha Agarwal	BSCM (APICS)	2014

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Research Projects undertaken by SCMHRD faculty under industrial grants

Sr. No.	Name of PI	Project title	Period (month&year)		Total amount (Rs.)	Funding agency
			From	To		
1	Dr Manoj Hudnurkar	Designing warehouse facility	2013	2014	64,500/-	Tata Chemicals Ltd.
6	Dr Manoj Hudnurkar, Prof Prakash Waknis	Feasibility of launching ocean world in Sindhudurg Maharashtra	2013	2014	2,50,000/-	Maharashtra Industrial Development Corporation, Pune
3	Dr Manoj Hudnurkar	Perceptual study and designing supply chain from farm to fork	2013	2014	5,40,000/-	Maharashtra State Agricultural Marketing Board, Pune

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

- SCMHRD has faculty exchange program with various foreign Universities. Following faculty have visited foreign Universities in recent years for teaching & research. For example: Dr Kunal Kumar, taught a course in International Finance at Duale Hochschule, Baden-Wurttemberg (DHBW), Ravensburg, Germany for three weeks in May, 2013, Dr. Ravi Kulkarni has been invited to teach at Berlin School of Economics and Law in May 2014.
- Faculty have been able to grab several projects under industrial grants.
- Research incentives were given to faculty for publishing in scopus indexed journals
- The CSR cell of SCMHRD, S.H.A.P.A.T.H. (Symbiosis Headstart for Awareness Prevention and Action against Trafficking of Humans) has been actively involved in undertaking activities and initiatives against human trafficking and work persistently for the rehabilitation of the victims. As one of the many round-the-year initiatives, team S.H.A.P.A.T.H organized its annual event - CSR Conclave 2015, on 3 January 2015 with the theme 'CSR: Prism of Possibilities'. Hon'ble Anna Hazareji graced the conclave by being the chief guest. Dr. RajaniGupte, Vice Chancellor SIU, Dr. PratimaSheorey, Director, SCMHRD, Ms. PriyaKher, Director, Collective Quest and Ms. Ragini Yadav, Station Director, All India Radio, Pune inaugurated the event. The unique aspect of this activity was the 'shram-daan' or the E.A.R.N. (Enable All to Revive & Nurture) by the entire MBA batch. The student volunteers worked for a day at various locations across the city such as retail outlets of various companies, offices and malls. The entire collection of INR60000 was donated to the NGO Snehalaya which works in the domain of women rehabilitation in Ahmednagar district of Maharashtra.

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

Creating an Information and Technology driven learning platform

Objectives of the Practice

The objective of this practice is to create managers that are able to capitalize on information and technology to drive results to become the leaders in a knowledge driven society.

The Context

It is recognized that knowledge workers in today's world need to be able to capitalize on technology and information to drive results. Rather than be swamped by an information overload from the internet and other digital media, managers should be able to use technology as an enabler.

Recognizing this need, SCMHRD's MBA curriculum introduces students to technology platforms that are relevant for their roles. Multiple high quality data sources are made available to the students (e.g. Bloomberg, Euromonitor, Jstor, CMIE Prowess) Projects are structured around these sources so that students learn to use these data sources to achieve results. In addition SCMHRD students are exposed to learning through use of simulation tools such as Capstone, Markstrat, Knolscape, Beer Game etc. Students in SCMHRD experience the process of both Data Management (by use of DBMS such as SQL and ERP modules such as SAP, Oracle, PeopleSoft etc) and advanced Data Analytics using statistical and data mining softwares such as IBM SPSS, SAS, Minitab, R, E-Views.

The Practice

Commencing with semester I, students are gradually introduced to different technology and tools that will provide them an opportunity to excel in the digital world.

The offering includes introduction to Enterprise Resource Planning, data analysis tools such as SPSS and excel in semester I. In subsequent semester students select courses and tools that are specific to their area of specialization. For example finance students learn Oracle Financials in semester II and Oracle Treasury in Semester III; marketing students learn CRM systems and operations students learn Supply Chain systems.

The institute has subscribed to high quality data bases such as Euromonitor, CRISIL and Bloomberg, that are used extensively in student projects so that students learn to use these data bases to analyze and interpret data. At the end of the program students are able to exhibit their analytical skills through application of skills in semester IV projects and consulting engagements.

IT enabled learning platform has helped in better knowledge management. All present and past data related to academics and administration can be accessed at click of a mouse.

Before the use of Eduwiz was implemented in the University, SCMHRD had developed or licensed software for academic management like LANTIV, Acardo and Planet i.

The Data Analytics courses through the four semesters aided with advanced statistical tools help develop the analytical skills much required for business decision making.

With the requirement of huge datasets to be maintained in large organizations, knowledge of advanced ERP systems make SCMHRD students highly employable.

1) S.H.A.P.A.T.H,

The CSR cell of SCMHRD was born in the year 2008, with an oath taken by the students, faculty and staff of SCMHRD to curb the growing menace of Human Trafficking. The focus for the team has always been on touching lives, and spreading smiles, amongst those women and children, who have been scarred for no fault of their own. In 2013 a Project "JEEVIKA" was initiated for achieving sustainable solutions for livelihood for the under privileged women at the Hadapsar rescue foundation. 'Business plan' related training sessions and therapy session are also being held at the State Rehabilitation centre, Mundhwa, Pune.

(2) Prayatna,

A NGO formed by the students of the campus aspires to create a trend of attaining education among future generation of economically humble families where it has not been deemed essential.

7.4 Contribution to environmental awareness / protection

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

<i>STRENGTH</i>	<i>WEAKNESS</i>
<ol style="list-style-type: none"> 1. Quality teaching and learning environment 2. Strong academic curriculum. 3. A research focused and highly enthusiastic young faculty from premier institutes in the country. 4. One hundred percent employability ensured for the students 5. A high degree of industry exposure provided to students through industry practitioners serving as visting faculty members 6. A diverse pool of students with high academic credentials and good work experience. 7. Good infrastructure with state-of-art technology. 8. CRISIL audited placement report ensuring higher standards of accountability and integrity. 	<ol style="list-style-type: none"> 1. Inadequate senior faculty strength. 2. Not sufficient funded research projects 3. Inadequate global exposure of faculty and students. 4. Inadequate conversion of industry-academia relationship to academic research deliverable.
<i>OPPORTUNITIES</i>	<i>THREAT</i>
<ol style="list-style-type: none"> 1. Greater exposure to faculty and students through internationalization. 2. Develop new curriculum and program opportunity 3. Increase business outreach efforts. 4. Increased fund raising and grant proposals for research. 5. Expand college research portfolio to include peer reviewed publications in international journals, action research & consultancies and conference presentation 	<ol style="list-style-type: none"> 1. Shortage of PhD faculty in some disciplines 2. Ability to attract, retain and recruit faculty/staff because challenges imposed by competitors at national and international level. 3. Competitions from premium Indian institutes like Indian Institute of Management, Faculty of Management Studies (increasing presence of IIMs in the country) in attracting high quality students 4. Competition from top graded foreign institutes contemplating on setting up centers in India.

	5. Countrywide declining trend of students wanting to pursue MBA
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8.Plans of institution for next year

- Internationalization of the Teaching-Learning Process by collaborating with foreign University to develop global competency
- To build up upon on our strengths on action research to win more research grants
- Expand the scope of experiential learning process of the students

Name Dr Sonali Bhattacharya

Name Dr Pratima Sheorey

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

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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
