Annual Quality Assurance Report
for
Academic Year 2015-2016

Submitted by

Symbiosis Centre for Management and Human Resource Development

Submitted to

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

Table of Contents

2. IQAC Composition and Activities

2.0 Vice Chancellor   0

2.1 Number of Teachers   7

2.2 Number of Administrative/Technical   2

2.3 Number of students   0

2.4 Number of Management   1

2.5 Number of Alumni   2

2.6 Number of any other stakeholder and community representatives   1

2.7 Number of Employers/ Industrialists   0

2.8 Number of other External Experts   0

2.9 Coordinator   1

2.10 Total Number of members   13

2.11 Number of IQAC meetings held   3

2.12 Number of Quality related meetings with various stakeholders

Faculty	5
Non-Teaching Staff Students	2
Alumni	3
Others	0
Total	10

2.13 Has IQAC received any funding from UGC during the year?   No

If YES, mention the amount   0.00

2.14 Seminars and Conferences (only quality related)

    i) Number of Seminars/Conferences/ Workshops/Symposia

International	1
National	4
State	0
Institution Level	1
Total	6

    ii) Themes of Conferences/ Workshops/Symposia (Only Quality Related)

2.15 Significant Activities and contributions made by IQAC	We have started the Department of Analytics which has introduced the one-year Post Graduate Program in Management from June, 2015. All the 25 students of the batch are now placed.

2.16 Plan of Action by IQAC/Outcome
The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year

Plan of Action	Achievements
Awareness of Global Business Practices	1. One Student of 2015-17 batch participated in Semester Exchange Program in Telecom Ecole De Management, France 2. Two Students of 2014-16 batch participated in Winter School in Telecom Ecole De Management, France 3. Eight Students of 2015-17 batch participated in Summer School in Telecom Ecole De Management, France 4. Two faculty taught in Telecom Ecole De Management, France under faculty exchange Program 5. SCMHRD organized paper development workshop in collaboration with AIB. 6. Research workshops were held at SCMHRD by Elizabeth Rose (Otago University) and Ram Mudambi (Temple University)
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.	SCMHRD has recorded one PRJ publication per faculty in 2015-16. Total number of SCOPUS indexed publication recorded in 2015-16 is 11.
To develop management Professionals through experiential learning	Due to the emphasis on Experiential Learning, SCMHRD have received National and International accolades, most significant among them is the First Runner-up position in APEC region in CFA Research Challenge. SCMHRD students 5 research papers; have experienced learning through enacting role play for case discussion, shooting the same and uploading them in the YouTube for facilitating evaluation by a wider audience. Learning through Simulation has been part of the learning process in various courses.
NA	NA
NA	NA

2.17 Whether the AQAR was placed in statutory body   No

   (If YES : Management : ☐   Syndicate :   ☐   Any other body : ☐

   Provide the details of the action taken

Criterion - I

1. Curricular Aspects

The Interdisciplinary Post Graduate Program in Management of one year is an innovation of the year 2015-16 of the newly started Department of Analytics which is aimed at instilling Creative Thinking in students.

1.3 Feedback from stakeholders

	Mode Of Feedback (tick whichever is applicable)		
	Online	**Manual**	**Co-operating Schools**
Alumni	✓	☐	☐
Students	✓	☐	☐
Employers	☐	✓	☐
Faculty	✓	✓	☐

Yes. Courses in foreign languages, business awareness, Designed thinking, Industrial Relations were based on stakeholder feedback.

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

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

We have started the Department of Analytics which has introduced the one-year Post Graduate Program in Management from June, 2015. All the 25 students of the batch are now placed.

Criterion - II

2. Teaching, Learning and Evaluation

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

	R	V
Professor		
Associate Professors		
Assistant professor		
Others		
Total	0	0

2.4 Number of faculty

Guest	13
Visiting	60
Temporary	8

Resource Persons	3	0	0

2.7 Total Number of actual teaching days during this academic year   180

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

As per SIU guidelines. SCMHRD has started linking evaluation process with learning goals and traits as per its assurance of learning document. The SmartPro software help in setting up Multiple Choice Question paper and online survey for research.

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

	Numbers	Description
Board of Study	7	All Head of the Departments are part of internal Academic Review Committee. One faculty member is part of University board of Studies
Faculty	35	All full time faculty are part of Department-wise Academic Review Subcommittee
Curriculum Development Workshop	0	0

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 %
PGDBA(2014-2015)	11	11	0	27	73	0

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

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	27	0	1	0
Technical Staff	9	0	0	0

Criterion - III

3. Research, Consultancy and Extension

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

The Strategies adopted for fostering a culture of research and enhancing the intellectual contributions were as follows:

Research as a means to achieve SCMHRD Mission

Research is an integral part of the mission statement. The focus of SCMHRD is on applied research, i.e., understanding, interpreting, refining and synthesis of existing knowledge leading to development of new knowledge, technology and methodology. The impact of the same has been felt in enhancement of the quality of learning experience in the classroom. Every stakeholder understands the importance of research at SCMHRD and provides cooperation towards achievement of the research objectives of the School. The impact of this is visible in the production of quality research output by the faculty members at SCMHRD. This also helps in their teaching by bringing in recent trends and innovation in their respective courses. Students are motivated and guided by the faculty members to carry out research projects and publish them in peer reviewed journals. As a result SCMHRD has more than 20 publications done by the students and more than 175 intellectual (research) contributions by the faculty members in the last five years.

Capacity Building for Experiential Learning through Applied Research

Faculty team has both academicians and practitioners. As of now SCMHRD has academicians and practitioners in the ratio of 4:3 in the faculty team. To foster generation of ideas in the classroom, the academicians create new knowledge through research publications while Practitioners bring in their practical experiences in classroom teaching. As a result students get a holistic exposure of theoretical and practical knowledge. This helps in fulfilling the mission of experiential learning. SCMHRD has thus shown successes in both scholarly research as well as industry collaborated research consultancies. Peer to peer knowledge sharing among practitioners and academicians enhances applied research output.

Focus on industry collaborated Applied Research

Faculty and students are encouraged to jointly carry out need based applied research in industry. Faculty approach the industry to understand the opportunities and challenges faced by the Industry. In this endeavor, the students are mentored by faculty and industry participants to find viable solutions. Experiences gained are documented in the form of cases and papers which form a part of the teaching material of the faculty. Simulation models have been jointly authored by faculty-students and scholarly research papers have been published in peer reviewed journals. Faculty use self developed cases in the classroom. It thus forms part of the students' experiential learning. Applied research is a unique practice at SCMHRD. The uniqueness lies in the co-creation of knowledge by faculty & students (see table 2.5).

Creating an ambience for inculcating the spirit of research

The required infrastructure is provided to support and forms a part of the strategy for 'Intellectual Contribution'. Subscription to various databases like Emerald, EBSCO, ScienceDirect, JSTOR, cases under HBR License usages, Prowess, Indiastat.com, Euromonitor, etc help faculty members to enhance the learning. Additionally, three internationally indexed journals are published annually which provide a platform for academicians from other schools and industry practitioners to publish their research work. SCMHRD faculty members are actively discouraged from publishing in the in-house journals.

Several courses like: Research Methodology, Summer Internship and Empirical Research during the course of four semesters forms a part of the course curriculum which facilitates exposure of students to applied research under the mentorship of faculty.

Faculty appraisal is directly linked to the research output of the faculty member. They are encouraged and incentivized to work with industry practitioners, to crate applied knowledge. The School falls under the ambit of the University Grant Commission, Government of India, wherein quality of intellectual contributions is measured by number of publications in peer reviewed journals indexed at Scopus. Faculty publications in Scopus indexed journals are incentivized (50 USD per published paper apart from the resources authorized to do the research, copy edit the document etc.) Intellectual contributions are used as essential indicators of academic performance of faculty. Rewards, recognitions and promotions are directly linked to the performance.

SCMHRD also publishes three peer reviewed journals, viz., Drishtikon, PRIMA and OPUS. Faculty of various premium Schools of India and abroad are members of the editorial board of these journals. Drishtikon & PRIMA are now indexed in Cabell's Directory, EBSCO, Proquest, Ulrich and Copernicus. OPUS is indexed with Proquest and I-Scholar. The journals as a policy do not give any special preference to contributions from internal faculty.

Criterion - III

3. Research, Consultancy and Extension

Financial Strategy for Research
SCMHRD has research

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	23	2	0
Non-Peer Review Journals	0	0	0
e-Journals	0	0	0

3.5 Details on Impact factor of publications

Range	0.102-1.457
Average	0.524
h-index	10
Nos. in SCOPUS	80

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	0	0	0.00	0.00
Interdisciplinary Projects	0	0	0.00	0.00
Industry sponsored	2015	Kangaroo Kids	50,000.00	50,000.00
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

3.8 Number of University Departments receiving funds

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

3.9 For colleges

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

3.10 Revenue generated through consultancy   0 (Rs. In lakhs)

3.12 Number of faculty served as experts, chairpersons or resource persons   1

3.13 Number of collaborations

International	0
National	
Any Other	

3.14 Number of linkages created during this year   1

3.15 Total budget for research for current year in lakhs

From Funding agency	0.00
From Management of University/College	100.00
Total	100.00

3.19 Number of Ph.D. awarded by faculty from the Institution   1

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

JRF	
SRF	
Project Fellows	
Any other	

3.25 Number of Extension activities organized

University forum	College forum	NCC	NSS	Any Other
1	2	0	0	0

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)	6	1	Self	7
Seminar Halls (in Numbers)	0	0	0	0
Number of important equipments purchased (= 1-0 lakh) during the current year	0	0	0	0
Value of the equipment purchased during the year (Rs. in Lakhs)	0.00	0.00	0	0.00
Others	0	0	0	0

4.2 Computerization of administration and library

KOHA is being for library administration. Librarians have been trained from time to time on upgradation of KOHA.

4.4 Technology up gradation (overall)

	Existing	Added	Total
Total Computers	388	0	388
Computer Labs	6	1	7
Internet (in Mbps)	10	0	100
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

The Finance faculty participated in a training on analyse of financial data through Bloomberg Terminal by Bloomberg. A few participated in STLRC conducted taining programs on SPSS, AMOS, Animation, MOOC

4.6 Amount spent on maintenance in lakhs

i) ICT	31.00
ii) Campus Infrastructure and facilities	757.00
iii) Equipments	0.00
iv) Others	0.00
Total	788.00

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. SCMHRD has the aim of developing management professionals who demonstrate global business awareness through applied research and experiential learning practices. In alignment with this focus on experiential learning, the admissions and public relations team at SCMHRD handles the admissions process and public relations activities. The objective is to attract the suitable talent to SCMHRD thereby creating a strong brand impression in the minds of all stakeholders. The comprehensive and rigorous evaluation process includes written ability test (WAT), group exercises (GE) and personal interaction (PI). SCMHRD faculty members, students, industrial partners and professional staff participate in student admissions, academic progression, and career development. Through the admission process, we provide a unique experience to potential aspirants.

Over the years, we have developed exhaustive competency mapping tools such as video and written cases for the selection process. The admission process integrates technology with standard operating procedure to achieve a high degree of operational efficiency. The average process time spent by each candidate is 3 hours 45 minutes with a standard deviation of 15 minutes. The process consistently receives positive feedback from aspirants and panelists. Further, SCMHRD undertakes extensive public relations to enhance the visibility and augment the brand image of the institute among aspirants and the corporate fraternity. Initiatives such as SNAP-IT, SNAPSHOT, 'Aspirations', Mentor Buddy Programs are aimed at imbibing confidence in aspirants. Branding is carried out across online platforms such as the official website, Face book, Twitter, YouTube, Blog, Instagram, LinkedIn and PagalGuy.

By mid-March each year, admitted students undergo a two-month online pre-induction program, which is a bridge course comprising of subjects like Basics of Mathematics, Statistics, Economics, Human Resource, Finance and Information Technology. The modules include course packs from Harvard Business School. In June, students undergo a weeklong induction program including two-day outbound learning and interactions with senior leaders, alumni and industry experts.

Classes begin in the second week of June. SCMHRD embeds various modes of experiential learning like case solving in national and international contexts, problem solving, simulation, engagement in applied research in industry, social and rural contexts, participation in national and international competition. Students also participate in clubs and committee activities of the School, interact with national and international academicians, industry experts, alumni, and social activists. Some of them attend Summer and Winter Schools in foreign Universities such as Telecom Ecole De Management, London School of Economics, Maastricht University. SCMHRD students have won international/national competitions. Students have completed research consultancy assignments for industry and published their works in peer-reviewed journals. In all these activities, students are mentored and guided by the faculty. The School guides students in their career planning. About 15% of SCMHRD students are offered pre-placement offers from companies after the summer internships. Another 70-80% of the students get placed 3 months before graduation which eventually moves towards 100% by the end of the program. Students get placed in MNCs, start-ups, Indian conglomerates, FMCG, Consulting firms, Banking and Financial Sector, Manufacturing, Pharmaceuticals and Information Technology companies.

5.2 Efforts made by the institution for tracking the progression

We have a mechanism of selecting 80 students based on SNAP scores with 20 selected from each quartile of performance.

These students are tracked for performance in all the 4 semesters, club & committee actiivies, and placement

NRI		
International		
Discretionary Quota		
SC		
ST		
General		

Criterion - V

5. Student Support and Progression

	Differently Abled			
	Kashmiri Migrant			
Demand Ratio		83.863		
Dropout (in %)		1		

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

Students appearing for CFA are given scholarship by CFA International PMI Financially students students

Number of students beneficiaries :   6

5.5 Number of students qualified in these examinations

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

5.6 Details of student counselling and career guidance

The School conducts career development programs (for e.g. Chally Assessment or RSI or Kolb'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 students' capacity or potential by skill. Leadership development initiatives can then help in enhancing the capability. By identifying capacity early, the School can target specific leadership development of the students to be able to maximize the skill potential for themselves and the future organizations they will get placed in. These tests help in predicting 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 aided with career counseling
Placement and Career Development Support

SCMHRD provides ample career development support to the students to meet the mission statement of the School. 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 budget is allocated for placement and student support. Magazines published by students such as: Finalyst, HR Mesh, Aarohan also has contribution of industry experts and faculty.
Students have participated in summer schools in foreign universities like London School of Economics, Maastricht University, Telecom Ecole De Management. This helps them have a global perspective.
Placement support is given to student in terms of making budgetary provision, arranging for special skill development & knowledge sessions by experts and alumni.
The Placement support team comprises faculty members, staff members and students from the junior and senior batch (see table 4.15 in annexure).
The School has placed all its management graduates in the last 5 years in organizations of repute like India Tobacco Company, Goldman Sachs, Hindustan Unilever Ltd, Procter & Gamble, Reliance Group of Industries etc. In the last five years, there has been an increase in average salary offered to students per year by 5-10%

Number of students benefitted :   240

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
139	225	225	0

Minimum Domestic Salary   7 LPA
Average Domestic salary   13.37 LPA
Maximum Domestic Salary   22.6 LPA

5.8 Details of gender sensitization programmes

A day long gender sensitization program was held for the Juniors during induction by the University. Our own faculty, Dr Philip Cohelho took a gender sensitization program for the seniors

5.10 Scholarships and Financial Support

	Number of Students	Amount
Financial support from institution	1	200000
Financial support from government	0	0
Financial support from other sources	2	200000
Number of students who received International/ National recognitions	0	0

5.11 Student organised / initiatives

	State/University Level	National Level	International Level
Fairs/Exhibitions	1	2	0
Others	7	1	1

5.13 Major grievances of students (if any) redressed

Open hourses are used to captureand record sstudent grievances in academics, infrastructure and campus life. Concerned individuals/grievances are first appraised   in case of any grievances and appropriate actions taken.

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

(9.1-2)Capturing industry views for reviewing Learning goals
Spearheaded by the Director, all senior faculties 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 and pedagogical changes that might be necessitated.
It helps us to identify the need to develop such competencies which organizations look for in their potential managers from time to time. The feedback of the industry experts are collected by faculty, both through an objective questionnaire and detailed interviews. For example, post their summer internship, the MBA batch of 2014-16, highlighted the need for exposure and additional inputs on 'Industrial Relations (IR).'It was suggested that the course should be undertaken by the students before they proceed for their summer internships. Taking their feedback into cognizance, IR was introduced as a credit course for Batch 2015-17. In the present day context, the significance of courses like Corporate Social Responsibility (CSR), Sustainability and Ethics could not possibly be neglected. Especially when the unethical practices of organizations like Satyam and Enron were making headlines all across the globe. The major push towards this direction came from the Ministry of Corporate Affairs, Govt. of India. It was mandated that under Section 135 and Schedule VII of the Companies Act, 2013, companies need to spend 2 percent of their three years' average annual net profit on CSR activities each year starting 2015. Taking all these into consideration, a credit course titled 'Corporate Social Responsibility' was introduced with the MBA batch of 2015-17. Core and Elective courses on 'Sustainability', was introduced for the MBA batch of 2013-15.

Criterion - VI

6. Governance, Leadership and Management

6.3.2 Teaching and Learning

B. Roles and Responsibilities for Academics of the B-School

The faculty is responsible for the curriculum management and for the Assurance of Learning. The departmental faculty is responsible for conducting embedded assessments consistent with the processes developed and agreed upon by all the faculty members of the department and the AOL Committee. The departmental faculty reports the results of the embedded assessment to the AOL Committee. The departmental faculty makes recommendations to the AOL committee on how to close the loop and is responsible for completing the continuous improvement process initiated by the AOL Committee. This includes implementing changes in the course syllabus, curriculum and the learning pedagogy. It is important that the departmental faculty members remain aware of all the AOL goals, assessment processes, and closing the loop actions.

Role of Head of the Department & Academic Review Subcommittee

Heads of Departments are responsible for ensuring that an effective assurance of learning 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 Assurance of Learning Committee

 The Assurance of Learning (AOL) Committee is responsible for the review of the assurance of learning process and outcomes for the MBA program. The AOL Committee also oversees the assessment of each learning traits corresponding to various learning goals of MBA program. The AOL Committee ensures that the learning goals are consistent with the mission and strategic plan for the college. The learning goals are measured at least twice during a two-year period. The learning objectives are assessed using direct and indirect measures, which include: case studies, projects, exams, embedded test questions, industry expert surveys during summer internship and surveys of the trainers during out-bound learning. Before any assessment, Head of the Department re-examines the current rubric for that goal and makes sure the rubric is still an appropriate measure. At least two members of the AOL Committee evaluate the goal and report the results to the AOL Committee. The AOL Committee then discusses the results and reports them back to the respective department faculty. In consultation with the department faculty and the Head of the Department, a recommendation for closing the loop is sent to the respective Academic Review Subcommittee.

AOL committee prepares a detailed assessment report of the program to the Academic Review Committee.

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 national and international B-Schools and industry representatives as external members. The internal members are the all functional Heads of the Departments. The Heads of the Departments interact with the External Stakeholders, i.e., Heads of Admissions, Placements, Alumni and Management Development Programs.

Role of Advisory Board

Advisory Board is required to prepare continuous improvement plan on the program curriculum as well as the teaching-learning process and place its recommendations to the Internal Quality Assurance Cell (IQAC).

6.3.3 Examination and Evaluation

(9.1-2) Evaluation Pattern

Evaluation plan of the School is chalked out by the faculty members at the beginning of the semester. It is a combination of continuous assessments and term end examinations. For continuous assessments, faculty members plan 3 to 5 components (assignments, seminars, presentations, online tests, class tests, white paper, etc.) depending on the number of credits assigned to their respective subjects.

A one credit course implies 15 hours of classroom contact sessions and is equivalent to 50 marks of evaluation and requires at least two components of evaluations. Out of these, 60% of marks are reserved for continuous assessment. The rest 40% is for the term-end examination.

The CGPA system currently in use at SCMHRD is based on Bologna Process (European Commission 2005). It has helped in equitable distribution of scores of students who have passed (scored more than 40%). They are distributed in a scale of 1-10.

Table 9.3: The CGPA System

Letter Grade	Proportion	Grade Point
O (Outstanding)	Top 3%	10
A+ (Excellent)	12%	9
A (Very Good)	21%	8
B+ (Good)	28%	7
B (Above Average)	21%	6
C (Average)	12%	5
P (Pass)	Bottom 3%	4
F (Fail)		0
AB (Absent)		0

6.3.4 Research and Development

The Strategies adopted for fostering a culture of research and enhancing the intellectual contributions were as follows:

(2.1-1) Research as a mean to achieve SCMHRD Mission

Research is an integral part of the mission statement. The focus of SCMHRD research is applied research, i.e., understanding, interpretation, refinement and synthesizing of existing knowledge to develop new knowledge, technology and methodology which are used to enhance the quality of learning experience in the classroom. Every stakeholder understands the importance of research in SCMHRD and collaborates extensively to reach the research objective of the institute. The research culture of SCMHRD is such that the faculties have been producing quality research outputs. This helps in their teaching by bringing in recent trends and innovation. Students are constantly motivated and guided by the faculty members to carry out research projects and publish them in the peer reviewed journals. As a result of which we have 26 publications done by the students and more than 150 publications done by the faculty members in last five years

(2.1-2) Faculty Recruitment Strategy

Faculty team has both academicians and practitioners. As of now we have academicians and practitioners in the ratio 4:3 in our faculty team. To foster generation of ideas in the classroom the academicians create new knowledge through research publications. Practitioners bring in their practical experiences in classroom teaching. Thus students get a holistic exposure of theoretical and practical knowledge which is of utmost importance

 for fulfilling the mission of experiential learning. SCMHRD thus has shown successes in both scholarly research as well as industry collaborated research consultancies.

Number of new faculty recruits holding PhD degrees has shown an increasing trend.

(2.1-3) Focus on industry collaborated Applied Research

Faculty and students are encouraged to jointly carry out need based applied research in industry which is bidirectional, i.e., faculty themselves approach industry to understand the opportunities and challenges and mentor the students to find viable solution to the problems discovered and vice versa. Experiences gained are documented in the form of cases and form a part of the teaching material of the faculty. Simulation models have been jointly authored by faculty-students and scholarly research papers have been published in peer reviewed journals. Faculty also use self developed cases in the classroom teaching. It thus forms part of the students' experiential learning. Applied research is a unique practice at SCMHRD. The uniqueness lies in the cocreation of knowledge by faculty & students.

(2.1-4) Creating an ambience for inculcating spirit of research

The required infrastructure is provided to support and forms a part of the strategy for 'Intellectual Contribution'. Subscription to various databases like EMERALD, EBSCO, SCIENCEDIRECT, JSTOR, cases under HBR License usages, PROWESS, Indiastat.com, EUROMONITOR, helps faculty members to enhance the learning. Additionally, three international indexed journals are published annually which provide a platform for academicians and industry practitioners to publish their research work.

 Several courses like: Research Methodology, Summer Internship, Empirical Research in course of four semesters form a part of the course curriculum with facilitates exposure of students to active applied research under the mentorship of faculty.

The strategy of assessment of faculty performance is linked with the research objective. They are encouraged and incentivized to work with industry practitioners, to pursue PhD and create new knowledge. Since the institute falls under the ambit of the University Grant Commission, Government of India wherein quality of intellectual contributions is measured by number of publications indexed in SCOPUS. Faculty publications in SCOPUS indexed journals are incentivized (50 USD per article). Intellectual contributions are used as essential indicators of academic performance of faculty. Rewards, recognitions and promotions are directly linked to the performance.

SCMHRD also publishes three peer reviewed journals, Drishtikon, PRIMA and OPUS. Faculty of various premium institutes of India and abroad are members of the editorial board of the journals. Drishtikon & PRIMA are now indexed in Cabell's Directory, EBSCO, Proquest, Ulrich and Copernicus. OPUS is indexed with Proquest and I-Scholar. The journals as a policy do not give any special preference to contributions from internal faculty.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Faculty recruitment plans have been attempted to fulfill the target of 75% teaching loads by internal faculty and average 3 research papers per year by scholarly academicians in five years. Some of visiting faculty were appointed as Advisory faculty for engaging in AOL activities.

6.3.6 Human Resource Management

Faculty participated in training programs for enhancement of Research Competency enhancement such as application of SPSS & AMOS for research, MOOC, FLIP classroom, Bloomberg application tools, animation tools
Non-teaching staff were trained on softsills, EXCEL, KOHA etc. Outbound Learning program was arranged for all faculty and non-teaching staff

6.3.7 Faculty and Staff recruitment

Eduwiz software is used 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.

6.3.8 Industry Interaction / Collaboration

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

The admission process is conducted by students under the supervision of faculty. Each year, new ideas and innovations are encouraged. We strive to improve our promotional activities, research on competence building, the operational aspect of GE-PI-WAT process and the selection of evaluation tools. During the GE-PI-WAT process, students volunteer in the logistics, hospitality, and managing the flow of the evaluation process. The applicants are taken through a campus tour and introduced to the club and committee activities. In 2015, following two innovations were noteworthy.
(i) All the candidates were given Radio-frequency identification (RFID) coded identity cards during the admission registration process. This helped track the candidates' movement in the entire process right from the registration desk to exit and feedback. This reduced process delays and scheduling errors thereby reducing time per student to less than 4 hours. This was appreciated by the candidates and their guardians.
(ii) We introduced the Mentor-Buddy system. All candidates visiting the School for GE-PI-WAT process were divided into groups and allotted a student mentor who guided them for preparation for the process and resolved their queries. The satisfaction of candidates was captured in Pagalguy.com, an open forum for MBA students in India.

6.4 Welfare schemes for

Teaching

Outbound Learning Program organised for faculty members in January 2016

Non teaching

Outbound Learning Program organised for non-teaching staff in January 2016

Students

Outbound Learning Program organised for students in June 2015

6.5 Total corpus fund generated (Amount Rs. in Cr.)   0

6.6 Whether annual financial audit has been done   Yes

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	NA	Yes	SIU
Administrative	No	NA	Yes	SIU

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

• The institutes have been given complete autonomy to design and develop their own courses for updating the curriculum. This curriculum goes through a review process in the Board of Studies. Once the course and curriculum are approved, they become a part of the course catalogue. The institutes can there after select courses from the course catalogue of any faculty to prepare their programme structure.
• The institutes have been given complete independence to conduct their academic programmes.
• Institutes have been given complete academic autonomy to invite guests/visiting faculty from industry and academia to provide expert and current knowledge to students.
• Institutes are encouraged to have tie ups with industry and institutes of national importance for research activities.
• Accountability is ensured through annual performance appraisal reports of the faculty members, output matrix indicators of the institutes and through incentives as well as career advancement schemes for promotion.
• The Institutes encourage their departments to function independently in accordance with the guidelines and the roadmap given by the Director.
• Head of the departments have been delegated authority to run respective departments in accordance with the broad guidelines of the university and the policies given by the Director. Besides, HODs have been given independence to run the department as per their own perspective, style of functioning and execution. However, HODs are made responsible and accountable to the Director as regards efficient functioning of the department and institute as a whole.
• All the institutes are headed by the respective Director who takes decision regarding the admission, (based on the guidelines prescribed by the University), plan the academic activities, the curriculum & pedagogy.
• Each Director has to report the activities undertaken at the institute to the Chancellor through the Vice Chancellor and make a presentation before the Chancellor, Principal Director, Vice Chancellor and other nominated members and highlight the performance of the institutes including enrolment, number of programmes run, the MDP /consultancy projects, events undertaken, surplus generated

6.11 Activities and support from the Alumni Association

1. A few of our are alumni were appointed as Advisory faculty and contribute in curriculum development and Assurance of Learning activities.
2. Alumni form part of the team who help in development of the competency mapping framework of the institute.
3. Alumni also form part of panel for GE/PI process for selection of new batch students.

6.12 Activities and support from the Parent - Teacher Association

There is no such formal body such as parent-techer Association.
Parents are invited during commencement ceremony and induction ceremony and their views are taken into consideration during such formal occassions or even in informal communication they have with the Director telephonic or through e-mails.

6.13 Development programmes for support staff

All support staff are trained in soft skills,use of software such as Excel, Ms Word, ERP tools
Librarians are trained in use of KOHA software.

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

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 (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.
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. Disposal of Hazardous material

SCMHRD does not generate any hazardous waste.

6. E-waste Management

SCMHRD disposes its e-waste through Mahalaxmi eRecyclers Pvt which has been authorized by GOI for disposal of e-waste. This company purchases the e-waste by paying for it and in addition gives a certificate on e waste disposal.

7. 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.

8. 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) Students have undertaken a campus sustainability study under the guidance of faculty.

c) Students are encouraged to take part in competitions that are based on the theme of environmental awareness

d) ?Zero Wastage Day? initiative by the students to create awareness on food wastage (16th of every month)

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.

January ('16)
Pune was declared 2nd in merit for its Smart City Proposal by Government of India. MBA (IM) batch students were part of team who created the vision statement and carried out the research for developing the contents of the proposal. They were also responsible for spreading awareness among the citizens. The work of the SCMHRD student was applauded by the Pune municipal commissioner, Mr Kunal Kumar who thanked the students for their effort which made the project a success.
Mr Kunal Kumar also graced the occasion on the first symposium of student chapter of PMI Pune cohosted by PMI and SCMHRD

February('16)
SCMHRD believes in experiential Banking which forms part of its mission statement. The faculty, Dr Dipasha Sharma gave an interesting group assignment to the students of Commercial Banking (Finance Specialisation, 2015-17). Students were required to assume that they have started with capital of 1 crore. Members in each groups were required pay different role such general manager, treasurer etc. They were required to run the bank keeping all the RBI regulation under consideration as also various banking notifications, interest rate, economic situations in mind. Team and team members were assessed based on the overall performance of the respective banks and individual performance of roles they played in the simulated banking environment.
August
Prof Raji Ajwani developed a case from the novel "the Empire of Zon" written by Dr Ram Modambi of Temple University. The case covered the topic of Sustainability and Women Empowerment. Students who were distributed in groups of 4-5, are required to submit the case solution in form of video recording in youtube. It is to be evaluated by both Prof Raji & Prof Ram and best entry (as also to be voted by peers) to be cash rewarded by Temple University

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	1. 8 students of Batch 2014-16 participated participated in Summer school in Telecom Ecole De Management and two students participated in Winter-School. 2. One student of Batch 2015-17 participated in Semester Exchange Program 3. DR Pratima Sheorey and Dr Dipali Krishnakumar taught a course each in Telecom Ecole De Management
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 30 PRJ publication by 27 FTE faculty

Criterion - VII

7. Innovations and Best Practices

To develop management Professionals through experiential learning	Experiential learning can take place through (1) Case Studies – Case studies are selected from databases such as Harvard Business Services. Students get an opportunity to study business situations and arrive at solutions. In class discussions provide stimulus to think. Leenders, Erskine, & Leendersin9 their book "Learning with cases" describe four stages of students' experience. Individual, Group, in the classroom and finally discussions continue even after the class is over. The sum of all experiences enriches concepts. Case method of learning is like flying an aircraft simulator. The fear of "crashing" does not exist. (2) Simulations- This fear of crashing is included in simulations. A simple beer game explains the concept of "demand amplification [bullwhip effect]10. At SCMHRD, this game was modified to include the concept of collaborative supply chain. The result stresses the importance of working together. Faculty have developed Simulation games on Warehouse Management, Collaborat
NA	NA
NA	NA

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

1. Title of the Practice: Action Research

2. Objectives of the Practice

The objective of this practice is to enhance the learning experience of the students by applying management theories learned in classrooms to solve real business problems. This is done in the form of consulting projects, research papers, study reports, social projects etc.

3. The Context

The main purpose of this effort is to bridge the gap between classroom learning and actual business practice by leveraging the synergies of faculty and students such as varied work experience, education and cultural backgrounds

4. Benefits of Experiential Learning practice to students

• Opportunity to apply concepts learned in the classrooms
• Develop critical thinking ability and encourage creativity

5.   The Practice

The Director and the faculty seek inputs from the senior members of the industry to identify the gaps that can be bridged by way of academia-industry partnerships through projects.
The students work on the engagement under the guidance of the respective faculty mentors and submit a report at the end of the assignment.

5.   Evidence

Some of the projects successfully completed are:

• A report on the status of Self Help Groups in Maharashtra: The findings of this study were presented at the NABARD regional office in Shiva Nagar. Primary Data Collected from 253 SHGs promoted by 26 SHPIs across 37 villages of 12 blocks in 6 districts (pot available)

• The MSAMB project, which involved developing a model which can reduce the in-transit wastage of the farmer's produce and also benefit the Maharashtra State Agricultural Marketing Board (MSAMB) as well as the members of the value chain.

• A study for Tata Chemicals in order to improve the operating efficiencies of their warehousing system by creating SOPs, benchmarking and facilitating the entry of the upcoming products and SKUs of Tata Chemicals in the new warehousing program.

6. Problems Encountered and Resources Required

• Projects are generally awarded to empanelled institutions typically government sponsored entities like the IIM's, IIT's etc

• Availability of resources such as qualified support staff, and infrastructure can help in the development of this practice.

(B)

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

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 (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.

As a result of these initiatives, there is an observed decline in the electricity units consumed. Table 7.1 shows a decline in electricity consumption for a sample month over a three year period.

Table 7.1: Electricity Bills

Year (In month of December)	Number of units
2012	1,10,410
2013	1,03,260
2014	90,800

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. Disposal of Hazardous material

SCMHRD does not generate any hazardous waste.

6. E-waste Management

SCMHRD disposes its e-waste through Mahalaxmi eRecyclers Pvt which has been authorized by GOI for disposal of e-waste. This company purchases the e-waste by paying for it and in addition gives a certificate on e waste disposal.

7. 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.

8. 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) Students have undertaken a campus sustainability study under the guidance of faculty.
c) Students are encouraged to take part in competitions that are based on the theme of environmental awareness
d) "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?

Yes

Campus Environmental audit was done by an external agency.

7.6 Any other relevant information

SWOT Analysis	Strength	1. Quality teaching and learning environment 2. Strong academic curriculum. 3. A research focused and highly enthusiastic young faculty from premier Schools 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 visiting 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.
	Weakness	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 deliverables
	Opportunity	1. Greater exposure to faculty and students through internationalization.
	Threat/Challenges	1. Shortage of PhD faculty in some disciplines 2. Ability to attract, retain and recruit faculty/staff

Criterion - VIII

8. Plans of institution for next year

The aim of SCMHRD is to keep building on its strength, reduce the weaknesses and optimize the opportunities and design a plan to handle the threats. The goals, activities, measurement and allocations to achieve SCMHRD's Strategic Plan are desribed in Appendix 2. The strategic plan to handle this will have to focus on the following areas.

Enhancing faculty strength and Hiring and retaining qualified faculty members can be done by providing competitive compensation, an atmosphere conducive to carrying out research 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. This will serve the two-fold purpose of providing mentors to the existing scholarly and instructional practitioners thereby making the instructional base stronger. In 2007 the strength of full time faculty with PhD was 2; in 2009 number of FTE with PhD was 3; in 2011 the figure increased to 6 and in the 2013 this strength further

Providing developmental opportunities for faculty - Increasing the amount of funds available for faculty development and support for professional development and research activities

Quality of Students and Enhanced Learning Experience : The School plans to improve the quality of education by including diverse quality of courses aligned to the industry requirements. However there has to be emphasis on the student engagement with universities abroad through student exchange programs or by offering scholarships. The School plans to enhance learning by providing them the opportunities to do consultancies with leading industries. The School plans on selecting student with higher scores in their graduating degrees and and adequate work experience (at least 18 months).

International student/faculty exchange program : SCMHRD plans to offer dual degrees to students in collaboration with foreign universities. Next, SCMHRD plans to have a semester exchange program for students and joint research program for the faculty. SCMHRD, also, plans to provide adequate exposure of foreign countries and also corporate experience to the further improve the component of experiential learning.

Research and Innovation: SCMHRD plans to motivate the faculty members to get their research published in internationally indexed peer reviewed 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, Euromonitor, Prowess, EMIS and Frost & Sullivan etc 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 Cabell's Directory, EBSCO, Proquest and Ulrich. The HR Journal-OPUS is also internationally indexed. Over the years the number of academic articles of faculty in Scopus indexed journals has increased. In each of the years 2010 and 2011 the number of SCOPUS indexed articles were 2, in 2012 the figure increased to 11, in 2013-14 as well, SCMHRD was able to maintain the same figure of 11 (see, Appendix 3). SCMHRD is committed to continue the effort of publishing in peer reviewed journals.

Alumni and industry integration : SCMHRD plans to utilize the strong alumni network in the industry to mentor, coach and enable career anchoring of the students. This involves alumni meets at various key locations, homecoming meets when students arrive for convocation ceremonies, guest lectures by alumni etc.

Name: _____   Name: _____

Signature of the Coordinator, IQAC   _Signature of the Chairperson, IQAC_

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