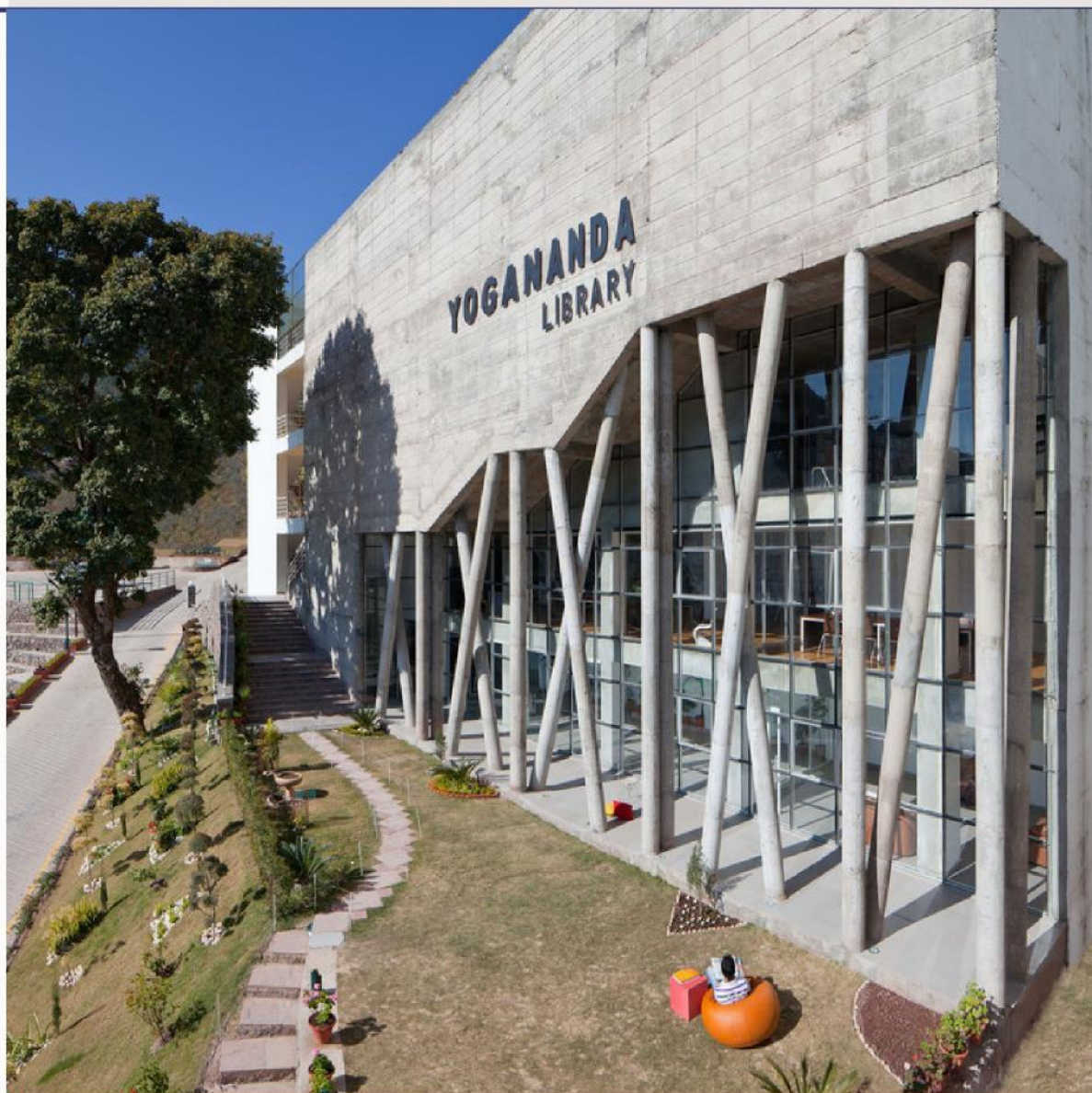


**SHOOLINI
UNIVERSITY
SOLAN, HP**

SELF ASSESSMENT REPORT OF MBA PROGRAM



**Submitted to:
National Board of Accreditation (NBA) - April 2019**

PREFACE

It is my privilege to present the Self-Assessment Report (SAR) to the National Board of Accreditation (NBA) for Assessment and Accreditation of our MBA Program.

At the outset, I would like to highlight that Shoolini University aspires to be in the Elite Club of the **‘Top 200 Global Universities.’** I understand that being a ‘young’ institution, this is an ‘Audacious’ goal, especially considering the fact that there is no Indian University, Public or Private in this Premier list. Despite the magnitude of this task, I am confident of my team’s ability to deliver.

The genesis of the Shoolini Dream has its roots in my visits to South India in 2003 as the Chairman of the All India Coordinated Research Project on Agroforestry. I was deeply anguished by the approach adopted by private professional colleges of relegating the crucial aspect of research. I firmly believe that No Institute of Higher Learning can become great without Research. It was this concern that sowed the seeds for setting up a Specialized Research Based Private University, and in so doing, provide a role model for Higher Education in India.

Having experienced bureaucratic limitations as a Vice Chancellor of a Public University, and extrapolating this with the overwhelming Preeminence Private Universities enjoy over Public institutions world-wide, reinforced my conviction that the ability to effect quick decisions was the key differentiator. To illustrate, I am told that Harvard College, a non-discreet institute in Massachusetts which was at the verge of closing down, re-invented itself 150 years ago by adopting the Choice Based Credit System, injecting Academic Freedom with other Innovations. It was the ability to do so without bureaucratic encumbrances that was the game changer. The result is visible - the Harvard University as we know it today.

With this thoughts playing at the back of my mind, I decided to resign from my position of Senior Scientific Advisor to the Government of Himachal Pradesh, with the single minded mission to build a research focused Private University. I need to underline that this was the vision of an idealistic academician-researcher, who neither had the backing of a business house or a philanthropist with deep pockets. Nevertheless, there were friends and well-wishers who not only helped kick-start the project but continue to support the journey.

In order to develop an institute of global standards, we drew a time bound developmental plan, which stretched over twelve years. The edifice was built on five fundamental pillars – Transparent Governance, Distinguished Faculty, Good Infrastructure, Strong alliances with Industry and the Corporate Sector and Deep Academic linkages. As part of our plan, we decided to focus on Research and concentrate on developing scientific solutions for Himalayan sustainability.

Over the years, our reputation as a premier institution of learning and becoming a frontrunner in crucial fields of research and academics has witnessed an upward surge. **The University was ranked 66th in NIRF rankings 2016 and have subsequently retained its position in the rank band of 101- 150 in NIRF rankings 2017, 2018 and 2019. School of Business Management and Liberal Arts was ranked 65th among the top 75 Business schools in 2019 by NIRF. Shoolini was awarded grade B++ by National Assessment and Accreditation Council of India (NAAC) in Dec, 2016.** Shoolini has been included in the category of India's Most Admired Science and Technology Universities, among a total of 62 listed out of 693 universities considered for ranking by C-fore, a Delhi based market research and opinion polls Company. In addition, we have been acknowledged 'Best Emerging Private Business Schools' in India by ASSOCHAM along with a host of other accolades. To be figured among top cleanest campuses in India under Swacchh Bharat rankings is yet another feather in the cap.

While reaching the half-way stage in our quest, the encouragement of Dr. APJ Abdul Kalam, former President of India, provided great fillip to our dream. On the occasion of Shoolini University's First Convocation, he remarked: **"Why 200, why not the Top 100? It may be difficult but not impossible; go ahead with passion and persuasion."**

In order to compete globally, we have carried out an in-depth analysis of the ranking systems. The Times Higher Education (THE) emphasizes on research achievements and calls for two hundred research papers 'consecutively' for five years published in Scopus and Thomson & Reuter indexed journals to become eligible to apply. I am happy to say that University's quality of research is higher than some of India's best known universities and institutes. Refer (ANNEXURE I) research comparison of Shoolini University with NIRF top ranked Indian institutes and Times top ranked higher education institutes. The University's 'h' index is 45.

In essence, the six faculties of the university: Faculty of Applied Sciences and Biotechnology, Faculty of Pharmaceutical Sciences, Faculty of Basic Sciences, Faculty of Management Sciences and Liberal Arts, Faculty of Agriculture, Faculty of Engineering and Technology are unified by a ‘research-driven’ model focusing on the sustainable development of the Himalayas and at the same time, to develop high quality human capital with competencies to fulfill the requirements of the industry and society globally. The university offers programs and courses in a variety of subjects and disciplines, and this promotes cross-pollination of ideas and generates the potential for cross-disciplinary collaborations.

The Doctoral program of any university is the litmus test of quality of research. In order to come at par with the rest of the world, Shoolini employs the services of one external examiner from outside the country – ideally from the USA, Europe or technologically advanced countries of Asia. It is also mandatory for scholars to publish two papers in the Scopus indexed journals and one review article again in the Scopus category of journals.

In consonance with the NAAC, NBA & NIRF and in keeping with International trends, the University gives weightage to extension activities, innovations in teaching pedagogy, competence of faculty, knowledge generating tools, development and application of in house software solutions, student facilities and skill development. Under the INSPIRE program sponsored by the DST, the University has given exposure to over five thousand budding scientists.

In keeping with global trends in Higher Learning, The Yogananda Library of the University has been transformed as a ‘**Knowledge Centre,**’ aimed at making it a pro-active knowledge partner of our students. The Learning Management System (**LMS**) developed for the eUniv platform has provided an ever available tutor for students to revise class room teaching, while the Knowledge Management System (**KMS**) has provided a vast repository of resources for higher learning and research. I am proud to say that both the LMS and the KMS have been developed ‘in-house,’ adapting freely available software.

The SPRINT Program was started as a pilot project to develop Soft and Technical Skills in Shoolini’s students who essentially hail from rural and semi- urban parts of the state to make them employable, has been a major success. In view of its spectacular results, the course has been spread across the campus.

This SAR would underscore the fact that the institution shares the core values defined by NAAC, NBA and this would emerge throughout as we endorse them- both in letter and spirit. My team remains passionate to make Shoolini University a coveted destination for higher learning within the South Asian Region and a globally admired Center of Research, specializing in the various facets of the Himalayas. As a team, we remain committed to fructify the vision and I am confident that we would do it - however, difficult it may be.

Before moving to the report, I would like to thank the NBA and the Appraisal Team. I am sanguine that with the advice and recommendations from NBA, we would be able to bridge the gap(s) and our MBA program will be distinguished and best among its peers.

Prof. P.K. Khosla
Founding Vice Chancellor



Date: 26 April, 2019

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PREAMBLE

The Foundation for Life Sciences and Business Management was established in 2003-04 with the aim of working in areas of higher education and research, and helping set up entrepreneurial ventures in biotechnology and related fields. Prof PK Khosla, an internationally renowned academician & scientist, conceived the idea of integrating higher education and research during a visit to United Kingdom in 2003. He joined hands with renowned NRI, Mr. Ramesh Mehan and Mr. Satish Anand, a local entrepreneur with vast experience in local infrastructure development, for this venture.

The executive members of the Foundation are academicians and professionals with distinguished backgrounds. Prof PK Khosla, former Vice Chancellor, HPAU, Palampur and former Senior Scientific Advisor, Biotechnology, HP Government is at the helm of the management & functioning of the Foundation. The Shoolini University of Biotechnology and Management Sciences came into existence in September, 2009 under the auspices of the Foundation for Life Sciences and Business Management.

The University is committed to UGC regulations (2003) for Private Universities and also follows the guidelines of different regulatory bodies (AICTE, PCI, ICMR, ICAR, CSIR, etc.). The university has been accredited with B++ grade by National Assessment and Accreditation Council (NAAC). Partnerships with industry, academia and the Government shall be the special focus of the University. These linkages help in customizing education to the needs of the industry, leveraging the best available teaching resources, and participating in the quest for a better quality of life for the people in the region.

We believe that the prime objectives of the university are towards sustainable development of the Himalayan region in general and Himachal Pradesh in particular. It is intended to document, gratify its bio, physical and social reasons for developing strategic plan for the development of the Himalayan region.

UNIVERSITY PROFILE

Shoolini University is a leader in the field of academics & has made giant strides towards delivering quality education and research, & figures among Top 150 universities in the country as per MHRD National Rankings.

We are a non-profit multi-disciplinary private university with a vision to be a top 200 global university by 2022. In addition, we aspire to provide quality and relevant education to our students at an affordable and subsidized fee structure. To achieve this aspiration, we have designed our business model around five areas of focus: attracting and retaining top national & international faculty; forging alliances with industry & academia of repute; governing through values & transparency; building world class & environment friendly infrastructure; and attracting brilliant & needy students.



Prof. PK Khosla, honored with Himachal Dastak Award by Hon'ble Governor Acharya Dev Vrat

Nationally and internationally renowned academicians form the faculty at Shoolini University; two dozen are post-docs and 96 Ph.Ds who are involved in guiding innovative research to over 200 PhD scholars in a vibrant research environment.

University has attracted more than 250 million rupees as research grants on biotech and other disciplines, which are funded by various national organizations. Shoolini has strategic academic alliances with leaders such as Genpact; Anand Automotive Group; several universities across the globe.

Best in Class Faculty

Always at the forefront of teaching and learning of high quality, Shoolini University is setting new benchmarks for higher education in the region. This has been possible by engaging highly qualified & well-informed faculty, fully knowing that excellence of its academic staff shapes an enriched learning experience for the students.

The university has superb teaching facilities, which include modern lecture theatre technology, state-of the art laboratories and online teaching tools. The programs are supported by a range of innovative teaching and learning methods that stimulate students to develop their full potential.

We have adopted a four-tier faculty policy to attract outstanding and experienced teachers. The top tier includes learned and established scholars ‘Professors of Eminence’. The mid-tier includes Post Doc teachers from internationally acknowledged centres of excellence or holding mid-career positions in corporate sectors.



Prof. P.K. Khosla, Vice Chancellor of Shoolini University, receiving Shiksha Ratan Award

High Impact Research

Shoolini University has adopted a research-driven model making it one of India's most research-intensive universities. Shoolini's focus of research is centered on the economics, biodiversity and sustainability of the Himalayas.

Our researches relate to interdisciplinary challenges that cross traditional boundaries – from linking biotechnology to biodiversity conservation, sustainability and human health, nanotechnology, low cost food processing technologies, non-conventional energy resources, to address the complexity of climate change not only through basic and environmental sciences but also through management sciences.

We have many state-of-the-art regularly refurbished research laboratories. Various national research-funding agencies like DST, DBT, ICMR, DRDO, MNRE, DAE etc. have taken cognizance of the university's research potential and have extended Rs. 250 million as research grants. This is also substantiated by a growing list of patents (300+ patents filed including three international) and over 847 SCOPUS listed research papers with total citation of 8109. The university is privileged to have the highest **'h' index of 45** as compared to its contemporaries in North India.

In a big boost to the novel research efforts of Shoolini University, the Government of Himachal Pradesh has also sanctioned an Intellectual Property Rights (IPR) cell to the institution. The DST sponsored cell will work in close collaboration with HP Patent Information Center (HPPIC) housed in the State Council for Science, Technology, and Environment, H.P.



Great mind set work at Shoolini University laboratory

Great Learning Begins Here

Infrastructure is a step ahead of the rest in terms of quality & innovation. With constant improvements, we strive to make student's stay with us enjoyable with state of the art infrastructure built aesthetically and thoughtfully to enhance their learning experience.

The beauty of Shoolini's natural surroundings of the Himalayas and its built up environment amidst the pines are its key assets. 20.1 acre sylvan campus has world-class infrastructure that facilitates excellence in academics and research and provides a fun filled and friendly atmosphere supported by extracurricular activities. In addition, the universities embody more than 30 acres of farm land where it is maintained by supporting B.Sc. (Hons.) degree program in agriculture. The establishment of Yogananda Ville over 10 acres of land as a venue for yogic retreats is another landmark of the Shoolini University. We have also been sanctioned a hospital on Naturopathy & Yoga. Through another partial philanthropist/ partial support of Rs. one crore, we are also setting up a world class Cancer Research Centre.

The campus is fully Wi-Fi and has central as well as departmental IT facilities. A number of research and central instrumentation labs are in place for the benefit of the students. Shoolini has laid special emphasis on providing all information to the students online. Under this initiative, lectures taught at the university are accessible to the students through our learning management system 'eUniv'. Even the facilities at Yogananda library can be accessed online.

The university houses an indoor sports complex, which has a modern gymnasium and badminton, table tennis, and boxing facilities and students' activity centre with a 200-seated mini Cineplex. Outdoor sports facilities include a multipurpose playground, basketball/ volleyball and tennis court, obstacle course and cricket ground. In addition, the students also have the facility for a yoga cum meditation centre in the campus.

Our Knowledge Initiatives

With the 'Guru' Series of Lectures, we bring eminent personalities to Shoolini to speak on topics of broad interest, providing a platform for intellectual discourse.

More than 110 distinguished personalities have so far delivered lectures on various topics of importance and relevance to the society. Some notable among them are:



Prof. Peter Raven
President Emeritus Missouri
Botanical Garden



Anandmurti Gurumaa
Spiritual Leader



Dr. RS Paroda
Former DG, ICAR



Legendary Milkha Singh
The Flying Sikh



Yuji Nishikawa
India Liaison Representative
JST



Major Priya Jhingan
Indian Army's first
Woman Officer



Yuvraj Singh
Padma Shri Awardee



Gen. Ved Prakash Malik,
Indian Army



Dinesh Singh
Ex. Vice-Chancellor of
University of Delhi



Howarth Bouis
World Food Prize Winner



Nobel Laureate
Robert Huber, German
Biochemist



Kiran Bedi, Retd. IPS

Unique Skill Enhancement

We encourage our students to develop key employability attributes through various ‘skill enhancement modules’ and constantly seek ways of adding value to them.

A specially developed program ‘Skills Progression through Rapid Intensive and Innovative Training’ (SPRINT) has been incorporated as an integral component of the curriculum.

The ‘SPRINT’ module is inspired by Stanford's mini-MBA program – designed significantly to upgrade soft skills and capabilities of students, and enhance their employability. Led by top corporate and industry leaders, the module involves exhaustive subject matter sessions combined with technical & soft skills based on highly interactive approach.

The SPRINT model is given below:-

High Engagement Delivery Model	Team Based Programme	Focused Content and Delivery	Business Plan Wrapper
<ul style="list-style-type: none"> Focus on replacing lecture based approach with case study methodology to drive participation 	<ul style="list-style-type: none"> Division into 6-8 member teams for the entire period to ensure learning from group dynamics 	<ul style="list-style-type: none"> Targeted Sessions <ul style="list-style-type: none"> - Intensive coaching of relevant course related concepts - Communication & personal skills - MS office suite & other necessary technical skills 	<ul style="list-style-type: none"> Frequent interaction with Industry experts for <ul style="list-style-type: none"> - Exposure - Awareness - Understanding requirements of the corporate world
<ul style="list-style-type: none"> Mentors assigned to teams for granular and continuous support & monitoring of individual's performance 	<ul style="list-style-type: none"> Assignment of team captains and mentors 	<ul style="list-style-type: none"> Internal and external faculty with vast relevant experience 	<ul style="list-style-type: none"> Industry visits
<ul style="list-style-type: none"> Focus on making all discourses interactive and highly participative 	<ul style="list-style-type: none"> Frequent team building exercises /activities to help understand the importance of teams and maintain team excitement 	<ul style="list-style-type: none"> High focus on practical business needs 	
	<ul style="list-style-type: none"> Team-wise performance measurement 	<ul style="list-style-type: none"> Use of innovative teaching tools – case studies, video recordings, role plays & workshops 	

The outcome enhances the confidence, attitude and effectiveness of the students. Another skill development initiative, SPRINT- the Persona Enhancement Programme, is designed to develop and hone essential career enhancing competencies such as verbal and written communication, confidence building and a wide range of topics related to soft skills. It is a credit course all across the university and carries the same weightage as other core subjects.

We also encourage our students to engage in extra-curricular activities, which help them to recognize personal attributes and transferable skills they are developing.



**Prof. JM Julka, Shoolini University, discussing “Career Options”
in Darwin treehouse**

eUniv Initiative

In today’s world of web dominated networks, online education can have a profound impact – better education and broadly disseminating knowledge to students worldwide.

We are leveraging technology in a big way to connect and bring knowledge resources available across the world to facilitate learning and research at Shoolini. Today’s digital savvy students expect their learning environment to include technology because it is an intrinsic part of their lives. Through our online eUniv initiative, we supplement classroom learning by providing students free access to all teaching material (including PPTs, video lectures) on 24x7 basis so that they can clarify their doubts at any point of time.

myShoolini app

myShoolini app is a student & faculty developed app (Android & iOS) for end-to-end digitization & knowledge management of Shoolini University's activities. myShoolini uses high end technology tools such as AI & predictive learning. myShoolini includes:

1. eUniv – Shoolini's moodle based (predictive learning) 24x7 flip classroom platform & LMS. eUniv has 6,000+ users with access to 5,00,000 unique content. eUniv also hosts Shoolini's secure online examinations module.
2. Sikander – Shoolini's AI & ML based (speech & face recognition) interview & skill learning module. Over 2,000 students are actively using Sikander.
3. myYKC - Shoolini's knowledge management system - digitizes & provides access to over 1 million books & journals to Shoolini faculty & students along with digitizing the library process.
4. Others – a) GPS based transport module b) Face recognition based attendance module c) AI Based central time tabling module d) Hostel module e) Social networking module f) Payments module g) Grievance Redressal module

Social Responsibility Initiatives

Social responsibility is as much a part of Shoolini University's philosophy & culture as excellence. Various activities are undertaken on a regular basis e.g. blood donation camps, tree plantation and cleanliness drives, women empowerment, practical training to local villagers in food processing, cancer awareness camps, providing guidance to farmers on new technologies, adoption of a village with targeted social programs, improving economic conditions of the poor & a Government Primary School with students mostly from weaker section of the society.

We take great pride in spurring scientific creativity and innovation in school children, being pro-active in extending the Department of Science and Development INSPIRE program, for which Shoolini has been nominated the nodal institution. Till date, we have enthused over 7000 budding scientists from various schools of Himachal Pradesh.

For these students, we have introduced a unique five-year integrated B.Sc. (Hons.) and M.Sc. course which is a fully free education program (including free lodging and boarding) and supported thorough INSPIRE scholarships & from the varsity's own coffers. We have also instituted significant number of scholarships for removing the barriers to higher education for low income group students/ single parent child (mother surviving) / single girl child/defence personals etc.



**Prof. H.C. Sharma, Vice Chancellor of University of Horticulture and Forestry, Nauni
addressing in 28th INSPIRE Science Camp**

Himalayan Development & Sustainability - where Excellence strives

Shoolini University is addressing the challenges of development & sustainability of the Himalayan region, a fragile eco-system witnessing industrialization exploitation & undergoing tremendous strain; cloud bursts in Ladakh, Uttarakhand & the recent devastation due to the earthquake in Nepal stand testimony.

The Centre of Research on Himalayan Development and Sustainability (CRHDS) was inaugurated by Nobel Laureate Robert Huber to encourage and coordinate university-wide and external collaborative research focusing on the following five thrust areas:

- Biodiversity conservation
- Sustainable utilization of resources
- Health and well being
- Socio-economic development
- Disaster mitigation



Noble Laureate “Robert Huber” interacting with Prof. Adesh Saini, Director Centre of Research on Himalayan Sustainability and Development

CRHDS hosted the first international dialogue on Himalayan Ecology, which saw the participation of leading environment activists and experts, policy makers and members of the judiciary. CRHSD has also undertaken three years’ study on the restoration of productivity of fire affected forests using microbes. The Ministry of Environment, Forest and Climate Change, GOI has provided Rs. 42 lakhs as research grant for this project. Awareness workshops were also conducted in the nearby villages on ‘Understanding the breast and oral cancer awareness’ and ‘Losses during forest-fire’.

Centers of Excellence

Centres of Excellence at Shoolini University connect industry and academia to advance education, research and outreach in key areas.

Our centres of excellence provide a stimulating and supportive environment that nurtures the highest quality of research. Each centre acts as a hub for researchers, from students to professors, ensuring a dynamic, sustainable research base and active knowledge sharing.

a) Centre for Excellence in Automotive Education and Research

Centre for Excellence in Automotive Engineering has been established by joining hands with Anand Automotive, leaders in automotive engineering. It is the first such centre in the region providing academic excellence in automotive engineering at graduation, post-graduation and doctoral levels, along with imparting training to upgrade skills required for the automotive industry.

b) Centre of Excellence for Nanotechnology

Centre of Excellence in Nanotechnology provides common facilities for undertaking multidisciplinary research in nano-science and nanotechnology. The main objectives of the centre include joint research with national and international institutions, technology transfer and commercialization of research outcomes.

c) Center for OMICS and Biodiversity Research

The Centre for OMICS at the Faculty of Applied Sciences and Biotechnology, aims to explore Himalayan biodiversity through OMICS approach including genome, transcriptomics and proteomics for bioprospecting of industrially imparted biomolecules and societal development and conservation.

d) Yogananda Center for Yogic Studies

The center aims to promote research and study of the ancient Indian Knowledge of Yoga and meditation.

e) Social Exchange

The University Campus is full of life with organized events and parties taking place throughout the year.

The campus provides opportunities to get involved in inter-faculty cultural programmes, annual fest 'MOKSH', photography and painting contests, farewell and fresher's parties, and educational trips. It is home to multiple student clubs and societies, which connect students with a stronger sense of community, while providing opportunities for interpersonal and leadership development:

- Art & Photographic Club
- Bawale Bawarchi
- Blood Bank Society
- Dramatics Club
- Entrepreneurship Society
- Institute of Engineers Chapter
- Raagrang
- National Service Scheme (NSS)
- Satrangi Strokes
- Shoolini Mountaineering Society
- Speakers' Forum
- Saksham

f) Center for Excellence in Renewable Energy

The main aim of the center is to stimulate research in the non-conventional yet clean forms of energy like solar, hydel, geothermal, tidal etc.

Our Innovative Initiatives

We have always valued excellence in teaching, allied to a strong research base, innovative cooperation with industry and skills development programmes.

a) Digitized Library

The State-of-the-Art Yogananda Library, inaugurated by Dr. APJ Abdul Kalam, is a blend of modernity, tranquility & green technology. It is digitized for searching the books and journals through computer linked to the university's network and is synched with the library of SILB, a sister organization in Solan town. All library facilities can now be accessed from anywhere through any computer with internet access. Students just need one 'universal e-card' for entrance to the library and checking out, issuing and returning of books and bookhold alerts. Students may get books re-issued by using the same as long as these are not reserved by anyone.



Yogananda Library, Shoolini University

b) Defence Research & Development Centre (DRDC)

Shoolini University is proud to be one of the few engineering institutions that has been selected as a Defence Research and Development Cell (DRDC) at the ‘Defence Research Forum – 2014’ for invoking the engineering might of India for global leadership in the area of defence research. The goal of the DRDC is to give a major boost to defence research across the country by educating and engaging a sizable section of engineering faculty and students about the needs of the specialized requirements of the defence sector. It would also take up defence research as a dominant focus of its academic research.

c) Foreign Languages, Fine Arts & Social Sciences Ad-on Programmes

To give an edge in employment to our students, the University has introduced the teaching of credit-based Foreign Language programmes like French, Chinese, German and more in near future.

d) INSPIRE Science Camps

Under Innovation in Science Pursuits for Inspired Research (INSPIRE) programme of Government of India (GOI), we are organizing regular training camps in science for toppers in Class XII in Himachal Pradesh and more than 7,000 students have participated in 31 camps. The basic objective is to attract talent to the study of science at an early age.

e) Special NET/GATE & GPAT Coaching Classes

As a part of career development programme for our students, we have introduced special coaching classes for the aspirants of National Eligibility Test (NET) determining their eligibility for lectureship & for award of Junior Research Fellowship (JRF). Coaching classes are also conducted for aspirants of Graduate Aptitude Test in Engineering (GATE) for admission in Postgraduate Programmes in Engineering & GPAT for admission in Post Graduate Programmes in Pharmacy at the national level. The coaching fee is modest and subsidized.

f) Free Education for Board Toppers in Science Stream

For the 1% toppers in Class XII School Board examination in science stream, Shoolini has introduced a unique B.Sc. (Hons) course which is a free education programme supported through INSPIRE scholarships and the University's coffers.

g) Open Elective Courses

It is crucial to provide students a broad-based education that prepares them for successful careers in today's ever changing workplace. To gain a wider view of the world, we offer our students a wide range of open electives that are outside their chosen programme. Currently, we are offering 35-40 open electives (list available at www.shooliniuniversity.com)

h) Our English Language Programme

The medium of teaching at Shoolini University is English and the students are required to have minimum proficiency in English language for them to be more intuitive and effective in class. Keeping in view the poor standard of English of students, especially with rural/ semi urban background, Shoolini University has initiated a range of English language programmes that will build upon their current skills and help them to meet their personal and professional goals. The English language programmes offer an inspiring learning environment for the students to explore and take part in activities that complement the development of their English skills.

i) Academic English

Academic English courses provide intensive language teaching from beginner to advanced levels along with the development of academic skills for grasping the subject matter at the undergraduate or graduate level courses.

j) General English

General English is a flexible, intensive language programme for beginner through advanced levels that is augmented with a wide range of optional modules, as well as social and cultural

activities. This programme is designed for students who want to improve their ability to use English in everyday life or for professional purposes.

k) Language Lab

The lab is equipped with different audio - visual facilities to foster language learning in a fun, creative environment. The highlights of lab include an exciting language software called 'Duolingo,' which is a language learning application that can be downloaded from Playstore. The software provides users access to about 30 languages, which include online classroom discussions, tests, worksheets and assignments.



E-Studio Lab

PART-A

INSTITUTIONAL INFORMATION

1. Name and Address of the Institution:

Name of the Institution	Shoolini University of Biotechnology and Management Sciences
Address of the Institution	Village Bajhol, Post Office Sultanpur, District Solan, Himachal Pradesh. PIN - 173229

2. Name and Address of the Affiliating University, if applicable: Not Applicable

3. Year of establishment of the Institution: 2009

4. Type of the Institution:

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

5. Ownership Status:

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

6. Vision of the Institution: To be a top 200 global university by the year 2022

7. Mission of the Institution:

1. To provide the ideal environment for higher learning with a serene & beautiful campus, state of-the-art facilities & a creative atmosphere conducive to excellence in pursuit of knowledge.
2. Be a knowledge leader in our selected specialties in the academia, and provide outsourcing and consultancy services to industrial/ organizational setups in this domain
3. Encourage our students to be “balanced specialists”, who excel in their own field, while being well-rounded through personality- development & extra-curricular activities.
4. Develop students who will be recruited by the best employers, and who will contribute to the economic vitality of the state & country.
5. Create an environment to attract top faculty, and build a pool of academic leaders by providing the right ambience and resources.

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

S. No.	Program Name	Year of Start	Intake at the start of the program	Increase in intake, if any (from the start)	Year of increase	AICTE Approval	Accreditation Status*
1	B.Com (Hons)	2010	30	90	2014	NA	Eligible but not applied
2	BBA	2014	40	60	2016		Not eligible for accreditation
3	BA (Hons) Economics	2015	60	0	----		
4	BA (Hons) English	2016	30	0	----		
5	BA Journalism and Mass Communication	2016	30	0	----		
6	B.Sc. Hospitality and Hotel Administration	2017	60	0	----		
7	B.Sc. Yoga	2017	40	0	----		
8	M.Sc. Yoga	2018	30	0	----		
9	MBA	2009	60	150	2013	Yes	Applying first time
10	PGDBM	2017	60	0	----	NA	Not eligible for accreditation
11	Ph.D. Management Sciences	2009	3	25	2010		Eligible but not applied
12	B.Tech Mechanical Engineering	2010	80	120	2011		Eligible but not applied
13	B.Tech Civil Engineering	2011	80	120	2013		Eligible but not applied
14	M.Tech. Mechanical Engineering	2013	18	0	----		Eligible but not applied
15	M.Tech. Civil Engineering	2014	18	0	----		Eligible but not applied

S. No.	Program Name	Year of Start	Intake at the start of the program	Increase in intake, if any (from the start)	Year of increase	AICTE Approval	Accreditation Status*
16	Ph.D. Mechanical Engineering	2013	3	6	2017		Not eligible for accreditation
17	Ph.D. Civil Engineering	2015	2	4	2017		Not eligible for accreditation
18	B.Tech ECE	2010	80	0	----		Eligible but not applied
19	B.Tech EE	2012	60	0	----		Not eligible for accreditation
20	B.Tech CSE	2009	60	120	2016		Eligible but not applied
21	B.Tech IT	2017	60	0	----		Not eligible for accreditation
22	B.Sc. (Hons) Mathematics	2016	30	15	2018		
23	M.Sc. Mathematics	2016	30	40	2017		
24	M.Tech CSE	2012	20	0	----	NA	Eligible but not applied
25	M.Tech ECE	2013	18	0	----		Eligible but not applied
26	Ph.D. Mathematics	2018	2	0	----		Not eligible for accreditation
27	B.Pharmacy	2009	60	100	2016	Yes	Applying first time
28	M.Pharmacy	2009	40	99	2010	NA	Eligible but not applied
29	Ph.D. Pharmaceutical Sciences	2009	8	15	2012		Eligible but not applied
30	B.Sc. (Hons) Biotechnology	2014	40	60	2015		Not eligible for accreditation
31	B.Sc. (Hons) Microbiology	2014	40	60	2015		
32	B.Sc. (Hons) Food Technology	2016	30	20	2017		

S. No.	Program Name	Year of Start	Intake at the start of the program	Increase in intake, if any (from the start)	Year of increase	AICTE Approval	Accreditation Status*
33	M.Tech. Biotechnology	2010	12	20	2011		Eligible but not applied
34	M.Sc. Biotechnology	2009	40	80	2010		
35	M.Sc. Microbiology	2009	40	80	2011		
36	M.Phil Microbiology	2009	6	20	2010		
37	Ph.D. Biotechnology	2009	10	25	2012		
38	Ph.D. Microbiology	2009	10	15	2011		
39	B.Tech Biotechnology	2009	60	120	2010		
40	B.Tech Food Technology	2010	20	120	2017		
41	M.Sc. Food Technology	2014	20	30	2017		
42	M.Tech. Food Technology	2013	18	0	----		
43	Ph.D. Food Technology	2013	2	5	2017		Not eligible for accreditation
44	B.Sc. (Hons) Agriculture	2018	60	0	----		Not eligible for accreditation
45	B.Sc. (Hons) Botany	2015	15	30	2017		
46	B.Sc. (Hons) Zoology	2015	15	30	2017		Eligible but not applied
47	M.Sc. Botany	2011	30	75	2017		
48	M.Sc. Zoology	2015	30	75	2017		Not eligible for accreditation
49	M.Sc. Environmental Sciences	2016	10	15	2017	NA	

S. No.	Program Name	Year of Start	Intake at the start of the program	Increase in intake, if any (from the start)	Year of increase	AICTE Approval	Accreditation Status*
50	M.Phil Botany	2009	6	10	2017		Eligible but not applied
51	M.Phil Zoology	2011	5	0	----		
52	M.Phil Environmental Sciences	2011	5	0	----		
53	Ph.D. Botany	2009	6	10	2017		
54	Ph.D. Zoology	2009	2	5	2017		
55	B.Sc. (Hons) Chemistry	2015	15	40	2017		Not eligible for accreditation
56	M.Sc. Chemistry / Pharmaceutical Chemistry	2010	80	95	2017		Eligible but not applied
57	M.Phil Chemistry	2009	4	20	2010		
58	Ph.D. Chemistry	2010	5	15	2011		
59	B.Sc. (Hons) Physics	2015	15	30	2017		Not eligible for accreditation
60	M.Sc. Physics	2010	20	40	2015		Eligible but not applied
61	M.Sc. Statistics	2016	30	0	----		Not eligible for accreditation
62	Ph.D. Physics	2010	2	10	2012		Eligible but not applied
63	BALLB	2017	60	0	----		Not eligible for accreditation
64	LLB	2017	60	0	----		
65	MA English Literature	2016	15	0	----		
66	M.Phil Physics	2012	10	0	----		Eligible but not applied

S. No.	Program Name	Year of Start	Intake at the start of the program	Increase in intake, if any (from the start)	Year of increase	AICTE Approval	Accreditation Status*
67	Ph.D. CSE	2015	2	0	----		Not eligible for accreditation
68	Ph.D. ECE	2013	3	0	----		Eligible but not applied
69	Ph.D. Economics	2012	2	0	----		Eligible but not applied
70	Ph.D. Environmental Sciences	2011	5	0	----		Eligible but not applied
71	B.Pharmacy (Practice)	2017	40	0	----		
72	M.Phil Biotechnology	2010	10	15	2012		

* **Write applicable one:**

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

9. Programs to be considered for Accreditation vide this application

S. No.	Program Name	Current Year Sanctioned Intake	Current year admitted nos.
1	Master of Business Administration	180	179

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

Head of the Institution	
Name	Prof. P.K. Khosla
Designation	Vice Chancellor
Mobile No.	+91 98160 64182
Email id	vc@shooliniuniversity.com
NBA Coordinator	
Name	Prof. Atul Khosla
Designation	Dean & Pro-Vice Chancellor
Mobile No.	+91 98575 50999, +91 96545 45645
Email id	iqac@shooliniuniversity.com

PART B

CRITERIA SUMMARY

CRITERION – I

VISION, MISSION AND PROGRAM EDUCATIONAL OBJECTIVES (50)

Criterion – I

VISION, MISSION AND PROGRAM EDUCATIONAL OBJECTIVES (50)

1.1. Vision and Mission statements (5)

School of Business Management and Liberal Arts Vision and Mission

Vision

To become a globally sought after business school by 2030

Mission

1. To provide world class and relevant management education
2. To provide global employment and entrepreneurial opportunities to the students
3. To produce socially responsible business leaders and entrepreneurs
4. To have a sizable economic and social impact towards the community through relevant research & innovation

Faculty of Management Sciences & Liberal Arts was established as part of Shoolini University in 2009 with an aim of building leaders in the field of business management. With a clear focus of nurturing talent with high expertise in management skills, it initially started with three MBA programs i.e. MBA General, MBA Biotechnology & MBA Pharmaceutical & Healthcare. General MBA program intended to serve the corporate with dynamic leaders, MBA Pharmaceutical & MBA Biotechnology were introduced to cater to the specific niche of managerial skills for upcoming biotechnology and healthcare industry.

The first batch in 2009 was a humble beginning with 17 students under the leadership of Prof. J.B. Nadda. Prof. Nadda, an expert in behavioral sciences is amongst the most sought-after Professors in the country and had a vast experience in management education. Being on extra ordinary leave from his position as senior professor from Himachal Pradesh University, Prof. Nadda joined Shoolini as founder Dean, and established a very strong academic foundation of the Business School. Innovative curriculum inspired by management programs of top business schools was adopted and special focus on practical skills was laid after exhaustive discussions with industry experts.

Subsequently, School of Business Management Sciences and Liberal Arts entered into MOU with Genpact, the leader in business process management. MOU focused on three aspects where

Genpact shared their intellectual property, collaborated in developing curriculum on specialization in business process management and train the trainers (our faculty) for effective dissemination of concepts from real business environment. Towards the end of first batch of MBA, Genpact selected these students at band four level, which was the same level offered to candidates from IIMs.

Along with the firm foundation in academics, the school gradually developed deep collaborations with industry under leadership of our succeeding dean, Prof. Munish Sapra. Prof. Sapra an alumni of IIT & FMS, was Ex. Indian CEO of Nova Scotia Bank. The School witnessed much needed transformation from core academic culture to corporate and the results were evident in the culture, curriculum and the summer and final placements which reached 100% for eligible students. Eventually, to give feel of real business environment, the semester system was changed to quadmester system. Unique skills enhancement program under banner of SPRINT was introduced which was inspired from Stanford Mini MBA program. SPRINT was coined to augment the student capabilities and comprised of fast track modules in key concepts, soft skills, technical skills and exposed them to top leaders from Indian and global corporates for experiential learning.

Currently, School of Business Management and Liberal Arts is led by Dean Prof. Atul Khosla. Prof. Khosla with his background of IIT Kanpur and JBIMS Delhi had served various corporate consultancy groups like McKinsey and was CEO of Oliver Wyman India. Continuing the journey of right blend of academia and corporate, several new initiatives were started where interactive and case-based pedagogy, online learning support through eUniv, project based learning, social projects and concentrated intervention by corporate leaders through guest lectures were adopted.

At present, Shoolini MBA program is considered an elite MBA program and among the most sought-after programs in the region. There has been an upward trend in admissions where the present strength has reached 180 students from several states in the country and international students from Afghanistan and Ethiopia. There exists regular international student exchange where students have undergone semester exchange with leading universities in China and Italy. Among the latest feather in the **cap of the program is its rank 65th out of 555 total institutions that participated in management discipline by NIRF, MHRD Govt. of India.**



Shoolini University ranked 65th in Management Category, NIRF Ranking, 2019

The Faculty of Management Sciences and Liberal Arts maintains high levels of academic excellence and innovation in management, provides quality education at an affordable price and constantly seeks ways of adding value to the students. It is dedicated to a core expertise in global management education. The School of Business Management and Liberal Arts is an esteemed institution, which focuses on excellence in teaching, promoting lifelong-learning and preparing students for the challenges of tomorrow. It also been ranked among top 20 best business schools in India along with Indian School of Business, Hyderabad; XLRI, Jamshedpur; MDI, Gurgaon; IMT, Ghaziabad; Narsee Monjee Institute of Management Sciences, Mumbai; Symbiosis Institute of Management, Pune and others by 'Dainik Bhaskar Survey' in 2014. In a separate accomplishment, the School has been adjudged the 'Best Private Upcoming Business School' by ASSOCHAM India in 2013 and rated A+++ and ranked 5th Best Business School under research and writing category in the country by Go-Education 2013.



Prof. Atul Khosla, Pro-VC of Shoolini University, receiving award for “Best Private Upcoming Business School” by ASSOCHAM India

We envisage building the Faculty of Management Sciences and Liberal Arts into a Centre of Excellence for management education to meet the standards and aspirations of the corporate world. We aim at developing leaders by providing adequate interaction with leading subject matter experts and exposure to the industry.

Best in Class & Quality-education

- Leading professionals as mentors from industry and corporate sector to our students are the hallmark of Shoolini University particularly at School of Business Management & Liberal Arts.
- Educational tours where students get an exposure to the outer world & have experiential learning.
- Extensive use of modern teaching methodologies based on case studies, projects, online platform, etc.
- Wi-Fi Campus, high speed internet facility, resourceful library, intellectual atmosphere & with audio video aids.

Focus on Placement

Shoolini University has a dedicated and student-driven proactive Placement and Career Development Cell, which looks after all activities related to career development, training and placement of students. The Placement and Career Development Cell, in coordination with different faculties and schools, conducts campus placements. During the placement season, a large number of MNCs and leading companies visit our campus for on spot placements.

The key points of placements are mentioned below:

- Active placement & career development cell, which frequently coordinates to give foothold to the students in the industry, higher education and entrepreneurship.
- Top placement for MBA batch with excellent pay packages in reputed companies such as Genpact, ICICI Group, LG Electronics, HUL, HDFC Bank, Mercer, Shubham Housing Finance, Marsh & McLennan, Hilti, Tata Hitachi, Airtel, Anand Automotive, Yes Bank and many more.
- Mission 130 - 100 percent employability for its students. This mission aims at providing 100 percent employability to students with 30 percent placed in world class companies. Other aspects of “Mission 130” include:
- Summer placements
Placements opportunities to the alumni

Emphasis on Knowledge, Skills and Creative Abilities of students through' Add-on Modules'

Industry Module

The unique Module for Self Improvement through' meditation and yogic sciences is offered to MBA students for building self-confidence and facing challenges in the corporate world.

Personality Development Modules

- The Communication Effectiveness Module offers best in class techniques on communications skills for interviews & managerial effectiveness.
- Modules developed by leading professional managers are offered on key industry sectors such as banking and financial services with a view to Increase the exposure & employability of management students.
- Module for computing skills focusing on data analytics and calculation
- Module on business plan and group activities are also organized on regular basis to give exposure, comprehensive insights to business world and also developing their interpersonal skills

Skills Progression through Rapid Intensive and Innovative Training (SPRINT)

SPRINT was initiated to provide accelerated learning to rural and semi-urban youth – with the intent of raising their employable threshold.

This program was developed as a blend of Soft and Technical Skills and patterned on the lines of Stanford University's Mini MBA. SPRINT has been phenomenally successful in creating employment as well as the personal and professional growth of students and has become one of our biggest strengths. Started as a pilot project for MBA students, the program has now been expanded to all Schools across the University. SPRINT has the potential to be extended beyond the campus – both as an extension and consultancy.

The success story of this program is a feather in the University's cap. The pioneering program adopts a multi-pronged approach of adding, supplementing, updating, and reinforcing formal learning that students have acquired in their regular courses. **SPRINT** workshops are organized regularly on various themes for students of all streams (details of SPRINT are given in **ANNEXURE II**).

1.2. Program Educational Objectives statements (5)

The Program Educational Objectives (PEOs) of the MBA Program are established through consultation process among stake holders as described in Point 1.4 and these address the following broad aspects.

- What our graduates could do best?
- Which skills our graduates would apply and their approach towards problem solving?
- What values our graduates will have?

The PEOs of the program are:

PEO1: To develop the ability to solve complex business problems & independently pursue research and consultancy

PEO2: To provide competencies to interpret the holistic view of business world & the broader environment

PEO3: To instill knowledge, skills & attitude to develop successful leaders through innovation, risk taking capabilities and entrepreneurial way of thinking

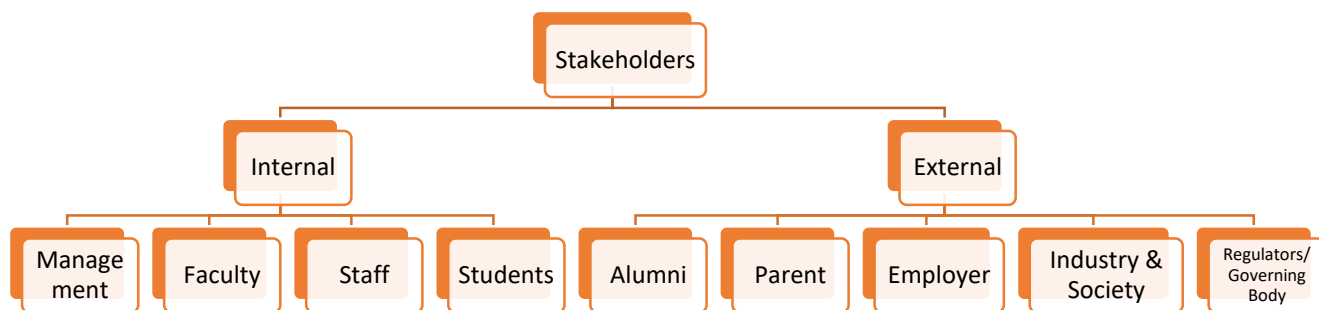
PEO4: To produce professionals with strong ethics, respect for personal & institutional integrity, team work & continuous learning

PEO5: To generate ability to effectively present and communicate and be contented while contributing positively to the society

1.3. Dissemination among stakeholders (10)

The Vision, Mission and PEOs are published and disseminated at:

- Website: <https://shooliniuniversity.com/about-us/vision-mission>
- School Notice Boards/Corridors
- Faculty Room
- Admission and Placement Brochure / advertisements
- myShoolini app
- During regular interaction in the class
- BizQuiz meetings
- Visits to colleges/ institutes by faculty
- Workshops, seminars, conferences, etc.



Various types of stakeholders

Students:

- Most prominent role in the program
- Their feedback is considered to introduce innovative teaching and learning methodologies
- Their input helps the program to introduce the elective programs to meet the changing trends

Faculty:

- Plays a vital role in working of the program
- Involved in various committees to check the consistency of the program
- Provides input for designing the program, establishment and PEOs/POs course outcomes and assessment
- Mentoring of the students

Alumni:

- They are a measure of long term success of the program
- Alumni feedback helps in curriculum design to meet the changing trends in management.
- Recollect their existence during their stay in the institute and advise the school with necessary inputs with respect to student's career.
- They are the ambassadors of the program
- Act as a mentor of the students

Employer:

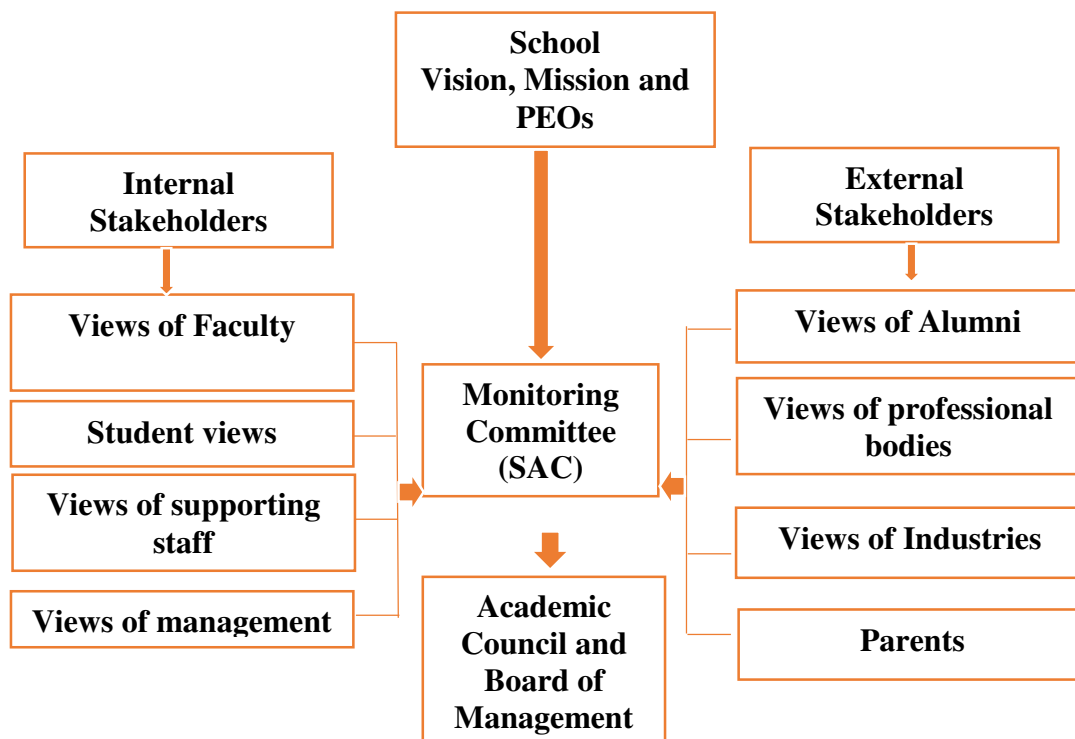
- Represents the major end users of the graduates
- Gives inputs to overcome the gap between program and industry

Parents:

- Expect their wards to have good professional career and higher education and become responsible citizens

Professional bodies:

- Help students to interact with industries
- Help in conducting seminars/workshops
- Help the graduates to take up research work

1.4. Formulation process (15)**Process for Defining Vision, Mission and PEOs**

The School established its vision and mission through consultative process involving the stakeholders of the School such as Management, faculty, students, staff, parents, alumni and employers, the future scope and the societal requirements.

The development of Program Educational Objectives is a continuous process and has evolved over a period of time. The vision, mission and PEOs are established through the following steps:

Step 1) Vision and Mission of the university were taken as basis for formulating the vision and mission of the School.

Step 2) Views were taken from the key constituents both internal and external stakeholders.

Step 3) Accepted views are analyzed and reviewed to check the consistency with the vision and mission of the School by the monitoring committee.

Step 4) Monitoring committee summarizes the collected views and expresses its opinion on the same, based on these views PEOs are established and forward to Academic council for consideration and approval.

Step 5) Final approval is given by Board of Management.

Inputs considered for establishing the PEOs:

Faculty interaction:

The members of the teaching faculty as course coordinators play an important role in establishing PEOs. They are responsible for generating, altering and analyzing all the activities related to the achievement of the course outcomes.

Alumni feedback:

Alumni have intimate knowledge of the program and play a vital role in the assessment of PEOs. Alumni feedback is obtained through alumni survey. Alumni meet is conducted twice a year.

Employer feedback:

Corporate insight/performance of the graduates with other employees of the organization is through employer feedback.

School Academic Committee (SAC):

It consists of Dean as the chairperson, Program Directors and course coordinators. It provides guidelines for program academic and administrations unit, revision of the courses and the curriculum. The respective members of the committee meet frequently to identify the need for revision in curriculum and course content. The entire process is guided by external experts.

Opinion and views of other stakeholders were also taken informally during discussion and other meetings.

1.5. Consistency of PEOs with Mission (15)

The Program Education Objectives have evolved through a consultative process wherein the views and opinion of all the stakeholders were taken into consideration. The PEOs are highly consistent with the mission statement as School of Business Management and Liberal Arts aims to produce management graduates that are highly competent, employable and have high ethical values.

Mapping of PEOs vs. Mission of School of Business Management and Liberal Arts

1. Slightly (Low) 2. Moderate (Medium) 3. Substantial (High)

Program Educational Objectives	Mission 1 (To provide world class and relevant management education to our students)	Mission 2 (To provide global employment and entrepreneurial opportunities to our students)	Mission 3 (To produce socially responsible business leaders & entrepreneurs)	Mission 4 (To have a sizable economic and social impact towards the community through relevant research & innovation)
PEO1: To develop the ability to solve complex business problems & independently pursue research and consultancy	3	3	2	2
Justification: In order to make students globally competent, the MBA curriculum has been designed in consultation with professionals from industry and academia. Students are also exposed to key concepts in specialized fields pertaining to finance, marketing, HR, etc. to enable them to leverage the concepts in effective decision making. The emphasis is on conceptual as well as experiential learning through case studies, complex business problem solving, industry projects, etc. Students are also encouraged to contribute to the society through activities & courses like social projects, workshops and awareness camps so that they become not just only the responsible business leaders but also contribute to the society.				

Program Educational Objectives	Mission 1 (To provide world class and relevant management education to our students)	Mission 2 (To provide global employment and entrepreneurial opportunities to our students)	Mission 3 (To produce socially responsible business leaders & entrepreneurs)	Mission 4 (To have a sizable economic and social impact towards the community through relevant research & innovation)
PEO2: To provide competencies to interpret the holistic view of business world & the broader environment	3	3	2	2
Justification: Beyond the academic learning, MBA students have regular interaction with experts and leaders from Indian & Global corporates which gives them deep insights of real business environment. Periodic interactions with alumni, help the students to understand the industry expectations, at the same time industrial visits help them to gain knowledge of working in the industry. Students work on developing a realistic business plan and develop capabilities in research by undertaking social & economic issues of the community.				
PEO3: To instill knowledge, skills & attitude to develop successful leaders through innovation, risk taking capabilities and entrepreneurial way of thinking	3	2	3	2
Justification: Intervention for skill enhancement through SPRINT to MBA students has been initiated to instill cutting edge skills to meet the challenges of dynamic world. Innovative business plans & group activities/ projects are included in the curriculum to develop interpersonal skills. Group of students are allocated funds to initiate a business or entrepreneurial activity in order to understand the challenges of day to day business. Students meet leaders from all ways of life & are exposed to the success stories in all fields. Young entrepreneurs & innovators organize workshops and simulate the real business environment for the students. Beyond focusing on startups, the program provides adequate interventions to develop responsible & out of the box thinking to provide solutions to the complex problems.				

Program Educational Objectives	Mission 1 (To provide world class and relevant management education to our students)	Mission 2 (To provide global employment and entrepreneurial opportunities to our students)	Mission 3 (To produce socially responsible business leaders & entrepreneurs)	Mission 4 (To have a sizable economic and social impact towards the community through relevant research & innovation)
PEO4: To produce professionals with strong ethics, respect for personal & institutional integrity, team work & continuous learning	3	3	3	2
<p>Justification: School of Business Management and Liberal Arts lays strong emphasis on ethics, professional conduct & mutual respect. At the time of admission while screening, we follow absolutely unbiased approach & give special focus on attributes of values, integrity, team work & continuous learning.</p> <p>During induction program, through a formal oath on values & ethics, students & faculty are sensitized on ethical values so that it is deep imbued in their personality. A dedicated course on values & ethics is part of the curriculum and students undertake social projects in first four Quadmesters to have a positive impact on the community around. This also get bolstered by subjects like market research & others like summer internships. Students are assigned group activates & projects to develop sense of empathy, team work & continuous learning. Groups are shuffled to develop effective human skills. Frequent interactions with renowned speakers from all walks of life including army, academics & noble laureates help our students to imbibe the strong ethics and to be responsible in all spheres.</p>				
PEO5: To generate ability to effectively present and communicate and be contented while contributing positively to the society	2	2	3	3
<p>Justification: Knowledge without action is meaningless and therefore in order to inculcate ability to communicate, apply knowledge & present effectively, emphasis is laid on development of soft skills so that the students not just contribute to the business world but also to the society at large.</p> <p>The students regularly present topics beyond academics & are exposed to seminars & workshops on soft skills and effective communication skills. Deep focus is on developing confidence & self-respect through interaction with experts in the field of critical thinking, positive psychology & creativity. Students undergo rigorous writing seminars wherein they learn key skills in presentation, charts & effective report writing. Students undergo meditation & yoga activities to introspect & realign their professional and personal aspirations.</p>				

CRITERION – II

GOVERNANCE, LEADERSHIP & FINANCIAL RESOURCES

(100)

Criterion – II

Governance, Leadership & Financial Resources (100)

2.1 Governance and Leadership (60)

2.1.1. Governance Structure and Policies (25)

Governing Structure (10)

Shoolini University was set up by a reputed and well known academician- researcher, whose passion for education and zeal to promote Higher Learning in India to Global standards is reflected in the institutional vision. The other promoters of the University are also leaders in their respective fields. The sponsors have strict principles when it comes to ensuring that the University is a true ‘not for profit’ institution. The sponsors of the University are also keen on contributing to the sustainability of the Himalayan region, upliftment of the rural youth of the region and their seamless merger with the national mainstream is accorded utmost priority by the University management.

Shoolini University has evolved with research being the driving engine. The focus of the research, however, is based on issues that pertain to the Himalayan region. The University’s distinctiveness arises out of this unyielding passion, shared by all its constituents, to address the needs of the mountain region and its people.

Shoolini University prides itself on its democratic, consensus-based and inclusive decision-making processes, which involve the participation of all the stakeholders; it is not a ‘one-way’ ‘top-down’ decision making process. On the contrary, the focus is on consensus building at various levels which allows members to partake, and in a way, this ensures their willing participation in its growth and progression.

Almost all the decision making bodies like Academic Council, Placement and Career Development Cell, Board of Management, Joint Research and Development Advisory

Committee, Library Advisory Committee, Admission Committee, Sexual Harassment Prevention Committee, IQAC etc. have various stakeholders as members. The University ensures that all positions in various statutory bodies are filled in time.

The important academic and administrative bodies of the university are listed below: -

1. Governing Body:

The Governing Council of the university is the supreme administrative body. Governance is the key activity that develops the relationship among the management, staff, students and the community, Shoolini University believes that it should be effective, efficient and economical and support modern governance and proper administration. University also believes that the duties of the governing body should be carried out in a way that actively acknowledges diversity.

The structure of governing body is given below:

S. No.	Governing Body Members	Designation
1	Shri Ramesh K. Mehan	Chancellor
2	Dr. P.K. Khosla	Vice Chancellor
3	Mrs. Saroj Khosla	President
4	Mr. Vishal Anand	Chief Finance & Accounts Officer, Trustee
5	Mr. Atul Khosla	Pro Vice Chancellor
6	Dr. R.S. Paroda	Former DG, ICAR
7	Two persons nominated by the Government	Nomination awaited
8	Two MLA's to be selected by state legislature	Nomination awaited
9	Dr. Sunil Puri	Registrar

Total Meetings – 21, (In Last Academic Year 2017-18) - 4

The Governing Body have the following powers:

- (a) To provide general superintendence, directions to control functioning of the University by using all such powers as are provided by this Act or the statutes, ordinances, regulations or rules made thereunder.

- (b) To review the decisions of other authorities of the University in case they are not in conformity with the provisions of this Act or the statutes, ordinances, regulations or rules made thereunder.
- (c) To approve the budget and annual report of the University
- (d) To lay down the policies to be followed by the University
- (e) To recommend to the sponsoring body about the voluntary liquidation of the University if a situation arises when smooth functioning of the University does not remain possible, inspite of all efforts
- (f) such other powers as may be prescribed by the Shoolini University Act

2. Academic Council:

The Academic Council being principal Academic Authority, supervises, directs and controls the standards of instructions, education and examinations and other matters connected with the obtaining of degrees and exercise such powers and perform such other duties as specified by the Shoolini Act. (Minutes of Academic Council is given in **ANNEXURE III**)

The composition of Academic Council is given below:

S. No.	Academic Council Members	Position
1	Vice Chancellor	Chairman
2	Dean, Faculty of Management Sciences & Liberal Arts	Member
3	Dean, Faculty of Pharmaceutical Sciences	Member
4	Dean, Faculty of Basic Sciences	Member
5	Dean, Faculty of Applied Sciences & Biotechnology	Member
6	Dean, Faculty of Engineering & Technology	Member
7	Dean of Academic Affairs	Member
8	Controller of Examination	Member
9	Dean of Student Welfare	Member
10	Head of Departments	Member
11	Dean of Planning & Placements	Member
12	Chief Knowledge Officer/Librarian	Member
14	Dr. Aniruddha Mitra	Member
15	Registrar	Member Secretary
16	Dr. Duni Chand (Prof. HPU Shimla)	Member
17	Mr. Amit Khanna	Member

Total Meetings – 54, (In Last Academic Year 2017-18) – 8

The Academic Council have the following powers and duties: -

- (a) To exercise general supervision over the academic policies of the University, and to give directives regarding methods of instructions, combined teaching among Academic Units, evaluation of research or improvements in academic standards
- (b) To bring about Inter-disciplinary, Inter-Faculty co-ordination to establish or appoint committees for taking up projects
- (c) To consider matters of general academic interests either on its own initiative or referred to it by a Faculty or Board of Management and to take appropriate action thereon
- (d) To frame regulations in consonance with the subsequent statutes and ordinances regarding the academic functioning of the University, discipline, residence, admissions, award of fellowships and studentships, fee concessions, attendance, internal assessment etc.
- (e) To recommend to the Board of Management the draft of new ordinances or draft amendments to the existing ordinances relating to,-
 - (i) The qualifications of teacher
 - (ii) Student participation in Academic Units' affairs and governance
 - (iii) Management of Academic Units
 - (iv) Degrees, diplomas, certificates, and other academic distinctions to be awarded by the University, qualifications for the same, the duration of the courses of study and other essential features of such courses and the type and nature of examination for such degrees, diplomas or certificates and other academic distinctions
 - (v) The conduct of examinations, including the terms of office and the manner of appointment and the duties of examining bodies, examiners and moderators
 - (vi) The admission of the students of the University and their enrolment, the maintenance of discipline among the students; the conditions regarding the residence of students
 - (vii) The conditions for award of fellowships, scholarships, stipend, medals and prizes
 - (viii) The fee to be charged for courses of study and for admission to the examinations, degrees and diplomas of the University
 - (ix) Remuneration to be paid to examiners, moderators and tabulators, etc.
 - (x) Creation, composition and functions of other bodies, committees, or boards necessary or desirable for improving the academic life of the University
 - (xi) Special arrangements, if any, for the residence, discipline and teaching of women students
 - (xii) To recommend to the Chancellor introduction of new subject(s) or opening of new department(s) or Institute(s) or school(s) or centre(s) of studies
- (f) To prescribe number, qualifications and other eligibility conditions for teachers and other academic staff subject to the qualifications specified by UGC and other regulatory bodies
- (g) To specify the manner of appointment to temporary vacancies of academic staff;

- (h) To provide for the setting up of Chairs, appointment of visiting Professors, Emeritus Professors, Fellows, Artists, and Writers and determine the terms and conditions of such appointments
- (i) To fix the remuneration payable to the course writers, counsellors, examiners & invigilators and travelling and other allowances payable, after consulting the Finance Committee
- (j) To institute fellowships, scholarships, distinctions, studentships etc.

3. Board of Management

The Board of Management approves teaching and other academic posts which defines the functions and conditions of service of Professors, Associate Professors, Assistant Professors and other academic staff employed by the University as recommended by the Academic Council. It also manages and regulates the finances, accounts, investments, property of the University and all other affairs of the University and to appoint such agents as may be considered fit. It gives approval for the investment of money belonging to the University.

The composition of board of management is given below:

S. No.	Board of Management member	Designation
1	Dr. P.K. Khosla	Vice Chancellor
2	Prof. Atul Khosla	Dean, Faculty of Management Sciences & Liberal Arts
3	Dr. Y.S. Negi	Dean, Faculty of Agriculture
4	Mrs. Saroj Khosla	President
5	Mr. Vishal Anand	Chief Finance & Accounts Officer, Trustee
6	Dr. Saurabh Kulshrestha	Professor
7	Mr. Bhaskar Goel	Professor, Faculty of Engineering & Technology
8	Dr. Sunil Puri	Registrar

Total Meetings – 39, (In Last Academic Year 2017-18) – 8

4. Finance Committee

Finance committee is responsible for all the monetary activities in the institution. Students' fee collection, funds for procurement of equipment, dispatching salaries and remuneration are under the purview of this committee. The committee meets thrice in a year.

The composition of finance committee is given below:

S. No.	Name of Finance Committee Members	Position
1	Prof. P.K. Khosla, Vice Chancellor	Chairman
2	Mrs. Saroj Khosla	Member
3	Shri Ashok Anand	Member
4	Prof. Atul Khosla	Member
5	Mr. Bal Krishan Verma, Jt. Controller (F&A), Office of the Director Hr Education H.P.	Member
6	Mr. Vishal Anand, Chief Finance & Accounts Officer	Member Secretary

Total Meetings – 16, (In Last Academic Year 2017-18) – 3

The major functions of finance committee are given below:

- All proposals relating to revision of grades, up gradation of the pay scales and those items which are not included in the budget, are examined by the Finance Committee before those are considered by the Board of Management.
- The Finance Committee fixes the limits for the total recurring and non-recurring expenditure for the year.

5. Grievance Redressal Committee

Grievance Redressal Committee deals with issues of academic nature, registration, examination, amenities and services in the hostels etc. Generally, grievances are resolved/ mitigated at different levels, though most get resolved at the school level. In addition, students can convey their grievance(s) by mail which is acted upon by the Central Cell. All mails are responded to and a reply provided to the concerned person, though their identity is kept confidential. Suggestion boxes are also kept at different places, as and when any compliant/suggestion is dropped by anyone immediate action is taken on the same at the school level.

The composition of Grievance Redressal Committee is given below:

S. No.	Grievance Redressal Committee members	Position
1	Mrs. Saroj Khosla, President of Foundation	Chairperson
2	Dr. Sunil Puri, Registrar	Member
3	Dr. J.M. Julka, Dean Planning & Placement	Member
4	Dr. Anuradha Sourirajan, Dean, Faculty of Applied Sciences & Biotechnology	Member
5	Dr. Deepaknand Kishore Kapoor, Dean, Faculty of Pharmaceutical Sciences	Member
6	Prof. Adesh Saini, Director Centre of Research on Himalayan Sustainability and Development	Member
7	Dr. Dinesh Kumar, Professor, Biotechnology	Member
8	Prof. Kuldeep Rojhe, Professor, Management	Member
9	Mr. Pankaj Vaidya, Associate Professor, Engineering	Member
10	Col. TPS Gill, Director Operations	Member
11	Mrs. Poonam Nanda, Dean Student Welfare	Member Secretary

Total Meetings – 4, (In Last Academic Year 2017-18) – 2

6. Anti-ragging Committee

The University has a well-defined anti-ragging committee. Since, the monitoring system is strong, no serious ragging case has been reported so far. Notwithstanding, the following initiatives have been taken to provide a congenial stay at the campus:

- Dean, Resident Students, who resides on the campus is deputed to keep a check on the students' activities and cater to their needs.
- Dean Student Welfare takes care of all the students welfare activities including prevention of ragging
- Frequent visits of the Vice-Chancellor and Deans to the hostels and campus rounds.
- Check on ragging activities by the hostel wardens.
- Check by the program coordinators at school level.
- Anti-Ragging campaigns by the students through videos/posters etc.
- Declaration by each student against indulging in ragging activities.

- Awareness about Anti-Ragging Committee and punishment rules for indulging in ragging, during the orientation program.

The anti –ragging committee was constituted to control ragging and provide relief to students who come under this shadow. The committee has the powers to take stringent action on students involving in such activities. The committee has the mechanism in place by means of which it ensures compliance with the UGC Regulations 2009 for curbing the menace of ragging at the institution level.

The Anti-ragging committee comprises of the following members: -

S. No.	Anti-ragging committee members	Position
1	Ms. Poonam Nanda, Dean Student Welfare	Convener
2	Prof. Adesh Saini, Director Centre of Research on Himalayan Sustainability and Development	Co- Convener
3	Col. TPS Gill, Director Operations	Co- Convener
4	SDM: Solan nominee of District Administration	Member
5	Dr. Neeraj Gandotra, Chief Warden	Member
6	Mr. Lalit Sharma, Hostel Warden	Member
7	Dr. Mamta Sharma, HoS of Biological & Env. Sciences	Member
8	Ms. Rita Kumari, Hostel Superintendent	Member

Total Meetings – 9, (In Last Academic Year 2017-18) – 3

7. Planning Board

The University has a central “Planning Board” composed of members from the Board of Management. This is the apex body that lays down future plans, allocates funds and drives projects for enhancing and/or carrying out improvements of infrastructure or resources.

The composition of Planning Board of committee is given below:

S. No.	Planning Board Members	Position
1	Dr. P.K. Khosla, Vice Chancellor	Chairman
2	Prof. Atul Khosla, PVC cum Dean, Management Sciences	Member
3	Dr. Y.S. Negi, Professor	Member
4	Mr. Vishal Anand, CFO	Member
5	Mr. Arvind Nanda, Director General Placements	Member
6	Mrs. Saroj Khosla, President Foundation	Member
7	Dr. J.M. Julka, Director Planning	Member Secretary

Total Meetings – 3

8. Sexual Harassment Prevention Committee

Shoolini University promotes a gender sensitive environment. Counsellors conduct gender related lectures on sexual harassment and its prevention. A central committee is constituted to deal with the issues related to sexual harassment. A Sexual Harassment Prevention Committee is in place as per the direction of Hon'ble Supreme Court.

The composition of Sexual Harassment Prevention Committee is given below: -

S. No.	Sexual Harassment Prevention Committee Members	Position
1	Mrs. Saroj Khosla, President of Foundation	Chairman
2	Dr. Sunil Puri, Registrar	Member
3	Prof. Ramanand Chauhan, Controller of Examination	Member
4	Col. TPS Gill, Director Operations	Member
5	Ms. Anu Priya Thakur, Assistant Professor, Law	Member
6	Dr. Anuradha Sourirajan, Dean, Biotechnology	Member
7	Prof. Kesari, Professor, Management	Member
8	Mrs. Poonam Nanda, Dean Student Welfare	Member Secretary

9. Central Purchase Committee

The committee has been operative for purchasing all sorts of requirements in the university. Purchases of more than Rs. 20,000/- are put up to a Central Purchase Committee to take necessary decisions on requisitions required.

The composition of Central Purchase Committee is given below:

S. No.	Central Purchase Committee Members	Position
1	Dr. M.L. Vaidya, Director Healthcare	Chairman
2	Dr. P.K. Khosla, Vice Chancellor	Vice Chairman
3	Prof. Atul Khosla, Pro Vice Chancellor	Member
4	Mr. Vishal Anand, Chief Finance Officer	Member
5	Mrs. Saroj Khosla, President SILB	Member
6	Dr. Sunil Puri, Registrar	Member
7	Dr. Kamal Dev, Professor	Member
8	Director Operations	Member
9	Estate Officer	Member
10	Comptroller	Member

Functions of the purchase committee:

- The Committee meets at least twice in a month. All academic purchase decisions are taken by the committee.
- Deans can approve purchases upto Rs. 5,000/- on case basis. Expenditure falling between 5,000 to 20,000 can be approved by Vice Chancellor / any of the trustees. Any academic expenditure at the school level above Rs. 20,000/- after approval from Dean and Vice Chancellor / any of the trustees is forwarded to the Central Purchase Committee for final approval.

10 Library Advisory Committee

Library Advisory Committee consists of 15 members of the University headed by the Pro Vice Chancellor, Prof. Atul Khosla. The other members being Vice Chancellor, Dean, the Registrar and heads of schools of the university. Three students are also members of this committee.

This Library Committee meets twice in a year, once in each semester. Its purpose is to advise and oversee the functioning of the Library in every way. Matters of finance and expenditure are discussed and regulated. Thereafter further improvements in the infrastructure and technology are evaluated.

The composition of Library Advisory Committee is given below:

S. No.	Library Advisory Committee Members	Position
1	Prof. P.K. Khosla, Vice Chancellor	Chairman
2	Prof. Atul Khosla, Pro Vice Chancellor	Member
3	Dr. Sunil Puri, Registrar	Member Secretary
4	Dr. Saurabh Kulshrestha, Academic Advisor	Member
5	Dr. JM Julka	Member
6	Dr. Kuldeep Rojhe	Member
7	Dr. Rohit Goyal	Member
8	Mrs. Poonam Nanda	Member
9	Er. Pankaj Vaidya	Member
10	Er. Raj Kumar Saini	Member
11	Mr. Praveen Vasisht	Member Secretary

11 Minority Committee

The minority cell is created and is functional for providing equal opportunity and development of an unbiased environment for a healthy wholesome growth of all the sections of society and protecting the minority interests. The committee meets as and when required.

All other committees are duly formed in the university as per the guidelines by the UGC time to time.

The minority cell is created and is functional for providing equal opportunity and development of an unbiased environment for a healthy wholesome growth of all the sections of society and protecting the minority interests. The committee meets as and when required.

The composition of minority committee is given below:

S. No.	Minority Committee Members	Position
1	Mrs. Poonam Nanda	Dean Student Welfare
2	Prof. Sunil Puri	Register
3	Dr. Poonam Negi	Member
4	Er. Amar Raj Singh	Member
5	Dr. Azhar Khan	Member Secretary

All other committees are duly formed in the university as per the guidelines by the UGC time to time.

Committee at the Faculty/School level

1. School Academic Committee: Constituted by the Dean

Members

- Dean - Chairperson
- Members – All regular faculty members

Responsibilities

- To discuss the need for new courses/programs to be introduced
- To discuss curriculum, teaching-learning-evaluation and research issues
- To propose, formulate and discuss the syllabi for new courses
- To propose and approve the change in existing syllabus
- To forward the approved syllabi/courses/programs to Academic Council through Dean Academic Affairs, for final approval.

2. Board of Studies: Faculty wise Board of Studies Constituted by the Registrar/Vice Chancellor and approved by Academic Council

Members:

- Dean- Chairman
- All Faculty- Members
- One Member from Industry
- One External Member from Academia
- Member Secretary

Responsibilities

- To discuss the need for new courses/programs to be introduced
- To collect feedback and discussion on teaching-learning-evaluation, research
- To propose, formulate and discuss the syllabi for new courses
- To propose and approve the change in existing syllabus
- To forward the approved syllabi/courses/programs to Academic Council through Dean Academic Affairs, for final approval

3. Research and Development Committee (RDC): Constituted by the Registrar
Chairman and Members:

- Dean Research, Chairman of the Committee
- One member from industry
- Two external members from academia
- All Ph.D. faculty members

Responsibilities

- Identify the research & consultancy needs/issues/areas
- Review the research & consultancy carried out at School level
- Suggest the way forward

4. Question Paper Review Committee: Constituted by the Dean
Members

- Director PG Program: Prof. Kuldeep Rojhe
- Director UG Program: Prof. Kesari
- Examination Supervisor: Dr. Devesh Kumar
- Senior Professors: Prof. Narinder verma, Dr. Dipanke Sharma and Prof. YS Negi

2.1.1.2. Service Rules (5)

The service rules and all other employment policies are well defined in HR manual of the university and are updated from time to time as per requirement. For the rules not mentioned in the HR manual UGC regulations and HP Government rules are followed. Rules concerned with the general administration of the School, service rules, leave rules policies of promotion and increment are framed properly and are available on the website. All the policies and procedures are made clear to every individual who joins the organization and these are updated from time to time as per requirement.

The leave rules of Shoolini University are given below:

Effective Date: 1st January, 2019

LEAVE, HOLIDAYS AND WORKING HOURS

1. Objective:

The objective of the Policy is to encourage employees to strike a healthy balance between work and family and to achieve our vision to be a top 200 Global University by 2022.

2. Policy Features:

- All regular employees are eligible for following types of leaves in a Calendar year:

a) Casual Leave/Sick Leave	12
b) Earned Leave	12
c) Hospitalisation Leave	10
d) Sabbatical Leave	As per defined rules
e) Study Leave	As per defined rules
f) Academic Leave	As per defined rules
g) Maternity Leave	As per defined rules
h) Bereavement Leave	4
i) Compensatory Leave	As per defined rules
j) Duty Leave	As per defined rules

3. Leave Types & Accumulation:

Following are different types of leaves available:

- a) **Casual Leave/Sick Leave** – On full pay may be allowed up to maximum of 12 days in any one calendar year. Also, it cannot be combined with any other leave or vacation. Any medical leave where there is no hospitalization, will be treated as Sick Leave.
- b) **Earned Leave** – This leave needs to be earned depending on the period spent on duty by an employee. For calculating this period, all working days including weekly off's and gazetted holidays will be considered except Sabbatical leave, Study leave & Leave without Pay.
Total no of Earned Leaves in the year – 1/30th of period spent on duty (Max 12 per annum)
These leaves cannot be availed by Teaching Staff during the Semester/Classes period and can be only taken during Vacation Period of Students. Deans/Directors will decide the rotation of sanction of these leaves during the complete Vacation Period in order to ensure the continuity of University. One earned leave will be accumulated each month. Maximum 5 unused earned leaves in a calendar year can be carried forward. Any earned leave carried forward is valid only for one year post which it will lapse.

Casual Leave/Sick Leave & Earned Leave: Maximum of 6 Casual/Sick/Earned Leaves can be taken during the working period in any one semester.

- c) **Hospitalisation Leave** – All employees shall be entitled for Paid Hospitalisation Leave for 10 days in a year. Hospitalisation Leave cannot be combined with any other kind of Leave. This leave will be granted only on hospitalisation and on production of Medical Certificate and hospital discharge certificate.
- d) **Sabbatical Leave** – Any employee who has completed 3 years of service with Shoolini University can avail Sabbatical Leave in order to undertake research assignments. No salary will be paid during this leave. Application for the same needs to be made to VC and the Leave will be granted on VC discretion. Max Limit of the Leave is 2 years.
- e) **Study Leave** – Any employee who has completed 3 years of service with Shoolini University can take Study leave in order to pursue special line of his/her study. Application for the same needs to be made to VC and leave will be given on his discretion. Max Limit of the Leave is 3 years. No salary will be paid during this leave period.
- f) **Academic Leave** – Any employee who gets a paid fellowship/project in the top 1000 Universities is eligible to avail academic leave during vacation period of students. This leave can be applied for a minimum period of 10 working days and up to maximum period of 30 working days. The justification for leave will be put across to VC and the leave will be sanctioned as per VC Discretion. If the concerned University is not in top 1000, then unpaid Academic Leave can be granted at the discretion of Vice Chancellor.
- g) **Maternity Leave** – Any female employee, who has worked in the University for a period of not less than 80 days in the twelve months immediately preceding the date of her expected delivery, is entitled for Maternity Leave. The maximum period for which any woman shall be entitled to maternity benefit shall be 26 weeks of which not more than 8 weeks shall precede the date of her expected delivery. Valid for first 2 children.
- h) **Bereavement Leave** – All employees are eligible for bereavement leave in the event of death in an employee's immediate family (parents, grandparents, spouse, children, sister or brother, including in-laws). Max Limit is upto 4 working days for a year.
- i) **Compensatory Leave** – Any employee with total pay of less than or equal to Rs. 30,000/- , who may be required in the interest of the University, to work during holidays, shall be entitled to compensatory leave after getting it approved from their reporting authority. Compensatory leaves needs to be taken within 30 days of the day when it is accrued. Employee cannot take more than two compensatory leaves consecutively.
- j) **Duty Leave** - The employee can avail duty leave in a year as under for attending Workshop/Seminars/Conference/Research Travel/Consultancy etc. Documentary proof will be required for availing duty leave and the leave will be approved on the VC discretion.

For visiting outside University for different invitations e.g. conducting examination/ Guest Lectures of academic importance etc = 5 Days

Conference/Seminar/Workshops = 5 Days

Trainings/FDP's = 5 Days

For any of the Duty Leave, application needs to be approved by Vice Chancellor on recommendation of the Dean & Registrar.

All leaves which needs the approval of the Vice Chancellor, the request needs to be routed through the Registrar's office and the same will be sent to Vice Chancellor post Registrar's recommendation.

4. Leave without Pay/Unsanctioned Leave:

As a matter of the University Policy, Leave without Pay is not permissible. Unauthorized absence will be treated as an act of indiscipline. Also any absence from duty without authorized leave will be considered 2X i.e. either 2 day's deduction of salary or 2 earned/casual leaves will be deducted for one day absence.

5. Gazetted Holidays:

The list of holidays will be declared and circulated at the beginning of every year.

Also, if any leave is clubbed with Gazetted Holiday, then Prefix and Suffix days including weekend holidays will be considered under leave.

6. Administrative Process:

- All employees are required to plan their leave for the year in concurrence with their reporting managers so that University work does not suffer.
- All Leave requests have to be raised through online portal prior to proceeding on leave.

7. Working Hours & Flexibility:

University Timings : 9.00 a.m. – 5.30 pm with a 30 minute Lunch Break.

To give flexibility to employees at the University, all employees need to put in a total 42.5 hours in a week (when there is 5 day week i.e. 8.5*5) and 51 hours in a week (when there is 6 day week i.e. 8.5*6). Also, on any given day, an employee needs to put on minimum of 6 working hours in the University. Employees needs to ensure that the University work / Daily teaching schedule does not get affected while availing this flexibility.

REGISTRAR

All the newly recruited staff and students are made aware of these rules through orientation programs.

Induction Training Program (IMPPACT): A formal faculty development training program was initiated in the Academic Year 2016-17. The program works well on the aegis of IMPPACT (Integrated Management Program for Professional Advancement and Career Transformation) and is dedicated to analyze the training needs, design and develop the content, deliver and evaluate the program. The program enables the new faculty to acclimatize with the university processes, people while for existing faculty to continue evolve them to address developments which are taking place globally in terms of teaching pedagogy and research.



Day 1 Induction of faculty

Day 2 - Faculty Induction



Day 2 Induction of faculty

2.1.1.3 Policies (5)

Shoolini University upholds the philosophy of participative management and ensures that every stakeholder works in a culture of achieving team goals and a sense of self responsibility. The leadership is participative at all levels; staff (teaching and non –teaching) are deeply involved in different activities of the University. The composition of all decision making bodies are as per Shoolini act and statues (details of the same are given in point 2.1.1.1 of this report). School of Business Management and Liberal Arts adhere to the same, school level committee are also detailed in the same point.

Shoolini University strives for excellence in each of its thrust areas. The five pillars to achieve its vision of being acknowledged amongst the best academic institutions of the world are illustrated below and this edifice is built on a sound foundation of committed and transparent governance and policies.

Pillars to Achieve Excellence



All decisions, policies and the strategies decision to be adopted are taken in the letter and spirit of the vision to strengthen the foundation and the pillars. In practice, this is ensured by the following:

1. Faculty and Academic Delivery:

- Well qualified and competent faculty employed through a well- defined selection committee.
- Retention and development of faculty ensured through Faculty Development Policy and by encouraging them on the path of self-development.

- Student feedback ensures that each faculty member is assessed for effectiveness of teaching and this is a key parameter in the appraisal.
- Faculty members are involved in improving teaching-learning- evaluation and guided through committees and mentors.
- There is a well-defined process of review and upgradation of course curriculum through Academic Committees and Board of Studies.
- Emphasis laid on application of learning. Project work assigned to students from the first year itself.

2. Infrastructure

- Shoolini University has created infrastructure suited to its academic and developmental needs as per its development policy.
- Well-equipped labs and workshops have been provided to each School. Equipment and facilities are periodically upgraded to keep pace with changing requirements.
- Lecture rooms have been designed to provide quality learning environment and are equipped with audio visual aids.
- Infrastructural excellence goes beyond academics and extends to hostels, sports facilities and other facilities.

3. Research and Development

- Research Policy is on the top of University's agenda. Research projects are regularly monitored and supported under Dean Research.
- Well-equipped research labs have been provided and are constantly being upgraded depending upon fresh needs and projects.
- Every faculty member is required to contribute research papers and encouraged to initiate fresh research projects.
- Research collaborations with industry and globally reputed academic institutes are key objectives and are proactively pursued.

4. Academic Alliances

With the aim to provide quality education, the University has nurtured academic alliances with the reputed institutes for exchange of knowledge and expertise through student and faculty programs, joint research, training, conferences etc. The current academic alliances are as given below and the University plans to establish many more linkages:

Industry Linkages: Establishing industry linkages is a thrust area for Shoolini University. In today's highly competitive world, Shoolini University as a policy recognizes the importance of international, industrial and corporate sector exposure. For transfer of knowledge, student and

faculty exchange, joint researches, conferences and training programmes, the University has developed successful partnerships with key corporate players like Genpact, Anand Automotive and DAMCO Soft etc. Similarly, partnerships in pharmaceutical sciences and food technology exist.

Industry partners participate in designing and delivery of course curricula to align students with the expectations of the industry.

There is regular interaction and exposure to industry through guest lectures by experts, visits and training.

All the policies are framed keeping in mind the benefit of all stakeholders and are available on the website.

Strategic Plan (5)

The University has a twelve-year perspective plan of development starting from 2010, which embodies structured action plan to be followed for achieving its vision and Mission to be amongst 200 globally ranked universities. This plan is followed in letter and spirit by all the faculties and school in the university.

Being nested in hilly region, the University plan envisages attaining a status as a role model for universities located in mountains, spreading from Afghanistan to Myanmar.

Vision and Mission

The University aspires to be amongst top 200 global universities by 2022 by achieving excellence in research and teaching and for the mission for which the University has been established. School of Business Management and Liberal Arts aspires for:

Vision

To become a globally sought after business school by 2030

Mission

1. To provide global employment and entrepreneurial opportunities to our students.
2. To provide world class and relevant management education to our students.
3. To produce socially responsible business leaders and entrepreneurs.
4. To have a sizable economic and social impact towards the community through relevant research & innovation.

To achieve this vision, the University/School is adopting best practices in its:

- Education system
- Research
- Community engagement

Teaching and learning

School of Business Management and Liberal Arts is committed to excellence in all aspects of learning, transmission of the knowledge and developing skills and most importantly, to encourage free thinking to address complex challenges. In order to do this, the school focuses on the following:

- Enhancing employability through skill enhancement, outcome driven curriculum and modern pedagogy.
- Personal development of students through different modules, such as, tutorials, mentorship, computer literacy, meditation, communication and language proficiency etc.
- Strengthening the eUniv platform.
- Shift to online examination and evaluation.
- Industry linkages and collaborations.
- Faculty development programs.
- Strengthening of mentorship program.
- Outer world exposure to faculty and students.

Research and Development

Shoolini University is located in Himalayas which has a fragile eco system and has unique requirements. This aspect is given highest importance while designing research and development policies. The School of Business Management and Liberal Arts adopted a research driven model which seeks to blend expertise with industrial and societal needs for the sustainable development of the Himalayas. The University's research philosophy therefore, rests upon the following verticals:

- Develop excellence in scholarly standards with a focus to move into the club of internationally reckoned centers of research and education.
- Harnessing Himalayan biodiversity, its conservation and sustainable management.
- Develop cutting edge technologies.

- Foster inter institutional collaborations.
- Focus on niche areas like health care, food, energy conservation and generation, Nanotechnology etc.
- Conduct quality research, encourage publications in journals of global repute and file patents.

Community engagement

The School of Business Management and Liberal Arts undertakes extension projects for the common good of the local society. The fields in which the school is directly and/ or indirectly involved and engages with the community are enumerated below:

- Provide latest technical know-how and propagate best practices for the pharmaceutical and agro-based industry.
- In order to win the confidence of the local farmers and entrepreneurs, the school plans to enhance the coverage of issues of free saplings of fruits and forest species and quality seed of vegetable crops.
- Encourage watershed management system.
- Encourage local building techniques and material.
- Propagate risk mitigation against environmental disasters.

As the school grows in expertise and reputation, it plans to be a leader in extending technology and related developments for the larger Himalayan region, especially for the state of Himachal Pradesh.

The school strongly believes that teaching, research, and extension are an integral part of higher education for enhancing the employability of its graduates.

The task of Institutional Social Responsibility is sensitized among students by holding workshops, interactions, field activities through Natural Social Service Scheme under the patronage of Dean of Extension Education and Dean Students Welfare. It played its role in societal responsibility (ISR) by organizing a host of activities in uplifting and awakening the surrounding population to bring them into the natural stream.

Institutional social responsibility is also carried out in these adopted villages by the students and the faculty by organizing the following activities:

YouWeCan

This program has volunteers from all schools who support teams of the Yuvraj's NGO. You We Can is running cancer detection camps in H.P. with a team of 200 + volunteers. They also run blood donation camps on the campus regularly and so far more than 20 such camps have been organized and over 2500 people have been screened for breast and oral cancer.



Care & Share

Students are regularly visiting care & share center where senior citizens get together regularly. Our volunteers organized screening camps & yoga sessions for them apart from regular entertainment programs. They also conducted regular classes for the senior citizens to help them go digital and use social media- (Team size 25)

Muscular Dystrophy

Our Volunteers visit this center almost every day and assist the patients who are afflicted with this disease. Another significant contribution is their support in handling paperwork and correspondence for the center which they manage efficiently. (Team size 50)

Women Empowerment

This group supports the housekeeping staff and the ladies in the vicinity by holding regular medical camps and creating awareness on health issues related to women. Free legal aid, distribution of medicines, awareness on better practices in farming etc. is done regularly. Enrolling women for govt. schemes were also undertaken. (Team size 30)

Prayas

This group interacts regularly with school children of all ages. Apart from regular health, hygiene and fun activities the students do special sessions on menstrual hygiene for adolescent girls and awareness sessions on 'Good touch and bad touch' are conducted.

Swachh Shoolini

This team is actively engaged in helping to keep not only the campus but nearby areas also clean. Shopkeepers in the adjoining areas are counseled on the garbage disposal and ill effects of plastic. The team regularly conducts cleaning campaigns to ensure cleanliness in and around campus. (Team Size 250)

Adoption of neighborhood Schools Primary and Senior Secondary

Special classes by students and teachers, Cleaning the environment of the schools, Involvement of School students in the cleaning of freshwater springs, Celebration of special days, Personal hygiene awareness, organizing visits of students to the University campus, Guidance on career counseling are few activities done by the students.

Diagnose and Design the farmlands

Organization of Kisan Ghostis Meetings, Guidance for new farm technologies and quality seeds, visits of the farmers to the University and providing technical guidance on food processing.

Enhance Employment and Socio-economic Upliftment (only for those who sold their lands to the University)

Promotion spiritualization of available money for business pursuits relevant to the University- construction of a hostel for students to University; construction of paying guest accommodation and restaurant for the students. These are now operational. Free ship to all students who are eligible to seek admission to the University. Seek their participation in all socially oriented activities of the University.

Human Resource Planning and Development

In view of the vision and aspirations of the school, the following benchmarks in terms of faculty development are planned:

- 80 per cent of the teaching faculty should be Ph.Ds out of which at least 25 per cent should be post doc.
- Enhance institutional support for promotion of qualification and international exposure.
- Increase the quantum and extend geographical outreach of the faculty exchange program.
- Increase the number of MoUs with international universities focusing on the United States, European Union and East Asia.
- Increase cooperation and provide faculty to neighboring East Asian countries.
- Broad base and enhance faculty-industry interaction with the aim to translate this in the form of consultancies and sponsored research.

Industry interaction

School of Business Management and Liberal Arts recognizes the importance of providing international, industrial and corporate exposure to its students and faculty. Frequent industry exposure through industrial visits and lectures by industry experts are a regular practice. The development plans in this direction include:

- Expansion of the network and consolidate linkages.
- Focus on partnership and participative cooperation.
- Expand the scope of consultancy to provide the industry scientific solutions for their growth.
- Strengthen the mentorship program through industry mentors both for students and faculty
- The School of Business Management and Liberal Arts frequently invites guest faculty to interact students
- The list of current visiting faculty/ industrial mentors of the School of Business Management and Liberal Arts has been mentioned under point 6.7

Internationalization

As part of international tie-ups with various organizations, School of Business Management and Liberal Arts have exchange program for students and the faculty to pursue studies and undertake research with universities/institutes, outside the country. However, the school plans to strengthen

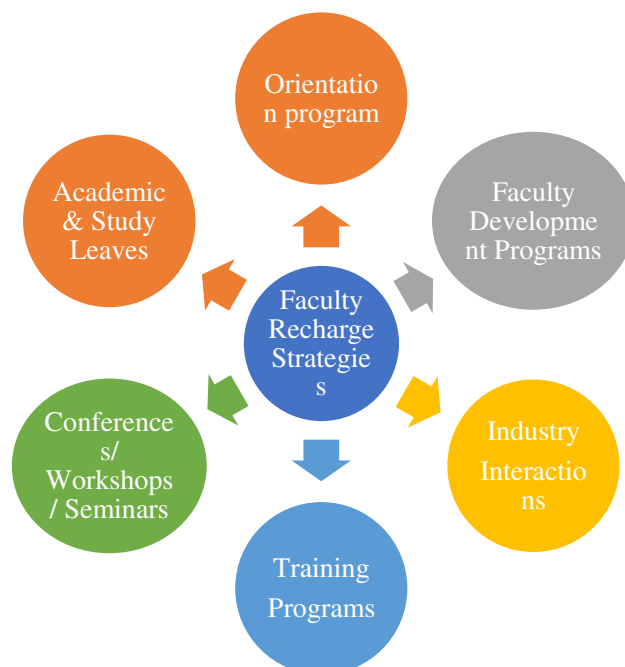
and collaborations and tie-ups with universities across the globe. Presently University is having 61 MoUs (out of which 47 precisely catered to Management discipline) with International reputed institutes of higher studies details are given in point no.7.2.1 of this report.

2.1.2.Faculty Empowerment (15)

The bedrock for creating a world class school is contingent upon the quality of teachers, especially if it aspires to achieve excellence in academics and research. Though in congruence with the need of the hour for the nation, proliferation of universities and colleges has generated a pan India challenge for Institutes of Higher Education if they are to match and/ or better global standards. Within this, it is an uphill task for any up-coming ‘private’ University to attract and retain talented teachers to provide continuity in learning and research and at the same time, motivated to aspire for excellence.

Right from its inception, Shoolini University, envisioned itself to be among 200 global universities by the year 2022 and the School of Business Management and Liberal Arts aspire to be globally sought after business school by 2030. To meet this time bound goal, it formulated its own model of faculty development with the aim of imparting balanced education and making its students employable. For this, it evolved a ‘Research Driven Model’, aimed at following an interdisciplinary approach between basic, applied and engineering sciences, with a wrap up of management sciences and liberal arts.

2.1.2.1. Faculty Development Policies (5)



Formal Faculty development training program was also initiated. The program works under the aegis of IMPACT (Integrated Management Program for Professional Advancement and Career Transformation) and is dedicated to analyze the training needs, design and develop the content, deliver and evaluate the program. This Program enables new faculty to acclimatize with the school's processes, people, while for existing faculty to continually evolve them to address the developments which are taking place globally in terms of teaching pedagogy and research.

The reputation of any good institution depends on the quality of teachers. In order to meet its ambitious goals, a 'Four tier System' for Faculty Development was evolved by the sponsors of the University, with pro-active support of visionary educationists and scientists, who remain either on its Executive or Advisory Board. The endeavor was to set up a world class University, combining academic and teaching pursuits with research for achieving aforesaid rank in 12 years starting from the year 2010.

- **Top Tier.** Distinguished and decorated scientists/academicians
- **Mid-Tier.** These are mid-career (Senior Assistant and Associate Professors) teachers, either with Post Doctorate from Internationally Acknowledged Centers of Excellence or teachers serving in similar positions in other institutes or holding mid-career positions in corporate sectors.
- **Intermediate Tier.** This tier includes young dynamic and NET qualified Ph.Ds, who have the attributes to excel.
- **First Tier.** This tier is manned by in-house qualified Ph.D. scholars in pre-identified disciplines. This with the twin aim of training the talented, and also to guide their further pursuit under experienced and talented mentors.

For the top tier, Shoolini created positions of Professors of Eminence and in the second tier it has recruited two dozen Post-Docs from the USA, Japan, Europe, Taiwan, Spain and South Korea and other reputed Centers from India and the Corporate Sector. At the third tier are young dynamic Doctoral teachers from renowned Institutes in India, while the first tier is manned by brilliant teachers who have registered for Ph.D. in pre-determined areas of the specialization.

Though desirable, paucity of funds is an impediment to increase the number of mid-career Post Doc teachers; the University having to spend three times better wages than their Indian counterparts. Presently a host of them are drawing more salary than their counterparts from public universities and even UGC scales.

School recognizes that the commitment to increasing faculty does not end after the appointment of a new faculty member. Advancing and retaining talented faculty is just as important to enhance the quality and diversity of the faculty, as is the task of recruiting them.

Among the many factors that contribute to the advancement and retention of faculty is the working environment within various faculties, schools and the University. In order to provide an intellectually stimulating and socially congenial atmosphere, the University has instituted several initiatives to retain the faculty.

Some of them are listed:

- Compensation competitive and at par/better with top universities.
- Annual appraisal for enhancement of pay depending on the achievement(s).
- Promotion of professional development.
- Research support, especially to new faculty.
- Spousal employment.
- Safe environment, crèche and faculty club.
- An award of Rs 10 lac for any research paper published in Nature or Rs 5 lac for publishing in any other distinguished journal of equivalent status.
- The University has liberal rules to spend summer/winter vacations or sabbatical leave for finalizing their research finding and also for the purpose of strengthening of tie ups with their counterparts in foreign countries.

Evidence of Success:

Success of the practice of faculty engagement in the system can be gauged from the fact that over 90 per cent teachers have continued in the University also in School of Business Management and Liberal Arts. Consequently, noticeable improvements have taken place in teaching, research and extension activities and is substantiated by the following achievements of the University:

- Within a short span of ten years, the University is ranked among top 150 by national Institutional Ranking Framework (NIRF) and the School of Business Management and Liberal Arts was ranked in the ranked at 65th position in 2019. University was awarded NAAC accreditation in Dec 2016, with grade B++ and score 2.92.
- Visible cooperation and participation of teachers has led to enhancing employable skills and placement of students.

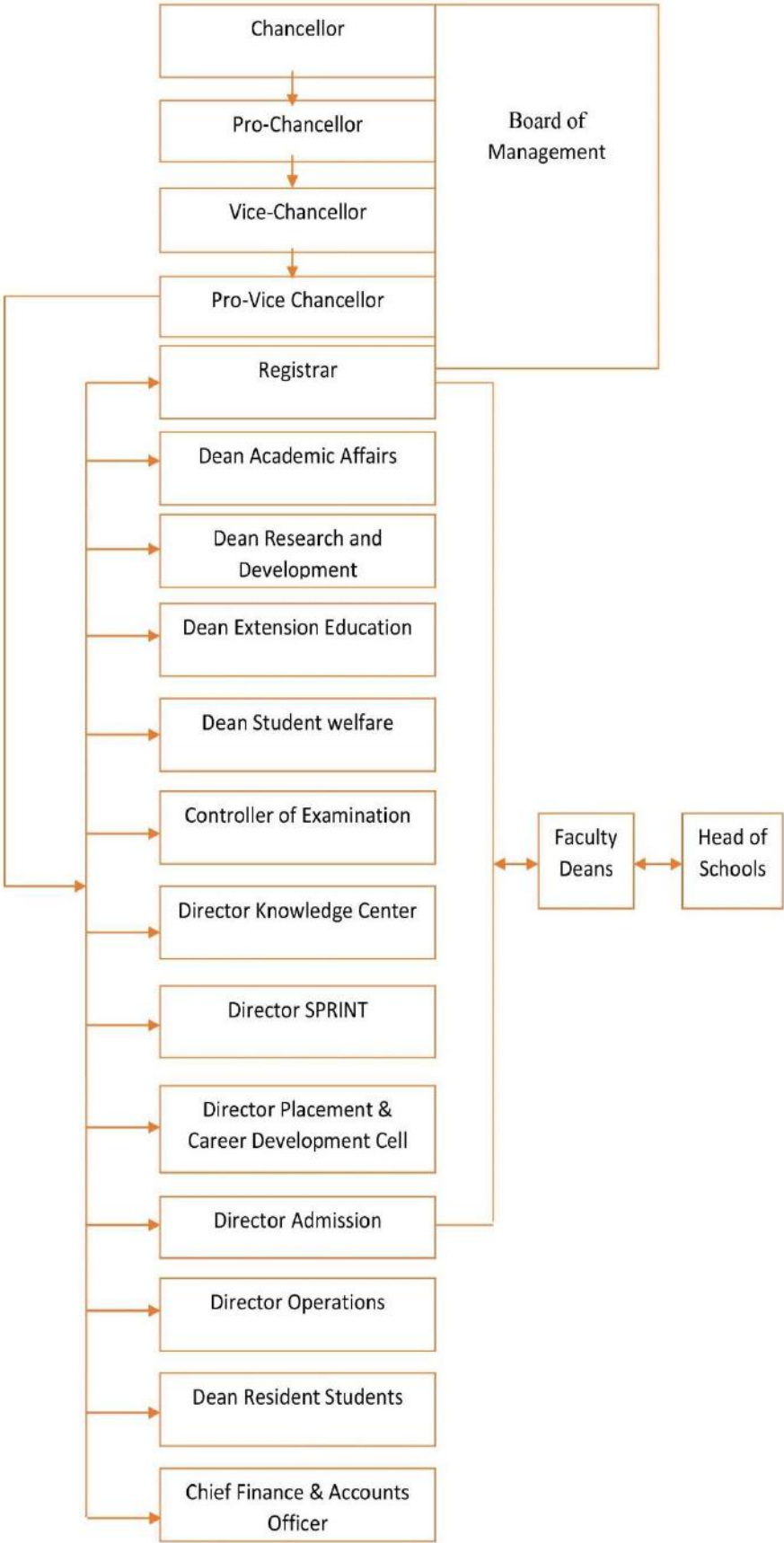
- Teachers participate voluntarily in activities relating to the revision of curricula. Choice based credit system has been accepted willingly from the academic session (2015-16).
- All teachers formulate their schedule of lectures and lectures are uploaded by the teachers on eUniv platform. School of Business Management and Liberal Arts have implemented online examinations for MBA students.
- Library has been made fully digitalized by in-house software development.
- The number of Ph.D. teachers has increased and currently there are over 200 research scholars pursuing doctoral studies.
- Professors of Eminence at the top and mid-level of Post Docs has increased alliances with a dozen of countries for exchange of students and faculty. In the last two years 36 students have undergone semester exchange programs.
- 'h' index of 45 is the highest amongst all private and public universities established after 2008, in North India.
- All teachers and Ph.D. students publish papers in Scopus or Thomson and Reuter indexed journals.
- 300 plus patents have been filed by the University, essentially focusing on the biochemical and molecular studies on flora and fauna of Himalayas.

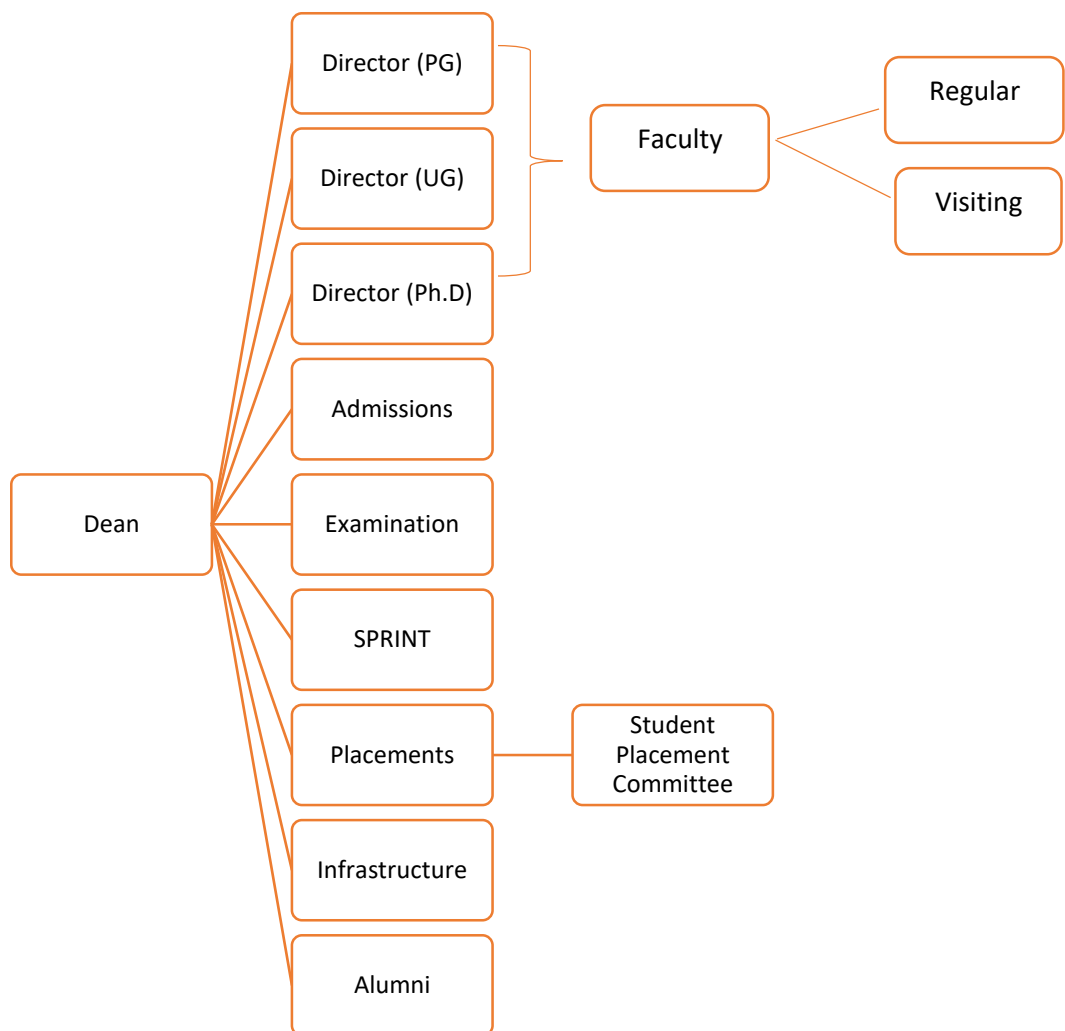
2.1.2.2. Decentralization, delegation of power and Collective decision making (10)

School of Business Management and Liberal Arts upholds the philosophy of participative management and ensures that every stakeholder works in a culture of achieving team goals and a sense of self responsibility. The leadership is participative at all levels; staff (teaching and non-teaching) are deeply involved in different activities of the school. The composition of all decision making bodies are as per Shoolini act and statutes.

Presently almost all the decision making bodies like Academic council, Placement and Career Development Cell, Board of Management, Joint Research and Development Advisory Committee, Library Advisory Committee, Admission Committee, Sexual Harassment Prevention Committee IQAC etc. have staff as members Details are given under point 2.1.1.1. of this report.

Organizational Structure at the Central Level





Delegation of Administrative Power at the School level:

School of Business Management and Liberal Arts adheres to the central procedure and policies but also act as autonomous units for administrative decisions at the school level. It has incharges for various academic activities and have been delegated power for taking administrative decisions. If the matter cannot be resolved at the School level central offices/committees are referred for the same.

Decentralization of administrative power at the School of Business Management and Liberal Arts is given here under:

S. No.	Name	Position
1	Prof. Atul Khosla	Dean
2	Prof. Kesari	Director UG & Ph.D, Coordinator of Infrastructure & Logistics
3	Prof. Kuldeep Rojhe	Director PG and Incharge Admissions
4	Dr. Devesh Kumar	Superintendent Examinations
5	Ms. Poonam Nanda	Director of SPRINT, Dean Student Welfare
6	Dr. Nitin Gupta	Coordinator of Placements & Alumni
7	Dr. Kamal Kant Vashisth	Coordinator eUniv (LMS)
8	Prof. Narinder Verma	Associate Dean Academics and MOOCs Incharge
9	Ms. Varsha Patil	Manager Accreditation & Rankings
10	Ms. Prachi Kapil, Incharge	Co-curricular Activities, Library and Language Lab
11	Dr. Supriya Srivastava	Hostel Warden
12	Mr. Amar Rao	Incharge Social Media
14	Mr. Neeraj Pizar	Deputy Superintendent Examinations, Incharge Sports
15	Dr. Rosey Dhanta	Assistant Director International Affairs

Delegation of Financial Power

Budgets for running the school are very essential. These are prepared by every school of the university before the commencement of the academic year. In this regard, Head of the School with senior faculties give the requisition to the Dean with regard to stationery/office requirements for which budget allocations are approved by the Dean in discussion with the Management.

On the same lines, proposals are sent to the Dean for procuring new equipment for the office, interactive technologies in the classrooms, conduction of workshops/ conferences/ seminars by the Head of School for which fund allocations are made.

S. No.	Designation	Financial Power
1	Dean	upto 5,000
2	Vice Chancellor	5000 - 20,000
3	CPC	20,000 and above

All expenditure above 20,000 are considered and approved by the Central Purchase Committee which meets twice in a month (details of the CPC are given under point no. 2.1.1.1 of this criteria).

2.1.3. Effective Governance Indicators (20)

School follows separation of ownership and management in true sense where set of bodies with duly formed processes, systems, rules and regulations are strictly followed to govern the school. This is inspired by the passion and zeal of well-known academician- researcher, whose passion for education and zeal to promote Higher Learning in India to Global standards is reflected in the institutional vision. The sponsors have strict principles when it comes to ensuring that the University is a true ‘not for profit’ institution. The sponsors of the University are also keen on contributing to the sustainability of the Himalayan region. Upliftment of the rural youth of the region and their seamless merger with the national mainstream is accorded utmost priority by the University management which also flows to School of Business Management and Liberal Arts.

School’s focus of the research, however, is based on issues that pertain to the Himalayan region. The school’s distinctiveness arises out of this unyielding passion, shared by all its constituents, to address the needs of the mountain region and its people.

School of Business Management and Liberal Arts, Shoolini University prides itself on its democratic, consensus-based and inclusive decision-making processes, which involve the participation of all the stakeholders; it is not a ‘one-way’ ‘top-down’ decision making process. On the contrary, the focus is on consensus building at various levels which allows members to partake, and in a way, this ensures their willing participation in its growth and progression.

2.1.3.1. Grievance redressal mechanism (5)

School of Business Management and Liberal Arts considers feedback and complaints as crucial aspect of improvement process. To enable the stakeholders to provide feedback and register complaints, various options are made available from suggestion box, email, open door policy and access to authorities, mobile numbers of responsibility centers and contact details of regularity authority. There exists a well-structured escalation process and provision of turnaround time to respond to the grievances.

Students and parents are made aware about these provisions at the time of joining through induction & it is ensured that solutions are reached in fair and objective manner.

Grievances of faculty are considered and resolved at level of Program Director, then at Dean's level and if needed are finally escalated to HR department. Special committees for specific domains of grievances have been formulated which are Anti Ragging Committee, Sexual Harassment Prevention Committee, Placement Committee, Research Advisory Committee, etc.

The school also follows the central grievance redressal cell which deals with issues of academic nature, registration, examination, amenities and services in the hostels etc. Generally, grievances are resolved/mitigated at different levels, though most get resolved at the school level. In addition, students can convey their grievance(s) by mail which is acted upon by the Central Cell. All mails are responded to and a reply provided to the concerned person, though their identity is kept confidential. Suggestion boxes are also installed at relevant places for the students. Students can directly send an email to the grievance redressal cell **care@shooliniuniversity.com** which goes directly to the central grievance redressal cell.

Composition and mechanism of Anti Ragging Committee, Sexual Harassment Prevention Committee and is given under Point 2.1.1.1.

The composition of Grievance Redressal Committee of the university is given below:

S. No.	Grievance Redressal Committee members	Position
1	Mrs. Saroj Khosla, President of Foundation	Chairperson
2	Dr. Sunil Puri, Registrar	Member
3	Dr. J.M. Julka, Dean Planning & Placement	Member
4	Dr. Anuradha Sourirajan, Dean, Faculty of Applied Sciences & Biotechnology	Member
5	Dr. Deepaknand Kishore Kapoor, Dean, Faculty of Pharmaceutical Sciences	Member
6	Prof. Adesh Saini, Director Centre of Research on Himalayan Sustainability and Development	Member
7	Dr. Dinesh Kumar, Professor, Biotechnology	Member
8	Dr. Kuldeep Rojhe, Associate Professor, Management	Member
9	Mr. Pankaj Vaidya, Associate Professor, Engineering	Member
10	Col. TPS Gill, Director Operations	Member
11	Mrs. Poonam Nanda, Dean Student Welfare	Member Secretary

Other preventive means are the suggestion received through formal/informal interactions and through feedbacks received from staff and students.

2.1.3.2. Transparency (5)

Transparency is ensured at all levels of academic and other aspects. University publishes annual prospectus (information brochure) providing details of all including courses offered by the School of Business Management and Liberal Arts with their eligibility criteria and elaborating the admission procedure, as also the facilities available in the University. All the information relating to admission, examination, attendance, internal assessments, selection for student exchange program, placement etc. are done through systematic processes which are transparent and information is also available on the website and myShoolini app.

myShoolini app is a student & faculty developed app (Android & iOS) for end-to-end digitization & knowledge management of Shoolini University's activities.

The details are given under criterion VIII, point 8.4. All information on policies, rules, processes are disseminated to the stakeholders through website.

2.1.3.3. Leader and Faculty selection process (5)

The University has instituted the followings initiatives for attracting and retaining eminent faculty:

Compensation at par with Top Universities: Salaries of senior teachers are higher than those prescribed by the UGC. The success of the policy is validated by the fact that less than five per cent of eminent faculty has left the University so far, making it less than one per cent per year.

Rewards: To promote excellence in original research, the University has instituted an award of Rs.10 lacs to a faculty member who publishes his/ her findings in Nature and Science and Rs. 5 lacs for publishing in any other distinguished journal of status.

Golden Rudraksha Awards: Golden Rudraksha award has been introduced in the year 2018 with an aim a to recognize the unsung heroes who keep on doing their work with full sincerity and commitment.

There are 04 awards in this event:

1. Golden Rudraksha Award Best Faculty
2. Golden Rudraksha Award Best Non- Teaching staff
3. Golden Rudraksha Award Best Central Student support staff
4. Golden Rudraksha award Best Faculty/School Administrative staff

Two of the above awards listed on serial number 1 and 2 are based on 360⁰ feedback from students, management, and peers, whereas awards at serial no. 3 & 4 is purely on the basis of votes given by the students. For this event, a committee is formed with trustworthy and unbiased faces of the University. All Deans, Directors and HOS are purposefully kept out of the contest.

The IQAC initiative ended with a fitting award ceremony on 15th August 2018 with the declaration of following winners:

1. Golden Rudraksha 2018 (Teaching)- Dr Somesh Sharma (Foodtech)
2. Golden Rudraksha 2018 (Non-teaching)- Mr. ND Sharma (VC Office)
3. eUniv Star Performer 2018- Prof. Kesari (Management)
4. Most Student Friendly Central Staff- Library staff
5. Most Student Friendly Faculty Staff- FMSLA Staff

Manthan 2018 (Vote by 1512 Students)		
Feedback- Most Student Friendly Central Staff		
Name of Central Staff	Weighted mean	Rank
Library Staff	1.165	1st
Dean Student Welfare office (Sprint/ Cultural/Co-curricular activities)	1.020	2nd
IT Department	0.983	3rd
Accounts Office	0.982	4th
Office of International Affairs	0.932	5th
VC Office	0.880	6th
Housekeeping and Cleaning	7th-12th
Registrar Office / Dean Academics / HR		
Central Examination Office		
Health Centre Staff		
Sports office		
Transport office		
eUniv Team	Not considered being the conducting agency	

Feedback- Most Student Friendly Faculty Staff		
School Name	Average	Rank
Faculty of Management Sciences & Liberal Arts and Faculty of Legal Sciences	4.12	1st
Faculty of Basic Sciences	3.90	2nd
Faculty of Applied Sciences & Biotechnology	3.83	3rd
School of Pharmaceutical Sciences	4th-5th
Faculty of Engineering & Technology		

Research Awards: In order to encourage the faculty for quality research, the university has also initiated formally research awards from the Academic Year 2017-18. Following are the categories given:

Sr. No.	Award Category
1	Best Researcher Award
2	Best Woman Researcher Award
3	Best Researcher faculty wise Award
4	Best Ph.D. Scholar Award -2
5	Researcher Award (Translational)
6	Young Investigator Award
7	Societal Impact & Visibility Award

Annual Appraisal: The University reviews faculty performance for the purpose of development and enhancement.

Promoting Professional Development: Shoolini provides sabbatical and study leave for higher studies within the country and abroad. Faculty members are encouraged to attend workshops/meetings and provided financial support.

Research Support: The University has adopted a research driven model. Ample facilities and funding are provided to faculty members for fulfilling their research aspirations. In addition, they are also motivated and encouraged to apply for external funding.

Spousal employment: Eligible and well qualified spouses of the faculty are encouraged to take up employment in the University.

Safe Environment: The University provides an atmosphere free of all forms of harassment, exploitation, or intimidation. The University has a zero tolerance policy for discrimination and harassment of any kind.

Creche: The University has a Creche with basic amenities for day care of the children of the faculty and staff.

Faculty Club: For enhancing campus life, the University has an exclusive faculty club for socialization.

Faculty appointment procedure

School of Business Management and Liberal Arts follows a systematic process to ensure the availability of highly specialized human resources. Depending on the revision of the curriculum, requirement of knowledge domain specialist is identified at the School level which is then proposed to the registrar for approval from Vice- Chancellor and University Management. Once the requirement is approved, the recruitment process begins with advertisements of the posts in newspapers and University website giving the detailed job description and specifications. Applications received are scrutinized based on the compatibility of the candidates. Shortlisted candidates appear for personal interview before the expert panel, including external subject experts, constituted by the University.



Leaders and faculty for School of Business Management and Liberal Arts are selected by the central appraisal committee. University ensures that all positions in various statutory bodies are filled in time and has developed a proper appraisal system to retain the top talent. There is a well-established system of compensation and awards to encourage achievers and act as motivation for others to strive for excellence.

Faculty and staff performance are evaluated broadly on the following parameters:

- Teaching-learning-evaluation
- Research initiatives
- Values, integrity and ethics
- Co-curricular engagements
- Students' feedback

Outcomes of the appraisal are enumerated as under:

- Performance based categorization of faculty and staff.
- Faculty and staff development/improvement.
- Innovation in teaching pedagogy and research methodologies
- Reward achievers and motivate others to strive for excellence.

2.1.3.4 Stability of the academic leaders (5)

School of Business Management and Liberal Arts constantly engage its faculty members in various workshops/seminars etc. which gives them opportunity to learn & grow on regular basis. The freedom of putting new initiatives & all faculty members are using their own creativity in different areas which boosts the morale of the employees. The faculty members are involved in decision making along with management on different aspects and as members of various statutory Also, School of Business Management and Liberal Arts is one of the top business schools. Considering this, faculty members feel proud to be part of this growing institution.

Year wise faculty retention ratios are mentioned below:

The retention ratio of School of Business Management and Liberal Arts is given below and details are given in the table:

- No. of regular faculty members in 2018-19 (CAY) = 24 and retention ratio is **89.48%**.
- No. of regular faculty members in 2017-18 (CAYm1) = 22 and retention ratio is **94.74%**.
- No. of regular faculty members in 2016-17 (CAYm2) = 20 and retention ratio is **100%**.
- No. of regular faculty members in 2015-16 (CAYm2) = 19 and retention ratio is **100%**.

S. No.	Name of Faculty Member	Degree (Highest Degree)	Designation	Date of Joining the Institution	Experience in Shoolini as on 27 th April, 2019	Specialization	Currently Associated (Y/N) Date of leaving (in case currently associated is No)
1	Prof. Adesh Saini	Ph.D	Professor	1/8/2011	6 years and 8 months	Forest Management and Biomedical Sciences	Yes
2	Mr. Amar Rao	MBA	Assistant Professor	15/7/2013	4 years and 9 months	Finance	Yes
3	Prof. Ashutosh Mohanty	Ph.D	Professor	2/7/2018	9 months	Sustainable Urban Environmental Management	Yes
4	Prof. Atul Khosla	MBA	Professor	1/6/2011	6 years and 6 months	Wealth and Asset Management, Strategy, Outsourcing and Offshoring, Organizational Change, New business building growth and higher education	Yes
5	Dr. Devesh Kumar	Ph.D	Associate Professor	21/3/2012	6 years and 1 month	IT/Information System	Yes
6	Dr. Dipanker Sharma	Ph.D	Associate Professor	1/7/2015	2 years and 9 months	Human Resource Management	Yes
7	Ms. Divya Jyoti Thakur	MBA	Assistant Professor	16/4/2010	8 years	Marketing	No 18/05/2018
8	Ms. Gayatri Kanwar	M.Phil	Assistant Professor	25/7/2014	3 years and 9 months	English Literature	No 23/09/2016
9	Dr. Kamalkant Vashishth	Ph.D	Assistant Professor	16/7/2012	5 years and 9 months	Marketing	Yes
10	Prof. Kesari Singh	Ph.D	Professor	3/8/2010	7 years and 8 months	Economics	Yes
11	Prof. Kuldeep Chand Rojhe	Ph.D	Professor	1/2/2008	10 years and 3 months	Marketing - Consumer Behaviour	Yes
12	Dr. Mala Tripathi	Ph.D	Assistant Professor	1/5/2018	1 year	Yogic Science	Yes
13	Dr. Nandan Sharma	Ph.D	Assistant Professor	16/5/2017	1 year and 10 months	Law	Yes
14	Prof. Narinder Verma	PGDM	Professor	15/7/2013	4 years and 8 months	Finance	Yes
15	Dr. Neeraj Gandotra	Ph.D	Associate Professor	1/7/2010	7 years and 2 months	Mathematics	Yes
16	Dr. Nitin Gupta	Ph.D	Assistant Professor	12/8/2010	7 years and 7 months	Finance	Yes
17	Dr. Pooja Verma	Ph.D	Assistant Professor	21/1/2013	5 years and 2 months	Human Resource Management	Yes
18	Ms. Prachi Kapil	MBA	Assistant Professor	5/8/2014	3 years and 8 months	Human Resource Management & Finance	Yes

S. No.	Name of Faculty Member	Degree (Highest Degree)	Designation	Date of Joining the Institution	Experience in Shoolini as on 27 th April, 2019	Specialization	Currently Associated (Y/N) Date of leaving (in case currently associated is (No)
19	Dr. Rakesh Kumar Shukla	Ph.D	Assistant Professor	1/8/2013	4 years and 7 months	Statistics	Yes
20	Prof. Sunil Puri	Ph.D	Professor	14/9/2010	7 years and 7 months	Landuse Management Systems, Agroforestry and Climatic Change in Environment Management	Yes
21	Dr. Supriya Srivastava	Ph.D	Assistant Professor	6/6/2016	2 years and 6 months	Sociology	Yes
22	Ms. Varsha Patil	CS	Assistant Professor	3/9/2012	5 years and 7 months	Company Law, Compliance and Secretarial Practice	Yes
23	Dr. Vinay Negi	Ph.D	Assistant Professor	11/12/2017	1 year and 4 months	Marketing	Yes
24	Prof. Y.S. Negi	Ph.D	Professor	29/5/2015	2 years and 11 months	Forest Economy and Policy	Yes
25	Dr. Purnima Bali	Ph.D	Assistant Professor	10/4/2017	2 years	English Literature	Yes

- Prof. Atul Khosla is the Dean of Faculty of Management Sciences and Liberal Arts since 2011.

2.2. Financial Resources (40)

2.2.1. Budget Allocation, Utilization, and Public Accounting at Institute level (40)

Financial resources are broadly monitored by the University management board as per the following mechanism:

- Budgetary estimates are prepared before the beginning of the financial year by school and presented to the finance committee.
- On approval the estimates are circulated amongst all concerned.
- The proposal for any purchase is first approved by the Dean and then put up to VC for his approval.
- Purchases of more than Rs 20,000/- are put up to a Central Purchase Committee, which comprise of the VC, CFAO, Heads of various Schools and Director Operations.
- Any proposal for expenditure which does not get the approval of a lower level is not put up to a higher level.
- Quarterly expenses are monitored by the Core committee.
- Actual expenses are compared with the budgeted expenses and remedial adjustments are sorted out.

Table no. 2.2.1 a - Total Income at Institute level For CFY 2017-18

Table 2.2.1 a - Total Income (Rs.) at Institute level For CFY 2017-18

Income				Total Income
Fee Received	Grant received from Govt.	Grant received from Industry	Other Sources (Executive Development Programs)	
60,650,342	736,200	5,408,776	5,487,263	72,282,581

Table 2.2.1 b - Total Income (Rs.) at Institute level For CFYm1 2016-17

Income				Total Income
Fee Received	Grant received from Govt.	Grant received from Industry	Other Sources (Executive Development Programs)	
42,540,926	2,161,200	3,253,025	4,534,975	52,490,126

Table 2.1.1 c - Total Income (Rs.) at Institute level For CFYm2 2015-16

Income				Total Income
Fee Received	Grant received from Govt.	Grant received from Industry	Other Sources (Executive Development Programs)	
34,547,560	-	3,660,562	4,799,775	43,007,897

Table 2.1.1 d - Total Income (Rs.) at Institute level For CFYm3 2014-15

Income				Total Income
Fee Received	Grant received from Govt.	Grant received from Industry	Other Sources (Executive Development Programs)	
38,212,095	-	-	4,999,000	43,211,095

Table no.2.2.1b- Summary of budget and the actual expenditure incurred (for the stand alone Management Institute/ Management department of an institute)

Institute Income & Expenditure (Rs.) for financial years 2017-18, 2016-17, 2015-16, 2014-15								
	2017-18		2016-17		2015-16		2014-15	
Items	Budgeted in CFY	Actual Expenses in CFY (31.03.2018)	Budgeted in CFYm1	Actual Expenses in CFYm1 (31.03.2017)	Budgeted in CFYm 2	Actual Expenses in CFYm 2 (31.03.2016)	Budgeted in CFYm 3	Actual Expenses in CFYm3 (31.03.2015)
Infrastructure Built-up	4,000,000	3,942,697	32,500,000	31,414,039	4,400,000	4,474,223	30,000,000	28,976,272
Library ¹	3,600,000	3,606,000	3,000,000	2,867,000	2,300,000	2,321,000	1,200,000	1,178,000
Computer Labs and Software ²	4,000,000	3,561,000	4,500,000	4,162,000	4,400,000	4,407,000	4,300,000	4,283,000
Teaching and non-teaching staff salary	28,000,000	27,832,398	22,000,000	21,742,964	19,500,000	19,356,338	14,000,000	13,481,154
Research ³	1,000,000	939,757	1,500,000	1,689,809	1,100,000	1,014,841	1,000,000	962,943
Training and Travel	1,325,000	1,319,296	1,000,000	1,105,217	400,000	398,217	750,000	690,122
Placement Activities	400,000	389,803	288,000	257,500	200,000	221,256	160,000	154,643
Entrepreneurship	360,000	326,354	240,000	222,032	130,000	152,529	120,000	110,760
Co-Curricular	640,000	609,273	320,000	302,066	200,000	164,236	350,000	290,310
Extra-Curricular	840,000	849,452	460,000	444,993	360,000	318,227	500,000	435,465
Alumni Relations	800,000	831,294	400,000	3,195	500,000	902,148	300,000	274,000
Miscellaneous expenses ⁴	225,000	186,140	450,000	439,427	270,000	289,274	250,000	224,440
Others, Specify	30,625,000	29,799,847	27,500,000	24,681,143	22,500,000	22,765,910	20,000,000	19,655,002
Total	75,815,000	74,193,309	94,158,000	89,331,386	56,260,000	56,785,198	72,930,000	70,716,111

1. Paper books and electronic (e-journals, e-books, e-subscription, publications etc.)

2. Purchase and Maintenance (Databases, e-access, statistical tools)

3. Research funds including fellowships to the students and faculty

2.2.1.1. Adequacy of budget allocation (15)**Table 2.2.1.1 a - Institute planned budget and expenditure (Rs.)**

Sr. No.	Financial Year	Budget Allocation in (Rs)	Actual Expenditure in (Rs)	Adequate/ Non Adequate
1	CFY	75,815,000	74,193,309	Adequate
2	CFCm1	94,158,000	89,331,386	Adequate
3	CFCm2	56,260,000	56,785,198	Inadequate
4	CFCm3	72,930,000	70,716,111	Adequate

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

2.2.1.2. Utilization of allocated funds (15)**Table 2.2.1.1 b - Utilization of allocated funds**

Sr. No.	Financial Year	Budget Allocation in (Rs.)	Actual Expenditure in (Rs.)	Adequate/ Non Adequate
1	CFY	75,815,000	74,193,309	97.86
2	CFCm1	94,158,000	89,331,386	94.87
3	CFCm2	56,260,000	56,785,198	100.93
4	CFCm3	72,930,000	70,716,111	96.96

* The budget details are updated annually and modified with changing expenditure patterns

(The institution needs to state how the budget was utilized during assessment years) The details of budget and expenditure incurred are given under table 2.2.1 b above

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

The accounts are periodically audited by Chartered Accountants and submitted to Himachal Pradesh Government and other regulatory bodies. Audited balance sheets are also made available on the website for stakeholders information (<https://shooliniuniversity.com/>).

CRITERION – III
PROGRAM OUTCOMES & COURSE OUTCOMES (100)

Criterion – III

Program Outcomes & Course Outcomes

3.1. Attainment of Program Outcomes

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

Program outcomes are assessed by using both the direct and indirect tools. Direct assessment includes the identification and incorporation of the courses in curriculum which are linked with the attainment of program outcomes. Indirect assessment is through the student exit surveys, feedback from stakeholders and co-curricular activities etc.

Direct Assessment: Clearly stated program outcomes are discussed in all faculty and School Academic Committee meetings in every six months. Direct and indirect assessment tools are discussed and finalized in the School Academic Committee. Direct assessment includes primarily the discussion on specific courses directly meeting the program outcomes. For example: MBA students are expected to apply management concepts and theories in business decision making and hence, courses like marketing management, Human Resource Management, Financial Techniques and economics etc. Similarly, courses like SPRINT and Writing Seminar have been added to the curriculum to develop the soft skills of the students.

Course allocation is done in School Academic Committee meetings as per compatibility of the course outcomes and specializations of the faculty members. Each faculty member brings out a detailed lecture schedule for the assigned course including course content, learning and skill outcomes, assessment tools and pedagogy etc. The lecture schedules for each course is discussed in the School Academic Committee for further inputs from all faculty members under the Chairmanship of Dean of the Faculty. Lecture schedules finally approved by the School Academic Committee are presented in the Board of Studies for inputs from external experts from the industry and academia. BoS verifies the alignment of courses and syllabi with the program outcomes. Finally, the courses and syllabi are approved by the Academic Council.

We follow a continuous evaluation process wherein the student performance is assessed through mid-term examination, surprise tests, short quizzes, projects, case study discussions, role plays, group discussions, seminars and end term examinations.

Question papers are prepared by the concerned course coordinators and reviewed by the Question Paper Review Committee to ensure that the program and course outcomes are duly assessed.

Indirect Assessment: Presently, the indirect assessment on students' feedback/survey are conducted at every six months to ascertain their perception towards attainment of program outcomes.

In future, it is proposed that feedback on program outcome attainment is frequently collected from the recruiters, alumni and parents through well-structured questionnaires. Student exit surveys will also be conducted to identify the gap in program attainment level.

In addition, co-curricular activities such as the development of business plans, marketing activities to develop selling skills, participation in expert lectures etc. will be conducted in each quadmester and assessed by the committee constituted for the same.

Extracurricular activities are also informally used as an assessment tool to measure the program outcomes. There are different hobby clubs functional at the University level. MBA students are encouraged to participate in such club activities like dancing, singing, cooking, sports and inter school competitions.

For example: Cancer awareness drives are frequently run by our students which help in inculcating the sense of responsibility towards the society among our students.

3.1.2. POs attainment levels (35)

Program Outcomes of MBA Program given below:

1. Apply knowledge of management theories and practices to solve business problems.
2. Foster Analytical and critical thinking abilities for data-based decision making.
3. Ability to develop Value based Leadership ability.
4. Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.
5. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
6. Knowledge, ability & attitude to become successful entrepreneurs and ability to innovate & think out of the box.
7. Ability to effectively present & communicate.
8. Ability to be content & happy.

School of Business Management and Liberal Arts: Scheme of MBA Program 2016-2018

MBA Quadmester-I					
S. No.	Course	Code	Hours (L+T+P)/ Week	Total Hrs./Week	Credits
1	Microeconomics	MST511	2+2+0	2x1+2x1=4	2
2	Financial Accounting	MST512	2+2+0	2x1+2x1=4	2
3	Statistics for Management-I	MST513	2+2+0	2x1+2x1=4	2
4	Organizational Behaviour	MST514	2+2+0	2x1+2x1=4	2
5	Marketing Management-I	MST515	2+2+0	2x1+2x1=4	2
6	Writing Seminar-I	MST516	0+0+4	30 in Total per Quad	1
7	Social Project-I	MST517	0+0+4	30 in Total per Quad	1
8	SPRINT-I	MST518	0+0+8	60 in Total per Quad	2
	Total				14
MBA Quadmester-II					
S. No.	Course	Code	Hours (L+T+P)/ Week	Total Hrs/Week	Credits
1	Macroeconomics	MST521	2+2+0	2x1+2x1=4	2
2	Cost Accounting	MST522	2+2+0	2x1+2x1=4	2
3	Statistics for Management-II	MST523	2+2+0	2x1+2x1=4	2
4	Marketing Management-II	MST524	2+2+0	2x1+2x1=4	2
5	Business Research Methods	MST525	2+2+0	2x1+2x1=4	2

6	Writing Seminar-II	MST526	0+0+4	30 in Total per Quad	1
7	Social Project-II	MST527	0+0+4	30 in Total per Quad	1
8	SPRINT-II	MST528	0+0+8	60 in Total per Quad	2
	Total				14
MBA Quadmester-III					
S. No.	Course	Code	Hours (L+T+P)/ Week	Total Hrs/Week	Credits
1	Financial Management-I	MST531	2+2+0	2x1+2x1=4	2
2	Managerial Computing	MST532	2+2+0	2x1+2x1=4	2
3	Legal Aspects of Business	MST533	2+2+0	2x1+2x1=4	2
4	Human Resource Management-I	MST534	2+2+0	2x1+2x1=4	2
5	Social Project-III	MST535	0+0+4	30 in Total per Quad	1
6	SPRINT-III	MST536	0+0+8	60 in Total per Quad	2
7	Marketing Research-I	MST537	2+2+0	2x1+2x1=4	2
	Total				13
MBA Quadmester-IV					
S. No.	Course	Code	Hours (L+T+P)/ Week	Total Hrs/Week	Credits
1	Financial Management-II	MST541	2+2+0	2x1+2x1=4	2
2	Human Resource Management-II	MST542	2+2+0	2x1+2x1=4	2
3	Management of Investment (AMFI)	MST543	2+2+0	2x1+2x1=4	2
4	Business Analytics	MST544	2+2+0	2x1+2x1=4	2

5	Social Project-IV	MST545	0+0+4	30 in Total per Quad	1
6	SPRINT-IV	MST546	0+0+8	60 in Total per Quad	2
7	Marketing Research-II	MST547	2+2+0	2x1+2x1=4	2
	Total				13
MBA Summer Internship Quamester					
S. No.	Course	Code	Hours (L+T+P)/ Week	Total Hrs/Week	Credits
1	Summer Internship	MST (S)541	0+0+12	Min 90 in Total per Quad	6
	Total				6
MBA Quadmester-V					
S. No.	Course	Code	Hours (L+T+P)/ Week	Total Hrs/Week	Credits
Compulsory Courses					
1	Strategy	MST551	2+2+0	2x1+2x1=4	2
2	SPRINT-V	MST552	0+0+8	60 in Total per Quad	2
Major Specialization (Any one out of Finance, Marketing and Human Resource Management)					
Note: A student is required to choose any one out of Finance, Marketing and Human Resource Management. Once a Major specialization is chosen, students now need to register for all the three courses under it.					
Finance					
1	Security Analysis & Valuation	MST (F)551	2+2+0	2x1+2x1=4	2
2	Capital Markets & Institutions	MST (F)552	2+2+0	2x1+2x1=4	2
3	Financial Statement Analysis	MST (F)553	2+2+0	2x1+2x1=4	2

Marketing					
1	Consumer Behaviour	MST (M)551	2+2+0	2x1+2x1=4	2
2	Retail Marketing	MST (M)552	2+2+0	2x1+2x1=4	2
3	Sales Management	MST (M)553	2+2+0	2x1+2x1=4	2
Human Resource					
1	Industrial Relations & Labour Laws	MST (HR)551	2+2+0	2x1+2x1=4	2
2	Organizational Development & Change Management	MST (HR)552	2+2+0	2x1+2x1=4	2
3	HR Planning and Recruitment	MST (HR)553	2+2+0	2x1+2x1=4	2
Minor Specialization (Any one out of Finance, Marketing, Human Resource Management and IT)					
Note: A student can choose a minor specialization from given 3 (One chosen as a Major specialization can not be selected). A student needs to select only one course from either 2 specializations given above or one from the 3 specializations given below.					
IT					
1	Advanced IT Tools	MST (IT) 551	2+2+0	2x1+2x1=4	2
Biotechnology					
1	Bioprocess Technology-I	MST (BT)551	2+2+0	2x1+2x1=4	2
Pharmaceuticals					
1	Drug Delivery System-I	MST (PH)551	2+2+0	2x1+2x1=4	2
	Total				12

MBA Quadmester-VI					
S. No.	Course	Code	Hours (L+T+P)/ Week	Total Hrs/Week	Credits
Compulsory Subjects					
1	Basics of Banking and Insurance	MST561	2+2+0	2x1+2x1=4	2
2	SPRINT-VI	MST562	0+0+8	60 in Total per Quad	2
Major Specialization (Any one out of Finance, Marketing, Human Resource Management)					
Note: All the three courses given under a particular Specialization, are compulsory					
Finance					
1	Portfolio and Wealth Management	MST (F)561	2+2+0	2x1+2x1=4	2
2	Techniques for Financial Decisions	MST (F)562	2+2+0	2x1+2x1=4	2
3	Financial Derivatives	MST (F)563	2+2+0	2x1+2x1=4	2
Marketing					
1	Integrated Marketing Communications	MST (M)561	2+2+0	2x1+2x1=4	2
2	Digital Marketing	MST (M)562	2+2+0	2x1+2x1=4	2
3	Services Marketing	MST (M)564	2+2+0	2x1+2x1=4	2
Human Resource					
1	Training and Development	MST (HR)561	2+2+0	2x1+2x1=4	2

2	Global HRM	MST (HR)562	2+2+0	2x1+2x1=4	2
3	Competency Mapping and Assessment	MST (HR)563	2+2+0	2x1+2x1=4	2
Minor Specialization (Any one out of Finance, Marketing, Human Resource Management, IT)					
Note: A student can choose a minor specialization from given 5 (One Chosen as a Major specialization). A student needs to select only one course from either 2 specializations given above or one from the 1 specialization given below.					
IT					
1	ERP	MST (IT)561	2+2+0	2x1+2x1=4	2
Biotechnology					
1	Bioprocess Technology-II	MST (BT)561	2+2+0	2x1+2x1=4	2
Pharmaceuticals					
1	Drug Delivery System-II	MST (PH)561	2+2+0	2x1+2x1=4	2
	Total				12
MBA Quadmester-VII					
S. No.	Course	Code	Hours (L+T+P)/ Week	Total Hrs/Week	Credits
Compulsory Subjects					
1	International Business Environment	MST571	2+2+0	2x1+2x1=4	2
2	Research Project	MST572	0+0+4	30 in Total per Quad	1
3	SPRINT-VII	MST573	0+0+8	60 in Total per Quad	2
Major Specialization (Any one out of Finance, Marketing, Human Resource Management)					

Note: Both the courses given under a particular Specialization, are compulsory					
Finance					
4	Mergers and Acquisitions	MST (F)571	2+2+0	2x1+2x1=4	2
5	Equity Research	MST (F)572	2+2+0	2x1+2x1=4	2
Marketing					
5	Brand Management	MST (M)571	2+2+0	2x1+2x1=4	2
7	Customer Relationship Management	MST (M)572	2+2+0	2x1+2x1=4	2
Human Resource					
8	Selection	MST (HR)571	2+2+0	2x1+2x1=4	2
9	Compensation Management	MST (HR)572	2+2+0	2x1+2x1=4	2
	Total				9
	Program Total				93

Course Outcomes

S. No.	Course	Code	Outcomes
1	Microeconomics	MST511	Use the concept of demand and supply to understand working of a market.
			Understand and use different cost and returns concepts to analyze behavior of the firms under different market conditions
			Demonstrate how competitive industries respond to changing market forces.
			Predict the product demand in response to changes in different factors affecting demand

			Forecast demand for a product
			Use costs and returns concepts to find profitable level of output for a firm and also to estimate profits.
2	Financial Accounting	MST512	Understand different types of Accounts and differentiate in between.
			Understand Accounting Cycle
			Purpose of Trial Balance.
			Understand why Trading, Profit and Loss Account and Balance Sheet is made.
			Understand the movement of cash in a business
			Will be able to pass Journal entries as well as post them in their respective Accounts.
			Prepare subsidiary books, Trial Balance and final accounts.
			Will be able to predict cash flows of a company.
			Full knowledge of Accounting Standards of India.
3	Statistics for Management-I	MST513	Realize the importance of data presentation
			Describe various types of graphical presentations like Pie chart, Bar graph etc.
			Define averages and dispersion for ungrouped and grouped data
			Understand the concept of uncertainty and axioms of probability
			Explain type of events and compute probability of such events
			Making of charts and graphs on MS Excel
			Computation of means and deviation manually and through MS Excel formulae
			Apply event specific formula to calculate probabilities

4	Organizational Behaviour	MST513	Understanding individual behavior and attitude at a workplace.
			Identify different personality types based on Big five model and MBTI.
			Study the relationship between motivation and performance.
			Identify common errors in perception.
			Understand how groups are formed and work in an organization.
			Address to the different leadership styles, conflict management techniques and stress management process.
			Knowledge of different organizational designs and its elements.
			Identify personalities of individual using models like MBTI and Big five model.
			Avoid biasness and other perceptual errors while decision making processes.
			To motivate one's subordinates and employees.
			To lead successfully and handle groups for higher returns.
			Effectively handle conflict and stress at work place.
			Construct an organizational structure.
5	Marketing Management-I	MST515	Understand core concepts in marketing
			Become aware of marketing as open system
			Understand the complexities of human behavior in marketing
			Know how target markets are selected & positioned
			Realize the basic pillars on which marketing is built
			Use concepts of needs, wants & demand & chose appropriate marketing concept
			Take decisions with reference to environment

			Understand consumer behavior
			Develop target markets & facilitate sales
6	Social Project-I	MST517	This course is designed to provide students hands on experience on doing a socially impactful work
7	SPRINT-I	MST518	Reiterate his decision to join the MBA program
			Identify his long and short term goals.
			Develop a sense of comfort with the faculty ,peer group and premises
			Identify/assess his core strengths and areas of improvement
8	Writing Seminar-I	MST516	Basics of Good Presentation
			Information search and evaluation
			Writing of smaller versions of reports
			Team spirit and member's roles
			Confidence building
			Facing the stage
			Time management skills
MBA Quadmester-II			
S. No.	Course	Code	Outcomes
1	Macroeconomics	MST521	Understand the measurement of macroeconomic aggregates such as GDP - real and nominal, national income, economic growth, inflation and business cycles.
			Understand the concept of Balance of payments and explain the measurement of a country's balance of payments
			Describe the phases of business cycles and their impact on business

			Analyze the effect of macroeconomic policies with regard to real GDP growth, unemployment rate and the rate of inflation.
			Illustrate the effect of implementing expansionary and contractionary monetary and fiscal policies during recession or inflation in the economy.
			Understand better the basics of international trade.
			Convert nominal variables to real variables.
			Evaluate current economic issues and their impact on business activities
			Understand and discuss the impact of inflation and recession
			Understand and critique macroeconomic policy initiatives
			Understand and interpret discussions on macroeconomic issues in electronic and print media.
2	Cost Accounting	MST522	Understand what cost accounting is all about.
			Usage of cost accounting in production and cost control.
			For control cost control material and labor.
			Understand what Job and Process costing.
			Preparation of budget and calculation of Break-even Point.
			Prepare a cost sheet on actual basis(either of lunch, Marriage, function)
			Prepare Budgets and forecast expenses
			Predict the sales, purchase and different ordering levels.
			Construct relationship between cost, sales and profit.

3	Statistics for Management-II	MST523	Application of correlation and regression in β calculation etc
			Understand Probabilistic and non-probabilistic sampling through simple random sampling, systematic sampling, stratified sampling, cluster sampling, quota sampling judgmental sampling and snowball sampling etc.
			Estimate population mean and standard deviation
			Use Central Limit Theory to fit Normal distribution for testing
			Calculate sample size, use of Chebyshev's inequality
			Formulate hypotheses, carry out testing and interpret it
			Correlation and regression analysis through MS Excel and SPSS
			Calculation of sample size
			Calculation of standard error and confidence interval (producer's risk)
			Statistical analysis on MS Excel and SPSS
			Embedding table and charts from MS Excel/SPSS to PPT etc.
4	Marketing Management-II	MST524	Understand concepts in marketing mix
			Develop insight of Logistics & marketing communications.
			Understand the concept & practices in brand management.
			Gain knowledge about practical solution to marketing problems.
			Develop appropriate mix of product, pricing, place & promotion
			Use concepts in brand management

			Assist in development of independent marketing strategy.
5	Business Research Methods	MST525	Identify a critical thinker
			Describe tools for identifying problems
			Use the MECE (Mutually Exclusive and Collectively Exhaustive) approach
			Understand issue tree approach to formulate a problem
			Describe Fishbone analysis
			Describe issue tree approach
			Understand types of research and data
			Critically examine claims encountered in daily life
			Compose effective arguments
			Describe tools for identifying problems
			Use Issue Tree Approach for problem formulation
			Use a Fishbone Diagram for cause and effect analysis
			Apply MECE and CRAP to find solution to a problem
			Write a research proposal
6	Writing Seminar-II	MST526	Reading comprehension
			Basics of Good Presentation
			Basics of Good Presentation
			Information search and evaluation
			Writing of smaller versions of reports
			Team spirit and member's roles
			Confidence building
			Facing the stage
			Time management skills
7	Social Project-II	MST527	This course is designed to provide students hands on experience on doing a socially impactful work
8	SPRINT-II	MST528	Make appropriate use of MS office

			Use social media for personal use (Twitter, Instagram, Linked in etc)
			Deliver effective presentations
			Present a well groomed and professional image
			Keep an edge in leveraging technology.
MBA Quadmester-III			
S. No.	Course	Code	Outcomes
1	Financial Management-I	MST531	Understand the nature and scope of financial management (Why do we need financial management; Wealth maximization Vs. Profit maximization)
			Understand the significance of the concept of time value of money
			Understand the types and characteristics of major financial instruments (shares, debentures, bonds)
			Assimilate the basics behind tools of financial decision making such as capital budgeting and cost of capital
			Find out which sources of finance to prefer over the others
			Calculate the present and future values of cash flows using formulae for time value of money.
			Assist in realizing the underlying factors such as uncertainty, inflation, opportunity cost)
			Calculation of non-discounted and discounted techniques of capital budgeting: Pay-back method, Average rate of return method, NPV method, IRR method, Profitability index and MIRR.
			Assist in understanding project feasibilities

			Compute specific elements of cost of capital: Cost of debt, Cost of equity plus the usage of CAPM & WACC models
2	Managerial Computing	MST532	Understand basic components of a computer system
			Understand importance & functionality of operating system
			Understand basics of data communication, computer networks and business applications of these technologies
			Understand ethical and security issues involved in e-business environment and learn about various methods for providing computer security.
			Know and acquire basic understanding about latest trends in computing world like cloud computing, mobile computing and social networks and business implications these trends.
			Creating, formatting, and sharing documents in MS Word
			Data entry in Excel Worksheet, formatting worksheets and data, using formulas and functions and creating charts
			Creating presentation using PowerPoint
			Working with and using Outlook
			Creating a simple database using MS Access
3	Legal Aspects of Business	MST533	Understand what legal Aspects of business are and answer the basic questions on the subject.
			Understand the initial requirement to step up a business
			Have an insight on what are the documents to be issued and what are the procedure to get a company registered.
			Have working knowledge of how shares are issued

			The process of winding up of the company.
			Have a working knowledge of the company law board and its powers and procedures of working.
			Will be able to explain the procedure and requirement of establishing a company.
			Will be able to draft legal documents such as AOA, MOA and prospectus.
			Have knowledge of how meeting are done and the procedure of holding of meetings.
			Practical knowledge of keeping minutes of the meeting.
			The requirement of CLB and powers of CLB.
			Have a brief idea of how a company is wound up and the documents required for.
4	Human Resource Management-I	MST534	Understand the importance and aspects of human resource in an organization
			Delineate process of job analysis and job design.
			Elucidate the process of human resource planning.
			Understand the concept of recruitment and selection.
			Understand the significance of induction and orientation programs
			Designing job and preparation of job description and job specification.
			Effectively handle human resource related issues.
			Assessing the future requirements of human resource.
			Constructing induction and orientation programs.
			Effectively run a recruitment and selection program.
5	Social Project-III	MST535	This course is designed to provide students hands on experience on doing a socially impactful work

6	SPRINT-III	MST536	Develop a scientific approach towards selling (Sales Cycle)
			Overcome the myth and fear for sales
			Develop a go getter attitude
			Demonstrate salesmanship and spirit
7	Marketing Research-I	MST537	The concept, role, scope and process of marketing research
			How to define marketing research problem and develop an approach
			How to formulate research design
			How to design a questionnaire
			How to select a sample and determine sample size
			Identify marketing problems faced by companies
			Plan appropriate research design
			Design questionnaire and draw an appropriate sample for data collection
MBA Quadmester-IV			
S. No.	Course	Code	Outcomes
1	Financial Management-II	MST541	To understand the impact of dividend theory and policy on valuation of firm and its application in industry.
			To understand the impact of capital structure on the risk and return aspect of shareholders based on the view that capital structure influences the value of a firm.
			To understand the sources of finance, cash management, Accounts receivable and inventory management.

			To understand the application of financial ratios and use of break-even analysis for profit planning.
			Interpret financial statements and suggest decisions based on them.
			Create a financial plan with the use of MS Excel.
2	Human Resource Management-II	MST542	Understand the difference between training and development
			Delineate process of employee training.
			Elucidate the process of management development.
			Understand the significance of appraisal programs and its various methods.
			Recognize the best methodology in welfare and security measures for employees.
			Discuss the general guidelines followed for administering discipline in an organization.
			Understand the concept of Industrial Relations.
			Constructing training and development programs for the employees.
			Effectively run a performance appraisal program.
			Knowing your employees and look out for their welfare.
			Designing better retention policies for employees.
			To effectively handle discipline among employees.
3	Management of Investment (AMFI)	MST543	Use offer documents to understand details of a mutual fund
			Helping Investors with Financial Planning
			Describe tools for selecting a mutual fund
			Selecting the Right investment Products for Investors
			Write a detailed financial plan

			Recommending Model Portfolios and Financial Plans
4	Business Analytics	MST544	Understand the concept of business analytics and its importance in business
			Understand the value chain of data, information, knowledge and insight
			Understand the data warehousing and data mining principles
			Understand reporting and visualization techniques
			Apply Business analytics to solve practical problems
			Performing data integration and doing analysis using MS Excel
			Generating reports on the analyzed data using MS Access
5	Social Project-IV	MST545	This course is designed to provide students hands on experience on doing a socially impactful work
6	SPRINT-IV	MST546	Work on the various dimensions involved in a Business Plan
			Determine viability of a new business idea
			Develop plans and strategies for setting up a new business
7	Marketing Research-II	MST547	Data collection process
			Data preparation for further analysis
			Basic data analysis techniques
			How to write report and presentation
			Identify marketing problems faced by companies and provide solutions that are supported by good marketing research methodology
			Conduct marketing research projects from their inception to end

			Make use of statistical packages like SPSS for data entry & data analysis for research problems
MBA Summer Internship Quamester			
S. No.	Course	Code	Outcomes
1	Summer Internship	MST(S)541	The Summer Internship is a powerful source of practical managerial insights, validation of management concepts, and valuable market knowledge.
			Summer Internship may be an industry/ research project - based on primary/secondary data or may be an operational/training assignment involving working by the student on a given task. It is expected that summer internship shall sensitize the students to the demands of the work and workplace. The learning outcomes and utility to the organization must be specifically highlighted.
MBA Quadmester-V			
S. No.	Course	Code	Outcomes
1	Strategy	MST551	Understand the model of strategy and its component
			Describe PESTEL,SWOT, BCG and Porter’s 5-Force model
			Explain different strategic gaps and potential opportunities or threats
			Describe company’s business model and assess its corporate culture

			Describe strategy clock to understand bases of achieving competitive advantage
			Explain growth strategies for product and geographic diversity
			Describe relationship between strategy and technology
			Understand strategy planning cycle to manage change
			Develop strategy- programs, budgets, procedures and checks
			Identify some common triggering events that act as stimuli for strategic change
			Conduct industry analysis to understand industry competitive forces
			Scan functional resources to determine best strategic fit
			Identify competitive and cooperative strategies
			Analyze Porter's Diamond Model for national advantage
			Carry out stake holder mapping for the expectations and output of the strategy
			Carry out strategic audit
2	SPRINT-V	MST552	Identify the career options and scope available in various disciplines
			Assess his own competency in reference to core subjects
			Understand the industry insights
			Decide on a suitable career option
			Develop the confidence to face interviews
3	Security Analysis & Valuation	MST(F)551	Differentiate between investment, speculation and gambling.
			Describe various investment alternatives.

			Explain the functioning of stock market in India
			Describe the distinctive features of NSE and BSE
			Describe bond pricing and various measures of yield
			Explain factors that determines interest rates for bonds
			Describe various models of equity valuation
			Understand how macroeconomic variables affect the stock market
			Distinguish technical analysis from fundamental analysis
			Understand usefulness of technical analysis
			Compare various investment alternatives.
			Identify different types of financial markets.
			Read stock market quotations and describe the construction of stock market indices
			Estimate bond price and yield to maturity
			Analyse methods of finding intrinsic value of equity
			Carry out company and industry analyses
			Use charting techniques to identify, buy, and sell opportunities
			Assess the technical conditions through the indicators of breadth and market sentiments
4	Capital Markets & Institutions	MST(F)552	Understand the Indian financial system and the role of regulatory bodies
			How banks manage their capital.
			The types of equity securities that companies can use to raise equity capital
			Understand the characteristics of different types of debt securities

			Reading, interpreting and transposing FX quotations.
			Demonstrate an understanding of the working of financial markets.
			Critically analyse choices of financing available to individuals, small business and corporations. Apply event specific formula to calculate probabilities.
			Critically analyse the mechanisms that operate within the India and International capital and financial markets.
			Apply problem solving methodology to the operation of equity, debt markets and forex markets and demonstrate how conditions and prices are determined in major financial markets.
			Major financial systems and practices adopt in international finance
5	Financial Statement Analysis	MST(F)553	Appreciate financial statement analysis as an integral part of the broader framework of business analysis.
			Perform detailed and practical evaluation of financial statements.
			Gain knowledge and skills in analyzing financial statements for the purpose of business decisions, resource allocation decisions, and individual investment decisions.
			Develop an understanding of the components of financial statements, and the development of analytical skills for financial and equity analysis.
			Develop the skills required to forecast accounting numbers and estimate company value.
			Express well considered opinion on issues relating to financial statements analysis.

			Write a background material on a company, its industry and its economic environment
			Evaluate a company's sources and uses of cash using tools and techniques in cash flow analysis
			Determine if a company is a good short term credit by employing tools of liquidity analysis
			Appraise if a company is a good long term credit using capital structure measures and tools in solvency analysis
			Measure a company's ROI from an operating standpoint as well as from the viewpoint of shareholders
			Project the company's financial statements over both the short and long term
			Synthesize the results of the various analyses above and come up with credit and investment recommendations.
6	Consumer Behaviour	MST(M)551	Understand core concepts in consumer behavior
			Become aware of process of consumer decision making
			Understand the variables influencing CB
			Know how behavior can be changed
			Realize key considerations of behavior while developing marketing strategy
			Use concepts consumer psychology for strategy development
			Take decisions with reference to psychological & environmental factors
			Understand complexity of consumer behavior
			Develop marketing strategy
7	Retail Marketing	MST(M)552	Define retailing

			Understand what retail marketing means to business executives and academics
			Understand the ways that retailers use marketing tools and techniques to interact with their customers.
			Assimilate the concept of Supply chain
			Infer the role and importance of internet in the distribution system
			Carrying out a practical exercise to demonstrate the understanding of retail marketing its application within a particular retailing scenario
			Formulate creative yet feasible solution for retail strategies
			Engaging with complex and/or unpredictable situations in retail contexts
			Acquire research and investigative skills
8	Sales Management	MST(M)553	Understand of the concepts, attitudes, techniques and approaches required for effective decision making in the area of Sales.
			Emphasize on the practicing manager's problems and dilemmas.
			Develop skills critical for generating, evaluating and selecting sales strategies.
			Understand the importance of relationship selling and high trust selling.
			Market share vs wallet share.
			Become a great sales person.
			Become a high trust/relationship selling expert.
			Create and manage an effective sales organization.
9		MST(HR)551	Understanding the relationship between organization and employees at a workplace.

	Industrial Relations and Labour Laws		Identify different types of trade unions and how they function.
			Identify different ways how workmen can participate in management decisions.
			Understand how bargaining is important for the employees.
			Address to the different acts under labour law that guide in wages and administration.
			Knowledge of different Labour legislations.
			Uphold pleasant industrial relations by understanding industrial relations.
			Identify different mechanism for collective bargaining and workers participation
			Avoid industrial disputes and procedures for its settlement.
			Effectively handle wages and salary administration.
			Create an organization which abides by all the labour laws.
10	Organizational Development & Change Management	MST(HR)55 2	Understand OD through an experiential learning approach.
			To develop an understanding of the nature, functioning and design of an organization as a social unit.
			Develop theoretical and practical insights and problem-solving capabilities for effectively managing the organizational processes.
			To examine the relationship between the organizational characteristics (for example: structure, strategies, systems etc.) and managerial behavior.
			Have a clear understanding of change as an integral part of development.

			Apply behavioral science knowledge to improve organizational performance.
			Understand theoretical concepts but apply it for research perspectives.
			Managing change in turbulent environments and increased competition.
			Help an organization become technologically, strategically and culturally healthy and viable.
11	HR Planning and Recruitment	MST(HR)553	Understand HRP and its importance.
			Understand the process of HRP.
			Delineate the methods of Forecasting and application
			Assimilate the recruitment process, evaluate and control.
			Assess HR requirements using different techniques.
			Effectively implement manpower Plan for the future business success
			Effectively run a recruitment program.
			Conduct interviews and test as a part of selection process
12	Advanced IT Tools	MST(IT)551	Understand some advanced functionalities of MS Excel and also know where these functionalities can be used
			Understand basic steps carried out in analysing data with the help of SPSS
			Understand basics of MS Access
			Use advanced functionalities of MS Excel such as Lookup functions, Pivot Tables, statistical analysis, Macros, Solver, Goal Seeking, What-if-analysis etc.
			Use SPSS for analysing data

			Create simple Database, table, form & queries in MS Access
13	Bioprocess Technology-I	MST(BT)551	Understand working principals of various types of bioreactors
			Students will understand in vitro and in vivo operation and applications of bioreactors.
			Students will learn various experimental method of designing a bioreactors.
			Students will learn about various point of care system developed using bioreactors.
			Students will learn about the designing of bioreactors.
			Analyze different techniques with emphasis on sensitivity and selectivity.
			Analyze scientific work and experimental results in Bioreactor Technology.
14	Drug Delivery System-I	MST(PH)551	Understand various approaches for development of sustained, controlled and gastro retentive drug delivery systems.
			Understand the criteria for selection of drugs and polymers for the development of these delivery systems
			Formulate and evaluate sustained and controlled drug delivery systems
MBA Quadmester-VI			
S. No.	Course	Code	Outcomes
1	Basics of Banking and Insurance	MST561	Understand fundamental principles of Life Insurance
			Develop insight on elements of individual financial planning
			Understand the concept of product, pricing and valuation.

			Gain knowledge on the Life Insurance products
			Understand the proposal and policy stage documentation.
			Gain knowledge on the Underwriting and claim process
			Acquaint with the Legal and regulatory aspects of banking and Insurance
			Customer service.
			Understand the Banking evolution and significance in India
			Gain Knowledge on various types of Banks operating in India and their functions
			Develop knowledge on prohibited and permissible business in India
			Conducting the financial planning for individuals
			Processing the proposal and claim
			Approaching the right redressal forum in times of grievance
			Effective customer service delivery
			Insights on working and functions of Banks
			The legal framework the Banks work under.
2	SPRINT-VI	MST562	Exhibit responsible decision making styles
			Exhibit the ability to work with those who are different from themselves
			Demonstrate an understanding of group dynamics and effective teamwork
			Cultivate a sense of self-awareness through identifying a leadership vision, mission, style and values.

			Develop a range of leadership skills and abilities such as effectively handling stress, resolving conflict, and motivating others
3	Portfolio Management	MST(F)561	Describe various concepts of return and risk
			Explain the basic portfolio theories and their implications.
			Construct a portfolio model
			Describe the efficiency of portfolio
			Describe difference between SML and CML
			Explain Capital Asset Pricing Model
			Describe multifactor and Arbitrage Pricing Theory
			Understand how performance is evaluated
			Compare portfolio performances
			Understand modern portfolio practices in India and abroad
			Identify parameters of risk and return related to a portfolio.
			Calculate return and risk
			Compare various investment alternatives.
			Apply CAPM and APT
			Construct efficient market hypothesis
			Design an optimum portfolio
			Compare Indian and foreign practices
4	Techniques for Financial Decisions	MST(F)562	Explain probability of risk and return through curved area method
			Calculate FV and PV of single and series of cash flows
			Explain the cash flow additivity principle in time value of money applications
			Define, calculate and interpret measures of central tendency
			Skewness in returns

			Calculate FV and PV through Microsoft excel 2013
			Learn how to calculate statistical concepts in returns and risk
			Mean variance model through excel 2013
			Interpret portfolio investment choices on the basis of risk adjusted returns
5	Financial Derivatives	MST(F)563	Various theories on valuations of financial derivatives
			The relationships of financial derivatives with other financial instruments
			The uses and market functions of financial derivatives
			Concepts of hedging, arbitrage, and management of financial risks
			Use various financial functions and models in financial calculations
			Use statistical and mathematical concepts in developing derivative strategies
			Use option pricing models in pricing and identifying profit opportunities in financial instruments
			Formulate hedging, arbitrage, and speculative strategies with derivatives
			Apply derivative pricing models to evaluate performances of financial assets and positions
			Compare relative performances of various financial instruments and investment strategies
			Evaluate the effects of derivative regulations and market (in)efficiencies
6		MST(M) 561	Understand core concepts in Integrated marketing communications

	Integrated Marketing Communications		Become aware of elements and their role process of communications
			Understand performance measurement of communications strategy
			Realize key considerations while developing communications strategy
			Use concepts IMC for marketing strategy development
			Take effective decisions in media planning, selection & implementation
			Measure performance of communications strategy
			Ability to take decisions with reference to ethical & legal considerations
7	Digital Marketing	MST(M)562	Explain digital marketing landscape
			Describe ingredients of digital marketing
			Understand website, SEO, content and social media
			Analyze performance through analytics
			Discuss PR mix in digital marketing
			Develop strategy for marketing online
			Create effective website
			Develop skills in search engine optimization
			Successfully run social media campaign to engage customers
			Develop and implement online PR strategy
8	Services Marketing	MST(M)564	Understand the difference between product and services marketing
			Develop insight on the consumers' point of view regarding services
			Understand the customers' expectations and perceptions regarding services
			Gain knowledge on building customer relationships and service recovery

			Understand the importance of aligning strategy, service design and standards
			Gain knowledge on the delivery of services through various mediums
			Acquaint with the financial and economic effect of service
			Customer service.
			Understand the various models of gap analysis with respect to services
			Conduct market research to understand customers' expectations and perceptions
			Build customer relationships
			Execute service recovery
			Design a standardized customer defined service
			Deliver services effectively to the customers
			Perform a Gap analysis of the service offered and offer solutions for the same
9	Training and Development	MST(HR)561	Explain the training and development techniques in an organisation.
			Detail the process how the training and development can be conducted.
			Understand various concepts of career planning, potential appraisal and succession planning.
			Demonstrate how modern techniques of performance appraisal are used in effective handling of employee's performance.
			Discuss the important tenets of contemporary issues.
			To prepare a training and development detailed plan.
			To identify the different training and development needs and develop its objectives accordingly.

			Articulate the career management techniques in detail.
			To clarify different related contemporary issues.
10	Global HRM	MST(HR)56 2	Explain the human resource strategies in an organisation.
			Detail the process how employee resourcing strategy can be conducted.
			Understand various concepts of talent management, employee engagement and knowledge management.
			Demonstrate how modern strategies of human resource management effect at international level.
			Discuss the important tenets of other contemporary issues in strategic HRM.
			To prepare a detailed strategic human resource plan.
			To able to perform human resource audit to develop an effective talent pool.
			Articulate the strategic human resource management techniques in detail.
			To clarify different related contemporary issues.
11	Competency Mapping and Assessment	MST(HR)56 3	Understand the importance and need of capacity building for developing organizational future
			Relate core business competencies with people competencies.
			Enabling competency based HRM practices for better performance management
			Appreciation of competency based careers and understanding behaviours.
			Understanding cultural context before embarking upon a competency based HRM process

			Understand the aspects pertaining to the mapping process
			Deal with competency based remuneration system, linking pay to performance
			Develop a framework to understand capacity building cycle and critical success factors in implementing CBPMS
			Establish basic management processes based on deep understanding of key performance indicators, coaching and mentoring
11	ERP	MST(IT)561	Make basic use of ERP software and understand its role in integrating business functions
			Create reengineered business processes for successful ERP implementation.
			Design the ERP implementation strategies.
			Analyze the strategic options for ERP identification and adoption.
			Understand future directions and latest trends in ERP software.
12	Bioprocess Technology-II	MST(BT)561	Understand working principals of various types of bioreactors
			Students will understand in vitro and in vivo operation and applications of bioreactors.
			Students will learn various experimental method of designing a bioreactors.
			Students will learn about various point of care system developed using bioreactors.
			Students will learn about the designing of bioreactors.
			Analyze different techniques with emphasis on sensitivity and selectivity.
			Analyze scientific work and experimental results in Bioreactor Technology.

13	Drug Delivery System-II	MST(PH)561	Understand various approaches for development of novel drug delivery systems.
			Understand the criteria for selection of drugs and polymers for the development of novel drug delivery systems
			Formulate and evaluate different novel drug delivery system
MBA Quadmester-VII			
S. No.	Course	Code	Outcomes
1	International Business Environment	MST571	Know how domestic business differs from international business
			Explain why companies opt for international business
			Identify different modes of entering into international business
			Describe and understand the factors which need to be considered while initiating the international business
			Evaluate the impact of world economy on international business
			Do country analysis in terms of business performance
			Act and negotiate in a cross-cultural business context
			Prepare themselves to work efficiently in Multinational Corporations
2	Research Project	MST572	Undertake research using a recognized methodology and framework.
			Apply theory, synthesize literature in a field of study
			Gather, analyze, and interpret data

			Critically analyze a body of literature as well as major research methodologies
			Apply knowledge of management theories and practices to solve business problems.
			Foster Analytical and critical thinking abilities for data-based decision making.
			Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
			Knowledge, ability & attitude to become successful entrepreneurs and ability to innovate & think out of the box.
			Ability to effectively present & communicate.
			Ability to be content & happy.
3	SPRINT-VII	MST573	Exhibit the industry admired behavior and competency
			Demonstrate the ability to communicate effectively
			Develop relevant skills to compete in the campus recruitment
			Recognize industry expectations
			Face interviews confidently and get a placement of his choice
4	Mergers and Acquisitions	MST(F)571	Student to gain a well-rounded understanding of the major strategic, economic, financial, and governance issues of mergers and acquisitions.
			M&A plays in the contemporary corporate world, and its use as a strategic tool to provide growth, enhance competitive position, transform a company or industry, and create shareholder value
			Framework for analyzing transactions including understanding strategic rationale, valuation

			methodologies, deal structures, bidding strategies, and the need for a value proposition.
			Popularity of acquisition strategies in firms competing in the global economy
			Attributes of effective acquisitions.
			Short- and long-term outcomes of the different types of restructuring strategies
5	Equity Research	MST(F)572	Students will learn about valuations concept for a company
			Magic of Equity and Investment Horizon
			What is Fundamental Analysis and Frameworks for Company Analysis
			Forecasting techniques to build revenue models
			What business activities determine value
			Know the basics of Indian Securities Markets and different terminologies used in equity and debt markets
			Understand about the Qualitative and Quantitative dimensions with regards to Company Analysis
6	Brand Management	MST(M)571	Understand core concepts in Brand Management
			Become aware of brand elements and leveraging them for branding.
			Understand of marketing programs to develop brand.
			Realize key considerations in strategic brand management
			Use concepts of branding for strategic brand management
			Take effective decisions in selecting & implementing brand elements

			Designing marketing programs to build brand equity
			Ability to leverage marketing communications to build brand equity
7	Customer Relationship Management	MST(M)572	Understanding various dimensions of customer relation.
			Identify different customer management strategies.
			Study the customer life cycle.
			Understand how technology is used in customer relation management.
			Address to the different customer relation styles in service sector.
			Knowledge of customer relation models.
			Provide information about the evolution of relationship as a marketing tool.
			Avoid mistakes in handling customer relations.
			To effectively motivate one's employees which in turn ensures successful customer relations.
			To use technologies successfully to handle customer groups for higher returns.
			Effectively retain the loyal customers.
			Construct a customer relation model.
8	Industrial Relations & Labour Laws	MST(HR)571	Understand the meaning and importance of Employee selection process
			Delineate steps in Employee Selection.
			Elucidate the Selection Interview and its importance.
			Learn the methods of employee selection process used by organizations to gain competitive advantage.
			Effectively conduct the employee selection process

			Conduct the Selection Interview, adhering to guidelines.
9	Compensation Management	MST(HR)572	Understand various dimensions of compensation.
			Identify different types of compensation strategies.
			Understand how internal and external environment affect pay structure.
			Address to the wage payment methods.
			Knowledge of various incentive and fringe benefits plans.
			Provide information about different compensation tools.
			Avoid mistakes in compensation management.
			To effectively draw an effective pay structure.
			To use different compensation policies to effectively attract and retain human resource.
			Construct an effective compensation model.

Course Outcome of MBA Program 2016-2018											
MBA Quadmester-I											
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
1	Microeconomics	MST511	1	3	3	-	3	-	-	-	-
			2	3	3	-	3	-	-	-	-
			3	3	2	-	3	-	-	-	-
			4	2	2	-	2	-	-	-	-
			5	1	3	-	2	-	-	-	-
			6	3	3	-	3	-	-	-	-
Mode				3	3	-	3	-	-	-	-
2	Financial Accounting	MST512	1	3	-	-	2	-	-	-	-
			2	3	-	-	2	-	-	-	-
			3	3	-	-	2	-	-	-	-
			4	2	-	-	2	-	-	-	-

			5	2	-	-	3	-	-	-	-
			6	3	-	-	2	-	-	-	-
			7	3	-	-	3	-	-	-	-
			8	2	-	-	2	-	-	-	-
			9	3	-	-	2	-	-	-	-
Mode				3	-	-	2	-	-	-	-
3	Statistics for Management-I	MST513	1	-	3	-	-	-	-	-	-
			2	-	3	-	-	-	-	-	-
			3	-	3	-	-	-	-	-	-
			4	-	2	-	-	-	-	-	-
			5	-	3	-	-	-	-	-	-
			6	-	3	-	-	-	-	-	-
			7	-	2	-	-	-	-	-	-
			8	-	3	-	-	-	-	-	-
Mode				-	3	-	-	-	-	-	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
4	Organizational Behaviour	MST513	1	3	-	3	3	-	-	-	3
			2	3	-	3	3	-	-	-	3
			3	3	-	3	3	-	-	-	3
			4	3	-	3	3	-	-	-	3
			5	3	-	3	3	-	-	-	3
			6	3	-	2	1	-	-	-	2
			7	3	-	2	1	-	-	-	3
			8	2	-	3	2	-	-	-	3
			9	2	-	3	2	-	-	-	2
			10	3	-	3	3	-	-	-	2
			11	3	-	1	3	-	-	-	3
			12	2	-	2	2	-	-	-	3
			13	2	-	3	2	-	-	-	3
Mode				3	-	3	3	-	-	-	3

5	Marketing Management-I	MST515	1	3	-	-	-	2	2	3	-
			2	3	-	-	-	2	2	3	-
			3	3	-	-	-	2	2	2	-
			4	3	-	-	-	2	2	2	-
			5	2	-	-	-	3	1	2	-
			6	2	-	-	-	1	1	2	-
			7	3	-	-	-	1	2	2	-
			8	3	-	-	-	2	2	1	-
			9	2	-	-	-	2	3	2	-
Mode				3	-	-	-	2	2	2	-
6	Social Project-I	MST517	1	-	-	3	-	3	3	3	3
7	SPRINT-I	MST518	1	-	-	3	-	3	2	3	3
			2	-	-	3	-	2	3	3	3
			3	-	-	3	-	3	3	3	3
			4	-	-	2	-	3	3	2	3
Mode				-	-	3	-	3	3	3	3
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
8	Writing Seminar-I	MST516	1	-	-	-	-	3	2	3	-
			2	-	-	-	-	3	2	3	-
			3	-	-	-	-	3	2	3	-
			4	-	-	-	-	3	3	3	-
			5	-	-	-	-	2	3	3	-
			6	-	-	-	-	3	2	2	-
			7	-	-	-	-	2	2	2	-
Mode				-	-	-	-	3	2	3	-
MBA Quadmester-II											
S. No.	Course	Code	Outcomes	PO 1	PO2	PO 3	PO4	PO 5	PO 6	PO7	PO 8
1	Macroeconomics	MST521	1	3	3	-	2	-	-	-	-
			2	3	3	-	2	-	-	-	-
			3	3	3	-	2	-	-	-	-
			4	3	3	-	3	-	-	-	-

			5	2	2	-	3	-	-	-	-
			6	3	3	-	3	-	-	-	-
			7	3	2	-	2	-	-	-	-
			8	3	2	-	3	-	-	-	-
			9	2	2	-	3	-	-	-	-
			10	3	3	-	3	-	-	-	-
			11	3	3	-	3	-	-	-	-
Mode				3	3	-	3	-	-	-	-
2	Cost Accounting	MST522	1	3	-	-	2	-	-	-	-
			2	3	-	-	2	-	-	-	-
			3	3	-	-	3	-	-	-	-
			4	2	-	-	2	-	-	-	-
			5	2	-	-	3	-	-	-	-
			6	3	-	-	3	-	-	-	-
			7	3	-	-	2	-	-	-	-
			8	2	-	-	2	-	-	-	-
			9	3	-	-	2	-	-	-	-
Mode				3	-	-	2	-	-	-	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
3	Statistics for Management-II	MST523	1	-	2	-	-	-	-	-	-
			2	-	2	-	-	-	-	-	-
			3	-	3	-	-	-	-	-	-
			4	-	3	-	-	-	-	-	-
			5	-	3	-	-	-	-	-	-
			6	-	3	-	-	-	-	-	-
			7	-	3	-	-	-	-	-	-
			8	-	3	-	-	-	-	-	-
			9	-	2	-	-	-	-	-	-
			10	-	3	-	-	-	-	-	-
			11	-	3	-	-	-	-	-	-
Mode				-	3	-	-	-	-	-	-

4	Marketing Management-II	MST524	1	3	-	-	-	2	-	3	-
			2	3	-	-	-	2	-	3	-
			3	3	-	-	-	2	-	3	-
			4	3	-	-	-	2	-	3	-
			5	2	-	-	-	3	-	2	-
			6	3	-	-	-	3	-	2	-
			7	3	-	-	-	2	-	3	-
Mode				3	-	-	-	2	-	3	-
5	Business Research Methods	MST525	1	3	3	2	3	3	2	3	-
			2	3	3	2	3	3	2	3	-
			3	3	3	2	3	3	2	3	-
			4	3	3	2	3	3	1	3	-
			5	2	3	3	2	3	1	3	-
			6	2	2	3	3	3	1	3	-
			7	3	1	1	3	3	1	3	-
			8	3	3	1	3	2	1	2	-
			9	1	3	1	2	2	1	2	-
			10	1	3	2	2	3	1	1	-
			11	3	3	2	3	3	1	3	-
			12	3	3	2	3	3	1	3	-
			13	3	3	1	3	2	2	3	-
			14	3	2	2	3	3	2	3	-
Mode				3	3	2	3	3	1	3	-
6	Writing Seminar-II	MST526	1	-	-	-	-	3	-	3	-
			2	-	-	-	-	3	-	3	-
			3	-	-	-	-	3	-	3	-
			4	-	-	-	-	3	-	3	-
			5	-	-	-	-	2	-	2	-
			6	-	-	-	-	2	-	2	-
			7	-	-	-	-	3	-	3	-
			8	-	-	-	-	3	-	3	-

			9	-	-	-	-	3	-	3	-
Mode				-	-	-	-	3	-	3	-
7	Social Project-II	MST527	1	-	-	3	-	3	3	3	3
8	SPRINT-II	MST528	1	-	-	3	-	3	3	3	3
			2	-	-	3	-	3	3	3	3
			3	-	-	3	-	3	3	3	3
			4	-	-	3	-	3	3	3	3
			5	-	-	3	-	3	3	3	3
Mode				-	-	3	-	3	3	3	3
MBA Quadmester-III											
S. No.	Course	Code	Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8
1	Financial Management-I	MST531	1	3	3	-	2	1	2	-	-
			2	3	3	-	2	1	2	-	-
			3	3	3	-	2	1	2	-	-
			4	3	3	-	2	1	2	-	-
			5	2	1	-	2	1	2	-	-
			6	2	1	-	1	2	2	-	-
			7	3	2	-	1	2	1	-	-
			8	3	2	-	2	1	1	-	-
			9	3	3	-	2	1	2	-	-
			10	3	3	-	2	1	2	-	-
Mode				3	3	-	2	1	2	-	-
2	Managerial Computing	MST532	1	3	3	-	1	-	2	-	-
			2	3	3	-	1	-	2	-	-
			3	3	3	-	1	-	2	-	-
			4	3	3	-	2	-	2	-	-
			5	3	3	-	2	-	3	-	-
			6	2	2	-	3	-	3	-	-
			7	2	2	-	1	-	2	-	-
			8	3	3	-	1	-	2	-	-
			9	2	2	-	1	-	1	-	-

			10	3	3	-	1	-	2	-	-
Mode				3	3	-	1	-	2	-	-
3	Legal Aspects of Business	MST533	1	-	1	2	3	-	-	2	-
			2	-	1	2	3	-	-	2	-
			3	-	1	2	3	-	-	2	-
			4	-	1	2	3	-	-	2	-
			5	-	1	2	3	-	-	3	-
			6	-	1	2	3	-	-	3	-
			7	-	2	2	3	-	-	2	-
			8	-	2	3	2	-	-	2	-
			9	-	2	3	2	-	-	1	-
			10	-	1	3	3	-	-	2	-
			11	-	1	2	3	-	-	2	-
			12	-	1	2	3	-	-	2	-
Mode				-	1	2	3	-	-	2	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
4	Human Resource Management-I	MST534	1	3	1	1	1	-	2	2	2
			2	3	1	1	1	-	2	2	2
			3	3	1	1	1	-	3	3	3
			4	3	1	1	1	-	2	1	1
			5	3	1	1	1	-	3	1	1
			6	2	2	2	2	-	2	2	2
			7	2	2	2	2	-	2	2	2
			8	3	1	1	1	-	3	3	3
			9	3	1	1	1	-	2	2	2
			10	3	1	1	1	-	2	2	2
Mode				3	1	1	1	-	2	2	2
5	Social Project-III	MST535	1	-	-	3	-	3	3	3	3
6	SPRINT-III	MST536	1	-	-	3	-	-	3	3	3

			2	-	-	2	-	-	3	3	3
			3	-	-	3	-	-	3	3	3
			4	-	-	3	-	-	3	3	3
Mode				-	-	3	-	-	3	3	3
7	Marketing Research-I	MST537	1	3	3	2	-	-	-	3	3
			2	3	3	2	-	-	-	3	3
			3	3	3	2	-	-	-	3	3
			4	3	3	2	-	-	-	2	2
			5	2	2	1	-	-	-	3	3
			6	2	2	2	-	-	-	3	3
			7	3	3	2	-	-	-	3	3
			8	3	3	2	-	-	-	3	3
Mode				3	3	2	-	-	-	3	3
MBA Quadmester-IV											
S. No.	Course	Code	Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8
1	Financial Management-II	MST541	1	3	3	-	2	1	-	-	-
			2	3	3	-	2	1	-	-	-
			3	3	3	-	2	1	-	-	-
			4	3	2	-	3	2	-	-	-
			5	2	3	-	2	1	-	-	-
			6	3	1	-	2	1	-	-	-
Mode				3	3	-	2	1	-	-	-
2	Human Resource Management-II	MST542	1	3	2	2	2	-	2	3	2
			2	3	2	2	2	-	2	3	2
			3	3	2	2	3	-	2	3	2
			4	3	2	2	2	-	2	3	2
			5	3	2	3	2	-	2	3	2

			6	3	2	3	2	-	1	1	1
			7	2	1	1	1	-	1	1	1
			8	2	2	2	2	-	2	2	2
			9	3	2	2	3	-	3	3	3
			10	3	3	3	3	-	3	3	3
			11	3	2	2	2	-	2	3	2
			12	3	2	2	2	-	2	3	2
Mode				3	2	2	2	-	2	3	2
3	Management of Investment (AMFI)	MST543	1	3	3	-	2	1	3	-	-
			2	3	3	-	2	1	3	-	-
			3	3	3	-	2	1	3	-	-
			4	2	1	-	1	2	3	-	-
			5	2	2	-	2	2	1	-	-
			6	3	3	-	3	1	3	-	-
Mode				3	3	-	2	1	3	-	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
4	Business Analytics	MST544	1	3	3	-	-	-	-	-	-
			2	3	3	-	-	-	-	-	-
			3	3	3	-	-	-	-	-	-
			4	3	3	-	-	-	-	-	-
			5	2	2	-	-	-	-	-	-
			6	3	3	-	-	-	-	-	-
			7	3	3	-	-	-	-	-	-
Mode				3	3	-	-	-	-	-	-
5	Social Project-IV	MST545	1	-	-	3	-	3	3	3	3
6	SPRINT-IV	MST546	1	-	-	3	-	3	3	3	3
			2	-	-	3	-	3	3	3	3
			3	-	-	3	-	3	3	3	3
Mode				-	-	3	-	3	3	3	3

7	Marketing Research-II	MST547	1	3	3	2	-	-	-	-	-
			2	3	3	2	-	-	-	-	-
			3	3	3	2	-	-	-	-	-
			4	3	3	2	-	-	-	-	-
			5	2	2	1	-	-	-	-	-
			6	3	3	2	-	-	-	-	-
			7	3	3	2	-	-	-	-	-
Mode				3	3	2	-	-	-	-	-
MBA Summer Internship Quadmester											
S. No.	Course	Code	Outco mes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8
1	Summer Internship	MST(S) 541	1	3	2	-	3	3	3	3	3
			2	3	2	-	3	3	3	3	3
Mode				3	2	-	3	3	3	3	3
MBA Quadmester-V											
S. No.	Course	Code	Outco mes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8
1	Strategy	MST551	1	3	3	3	3	3	3	3	3
			2	3	2	2	3	3	3	3	3
			3	3	2	3	2	3	3	3	3
			4	3	3	3	3	3	3	3	3
			5	2	2	3	2	2	2	2	2
			6	2	2	2	1	2	2	2	2
			7	3	3	3	3	3	3	3	3
			8	3	3	3	3	3	3	3	3
			9	1	3	1	3	1	1	1	1
			10	1	1	3	1	1	1	1	1
			11	3	3	3	3	3	3	3	3
			12	3	3	3	3	3	3	3	3

			13	3	2	3	2	3	3	3	3
			14	3	3	3	2	3	3	3	3
			15	3	3	2	3	3	3	3	3
			16	2	2	2	2	2	2	2	2
Mode				3	3	3	3	3	3	3	3
2	SPRINT-V	MST552	1	-	-	3	-	3	3	3	3
			2	-	-	3	-	3	3	3	3
			3	-	-	3	-	3	3	3	3
			4	-	-	3	-	3	3	3	3
			5	-	-	3	-	3	3	3	3
Mode				-	-	3	-	3	3	3	3
3	Security Analysis & Valuation	MST(F) 551	1	3	3	-	3	-	2	-	-
			2	3	3	-	3	-	2	-	-
			3	3	3	-	2	-	2	-	-
			4	3	2	-	2	-	2	-	-
			5	3	2	-	3	-	2	-	-
			6	3	2	-	3	-	2	-	-
			7	3	3	-	3	-	2	-	-
			8	3	3	-	3	-	3	-	-
			9	3	3	-	3	-	3	-	-
			10	3	3	-	2	-	1	-	-
			11	3	3	-	3	-	1	-	-
			12	2	2	-	2	-	2	-	-
			13	2	2	-	2	-	2	-	-
			14	2	2	-	2	-	2	-	-
			15	1	3	-	3	-	2	-	-
			16	3	3	-	3	-	1	-	-
			17	3	3	-	3	-	1	-	-
			18	3	3	-	3	-	2	-	-
Mode				3	3	-	3	-	2	-	-

S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
4	Capital Markets & Institutions	MST(F) 552	1	-	-	-	2	1	-	-	-
			2	-	-	-	2	1	-	-	-
			3	-	-	-	2	2	-	-	-
			4	-	-	-	2	2	-	-	-
			5	-	-	-	2	2	-	-	-
			6	-	-	-	2	1	-	-	-
			7	-	-	-	2	1	-	-	-
			8	-	-	-	3	2	-	-	-
			9	-	-	-	3	1	-	-	-
			10	-	-	-	2	1	-	-	-
Mode				-	-	-	2	1	-	-	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
5	Financial Statement Analysis	MST(F) 553	1	3	3	2	3	3	2	2	-
			2	3	3	2	3	3	2	2	-
			3	3	2	2	3	3	2	2	-
			4	3	2	2	3	2	2	2	-
			5	3	3	2	3	2	2	3	-
			6	2	3	1	3	2	2	3	-
			7	2	2	2	3	3	2	2	-
			8	3	3	2	3	3	3	3	-
			9	3	3	3	2	2	3	3	-
			10	3	3	3	2	2	2	2	-
			11	2	2	2	3	3	2	2	-
			12	3	3	2	3	1	2	2	-
			13	3	3	2	3	3	2	2	-
Mode				3	3	2	3	3	2	2	-
6	Consumer Behaviour	MST (M)551	1	3	3	3	2	2	2	2	2
			2	3	3	3	2	3	3	2	2

			3	3	1	3	2	3	3	2	2
			4	3	3	3	2	3	3	2	2
			5	2	2	2	2	3	3	2	2
			6	2	2	2	3	3	3	2	2
			7	3	3	1	3	3	1	1	1
			8	3	3	3	2	2	3	2	2
			9	3	3	3	2	2	3	2	2
	Mode			3	3	3	2	3	3	2	2
7	Retail Marketing	MST (M)552	1	3	-	-	-	-	1	-	-
			2	3	-	-	-	-	1	-	-
			3	3	-	-	-	-	1	-	-
			4	3	-	-	-	-	1	-	-
			5	3	-	-	-	-	1	-	-
			6	3	-	-	-	-	1	-	-
			7	2	-	-	-	-	2	-	-
			8	2	-	-	-	-	2	-	-
			9	3	-	-	-	-	1	-	-
Mode				3	-	-	-	-	1	-	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
8	Sales Management	MST (M)553	1	3	-	-	-	-	3	3	-
			2	3	-	-	-	-	3	3	-
			3	3	-	-	-	-	3	3	-
			4	3	-	-	-	-	3	3	-
			5	3	-	-	-	-	3	2	-
			6	2	-	-	-	-	3	1	-
			7	3	-	-	-	-	2	1	-
			8	3	-	-	-	-	2	3	-
Mode				3	-	-	-	-	3	3	-
9	Industrial Relations and Labour Laws	MST (HR)551	1	-	-	2	2	-	-	2	2
			2	-	-	2	2	-	-	2	2
			3	-	-	2	2	-	-	2	2

			4	-	-	2	2	-	-	2	2
			5	-	-	3	2	-	-	2	3
			6	-	-	3	1	-	-	1	3
			7	-	-	3	2	-	-	2	2
			8	-	-	2	3	-	-	2	2
			9	-	-	2	3	-	-	3	2
			10	-	-	1	2	-	-	2	2
			11	-	-	1	2	-	-	2	2
Mode				-	-	2	2	-	-	2	2
10	Organizational Development & Change Management	MST (HR)552	1	3	-	-	-	1	-	2	-
			2	3	-	-	-	1	-	2	-
			3	3	-	-	-	1	-	2	-
			4	3	-	-	-	1	-	2	-
			5	3	-	-	-	1	-	3	-
			6	2	-	-	-	2	-	2	-
			7	1	-	-	-	2	-	2	-
			8	3	-	-	-	1	-	3	-
9	3	-	-	-	1	-	2	-			
Mode				3	-	-	-	1	-	2	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
11	HR Planning and Recruitment	MST (HR)553	1	3	-	-	2	2	-	2	-
			2	3	-	-	2	2	-	2	-
			3	3	-	-	2	2	-	2	-
			4	3	-	-	2	3	-	2	-
			5	2	-	-	3	3	-	3	-
			6	2	-	-	2	2	-	2	-
			7	3	-	-	2	2	-	2	-
			8	3	-	-	2	2	-	2	-
Mode				3	-	-	2	2	-	2	-

12	Advanced IT Tools	MST (IT)551	1	3	3	3	2	3	2	3	2
			2	3	1	2	2	3	2	3	2
			3	3	3	3	2	3	2	3	2
			4	3	3	3	2	3	2	3	3
			5	2	3	2	3	2	3	2	2
			6	2	2	3	2	3	2	3	3
Mode			3	3	3	2	3	2	3	2	
13	Bioprocess Technology-I	MST (BT)551	1	-	-	-	1	-	2	-	-
			2	-	-	-	1	-	2	-	-
			3	-	-	-	1	-	2	-	-
			4	-	-	-	1	-	2	-	-
			5	-	-	-	1	-	3	-	-
			6	-	-	-	2	-	3	-	-
Mode			-	-	-	1	-	2	-	-	
14	Drug Delivery System-I	MST (PH)551	1	3	2	2	-	3	2	2	2
			2	3	3	2	-	2	1	1	1
			3	3	3	2	-	2	1	1	1
Mode			3	3	2	-	2	1	1	1	
MBA Quadmester-VI											
S. No.	Course	Code	Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8
1	Basics of Banking and Insurance	MST561	1	-	1	-	-	-	1	-	-
			2	-	2	-	-	-	1	-	-
			3	-	2	-	-	-	1	-	-
			4	-	2	-	-	-	1	-	-
			5	-	1	-	-	-	1	-	-
			6	-	1	-	-	-	1	-	-
			7	-	2	-	-	-	1	-	-
			8	-	3	-	-	-	1	-	-

			9	-	1	-	-	-	2	-	-
			10	-	1	-	-	-	2	-	-
			11	-	1	-	-	-	1	-	-
			12	-	1	-	-	-	1	-	-
			13	-	1	-	-	-	2	-	-
			14	-	1	-	-	-	2	-	-
			15	-	2	-	-	-	1	-	-
			16	-	1	-	-	-	1	-	-
			17	-	1	-	-	-	1	-	-
Mode				-	1	-	-	-	1	-	-
2	SPRINT-VI	MST562	1	-	-	3	-	3	3	3	3
			2	-	-	3	-	3	3	3	3
			3	-	-	3	-	3	3	3	3
			4	-	-	3	-	1	1	1	1
			5	-	-	2	-	2	2	2	2
Mode				-	-	3	-	3	3	3	3
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
3	Portfolio Management	MST (F)561	1	3	3	-	3	-	2	-	-
			2	3	3	-	3	-	2	-	-
			3	2	3	-	3	-	2	-	-
			4	2	2	-	3	-	2	-	-
			5	3	1	-	3	-	2	-	-
			6	3	1	-	3	-	2	-	-
			7	3	1	-	3	-	2	-	-
			8	3	2	-	3	-	3	-	-
			9	3	2	-	3	-	3	-	-
			10	3	2	-	3	-	3	-	-
			11	1	3	-	1	-	1	-	-
			12	1	3	-	1	-	1	-	-
			13	2	2	-	2	-	2	-	-
			14	2	3	-	2	-	2	-	-

			15	3	3	-	3	-	2	-	-
			16	3	3	-	3	-	2	-	-
			17	3	3	-	3	-	2	-	-
	Mode			3	3	-	3	-	2	-	-
4	Techniques for Financial Decisions	MST(F) 562	1	3	3	3	3	2	3	2	-
			2	3	3	2	3	2	3	2	-
			3	3	3	3	3	2	3	2	-
			4	3	3	3	2	2	3	2	-
			5	1	2	2	1	2	3	2	-
			6	1	1	1	3	1	3	2	-
			7	3	3	3	3	1	1	1	-
			8	3	3	3	2	2	1	1	-
			9	3	3	3	3	2	1	2	-
Mode				3	3	3	3	2	3	2	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
5	Financial Derivatives	MST(F) 563	1	3	3	-	2	-	2	-	-
			2	3	3	-	2	-	2	-	-
			3	3	3	-	2	-	2	-	-
			4	3	3	-	2	-	2	-	-
			5	3	3	-	1	-	2	-	-
			6	1	1	-	1	-	2	-	-
			7	1	1	-	2	-	3	-	-
			8	2	2	-	2	-	3	-	-
			9	3	3	-	3	-	2	-	-
			10	3	3	-	2	-	2	-	-
			11	3	3	-	2	-	2	-	-
Mode				3	3	-	2	-	2	-	-
6		MST (M) 561	1	3	3	3	2	3	3	3	1
			2	3	3	2	2	1	3	3	1

	Integrated Marketing Communications		3	3	1	3	2	3	3	3	1
			4	3	2	1	2	3	1	1	1
			5	3	3	3	3	3	3	3	1
			6	2	2	2	2	2	2	2	2
			7	2	3	3	2	2	2	2	2
			8	3	3	3	3	3	3	3	3
Mode				3	3	3	2	3	3	3	1
7	Digital Marketing	MST (M)562	1	3	-	-	-	3	3	3	-
			2	3	-	-	-	3	3	3	-
			3	3	-	-	-	3	1	1	-
			4	3	-	-	-	3	1	1	-
			5	2	-	-	-	3	3	3	-
			6	2	-	-	-	2	2	2	-
			7	3	-	-	-	2	2	2	-
			8	3	-	-	-	1	1	1	-
			9	3	-	-	-	3	3	3	-
			10	1	-	-	-	3	3	3	-
Mode				3	-	-	-	3	3	3	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
8	Services Marketing	MST (M)564	1	-	-	2	-	3	2	2	-
			2	-	-	2	-	3	2	2	-
			3	-	-	2	-	3	2	2	-
			4	-	-	2	-	3	2	2	-
			5	-	-	2	-	3	2	2	-
			6	-	-	2	-	3	2	2	-
			7	-	-	2	-	2	3	3	-
			8	-	-	2	-	2	3	3	-
			9	-	-	1	-	1	2	2	-
			10	-	-	1	-	1	3	3	-
			11	-	-	1	-	3	3	3	-
			12	-	-	2	-	3	3	3	-

			13	-	-	2	-	3	2	2	-
			14	-	-	2	-	3	2	2	-
			15	-	-	2	-	3	2	2	-
	Mode			-	-	2	-	3	2	2	-
9	Training and Development	MST (HR)561	1	3	-	2	-	3	-	3	-
			2	3	-	2	-	3	-	3	-
			3	3	-	2	-	3	-	3	-
			4	3	-	2	-	3	-	3	-
			5	3	-	2	-	3	-	3	-
			6	2	-	1	-	3	-	3	-
			7	2	-	1	-	1	-	1	-
			8	3	-	2	-	2	-	2	-
			9	3	-	2	-	3	-	3	-
Mode				3	-	2	-	3	-	3	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
10	Global HRM	MST (HR)562	1	3	-	2	3	1	-	2	-
			2	3	-	2	3	1	-	2	-
			3	3	-	2	3	1	-	2	-
			4	3	-	2	3	1	-	2	-
			5	3	-	2	3	2	-	2	-
			6	2	-	1	1	2	-	2	-
			7	2	-	1	1	1	-	2	-
			8	1	-	2	3	1	-	1	-
			9	3	-	2	3	1	-	1	-
Mode				3	-	2	3	1	-	2	-
11	Competency Mapping and Assessment	MST (HR)563	1	3	3	2	3	2	2	1	1
			2	3	3	2	3	2	2	1	1
			3	3	3	2	1	2	1	1	1
			4	3	3	2	1	2	1	1	3

			5	3	3	2	3	1	3	1	1
			6	2	2	2	2	3	2	2	1
			7	2	1	3	3	3	2	1	2
			8	3	3	2	3	2	2	1	1
			9	3	3	2	3	2	1	3	2
Mode				3	3	2	3	2	2	1	1
11	ERP	MST (IT)561	1	3	3	2	3	3	2	3	1
			2	3	3	2	3	3	2	3	1
			3	3	3	1	3	3	2	3	1
			4	3	3	2	2	2	2	2	2
			5	1	1	2	3	3	3	3	1
Mode				3	3	2	3	3	2	3	1
12	Bioprocess Technology-II	MST (BT)561	1	-	-	-	1	-	2	-	-
			2	-	-	-	1	-	2	-	-
			3	-	-	-	1	-	2	-	-
			4	-	-	-	1	-	2	-	-
			5	-	-	-	1	-	2	-	-
			6	-	-	-	2	-	1	-	-
			7	-	-	-	2	-	1	-	-
Mode				-	-	-	1	-	2	-	-
13	Drug Delivery System-II	MST(P H)561	1	3	1	2	-	2	1	2	2
			2	3	2	2	-	2	1	1	1
			3	3	2	3	-	2	2	1	1
Mode				3	2	2	-	2	1	1	1
MBA Quadmester-VII											
S. No.	Course	Code	Outco mes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8
1		MST571	1	-	-	-	3	-	-	2	-
			2	-	-	-	3	-	-	2	-

	International Business Environment		3	-	-	-	3	-	-	2	-
			4	-	-	-	3	-	-	2	-
			5	-	-	-	2	-	-	3	-
			6	-	-	-	2	-	-	3	-
			7	-	-	-	3	-	-	2	-
			8	-	-	-	3	-	-	2	-
Mode				-	-	-	3	-	-	2	-
2	Research Project	MST572	1	-	3	2	-	3	3	3	3
			2	-	3	2	-	3	2	3	3
			3	-	3	2	-	3	2	3	3
			4	-	3	2	-	3	3	3	3
			5	-	3	2	-	3	3	3	3
			6	-	2	2	-	1	3	1	1
			7	-	2	1	-	1	3	1	1
			8	-	1	2	-	3	2	3	3
			9	-	3	2	-	3	2	3	3
			10	-	3	2	-	3	3	3	3
Mode				-	3	2	-	3	3	3	3
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
3	SPRINT-VII	MST573	1	-	-	3	-	3	3	3	3
			2	-	-	3	-	3	3	3	3
			3	-	-	3	-	3	3	3	3
			4	-	-	3	-	3	3	3	3
			5	-	-	3	-	3	3	3	3
Mode				-	-	3	-	3	3	3	3
4	Mergers and Acquisitions	MST (F)571	1	3	2	-	3	-	-	-	-
			2	3	2	-	3	-	-	-	-
			3	3	2	-	3	-	-	-	-
			4	2	2	-	3	-	-	-	-
			5	2	3	-	2	-	-	-	-

			6	3	3	-	3	-	-	-	-
Mode				3	2	-	3	-	-	-	-
5	Equity Research	MST (F)572	1	3	3	-	-	-	-	3	2
			2	3	3	-	-	-	-	3	2
			3	3	3	-	-	-	-	3	2
			4	3	3	-	-	-	-	3	2
			5	3	3	-	-	-	-	3	3
			6	2	2	-	-	-	-	2	3
			7	2	2	-	-	-	-	2	2
Mode				3	3	-	-	-	-	3	2
6	Brand Management	MST (M)571	1	3	3	3	2	-	-	3	-
			2	3	2	3	2	-	-	3	-
			3	3	2	3	2	-	-	3	-
			4	3	2	3	2	-	-	3	-
			5	2	2	1	2	-	-	3	-
			6	2	2	3	3	-	-	2	-
			7	3	1	2	2	-	-	3	-
			8	3	2	3	2	-	-	3	-
Mode				3	2	3	2	-	-	3	-
S. No.	Course	Code	Out comes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
7	Customer Relationship Management	MST (M)572	1	3	3	2	-	2	-	3	-
			2	3	1	2	-	2	-	3	-
			3	3	1	2	-	2	-	3	-
			4	3	3	2	-	2	-	3	-
			5	3	3	2	-	2	-	3	-
			6	3	3	3	-	2	-	1	-
			7	3	3	3	-	2	-	3	-
			8	2	2	3	-	3	-	3	-
			9	2	2	3	-	3	-	3	-

			10	3	3	2	-	3	-	2	-
			11	3	3	2	-	1	-	3	-
			12	3	3	2	-	2	-	3	-
Mode				3	3	2	-	2	-	3	-
8	Industrial Relations & Labour Laws	MST (HR)571	1	-	-	2	2	2	-	2	2
			2	-	-	2	2	1	-	3	2
			3	-	-	1	3	2	-	2	1
			4	-	-	2	2	2	-	2	2
			5	-	-	1	3	1	-	3	2
			6	-	-	2	2	2	-	2	2
Mode				-	-	2	2	2	-	2	2
9	Compensation Management	MST (HR)572	1	3	3	-	-	2	-	-	-
			2	3	3	-	-	2	-	-	-
			3	3	2	-	-	2	-	-	-
			4	3	3	-	-	2	-	-	-
			5	2	2	-	-	2	-	-	-
			6	3	3	-	-	3	-	-	-
			7	1	1	-	-	3	-	-	-
			8	3	3	-	-	1	-	-	-
			9	3	3	-	-	2	-	-	-
			10	3	3	-	-	2	-	-	-
Mode				3	3	-	-	2	-	-	-

Correlation between courses and program outcomes

Table no. – 3 – Course and PO Correlation table

Program Outcomes	Courses	Course Code	Quadmester	L/M/H	1/2/3
1) Apply knowledge of management theories and practices to solve business problems	Marketing Management-I	MST 515	QUAD 1	High	3
	Financial Accounting-I	MST 512	QUAD 1	High	3
	Organizational Behavior	MST 514	QUAD 1	High	3
	Microeconomics	MST511	QUAD 1	High	3
	Macroeconomics	MST 521	QUAD 2	High	3
	Cost Accounting	MST 522	QUAD 2	High	3
	Marketing Management-II	MST 524	QUAD 2	High	3
	Business Research Methods	MST 525	QUAD 2	High	3
	Financial Management-I	MST 531	QUAD 3	High	3
	Managerial Computing	MST 532	QUAD 3	High	3
	Human Resource Management-I	MST 534	QUAD 3	High	3
	Marketing Research-I	MST 537	QUAD 3	High	3
	Financial Management-II	MST 541	QUAD 4	High	3
	Human Resource Management-II	MST 542	QUAD 4	High	3
	Management of Investments (AMFI)	MST 543	QUAD 4	High	3
	Business Analytics	MST 544	QUAD 4	High	3
	Marketing Research-II	MST 547	QUAD 4	High	3
	Summer Internship	MST(S)541	SUMMER INTERNSHIP QUAD	High	3
	Strategy	MST 551	QUAD 5	High	3
	Security Analysis & Valuation	MST(F) 551	QUAD 5	High	3
	Retail Marketing	MST(M) 552	QUAD 5	High	3
	Sales Management	MST(M) 553	QUAD 5	High	3
	Organizational Development & Change Management	MST(HR) 552	QUAD 5	High	3

	HR Planning and Recruitment	MST(HR) 553	QUAD 5	High	3
	Financial Statement Analysis	MST(F)553	QUAD 5	High	3
	Consumer Behaviour	MST(M)551	QUAD 5	High	3
	Advanced IT Tools	MST(IT)551	QUAD 5	High	3
	Drug Delivery System -I	MST(PH) 551	QUAD 5	High	3
	Portfolio & Wealth Management	MST(F) 561	QUAD 6	High	3
	Financial Derivatives	MST(F) 563	QUAD 6	High	3
	Digital Marketing	MST(M) 562	QUAD 6	High	3
	Training and Development	MST(HR) 561	QUAD 6	High	3
	Global HRM	MST(HR) 562	QUAD 6	High	3
	Drug Delivery System -II	MST(PH) 561	QUAD 6	High	3
	Techniques for Financial Decisions	MST(F)562	QUAD 6	High	3
	Integrated Marketing Communications	MST(M)561	QUAD 6	High	3
	Competency Mapping and Assessment	MST(HR)563	QUAD 6	High	3
	ERP	MST(IT)561	QUAD 6	High	3
	Mergers and Acquisitions	MST(F) 571	QUAD 7	High	3
	Equity Research	MST(F) 572	QUAD 7	High	3
	Brand Management	MST(M) 571	QUAD 7	High	3
	Customer Relationship Management	MST(M) 572	QUAD 7	High	3
	Compensation Management	MST(HR) 572	QUAD 7	High	3
	Selection	MST(HR)571	QUAD 7	High	3
2) Foster Analytical and critical thinking	Microeconomics	MST511	QUAD 1	High	3
	Statistics for Management-I	MST 513	QUAD 1	High	3
	Statistics for Management - II	MST 523	QUAD 2	High	3

abilities for data-based decision making.	Macroeconomics	MST 521	QUAD 2	High	3
	Business Research Methods	MST 525	QUAD 2	High	3
	Financial Management-I	MST 531	QUAD 3	High	3
	Managerial Computing	MST 532	QUAD 3	High	3
	Legal Aspects of Business	MST 533	QUAD 3	Low	1
	Human Resource Management-I	MST 534	QUAD 3	Low	1
	Marketing Research-I	MST 537	QUAD 3	High	3
	Financial Management-II	MST 541	QUAD 4	High	3
	Human Resource Management-II	MST 542	QUAD 4	Medium	2
	Management of Investments (AMFI)	MST 543	QUAD 4	High	3
	Business Analytics	MST 544	QUAD 4	High	3
	Marketing Research-II	MST 547	QUAD 4	High	3
	Summer Internship	MST(S)541	SUMMER INTERNSHIP QUAD	Medium	2
	Strategy	MST 551	QUAD 5	High	3
	Security Analysis & Valuation	MST(F) 551	QUAD 5	High	3
	Financial Statement Analysis	MST(F)553	QUAD 5	High	3
	Consumer Behaviour	MST(M)551	QUAD 5	High	3
	Advanced IT Tools	MST(IT)551	QUAD 5	High	3
	Drug Delivery System -I	MST(PH) 551	QUAD 5	Medium	2
	Basics of Banking and Insurance	MST 561	QUAD 6	Low	1
	Portfolio & Wealth Management	MST(F) 561	QUAD 6	High	3
	Financial Derivatives	MST(F) 563	QUAD 6	High	3
	Drug Delivery System -II	MST(PH) 561	QUAD 6	Medium	2
	Techniques for Financial Decisions	MST(F)562	QUAD 6	High	3

	Integrated Marketing Communications	MST(M)561	QUAD 6	High	3
	Competency Mapping and Assessment	MST(HR)563	QUAD 6	High	3
	ERP	MST(IT)561	QUAD 6	High	3
	Research Project	MST 572	QUAD 7	High	3
	Mergers and Acquisitions	MST(F) 571	QUAD 7	Medium	2
	Equity Research	MST(F) 572	QUAD 7	High	3
	Brand Management	MST(M) 571	QUAD 7	Medium	2
	Customer Relationship Management	MST(M) 572	QUAD 7	High	3
	Compensation Management	MST(HR) 572	QUAD 7	High	3
	Selection	MST(HR)571	QUAD 7	High	3
3) Ability to develop Value based Leadership ability.	Organizational Behaviour	MST 514	QUAD 1	High	3
	Social Project-I	MST 517	QUAD 1	High	3
	SPRINT-I	MST 518	QUAD 1	High	3
	Business Research Methods	MST 525	QUAD 2	Medium	2
	Social Project-II	MST 527	QUAD 2	High	3
	SPRINT-II	MST 528	QUAD 2	High	3
	Legal Aspects of Business	MST 533	QUAD 3	Medium	2
	Human Resource Management-I	MST 534	QUAD 3	Low	1
	Social Project-III	MST 535	QUAD 3	High	3
	SPRINT-III	MST 536	QUAD 3	High	3
	Marketing Research-I	MST 537	QUAD 3	Medium	2
	Human Resource Management-II	MST 542	QUAD 4	Medium	2
	Social Project-IV	MST 545	QUAD 4	High	3
	SPRINT-IV	MST 546	QUAD 4	High	3
	Marketing Research-II	MST 547	QUAD 4	Medium	2
	Strategy	MST 551	QUAD 5	High	3
	SPRINT-V	MST 552	QUAD 5	High	3
	Financial Statement Analysis	MST(F)553	QUAD 5	Medium	2
	Consumer Behaviour	MST(M)551	QUAD 5	High	3

	Advanced IT Tools	MST(IT)551	QUAD 5	High	3
	Drug Delivery System -I	MST(PH) 551	QUAD 5	Medium	2
	SPRINT-VI	MST 562	QUAD 6	High	3
	Services Marketing	MST(M) 564	QUAD 6	Medium	2
	Training and Development	MST(HR) 561	QUAD 6	Medium	2
	Global HRM	MST(HR) 562	QUAD 6	Medium	2
	Drug Delivery System -II	MST(PH) 561	QUAD 6	Medium	2
	Techniques for Financial Decisions	MST(F)562	QUAD 6	High	3
	Integrated Marketing Communications	MST(M)561	QUAD 6	High	3
	Competency Mapping and Assessment	MST(HR)563	QUAD 6	Medium	2
	ERP	MST(IT)561	QUAD 6	Medium	2
	Research Project	MST 572	QUAD 7	Medium	2
	SPRINT-VII	MST 573	QUAD 7	High	3
	Brand Management	MST(M) 571	QUAD 7	High	3
	Customer Relationship Management	MST(M) 572	QUAD 7	Medium	2
	Industrial Relations & Labour Laws	MST(HR) 571	QUAD 7	Medium	2
	Selection	MST(HR)571	QUAD 7	High	3
4) Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business	Organizational Behaviour	MST 514	QUAD 1	High	3
	Microeconomics	MST511	QUAD 1	High	3
	Financial Accounting-I	MST 512	QUAD 1	Medium	2
	Macroeconomics	MST 521	QUAD 2	High	3
	Cost Accounting	MST 522	QUAD 2	Medium	2
	Business Research Methods	MST 525	QUAD 2	High	3
	Financial Management-I	MST 531	QUAD 3	Medium	2
	Managerial Computing	MST 532	QUAD 3	Low	1
	Legal Aspects of Business	MST 533	QUAD 3	High	3
	Human Resource Management-I	MST 534	QUAD 3	Low	1
	Financial Management-II	MST 541	QUAD 4	Medium	2

Human Resource Management-II	MST 542	QUAD 4	Medium	2
Management of Investments (AMFI)	MST 543	QUAD 4	Medium	2
Summer Internship	MST(S)541	SUMMER INTERNSHIP QUAD	High	3
Strategy	MST 551	QUAD 5	High	3
Security Analysis & Valuation	MST(F) 551	QUAD 5	High	3
Capital Markets & Institutions	MST(F) 552	QUAD 5	Medium	2
HR Planning and Recruitment	MST(HR) 553	QUAD 5	Medium	2
Bioprocess Technology-I	MST(BT) 551	QUAD 5	Low	1
Financial Statement Analysis	MST(F)553	QUAD 5	High	3
Consumer Behaviour	MST(M)551	QUAD 5	Medium	2
Advanced IT Tools	MST(IT)551	QUAD 5	Medium	2
Portfolio & Wealth Management	MST(F) 561	QUAD 6	High	3
Financial Derivatives	MST(F) 563	QUAD 6	Medium	2
Global HRM	MST(HR) 562	QUAD 6	High	3
Bioprocess Technology-II	MST(BT) 561	QUAD 6	Low	1
Techniques for Financial Decisions	MST(F)562	QUAD 6	High	3
Integrated Marketing Communications	MST(M)561	QUAD 6	Medium	2
Competency Mapping and Assessment	MST(HR)563	QUAD 6	High	3
ERP	MST(IT)561	QUAD 6	High	3
International Business Environment	MST 571	QUAD 7	High	3
Mergers and Acquisitions	MST(F) 571	QUAD 7	High	3
Brand Management	MST(M) 571	QUAD 7	Medium	2

	Industrial Relations & Labour Laws	MST(HR) 571	QUAD 7	Medium	2
	Selection	MST(HR)571	QUAD 7	Medium	2
	Social Project-I	MST 517	QUAD 1	High	3
	SPRINT-I	MST 518	QUAD 1	High	3
5) Ability to lead themselves and others in the achievement of organization al goals, contributing effectively to a team environment	Writing Seminar-I	MST 516	QUAD 1	High	3
	Marketing Management-1	MST 515	QUAD 1	Medium	2
	Marketing Management-II	MST 524	QUAD 2	Medium	2
	Business Research Methods	MST 525	QUAD 2	Low	1
	Social Project-II	MST 527	QUAD 2	High	3
	SPRINT-II	MST 528	QUAD 2	High	3
	SPRINT-II	MST 528	QUAD 2	High	3
	Financial Management-I	MST 531	QUAD 3	Low	1
	Writing Seminar-II	MST 538	QUAD 3	High	3
	Social Project-III	MST 535	QUAD 3	High	3
	Financial Management-II	MST 541	QUAD 4	Low	1
	Management of Investments (AMFI)	MST 543	QUAD 4	Low	1
	Social Project-IV	MST 545	QUAD 4	High	3
	SPRINT-IV	MST 546	QUAD 4	High	3
	Summer Internship	MST(S)541	SUMMER INTERNSHIP QUAD	High	3
	Strategy	MST 551	QUAD 5	High	3
	SPRINT-V	MST 552	QUAD 5	High	3
	Capital Markets & Institutions	MST(F) 552	QUAD 5	Low	1
	Organizational Development & Change Management	MST(HR) 552	QUAD 5	Low	1
	HR Planning and Recruitment	MST(HR) 553	QUAD 5	Medium	2
	Financial Statement Analysis	MST(F)553	QUAD 5	High	3
	Consumer Behaviour	MST(M)551	QUAD 5	High	3
	Advanced IT Tools	MST(IT)551	QUAD 5	High	3

	Drug Delivery System -I	MST(PH) 551	QUAD 5	Medium	2
	SPRINT-VI	MST 562	QUAD 6	High	3
	Digital Marketing	MST(M) 562	QUAD 6	High	3
	Services Marketing	MST(M) 564	QUAD 6	High	3
	Training and Development	MST(HR) 561	QUAD 6	High	3
	Global HRM	MST(HR) 562	QUAD 6	Low	1
	Drug Delivery System -II	MST(PH) 561	QUAD 6	Medium	2
	Techniques for Financial Decisions	MST(F)562	QUAD 6	Medium	2
	Integrated Marketing Communications	MST(M)561	QUAD 6	High	3
	Competency Mapping and Assessment	MST(HR)563	QUAD 6	Medium	2
	ERP	MST(IT)561	QUAD 6	High	3
	Research Project	MST 572	QUAD 7	High	3
	SPRINT-VII	MST 573	QUAD 7	High	3
	Customer Relationship Management	MST(M) 572	QUAD 7	Medium	2
	Industrial Relations & Labour Laws	MST(HR) 571	QUAD 7	Medium	2
	Compensation Management	MST(HR) 572	QUAD 7	Medium	2
	Selection	MST(HR)571	QUAD 7	Medium	2
6) Knowledge, ability & attitude to become successful entrepreneurs and ability to innovate & think out of the box	Writing Seminar-I	MST 516	QUAD 1	Medium	2
	Social Project-I	MST 517	QUAD 1	High	3
	SPRINT-I	MST 518	QUAD 1	High	3
	Marketing Management-1	MST 515	QUAD 1	Medium	2
	Business Research Methods	MST 525	QUAD 2	High	3
	Social Project-II	MST 527	QUAD 2	High	3
	SPRINT-II	MST 528	QUAD 2	High	3
	Financial Management-I	MST 531	QUAD 3	Medium	2
	Managerial Computing	MST 532	QUAD 3	Medium	2
	Human Resource Management-I	MST 534	QUAD 3	Medium	2
	Marketing Research-I	MST 537	QUAD 3	High	3
	Social Project-III	MST 535	QUAD 3	High	3

	SPRINT-III	MST 536	QUAD 3	High	3
	Human Resource Management-II	MST 542	QUAD 4	Medium	2
	Management of Investments (AMFI)	MST 543	QUAD 4	High	3
	Social Project-IV	MST 545	QUAD 4	High	3
	SPRINT-IV	MST 546	QUAD 4	High	3
	Summer Internship	MST(S)541	SUMMER INTERNSHIP QUAD	High	3
	Strategy	MST 551	QUAD 5	High	3
	SPRINT-V	MST 552	QUAD 5	High	3
	Security Analysis & Valuation	MST(F) 551	QUAD 5	Medium	2
	Retail Marketing	MST(M) 552	QUAD 5	Low	1
	Sales Management	MST(M) 553	QUAD 5	High	3
	Bioprocess Technology-I	MST(BT) 551	QUAD 5	Medium	2
	Financial Statement Analysis	MST(F)553	QUAD 5	Medium	2
	Consumer Behaviour	MST(M)551	QUAD 5	High	3
	Advanced IT Tools	MST(IT)551	QUAD 5	Medium	2
	Drug Delivery System -I	MST(PH) 551	QUAD 5	Low	1
	Basics of Banking and Insurance	MST 561	QUAD 6	Low	1
	SPRINT-VI	MST 562	QUAD 6	High	3
	Portfolio & Wealth Management	MST(F) 561	QUAD 6	Medium	2
	Financial Derivatives	MST(F) 563	QUAD 6	Medium	2
	Digital Marketing	MST(M) 562	QUAD 6	High	3
	Services Marketing	MST(M) 564	QUAD 6	Medium	2
	Bioprocess Technology-II	MST(BT) 561	QUAD 6	Medium	2
	Drug Delivery System -II	MST(PH) 561	QUAD 6	Low	1
	Techniques for Financial Decisions	MST(F)562	QUAD 6	High	3

	Integrated Marketing Communications	MST(M)561	QUAD 6	High	3
	Competency Mapping and Assessment	MST(HR)563	QUAD 6	Medium	2
	ERP	MST(IT)561	QUAD 6	Medium	2
	Research Project	MST 572	QUAD 7	High	3
	SPRINT-VII	MST 573	QUAD 7	High	3
	Equity Research	MST(F) 572	QUAD 7	High	3
	Selection	MST(HR)571	QUAD 7	Medium	2
7) Ability to effectively present and communicate	Writing Seminar-I	MST 516	QUAD 1	High	3
	Social Project-I	MST 517	QUAD 1	High	3
	SPRINT-I	MST 518	QUAD 1	High	3
	Marketing Management-I	MST 515	QUAD 1	Medium	2
	Marketing Management-II	MST 524	QUAD 2	High	3
	Business Research Methods	MST 525	QUAD 2	High	3
	Social Project-II	MST 527	QUAD 2	High	3
	SPRINT-II	MST 528	QUAD 2	High	3
	Legal Aspects of Business	MST 533	QUAD 3	Medium	2
	Human Resource Management-I	MST 534	QUAD 3	Medium	2
	Marketing Research-I	MST 537	QUAD 3	High	3
	Writing Seminar-II	MST 538	QUAD 3	High	3
	Social Project-III	MST 535	QUAD 3	High	3
	SPRINT-III	MST 536	QUAD 3	High	3
	Human Resource Management-II	MST 542	QUAD 4	High	3
	Social Project-IV	MST 545	QUAD 4	High	3
	SPRINT-IV	MST 546	QUAD 4	High	3
	Summer Internship	MST(S)541	SUMMER INTERNSHIP QUAD	High	3
	Strategy	MST 551	QUAD 5	High	3
	SPRINT-V	MST 552	QUAD 5	High	3
	Sales Management	MST(M) 553	QUAD 5	High	3

	Organizational Development & Change Management	MST(HR) 552	QUAD 5	Medium	2
	HR Planning and Recruitment	MST(HR) 553	QUAD 5	Medium	2
	Financial Statement Analysis	MST(F)553	QUAD 5	Medium	2
	Consumer Behaviour	MST(M)551	QUAD 5	Medium	2
	Advanced IT Tools	MST(IT)551	QUAD 5	High	3
	Drug Delivery System -I	MST(PH) 551	QUAD 5	Low	1
	SPRINT-VI	MST 562	QUAD 6	High	3
	Digital Marketing	MST(M) 562	QUAD 6	High	3
	Services Marketing	MST(M) 564	QUAD 6	Medium	2
	Training and Development	MST(HR) 561	QUAD 6	High	3
	Global HRM	MST(HR) 562	QUAD 6	Medium	2
	Drug Delivery System -II	MST(PH) 561	QUAD 6	Low	1
	Techniques for Financial Decisions	MST(F)562	QUAD 6	Medium	2
	Integrated Marketing Communications	MST(M)561	QUAD 6	High	3
	Competency Mapping and Assessment	MST(HR)563	QUAD 6	Low	1
	ERP	MST(IT)561	QUAD 6	High	3
	International Business Environment	MST 571	QUAD 7	Medium	2
	Research Project	MST 572	QUAD 7	High	3
	SPRINT-VII	MST 573	QUAD 7	High	3
	Equity Research	MST(F) 572	QUAD 7	Medium	2
	Brand Management	MST(M) 571	QUAD 7	High	3
	Customer Relationship Management	MST(M) 572	QUAD 7	High	3
	Industrial Relations & Labour Laws	MST(HR) 571	QUAD 7	Medium	2
	Selection	MST(HR)571	QUAD 7	Medium	2
	Organizational Behaviour	MST 514	QUAD 1	High	3
	Social Project-I	MST 517	QUAD 1	High	3

8) Ability to be content and happy	SPRINT-I	MST 518	QUAD 1	High	3
	Social Project-II	MST 527	QUAD 2	High	3
	SPRINT-II	MST 528	QUAD 2	High	3
	Human Resource Management-I	MST 534	QUAD 3	Medium	2
	Social Project-III	MST 535	QUAD 3	High	3
	SPRINT-III	MST 536	QUAD 3	High	3
	Human Resource Management-II	MST 542	QUAD 4	Medium	2
	Social Project-IV	MST 545	QUAD 4	High	3
	SPRINT-IV	MST 546	QUAD 4	High	3
	Summer Internship	MST(S)541	SUMMER INTERNSHIP QUAD	High	3
	Strategy	MST 551	QUAD 5	High	3
	SPRINT-V	MST 552	QUAD 5	High	3
	Consumer Behaviour	MST(M)551	QUAD 5	Medium	2
	Advanced IT Tools	MST(IT)551	QUAD 5	Medium	2
	Drug Delivery System -I	MST(PH) 551	QUAD 5	Low	1
	SPRINT-VI	MST 562	QUAD 6	High	3
	Drug Delivery System -II	MST(PH) 561	QUAD 6	Low	1
	Integrated Marketing Communications	MST(M)561	QUAD 6	Low	1
	Competency Mapping and Assessment	MST(HR)563	QUAD 6	Low	1
	ERP	MST(IT)561	QUAD 6	Low	1
	Research Project	MST 572	QUAD 7	High	3
	SPRINT-VII	MST 573	QUAD 7	High	3
	Industrial Relations & Labour Laws	MST(HR) 571	QUAD 7	Medium	2
	Selection	MST(HR)571	QUAD 7	Medium	2

Technique used for Computation of Program Outcome

School of Business Management & Liberal Arts at Shoolini University follows a 10- point scale grading system for evaluation of its students. Letter Grade, its interpretation and its point comparison is given below:

Letter Grade	Interpretation	Grade Point(10 Max)
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B+	Good	7
B	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0
S	Satisfactory	Used for non-gradual course
Un	Unsatisfactory	Used for non-gradual course

Computation of Program Outcomes (POs):

We do not get any of our assessment exercises done from any external sources. All of our assessment instruments like Mid- Term Sessionals, Assignments, Quizzes and other University assessment tools are internally designed, administered and evaluated. With respect to the computation of Course Outcome, we have considered letter grade(B) which is equivalent to ‘Average’ as our target attainment level for the performance of students.

PO attainment level will be based on attainment levels of direct assessment and indirect assessment.

a. Direct Attainment of PO

In order to compute Program outcome, we have first calculated the Direct Attainment(DA) level driven from the course. This DA is given the weightage of 80%. In order to have a bearing of students’ performance on a particular Program Outcome, we have taken the percentage of students who got a Grade B and beyond in course already mapped to the above program outcome. This percentage is then multiplied by the High(H), Medium(M) and Low(L) correlation of the course with respect to a particular Program Outcome(PO). Finally, it is multiplied by 80% to get DA.

For Example:

If a Course, C202 has 90% of students at Grade B and beyond and if the correlation between C202 and a Program Outcome, say PO1 is High(H) with number equivalent of 3, then with 80% weightage given to Direct Attainment, the,

Direct Attainment level for a Program Outcome mapped with C202 = $0.8 \times 3 \times 0.90 = 2.16$.

b. Indirect Attainment of PO

Indirect attainment level of PO is determined based on the student exit surveys, employer surveys, co-curricular activities, extracurricular activities etc.

In order to compute Indirect Attainment(IDA) level driven by student activities like student surveys, student feedback, co-curricular activities etc, we took an attainment level of 50% beyond for satisfaction level. In order to have a bearing of students' performance on a particular Program Outcome, we have taken the percentage of students who got a percentage of 50% and beyond in a course already mapped to the above program outcome. This IDA is given the weightage of 20%. This percentage is then multiplied by the High(H), Medium(M) and Low(L) correlation of the course with respect to a particular Program Outcome (PO). Finally, it is multiplied by 20% to get IDA.

For Example:

If a Course, C202 has 95% of students satisfied with a satisfaction level of 50% and beyond and if the correlation between C202 and a Program Outcome, say PO1 is High(H) with number equivalent of 3, then with 20% weightage given to Indirect Attainment, the,

Indirect Attainment level for a Program Outcome mapped with C202 = $0.2 \times 3 \times 0.95 = 0.57$

PO Attainment level for the given course is now 80% of direct assessment + 20% of indirect assessment i.e. $2.16 + 0.57 = 2.73$.

The overall PO Attainment level will be the Arithmetic Mean of all PO attainment levels across all courses mapped with a given PO.

PO Attainment Level

		PO1					PO2				
Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80 %	DA	Ach Lev %	20% IDA	Total
Microeconomics	MST511	3	2.30	98	0.59	2.89	3	2.06	98	0.59	2.65
Financial Accounting	MST512	3	1.78	95	0.57	2.35	-	-	-	-	-
Statistics for Management-I	MST513	-	-	-	-	-	3	1.95	98	0.59	2.54
Organizational Behaviour	MST514	3	2.11	95	0.6	2.7	-	-	-	-	-
Marketing Management-I	MST515	3	1.80	99	0.6	2.4	-	-	-	-	-
Social Project-I	MST517	-	-	-	-	-	-	-	-	-	-
SPRINT-I	MST518	-	-	-	-	-	-	-	-	-	-
Writing Seminar-I	MST516	-	-	-	-	-	-	-	-	-	-
Macroeconomics	MST521	3	1.85	98	0.59	2.44	3	1.65	98	0.59	2.24
Cost Accounting	MST522	3	1.70	95	0.57	2.27	-	-	-	-	-
Statistics for Management-II	MST523	-	-	-	-	-	3	1.78	96	0.58	2.36
Marketing Management-II	MST524	3	2.11	99	0.59	2.71	-	-	-	-	-
Business Research Methods	MST525	3	1.06	98	0.59	1.64	3	0.94	98	0.59	1.53
Social Project-II	MST527	-	-	-	-	-	-	-	-	-	-
SPRINT-II	MST528	-	-	-	-	-	-	-	-	-	-
Financial Management-I	MST531	3	1.46	98	0.59	2.05	3	1.31	98	0.59	1.90
Managerial Computing	MST532	3	1.54	97	0.58	2.12	3	1.37	97	0.58	1.95
Legal Aspects of Business	MST533	-	-	-	-	-	1	1.91	96	0.19	2.10
Human Resource Management-I	MST534	3	2.06	99	0.59	2.66	1	1.84	95	0.19	2.03
Social Project-III	MST535	-	-	-	-	-	-	-	-	-	-
SPRINT-III	MST536	-	-	-	-	-	-	-	-	-	-
Marketing Research-I	MST537	3	1.99	95	0.57	2.56	3	1.78	95	0.57	2.35
Writing Seminar-II	MST538	-	-	-	-	-	-	-	-	-	-
Financial Management-II	MST541	3	1.51	98	0.59	2.10	3	1.35	99	0.59	1.94
Human Resource Management-II	MST542	3	2.26	99	0.59	2.85	2	2.02	99	0.40	2.41
Management of Investment(AMFI)	MST543	3	1.75	95	0.57	2.32	3	1.57	96	0.58	2.14
Business Analytics	MST544	3	1.97	97	0.58	2.55	3	1.76	96	0.58	2.33
Social Project-IV	MST545	-	-	-	-	-	-	-	-	-	-
SPRINT-IV	MST546	-	-	-	-	-	-	-	-	-	-
Marketing Research-II	MST547	3	1.80	94	0.56	2.36	3	1.608	97	0.58	2.19
Summer Internship	MST(S)541	3	1.82	96	0.58	2.40	2	1.63	96	0.38	2.01
Strategy	MST551	3	2.04	98	0.59	2.63	3	1.82	98	0.59	2.41

Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80 %	DA	Ach Lev %	20% IDA	Total
SPRINT-V	MST552	-	-	-	-	-	-	-	-	-	-
Security Analysis & Valuation	MST(F)551	3	1.51	98	0.59	2.10	3	1.35	98	0.59	1.94
Capital Markets & Institutions	MST(F)552	-	-	-	-	-	-	-	-	-	-
Retail Marketing	MST(M)552	3	1.97	94	0.56	2.53	-	-	-	-	-
Sales Management	MST(M)553	3	1.78	94	0.56	2.34	-	-	-	-	-
Organizational Development & Change Management	MST(HR)552	3	2.09	95	0.57	2.66	-	-	-	-	-
HR Planning and Recruitment	MST(HR)553	3	2.23	97	0.58	2.81	-	-	-	-	-
Bioprocess Technology - I	MST(BT)551	-	-	-	-	-	-	-	-	-	-
Basics of Banking and Insurance	MST561	-	-	-	-	-	1	1.78	97	0.19	1.97
SPRINT-VI	MST562	-	-	-	-	-	-	-	-	-	-
Portfolio & Wealth Management	MST(F)561	3	1.25	95	0.57	1.82	3	1.11	95	0.57	1.68
Financial Derivatives	MST(F)563	3	1.92	98	0.59	2.51	3	1.72	99	0.59	2.31
Digital Marketing	MST(M)562	3	2.38	95	0.57	2.95	-	-	-	-	-
Services Marketing	MST(M)564	-	-	-	-	-	-	-	-	-	-
Training and Development	MST(HR)561	3	2.28	95	0.57	2.85	-	-	-	-	-
Global HRM	MST(HR)562	3	2.16	94	0.56	2.72	-	-	-	-	-
Bioprocess Technology - II	MST(BT)561	-	-	-	-	-	-	-	-	-	-
International Business Environment	MST571	-	-	-	-	-	-	-	-	-	-
Research Project	MST572	-	-	-	-	-	3	1.99	99	0.59	2.59
SPRINT-VII	MST573	-	-	-	-	-	-	-	-	-	-
Mergers and Acquisitions	MST(F)571	3	1.80	95	0.57	2.37	2	1.608	97	0.39	2.00
Equity Research	MST(F)572	3	2.02	95	0.57	2.59	3	1.80	98	0.59	2.39
Brand Management	MST(M)571	3	2.26	93	0.56	2.81	2	2.02	95	0.38	2.40
Customer Relationship Management	MST(M)572	3	2.21	95	0.57	2.78	3	1.97	98	0.59	2.56
Industrial Relations & Labour Laws	MST(HR)571	-	-	-	-	-	-	-	-	-	-
Compensation Management	MST(HR)572	3	1.94	94	0.56	2.51	3	1.74	93	0.56	2.29
Financial Statement Analysis	MST(F)553	3	1.70	96	0.58	2.28	3	1.52	96	0.58	2.10
Consumer Behaviour	MST(M)551	3	2.26	99	0.59	2.85	3	2.02	99	0.59	2.61
Advanced IT Tools	MST(IT)551	3	1.56	98	0.59	2.15	3	1.39	98	0.59	1.98
Drug Delivery System -I	MST(PH) 551	3	2.40	95	0.57	2.97	2	2.144	96	0.38	2.53
Drug Delivery System -II	MST(PH) 561	3	2.40	95	0.57	2.97	2	2.144	95	0.38	2.52

Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80%	DA	Ach Lev %	20% IDA	Total
Techniques for Financial Decisions	MST(F)562	3	1.87	97	0.58	2.45	3	1.67	95	0.57	2.24
Integrated Marketing Communications	MST(M)561	3	2.35	95	0.57	2.92	3	2.10	99	0.59	2.70
Competency Mapping and Assessment	MST(HR)563	3	1.94	95	0.57	2.51	3	1.74	95	0.57	2.31
ERP	MST(IT)561	3	1.87	98	0.59	2.46	3	1.67	98	0.59	2.26
Selection	MST(HR)571	3	2.21	96	0.58	2.78	3	1.97	95	0.57	2.54
Average		3	1.94		0.58	2.52	2.68	1.72		0.52	2.24

		PO3					PO4				
Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80%	DA	Ach Lev %	20% IDA	Total
Microeconomics	MST511	-	-	-	-	-	3	1.80	97	0.58	2.38
Financial Accounting	MST512	-	-	-	-	-	2	1.39	98	0.39	1.78
Statistics for Management-I	MST513	-	-	-	-	-	-		-	-	-
Organizational Behaviour	MST514	3	1.76	98	0.59	2.35	3	1.65	98	0.59	2.24
Marketing Management-I	MST515	-	-	-	-	-	-		-	-	-
Social Project-I	MST517	3	1.46	99	0.59	2.05	-		-	-	-
Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80%	DA	Ach Lev %	20% IDA	Total
SPRINT-I	MST518	3	1.30	99	0.59	1.89	-		-	-	-
Writing Seminar-I	MST516	-	-	-	-	-	-		-	-	-
Macroeconomics	MST521	-	-	-	-	-	3	1.44	95	0.57	2.01
Cost Accounting	MST522	-	-	-	-	-	2	1.33	98	0.39	1.72
Statistics for Management-II	MST523	-	-	-	-	-	-		-	-	-
Marketing Management-II	MST524	-	-	-	-	-	-		-	-	-
Business Research Methods	MST525	2	0.88	98	0.39	1.27	3	0.82	95	0.57	1.39
Social Project-II	MST527	3	1.68	99	0.59	2.27	-		-	-	-
SPRINT-II	MST528	3	1.94	99	0.59	2.53	-		-	-	-
Financial Management-I	MST531	-	-	-	-	-	2	1.14	98	0.39	1.54

Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80%	DA	Ach Lev %	20% IDA	Total
Managerial Computing	MST532	-	-	-	-	-	1	1.20	97	0.19	1.39
Legal Aspects of Business	MST533	2	1.78	95	0.38	2.16	3	1.67	96	0.58	2.24
Human Resource Management-I	MST534	1	1.72	95	0.19	1.91	1	1.61	98	0.20	1.81
Social Project-III	MST535	3	1.98	99	0.59	2.57	-		-	-	-
SPRINT-III	MST536	3	1.94	99	0.59	2.53	-		-	-	-
Marketing Research-I	MST537	2	1.66	95	0.38	2.04	-		-	-	-
Writing Seminar-II	MST538	-	-	-	-	-	-		-	-	-
Financial Management-II	MST541	-	-	-	-	-	2	1.18	98	0.39	1.57
Human Resource Management-II	MST542	2	1.88	95	0.38	2.26	2	1.76	96	0.38	2.15
Management of Investment(AMFI)	MST543	-	-	-	-	-	2	1.37	95	0.38	1.75
Business Analytics	MST544	-	-	-	-	-	-		-	-	-
Social Project-IV	MST545	3	1.48	99	0.59	2.07	-		-	-	-
SPRINT-IV	MST546	3	1.86	99	0.59	2.45	-		-	-	-
Marketing Research-II	MST547	2	1.50	97	0.39	1.89	-		-	-	-
Summer Internship	MST(S)541	-	-	-	-	-	3	1.42	96	0.58	2.00
Strategy	MST551	3	1.70	98	0.59	2.29	3	1.59	98	0.59	2.18
SPRINT-V	MST552	3	1.28	99	0.59	1.87	-		-	-	-
Security Analysis & Valuation	MST(F)551	-	-	-	-	-	3	1.18	98	0.59	1.77
Capital Markets & Institutions	MST(F)552	-	-	-	-	-	2	1.42	97	0.39	1.81
Retail Marketing	MST(M)552	-	-	-	-	-	-		-	-	-
Sales Management	MST(M)553	-	-	-	-	-	-		-	-	-
Organizational Development & Change Management	MST(HR)552	-	-	-	-	-	-		-	-	-
HR Planning and Recruitment	MST(HR)553	-	-	-	-	-	2	1.76	97	0.39	2.15
Bioprocess Technology - I	MST(BT)551	-	-	-	-	-	1	1.87	99	0.20	2.07

Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80%	DA	Ach Lev %	20% IDA	Total
Basics of Banking and Insurance	MST561	-	-	-	-	-	-		-	-	-
SPRINT-VI	MST562	3	1.82	98	0.59	2.41	-		-	-	-
Portfolio & Wealth Management	MST(F)561	-	-	-	-	-	3	0.97	95	0.57	1.54
Financial Derivatives	MST(F)563	-	-	-	-	-	2	1.50	96	0.38	1.88
Digital Marketing	MST(M)562	-	-	-	-	-	-		-	-	-
Services Marketing	MST(M)564	2	1.76	96	0.38	2.14	-		-	-	-
Training and Development	MST(HR)561	2	1.90	98	0.39	2.29	-		-	-	-
Global HRM	MST(HR)562	2	1.80	97	0.39	2.19	3	1.69	94	0.56	2.25
Bioprocess Technology - II	MST(BT)561	-	-	-	-	-	1	1.87	99	0.20	2.07
International Business Environment	MST571	-	-	-	-	-	3	1.86	98	0.59	2.44
Research Project	MST572	2	1.86	99	0.40	2.26	-		-	-	-
SPRINT-VII	MST573	3	1.50	99	0.59	2.09	-		-	-	-
Mergers and Acquisitions	MST(F)571	-	-	-	-	-	3	1.41	95	0.57	1.98
Equity Research	MST(F)572	-	-	-	-	-	-		-	-	-
Brand Management	MST(M)571	3	1.88	97	0.58	2.46	2	1.76	97	0.39	2.15
Customer Relationship Management	MST(M)572	2	1.84	95	0.38	2.22	-		-	-	-
Industrial Relations & Labour Laws	MST(HR)571	2	1.56	96	0.38	1.94	2	1.46	98	0.39	1.85
Compensation Management	MST(HR)572	-	-	-	-	-	-		-	-	-
Financial Statement Analysis	MST(F)553	2	1.42	95	0.38	1.80	3	1.33	97	0.58	1.91
Consumer Behaviour	MST(M)551	3	1.88	99	0.59	2.47	2	1.76	98	0.39	2.15
Advanced IT Tools	MST(IT)551	3	1.30	96	0.58	1.88	2	1.22	96	0.38	1.60
Drug Delivery System -I	MST(PH)551	2	2	95	0.38	2.38	-		-	-	-
Drug Delivery System -II	MST(PH)561	2	2	95	0.38	2.38	-		-	-	-

Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80%	DA	Ach Lev %	20% IDA	Total
Techniques for Financial Decisions	MST(F)562	3	1.56	97	0.58	2.14	3	1.46	98	0.59	2.05
Integrated Marketing Communications	MST(M)561	3	1.96	98	0.59	2.55	2	1.84	96	0.38	2.22
Competency Mapping and Assessment	MST(HR)563	2	1.62	95	0.38	2.00	3	1.52	96	0.58	2.09
ERP	MST(IT)561	2	1.56	95	0.38	1.94	3	1.46	97	0.58	2.04
Selection	MST(HR)571	3	1.84	96	0.58	2.42	2	1.72	98	0.39	2.12
Average		2.5	1.69		0.49	2.18	2.343	1.50		0.45	1.95

PO5							PO6				
Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80%	DA	Ach Lev %	20% IDA	Total
Microeconomics	MST511	-	-	-	-	-	-	-	-	-	-
Financial Accounting	MST512	-	-	-	-	-	-	-	-	-	-
Statistics for Management-I	MST513	-	-	-	-	-	-	-	-	-	-
Organizational Behaviour	MST514	-	-	-	-	-	-	-	-	-	-
Marketing Management-I	MST515	2	1.43	98	0.39	1.83	2	1.46	99	0.40	1.85
Social Project-I	MST517	3	1.40	99	0.59	1.99	3	1.42	98	0.59	2.01
SPRINT-I	MST518	3	1.24	99	0.59	1.84	3	1.26	95	0.57	1.83
Writing Seminar-I	MST516	3	1.20	99	0.59	1.80	2	1.22	97	0.39	1.61
Macroeconomics	MST521	-	-	-	-	-	-	-	-	-	-
Cost Accounting	MST522	-	-	-	-	-	-	-	-	-	-
Statistics for Management-II	MST523	-	-	-	-	-	-	-	-	-	-
Marketing Management-II	MST524	2	1.68	98	0.39	2.07	-	-	-	-	-
Business Research Methods	MST525	2	0.84	95	0.38	1.22	3	0.86	99	0.59	1.45
Social Project-II	MST527	3	1.61	99	0.59	2.20	3	1.63	98	0.59	2.22
SPRINT-II	MST528	3	1.85	99	0.59	2.45	3	1.89	98	0.59	2.47
Financial Management-I	MST531	1	1.17	98	0.20	1.36	2	1.19	98	0.39	1.58

Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80%	DA	Ach Lev %	20% IDA	Total
Managerial Computing	MST532	-	-	-	-	-	2	1.24	97	0.39	1.63
Legal Aspects of Business	MST533	-	-	-	-	-	-	-	-	-	-
Human Resource Management-I	MST534	-	-	-	-	-	2	1.67	95	0.38	2.05
Social Project-III	MST535	3	1.89	99	0.59	2.49	3	1.92	98	0.59	2.51
SPRINT-III	MST536	-	-	-	-	-	3	1.89	98	0.59	2.47
Marketing Research-I	MST537	-	-	-	-	-	-	-	-	-	-
Writing Seminar-II	MST538	3	1.84	99	0.59	2.43	-	-	-	-	-
Financial Management-II	MST541	1	1.20	98	0.20	1.40	-	-	-	-	-
Human Resource Management-II	MST542	-	-	-	-	-	2	1.83	98	0.39	2.22
Management of Investment(AMFI)	MST543	1	1.40	95	0.19	1.59	3	1.42	97	0.58	2.00
Business Analytics	MST544	-	-	-	-	-	-	-	-	-	-
Social Project-IV	MST545	3	1.41	99	0.59	2.01	3	1.44	98	0.59	2.03
SPRINT-IV	MST546	3	1.78	99	0.59	2.37	3	1.81	98	0.59	2.40
Marketing Research-II	MST547	-	-	-	-	-	-	-	-	-	-
Summer Internship	MST(S)541	3	1.45	96	0.58	2.03	3	1.48	96	0.58	2.05
Strategy	MST551	3	1.63	98	0.59	2.21	3	1.65	98	0.59	2.24
SPRINT-V	MST552	3	1.22	99	0.59	1.82	3	1.24	98	0.59	1.83
Security Analysis & Valuation	MST(F)551	-	-	-	-	-	2	1.22	99	0.40	1.62
Capital Markets & Institutions	MST(F)552	1	1.45	95	0.19	1.64	-	-	-	-	-
Retail Marketing	MST(M)552	-	-	-	-	-	1	1.59	96	0.19	1.79
Sales Management	MST(M)553	-	-	-	-	-	3	1.44	98	0.59	2.03
Organizational Development & Change Management	MST(HR)552	1	1.66	96	0.19	1.86	-	-	-	-	-
HR Planning and Recruitment	MST(HR)553	2	1.78	97	0.39	2.17	-	-	-	-	-
Bioprocess Technology - I	MST(BT)551	-	-	-	-	-	2	1.94	95	0.38	2.32

Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80%	DA	Ach Lev %	20% IDA	Total
Basics of Banking and Insurance	MST561	-	-	-	-	-	1	1.61	96	0.19	1.81
SPRINT-VI	MST562	3	1.74	95	0.57	2.31	3	1.77	95	0.57	2.34
Portfolio & Wealth Management	MST(F)561	-	-	-	-	-	2	1.01	95	0.38	1.39
Financial Derivatives	MST(F)563	2	1.53	95	0.38	1.91	-	-	-	-	-
Digital Marketing	MST(M)562	-	-	-	-	-	3	1.92	95	0.57	2.49
Services Marketing	MST(M)564	3	1.68	98	0.59	2.27	2	1.71	96	0.38	2.09
Training and Development	MST(HR)561	3	1.82	98	0.59	2.40	-	-	-	-	-
Global HRM	MST(HR)562	1	1.72	94	0.19	1.91	-	-	-	-	-
Bioprocess Technology - II	MST(BT)561	-	-	-	-	-	2	1.94	95	0.38	2.32
International Business Environment	MST571	-	-	-	-	-	-	-	-	-	-
Research Project	MST572	3	1.78	99	0.59	2.37	3	1.81	98	0.59	2.40
SPRINT-VII	MST573	3	1.43	99	0.59	2.03	3	1.46	98	0.59	2.05
Mergers and Acquisitions	MST(F)571	-	-	-	-	-	-	-	-	-	-
Equity Research	MST(F)572	-	-	-	-	-	3	1.63	95	0.57	2.20
Brand Management	MST(M)571	-	-	-	-	-	-	-	-	-	-
Customer Relationship Management	MST(M)572	2	1.76	97	0.39	2.15	-	-	-	-	-
Industrial Relations & Labour Laws	MST(HR)571	2	1.49	95	0.38	1.87	-	-	-	-	-
Compensation Management	MST(HR)572	2	1.55	96	0.38	1.93	-	-	-	-	-
Financial Statement Analysis	MST(F)553	3	1.36	96	0.58	1.93	2	1.38	96	0.38	1.76
Consumer Behaviour	MST(M)551	3	1.80	98	0.59	2.39	3	1.83	99	0.59	2.42
Advanced IT Tools	MST(IT)551	3	1.24	95	0.57	1.81	2	1.26	98	0.39	1.66
Drug Delivery System -I	MST(PH)551	2	1.91	95	0.38	2.29	1	1.94	95	0.19	2.13
Drug Delivery System -II	MST(PH)561	2	1.91	95	0.38	2.29	1	1.94	95	0.19	2.13

Courses	Code	80%	DA	Ach Lev %	20% IDA	Total	80%	DA	Ach Lev %	20% IDA	Total
Techniques for Financial Decisions	MST(F)562	2	1.49	96	0.38	1.88	3	1.52	97	0.58	2.10
Integrated Marketing Communications	MST(M)561	3	1.87	97	0.58	2.46	3	1.91	95	0.57	2.48
Competency Mapping and Assessment	MST(HR)563	2	1.55	98	0.39	1.94	2	1.57	95	0.38	1.95
ERP	MST(IT)561	3	1.49	97	0.58	2.07	2	1.52	96	0.38	1.90
Selection	MST(HR)571	2	1.76	96	0.38	2.14	2	1.79	96	0.38	2.17
Average		2.39	1.56		0.47	2.03	2.43	1.58		0.47	2.05

		PO7					PO8				
Courses	Code	80 %	DA	Ach Lev %	20% IDA	Total	80 %	DA	Ach Lev %	20% IDA	Total
Microeconomics	MST511	-	-	-	-	-	-	-	-	-	-
Financial Accounting	MST512	-	-	-	-	-	-	-	-	-	-
Statistics for Management-I	MST513	-	-	-	-	-	-	-	-	-	-
Organizational Behaviour	MST514	-	-	-	-	-	3	1.57	98	0.59	2.16
Marketing Management-I	MST515	2	1.54	98	0.39	1.93	-	-	-	-	-
Social Project-I	MST517	3	1.50	97	0.58	2.08	3	1.42	95	0.57	1.99
SPRINT-I	MST518	3	1.33	99	0.59	1.93	3	1.26	96	0.58	1.84
Writing Seminar-I	MST516	3	1.29	99	0.59	1.88	-	-	-	-	-
Macroeconomics	MST521	-	-	-	-	-	-	-	-	-	-
Cost Accounting	MST522	-	-	-	-	-	-	-	-	-	-
Statistics for Management-II	MST523	-	-	-	-	-	-	-	-	-	-
Marketing Management-II	MST524	3	1.8	98	0.59	2.39	-	-	-	-	-
Business Research Methods	MST525	3	0.9	99	0.59	1.50	-	-	-	-	-
Social Project-II	MST527	3	1.72	98	0.59	2.31	3	1.63	99	0.59	2.23
SPRINT-II	MST528	3	1.99	98	0.59	2.57	3	1.89	99	0.59	2.48

Courses	Code	80 %	DA	Ach Lev%	20% IDA	Total	80 %	DA	Ach Lev%	20% IDA	Total
Financial Management-I	MST531	-	-	-	-	-	-	-	-	-	-
Managerial Computing	MST532	-	-	-	-	-	-	-	-	-	-
Legal Aspects of Business	MST533	2	1.82	96	0.38	2.21	-	-	-	-	-
Human Resource Management-I	MST534	2	1.76	95	0.38	2.14	2	1.67	95	0.38	2.05
Social Project-III	MST535	3	2.03	98	0.59	2.62	3	1.92	99	0.59	2.52
SPRINT-III	MST536	3	1.99	98	0.59	2.57	3	1.89	99	0.59	2.48
Marketing Research-I	MST537	3	1.7	98	0.59	2.29	3	1.61	97	0.58	2.20
Writing Seminar-II	MST538	3	1.97	99	0.59	2.56	-	-	-	-	-
Financial Management-II	MST541	-	-	-	-	-	-	-	-	-	-
Human Resource Management-II	MST542	3	1.93	98	0.59	2.51	2	1.83	95	0.38	2.21
Management of Investment(AMFI)	MST543	-	-	-	-	-	-	-	-	-	-
Business Analytics	MST544	-	-	-	-	-	-	-	-	-	-
Social Project-IV	MST545	3	1.52	99	0.59	2.11	3	1.44	99	0.59	2.03
SPRINT-IV	MST546	3	1.9	99	0.59	2.50	3	1.81	99	0.59	2.40
Marketing Research-II	MST547	-	-	-	-	-	-	-	-	-	-
Summer Internship	MST(S)541	3	1.56	98	0.59	2.14	3	1.48	97	0.58	2.06
Strategy	MST551	3	1.74	99	0.59	2.33	3	1.65	98	0.59	2.24
SPRINT-V	MST552	3	1.31	99	0.59	1.90	3	1.24	99	0.59	1.84
Security Analysis & Valuation	MST(F)551	-	-	-	-	-	-	-	-	-	-
Capital Markets & Institutions	MST(F)552	-	-	-	-	-	-	-	-	-	-
Retail Marketing	MST(M)552	-	-	-	-	-	-	-	-	-	-
Sales Management	MST(M)553	3	1.52	98	0.59	2.10	-	-	-	-	-
Organizational Development & Change Management	MST(HR)552	2	1.78	96	0.38	2.17	-	-	-	-	-
HR Planning and Recruitment	MST(HR)553	2	1.9	97	0.39	2.29	-	-	-	-	-

Courses	Code	80 %	DA	Ach Lev%	20% IDA	Total	80 %	DA	Ach Lev%	20% IDA	Total
Bioprocess Technology - I	MST(BT)551	-	-	-	-	-	-	-	-	-	-
Basics of Banking and Insurance	MST561	-	-	-	-	-	-	-	-	-	-
SPRINT-VI	MST562	3	1.86	99	0.59	2.46	3	1.77	99	0.59	2.36
Portfolio & Wealth Management	MST(F)561	-	-	-	-	-	-	-	-	-	-
Financial Derivatives	MST(F)563	-	-	-	-	-	-	-	-	-	-
Digital Marketing	MST(M)562	3	2.03	98	0.59	2.62	3	1.92	98	0.59	2.51
Services Marketing	MST(M)564	2	1.8	98	0.39	2.19	-	-	-	-	-
Training and Development	MST(HR)561	3	1.95	97	0.58	2.53	-	-	-	-	-
Global HRM	MST(HR)562	2	1.84	97	0.39	2.23	-	-	-	-	-
Bioprocess Technology - II	MST(BT)561	-	-	-	-	-	-	-	-	-	-
International Business Environment	MST571	2	2.03	95	0.38	2.41	-	-	-	-	-
Research Project	MST572	3	1.9	98	0.59	2.49	3	1.81	98	0.59	2.40
SPRINT-VII	MST573	3	1.54	98	0.59	2.12	3	1.458	99	0.59	2.05
Mergers and Acquisitions	MST(F)571	-	-	-	-	-	-	-	-	-	-
Equity Research	MST(F)572	2	1.72	95	0.38	2.10	-	-	-	-	-
Brand Management	MST(M)571	3	1.93	98	0.59	2.51	-	-	-	-	-
Customer Relationship Management	MST(M)572	3	1.88	97	0.58	2.47	-	-	-	-	-
Industrial Relations & Labour Laws	MST(HR)571	2	1.6	96	0.38	1.98	2	1.52	98	0.39	1.91
Compensation Management	MST(HR)572	-	-	-	-	-	-	-	-	-	-
Financial Statement Analysis	MST(F)553	2	1.45	96	0.38	1.84	-	-	-	-	-
Consumer Behaviour	MST(M)551	2	1.93	99	0.40	2.32	2	1.83	98	0.39	2.22
Advanced IT Tools	MST(IT)551	3	1.33	95	0.57	1.90	2	1.26	95	0.38	1.64

Courses	Code	80 %	DA	Ach Lev%	20% IDA	Total	80 %	DA	Ach Lev%	20% IDA	Total
Drug Delivery System -I	MST(PH) 551	1	2.05	95	0.19	2.24	1	1.94	95	0.19	2.13
Drug Delivery System -II	MST(PH) 561	1	2.05	95	0.19	2.24	1	1.94	95	0.19	2.13
Techniques for Financial Decisions	MST(F)562	2	1.56	97	0.39	1.95	-	-	-	-	-
Integrated Marketing Communications	MST(M)561	3	2.01	95	0.57	2.58	1	1.91	97	0.19	2.10
Competency Mapping and Assessment	MST(HR)56 3	1	1.66	95	0.19	1.85	1	1.57	95	0.19	1.76
ERP	MST(IT)561	3	1.6	95	0.57	2.17	1	1.52	95	0.19	1.71
Selection	MST(HR)57 1	2	1.88	97	0.39	2.27	2	1.79	97	0.39	2.18
Average		2. 56	1.73		0.50	2.23	2.4 3	1.66		0.47	2.14

3.2. Course Outcomes (50)

An outcome driven curriculum aligned with the vision of the school is designed based on the inputs from industry, alumni, academia, students and competitive benchmarking to make it globally relevant. Each course focusses on two aspects i.e. knowledge outcome and skills outcome.

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

Each course has clearly defined skill and learning outcomes. A continuous evaluation process is followed to assess the attainment of course outcomes. The evaluation tools are categorized into two categories, each carrying a weightage of 50%:

University Assessment

1. Internal Assessment
2. End Term Examination

Internal Assessment: Continuous evaluation of students' performance is done through mid-term examination, surprise tests, assignments, case study discussions, short quizzes, projects,

seminars, role plays, group discussions and class participation. The weightage for each activity is as under:

Mid-Term Examination:	20%
Quizzes/Surprise Tests:	05%
Assignments/Seminars/Projects/Role play etc.:	10%
Class Participation/case studies/group discussion etc.:	10%
Attendance:	05%
End Term Examination:	50%

End term examination consists of descriptive questions based on the application of concepts and theories in business problem solving, short notes and objective type questions.

Mid Term Examination question papers are reviewed by the Question Paper Review Committee to ensure the right set of questions to assess the skill and learning outcomes of the course. The end term question papers are prepared in secrecy and are kept confidential and are directly forwarded by the course coordinators to the Controller of Examination at University level. However, in frequently held faculty meetings, stress is laid on the preparation of question papers in accordance with the attainment of skill and learning outcomes.

Technique used for Computation of Course Outcome

School of Business Management & Liberal Arts at Shoolini University follows a 10- point scale grading system for evaluation of its students. Letter Grade, its interpretation and its point comparison is given below:

Letter Grade	Interpretation	Grade Point(10 Max)
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B+	Good	7
B	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0
S	Satisfactory	Used for non-gradual course
Un	Unsatisfactory	Used for non-gradual course

Computation of Course Outcomes (COs):

We do not get any of our assessment exercises done from any external sources. All of our assessment instruments like Mid-Term Sessionals, Assignments, Quizzes and other University assessment tools are internally designed, administered and evaluated. With respect to the computation of Course Outcome, we have considered letter grade(B) which is equivalent to 'Average' as our target attainment level for the performance of students. We have considered:

Attainment Level 1: 60% students scoring Grade B and beyond in the University Level Assessment.

Attainment Level 2: 70% students scoring Grade B and beyond in the University Level Assessment.

Attainment Level 3: 80% students scoring Grade B and beyond in the University Level Assessment.

This attainment level is the final course outcome.

Course Attainment Level (Batch 2016-18)

Course	Code	Internal Assessment	University Assessment	CO Attainment
Microeconomics	MST511	1.5	3	3
Financial Accounting	MST512	1.5	2	2
Statistics for Management-I	MST513	1.5	3	3
Organizational Behaviour	MST514	1.5	3	3
Marketing Management-I	MST515	1.5	2	2
Social Project-I	MST517	-	2	2
SPRINT-I	MST518	-	1	1
Writing Seminar-I	MST516	-	1	1
Macroeconomics	MST521	1.5	2	2
Cost Accounting	MST522	1.5	2	2
Statistics for Management-II	MST523	1.5	2	2
Marketing Management-II	MST524	1.5	3	3
Business Research Methods	MST525	1	0	0
Social Project-II	MST527	-	3	3
SPRINT-II	MST528	-	3	3

Course	Code	Internal Assessment	University Assessment	CO Attainment
Financial Management-I	MST531	1.5	1	1
Managerial Computing	MST532	0	1	1
Legal Aspects of Business	MST533	1	3	3
Human Resource Management-I	MST534	1.5	3	3
Social Project-III	MST535	-	3	3
SPRINT-III	MST536	-	3	3
Marketing Research-I	MST537	1	3	3
Writing Seminar-II	MST538	-	3	3
Financial Management-II	MST541	1.5	1	1
Human Resource Management-II	MST542	1.5	3	3
Management of Investment(AMFI)	MST543	1.5	2	2
Business Analytics	MST544	1.5	3	3
Social Project-IV	MST545	-	2	2
SPRINT-IV	MST546	-	3	3
Marketing Research-II	MST547	1.5	2	2
Summer Internship	MST(S)541	-	2	2
Strategy	MST551	1.5	3	3
SPRINT-V	MST552	-	1	1
Security Analysis & Valuation	MST(F)551	1.5	1	1
Capital Markets & Institutions	MST(F)552	1.5	2	2
Retail Marketing	MST(M)552	1.5	3	3
Sales Management	MST(M)553	1.5	2	2
Organizational Development & Change Management	MST(HR)552	1.5	3	3
HR Planning and Recruitment	MST(HR)553	1.5	3	3
Bioprocess Technology - I	MST(BT)551	1.5	3	3
Financial Statement Analysis	MST(F)553	1	2	2
Consumer Behaviour	MST(M)551	1	3	3

Course	Code	Internal Assessment	University Assessment	CO Attainment
Advanced IT Tools	MST(IT)551	1	1	1
Drug Delivery System -I	MST(PH) 551	0	3	3
Basics of Banking and Insurance	MST561	1.5	3	3
SPRINT-VI	MST562	-	3	3
Portfolio & Wealth Management	MST(F)561	1.5	0	0
Financial Derivatives	MST(F)563	1	3	3
Digital Marketing	MST(M)562	1.5	3	3
Services Marketing	MST(M)564	1.5	3	3
Training and Development	MST(HR)561	1.5	3	3
Global HRM	MST(HR)562	1.5	3	3
Bioprocess Technology - II	MST(BT)561	1.5	3	3
Drug Delivery System -II	MST(PH) 561	1.5	3	3
Techniques for Financial Decisions	MST(F)562	1.5	2	2
Integrated Marketing Communications	MST(M)561	1.5	3	3
Competency Mapping and Assessment	MST(HR)563	1.5	3	3
ERP	MST(IT)561	1.5	2	2
International Business Environment	MST571	1.5	3	3
Research Project	MST572	-	3	3
SPRINT-VII	MST573	-	2	2
Mergers and Acquisitions	MST(F)571	1	2	2
Equity Research	MST(F)572	1.5	3	3
Brand Management	MST(M)571	1.5	3	3
Customer Relationship Management	MST(M)572	1.5	3	3
Industrial Relations & Labour Laws	MST(HR)571	1.5	2	2
Compensation Management	MST(HR)572	1.5	3	3
Selection	MST(HR)571	1.5	3	3

CRITERION – IV
CURRICULUM & LEARNING PROCESS (125)

Criterion – IV

Curriculum & Learning Process (125)

4.1. Curriculum (50)

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

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

Ever since its inception, Shoolini School of Business Management and Liberal Arts has strived to maintain excellence in teaching, research, innovations, promotion of use of technology and community services. There has been a constant endeavor in designing and developing outcome based, industry oriented, research focused, nationally and internationally relevant curriculum that inculcates high ethical values and global competencies among students. The school provides a broad spectrum of courses ranging from basic, applied, technological, managerial, and specially designed courses that hone functional, computational and soft skills of the students.

An outcome driven curriculum aligned with the vision of the school is designed on the basis of the inputs from industry, alumni, academia, students and competitive benchmarking to make it globally relevant.

A systematic process based on program outcomes, industry orientation and progressive vision is followed for the design and development of curriculum. The process consists of all relevant courses each with course description, content, skill outcomes, learning outcomes, lecture- wise schedule, pedagogy and evaluation methodology etc. Need assessment is done through consultations with experts, industry, potential employers and through feedback from teachers and, most importantly, students. Students' views are taken in regular teacher- student meetings under mentor-mentee relationship.

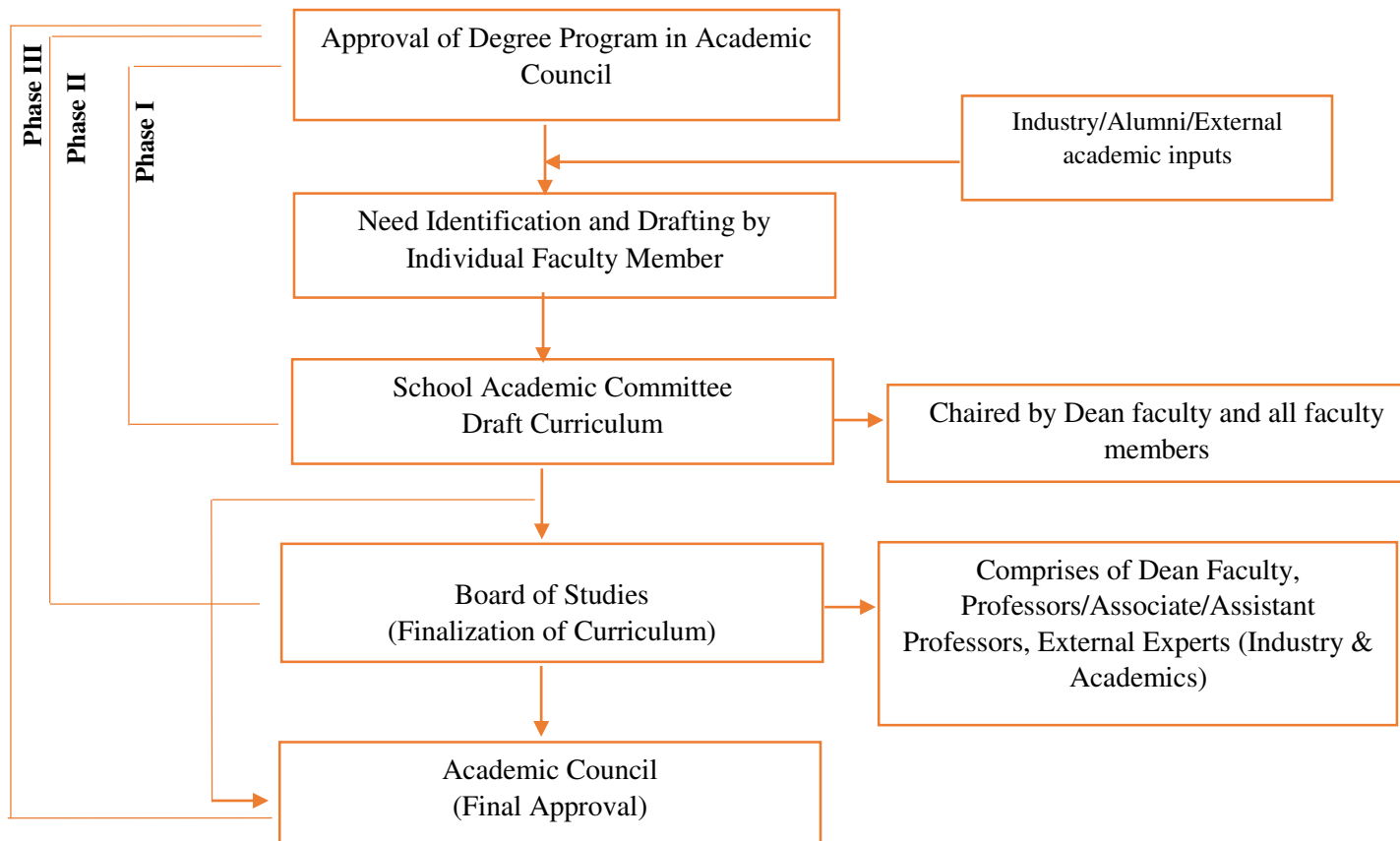
The current curriculum design involves a two-step process:

Step-1: Need identification and Drafting of Curriculum: Initially the need for a particular course and its content is identified through the views and suggestions of industry, alumni, prominent external academicians, and potential employers. The respective course coordinator specialized in the field, incorporates the inputs from different stakeholders and drafts the course

content. This is then competitively benchmarked nationally and globally and discussed in the School Academic Committee.

Step-2: The modified curriculum is then presented before the Board of Studies (BoS), constituted for each of the Schools. The BoS is headed by the respective Dean and comprises of all faculty members, industry experts and noted external academicians as members. The full curriculum after incorporating the inputs from BoS is then forwarded for approval, to the Academic Council. The detailed curriculum consists of- syllabi with skill and learning outcomes, pedagogy, scheme of examination, lecture schedules and evaluation mechanism. The curriculum design and development process flow chart is given below:

CURRICULUM DEVELOPMENT PROCESS



4.1.2. Structure of the Curriculum (10)

School of Business Management and Liberal Arts has adopted the quadmester system and hence, the entire curriculum is designed for each quadmester. Generally, the first year consists of the foundation and core courses and in the second year students choose their specializations.

The detailed curriculum structure has been given below:

S. No.	Course Code	Course Title	Total Number of Contact Hours				Credits
			Lecture	Tutorial	Practical	Total	
			(L)	(T)	(P)	Hours	
	Quadmester-I						
1	Microeconomics	MST511	2	2	0	4	2
2	Financial Accounting	MST512	2	2	0	4	2
3	Statistics for Management-I	MST513	2	2	0	4	2
4	Organizational Behaviour	MST514	2	2	0	4	2
5	Marketing Management-I	MST515	2	2	0	4	2
6	Social Project-I	MST517	0	0	4	4	1
7	SPRINT-I	MST518	0	0	8	8	2
8	Writing Seminar-I	MST516	0	0	4	4	1
	Quadmester-II						
1	Macroeconomics	MST521	2	2	0	4	2
2	Cost Accounting	MST522	2	2	0	4	2
3	Statistics for Management-II	MST523	2	2	0	4	2
4	Marketing Management-II	MST524	2	2	0	4	2
5	Business Research Methods	MST525	2	2	0	4	2

6	Social Project-II	MST527	0	0	4	4	1
7	SPRINT-II	MST528	0	0	8	8	2
8	Writing Seminar-I	MST516	0	0	4	4	1
	Quadmester-III						
1	Financial Management-I	MST531	2	2	0	4	2
2	Managerial Computing	MST532	2	2	0	4	2
3	Legal Aspects of Business	MST533	2	2	0	4	2
4	Human Resource Management-I	MST534	2	2	0	4	2
5	Social Project-III	MST535	0	0	4	4	1
6	SPRINT-III	MST536	0	0	8	8	2
7	Marketing Research-I	MST537	2	2	0	4	2
	Quadmester-IV						
1	Financial Management-II	MST541	2	2	0	4	2
2	Human Resource Management-II	MST542	2	2	0	4	2
3	Management of Investment(AMFI)	MST543	2	2	0	4	2
4	Business Analytics	MST544	2	2	0	4	2
5	Social Project-IV	MST545	0	0	4	4	1
6	SPRINT-IV	MST546	0	0	8	8	2
7	Marketing Research-II	MST547	2	2	0	4	2

	Summer Internship Quadmester						
1	Summer Internship	MST(S)541	0	0	24	24	6
	Quadmester-V						
1	Strategy	MST551	2	2	0	4	2
2	SPRINT-V	MST552	0	0	8	8	2
	Major Specialization (Any one out of Finance, Marketing, Human Resource Management)						
	Note: Both the courses given under a particular Specialization, are compulsory						
	Finance						
3	Security & Financial Analysis	MST(F)551	2	2	0	4	2
4	Capital Markets & Institutions	MST(F)552	2	2	0	4	2
5	Financial Statement Analysis	MST(F)553	2	2	0	4	2
	Marketing						
6	Consumer Behaviour	MST(M)551	2	2	0	4	2
7	Retail Marketing	MST(M)552	2	2	0	4	2
8	Sales Management	MST(M)553	2	2	0	4	2
	Human Resource						
9	Industrial Relations & Labour Laws	MST(HR)551	2	2	0	4	2
10	Organizational Development &	MST(HR)552	2	2	0	4	2

	Change Management						
11	HR Planning and Recruitment	MST(HR)553	2	2	0	4	2
	Minor Specialization (Any one out of Finance, Marketing, Human Resource Management and IT)						
	Note: A student can choose a minor specialization from given 4 (One Chosen as a Major specialization). A student needs to select only one course from either 3 specializations given above or one from the 1 specialization given below.						
	IT						
12	Advanced IT Tools	MST(IT)551	2	2	0	4	2
	Biotechnology						
13	Bioprocess Technology-I	MST(BT)551	2	2	0	4	2
	Pharmaceuticals						
14	Drug Delivery System-I	MST(PH)551	2	2	0	4	2
	Quadmester-VI						
1	Basics of Banking and Insurance	MST561	2	2	0	4	2
2	SPRINT-VI	MST562	0	0	8	8	2
	Major Specialization (Any one out of Finance, Marketing, Human Resource Management)						
	Note: Both the courses given under a particular Specialization, are compulsory						
	Finance						
3	Portfolio & Wealth Management	MST(F)561	2	2	0	4	2

4	Techniques for Financial Decisions	MST(F)562	2	2	0	4	2
5	Financial Derivatives	MST(F)563	2	2	0	4	2
Marketing							
6	Integrated Marketing Communications	MST(M)561	2	2	0	4	2
7	Digital Marketing	MST(M)562	2	2	0	4	2
8	Services Marketing	MST(M)564	2	2	0	4	2
Human Resource							
9	Training and Development	MST(HR)561	2	2	0	4	2
10	Global HRM	MST(HR)562	2	2	0	4	2
11	Competency Mapping and Assessment	MST(HR)563	2	2	0	4	2
Minor Specialization (Any one out of Finance, Marketing, Human Resource Management and IT)							
Note: A student can choose a minor specialization from given 4 (One Chosen as a Major specialization). A student needs to select only one course from either 3 specializations given above or one from the 1 specialization given below.							
IT							
12	ERP	MST(IT)561	2	2	0	4	2
Biotechnology							
13	Bioprocess Technology-II	MST(BT)561	2	2	0	4	2
Pharmaceuticals							
14	Drug Delivery System-II	MST(PH)561	2	2	0	4	2

	Quadmester-VII						
1	International Business Environment	MST571	2	2	0	4	2
2	Research Project	MST572	0	0	4	4	1
3	SPRINT-VII	MST573	0	0	8	8	2
	Major Specialization (Any one out of Finance, Marketing, Human Resource Management)						
	Note: Both the courses given under a particular Specialization, are compulsory						
	Finance						
4	Mergers and Acquisitions	MST(F)571	2	2	0	4	2
5	Equity Research	MST(F)572	2	2	0	4	2
	Marketing						
6	Brand Management	MST(M)571	2	2	0	4	2
7	Customer Relationship Management	MST(M)572	2	2	0	4	2
	Human Resource						
8	Selection	MST(HR)571	2	2	0	4	2
9	Compensation Management	MST(HR)572	2	2	0	4	2
	Total Credits						93

4.1.3. State the components of the curriculum (15)

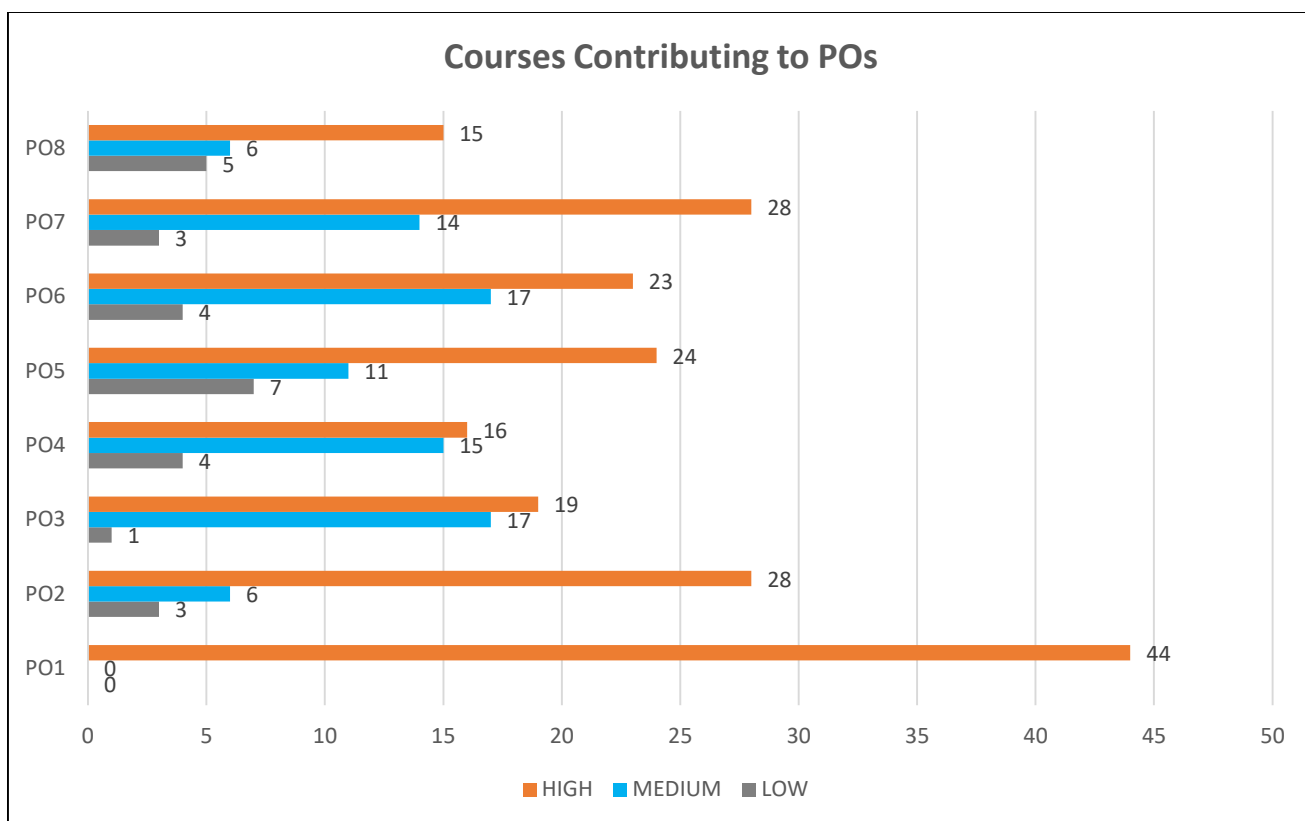
MBA curriculum has been benchmarked with the global management institutes and is a blend of foundation and core courses along with electives of specialization like HR, Marketing, Finance etc.

Program curriculum grouping based on course components

Course Component	Curriculum Content (% of total no of credits of the program)	Total Hours	Credits
Program Core	49.46	690	46
Program Electives	21.51	300	20
Summer Project	6.45	360	6
Internships/Seminars	17.2	960	16
Final Dissertation	1.08	60	1
Any Other	4.3	240	4
Total number of Credits	100		93

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

Curriculum have been designed and developed with inputs from industry, academicians, alumni and potential employers. Alignment with Industry requirements has been a guiding approach while designing curriculum. Initially, an alliance was established with Industry partner Genpact for the development of course contents to impart industry focused practical education to the students. Regular industry interface is built in the curricula through visiting faculty, plant visits and internships. Persona Enhancement and soft skills have been incorporated as credit courses for a more inclusive development of students. ‘SPRINT program is a unique initiative of the Business School focused on accelerated learning. In addition, with the incorporation of industry certified courses like Association of Mutual Funds of India (AMFI) certification and most sought after skill based courses like Artificial Intelligence, EXCEL workshops, project based learning and aptitude trainings etc., the employability has made quantum jumps during years.



4.2. Learning Processes (75)

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

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

Academic calendar for the academic year is circulated to all well before the session starts; it includes the registration for the new semester, teaching schedule, term examinations, extracurricular activities, holidays and the vacation periods.

Once the course allocation is finalized and circulated to each faculty member, the concerned course coordinator in accordance with assigned learning objectives and outcomes prepares a detailed teaching plan and lecture schedule. (details are given in **ANNEXURE IV**) Lecture schedule consists of the details regarding number of lectures to be delivered during the semester and description of each lecture, case studies, projects and other activities and the reference material as well. In addition, instructional method and pedagogy are clearly defined and evaluation criteria is also given in the lecture schedules which is uploaded on LMS for students.

Evaluation is done based on 50% marks for internals and 50% for externals and the results are uploaded on the University's website within the prescribed time.

Student performance is evaluated through a continuous assessment criteria consisting of term examinations, assignments, surprise quizzes, seminars, projects and case study discussions etc. in the class. Students are assigned group activities so that they learn from each other. In addition, the weaker students are identified on the basis of their class participation in all these activities and during SPRINT. Further, weaker students are encouraged to meet faculty members and the program director to understand the problems and challenges faced by them and finally, the help and guidance in specific areas of concern is offered to such students.

Bright students are identified based on their academic achievement, aptitude and performance during the SPRINT program. Such students are encouraged to get involved in challenging projects and outreach programs offered by the university. Advanced learners are given priority to visit advanced facilities in India and abroad under Student Exchange programs so as to maximize their exposure and broaden their outlook.

The quality sustenance is ensured by development of lecture schedules along with pedagogy which comprises of best practices in higher education. The academic processes and practices being followed are subject to periodic audits at the school level under the guidance of faculty Dean to ensure academic quality and standards. The course coordinator has to ensure the uploading of lecture schedule at the beginning of the semester/classes and strictly follow the schedule. In case of absence of the faculty members due to being on leave, cover-ups are planned in subsequent weeks.

Student feed-back is a regular process and is taken at the end of every semester. Student feed-back on teaching learnings process covers different parameters such as punctuality, completion of syllabus, pedagogy adopted, lecture delivery, use of audio-visual aids online resources, course content, communication control etc. Feed-back report is circulated to each teacher for further improvement. In case of major issues raised in the feedback, special counseling and mentoring, hand holding and special training sessions are suggested to the concerned faculty members.

4.2.2. Quality of continuous assessment and evaluation processes (40)

A continuous evaluation system consisting of surprise tests, assignments, quizzes, case studies, mid-term examinations and end-term examination is followed. The faculty has initiated online examination system. Evaluation criteria consist of internal assessment and end term examination each carrying weightage of 50%.

Question paper review committee has been setup to evaluate the quality of question papers. Question papers submitted by each faculty are routed through the question paper review committee to ensure the quality of question paper, coverage of course and program outcomes. Class tests, assignments, quizzes and the end term examinations are held in online mode and evaluation is done by the concerned course coordinator. Relative grading system is used for the final grades in each course.

Evaluation Process:

University Assessment

Internal Assessment	50%
• Mid-Term Examination:	20%
• Quizzes/Surprise Tests:	05%
• Assignments/Seminars/Projects/Role play etc.:	10%
• Class Participation/case studies/group discussion etc.:	10%
• Attendance:	05%
End Term Examination	50%

Faculty of Management Science and Liberal Arts

Guidelines for preparing the Question Papers

MBA Quadmesters

1) Mid Term Examination:

- a. Total Marks: 40
- b. Duration: 1 Hr
- c. Mode: Online/Offline
- d. 1 No Descriptive Type Question (500 Words) for 10 Marks. It could be 'A Caselet', Essay type, Conceptual with examples or an application of the subject matter
- e. 1 No Short Note Type Question (200 words) for 5 Marks.
- f. 25 Nos MCQ Type Questions of 1 Mark each

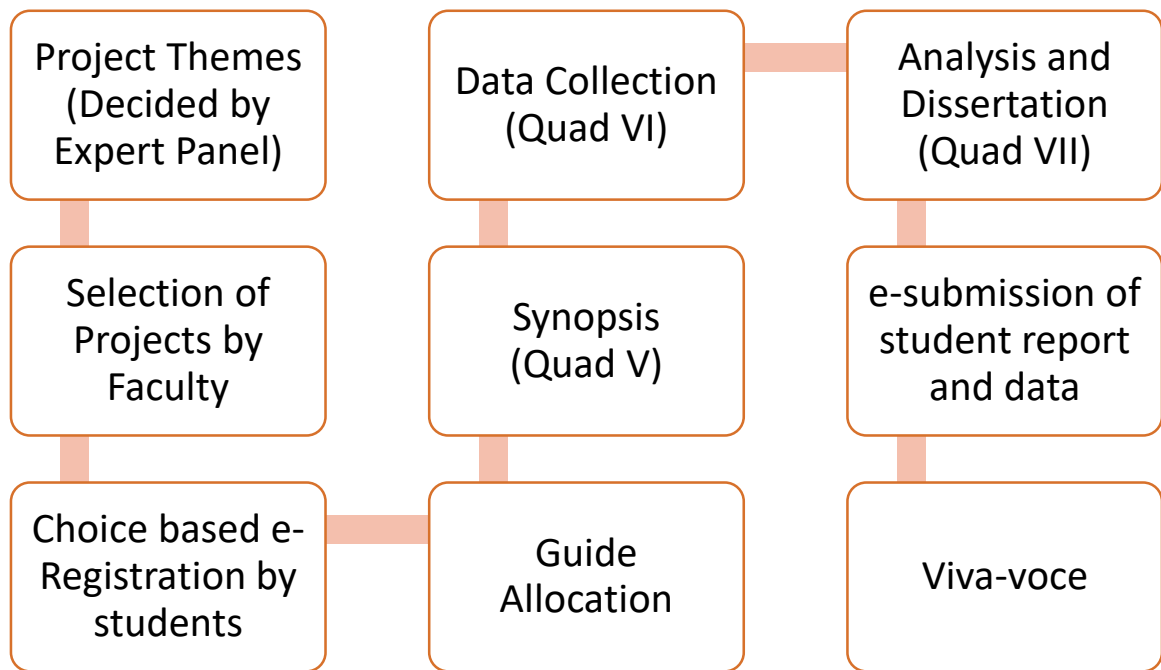
2) End Term Examination:

- a. Total Marks: 50
- b. Duration: 2 Hrs
- c. Mode: Online/Offline
- d. 2 Nos Descriptive Type Question (500 Words) for 10 Marks each. It could be 'A Caselet', Essay type, Conceptual with examples or an application of the subject matter
- e. 2 Nos Short Note Type Questions out of 3 (200 words) for 5 Marks each.
- f. 40 Nos MCQ Type Questions of 0.5 Mark each

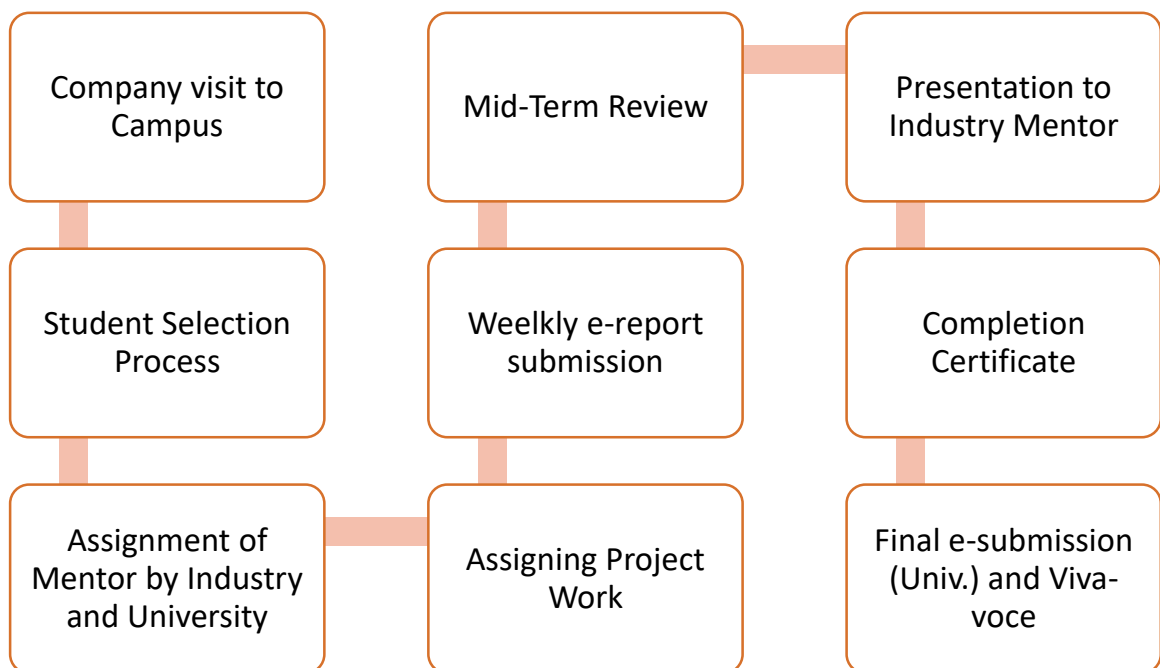
4.2.3. Quality of student reports/dissertation (15)

Projects constitute an integral part of MBA program. Projects are identified by the committee constituted for the purpose and are assigned to each faculty member preferably as per their area of specialization. The committee and faculty ensure that projects meet the program outcomes. Projects reports are prepared under the guidance of project mentor and submitted online. Projects are spread over 5, 6 & 7th quadmester to ensure serious efforts and in-depth study on the part of students. Students prepare synopsis in 5th quadmester, conduct field study in 6th quadmester and final analysis and report writing are done in 7th quadmester.

Project reports are evaluated by a separate committee consisting of members of each specialization and an oral viva-voce is conducted by the committee to evaluate the performance of each individual student.



Research Report



Summer Internship Project Process

CRITERION - V
STUDENT QUALITY AND PERFORMANCE (100)

Criterion - V
Student Quality and Performance (100)

Table 5.1-Student Intake

Year	Sanctioned Intake		No. of students admitted							Total
			Within state	Outside state	Other country	Management stream	Other stream	Fresher	Experienced	
CAY 2018-19	180	M	99	19	3	77	44	119	2	121
		F	50	7	1	32	26	58	0	58
CAYm1 2017-18	160	M	80	9	1	54	36	89	1	90
		F	40	9	0	29	20	49	0	49
CAYm2 2016-17	120	M	70	5	0	49	26	74	1	75
		F	30	8	0	24	14	38	0	38

Table 5.2-Success Rate

Year of entry	Total number of students admitted	Number of students who have completed	
		I Year	II Year
CAY 2018-19	179	Result Awaited	Result Awaited
CAY 2017-18	139	139	Result Awaited
CAY 2016-17	113	113	103
CAY 2015-16	68	68	60
CAY 2014-15	63	63	59

5.1 Enrolment Ratio (20)

Enrolment Ratio = Number of students admitted (N1)/Sanctioned intake (N)

Table 5.1.1: Enrolment Ratio

Particulars	CAY (2018-19)	CAYm1 (2017-18)	CAYm2 (2016-17)
Sanctioned intake of the program (N)	180	160	120
Total number of students admitted in first year (N1)	179	139	113
Enrolment Ratio	99.44%	86.87%	94.16%
Average Enrolment Ratio	93.49		

The average enrolment ratio for the last three years has touched a level of 93.49. The enrolment ratio for CAY has attained the highest level (99.44%).

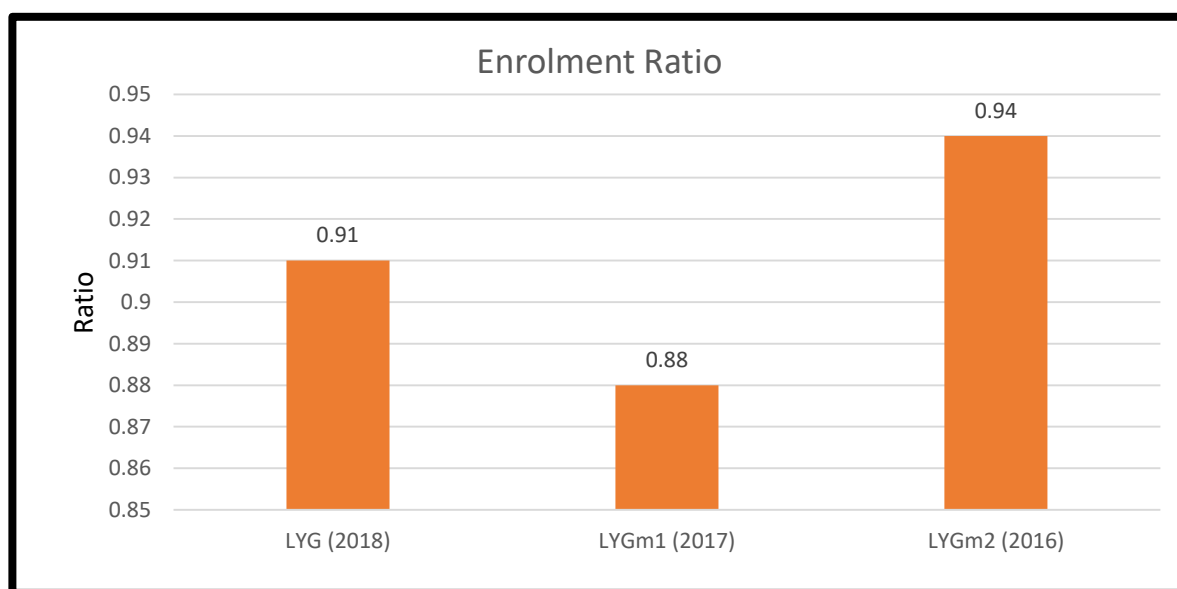


Figure 4.1.1: Enrolment Ratio

5.2 Success Rate (Students clearing in minimum time – 10)

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

Average SI = Mean of SI for past three batches

Success rate = 10 X Average SI

Table 5.2.1: Success Rate

Particulars	LYG (2018)	LYGm1 (2017)	LYGm2 (2016)
Number of students admitted	113	68	63
Number of students completing program in minimum duration	103	60	59
Success Index (SI)	0.91	0.88	0.94
Average SI	0.91		
Success Rate	9.1		

The value of average success index for the last three years of graduate has been recorded as .91 and the success rate has touched a level of 9.1.

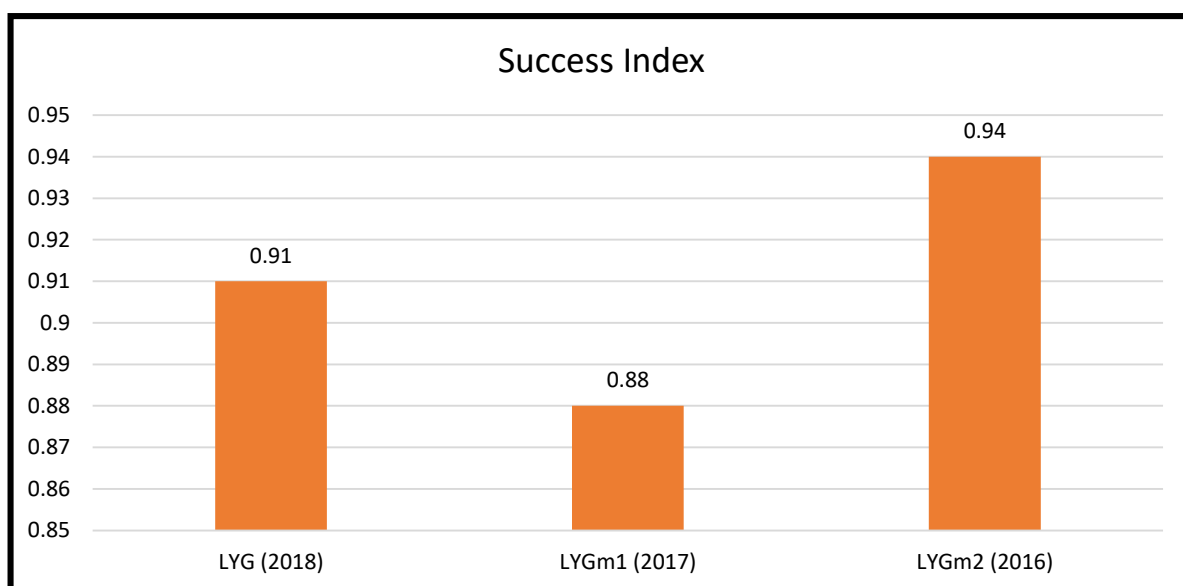


Figure 2.2.2: Success Index

5.3 Academic Performance (10)

Academic Performance = Average API (Academic Performance Index)

API = (Mean of final Year Grade Point Average of all successful Students on a 10-point scale)
x (number of successful students/number of students appeared in the examination)

Table 5.3.1 Academic Performance Index

Particulars	AY (2017-18)	AY (2016-17)	AY (2015-16)
Mean of CGPA of all the successful students in Final Year (X)	6.9	7.19	7.29
Total Number of Successful Students (Y)	105	60	59
Total Number of students appeared in the examination (Z)	113	68	63
API = X * (Y/Z)	6.41	6.34	6.82
Average API	6.52		

The average API for the last three years has been found to be 6.52 and the API value for CAYm3 was highest (6.52).

5.4. Placement, Higher studies and Entrepreneurship (40)

Assessment Points = $40 \times \text{average of three years of } [X+Y+Z]/N$

Where,

N is the total no. of students admitted in first year,

X is No. of students placed in companies or Government Sector,

Y is No. of students pursuing Ph.D. / Higher Studies,

Z is No. of students turned entrepreneur (In the areas related to management discipline)

Table 5.4.1 Placement, Higher studies and Entrepreneurship

Particulars	CAYm1 (2017-18)	CAYm2 (2016-17)	CAYm3 (2015-16)
Total No. of Final Year Students (N)	113	68	63
No. of students placed in companies or Government Sector (x)	102	60	56
No. of students pursuing PhD/Higher studies (y)	1	0	1
No. of students turned entrepreneur (z)	1	1	2
Placement Index = $(x + y + z)/N$.92	.88	.94
Average Placement	.91		
Assessment Points = 40 X Average Placement	36.40		

The average placements for the last three years has been recorded as .91 and the total assessment points for placements are found to be 36.40 out of maximum points as 40. The student-wise placement data for the last three years has been provided in Point 5.4a

5.4a Placement Data

MBA Placement in Assessment Year 2015-16

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
1	Amit Kumar	Anand Automotives	14MSM004	14-Apr-16	2-May-16
2	Sahil Chopra	Anand Automotives	14MSM073	14-Apr-16	2-May-16

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
3	Paras Nath Dhiman	Anand Automotives (Victor)	ME11B(TC) 55	14-Apr-16	2-May-16
4	Parteek Choudhary	Bharti Airtel	14MSM033	19-Feb-16	19-Feb-16
5	Rajesh Gautam	Bharti Airtel	14MSM040	19-Feb-16	19-Feb-16
6	Shivam Pundir	Bharti Airtel	14MSM050	19-Feb-16	19-Feb-16
11	Akshay Thakur	Ceasefire	14MSM070	9-May-16	9-May-16
7	Lokesh Sawant	Ceasefire	14MSM023	9-May-16	9-May-16
8	Ritesh Arya	Ceasefire	14MSM044	9-May-16	9-May-16
9	Sahil Sharma	Ceasefire	14MSM047	9-May-16	9-May-16
10	Vineet Sharma	Ceasefire	14MSM066	9-May-16	9-May-16
12	Chander Rekha	Genpact	14MSM016	29-Apr-16	30-May-16
13	Shilpa Sharma	Genpact	14MSM049	29-Apr-16	30-May-16
14	Tanuja Sabharwal	Genpact	14MSM062	3-May-16	30-May-16
15	Ashok Kumar	HDFC Bank	14MSM011	18-May-16	18-May-16
16	Bharat Bhushan	HDFC Bank	14MSM014	18-May-16	18-May-16
19	Kunwar Varun Singh	HDFC Bank	14MSM071	18-May-16	18-May-16
17	Puspender Singh	HDFC Bank	14MSM035	18-May-16	18-May-16
18	Ritu Thakur	HDFC Bank	14MSM045	18-May-16	18-May-16
20	Shubham Modgil	HDFC Bank	14MSM072	18-May-16	18-May-16
21	Vimal Saklani	HDFC Bank	14MSM076	18-May-16	18-May-16
22	Ankita Gurung	ICICI Prudential	14MSM007	18-May-16	18-May-16
23	Chopal	ICICI Prudential	14MSM018	17-May-16	17-May-16
24	Narender Sharma	ICICI Prudential	14MSM027	17-May-16	17-May-16
25	Nisha Chauhan	ICICI Prudential	14MSM030	17-May-16	17-May-16
26	Rahul Sharma	ICICI Prudential	14MSM038	17-May-16	17-May-16

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
27	Sonali Chauhan	ICICI Prudential	14MSM055	17-May-16	17-May-16
28	Vikas Singh Jasrotia	ICICI Prudential	14MSM065	17-May-16	17-May-16
29	Vishal Chauhan	ICICI Prudential	14MSM067	17-May-16	17-May-16
30	Akash Mahajan	ICICI Securities	14MSM003	8-Feb-16	April 2016 - September 2016
31	Arun Sharma	ICICI Securities	14MSM010	8-Feb-16	April 2016 - September 2016
32	Chetna Sharma	ICICI Securities	14MSM017	8-Feb-16	April 2016 - September 2016
33	Stuti Ghanvata	ICICI Securities	14MSM056	8-Feb-16	April 2016 - September 2016
34	Sumit Kumar	ICICI Securities	14MSM058	8-Feb-16	April 2016 - September 2016
35	Sumit Thakur	ICICI Securities	14MSM060	8-Feb-16	April 2016 - September 2016
37	Harish Kumar	Just Dial	14MSM021	21-Mar-16	21-Mar-16
39	Komal Kango	Just Dial	14MSM078	21-Mar-16	21-Mar-16
38	Priyanka Rana	Just Dial	14MSM034	21-Mar-16	21-Mar-16
36	Ranveer Singh	Just Dial	14MSM0122	21-Mar-16	21-Mar-16
40	Amit Sharma	Mercer	14MSM006	19-Apr-16	2-Jun-16
41	Sushil Kumar	Mercer	14MSM061	19-Apr-16	2-Jun-16
42	Digvijay	Oberoi Group	14MSM019	13-May-16	13-May-16

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
43	Siddharth Sharma	Oberoi Group	14MSM053	13-May-16	13-May-16
44	Vivek Jasrotia	Oberoi Group	14MSM068	13-May-16	13-May-16
45	Himanshu Chauhan	Shubham Housing Finance	14MSM022	28-Mar-16	20-Apr-16 (SHU/2016/2437)
46	Sagar Vardhan	Vardhman	14MSM046	15-Apr-16	15-Apr-16
47	Amit Kumar	Vegazva	14MSM005	29-Mar-16	29-Mar-16
49	Moksh Jaiswal	Vegazva	CS11B(TC)17	29-Mar-16	29-Mar-16
48	Shubham Jaiswal	Vegazva	14MSM052	29-Mar-16	29-Mar-16
50	Beenu Sethi	Yes Bank	14MSM013	13-Apr-16	13-Apr-16
51	Lokesh Yadav	Yes Bank	14MSM024	13-Apr-16	13-Apr-16
52	Mohomad Akram	Yes Bank	14MSM026	13-Apr-16	13-Apr-16
56	Preeti Sopta	Yes Bank	14MSM079	13-Apr-16	13-Apr-16
53	Rahul Sharma	Yes Bank	14MSM039	13-Apr-16	13-Apr-16
54	Sudhanshu Kapil	Yes Bank	14MSM057	13-Apr-16	13-Apr-16
55	Veena Thakur	Yes Bank	14MSM064	13-Apr-16	13-Apr-16
MBA Placement in Assessment Year 2016-17					
S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
1	Karan Kalta	Anand Automotive	150259	21-Apr-17	2-May-17
2	Rahul Rana	Anand Automotive	150859	21-Apr-17	2-May-17
3	Anita Sharma	Anand Automotive	150864	21-Apr-17	2-May-17
4	Deepak Kumar	Anand Automotive	151070	21-Apr-17	2-May-17

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
5	Anjum Vyas	Bharti Airtel	150543	-	-
6	Yoginder Singh Rana	Bharti Airtel	150866	-	-
7	Abhishek Modgil	Bharti Airtel	151176	-	-
8	Insha Abedin	Genpact	150440	11-Jul-17	11-Jul-17
9	Akanksha Bhatia	HDFC Bank	150002	8-May-17	8-May-17
10	Rohit Kumar Jhanga	HDFC Bank	150221	9-May-17	9-May-17
11	Puneet Sharma	HDFC Bank	150871	16-May-17	16-May-17
12	Navneet	HDFC Bank	150877	8-May-17	8-May-17
13	Avijeet	HDFC Bank	150967	8-May-17	8-May-17
14	Nageen Sharma	ICICI Bank	150017	20-May-17	29-05-2017 (1383678797)
15	Mahak Bakshi	ICICI Bank	151058	20-May-17	29-05-2017 (1383685563)
16	Pratibha Thakur	ICICI Prudential	150477	24-Apr-17	24-Apr-17
17	Navpreet Dhillon	ICICI Prudential	150494	24-Apr-17	24-Apr-17
18	Sonia Narwal	ICICI Prudential	150855	25-Mar-17	25-Mar-17
19	Aman Sagar	ICICI Prudential	150858	24-Mar-17	24-Mar-17
20	Lalita Chauhan	ICICI Prudential	150865	24-Mar-17	24-Mar-17
21	Sunil Sharma	ICICI Prudential	150869	24-Mar-17	24-Mar-17
22	Pankaj Sharma	ICICI Prudential	150873	25-Mar-17	25-Mar-17
23	Mohamad Rauf Alam	ICICI Prudential	151072	25-Mar-17	25-Mar-17
24	Akanksha Bhatnagar	ICICI Prudential	151147	25-Mar-17	25-Mar-17

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
25	Nikhil Raj Vatsal	ICICI Prudential	151177	25-Mar-17	25-Mar-17
26	Bhavana	Just Dial	150191	25-Apr-17	25-Apr-17
27	Aman Kumar	Just Dial	150858	25-Apr-17	25-Apr-17
28	Priyanka Chauhan	Just Dial	150863	25-Apr-17	25-Apr-17
29	Paras Tanwar	Just Dial	150868	25-Apr-17	25-Apr-17
30	Gaurav Sharma	Just Dial	150879	25-Apr-17	25-Apr-17
31	Poonam Sharma	LG	150874	8-Jun-17	01-Jun-2017 (HR/APT/EXE /2017)
32	Shabnam Thakur	LG	150876	8-Jun-17	01-Jun-2017 (HR/APT/EXE /2017)
33	Naveen Kumar	Mercer	150016	13-Jun-17	3-Jun-17
34	Kalpna Rana	Mercer	150261	25-May-17	15-Jun-17
35	Akanksha Sharma	Oberoi Group (Wildflower Hall)	150556	8-May-17	8-May-17
36	Pooja Sharma	Oberoi Group (Wildflower Hall)	150615	8-May-17	8-May-17
37	Karan Singh Parmar	SBI Mutual Fund	150497	20-May-17	01-Jun-2017 (SBIMF/HR/17 /)
38	Harsh Wardhan	SBI Mutual Fund	150530	4-May-17	01-Jun-2017 (SBIMF/HR/17 /)
39	Vinod Kumar	SBI Mutual Fund	150861	4-May-17	01-Jun-2017 (SBIMF/HR/17 /)

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
40	Anshika Mehra	SBI Mutual Fund	151124	20-May-17	01-Jun-2017 (SBIMF/HR/17 /)
41	Chander Bhanu	Secure Now	150406	-	-
42	Pankaj Mehta	Secure Now	151010	-	-
43	Shubham Verma	Shoolini University	150872	24-Apr-17	SUBMS.Estt.1 7/2365-71
44	Sakshi Adhir	Shubham Housing Finance	150498	6-Apr-17	08-May-2017 (SHU/2017/33 77)
45	Mohit Verma	Shubham Housing Finance	150880	6-Apr-17	08-May-2017 (SHU/2017/33 78)
46	Anshika Sharma	Shubham Housing Finance	151150	6-Apr-17	08-May-2017 (SHU/2017/33 78)
47	Nikhil	Star Health	150019	13-Mar-17	13-May-17
48	Bhuvnesh Kumar	Star Health	150148	13-Mar-17	13-May-17
49	Preet Pal	Star Health	150870	13-Mar-17	13-May-2017 (SH42285)
50	Pankaj Guleria	Star Health	150877	13-Mar-17	13-May-17
51	Gaurav Dogra	Star Health	151015	13-Mar-17	13-May-17
52	Ankit Sharma	Star Health	151174	13-Mar-17	13-May-17
53	Pooja Khatana	Tata Hitachi	150854	30-May-17	30-May-17
54	Neha Thakur	Taxus Meditech	150493	25-Mar-17	01-May-2017 (TM/Offer Letter/17-18/02)
55	Pooja Vimal	Taxus Meditech	150501	25-Mar-17	01-May-2017 (TM/Offer Letter/17-18/03)

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
56	Rohit Bhamra	Taxus Meditech	151071	25-Mar-17	01-May-2017 (TM/Offer Letter/17-18/01)
57	Vishal Aggarwal	Yes Bank	150403	-	-
58	Rohit Khajuria	Yes Bank	150875	-	-
59	Vishal Sharma	Yes Bank	150973	-	-
60	Promila Verma	Yes Bank	150997	-	-
MBA Placement in Assessment Year 2017-18					
S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment letter Date	Reference no. and Joining Date
1	Itika Dogra	Anand Toyota	1671401031	30-May-18	1-Jun-18
2	Pawan Kumar	Anand Toyota	1671401083	30-May-18	2-Jun-18
3	Pooja Tudhial	Benori Capital	1671401053	24-Apr-18	7-Apr-18
4	Gavesh Sharma	Damco Solutions	1671401074	18-May-18	4-Jun-18
5	Lisa Gupta	Eazy Diner	1671401070	11-Apr-18	-
6	Bharti Sharma	Eazy Diner	SU13108	11-Apr-18	-
7	Vedakshi Sharma	Eazy Diner	1671401056	11-Apr-18	-
8	Ankit Sharma	Future Genrali	1671401094	11-Jun-18	2-Jul-18
9	Aseem Kapoor	Future Genrali	1671401098	11-Jun-18	2-Jul-18
10	Sahil Mathur	Future Genrali	1671401019	11-Jun-18	2-Jul-18
11	Akshay Kotnala	Future Genrali	1671401101	11-Jun-18	2-Jul-18

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
12	Deepak Kumar	Future Genrali	1671401039	11-Jun-18	2-Jul-18
13	Deepak Mehta	Future Genrali	1671401084	11-Jun-18	2-Jul-18
14	Rittika	Future Genrali	1671401020	11-Jun-18	2-Jul-18
15	Kritika Sharma	Genpact	1671401069	7-Jun-18	15-Jun-18 COR005179-1870192
16	Radhika Kapoor	Genpact	1671401068	7-Jun-18	15-Jun-18 COR008179-1870004
17	Abhay Singh Chaudhary	HDFC Bank	1671401023	29-May-18	-
18	Ashtha Sahni	HDFC Bank	1671401097	29-May-18	-
19	Himanshi Singh	HDFC Bank	1671401103	29-May-18	-
20	Renuka Verma	HDFC Bank	1671401038	29-May-18	-
21	Rishabh Mittal	HDFC Bank	1671401086	29-May-18	-
22	Suraj Gupta	ICICI Securities	1671401087	1-May-18	CJFY19270024
23	Preeti Thakur	ICICI Bank	1671401007	28-May-18	1383741515
24	Astha Thakur	ICICI Bank	1671401018	28-May-18	1383741514
25	Rashmi Sood	ICICI Bank	1671401015	28-May-18	1383743048
26	Abhay Roach	ICICI Prudential	1671401005	18-Apr-18	-
27	Anamika Rashmi	ICICI Prudential	1671401010	1-May-18	-
28	Anchal Kumari	ICICI Prudential	1671401108	1-May-18	-
29	Ankush Sharma	ICICI Prudential	1671401064	7-May-18	-

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
30	Anupam Khanoria	ICICI Prudential	1671401013	1-May-18	-
31	Bhumika Sharma	ICICI Prudential	1671401025	18-Apr-18	-
32	Mahesh Kumar	ICICI Prudential	1671401117	1-May-18	-
33	Manpreet Singh Rana	ICICI Prudential	1671401093	1-May-18	-
34	Nikhil Sharma	ICICI Prudential	1671401061	1-May-18	-
35	Pallvi Shyam	ICICI Prudential	1671401060	1-May-18	-
36	Rahul Sharma	ICICI Prudential	1671401079	30-May-18	130719
37	Rakesh Kashyap	ICICI Prudential	1671401058	30-May-18	130859
38	Raman	ICICI Prudential	1671401080	9-May-18	-
39	Ravi Verma	ICICI Prudential	1671401111	19-May-18	-
40	Sahil Chauhan	ICICI Prudential	1671401050	10-May-18	-
41	Sakshi Gupta	ICICI Prudential	1671401016	5-May-18	-
42	Saloni Kapoor	ICICI Prudential	1671401001	1-May-18	-
43	Sargam Pargal	ICICI Prudential	1671401032	5-May-18	-
44	Shikha Rana	ICICI Prudential	1671401003	5-May-18	-
45	Shiva	ICICI Prudential	1671401113	7-May-18	-

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
46	Shubhra Thapliyal	ICICI Prudential	1671401008	1-May-18	-
47	Tapasavi Bhardwaj	ICICI Prudential	1671401045	1-May-18	-
48	Trilok singh	ICICI Prudential	1671401118	7-May-18	-
49	Vaibhav Kumar	ICICI Prudential	1671401004	7-May-18	-
50	Varun Narwal	ICICI Prudential	1671401054	1-May-18	-
51	Sumit Kumar	ICICI Securities	1671401011	30-May-18	130765
52	Surbhi Sharma	ICICI Securities	1671401114	30-May-18	130624
53	Surinder Pal Singh Tehara	ICICI Securities	1671401027	11-May-18	130697
54	Pankaj Kumar	LG Electronics	1671401089	26-Jun-18	26-Jun-18 HR/APT/EXE/ 2018
55	Ashish Guleria	M3M	1671401036	24-Apr-18	7-May-18
56	Pankaj Kumar Kashyap	M3M	1671401092	24-Apr-18	7-May-18
57	Sakshi Sharma	M3M	1671401071	24-Apr-18	7-May-18
58	Champa	Mercer	1671401033	9-Jul-18	2-Aug-18
59	Nitin Chaudhary	Mercer	1671401112	9-Jul-18	2-Aug-18
60	Vagesh Kapoor	Microtek	1671401066	24-Mar-18	14-May-18
61	Vikalp Malgotra	Microtek	1671401014	24-Mar-18	14-May-18
62	Nitesh Kumar	Microtek	1671401009	24-Mar-18	14-May-18
63	Priyanka Thakur	Microtek	1671401095	24-Mar-18	14-May-18
64	Sachin Kumar	Microtek	1671401110	24-Mar-18	14-May-18
65	Tamanna Gupta	Microtek	1671401021	24-Mar-18	14-May-18
66	Abhishek	Napino	1671401081	21-Apr-18	17-May-18

S. No.	Name of the Student Placed	Name of Employer	Enrollment No.	Appointment Letter Date	Joining Date & Reference No.
67	Akshay Kumar	Napino	1671401072	21-Apr-18	17-May-18
68	Ankita Sood	Napino	1671401057	21-Apr-18	17-May-18
69	Fateh Singh	Napino	1671401026	21-Apr-18	17-May-18
70	Hem Lata	Napino	1671401073	21-Apr-18	17-May-18
71	Hitesh Kumar	Napino	1671401042	21-Apr-18	17-May-18
72	Ishmit Kaushik	Napino	1671401104	21-Apr-18	17-May-18
73	Kalpna Chaudhary	Napino	1671401048	21-Apr-18	17-May-18
74	Kamal Kishore	Napino	1671401006	21-Apr-18	17-May-18
75	Kamlesh Kumar	Napino	1671401029	21-Apr-18	17-May-18
76	Virender Thakur	Napino	1671401076	21-Apr-18	17-May-18
77	Mayank Singha	Pindersson	1671401082	12-May-18	1-Aug-18
78	Neel Kamal Sharma	SAMARU	1671401116	1-May-18	-
79	Suraj	Shoolini University	1671401088	1-May-18	-
80	Sakshi Sharma	Shoolini University	1671401024	1-May-18	-
81	Anuj Thakur	Shoolini University	1671401085	1-May-18	-
82	Pushpender Verma	Shoolini University	1671401105	1-May-18	-
83	Abhishek Jamwal	Shubham Housing Finance	1671401065	14-May-18	14-May-18
84	Shivam Gupta	Shubham Housing Finance	1671401030	13-Dec-18	7-May-18
85	Shivam Kaila	Shubham Housing Finance	1671401109	13-Dec-18	7-May-18
86	Ashutosh Bhardwaj	Tata Hitachi	1671401106	15-Jun-18	-
87	Harish Kumar Sharma	WNS	1671401100	1-May-18	-
88	Archana Bhatia	Yes Bank	1671401062	5-Jun-18	-
89	Shivansh Dogra	Yes Bank	1671401078	5-Jun-18	-
90	Sonika Garg	Yes Bank	1671401028	5-Jun-18	-
91	Sunil Kumar	Yes Bank	1671401035	5-Jun-18	-

***Reference number wherever available have been mentioned, offer letters are available with Placement & Career Development Cell.**

5.5 Student Diversity (5)

Diversity Indicator	CAY (2018-19)	CAYm1 (2017-18)	CAYm2 (2016-17)
Gender			
Male	122	90	75
Female	57	49	38
Qualification			
B.Com	61	47	42
B.Pharmacy	4	3	3
B.Tech	23	15	20
B.Sc	30	26	16
BBA	48	36	31
BA	6	11	1
BCA	7	1	0
Geography			
Within State	136	120	100
Outside State	39	18	13
Outside Country	4	1	0

The strength of female students is increasing steadily over the years. Students from diverse background are enrolled in MBA program. Initially most of the students from within the state were enrolled but the number of students from other states is also increasing from last two years. Students from other countries have also been enrolled in MBA program since 2017-18.

5.6. Professional Activities (15)

5.6.1. Students' participation in Professional societies/chapters and organizing management events (5)

School of Business Management and Liberal Arts has been associated with various professional bodies and societies from the time of its inception in 2009. Our parent body i.e. Shoolini University is member of various associations viz. a viz. CII (Consortium of Indian Industries), PHDCCI (Punjab Haryana & Delhi Chamber of Commerce & Industry), BBNIA (Baddi Barotiwala Nalagarh Industrial Association) etc. as a result there has been regular participation of students and faculty in various programs and events of these professional societies.

Students & faculty have also participated in events of TiE Chandigarh which is one of the most vibrant chapter across the vast TiE network. In the last 14 years, it has continuously taken the lead to create an increasingly positive ecosystem for the entrepreneurs and investors and to foster entrepreneurship through mentoring, networking, education, funding and incubation. Tie's focus is on generating and nurturing the next generation of entrepreneurs.

Students have also been associated by organizing committee of CII for Agro Tech Chandigarh, participated in International Conference on Technology in Higher education by UpGrad. UpGrad is virtual learning platform for higher education and has globally enrolled students on its entrepreneurship, digital marketing, data analytics and product management courses.

Apart from their involvement in several professional organizations, students are parts of several clubs and repeatedly involved in organizing events inside and outside the campus. Some of the regular events that are entirely orchestrated by students are buddy program during induction of new students, fresher and farewell parties, events around republic day, independence day, international yoga day, valentine's day, and various other events on days of national and international importance. Students also organize two educational tours each year in winters and summers where the winter all India tour is of 18-20 days and summer regional tour is of 3-5 days.

Students are also integral part of our annual quiz competition BiZQuiz which is held at various schools in the region. Students have been regularly working for the elderly under Share and Care, working towards cause of muscular dystrophy patients under IMD, working for women empowerment, undertaking upliftment efforts for children of daily wage employees of the university and have also been organizing forestation and other sustainable development drives for the protection of environment.

In nutshell, overall development of the students by exposing them to outside world and enabling them to undertake responsibilities is an integral part of MBA Program. Students participate, organize and are associated with several professional societies, bodies, events and programs which provides them enriching experience and learnings for lifetime.

S. No.	Name of Professional Society/ Chapter	Date	No. of Participants	No. of Days
1	CII & EDI	20th Oct, 2016	15	1
2	CII, Chandigarh	19th Dec, 2017	3	1
3	OD Alternatives (ODA)	24th May, 2017	120	1
4	WGC	27th Sept, 2018	5	1
5	MIC IIC	27th Nov, 2018	9	3
6	Startup Himachal/HPCED/TIE/ BIRAC	15th March, 2019	5	1
7	Startup Yatra	15th Nov, 2018	150	1
8	Startup Summit	17th Nov, 2018	17	1
9	ICICI Direct	30th Sept, 2016	114	1
10	IMD	19th March, 2018	160	1
11	YouWeCan	15th April, 2018	18	1
12	JICA	14th April, 2017	40	1
13	Prayas	23rd May, 2018	24	1
14	GOONJ	24th Oct, 2018	164	1



Students representing at Startup India, Mandi

List of activities organized by management students are given below:

S. No.	Name of Event	Date
1	Red Cross Day	7 th and 8 th May, 2016
2	Marathon	5 th Sep, 2016
3	Cancer Awareness	3 rd and 4 th Oct, 2016
4	Culture Fest/Biz Quiz	21 st Oct, 2016
5	World Aids Day	1 st Dec, 2016
6	Inter Department Badminton Tournament	23 Aug to 4 Sep, 2016
7	Inter Department Cricket Tournament (Boys)	16 Oct to 20 Nov, 2016
8	Inter Department Table Tennis Tournament	23 to 29 Nov, 2016
9	Digital awareness students	1 st Feb, 2017
10	Road Safety and World Cancer Day	5 th Feb, 2017
11	Red Cross Day	8 th May, 2017
12	Yoga day	21 st June, 2017
13	Shoolinis Got Talent - Dance Competition by Saksham Club	15th September, 2017
14	Cultural Show for Alumni	7th November, 2017
15	Visit Primary School by Prayas Group	25th November, 2017
16	Shoolini Swach Bharat Marathon	5th September, 2017
17	Visit Poanta Hospital by YouWeCan	23rd September, 2017
18	Visit Civil Hospital Manimajra by YouWeCan	24th September, 2017
19	Week of Giving	1st to 7th October, 2017
20	Swach Bharat Abhiyan on (NSS)	2nd October, 2017
21	Poster Making Competition on International Day of Girlchild by Satrangi Strokes	12th October, 2017
22	Daan Utsav	3rd November, 2017
23	Salad, Sandwich and Chaat making competition by Cooking Club Bavele Bavarchi	17th November, 2017
24	Cancer Awareness Drive on World Aids Day in Campus (NSS)	1st December, 2017
25	Cancer awareness drive in Shimla (NSS)	10th December, 2017
26	Inter Department Basketball Tournament	March, 2017

S. No.	Name of Event	Date
27	Inter Department Boys Volleyball Tournament	April, 2017
28	Visit "WeCan" in Kolkata (A Centre being run for Special Children)	4th January, 2018
29	Nukkad Natak done in Solan on World Cancer Day	4th February, 2018
30	Painting Exhibition in Pine Court @ Shoolini	5th February, 2018
31	Yatin Kumar - a Shoolinian awarded as an outstanding Campus Ambassador at UN	17th February, 2018
32	Click & Win Photography Competition	22nd March, 2018
33	Flash Mob @ Nauni University	16th March, 2018
34	KTM Stunt Show @ University	21st March, 2018
35	Cancer awareness & detection Camp in Govt. Hospital Chandigarh by YouWeCan Group	15th April, 2018
36	Candle March did in Solan (Justice for ASIFA)	17th April, 2018
37	Visit Primary School by Prayas group	21st April, 2018
38	Blood Donation Camp (NSS)	8th May, 2018
39	An Oath ceremony to Promise Safety on Roads	13th May, 2018
40	Collection of Old Clothes, Shoes, Books did for poor village students	17th May to 1st June, 2018
41	Visit Hospital for Muscular Dystrophy	17th May, 2018
42	Visit Primary School by Prayas group	23rd May, 2018
43	Cleanliness Drive in and around Shoolini University	5th June, 2018
44	Spread the word campaign #Swach Shoolini #Swach Solan on Shoolini Fair	19th June, 2018
45	Zumba @ Shoolini University	26th February, 2018
46	Flash Mob @ Solan Mall for Moksha 2018	20th March, 2018
47	"Beat IT" Dance Competition by Saksham Club	1st May, 2018



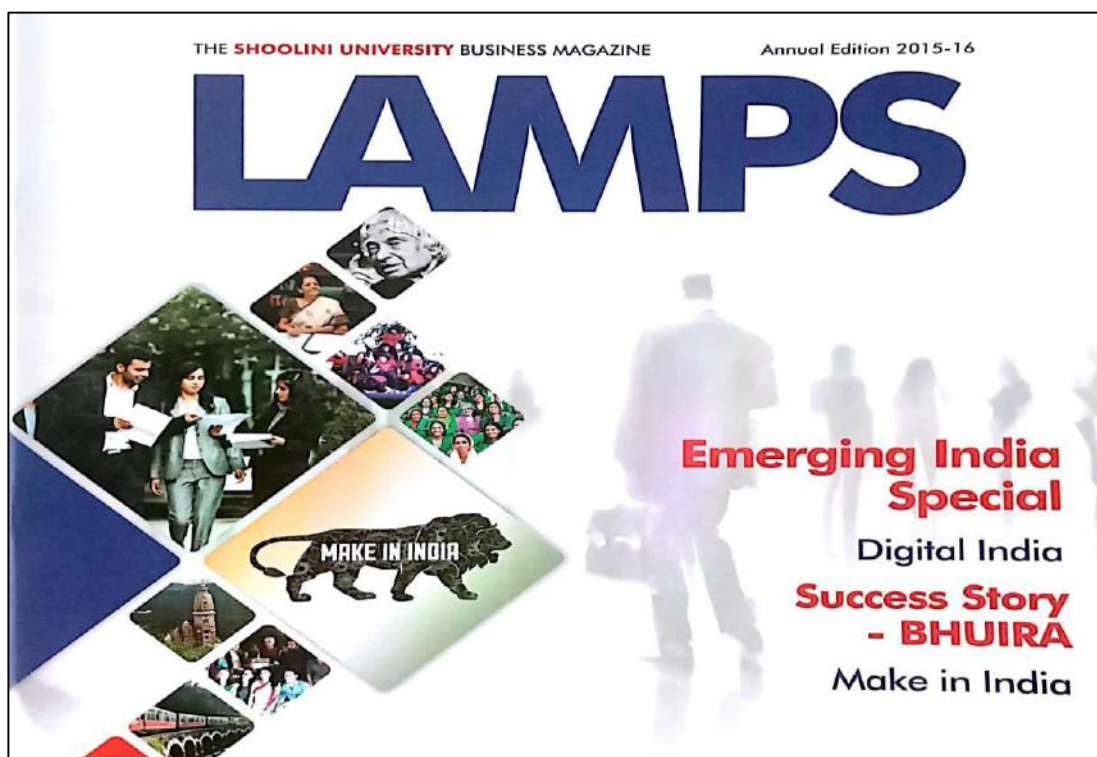
BizQuiz Competition



Interschool Sports Competition

5.6.2. Students' publications (10)

'LAMPS' a student driven newsletter of the School of Business Management and Liberal Arts was launched on 2011. It provides a platform for students to disseminate information pertaining to the activities of school. 'LAMPS' has been upgraded to the status of a business magazine. Apart from this the students regularly publish articles in Shoolini University newsletter which is released fortnightly.



LAMPS Magazine, School of Business Management and Liberal Arts

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SHOOLINI AMONG TOP PVT UNIVS IN INDIA

VAISHNAVI SOOD

Shoolini University has emerged one of the leading private universities of India as per rankings given by the prestigious National Institutional Ranking Framework (NIRF) set up by union ministry of Human Resource Development (HRD). It has not only retained its position in the top overall 101-150 band from among about 4500 institutions of higher learning in the country but has earned a slot in the 51-75 band in MBA and has improved its performance in pharmacy by attaining 30th rank. While only four private universities from the northern region have found a place in the top 100 band, Shoolini University is only among three who have figured in the 101-150 band in the overall University rankings. Two of these are from Himachal Pradesh and one from Uttarakhand. While Shoolini has maintained its consistent place in the 101-150 band, where it was also placed last year, the other private university from the state, Jaypee University of Information Technology, was at 93rd rank last year and is placed this year in the 101-150 band. Among the top 100 universities, three of the four private universities in the northern region comprising Delhi, Uttar Pradesh, Punjab, Haryana, Uttarakhand, Jammu and Kashmir and Himachal Pradesh, are located in UP and one in Punjab (Thapar University, Patiala). Another interesting and significant data called out of NIRF figures is that out of 301 private universities in the north only 10 have found a place, including Shoolini University, in the rankings. Shoolini University had applied for rankings only in three categories - overall, Management and Pharmacy - and figured well in all the three categories. The School of Pharmaceutical Sciences has performed consistently well and was placed at 30th rank among more than one thousand Pharma Schools from across the country. It scaled up its position by 9 places and moved to 30th rank from 39th place last year. To everyone's delight, School of Business Management, which applied for the rankings for the first time, competed with 487 Management Schools from across the nation and has been placed in the rank band of 51-75. Top Management Schools in the country. It has emerged as one of the leading Business Schools in the region and placed below none in the state. "I am very happy to share that Shoolini University is now among the top five private universities of the northern region including states of Himachal Pradesh, Punjab, Haryana, Delhi, Uttar Pradesh, Uttarakhand and Jammu and Kashmir", shared Prof. P.K. Khosla, the Vice Chancellor of Shoolini University. "The research achievements of Shoolini are already better than the average of the ten best universities of the country. I feel extremely proud that we are competing with some of the leading Private Universities in the region which have been long established even before the inception of Shoolini." The only University from the state that has been ranked higher than the Shoolini University is Dr. Y.S. Parmar University of Horticulture and Forestry (Nauni University), Solan which has been placed at the 71 rank among all Indian Universities. NIRF rankings have emerged as the most authentic ranking systems for the Indian Institutes which are released by MHRD every year since the last three years. The five parameters that are used to determine NIRF rankings are Teaching and Learning Resources (TLR),

continued on Page 2

The Achievements of MBA students is given below:

MANSI GUPTA



St. Luke's Senior Secondary School, Solan won the Grand Finale BIZ Quiz 2018 and went away with the running trophy after their victory in the third consecutive year.

Around 25 schools from all over Himachal Pradesh actively took part in the quiz this year and 19 out of them participated in the semi-final round of the Quiz competition organised on October 12 in the campus and six teams further qualified for the final round.

St. Luke's also won a cash prize of Rs 11000 as they bagged the first position. D.A.V New Shimla and SVN Kunihar emerged as the 1st and 2nd

runner up respectively. The other teams to make it to the Top 6 included JVN Kunihar, BL Public School, Shamti and St. Edward Shimla.

Each school team was accompanied with their respective teachers, played really well and brought glory to their respective schools. Prof PK Khosla, Vice Chancellor, Shoolini University and Prof Atul Khosla also congratulated the winners and all the participants for their enthusiasm and efforts.

BIZ QUIZ was initiated in the year 2011 with an objective of reaching out to the students to make them aware about the competitive world.

VAISHNAVI SOOD

Taking small risks, overcoming fears and trusting yourself is all that it takes to utilise your true potential", said Alakshi Tomar, youngest speaker at the Shoolini Guru Talk Series.

Alakshi, a social entrepreneur and co-founder of TruCup, shared her story of transforming from a shy introvert girl to a selectively extrovert social entrepreneur. She said, "I was shy and introvert as a student but eventually I realised that I need to overcome my inhibitions and self worth issues as the world often favours the extroverts." She shared three important life lessons with the Shoolini students: Moving beyond the fear of failure, being ambitious and of discovering one's IKIGAI. IKIGAI is a Japanese concept used to understand one's sense of being by exploring what you love to do, what you are good at, what you can be paid for and what the world needs and thus combining passion, profession, vocation and mission.

She encouraged the students to follow their passion and to overcome their fears. She stated that all of us know to some extent that what is it that we love to do but often choose something easier or more comfortable due to our fear of failure.



She added, "We are conditioned from our childhood that failure is not an option but we fail to understand that every failure has a deep learning and being in our safe zones and not taking the risks to follow our passion often leads to unhappiness." She shared that she took Commerce in school as she was good in Mathematics while she actually wanted to opt for Humanities; in college she wanted to study Psychology but rather did her graduation in English. She then went ahead to join the corporate world and worked with Accenture for around two and half years but felt unhappy. In a CSR activity, while interacting with a group of specially abled children, she realised that she enjoyed teaching. She went ahead to join Gandhi fellowship. In her interaction, she also

raised the importance of menstrual health and tried to address various stigmas surrounding the issue of menstrual cycle.

She shared that while working with schools in the slums of Mumbai during Gandhian fellowship, she saw the massive neglect of the problems around menstrual health and hygiene and various myths that made periods a taboo in the families and society.

Trucup is also a social enterprise that sells menstrual cups as well as try to break myths and taboos prevalent about periods through their various workshops. She also emphasized on the need to break the silence surrounding period and to ensure access to sanitary napkins and right to menstrual health for every woman as an important step towards the goal of women empowerment.

Ankush Joshi, MBA Final Year Placed with Eazy Diner

Frankly, the decision to join MBA at Shoolini University was because I couldn't get through the defense exams. A friend recommended me this University and after joining the Programme, I realized that it was the best decision of my life because MBA provided a healthy balance in teaching both hard skills and soft skills. The programme thinks apart from the traditional teaching methods by providing online lectures, class discussion, group projects, case studies and activities like SPRINT. It helps to develop technical competence, self-awareness and moral judgment. The faculty helped me in preparing for the interviews, enhanced my interpersonal skills and refined my communication skills, which helped me to crack my interview. I got into Eazy Diner as my first job from Campus Placement Drive. Overall, it was a wonderful experience with Shoolini and it provided me with a lot of exposure.



Sushant Pandita, MBA Final Year Placed with Genpact

Shoolini's MBA programme has helped me to identify my strengths and overcome my fears. Over the last 2 years I have developed the much-needed skills and I'm thankful to the faculty and my colleagues for helping me in doing so. While my professors imbibed in me the urge to dig deep into concepts, Sprint programme helped me to be prepared for what comes next! They have molded me into a career-oriented person.

My placement with Genpact has been a fantastic experience. For me, it's a perfect example and also a lesson of how knowledge and confidence can do wonders for a person.

My next task will be to grow and contribute to my organization and also hold high the name of my University's brand in the future.



Rajat Singh, MBA Final Year Placed with HINDUSTAN UNILEVER LTD.

I want to start by thanking my teachers who have put up with me throughout my time at Shoolini University.

Thank you for teaching me not only in the classroom, but outside of it, as well. Thank you for believing in me and helping prepare me for this wonderful endeavor known as college.

Thank you for always encouraging me to try my best and for never giving up on me. Thank you to the wonderful placement committee who always greeted me with a smiling face. Thank you to all of my wonderful classmates. You taught me more than you will ever know. Last but not the least, my big thank goes to sprint team for making me ready for corporate world and that helped a lot to find my place in the India's most admired organization to work for which is Hindustan Unilever. Mom and Dad, thank you for all you have done for me.



Kanika Jaswal, MBA Final Year Placed with Reliance Jio

I was lucky enough to attend Shoolini University, which is one of the best Private Universities in the country. At Faculty of Management Science & Liberal Arts, the management, faculty and staff devoted time to prepare me perfectly for each different outcome in academics and career prior to sitting for final placements. I still recollect the zeal and fervor with which we were required to attend our classes, do assignments, attend Sprint, do writing seminars and take up exams. Mock preparation for placements was truly a fun. Hanging out with friends and working in teams was one of my favorite aspects in the University.

I would like to thank Placements Cell for helping me get my desired job at Reliance Jio in the HR department. I want to express my gratitude towards Dr. Narinder Verma. He has not only been an excellent teacher but also a wonderful mentor and counselor for me. Attending his classes was always like taking a deep dive into an ocean full of knowledge and wisdom. Thank you Verma sir and thank you Shoolini for everything.



**Parul Mittal, MBA Final Year
Placed with Hindustan Unilever Ltd.**

Incredible and extraordinary are the two words that define my journey with Shoolini University. The two years of my post graduation have been the best years of my life. The MBA programme has not only improved me academically but also helped me transform into an individual who is now ready to join the corporate world. The responsibilities of the student coordinator for the Placement Committee have been the highlight of my journey.

I want to express my heartfelt gratitude to Dr Kuldeep Rojhe and Dr Nitin Gupta. Their unconditional support has made me grow into a more responsible and proficient person. It was their trust in me that helped me to get placed with Hindustan Unilever Limited, the biggest MNC in the FMCG Sector.

I have no words to describe how grateful I am to Shoolini University, all the faculty members and all those who supported me in my journey. It has been my immense pleasure to associate with this University and to achieve a chance of getting hired by HUL as a part of the Campus Placement Drive.



**Shashank Singh, MBA Final Year
Placed with Eazy Diner**

Coming from an entirely different place, Patna in Bihar, I had an amazing experience with Shoolini University. I came to know about Shoolini University through one of my friends and through internet. It has a diverse and friendly environment, a world-class infrastructure, an experienced faculty as well as a great study module. Shoolini University puts in a lot of efforts for the placement of its students. I have been placed with "Eazy Diner", a 3 years old start-up which will provide me with ample opportunities to grow in the marketing field.

Looking at my self two years back, I see a lot of positive changes. I have enhanced my public speaking skills, my stage fear has lessened to a great deal, alongwith the enhancement of my technical skills in the field of marketing.



#MYSHOOLINI MYSUCCESS

**Sumit Beniwal, MBA Final Year
Placed with Satin CreditCare Network Ltd.**

My journey at Shoolini has been amazing. These two years of my post graduation have been great as the time spent here has helped me explore myself and boosted my confidence.

MBA Programme has not only helped me academically but also made me improve other skills. MBA is all about outside class learning. It focused on over all personality development, which creates a new pathway of knowledge and opportunities. SPRINT sessions have been very effective in shaping a person into completely new individual. It enhanced the leadership quality and with leadership comes responsibility. I want to express my gratitude to Dr. Kuldeep Rojhe for his guidance and always believing in me. I am really grateful to be in Shoolini University and special thanks to the faculty members who always supported me.



**Mridula, MBA Final Year
Placed with Genpact**

I walked into the portals of Shoolini University with big dreams and lots of expectations. Not only did Shoolini stood up to my expectations but also played a crucial role in shaping my dreams. Shoolini has certainly played the role of the guiding lamp, which lightened up the road to my success. I was blessed with

the most supportive and motivational faculty that encouraged me in every situation during my 2 years with the university. They never let me give up on any unfortunate situation that ever arose.

I would whole-heartedly like to thank Shoolini University for providing me with the platform like Genpact. I thank the university for making me capable enough to get placed with company like Genpact.



#MYSHOOLINIMYSUCCESS

Rohit Sharma, MBA Final Year Placed with ICICI Bank

The experience of studying in Shoolini University is fairly enriching. After doing B.Sc. Biotechnology from Shoolini University, my sister inspired me to join MBA programme of Shoolini. So, I applied for MBA programme and grabbed the scholarship for the same. The kind of professional as well as personal development that I have gone through during MBA is phenomenal.

I also got an opportunity to work with LG Electronics and Federal-Mogul during my internships. Recently I got placed in ICICI Bank as a Deputy Manager. I want to dedicate my success to my parents as well as to my teachers. I am really glad that I took the decision to do MBA from Shoolini University.



Abhinav Sekhri, MBA Final Year Placed with ICICI Prudential

My experience with Shoolini has been fabulous. I still reminisce the day when I first paid a visit to this beautiful university. I still recall the first person I met, Dr Kuldeep Rojhe. I was highly motivated to follow my MBA from here as from that day itself I aspired to be like him.

Another person who really inspired me is Mrs. Poonam Nanda. I call her the 'Mother of the University' as she has aided not only me in my hardships but every student who went to her with any of their problems. I am also very inspired by Prof Narender Verma and Mr Amar Rao. Better known as Mr Encyclopedia, Prof Verma has vast knowledge.



Sanjay Negi, MBA Final Year Placed with ICICI Securities

Life at Shoolini University has been a great experience and I plan to make the most out of the time that is left. My experience at Shoolini University, by far has been amazing. I have learned and experienced so many new things during the last 5 years of my graduation and post-graduation.

In July 2014, I undertook the B.com (Hons) course, after that I pursued my studies in MBA and am specialising in marketing and finance. Now, I have been placed in one of the leading financial sector companies, ICICI Securities.

I would like to extend my huge thanks to Shoolini University, especially thanks to all the Faculty of Management Sciences for their immense support and guidance.



Binny Mittal, MBA Final Year Placed with ICICI Securities

Shoolini is an amazing place to study, explore and perform outstanding in each and every activity whether it is in the class or outside the class. MBA course is more practical rather than subjective in nature.

It helps to build your career and focuses more on the overall persona enhancement. Here, real time situations are created for us to increase our knowledge and 'out of the box' thinking to solve the problem. SPRINT sessions also help us to work in teams, built our leadership skills, etc.

All this has helped me to get placed with ICICI Securities, one of the leading companies in the financial sector. I wanted to extend my special thanks to Mr Chander Mohan Gupta for his support and motivation at all times. All over it is a great place to study and to explore your future.



Be dedicated to live your dreams: Shekhar Rawat

SHIPRA NEGI

The very talented Shekhar Rawat, who is an alumni of Shoolini University, returned to his alma mater and rocked the Bollywood night in Moksh2k18.

The young singing sensation was born in Jubbil, Himachal Pradesh and did his schooling from MRADAV, Solan. He pursued his bachelors from Amity University, Delhi and MBA from Shoolini University.

The melodist was very much inspired and influenced by Kishore Kumar since his school days and hearing his songs gave a sense of jubilation to him. Gradually, he gained interest in music and it became an integrated part of his life. Although, it was very hard for him to manage his music interest with studies but he never discontinued with his passion. "

During my MBA, I joined music classes but couldn't manage to be

hectic job which made him realise that it was not his path. "I



regular. So my teacher told me to leave the music classes." mentioned Shekhar.

The star started shining in the town after his MBA when he bagged the highest package during campus recruitment. He got quite well paid but he had a

and finally decided to take a very courageous and risky step in life-to quit his job. His relatives and other people discouraged him to do so but his parents welcomed this decision happily. Following that his dreams began with

YouTube and an assistant music director job that enhanced his knowledge about music and other related technology. Now he appears frequently on stages in India and overseas.

On asking about the experience in Shoolini, he said, "Every day coming to the university was a joy for me". As an artist, he enjoyed

the environment and infrastructure of the university. He also appreciates its faculty and their contribution in speedy growth in his personality.

He is already a known figure on internet and like every performer; he aspires to learn further and plans to launch his individual solo albums on big and popular platforms in next

three years. Also he is set to provide playback in Bollywood in near future. He has been working on many projects which includes presenting Pahari music to the audience through a better platform. "I still learn music. Having a guru throughout life is very important. Without a guru we are directionless" he added.

In his journey, he met many people, learnt many things, experienced many falls and is ready for the same in future. He doesn't name it

struggling, rather says following passion. It was a privilege and a very emotional thing for him to perform in Shoolini University with his team. Addressing all the Shoolinians, he advised to follow one's dream to get success and be brave enough to live that dream.



CRITERION – VI
FACULTY ATTRIBUTES AND CONTRIBUTIONS (220)

Criterion – VI

Faculty Attributes and Contributions (220)

List of faculty members for MBA Program

Qualification										Academic Research				
Name of Faculty Member	Degree (Highest Degree)	University	Year of Attaining Higher Qualification	Association with the Institution	Designation	Date of designated as Professor/ Associate Professor /Assistant Professor	Date of Joining the Institution	Department	Specialization	Research Paper Publications/Book Chapters	Ph.D Guidance (Awarded + Guiding)	Faculty Receiving Ph.D during Assessment Years	Currently Associated (Y/N) Date of leaving (in case currently associated is (No)	Nature of Association (Regular/ Contract)
Prof. Adesh Saini	Ph.D	Delhi University	2006	Yes	Professor	8/12/2015	01/8/2011	Management	Forest Management and Biomedical Sciences	18	8	No	Yes	Regular
Mr. Amar Rao	MBA	IBS Chandigarh	2011	Yes	Astt. Professor	15/7/2013	15/7/2013	Management	Finance	0	0	No	Yes	Regular
Ms. Ashoo Khosla	PGDM	IBS Hyderabad	2000	Yes	Associate Professor	18/6/2015	18/6/2015	Management	Health Care & Marketing	0	0	No	Yes	Visiting
Prof. Ashutosh Mohanty	Ph.D	Utkal University	2014	Yes	Professor	2/7/2018	02/7/2018	Management	Sustainable Urban Environmental Management	10	0	No	Yes	Regular
Prof. Atul Khosla	MBA	Jamnalal Bajaj Institute of Management Sciences	1995	Yes	Professor	1/6/2011	01/6/2011	Management	Wealth and Asset Management, Strategy, Outsourcing and Offshoring, Organizational Change, New business building growth and higher education	0	0	No	Yes	Regular
Dr. Devesh Kumar	Ph.D	Thapar University	2017	Yes	Associate Professor	4/2/2013	21/3/2012	Management	IT/Information System	3	2	Yes	Yes	Regular
Dr. Dipanker Sharma	Ph.D	Himachal Pradesh University	2012	Yes	Associate Professor	01/7/2015	1/7/2015	Management	Human Resource Management	7	3	No	Yes	Regular
Ms. Divya Jyoti Thakur	MBA	Himachal Pradesh University	2010	No	Astt. Professor	27/12/2013	16/4/2010	Management	Marketing	0	0	No	No 18/05/2018	Regular

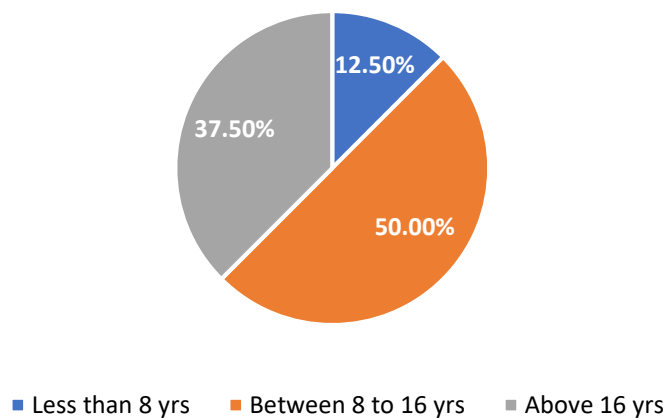
Ms. Gayatri Kanwar	M.Phil	Vinayaka Mission's Research Foundation - University	2009	No	Astt. Professor	25/7/2014	25/7/2014	Management	English Literature	0	0	No	No 23/09/2016	Regular
Dr. Kamal Kant Vashishth	Ph.D	Shoolini University	2018	Yes	Astt. Professor	16/7/2012	16/7/2012	Management	Marketing	2	1	Yes	Yes	Regular
Prof. Kesari Singh	Ph.D	Himachal Pradesh University	2008	Yes	Professor	20/3/2019	3/8/2010	Management	Economics	6	2	No	Yes	Regular
Prof. Kuldeep Chand Rojhe	Ph.D	Himachal Pradesh University	2014	Yes	Professor	13/12/2017	1/2/2008	Management	Marketing - Consumer Behaviour	8	5	No	Yes	Regular
Dr. Mala Tripathi	Ph.D	Mahatma Gandhi Chitrakoot Gramoday Vishwavidyalaya Satna, M.P.	2017	Yes	Astt. Professor	1/5/2018	1/5/2018	Management	Yogic Science	0	0	Yes	Yes	Regular
Dr. Nandan Sharma	Ph.D	Himachal Pradesh University	2017	Yes	Astt. Professor	16/5/2017	16/5/2017	Management	Law	0	0	Yes	Yes	Regular
Prof. Narinder Verma	PGDM	IIM Calcutta	1996	Yes	Professor	31/3/2015	15/7/2013	Management	Finance	2	0	No	Yes	Regular
Dr. Neeraj Gandotra	Ph.D	Jaypee University, H.P.	2014	Yes	Associate Professor	31/3/2015	1/7/2010	Management	Mathematics	2	2	No	Yes	Regular
Dr. Nitin Gupta	Ph.D	Shoolini University	2016	Yes	Astt. Professor	12/8/2010	12/8/2010	Management	Finance	1	1	Yes	Yes	Regular
Dr. Pooja Verma	Ph.D	Shoolini University	2019	Yes	Astt. Professor	21/1/2013	21/1/2013	Management	Human Resource Management	3	0	Yes	Yes	Regular
Ms. Prachi Kapil	MBA	Himachal Pradesh University	2010	Yes	Astt. Professor	5/8/2014	5/8/2014	Management	Human Resource Management & Finance	3	0	No	Yes	Regular
Dr. Rakesh Kumar Shukla	Ph.D	Banaras Hindu University	2010	Yes	Astt. Professor	1/8/2013	1/8/2013	Management	Statistics	7	4	No	Yes	Regular
Prof. Sunil Puri	Ph.D	Guru Nanak Dev University	1979	Yes	Professor	14/9/2010	14/9/2010	Management	Landuse Management Systems, Agroforestry and Climatic Change in Environment Management	22	8	No	Yes	Regular

Dr. Supriya Srivastava	Ph.D	Lucknow University	2016	Yes	Astt. Professor	6/6/2016	6/6/2016	Management	Sociology	3	0	Yes	Yes	Regular
Ms. Varsha Patil	CS	ICSI	2009	Yes	Astt. Professor	3/9/2012	3/9/2012	Management	Company Law, Compliance and Secretarial Practice	0	0	No	Yes	Regular
Dr. Vinay Negi	Ph.D	Himachal Pradesh University	2017	Yes	Astt. Professor	11/12/2017	11/12/2017	Management	Marketing	0	0	Yes	Yes	Regular
Prof. Y.S. Negi	Ph.D	UC Berkeley, USA	1993	Yes	Professor	29/5/2015	29/5/2015	Management	Forest Economy and Policy	4	5	No	Yes	Regular
Dr. Purnima Bali	Ph.D	Himachal Pradesh University	2016	Yes	Astt. Professor	10/4/2017	10/4/2017	Management	English Literature	1	0	Yes	Yes	Regular

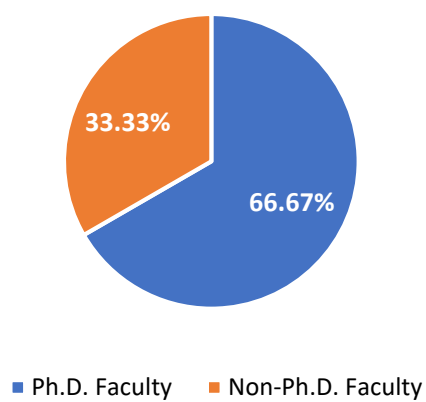
***Complete list of Faculty members for Faculty of Management Sciences and Liberal Arts is given in ANNEXURE V**

Faculty Diversity

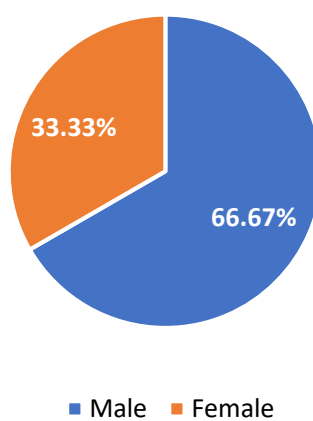
Faculty Diversity Experience wise



Faculty Diversity Qualification wise



Faculty Diversity Gender wise



6.1. Student-Faculty Ratio (SFR) (10)

(To be calculated at Department Level)

No. of UG Programs in the Department (n): 1

No. of PG Programs in the Department (m): 2

No. of Students in UG 2nd Year= **u1**

No. of Students in UG 3rd Year= **u2**

No. of Students in UG 4th Year= **u3**

No. of Students in PG 1st Year= **p1**

No. of Students in PG 2nd Year= **p2**

No. of Students = Sanctioned Intake + Actual admitted lateral entry students

(The above data to be provided considering all the UG and PG programs of the department)

S = Number of Students in the Department = UG1 + UG2 + UG3... +UGn + PG1 + ...PGn

F = Total Number of Faculty Members in the Department (excluding first year faculty)

Student Teacher Ratio (STR) = S/F

Year	CAY (2018-2019)	CAYm1 (2017-2018)	CAYm2 (2016-2017)
u1.1	30	20	20
u1.2	20	20	20
u1.3	20	20	0
UG1	70	60	40
p1.1	180	160	120
p1.2	160	120	70
PG1	340	280	90
p2.1	6	6	2
p2.2	6	2	2
PG2	12	8	4
Total No. of Students in the Department (S)	422	348	234
No. of Faculty in the Department (F)	24	22	20
Student Faculty Ratio (SFR)	17.58	15.82	11.70
Average SFR	15.03 SFR=(SFR1+SFR2+SFR3)/3		

*The details provided in the table are populated from the NBA pre-qualifier.

*The current SFR for MBA Program is 13.65

Note:

1. **Minimum 75% should be Regular/ full time faculty and the remaining shall be Contractual Faculty as per AICTE norms and standards.**
2. **The contractual faculty (doing away with the terminology of visiting/adjunct faculty, whatsoever) who have taught for 2 consecutive semesters in the corresponding academic year on full time basis shall be considered for the purpose of calculation in the Student Faculty Ratio.**
3. **Depending upon the No. of programs in UG and PG the above table has to be updated accordingly.**
For Ex: if UG="0" and PG="1". The table may be prepared for only one PG program.
4. **Marks to be given proportionally from a maximum of 10 to a minimum of 5 for average SFR between**

15:1 to 25:1, and zero for average SFR higher than 25:1. Marks distribution is given as below:

< = 15 - 10 Marks

< = 17 - 09 Marks

< = 19 - 08 Marks

< = 21 - 07 Marks

< = 23 - 06 Marks

< = 25 - 05 Marks

> 25.0 - 0 Marks

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

Particulars	Total number of regular faculty in department	Total number of contractual faculty in department
CAY (2018-19)	24	NA
CAYm1 (2017-18)	22	
CAYm2 (2016-17)	20	

***The details provided in the table are populated from NBA pre-qualifier**

6.2. Faculty Cadre (20)

The reference Faculty cadre proportion is 1(F1):2(F2):6(F3)

F1: Number of Professors required = $1/9 \times$ Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (N) as per 6.1

F2: Number of Associate Professors required = $2/9 \times$ Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (N) as per 6.1

F3: Number of Assistant Professors required = $6/9 \times$ Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (N) as per 6.1

Year	Professors		Associate Professors		Assistant Professors	
	Required F1	Available	Required F2	Available	Required F3	Available
CAY (2018-19)	2.35	5	4.69	4	14.07	15
CAYm1 (2017-18)	1.94	3	3.87	5	11.6	14
CAYm2 (2016-17)	1.74	3	2.6	5	7.8	12
Average Numbers	2.01	3.67	3.72	4.67	11.16	33

*The details provided in the table are populated from the NBA pre-qualifier

$$\begin{aligned}
 \text{Cadre Ratio Marks} = & \left\{ \left[\frac{\text{AF1}}{\text{RF1}} \right] + \left[\frac{\text{AF2}}{\text{RF2}} \times 0.6 \right] + \left[\frac{\text{AF3}}{\text{RF3}} \times 0.4 \right] \right\} \times 10 \\
 & \left\{ \left[\frac{3.67}{2.01} \right] + \left[\frac{4.67}{3.72} \times 0.6 \right] + \left[\frac{33}{11.16} \times 0.4 \right] \right\} \times 10 \\
 = & [1.83 + 0.76 + 1.19] \times 10 \\
 = & 37.8
 \end{aligned}$$

- If AF1 = AF2 = 0 then, zero marks
- Maximum marks to be limited if it exceeds 20

6.3. Faculty Qualification (15)

$FQ = 1.5 \times [(10X + 4Y)/F]$ where x is no. of regular faculty with Ph.D., Y is no. of regular faculty with MBA, F is no. of regular faculty required to comply 1:20 Faculty Student ratio (no.

of faculty and no. of students required are to be calculated as per 6.1)

Particulars	X	Y	F	$FQ = 1.5 \times [(10X + 4Y)/F]$
CAY (2018-19)	18	6	24	12.75
CAYm1 (2017-18)	13	9	22	11.32
CAYm2 (2016-17)	11	9	20	10.95
Average Assessment				11.68

*The details provided in the table are populated from the NBA pre-qualifier

6.4. Faculty Retention (15)

No. of regular faculty members in:

CAYm2 (2015-16) = 19 CAYm2 (2016-17) = 20 CAYm1 (2017-18) = 22 CAY (2018-19) = 24

Item (% of faculty retained during the period of assessment keeping CAYm3 as base year)	Marks
>=90% of required Faculty members retained during the period of assessment keeping CAYm3 as base year	15
>=75% of required Faculty members retained during the period of assessment keeping CAYm3 as base year	10
>=60% of required Faculty members retained during the period of assessment keeping CAYm3 as base year	8
>=50% of required Faculty members retained during the period of assessment keeping CAYm3 as base year	5
<50% of required Faculty members retained during the period of assessment keeping CAYm3 as base year	0

- No. of regular faculty members in 2018-19 (CAY) = 24 and retention ratio is **89.48%**.
- No. of regular faculty members in 2017-18 (CAYm1) = 22 and retention ratio is **94.74%**.
- No. of regular faculty members in 2016-17 (CAYm2) = 20 and retention ratio is **100%**.
- No. of regular faculty members in 2015-16 (CAYm2) = 19 and retention ratio is **100%**.

Particulars	No. of retained faculty	Regular faculty (CAYm3)	Faculty retention ratio
CAY (2018-19)	17	19	89.48%
CAY (2017-18)	18	19	94.74%
CAY (2016-17)	19	19	100%
CAY (2015-16)	19	19	100%
Average Retention Ratio			96.06%

***The details provided in the table are populated from the NBA pre-qualifier**

6.5. Faculty Initiatives on Teaching and Learning (10)

Initiatives taken up by the School of Business Management and Liberal Arts on teaching and learning are summarized in the following description. Faculty has been rigorously using contemporary pedagogy to make the teaching process an interesting process effective and keeping students engaged.

Some of the initiatives that are taken to have significant results are as follows:

- **eUniv Platform:** The School of Business Management and Liberal Arts is strengthening supplementary learning through inbuilt online Learning Management System (LMS) called eUniv and is making 100% use of e-learning and online resources through eUniv initiative and LMS (Learning Management System). Every faculty member uses laptop with Wi-Fi connection for appropriate execution of the academic as well as research activities via eUniv platform. Students have access to the study material on eUniv and take assignments/quizzes/examinations online.
- **myShoolini app:** Attendance of the students is taken online in the class on myShoolini app, which immediately updates the student with the percentage attendance score.

- **SPRINT program:** For functional and soft skills, the SPRINT workshops are a regular and continuous activity in the campus. SPRINT has the potential to be a role model for functional and soft skills training. The details of SPRINT program have been given in Criterion I.
- **Shoolini Examination portal:** Fully operational online examination system that incorporates - MCQ, short and descriptive questions.
- **Program booklet:** Detailed lecture schedule for all the courses in the program are made available in form of a book. Each course lecture schedule includes lecture wise details including course outcomes, pedagogy, topic to be covered, assignments, cases to be done and references. Lecture schedules are uploaded on eUniv before the commencement of regular classes.
- **Teaching Pedagogy:** All the lectures are executed using power point presentations supplemented by cases and uploading video lectures and OER (Open Educational Resources) study material on eUniv. Emergent initiatives (Activity based assignments, real life case studies, role plays etc.) taken to enable the students to think cross disciplinary boundaries and / or to make connections between what they learn inside as well as outside the classroom.
- **Discussion forums:** Online discussion forums allow to have anytime and anywhere dialogue between faculty members and students, the facility is available on eUniv. It is a platform where students can exchange their views on any relevant topic
- **Faculty learning initiatives:** The faculty members are encouraged to participate in short term courses, webinar, staff development programs and workshops to keep pace with the advanced level of knowledge and skills. The faculties have been participating/presenting papers in national/international conferences and publish their articles in national and international journals to enrich their knowledge.
- **Massive Open Online Courses (MOOCs):** A massive open online course (MOOC) is a model for delivering learning content online to any person who wants to take a course, with no limit on attendance.

Looking after the great success of MOOCs courses throughout the world Shoolini has also introduced these in its curriculum from the academic year 2018. These Courses provide a

great opportunity to students for thinking out of the box & expand their learning curve with additional knowledge.

Some of the findings suggest that people from developing countries more frequently report benefits from taking MOOCs and also in developing countries, people with lower socioeconomic status and with less education are more likely to report benefits. It appears that MOOCs are tangibly helping people who take the time and effort to complete courses.

Students in Shoolini have successfully completed the courses within the time and with increasing demand among the students, the university is planning to launch more courses in future for the betterment. The students are encouraged to get certifications from IRDA and AMFI and are exposed to experiential learning through project based learning where they undertake live projects.

- **ICFL: Centre of Excellence**

ICICIdirect Centre for Financial Learning (ICFL) is an initiative of ICICI Securities Ltd. set up with an objective of simplifying financial knowledge and increasing financial literacy. ICFL training programmes are categorized under Investment Education Programmes and Professional Certification & Development Programmes. More than 4 lakh students, professionals, and investors have acquired practical knowledge through various ICFL programmes over the years. ICICIdirect Centre for Financial Learning has been conferred with the Award for Innovation in Learning and Best Online Learning Solution at the World Education Congress. It also won the Emerging Brand Award at CMO Asia in Singapore.

ICICIdirect Centre for Financial Learning has gained industry expertise through years of practice in the domain of Financial Services. The world of Finance in general financial services, in particular, is becoming more and more specialized. This has resulted in a need of global professional industry certifications which are tailor-made with a global outlook and industry requirement. Delivery of training on these certifications by an Industry leader results in further extension of knowledge as they add to it the 'Practitioner's Approach'.

The association between Shoolini University (School of Business Management and Liberal Arts) and ICICIdirect Centre for Financial Learning aims to offer some benefits mentioned below to the students of Shoolini University. Shoolini University.

Bridge Skill Gap: Bridge gap between industry requirements and academic output by enhancing the competencies of students.

Specialized Domain Skills: Acquisition of financial knowledge by students through Globally Recognized Certifications.

Practical Curriculum: Training from practitioners to acquire a practitioner's outlook.

Expert Faculty: Access to experienced faculty from all over India. The ICICIdirect Centre for Financial Learning (ICFL) aims to address the learning needs of students in the domain of Finance through its Professional Certification and Development Programmes that have a practical and implementable approach. These programmes are focused to create next-generation leaders by expanding the pool of qualified and certified professionals in the industry. They are also focused to provide better employment opportunities and competitive advantage over others.

The various Professional Certification and Development Programmes offered by ICFL are:

- Training for international certifications like Certified Financial Planner (CFPCM) and Chartered Financial Analyst (CFA®)
- Joint Certificate programmes in Stock Markets & Financial Markets with National Institute of Securities Markets (NISM)
- Certification programmes in Finance in association with esteemed institute's like XLRI Jamshedpur, Indian Institute of Management (IIM) Indore, Frankfurt School of Finance & Management (FS)
- Workshops on Capital Markets

Mode of Delivery: The mode of delivery of these programmes is through ICFL's Virtual Classroom (V-Class)

V- Class is ICFL's endeavor to introduce a platform that has features of real-time virtual interactions where virtual lectures are delivered by the expert faculties, industry professionals and academicians. Equipped with its numerous functionalities, V-Class provides the student flexibility to attend the program at his/ her convenience from college lab and home on any

device (for e.g. desktop, laptop or a handheld device). The student has access to the recorded sessions which is subject to necessary approvals.

6.6 Faculty performance, appraisal and development (10)

Faculty members of Higher Educational Institutions today have to perform a variety of tasks pertaining to diverse roles. In addition to instruction, Faculty members need to innovate and conduct research for their self-renewal, keep abreast with changes in technology, and develop expertise for effective implementation of curricula. They are also expected to provide services to the industry and community for understanding and contributing to the solution of real life problems in industry. Another role relates to the shouldering of administrative responsibilities and cooperation with other Faculty, Head of School and the Head of Institute. An effective performance appraisal system for Faculty is vital for optimizing the contribution of individual Faculty to institutional performance.

The performance appraisal at School of Business Management and Liberal Arts is based on a well-defined system undertaken year:

- (i) Faculty Self-Assessment** – A format is provided which the faculty has to fill every year.
- (ii) School Assessment Committee** – It assesses results after every end semester examination.
- (iii) Feedback from Students** – Student feedback is taken on teaching and for each course taught by the faculty members.

6.6.1 Faculty performance: In order to keep a measure of our teaching performance, comprehensive feedback is conducted at the end of each semester. It is taken online on the Shoolini LMS (Learning Management System) **eUniv** in order to understand the students' perception of a faculty's pedagogy, knowledge of the subject and other traits like punctuality, handling the class, language/gesture, clarity of words etc.

To maintain the credit-worthiness of feedback, following techniques/characteristics are used:

1. **Anonymity:** The feedback is kept anonymous so that no one can know the identity of the student giving the feedback. eUniv team goes to the classes and updates the

students about the anonymity of the feedback through live demonstrations. This is practiced in order to make students comfortable and to encourage them to give true feedback without any fear.

2. **Secrecy/Surprise:** Students feedback is taken surprisingly so that no faculty member can influence the students' opinion before filling up the feedback.
3. **Transparency:** With a motive to maintain 100% transparency, feedback is taken online on eUniv and opened to the faculty members once the result of that particular semester has been declared. Faculty members, then can see the student's comments and can improve themselves wherever required.
4. **Analysis and submission for review:** Once the feedback is closed and analysis of the feedback is performed and the compiled data is shared with the respective Head of schools / Deans and the Registrar office so that the corrective action is taken, wherever required.

Manthan: It is generic feedback which is taken annually from the students and faculty/ staff members separately to know about their views and suggestion for overall improvement in the facilities available at the University Campus. This feedback is kept anonymous to encourage students, faculty and staff to write fearlessly and honestly so that management can get true feedback and they can take necessary steps to correct them. To maintain the credit-worthiness of Manthan feedback, following techniques/characteristics are used:

1. **Anonymity:** The feedback is kept anonymous so that students, faculty and the staff members can give their suggestions fearlessly and we can get true feedback.
2. **Promotion of the event:** The event is promoted more and more through emails, SMS and in the class rooms so that a good strength participates in this event and genuine, majority of comments are received on the things which are required to be corrected.

Sample Feedback

Mode: Anonymous

There are required fields in this form marked *.

General

Regular and punctual in taking the classes.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Content

Has good subject matter knowledge/ command over the subject.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Subject or the topic is presented systematically, clearly & according to the lecture schedule.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Pedagogy

Encourage student participation and class discussions.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Use of PPT's/ audio-visual aids/ examples/ diagrams.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Communication/Control

Easily/ comfortably manages/ handles (any misconduct/ misbehavior) the students in class.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Language/ Words/ Gestures/ Sound is loud and clear & easily understood.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

eUniv

Course supplement on eUniv is regularly updated with sufficient content (Lecture-Schedule, PPT, PDF, Student notes, Video Lectures)*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Takes tests; assignments etc. on eUniv.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Overall Rating

Should he/she be teaching this course to the next set of students.*

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

What is your overall rating for the teacher with respect to this course?*

- ☐ 1 Star (Lowest)
- ☐ 2 Star
- ☐ 3 Star
- ☐ 4 Star
- ☐ 5 Star (Highest)

Any other suggestions or comments

Submit your answers

Cancel

Feedback Analysis

Faculty Name :					
Course Name :	Customer Relationship Management (Q7)	Human Resource Management I (Q3)	Marketing Research II (Q4)	Total Counts	Consolidated Average
Number of Students :	34	107	90	231	
Regular and punctual in taking the classes.	4.18	4.41	4.27	998	4.32
Has good subject matter knowledge/ command over the subject.	4.18	4.39	4.16	986	4.27
Subject or the topic is presented systematically, clearly & according to the lecture schedule.	4.15	4.36	4.20	986	4.27
Encourage student participation and class discussions.	4.09	4.32	4.29	987	4.27
Use of PPT's/ audio-visual aids/ examples/ diagrams.	4.06	4.31	4.19	976	4.23
Easily/ comfortably manages/ handles (any misconduct/ misbehavior) the students in class.	4.09	4.33	4.13	974	4.22
Language/ Words/ Gestures/ Sound is loud and clear & easily understood.	4.06	4.32	4.20	978	4.23
Course supplement on eUniv is regularly updated with sufficient content (Lecture Schedule, PPT, PDF, Student notes, Video Lectures)	4.06	4.28	4.12	967	4.19
Takes tests, assignments etc. on eUniv.	4.03	4.31	4.24	980	4.24
Should he/she be teaching this course to the next set of students.	4.09	4.45	4.21	994	4.30
What is your overall rating for the teacher with respect to this course?	4.35	4.43	4.13	994	4.30
Final Consolidated Average	4.12	4.36	4.19		4.26

6.6.2 Faculty appraisals: School of Business Management and Liberal Arts follows the appraisal mechanism of the university which is an annual process done at the end of every year. Each faculty member presents his/her achievements of the year of assessment in front of the appraisal committee. The process is the 360-degree appraisal where multi rater evaluation and the student feedback is taken into consideration for any kind of increment decisions, developmental programs and other administrative decisions. The appraisal process is completely transparent and effectiveness.

SHOOLINI UNIVERSITY, SOLAN

APPRAISAL OF TEACHING FACULTY

(January 2018 to December 2018)

INSTRUCTIONS FOR FILLING APPRAISAL FORMS

1. Please fill the form electronically – no hand written form will be considered.
2. For Research; Please attach copy of full research papers. Score for research will only be considered if research papers attached.
3. Please attach certificate for course completion for all courses undertaken in January 01, 2018 to December 31, 2018. Score for teaching category will only be considered if course completion certificate is attached.
4. Last date to receive the filled form (hard copy) is March 08, 2019.
5. Please attach separate sheet for any additional information, wherever required.

Name		Faculty and School	
Designation		Date of Joining University	
Qualification (Last degree and date of completion)		Area of specialization	

SUMMARY OF KEY ACHIEVEMENTS IN YEAR (January 01, 2018 to December 31,2018)

(Please only state IMPACT and not ACTIVITIES)

Teaching:

Research:

Contribution to University:

Personal Development/Leadership:

CATEGORY I: TEACHING (Please give details in separate sheet, if any)

Sr. No	Nature of Activity	Score Allotted	Self-Score	HoS Score	Dean Score	Details
1.	Use of eUniv, uploading lectures, uploading video lectures, timely delivery of lectures and meeting the expected load, timely submission of results etc.	15				
2.	Creativity/Innovation	15				
3.	Quality of Teaching, Student Feedback	20				
Total Score		50				

CATEGORY II: RESEARCH / INNOVATION CONTRIBUTION DETAILS (Total Score 50)

(Please give details in separate sheet, if any)

Nature of Activity	Score Allotted	Self-Score	HoS Score	Dean Score	Details
Details of Inputs / Efforts towards Research & Development * Projects Submitted, Papers Submitted in Thompson/ Reuters/ Scopus etc , No. of Phd Students guided/guiding etc	15				
Details of Output/ Achievements out of Research * Scival FCI, H factor * No. and cost of sanctioned projects, No. of Patents etc	35				
Total Score	50				

CATEGORY III: CONTRIBUTION TO UNIVERSITY

Sr. No	Nature of Activity	Score Allotted	Self-Score	HoS Score	Dean Score	Details
1.	Leadership / Participation in activities beyond teaching and research,	50				
2.	Leadership / Participation in Conferences / Workshops etc. (Internal & External)					
3.	Leadership / Participation in Student related activities					
4.	Other Activities like Placement, Sprint, Admissions etc.					
Total Score		50				

CATEGORY IV: PERSONAL DEVELOPMENT / LEADERSHIP

Sr. No	Nature of Activity	Score Allotted	Self-Score	HoS Score	Dean Score	Details
1.	Key note & invited Speeches in Conferences/ Workshops etc	50				
2.	Contribution as Editor/Writer in renowned Journals					
3.	Publishing Papers with top Scientists of Nobel Laurette					
4.	Member of any Association					
Total Score		50				

Signature of Faculty

OVERALL COMMENTS / ASSESSMENT

<div>HOS</div> <div>Signatures of HOS</div>
<div>DEAN</div> <div>Signatures of DEAN</div>
<div>EVALUATION COMMITTEE</div>

Development System

The faculty development system of the school is mentioned under point 2.1.2.1. Following are the details of current faculty members' participation/membership:

Name of the Faculty	National Committee Membership
Prof. Y.S. Negi	<ol style="list-style-type: none">1. Life member, Indian Society of Agricultural Economics, Mumbai2. Life member, Indian Society of Agricultural, Nagpur3. Life member, Indian Society of Tree Scientists, Solan4. Life member, Indian Society of Agricultural Development and Policy, Ludhiana5. Life member, National Environment Science Academy, New Delhi6. Life member, Indian Society of Agricultural Marketing and National Environment Science Academy, Delhi
Prof. Kesari	<ol style="list-style-type: none">1. Member of World Economic Associations, UK.2. Member of the Society of Economics and Development, Ludhiana, India3. Life Member, The Indian Society for Ecological Economics (INSEE), Delhi.
Ms. Varsha Patil	Associate Member, Institute of Company Secretaries of India (ICSI)
Dr. Purnima Bali	<ol style="list-style-type: none">1. Member of International Scientific Committee of International Conference on Education Reform, Management Innovation and Social Science (ERMISS 2019) held at Beijing, China on March 24 and 25, 2019.2. Member of Advisory Committee for 'International Conference on Technology for Education, Training and Business (ICTETB 18)' organized at School of Education, Noida International University, G.B. Nagar, U.P. India on April-5th and 6th-2018 in collaboration with ARSEAM Foundation, New Delhi, India with the theme "Technology for Education, Training and Business".

	<p>3. Member of Reviewer Committee of 5th International Conference on Literature, Language, Humanities and Social Sciences (L2HSS-2017-BALI) Oct. 12-13, 2017 Bali, Indonesia.</p> <p>4. Life time member of International Society for Research & Development (ISRD).</p>
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Faculty acting as Resource Person

S. No.	Name of faculty	Details of board, etc.
1	Prof. Atul Khosla	<p>1. Independent Director, Gabriel India Ltd.</p> <p>2. Co-Founder AADDOO</p> <p>3. Advisor of Ankur Capital Fund</p> <p>4. Member HP State Council of CII (Confederation of Indian Industry)</p>
2	Ms. Pooja Verma	Delivered an invited talk on “Parents Association” at St. Luke’s School, Solan
3	Ms. Varsha Patil	Acted as a resource person at Yogada Satsanga Mahanvidyalaya, Ranchi for NAAC Accreditation in Sept, 2017
4	Prof. Kesari	<p>1. Delivered an invited talk on “Changing Trends in Careers, Knowledge & Skills - Corporate Preference and Career in Research” in “The Mann School”, Delhi, Oct 23, 2018</p> <p>2. Delivered an invited talk on “Changing Trends in Career & Careers options for Students” at Sacred Heart Convent School Senior Secondary School, Ludhiana, Dec 5, 2018</p>
5	Prof. Kuldeep Rojhe	<p>1. Career Counselling Session on “Careers in Business Management” at Govt. School, Salogra on Nov 6, 2015</p> <p>2. Delivered a talk on “Career Options after 12th” at Govt. School Sultanpur on Oct 19, 2016</p>

		<p>3. Delivered a talk on “How to choose great institution for Higher Education” at Govt. College, Ghumarwin on Feb 14, 2019</p> <p>4. Invited a talk on “Avenues in Business Management” Government College Nahan on Dec 22, 2017</p> <p>5. Delivered a talk on “Choosing a great career” Chinmaya Vidyalaya Nauni, Solan</p> <p>6. Invited talk on “Doing the Maths for MBA Degree” at UCBS Shimla on Feb 23, 2018</p> <p>7. Delivered a talk on “Career options after 12th” at Central School for Tibitians, Solan</p> <p>8. Invited talk on “Marketing – what you are supposed to do” at Shoolini Institute of Life Sciences & Business Management, Solan on March 7, 2018</p> <p>9. Delivered a talk on “Marketing Planning” at DIC, Solan</p> <p>10. Delivered a talk on “International Marketing” at MSME, Solan</p> <p>11. Keynote speaker in International Conference on multidisciplinary research, practices & studies, AP Goyal Shimla University</p> <p>12. Understanding buying potential for setting up a mall for Propbrowser Realty India Pvt Ltd. Bangalore, December 2014. Project formed the basis for establishing biggest Mall in Himachal.</p> <p>13. Women Empowerment in Himachal Pradesh, August 2018. Project was submitted to Private Educations Institutions Regulatory commission (PERC), Government of Himachal Pradesh. The study established basis for policy decisions by HP Government, August 2018</p>
6	Dr. Purnima Bali	<p>1. Chaired a session on “Multidisciplinary Research in the field of Literature” at International Conference on</p>

		<p>Multidisciplinary Research, Practices and Studies (ICMRPS-2018) at Shimla University, Shimla (H.P.) on Feb 24, 2018.</p> <p>2. Conversation with Hansda Sowvender Sekhar (Sahitya Akademi Yuva Puraskar winner) on the topic “Banned Books in India: Muffled Voices” at Shimla International Literature Festival on June 24, 2018.</p> <p>3. Talk on “Recent Trends in different domains – A Perspective from Literature side” at International Conference on Multidisciplinary Research, Practices and Studies (ICMRPS-2018) at Shimla University, Shimla (H.P.) on Feb 24, 2018.</p>
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Faculty of Management Sciences and Liberal Arts participation in Conferences and Symposia

S. No.	Name of faculty	Details of the conference and paper
1	Dr. Dipankar Sharma	Attended The Fourth International ERPBSS Conference held at Dubai on Jan 16, 2018
2	Prof. Adesh Saini	Attended IMI-conference in Mizoram
3	Mr. Chander Mohan Gupta and Dr. Pooja Verma	Presented paper “Online Human Trafficking Technology in its Grim Picture” in 3 rd National Conference on Human Rights and Gender Justice 2018 held on June 23, 2018 at Indian Law Institute, New Delhi.
4	Ms. Prachi Kapil	Presented paper in conference titled “Entrepreneurship for the XXI Century- Images and Perspectives”, Faculty of Management, University of Warsaw, Poland, Nov 16-17, 2017
		Presented paper in conference titled “A Conceptual Investigation of Entrepreneurship Education: The Road Travelled and the Journey Ahead”

		Attended Sustainable Mountain Development Summit- VII and respective discussion sessions from Oct 3 -10, 2018
		Attended FDP on ‘Simulation Based Learning’ organized by LearnBiz Solutions on June 7, 2018
5	Dr. Purnima Bali	Authored and presented a paper titled “Literature & Media: A Study of Stoning of Soraya M.” at National Conference organized by Department of Management & Humanities, NIT Hamirpur, Himachal Pradesh on July 14-15, 2017
		Attended Faculty Development Program on simulations at Shoolini University, Solan (H.P.) by b3 Solutions Pvt. Ltd. in June, 2018
		Attended Workshop on ‘Building a Customer Centric Culture’ at Shoolini University, Solan on December 9, 2017
		Attended Sustainable Mountain Development Summit VII on the theme “Wellbeing of Next Generation of Farmers in the Himalayan Region” at Shoolini University, Solan (H.P.) on Oct 3-5, 2019
		Presented paper titled “Realisation of Spiritual Life with Reference to Dr. Faustus” at National Conference on Interdisciplinary Approaches in Understanding Science, Arts and Spirituality organized by Department of Visual Arts, Himachal Pradesh University, Shimla on Oct 1-2, 2018
6	Dr. Supriya Srivastava	Attended National Conference on Sociological Review on Urbanization and The Environment
		Attended International Conference on Women Empowerment Through Political Participation in Indian Society
		Attended International Conference on History of Indian Caste System: Continuity and Changes
7	Prof. Atul Khosla	Attended Director's Club training program for Non-Executive and Independent Directors at Mumbai on Nov 15-17, 2017
		Attended HP State Council Meeting at CII Northern region on Dec 19, 2017

	Participated in TedX at Chandigarh on Jan 21, 2018
	Invited in McKinsey India Meet at Taj Palace, Delhi on Feb 6, 2018
	Invited in Nostalgia 2018 and Verification of Batch Files for Directory at Mumbai on March 3, 2018
	Participated in India Conference on Innovation, Intellectual Property and Competition at Delhi on March 30, 2018
	Attended Vibrant Networking Forum at Chandigarh on May 5, 2018
	Invited as a guest speaker in 6th Higher Education Technology Conference 2018 at Delhi on June 21, 2018
	Participated in EW India Higher Education Rankings Awards Nite 2018-19 at Bangalore on June 23, 2018
	Attended CII Education Summit at Delhi on June 29, 2018
	Invited as guest speaker in Leadership summit by Shoolini University at Chandigarh on July 20, 2018
	Participated in World Education Summit 2018 at New Delhi on Aug 9-10, 2018
	Attended Fifty-Fourth Annual General Meeting (AGM) of the members of GABRIEL INDIA LIMITED held on July 29, 2016 at Auditorium, Gabriel India Limited, 29th Milestone, Pune-Nashik Highway, Village Kuruli, Taluka Khed, Pune, Maharashtra
	Attended as guest Ankur Capital, Annual Founder Meet on Aug 8, 2016 at Jetha Compound 1, Byculla, Mumbai
	Delivered lecture at 19th JRD Tata Memorial on Aug 26, 2016 At New Delhi
	Attended SEBI CMC Meeting held on Aug 29, 2016 at BKC, Mumbai
	Attended ASSOCHAM's 2nd Conference on "Quality Education for ALL - Role of Affordable & Accessible Technology" held on Aug 30, 2016 at Hotel Royal Plaza, New Delhi

		Visited China for academic collaborations from 16/09/2016 to Sept 26, 2016
		Attended Vibrant Gujarat Global Summit – 2017: Curtain Raiser & Interaction Session with Shri Vijaybhai Rupani, Hon'ble Chief Minister of Gujarat held on Nov 4, 2016 at Taj Palace Hotel, New Delhi
		Participated in The Future of Higher Education Assessments: Developing an Ecosystem of Quality Examination held on Nov 9, 2016 at The Habitat Center, New Delhi
		Attended Association of Indian Universities North Zone Vice Chancellor's Meet 2016-17 held on Dec 22-23, 2016
		Interacted with DPS School students on Feb 8, 2017 in Pune Attended Aegis Graham Bell Awards Ceremony 7th edition On Feb 9, 2017 at NDMS Convention Center, New Delhi
8	Dr. Nandan Sharma & Mr. Chander Mohan Gupta	Attended International Conference on Multidisciplinary Research, Practices and Studies (ICMRPS-2018) held on Feb 23-24, 2018
9	Dr. Devesh Kumar	Attended Conference on Entrepreneurship for the XXI Century- Images and Perspectives, Faculty of Management, University of Warsaw, Poland, Nov 16-17, 2017
		Attended Faculty Development Program (FDP) on Advance Research Methodology and Data Analytical Tools on July 10-14, 2013 Jaipuria Institute of Management, Ghaziabad (India)
10	Prof. Kesari	Attended National Conference on Environment and Natural Resource Management, Shoolini University on Feb 23-24, 2017.
		Attended National Conference on Forestry: Current Challenges and Future Prospects, November 15-18, 2016, HFRI, Shimla.
		Attended Faculty Development Program (FDP) on Mentoring Skills, Shoolini University, Solan on Jan 20, 2017.

		Attended Faculty Development Program (FDP) on “Building a World Class University”, Shoolini University, Solan, Oct 24, 2016
		Attended Workshop on Presentation Skills, Shoolini University, Sept 13, 2017
		Attended FDP on ‘Leadership Development and Organizational Transformation’ by Mr. Santosh Babu, May 24, 2017
		Attended Workshop on ‘Digital Marketing’, Shoolini University on April 25, 2017 (by Ranjoy Dey)
		Attended Workshop and Review on Skilling and Livelihood Intervention, Department of Rural Development, Govt. of Himachal Pradesh, Shimla on Feb 7, 2018.
		Attended Sustainable Mountain Development Summit VII, Shimla on Oct 3-5, 2018.
		Attended Faculty Development Program on “Simulations”, Shoolini University, Solan, June 7, 2018.
		Attended International Conference on Sustainable Development Goals: Opportunities and Challenges in 2030 Agenda, Himachal Pradesh Institute of Public Administration (HIPA), Shimla on March 15, 2019.
		Presented a paper titled Fuelwood Consumption in Mountain Regions- A Challenge in 2030 Agenda of Sustainable Development Goals.
11	Prof. Narinder Verma	Attended Conference on Citation Analysis, Impact Factor, Patents & Copy Rights for Maximizing Research Impact on May 5, 2014 at PHD CHAMBER, New Delhi.
12	Ms. Prachi Kapil	Attended one week workshop on Tools and Techniques for Data Analysis in Management Research, June 20-25, 2016 at JUIT, Wagnaghat, H.P.
		Attended FDP on Jan 20, 2017, on ‘Mentoring Skills’ by Mr. Sanjay Sharma at Shoolini University Solan

		Attended Workshop in IPR and GI on March 16, 2017, at Shoolini University, Solan
		Attended PDP on HR Analytics at BITS Pilani on March 19-20, 2017
		Attended a workshop on Leadership Development and Organizational Transformation by Mr. Santhosh Babu on May 24, 2017 at Shoolini University
		Attended a workshop on Positive Psychology by Mr. Barinder Ahluwalia on June 15, 2017, at Shoolini University, Solan
		Attended 10 days Research Methodology Program for Ph.D students, sponsored by ICSSR. March 18-27, 2015
		Presented paper in the conference titled "Entrepreneurship for the XXI Century - Images and Perspectives" organized by the Centre for Entrepreneurship, Faculty of Management, University of Warsaw, Poland on Nov 16-17, 2017.
		Attended Sustainable Mountain Development Summit- VII and respective discussion sessions from Oct 3-10, 2018
		Attended FDP on 'Simulation Based Learning' organized by LearnBiz Solutions on June 7, 2018
13	Dr. Devesh Kumar	Chaired a technical session in an international conference- "Envisioning India 2.0: Economic Policies Prospects and Challenges" on Dec 1, 2018 at Jaipuria Institute of Management, Ghaziabad
14	Ms. Varsha Patil	Member organizing committee in the Sustainable Mountain Development Summit (SMDS-VII) held at Shoolini University, Solan on October 3-5, 2018. The theme was "Wellbeing of Next Generation of Farmers in the Himalayan Region"

		Participated in Second Annual IPR workshop at Shoolini University on March 15, 2019
		Keynote speaker on one day workshop on National and International ranking Systems at Shoolini University on March 16, 2019
15	Prof. YS Negi	Participated in Sustainable Mountain Development Summit Oct 3-5, 2018
		Participated in ICSSR sponsored seminar on Agriculture diversification and vulnerabilities to climate change at Eternal University, March 2019
16	Dr. Nitin Gupta	Attended National Conference on Management, Economics & Social Sciences (NCMESS), July 2017. Topic: A Comparative Study on Financial Inclusion of Public and Private Sector Banks – A Case Study of North Eastern Region
		Attended International Dialogue on Himalayan Ecology, organized by Dialogue Highway, Chandigarh, February 2016
		Attended Faculty Development Program on Simulation Based Learning organized by LearnBiz Simulations held within university (2018)
		Attended Sustainable Mountain Development Summit VII held in Oct, 2018 at Shoolini University
17	Dr. Kamalkant Vashisth	Presented paper in the National Conference on Management, Economics & Social Sciences (NCMESS2017) held on July 14-15, 2017 at NIT Hamirpur, H.P. Topic: "A review of Network Marketing industry's fight towards legitimacy in India"
		Participated in the Sustainable Mountain Development Summit (SMDS-VII) held at Shoolini University, Solan on Oct 3-5, 2018. The theme was “Wellbeing of Next Generation of Farmers in the Himalayan Region”.

Conferences/Workshops organized within campus in the Academic Year 2016-17 and 2017-18

Sr. No.	Date of the Event	Theme
1	11 th to 18 th July, 2016	Workshop cum Training Program on Technical Skill Development 2016
2	16 th March, 2017	Workshop on “Intellectual Property Rights (IPR) and Geographical Indications (GI)”
3	23 rd to 24 th February, 2017	National Conference on Environment and Natural Resource Management, by SERB, DST; Dept. of Tourism and aviation, Shimla; Center of research on Himalayan sustainability and development, Shoolini University; HIM Science Congress 7 Association, HP; held at Shoolini University
4	24 th October, 2016	Faculty Development Program (FDP) on “Building a World Class University”, Shoolini University, Solan
5	13 th September, 2017	Workshop on Presentation Skills, Shoolini University
6	20 th January, 2017	FDP on ‘Mentoring Skills’ by Mr. Sanjay Sharma at Shoolini University Solan
7	16 th March, 2017	Workshop on IPR and GI to promote awareness on IPR amongst students and faculty members
8	6 th September, 2017	Workshop on skills enhancement by Mr. Gaurav Singh, Senior Director PricewaterhouseCoopers
9	26 th to 27 th October, 2017	Writing Seminar-Workshop for MBA
10	24 th November, 2017	Workshop on Legal Aid Camp
11	27 th to 28 th November, 2017	Workshop in innovation by Mr. Bawa Grover
12	12 th February, 2018	Workshop on pedagogy by Mr. Dipra Jha from University of Nebraska-Lincoln, United States
13	8 th March, 2018	Symposia on Women Empowerment
14	6 th April, 2018	Seminar on Skills required by Corporates by Ms. Ratna Singh, HR- Flipkart
15	12 th April, 2018	Workshop on Entrepreneurship by Sandeep Jain - Strategy Consultant and Leadership Coach, Value Unlocked
16	7 th June, 2018	FDP on Business strategy Simulations – Mr. Maninder Singh, LearnBiz Solutions LLP
17	10 th August, 2018	Workshop on Positive Psychology by Mr. Barinder Aluwalia

6.7 Visiting/Adjunct/Emeritus Faculty etc. (10)

Adjunct faculty also includes Industry experts. Provide details of participation and contributions in teaching and learning and /or research by visiting/adjunct/emergitus faculty etc. for all the assessment years:

- *Minimum 50 hours per year interaction with adjunct faculty from industry/retired professors etc.*

Visiting/Adjunct/Emeritus Faculty is invited by the School of Business Management and Liberal Arts to give lecturers for content beyond syllabus and develop professional and personal competency in research, publications, innovation and teaching among faculties and students.

Following is the list of Visiting/Adjunct/ Emeritus Faculty etc. during last three years.

Assessment Year	Name of Guest Speaker who contributed more than 50 hrs.	Topic
2016-17	Mr. Rajendra Abhange	Leadership Skills
	Mr. Abhishek	Preparation & Cracking Interviews
	Ms. Sona Narang	Grooming & Etiquettes
2017-18	Ms. Pooja Malik	Role of Human Resources
	Ms. Renu Thakur	Self-esteem
	Mr. Dheeraj Mahajan	Life in the sales department
	Mr. Birender Ahluwalia	Positive Psychology
2018-19	Mr. Vivek Atray	Leadership Skills
	Mr. Amit Sharma	Corporate Life
	Mr. Neel Kamal Puri	Indian Authors
	Ms. Ratna Singh	Challenges of corporate life

Assessment Year	Name of Visiting/Adjunct/Emeritus Faculty who contributed more than 50 hrs.	Topic
2016-17	Mr. Ashish Khosla	Marketing Strategies
	Dr. Ashoo Khosla	Art of living and Health Awareness
2017-18	Mr. Ashish Khosla	Marketing Strategies
	Dr. Ashoo Khosla	Creativity in life
	Mr. Sumit Gupta	Corporate Life
	Mr. Pradeep Sharma	Role of Human Resources
	Mr. Amit Khanna	Banking and Finance
2018-19	Dr. S.C. Tewari	Agriculture Economics
	Mr. Ashish Khosla	Marketing Strategies
	Dr. Ashoo Khosla	Creativity in life
	Mr. Pradeep Sharma	Role of Human Resources
	Mr. Amit Khanna	Banking and Finance

School of Business Management and Liberal Arts regularly invites guest speakers from industry and academia to interact with the students, the detailed list is given in the Point 7.1.3 (C)

6.8 Academic Research (75)

Faculty Paper Publication

- *(List of Publications in referred journals, reputed conferences, books, book chapters, case studies in public domain etc.)*
- *List of Ph.D. /Fellowship titles(FPM) awarded during the assessment period while working in the institute*

School of Business Management & Liberal Arts focuses primarily on research areas such as, human resource management, marketing, finance and environment management. In the domain of human resource management, emphasis is on exploring new research horizons in workers' participation, organizational behavior, decision making and employee empowerment, job satisfaction and performance, cultural workforce diversity and work life in industries.

The basic concern in the field of marketing is on customer value, supply chain management, customer adoption, retention & satisfaction, customer relationship management and spending behavior, consumer attitude and perception etc. Thrust in the area of finance is on evaluating the impact of various schemes and policies on the growth of banking sector, stock market analysis, a comparison of private, public and foreign banks and the impact of corporate governance and disclosure practices on retail investor participation. School of Business Management & Liberal Arts has also been working on a prestigious World Gold Council Project titled 'Role of Gold in Economic Sustainability of Himalayan Region with a Focus on Himachal Pradesh'.

The list of publications of faculty and Ph.D awarded in the assessment year 2016-17, 2017-18 and 2018-19 is given below:

Sr. No.	Name of Faculty Member	Designation	Date of Joining the Institution	Research Paper Publications/ Book Chapters	Ph.D Awarded	Currently Associated (Y/N) Date of leaving (in case currently associated is (No)	Nature of Association (Regular/ Contract)
1	Prof. Adesh Saini	Professor	1/8/2011	18	2	Yes	Regular
2	Mr. Amar Rao	Assistant Professor	15/07/2013	0	0	Yes	Regular
3	Ms. Ashoo Khosla	Associate Professor	18/06/2015	0	0	Yes	Visiting
4	Prof. Ashutosh Mohanty	Professor	2/7/2018	10	0	Yes	Regular
5	Prof. Atul Khosla	Professor	1/6/2011	0	0	Yes	Regular
6	Dr. Devesh Kumar	Associate Professor	21/03/2012	3	0	Yes	Regular

Sr. No.	Name of Faculty Member	Designation	Date of Joining the Institution	Research Paper Publications/ Book Chapters	Ph.D Awarded	Currently Associated (Y/N) Date of leaving (in case currently associated is (No)	Nature of Association (Regular/ Contract)
7	Dr. Dipanker Sharma	Associate Professor	1/7/2015	7	2	Yes	Regular
8	Ms. Divya Jyoti Thakur	Assistant Professor	16/04/2010	0	0	No 18/05/2018	Regular
9	Ms. Gayatri Kanwar	Assistant Professor	25/07/2014	0	0	No 23/09/2016	Regular
10	Dr. Kamalkant Vashishth	Assistant Professor	16/07/2012	2	0	Yes	Regular
11	Prof. Kesari Singh	Professor	3/8/2010	6	1	Yes	Regular
12	Prof. Kuldeep Chand Rojhe	Professor	1/2/2008	8	2	Yes	Regular
13	Dr. Mala Tripathi	Assistant Professor	1/5/2018	0	0	Yes	Regular
14	Dr. Nandan Sharma	Assistant Professor	16/05/2017	0	0	Yes	Regular
15	Prof. Narinder Verma	Professor	15/07/2013	2	0	Yes	Regular
16	Dr. Neeraj Gandotra	Associate Professor	1/7/2010	2	0	Yes	Regular
17	Dr. Nitin Gupta	Assistant Professor	12/8/2010	1	0	Yes	Regular
18	Dr. Pooja Verma	Assistant Professor	21/01/2013	3	0	Yes	Regular
19	Ms. Prachi Kapil	Assistant Professor	5/8/2014	3	0	Yes	Regular
20	Dr. Rakesh Kumar Shukla	Assistant Professor	1/8/2013	7	4	Yes	Regular
21	Prof. Sunil Puri	Professor	14/09/2010	22	8	Yes	Regular

Sr. No.	Name of Faculty Member	Designation	Date of Joining the Institution	Research Paper Publications/ Book Chapters	Ph.D Awarded	Currently Associated (Y/N) Date of leaving (in case currently associated is (No)	Nature of Association (Regular/ Contract)
22	Dr. Supriya Srivastava	Assistant Professor	6/6/2016	3	0	Yes	Regular
23	Ms. Varsha Patil	Assistant Professor	3/9/2012	0	0	Yes	Regular
24	Dr. Vinay Negi	Assistant Professor	11/12/2017	0	0	Yes	Regular
25	Prof. Y.S. Negi	Professor	29/05/2015	4	3	Yes	Regular
26	Dr. Purnima Bali	Assistant Professor	10/4/2017	1	0	Yes	Regular

List of publications of faculty in Assessment Years 2016-17, 2017-18 and 2018-19 is given below:

S. No.	Name of Faculty	Name of Research Paper/Book/ Book Chapter	Hyperlink	Year of Publication	Name of Journal
1	Dr. Devesh Kumar	Factors influencing cloud computing adoption by small and medium-sized enterprises (SMEs) in India	https://aisel.aisnet.org/cgi/viewcontent.cgi?article=1158&context=pajais	2017	Pacific Asia Journal of the Association for Information Systems
		Exploring suitability of cloud computing for small and medium-sized enterprises in India	https://www.emeraldinsight.com/doi/abs/10.1108/JSBED-01-2017-0002	2017	Journal of Small Business and Enterprise Development
		Investigating Factors Affecting Cloud Computing Adoption by SMEs in Himachal Pradesh	https://ieeexplore.ieee.org/document/7819665/	2016	2016 IEEE International Conference on Cloud Computing in Emerging Markets (CCEM)
2	Dr. Dipanker Sharma	Role of gender and ethnicity diversity on the performance of employee	http://euroasiapub.org/wp-content/uploads/2016/12/10IMNov-4299-1.pdf	2016	International Journal of Research in IT and Management

		E-LOYALTY AMONG RURAL CUSTOMERS: EXAMINING THE ROLE OF TRUST, CONVENIENCE AND FREQUENCY OF USE	http://scholarshub.net/ijcms/vol8/issue2/Paper_08.pdf	2017	Indian Journal of Commerce & Management Studies
		Brain Drain and Skill Gap : An Overview of Human Resource Availability in Indian Healthcare Sector	http://www.ijetmas.com/admin/resources/project/paper/f201705231495558416.pdf	2017	International Journal of Engineering Technology, Management and Applied Sciences
		Quality of Work Life in Academics with reference to Motivational Theories	http://www.pbr.co.in/2018/2018_month/Oct/15.pdf	2018	Pacific Business Review International
		Effects and Challenges of Globalization on Higher Education in India	----		Economic Liberalization: Effects and Challenges. ” ISSN no. 978-81-8457-382-4.
		A chapter on corporate social responsibility; A study on Green Banking Products in Kanga. Corporate Social Responsibility	----		Corporate Social Responsibility Deep and Deep Publishers. ISBN No. 9383793287
		A Chapter on “Emerging Role of Women in Himachal Pradesh: Attainment of Leadership Competence through Panchayati Raj Institutions	----		Women Empowerment: HR Perspective, Regal Publishers. ISBN No. 978-81-8484-624-9
3	Prof. Adesh Saini	Fire in pine grown regions of Himalayas depletes cultivable plant growth promoting beneficial microbes in the soil.	https://doi.org/10.1016/j.apsoil.2019.03.020	2019	Applied Soil Ecology
		Biological markers for the effects of yoga as a complementary and alternative medicine.	https://doi.org/10.1515/jcim-2018-0094	2019	Journal of Complementary and Integrative Medicine.
		Fabrication of Ag ₃ VO ₄ decorated phosphorus and sulphur co-doped graphitic carbon nitride as a high-dispersed photocatalyst for phenol mineralization and E.colidis infection.	https://doi.org/10.1016/j.seppur.2018.12.007	2019	Separation and Purification Technology.

	GdVO ₄ modified fluorine doped graphene nano sheets as dispersed photocatalyst for mitigation of phenolic compounds in aqueous environment and bacterial disinfection.	https://doi.org/10.1016/j.seppur.2018.08.077	2019	Separation and Purification Technology.
	Translational initiation factor eIF5 replaces eIF1 on the 40S ribosomal subunit to promote start-codon recognition	https://doi.org/10.7554/eLife.39273.001	2018	eLife
	Fabrication of fluorine doped graphene and SmVO ₄ based dispersed and adsorptive photocatalyst for abatement of phenolic compounds from water and bacterial disinfection.	https://doi.org/10.1016/j.jclepro.2018.08.271 Get rights and content	2018	Journal of Cleaner Production
	Islanding of EuVO ₄ on high-dispersed fluorine doped few layered graphene sheets for efficient photocatalytic mineralization of phenolic compounds and bacterial disinfection.	https://doi.org/10.1016/j.jtice.2018.08.034	2018	Journal of the Taiwan Institute of Chemical Engineers
	Pectin-guar gum-zinc oxide nanocomposite enhances human lymphocytes cytotoxicity towards lung and breast carcinomas.	https://doi.org/10.1016/j.msec.2018.04.085	2018	Materials and Engineering
	Antioxidant activity and controlled drug delivery potential of tragacanth gum-cl-poly (lactic acid-co-itaconic acid) hydrogel.	https://doi.org/10.1016/j.ijbiomac.2017.10.138	2018	International journal of biological macromolecules
	Natural antioxidants as defence system against cancer	https://doi.org/10.22159/ajpcr.2018.v11i5.24119	2018	Asian Journal of Pharmaceutical and Clinical Research
	Neuroprotective role of ascorbic acid: antioxidant and non-antioxidant functions	https://doi.org/10.22159/ajpcr.2018.v11i10.27318	2018	Asian Journal of Pharmaceutical and Clinical Research
	Screening of Free Radical Scavenging, Anticancer Potential and GC-MS Analysis of Trigonella foenum-graecum Leaves.	https://www.academia.edu/37231272/3	2017	International Journal of Pharmaceutical Sciences Review and Research
	Analysis of plant growth promoting potential of endophytes isolated from Echinacea purpurea and Lonicera japonica.	http://dx.doi.org/10.4067/S0718-95162016005000025	2016	Journal of Soil Science and Plant Nutrition

		Biological traits of nanocomposites: nanofertilizers, nanopesticides, anticancer and antimicrobials	https://www.researchgate.net/publication/321668119_Biological_traits_of_nanocomposites_Nanofertilizers_nanopesticides_anticancer_and_antimicrobials		InModified Biopolymers: Challenges and Opportunities, Nova Science Publishers, Inc., New York. ISBN: 978-1-53612-116-2.
		Yeast as a model system to study human diseases.	https://link.springer.com/chapter/10.1007/978-981-10-5511-9_10		InMetabolic Engineering of Bioactive Compounds: Strategies and processes. Springer Nature Singapore Pte Ltd., Singapore. DOI 10.1007/978-981-10-5511-9_10. ISBN 978-981-10-5511-9
		Potential challenges and alternative approaches in metabolic engineering of bioactive compounds in industrial setup.	https://link.springer.com/chapter/10.1007/978-981-10-5511-9_19		InMetabolic Engineering of Bioactive Compounds: Strategies and processes Pte Ltd., Singapore. DOI 10.1007/978-981-10-5511-9_19. ISBN 978-981-10-5511-9.
		Advances in Directional Delivery of DNA and siRNA	https://www.researchgate.net/publication/329890248_Advances_in_directional_delivery_of_DNA_and_SIRNA	2018	InAdvances in Polymers for Biomedical Applications, Nova Science Publishers, Inc., New York. Chapter 7 ISBN: 978-1-53612-116-2. ISBN: 978-1-53613-612-8
		Metabolic Engineering of Bioactive Compounds: Strategies and processes	https://www.springer.com/in/book/9789811055102	2017	Metabolic Engineering of Bioactive Compounds:

					Strategies and processes
4	Prof. Ashutosh Mohanty	A Micro Level Analysis of Socio-Economic Implication on Farmers Death in India	----	2016	South Asian Journal of Socio-Political Studies (SAJOSPS)
		Impact of Climate Induced Natural Disasters in Costal Odisha Focused on Socio-Economic Vulnerability	https://medcraveonline.com/MOJCSR/MOJCSR-03-00073	2016	MOJ Cell Sci Rep
		Atmospheric Pollutants and Its Transport Mechanisms in Soil Along the Himalayas, Tibetan Plateau, and Its Surroundings: A Brief Note.	https://link.springer.com/chapter/10.1007/978-3-319-47744-2_2	2017	Xenobiotics in the Soil Environment
		Analytical Study on Impact of Climate Change on India Agriculture, SF J Global Warming	http://scifedpublishers.com/fulltext/analytical-study-on-impact-of-climate-change-on-india-agriculture/21679	2017	SFJGW, an open access journal
		A Micro Level Analysis of Nepal Earthquake Disaster 2015 in Lateral Perspectives.	https://www.researchgate.net/publication/324106719_A_Micro_Level_Analysis_of_Nepal_Earthquake_Disaster_2015_in_Lateral_Perspectives_Vulnerability_Attributes_and_Sustainability_along_Response_and_Recovery	2017	South Asian Journal of Policy and Governance, SJGP
		Public Response to Cyclone Warning System in Odisha: A case Study of Super Cyclone 99 and Philine	----	2016	Public Administration Review
		Micro level Analysis of Sustainable Agriculture in Digital India-Trends and Challenges	----	2016	International Conference on Development of Economies through Business Process Reengineering in Digital Era
		Application of Judicial Review for Good Governance: Special Reference to Indian Civil Service, 21st century World:	----	2016	International Journal Shodhankan

		Present Scenario and Challenges			
		Exploring community resilience and early warning solution for flash floods, debris flow and landslides in conflict prone villages of Badakhshan, Afghanistan.	https://www.sciencedirect.com/science/article/pii/S2212420918308215	2019	International Journal of Disaster Risk Reduction
		Urban Development and Poverty Alleviation Programme in India	https://ompublications.in/product/books/OM37118	2019	Development Administration: Dynamics and Challenges
5	Dr. Kamal Kant Vashisth	Distribution of margin among Intermediaries; Disintermediation and the contemporary entrepreneurial flow	http://www.pbr.co.in/2017/months.aspx	Jul, 2017	Elk Asia Pacific Journal of Marketing and Retail Management
		A Review of Network Marketing Industry's Fight towards Legitimacy in India	http://www.pbr.co.in/2017/octSixteen.aspx	Oct, 2017	Pacific Business Review International
6	Prof. Kesari	Valuation of Direct Consumptive Benefits of Forests of Himachal Pradesh	https://www.journalijdr.com/sites/default/files/issue-pdf/6636.pdf	2016	International Journal of Development Research
		A Study on Non-Performing Assets of Public and Private Sector Banks in India	http://www.ijetmas.com/admin/resources/project/paper/f201609211474445540.pdf	2016	International Journal of Engineering Technology, Management and Applied Sciences
		Customer's Perception and Satisfaction towards Services of Public & Private Sector Banks	http://www.iaeme.com/MasterAdmin/uploadfolder/IJM_07_06_009/IJM_07_06_009.pdf	2016	International Journal of Management
		Gender Perspective in Forest Management	----	2016	Proceedings of National Conference on Forestry in India: Management, Genetics, Biodiversity and Climate Change Perspectives. 2016. HFRI, Shimla, Kanchi Publications

		Valuation of Forest Resources in India- Approaches and Evidences	http://journal.edwin.co.in/index.php/GJMS/article/view/2320/1709	2017	Global Journal of Multidisciplinary Studies
		Emotional Intelligence and its Relationship with Conflict Management and Occupational Stress: A Meta-Analysis	http://www.pbr.co.in/2018/oct3.aspx	2018	Pacific Business Review International
7	Dr. Neeraj Gandotra	Multi-criteria Decision Making with Triangular Intuitionistic Fuzzy Number based on Distance Measure & Parametric Entropy Approach	https://www.sciencedirect.com/science/article/pii/S1877050917327710	Jan, 2018	Procedia Computer Science
		On Ranking in Triangular Intuitionistic Fuzzy Multi-criteria Decision Making under (α, β) -cut with 'Useful' Parametric Entropy	https://ieeexplore.ieee.org/abstract/document/7433778	Mar, 2016	IEEE Xplore
8	Dr. Nitin Gupta	A Study on Non-Performing Assets of Public and Private Sector Banks in India	https://www.researchgate.net/publication/319181626_A_Study_on_Non_Performing_Assets_of_Public_and_Private_Sector_Banks_in_India	2016	International Journal of Engineering Technology, Management and Applied Sciences
9	Dr. Purnima Bali	"Role of Youth in the Value-Making: With Reference to Four Chapters"	http://www.ijelr.in/5.3.18/20-24%20Dr.%20PURNIMA%20BALI.pdf	July-Sep, 2018.	International Journal of English Language, Literature and Translation Studies (IJELR), ISSN No. 2395-2628 (Print) and 2349-9451 (Online)
10	Dr. Rakesh Kumar Shukla	Customers Intension to Purchase Counterfeit Fashion Products in Himachal Pradesh, India (research Paper)	http://www.pragatipublication.com/assets/uploads/doc/04e97-295-310.16204.pdf	Jan, 2019	International journal of basic and applied research
		Influence of Personality and Socio-economic factors on Customers Attitude regarding Counterfeit Cosmetic Products: A case of Bilaspur Town in Himachal Pradesh, India	https://www.researchgate.net/publication/328365318_INFLUENCE_OF_PERSONALITY_AND_SOCIO-ECONOMIC_FACTORS_ON_CONSUMER_ATTITUDES_TOWARD_COUNTERFEIT_COSMETIC_PRODUCTS	Oct, 2018	International Journal of Interdisciplinary Research & innovations

			ODUCTS_A_CASE_OF_BILASPUR_TOWN_IN_HIMACHAL_PRADESH_INDIA		
		Resurrection of the fern "Cheilanthes albomarginata Clarke" involves utilization of trehalose as energy source and accumulation of protective stress metabolites	https://medwinpublishers.com/IJBP/IJBP16000131.pdf	June, 2018	international journal of Biochemistry and Physiology" Medwin Publishers
		Assessment of Socio Economic Impacts of Pandoga Sub Watershed In Rain Fed Agricultural Area of Shivalik Region Of Una (Himachal Pradesh), India	http://www.ijhssi.org/papers/vol7(4)/Version-3/N07040396105.pdf	April, 2018	International Journal of Humanities and Social Science Invention (IJHSSI)
		A Time Series Analysis of Auction Prices of Indian Tea	http://euroasiapub.org/wp-content/uploads/2017/07/12ESSJune-5019-1.pdf	June, 2017	International Journal of Research in Economics and Social Sciences (IJRESS),
		Consumer's Attitude for Acceptance of Online Grocery Shopping In India	https://www.journalcra.com/sites/default/files/issue-pdf/17371.pdf	May, 2017	International Journal of Current Research
		Influence of Customers' Attitude on Purchase of Counterfeit Products in Himachal Pradesh, INDIA	https://www.researchgate.net/publication/312164683_INFLUENCE_OF_CUSTOMERS'_ATTITUDE_ON_PURCHASE_OF_COUNTERFEIT_PRODUCTS_IN_HIMACHAL_PRADESH_INDIA	2016	International Research Journal of Marketing and Economics,
11	Dr. Supriya Srivastava	Trend of Urbanization and Urban Poverty in India with Special Reference to Uttar Pradesh	http://www.allsubjectjournal.com/download/2628/3-9-65-860.pdf	Oct, 2016	International Journal of Multidisciplinary Research and Development, Vol. 3 (10).
		Shahrikaranevamsahrigareebi : SamajshastriyParidrishya me Lucknow Shaharka Adhyayan		July, 2017	Manav

		Influence of Social Media on Education System: Prospects & Challenges		Dec, 2019	Envision India 2.0 Prospects & Challenges
12	Ms. Prachi Kapil	The Role of Intellectual capital in Promoting Knowledge Management Initiatives	http://www.kmel-journal.org/ojs/index.php/online-publication/article/view/338	Jun, 2016	Knowledge Management and E-learning
		Ranking and Evaluating Effectiveness of Teaching Methods in Academic Entrepreneurship by using Satisfaction Matrix Model	http://www.pbr.co.in/2017/2017_month/Oct/11.pdf	Oct, 2017	Pacific Business Review International
		Does Micro-Credit Empower Women through Self-Help groups? Evidence from Punjab, Northern India	https://www.mdpi.com/2075-4698/8/3/48	July, 2018	Societies
13	Prof. Kuldeep Rojhe	Review of Evaluative Criteria Used by Consumers Preceding Purchase Decisions of FMCGs (Fast Moving Consumer Goods)	https://management-review.nmims.edu/2018/10/review-of-evaluative-criteria-used-by-consumers-preceding-purchase-decisions-of-fmcgs/	2018	NMIMS Management Review
		Study of consumer behaviour toward online hotel room reservations	----	2018	Int. Journal of Management and Development Studies
		e-Distribution Channels Analysis : A Study of Chandigarh Hotels	----	2018	International Journal of Creative Research Thoughts
		A Review of Network Marketing Industry's Fight towards Legitimacy in India	http://www.pbr.co.in/2017/2017_month/Oct/16.pdf	2017	Pacific Business Review International
		Distribution of margin among intermediaries; disintermediation and the contemporary entrepreneurial flow	----	2017	ELK Asia Pacific Journal of Marketing and Retail management
		Study of TQM Performance among Pharmaceuticals Manufacturers of Himachal Pradesh, India	----	2017	International Journal of Innovative Research and Advanced Studies (IJIRAS)

		TQM Adoption among Pharmaceuticals Manufacturers of Himachal Pradesh, India.	http://www.eminencejournal.com/images/pdf/AL3.pdf	2017	International Journal of Business Management and Scientific Research
		Influence of customers attitude on purchase of Counterfeit products in Himachal Pradesh, India	https://www.researchgate.net/publication/312164683_INFLUENCE_OF_CUSTOMERS'_ATTITUDE_ON_PURCHASE_OF_COUNTERFEIT_PRODUCTS_IN_HIMACHAL_PRADESH_INDIA	2016	International Research Journal of Marketing and Economics, Associated Asia Research Foundation (AARF)
14	Prof. Narinder Verma	Single-phase thermal and hydraulic performance analysis of a V-pattern dimpled obstacles air passage	https://www.tandfonline.com/doi/abs/10.1080/08916152.2016.1269139	2016	Experimental Heat Transfer
		TiO ₂ /H ₂ O nanofluid flow and heat transfer analysis in V-pattern with combined protrusion obstacle square channel: experimental analysis and CFD validation	https://www.tandfonline.com/doi/abs/10.1080/01430750.2018.1563807	2019	International Journal of Ambient Energy
15	Prof. Sunil Puri	Assessment of wild medicinal plant used by migratory shepherds in alpine area of Rakchham- Chitkul wildlife sanctuary of district Kinnaur in Himachal Pradesh	----	2019	Plant Archives
		Survey of ethnomedicinal plants used by migratory shepherds in Shimla district of Himachal Pradesh	----	2019	Plant Archives
		Phytochemical analysis of ethanolic extracts of leaves of some selected medicinal plants used by tribal community of Sangla valley	----	2019	Plant Archives
		Study of wild medicinal plants used by tribal migratory shepherds in hills of Shimla district, Himachal Pradesh	----	2019	Plant Archives
		Phytochemical screening of <i>Acorus calamus</i> Linn. And <i>Cuscuta reflexa</i> Roxb	----	2019	Plant Archives
		Phytochemical screening of medicinal plants used by tribal migratory shepherds in western Himalaya	----	2019	Annals of Agri Bioresearch

	Phytochemical screening of wild medicinal plants used by tribal migratory shepherds in Pabbar valley, Western Himalaya	----	2019	Annals of Agri Bioresearch
	Phytochemical screening of selected medicinal plants used by migratory shepherds in Sangla valley of district Kinnaur	----	2019	Annals of Agri Bioresearch
	Diversity and use of wild edible plants by migratory shepherds in the Himachal Pradesh of the Western Himalayas	https://academicjournals.org/journal/JMPR/article-full-text-pdf/623D61359705	2018	India Journal of Medicinal Plants Research
	An ethnobotanical study of wild medicinal plants used by migratory shepherds: a tribal community of western Himalayas	https://innovareacademics.in/journals/index.php/ajpcr/article/view/31130	2019	Asian Journal of Pharmaceutical and clinical research
	Assessment of medicinal and phytochemical potential of ethnomedicinal plant <i>Bergenia ciliata</i> (Haw.)	----	2019	Journal of Microbiology, Biotechnology and Food Sciences
	Improving production of plant secondary metabolites through biotic and abiotic elicitation	https://www.researchgate.net/publication/329472689_Improving_production_of_plant_secondary_metabolites_through_biotic_and_abiotic_elicitation	2019	Journal of applied research on medicinal and aromatic plants
	Plant growth regulator mediated consequences of secondary metabolites in medicinal plants	https://www.sciencedirect.com/science/article/pii/S2214786117303285	2018	Journal of Applied Research on Medicinal and aromatic Plants
	Drought Stress-Mediated Consequences on Enzymatic Antioxidants of <i>Fagopyrnesculentum Moench</i>	----	2018	Asian Journal of Advanced Basic Sciences
	Study of Ethnomedicinal Plants used by Migratory Shepherds in Renuka Forest Division of District Sirmour (H.P) Western Himalaya	https://www.biobulletin.com/pdf/5%20Study%20of%20Ethnomedicinal%20Plants%20used%20by%20Migratory%20Shepherds%20in%20Renuka%20Forest%20Division%20of%20District%20Sirmour%20(H.P.)%20Western%20Himalaya%20RADHA.pdf	2018	Biological Forum-An International Journal

		Determination of suitability of water quality for agricultural proposes using new scoring based Randev and Puricclassification	https://www.researchgate.net/publication/319114428_Determination_of_suitability_of_water_quality_for_agricultural_purposes_using_new_scoring_based_Randev_and_Puri_classification	2017	International Journal of Advanced Research in Biological Sciences
		Antimicrobial, antioxidant and GC-MS profiling of Rumexobtusifolius L. an important ethnomedicinal plant of Himachal Pradesh in North Western Himalaya.	http://www.indianjournals.com/ijor.aspx?target=ijor:mpijpri&volume=8&issue=3&article=010	2016	Medicinal Plants - International Journal of Phytomedicines and Related Industries
		Evaluation of Water Quality Index for the Groundwater in region around Buddha Nallah, Punjab, India.	https://www.researchgate.net/publication/301889530_Evaluation_of_Water_Quality_Index_for_the_Groundwater_in_region_around_Buddha_Nallah_Punjab_India	2016	International Journal of Advanced Research
		Phytochemical Profiling and GCMS Study of AdhatodavasicaNees. anEthnomedicinal Plant of North Western Himalaya	https://www.researchtrend.net/bfij/pdf/BFIJ%2042%20RACHNA%20VERMA%201234%20Phytochemical%20Profiling%20and%20GCMS%20Study%20of%20Adhatoda%20vasica%20Nees.%20an%20Ethnomedicinal%20Plant%20of%20North%20Western%20Himalaya.pdf	2016	Biological Forum
		Assessment of species diversity along different altitudinal gradients in Bandli Wildlife Sancturay District Mandi, Himachal Pradesh	http://www.ijiras.com/2016/Vol_3-Issue_7/paper_10.pdf	2016	International Journal of Innovative Research and Advanced Studies
		Ethnobotanical plants of Bandli Wildlife Sanctuary, Mandi, Himachal Pradesh.	http://www.journalijar.com/article/9783/ethnobotanical-plants-of-bandli-wildlife-sanctuary,-mandi,-himachal-pradesh/	2016	International Journal of Advanced Research

		Evaluation of Water Quality Index for the Groundwater in region around Buddha Nallah, Punjab, India.	https://www.researchgate.net/publication/301889530_Evaluation_of_Water_Quality_Index_for_the_Groundwater_in_region_around_Buddha_Nallah_Punjab_India	2016	International Journal of Advanced Research
16	Prof. Y. S. Negi	Agricultural Growth and Crop Diversification in Western Himalayan State of Himachal Pradesh	http://www.pbr.co.in/2018/2018_month/Oct/11.pdf	2018	Pacific Business Review International.
		A time-series analysis of auction prices of Indian tea	http://euroasiapub.org/a-time-series-analysis-of-auction-prices-of-indian-tea/	2017	International Journal of Research in Economics and Social Sciences
		Spatio-temporal analysis of crop diversification in Himachal Pradesh. A district wise analysis	https://ijrcm.org.in/article_info.php?article_id=7196	2016	International Journal of Research in Commerce, Economics & Management
		Nature and extent of crop diversification in Himachal Pradesh, India: an economic analysis	----	2016	Global Journal of Multidisciplinary Studies
17	Dr. Pooja Verma	Quality of Work Life in Academics with reference to Motivational Theories	http://www.pbr.co.in/2018/2018_month/Oct/15.pdf	Oct, 2018	Pacific Business Review International
		Accounting & Business Ethics - Need of the Hour.	http://www.internationaljournalssrg.org/IJEMS/index.html	Apr, 2018	SSRG International Journal of Economics and Management Studies (SSRG - IJEMS)
		Quality of Work Life of females in India.	http://bhartipublications.com/product/economic-environment-of-business-issues-policy/	2016	Book: Economic Environment of Business: Issues and Policy.

6.9 Sponsored Research (25)

Funding Amount (Cumulative during CAYm1, CAYm2 and CAYm3):

Amount \geq 30 Lacs 25 Marks,

Amount \geq 25 and $<$ 30 Lacs 20 Marks,

Amount \geq 20 and $<$ 25 Lacs 15 Marks,

Amount \geq 15 and $<$ 20 Lacs 10 Marks,

Amount \geq 10 and $<$ 15 Lacs 5 Marks,

Amount $<$ 10 Lacs 0 Mark

School of Business Management & Liberal Arts is aligned with the universities research objective of Himalayan sustainability. Shoolini focus of research is centred on the economics, biodiversity and sustainability of Himalayas.

Sponsored Research Details							
S. No.	FY	Name of Faculty (Principal Investigator)	Name of the Funding agency	Title of the Project	Sanctioned order no.	Sanctioned date	Total Amount Received (In Rupees)
1	2017-18	Prof. Adesh K Saini	NMHS-MoEF&CC	Post-Fire Management in the Pine Forests of Indian Himalayan Region	NMHS/SG-2016/019/382	31/03/2016	7,36,200
2	2016-17	Prof. Adesh K Saini	NMHS-MoEF&CC	Post-Fire Management in the Pine Forests of Indian Himalayan Region	NMHS/SG-2016/019/382	31/03/2016	21,61,200
3	2015-16	Prof. Narinder Verma, Prof. Atul Khosla Dr. Kuldeep Rojhe	World Gold Council	Role of Gold in Economic Sustainability of Himalayan Region with a Focus on Himachal Pradesh	-----		50,000
		Prof. Atul Khosla	National Stock Exchange	Financial Literacy in Himachal Pradesh	-----		1,35,562
Total Amount							30,82,962

S. No.	Name of faculty	Name of the Project	Funding Agency	Grant Received	Year of Receiving Grant
1	Prof. Narinder Verma (Co-PI)	To develop industrially focused curriculum in Advanced Manufacturing Technology	Royal Academy of Engineering (RAE), London, UK	Rs. 45 lakhs (approx.)	2017
2	Dr. Ashutosh Mohanty	To develop yearly warning system in Asia Pacific Region	Govt. of Papua New Guinea and APEC	5 lakh approx. (Travel Grant)	2018

6.10 Preparation of teaching cases (30)

School of Business Management and Liberal Arts has introduced the case study teaching method on the lines of top global management institutes like Harvard Business School. Faculty members have been trained by the top professionals like Prof. Ashley Braganza from University of Brunel from time to time on case study teaching in the class. The relevant case studies are included in the lecture schedule itself so that the students are aware of the cases to be done in the class.

Case studies for teaching are detailed descriptions of a real or fictional situation or problem that requires a decision or solution with a plan of action. They are used most often to help students learn and/or sharpen their management and leadership skills, but also more specifically the skills of analysis, to differentiate between important and peripheral facts, problem-solve, make decisions, prepare plans of action and make policy recommendations. Furthermore, the discussions in class also help hone the skills required to present their conclusions to others who may have contrasting viewpoints.

Education involves teaching values, attitudes, knowledge, skills and behavior, so to be effective, the teaching must be done in a way that will have impact on these elements. Research has shown that methods that are interactive and experiential, relevant to real life, require higher level thinking and analytical skills, and actively engage students, contribute to achieving this impact.

Adoption of case study methods in MBA:

- Students in MBA learn through interactive pedagogy, where case studies form an importance part of classroom culture. Lecture schedules are prepared and distributed before the commencement of classes and each lecture in the schedule clearly outlines the outcomes expected and the methodology adopted. Lecture Schedules also comprises of the cases to be done in that course.
- Cases chosen are complex, with multiple perspectives, issues, outcomes and impacts that reflect real-life situations. While selecting the cases it is kept in mind that the students are in the position of the ‘decision-maker/influencer’, enabling them to experience the case and develop their decisions/recommendations/plan of action based on their own analysis and problem-solving skills.
- Each course must include project-based learning and case studies to be discussed in classes. In order to provide sufficient time for case study discussions, each MBA lecture is of two hours duration.
- Students are required to have thoroughly read the case, understand its scenarios, data and complexity. Beyond the case study, students are desired to have read the contemporary issues relating to the case and referred to text books for in depth understanding of the concepts to be used in the case study. Simultaneously students are advised to have discussions among their peers beforehand to get a feel of different perspectives of the case situations.
- Subsequently, students are segmented into groups for class discussions. Instructors stimulate thorough discussion and debate to yield critical thinking of the scenario and thus propose probable solutions with reference to their own views, issues highlighted by peers, concepts learnt in class lectures, data given in the case study and contemporary scenarios.
- Students finally summarize their views and present to the class which is further augmented by questions from peers and the faculty.
- The case studies are selected by faculty from Harvard case studies, ICFAI and other reputed publishers to ensure high quality case studies are undertaken for discussions. In few instances, real life situations are presented to students, where industries have approached the institution for solving their live problems. Faculty is also involved in developing case studies; however, this presently is at an infant stage.

Following are some of the guidelines followed for teaching a case in class:

- Teachers explain the Case Study Method to students (details of teaching case study are given in **ANNEXURE VI**)
- Students are given guidelines for analyzing the cases
- A good first question is devised that will encourage different points of view
- Different answers anticipated
- A structured discussion is stimulated by asking questions relevant to the teaching goals
- Students are encouraged to present their analysis and draw conclusions
- Teacher needs to be ready with responses to different analyses and conclusions, but remember that there often is no right answer
- The teacher's job is not to present a particular solution to the case. Nonetheless, the teacher may point out faults of logic or summarize different outcomes from different analysis.

Case Study of MBA Program 2016-2018	
S. No.	Case Study
1	Healthy Food Corporation
2	Lucky Store
3	Healthy Food Ltd.
4	"Lessons for 'Undercover' Bosses"
5	"Examinations on time: Perceptual Distortion: Projection"
6	"Dhoni plays it straight- Leadership styles"
7	Samsung – The Making of A Global Brand
8	Amway's Indian Network Marketing Experience
9	:Fairness Wars
10	:Allen Solly – Entering the Indian Women's Western Wear Market
11	Cielo – A Car in Trouble
12	Ujala – The Supreme Whitener
13	GDP: An Imperfect Measure of Progress
14	Indian Inflation Puzzle
15	Understanding Financial Crisis:Theory and Evidence from the crisis of 2007-08
16	India's Macroeconomic Policy:Locked in an anti-Growth Trap

17	Impact of International Liberalization on the Indian Economy
18	Unilever in India: Building the Ice Cream Business
19	Hindustan Lever – Rural Marketing Initiatives
20	Airtel Magic – Selling a Pre-Paid Cellphone Service
21	Application of Fish Bone Analysis for evaluating supply chain and Business Process-A Case study on the St.James Hospital
22	Application of Fish Bone diagram to determine the risk of an event with multiple causes
23	Can Research Rescue the Red Cross?
24	Inquiring minds Want To Know-Now!
25	The Jones Family, Incorporated
26	Solidare Infrastructure Company
27	Penguins,Animal Logic and Blades
28	Imperial Chemical turns to SaaS Security Tools
29	Bangalore clears congestion with telecommunications
30	“Plight of an Intelligent Management Trainee”
31	“Trading Assistants job”
32	“Performance Management System at Kaveri Boilers”
33	Bruke: Learning & Growing through Marketing Research
34	National Football League: The King of Professional Sports
35	The Mayo Clinic: Staying Healthy with Marketing Research
36	Procter & Gamble: Using Marketing Research to Build Brands
37	eGo: Reinventing the Wheels
38	Dunkin’s Donuts: Dunking the Competition
39	Marriott: Marketing Research leads to Expanded offerings
40	A case study from the Healthcare Domain
41	Bingo vs Frito Lays
42	Steel Industry
43	Case study of Micromax
44	Case study of Walmart
45	Buyer-Seller Dyad
46	Pricing and Distribution
47	Leadership & Motivation

48	HR supply forecasting, a contemporary issue
49	Approach to Human Resource Planning -HRP-in weaving Industry of MARUTHAMUNAI
50	Case study on factors effecting Claims
51	Case analysis based on permissible and prohibited business in banking
52	Case study on factors effecting Claims
53	Case analysis based on permissible and prohibited business in banking
54	“Who should organise the training workshop?”
55	“Focus on training objectives”;
56	“Designing a training program”
57	“Strategic Human Resource Management at Herman Miller”
58	“Strategic human resource management at Praxair”
59	Adjusting to Saudi Arabian Culture
60	McDonald’s Corporation in Emerging Markets
61	The Indian Cashew Processing Industry
62	Merger & Acquisition Failure Study
63	Dove : Evolution of brand
64	Branding an airline : A Case Study of Air Asia
65	Asian Paints Business Transformation by Implementing CRM
66	“ Bharati Airtel: CRM Implications
67	“ Fujitsu Outsourcing: Fujitsu Siemens computers eCRM system solutions”
68	Glamorous Internships? Or House Elves?”
69	“ Alpha Co. Ltd.: Wage Administration"
70	Changing face of compensation in PSU’s : An attempt to compete with private sector

CRITERION - VII
INDUSTRY AND INTERNATIONAL CONNECT (130)

Criterion - VII

Industry and International Connect (130)

7.1. Industry Connect (90)

7.1.1. Consultancy (from Industry) (25)

(Provide a list with Project Title, Funding Agency, Amount and Duration)

Funding amount (Cumulative during CAYm1, CAYm2 and CAYm3):

Amount \geq 25 Lacs 25 Marks,

Amount \geq 20 and $<$ 25 Lacs 20 Marks,

Amount \geq 15 and $<$ 20 Lacs 15 Marks,

Amount \geq 10 and $<$ 15 Lacs 10 Marks,

Amount \geq 5 and $<$ 10 Lacs 5 Marks,

Amount $<$ 5 Lacs 0 Mark

School of Business Management and Liberal Arts has been offering consultancy services primarily in the fields of personality development, financial knowledge, skill development including managerial & leadership skills and soft skills. The faculty members are encouraged to conduct consultancy services in the areas of their expertise. Following are the details of consultancy services provided:

Consultancy Projects						
S. No.	FY	Name of Faculty (Chief Consultant)	Funding Agency	Title of Consultancy of Project	Amount received (in rupees)	Duration
1	2017-18	Prof. Atul Khosla	Uday Raj Advertiser & Venus Remedies	Marketing Strategies	40,000	4 months
		Ms. Varsha Patil	Moot Court Competition	Conducting National Level Moot Court Competition	6,500	7 days

2	2016-17	Prof. Atul Khosla	Tripple 6 Production	Brand Marketing	14,000	3 weeks
		Prof. Atul Khosla	Association of India	Developing Marketing Strategies	15,000	2 weeks
		Prof. Atul Khosla	R.S Films	Marketing Strategies	20,000	3 weeks
		Dr. Sunil Puri	GOI	Skill Development for Science internship programme	38,25,000	12 months
		Ms. Prachi Kapil	Anand Autocare	Personality Enhancement-MOKSH	14,88,276	12 months
		Total			54,08,776	
	2016-17	Prof. Atul Khosla	Oliver Wyman	SEBI Transformation	3,08,025	3 months
		Prof. Atul Khosla	Oliver Wyman	Westpac Bank Budget Strategies Australia	1,40,000	1 month
		Mrs. Poonam Nanda	Shoolini Institute of Life Sciences and Business Management	Personality Development and Soft Skills for BBA Students	NIL	6 months
		Prof. Kesari	Anand Trucking	Awareness level of Bharat Benz Trucks and buying potential in H.P.	1,00,000	6 months
		Dr. Sunil Puri	GOI	Skill Development for Science Internship Programme	26,00,000	12 months
		Ms. Prachi Kapil	Anand Autocare	Personality Enhancement-MOKSH	1,05,000	3 months
		Total			32,53,025	

3	2015-16	Prof. Atul Khosla	NSE	Financial Literacy in Himachal Pradesh	1,35,562	2 weeks
		Prof. Atul Khosla	Ankur Capital	Social Entrepreneurship Opportunities in the Himalayan Region	20,000	1 week
		Prof. Atul Khosla	Anand Toyota	Study of Automotive Industry in Himachal Pradesh	10,000	2 weeks
		Prof. Atul Khosla	Oliver Wyman	SEBI Transformation	3,35,000	3 months
		Prof. Atul Khosla	Oliver Wyman	Westpac Bank Budget Strategies Australia	18,60,000	4 months
		Prof. Atul Khosla	Swiss Re	India Entry Strategy	13,00,000	2 months
		Total			36,60,562	

*The details of Westpac bank consultancy is given in **ANNEXURE VII**

7.1.2. Faculty as consultant of the industries (15)

(Qualitative assessment on the basis of type of consultancy, number of faculty involved, type of industries and completion of consultancy assignments)

School of Business Management and Liberal Arts promotes and supports consultancy projects as an official policy and is actively working towards providing consultancy services to the industry in its areas of expertise. It encourages its faculty to undertake consultancy assignments with industry, institutions and organizations. These consulting projects typically entail providing innovative solutions to the industry for improving their products and processes, requiring professional expertise of the faculty and utilization of the infrastructural facilities, personality development, Skill development, marketing strategies etc. Having faculty with a blend of industry experience academic excellence coupled with well-equipped research labs helps the school to attract consultancy projects.

Despite having been in existence for a relatively short period the school has done well in initiating consultancy projects in significantly diverse fields. The consultancy projects undertaken by School of Business Management and Liberal Arts are listed in the table given under point 7.1.1

Shoolini University our parent body is also a member of CII and other industry associations like ASSOCHAM. It actively participates in these forums and leverages such opportunities to showcase its expertise and capabilities to support the innovative endeavors of the industry.

In the School of Business Management and Liberal Arts, Dean Prof. Atul Khosla leads the consultancy initiatives. Prof. Atul Khosla advises several Indian and global organizations on issues of strategy, operations and innovation – he is/ has been Independent Director with Gabriel India, Director with Innohive (a social incubator), Senior Advisor to Ankur Capital (India's leading social VC fund), advisor to SEBI Chairman (India's Security Regulator), and advisor to Global management of Swiss Re, among others.

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

A) Summer internship spread over eight weeks is a mandatory part of MBA curriculum. Students are placed with reputed industries/companies for their summer internships. They are assigned a project topic to be completed mainly under the guidance of industry mentor. Project report is finally submitted and presented in the School of Business Management & Liberal Arts. More than 500 MBA projects have been completed till date with leading Global and Indian companies like Oliver Wyman, GENPACT, ICICI Prudential, Kotak Group, ICICI Securities, Orbit Biotech, World Gold Council (WGC), Mondelez, and Agilent etc.

Several students of MBA program also voluntarily undertake projects in collaboration with industry and other institutions.

The list of MBA students who went for summer internships in three previous years i.e. 2016, 2017 and 2018 is given below:

Summer Internship Details 2016 (Batch 2015-17)				
S. No.	Roll No.	Name	Company	Project Title
1	150002	Akanksha Bhatia	HDFC	Product Penetration and Digitalization
2	150016	Naveen Kumar	Airtel	4G Business seeding 4G devices and Sim swaps for prospective 4G markets and distribution
3	150017	Nageen Sharma	Shubham Housing Finance	Project on daily work experience of the company
4	150019	Nikhil	Times of India	Times of India and their competitors position in Panchkula
5	150148	Bhuvnesh Kumar	World Gold Council	Role of Gold in economic sustainability of Himalayan region with focus on Himachal
6	150155	Deepika Dhiman	GENPACT	Recruitment and Selection at GENPACT
7	150191	Bhavana	IDBI	Promotional Strategies of IDBI Federal
8	150221	Rohit Kumar Jhanga	HDFC	Product Penetration and Digitalization
9	150259	Karan Kalta	Shoolini University	Study of challenges in admission process
10	150261	Kalpna Rana	Cadbury Baddi	Social security measures in an organization
11	150277	Aman Kumar	Times of India	Times of India and their competitors position in Panchkula
12	150403	Vishal Aggarwal	Airtel	4G Business seeding 4G devices and Sim swaps for prospective 4G markets and distribution
13	150406	Chander Bhanu	Kotak Mahindra Bank	Low cost merchant acquiring
14	150437	Sahil Saklani	Shoolini University	Admission Procedure of Shoolini University

S. No.	Roll No.	Name	Company	Project Title
15	150440	Insha Abedin	GENPACT	Reducing Time lags between final selection, offering and joining of candidates
16	150477	Pratibha Thakur	HDFC	Completions Analysis of various account holdings in Solan
17	150493	Neha Thakur	Times of India	Consumer preference Towards Times of India newspaper
18	150494	Navpreet Dhillon	Kotak Mahindra Bank	Low cost merchant acquiring
19	150497	Karan Singh Parmar	World Gold Council	Role of Gold in economic sustainability of Himalayan region with focus on Himachal
20	150498	Sakshi Adhir	World Gold Council	Role of Gold in economic sustainability of Himalayan region with focus on Himachal
21	150501	Pooja Vimal	IDBI Federal	Analysis of portfolio management schemes of IDBI Federal
22	150530	Harsh Wardhan	Reliance JIO	Integrating Trade with Youth segment
23	150543	Anjum Vyas	Kotak Mahindra Bank	Low cost merchant acquiring
24	150556	Akanksha Sharma	Times of India	Sales and promotion of Times of India
25	150615	Pooja Sharma	Anand Toyota	Study on customer feedback during sales and after sales
26	150854	Pooja Khatana	Shoolini University	Designing admission manual for Shoolini University
27	150855	Sonia Narwal	Anand Toyota	Satisfaction Levels of employees of Anand Toyota
28	150858	Aman Sagar	Kotak Mahindra Bank	Low cost merchant acquiring
29	150859	Rahul Rana	HDFC	Completions Analysis of various account holdings in Solan
30	150860	Shashi Sharma	Times of India	Consumer perception Towards Times of India newspaper
31	150861	Vinod Kumar	HDFC	Customer awareness about Digitalization

S. No.	Roll No.	Name	Company	Project Title
32	150863	Priyanka Chauhan	IDBI	Comparative study on Mutual Funds and Life Insurance
33	150864	Anita Sharma	World Gold Council	Role of Gold in economic sustainability of Himalayan region with focus on Himachal
34	150865	Lalita Chauhan	Kotak Mahindra Bank	Low cost merchant acquiring
35	150866	Yoginder Singh Rana	Anand Toyota	Customer satisfaction and perception towards the services provided
36	150867	Pankaj Guleria	IDBI Federal	Analyzing of portfolio management scheme of IDBI Federal
37	150868	Paras Tanwar	Times Of India	Sales and promotion of Times of India newspaper and magazines
38	150869	Sunil Sharma	Eazy Diner	Customer perception and satisfaction about Eazy Diner
39	150870	Preet Pal	Times of India	Consumer preference towards Times Of India
40	150871	Puneet	HDFC	Product Penetration and Digitalization
41	150872	Shubham Verma	Meridian Medicare Ltd.	Critical review of working capital management
42	150873	Pankaj Sharma	RC Chevrolet	Study on Challenges faced during sales
43	150874	Poonam Sharma	GENPACT	Recruitment and Selection at GENPACT
44	150875	Rohit Khajuria	Times of India	Sales and promotion of newspaper and magazines
45	150876	Shabnam Thakur	HDFC	Product Penetration and Digitalization
46	150877	Navneet	HDFC	Product Penetration and Digitalization
47	150878	Harshita Shukla	Cadbury Baddi	Heath Safety and welfare measures in Mondelez India food Pvt. Ltd.

S. No.	Roll No.	Name	Company	Project Title
48	150879	Gaurav Sharma	Reliance JIO	Integrating Trade with Youth segment
49	150880	Mohit Verma	Ankur Capital, Mumbai	Food processing value
50	150967	Avijeet	HDFC	Product Penetration and Digitalization
51	150973	Vishal Sharma	World Gold Council	Role of Gold in economic sustainability of Himalayan region with focus on Himachal
52	150997	Promila Verma	IDBI Federal	Analysis of consumer behavior in relation to IDBI
53	151010	Pankaj Mehta	Airtel	4G Business seeding 4G devices and Sim swaps for prospective 4G markets and distribution
54	151015	Gaurav Dogra	Times of India	Opinion of different newspaper readers in Panchkula
55	151058	Mahak Bakshi	Kotak Mahindra Bank	Low cost merchant acquiring
56	151069	Nidhi	Eazy Diner	Content Writing
57	151070	Deepak Kumar	HDFC	Completions Analysis of various account holdings in Solan
58	151071	Rohit Bhamra	Eazy Diner	Customer perception and satisfaction about Eazy Diner
59	151072	Mohamad Rauf Alam	Eazy Diner	Instant online table reservation
60	151079	Sukhpreet Saini	Verka Milk plant	Working Capital Management
61	151124	Anshika Mehra	Times of India	Sales and promotion of Times of India newspaper and magazines
62	151147	Akanksha Bhatnagar	Eazy Diner	Eazy Diner and its SEO strategies
63	151148	Arti Sharma	IDBI Federal	Analyzing of portfolio management scheme of IDBI Federal
64	151150	Anshika Sharma	Mercer	Recruitment through Social Media
65	151174	Ankit Sharma	Airtel	4G Business seeding 4G devices and Sim swaps for prospective 4G markets and distribution

S. No.	Roll No.	Name	Company	Project Title
66	151175	Vijender Singh	Times Of India	Consumer perception Towards Times of India newspaper and readership survey
67	151176	Abhishek Modgil	Airtel	4G Business seeding 4G devices and Sim swaps for prospective 4G markets and distribution
68	151177	Nikhil Raj Vatsal	Eazy Diner	Customer perception and satisfaction about Eazy Diner

Summer Internship Details 2017 (Batch 2016-18)				
S. No.	Roll No.	Name	Company	Project
1	1671401001	Saloni Kapoor	ICICI Prudential	Recruitment & Selection at ICICI Prudential
2	1671401002	Shubham Parmar	World Gold Council	Project on 'Analysis of people's preferences for various investments at World Gold Council, Mumbai.
3	1671401003	Shikha Rana	Reliance Jio	Project Vistaar and Jio GST Registration
4	1671401004	Vaibhav Kumar	Star health	Identify the potential areas of health insurance in tri-city Chandigarh
5	1671401005	Abhay Roach	Travel Corporation India	Operations in Inbound Tourism
6	1671401006	Kamal Kishore	Satluj Jal Vidhyut Yojana	Analysis of financial statements
7	1671401007	Preeti Thakur	Eazy Diner	Online interaction with linked Restaurants and Hotels
8	1671401008	Shubhra Thapliyal	Reliance Jio	MNP Port in -Port out and customer satisfaction towards Reliance Jio
9	1671401009	Nitesh Kumar	SBI Mutual Fund	People perception towards mutual funds
10	1671401010	Anamika Rashmi	LG	Market sampling & sellout trends of different microwave in Ludhiana and it's adjacent areas.

S. No.	Roll No.	Name	Company	Project Title
11	1671401011	Sumit Kumar	The Lalit	Ratio Analysis of The Lalit Chandigarh
12	1671401013	Anupam Khanoria	HDFC Bank	Product Penetration and Digitalization
13	1671401014	Vikalp Malgotra	AIRTEL	4g upgrade new Sim connection linking Aadhaar card and mnp
14	1671401015	Rashmi Sood	HDFC Bank	Product Penetration and Digitalization
15	1671401016	Sakshi Gupta	The Lalit	Financial Statements Analysis
16	1671401017	Prashant Chauhan	SatluJ Jal Vidhyut Yojana	Recruitment and Selection
17	1671401018	Astha Thakur	AIRTEL	4G business seedlings4G devices and Sim Swap for prospective 4G markets, Aadhar link & Distribution expansion
18	1671401019	Sahil Mathur	Tata Hitachi	Survey of construction equipment companies to understand their business model
19	1671401020	Rittika	Capital Small Finance Bank	Employee Engagement
20	1671401021	Tamanna Gupta	Reliance Jio	Billing and Network process Compliance in Reliance Jio
21	1671401022	Tarun Kumar	Times of India	Different opinions of different Newspaper
22	1671401023	Abhay Singh Chaudhary	HDFC Bank	Product Penetration and Digitalization
23	1671401024	Sakshi Sharma	UCO Bank	Customer satisfaction with UCO bank
24	1671401025	Bhumika Sharma	Shoolini University	Study on behavior of prospective students at Shoolini University
25	1671401026	Fateh Singh	Times of India	Consumer Preference towards Times of India Newspaper.

S. No.	Roll No.	Name	Company	Project Title
26	1671401027	Surinder Pal Singh Tehara	Eazy Diner	EazyDiner and its cash management
27	1671401028	Sonika Garg	Aqualyng	Analysis of customer satisfaction and preference regarding drinking water
28	1671401029	Kamlesh Kumar	Anand Trucking	How to increase the market share of Bharat Benz
29	1671401030	Shivam Gupta	HDFC Bank	Recruitment and Work-Life Balance at HDFC Bank
30	1671401031	Itika Dogra	Reliance Jio	Project Vistaar and Jio COST
31	1671401032	Sargam Pargal	LG	Procurement to Payment Process
32	1671401033	Champa Kumari	Eazy Diner	Internal audit
33	1671401036	Ashish Guleria	Anand Automotive	Perception of customers towards liquimoly
34	1671401038	Renuka Verma	HDFC Bank	Product penetration and digitalization
35	1671401039	Deepak Kumar	Times of India	Consumer Preference towards Times of India Newspaper.
36	1671401040	Rajni Sawant	HDFC Bank	Consumer behavior
37	1671401041	Harish Kumar	AIRTEL	Aadhar link, Sim Swap 3g to 4g, MNP
38	1671401042	Hitesh kumar	HDFC BANK	Product Penetration and Digitalization
39	1671401043	Saranjeet Singh	LG	Counter share of LG
40	1671401045	Tapasavi	Shoolini University	Study on behavior of prospective students at Shoolini University
41	1671401047	Himanshu Mahajan	SecureNow	Recruitment and Selection process at secure now
42	1671401048	Kalpna Chaudhary	Reliance Jio	MNP Port in -Port out and customer satisfaction towards Reliance Jio

S. No.	Roll No.	Name	Company	Project Title
43	1671401049	Mukesh Thakur	Times of India	Consumer Preference towards Times of India Newspaper.
44	1671401050	Sahil Chauhan	SBI Mutual Fund	Mutual Fund vs. Fixed Deposits
45	1671401051	Kartik Kanwar	Jogindra Central Cooperative Bank Ltd	Retail Management
46	1671401053	Pooja Tudhial	The Lalit	Training and Human Resource Development
47	1671401054	Varun Nerwal	SBI Mutual Fund	Fixed deposit vs. SBI mutual funds
48	1671401055	Nidhi Parihar	SBI Mutual Fund	Study of level of customer services in the branches vis-a vis private bank
49	1671401056	Vedakshi Sharma	Satluj Jal Vidhyut Yojana	HR Policies
50	1671401057	Ankita Sood	Shoolini University	Recruitment and Selection
51	1671401058	Rakesh Kashyap	Times of India	Consumer satisfaction
52	1671401060	Pallvi Shyam	HDFC Bank	Product Penetration and Digitalization
53	1671401061	Nikhil Sharma	Oberoi	Important functions of and finance department
54	1671401062	Archana Bhatia	World Gold Council	Analysis of people's preferences for various investment options in Himachal Pradesh
55	1671401064	Ankush Sharma	AIRTEL	Sim Swapping, Aadhar Card verification, MNP
56	1671401065	Abhishek Jamwal	Reliance Jio	MNP Port in -Port out and customer satisfaction towards Reliance Jio
57	1671401066	Vagesh Kapoor	Star health	Understanding the potential of health insurance in Tri city Chandigarh
58	1671401067	Praveen Sharma	Jogindra Central Cooperative Bank Ltd	Organization structure

S. No.	Roll No.	Name	Company	Project Title
59	1671401068	Radhika Kapoor	AIRTEL	Customer response to mobile number portability
60	1671401069	Kritika Sharma	Oberoi	Understanding the Process of Recruitment and Selection at The Oberoi Cecil
61	1671401070	Lisa Gupta	The Lalit	Training report on The Lalit Chandigarh and some Human resource processes
62	1671401071	Sakshi Sharma	Earth Water Group	Understanding the Process of Recruitment and Selection at Earth Water Group
63	1671401072	Akshay Kumar	AIRTEL	Re-verification with Aadhar card in Bharti Airtel
64	1671401073	Hemlata	Reliance Jio	DSS and ODSS Productivity Analysis
65	1671401074	Gavesh Sharma	Reliance Jio	Vistaar and Jio GST
66	1671401076	Virender Thakur	LG	Market Share and Sell Out trends
67	1671401077	Varun Sharma	Times of India	Consumer Behavior towards newspaper 'The Times Of India'
68	1671401078	Shivansh Dogra	The Lalit	Customer Satisfaction
69	1671401079	Rahul Sharma	Anand Trucking	How to increase the market share of Bharat Benz
70	1671401080	Raman	ICICI Prudential	Recruitment and Selection process
71	1671401081	Abhishek	AIRTEL	Upgrade 4G Services
72	1671401083	Pawan Kumar	Times of India	Sales and Promotion of Times Of India Newspaper
73	1671401084	Deepak Mehta	Aqualyng	Customer satisfaction
74	1671401085	Anuj Thakur	Shoolini University	Study on behavior of prospective students at Shoolini University
75	1671401086	Rishabh Mittal	HDFC Bank	Product penetration and digitalization
76	1671401087	Suraj Gupta	SBI Mutual Fund	Quantitative Analysis of SBI Mutual Funds

S. No.	Roll No.	Name	Company	Project Title
77	1671401088	Suraj	Shoolini University	Study on behavior of prospective students at Shoolini University
78	1671401089	Pankaj Kumar	Shoolini University	Recruitment and Selection
79	1671401090	Abhijeet Prabhakar	Eazy Diner	SMA marketing campaign at Easy Diner through sms
80	1671401091	Gitesh Modgil	Nestle India Ltd	Project Report on Health, safety and welfare as per the Factories Act 1948
81	1671401092	Pankaj Kumar Kashyap	Tata Hitachi	Mission - Smart city
82	1671401093	Manpreet Rana	Eazy Diner	Streamlining recruitment and Selection process at EazyDiner
83	1671401094	Ankit Sharma	Travel Corporation India	Website Audit & Product Development
84	1671401095	Priyanka Thakur	Reliance Jio	MNP Port in -Port out and customer satisfaction towards Reliance Jio
85	1671401096	Ajay Thakur	Satluj Jal Vidhyut Yojana	HR Policies and Implications
86	1671401096	Akshay Kotnala	Satluj Jal Vidhyut Yojana	HR Policies and Implications
87	1671401097	Aastha Sahni	HDFC Bank	Product Penetration and Digitalization
88	1671401098	Aseem Kapoor	SBI Mutual Fund	Customer Awareness and Future Scope for Mutual Funds Industry
89	1671401099	Ashwani Kumar	Times of India	Consumer behavior towards the daily newspapers
90	1671401100	Harish Kumar Sharma	Times of India	Study on Market Potential of the Times of India newspaper in Zirakpur
91	1671401102	Punma Thakur	World Gold Council	Analysis of People Preference for Various Investment Option in HP
92	1671401103	Himanshi singh	HDFC Bank	Product Penetration & Digitization

S. No.	Roll No.	Name	Company	Project Title
93	1671401104	Ishmit Kaushik	World Gold Council	Analysis of people's performance of various investment options in Himachal Pradesh
94	1671401105	Pushpender Verma	Toyota Financial Services	TFSIN smart and PDD, Dealership Sourcing model
95	1671401106	Ashutosh Bhardwaj	Eazy Diner	Working of EazyDiner
96	1671401107	Shishu Pal	HP State Co-operative Bank	Performance analysis of HP State Co-operative Bank Ltd.
97	1671401108	Anchal Kumari	Eazy Diner	Online Marketing at EazyDiner
98	1671401109	Shivam Kaila	Fellowship program at China	International Relations
99	1671401110	Sachin Kumar	AIRTEL	3G to 4G upgradation and MNP of Sim and study prospective markets
100	1671401111	Ravi Verma	SBI Mutual Fund	People perception towards mutual funds
101	1671401112	Nitin Chaudhary	Shubham Housing Development Finance	Banking process at Shubham Finance
102	1671401113	Shiva Bharti	HDFC Bank	Product Penetration Product Digitalization
103	1671401114	Surbhi Sharma	Sichuan University, China	International relation
104	1671401116	Neelkamal Sharma	Skillveri Training Solutions	Product Testing, Development, and Product Selling
105	1671401117	Mahesh Kumar	ICICI Prudential	Recruiting and hiring
106	1671401118	Trilok Singh	SBI Mutual Fund	People perception towards mutual funds
107	Su13108	Bharti Sharma	Mercer	Employee Referral Process at Mercer

S. No.	Roll No.	Name	Company	Project Title
108	16714011034	Gaurav Kumar	Times of India	Consumer Preference towards Times of India Newspaper.
109	16714011046	Kartik Chandel	Times of India	Consumer Preference towards Times of India Newspaper.
110	1671401082	Mayank Singha	Times of India	Consumer Preference towards Times of India Newspaper.
111	1671401035	Sunil Kumar	Shubham Housing Development Finance	Comparative study between the competitors of Shubham Housing Finance

Summer Internship Details 2018 (Batch 2017-19)				
S. No.	Reg. No.	Student Name	Company	Project
1	1734401001	Munish Kumar	Times Of India	Consumer Behavior towards Daily Newspapers
2	1771401001	Mohammad Saber Rasooli	Cipla	Performance Management Service
3	1771401003	Chander Mohan	IDBI Federal	Marketing Mix of IDBI Federal
4	1771401005	Deeksha Rani	Reliance Jio InfoComm Ltd.	Employee Perception about Digital Transformation
5	1771401006	Jatin Thakur	Eazy Diner	Higher customer satisfaction by improving the way of concierge.
6	1771401007	Deepika Verma	Reliance Jio InfoComm Ltd.	Mobile Number Portability
7	1771401008	Jitender Kumar	Reliance Jio InfoComm Ltd.	xDSS Productivity Analysis
8	1771401009	Harish Kumar	Hindustan Times	Consumer Preference towards Hindustan Times Newspaper
9	1771401010	Jyoti	Radisson Blu Hotel	Recruitment and Selection Process
10	1771401011	Harish Thakur	Hindustan Times	Consumer Behavior-Daily Newspaper Reading

S. No.	Roll No.	Name	Company	Project Title
11	1771401012	Abhishek Kanwar	Reliance Jio InfoComm Ltd.	Sales Enhancement and Improving the Productivity of xDSS
12	1771401013	Kajal Thakur	Anand Toyota	Study of Job Satisfaction of Employees
13	1771401014	Harshit	Metrocraft	Study of HR Perspective in E-Procurement Department
14	1771401015	Kanika Jaswal	HDFC Bank	Segmentation & Penetration
15	1771401016	Himali	KCC Bank	Training & Development of Employees
16	1771401017	Abhishek Rana	Times of India	Consumer Behaviour towards Daily Newspapers
17	1771401018	Kavita Thakur	Shubham Housing Development Finance Company	The Banking Process at Shubham Housing Development Finance Company
18	1771401019	Himanshu Thakur	Hindustan Times	Consumer Behavior-Daily Newspaper Reading
19	1771401020	Abhishek Sharma	Reliance Jio InfoComm Ltd.	Sales Enhancement and Improving the Productivity of xDSS
20	1771401021	Kavita Thakur	NextGen Computers	Sales Analysis Of NextGen Computers
21	1771401022	Ikshva Rojhe	Reliance Jio InfoComm Ltd.	Increase in SOGA & CMS in Jio Centre
22	1771401023	Abhishek Verma	Edelweiss Broking Limited	Consumer behaviour on Stock Market Investment
23	1771401024	Kiran Kumari	Hindustan Times	Consumer Behavior-Daily Newspaper Reading
24	1771401025	Abhinav Nike	Times of India	Consumer Satisfaction towards Daily Newspaper-Times of India
25	1771401026	Komal Thaploo	NextGen Computers	Sales Analysis Of NextGen Computers

S. No.	Roll No.	Name	Company	Project Title
26	1771401028	Lakhbir Singh	World Gold Council	Current position of Gold in India & impact of GST on it.
27	1771401029	Akhilesh Gupta	Eazy Diner	Content Web and Data Analysis
28	1771401030	Lalit Kumar	Cosmo Ferrites	Functions and Activities of Accounts Department & it's improvisations
29	1771401031	Akshay Bhardwaj	Reliance Jio InfoComm Ltd.	Relationship of Service Quality Assurance-Customer Satisfaction
30	1771401032	Lata Kumari	Eazy Diner	Higher customer satisfaction by improving the way of concierge.
31	1771401033	Lavesh Kumar Sharma	HDFC Bank	Establishing a Strong Digital Footprint
32	1771401034	Akshit Sharma	ICICI Prudential	Study of Selection, Recruitment & On boarding Process
33	1771401035	Shivankit Rana	Times of India	Sales & Promotion of Times of India
34	1771401037	Manika Adhikari	Cosmo Ferrites	Study of activities undertaken under Accounts & HR department
35	1771401038	Ambika Sharma	Oberoi Cecil	Training and Development
36	1771401039	Manish Kumar	Shoolini University	Effectiveness of Standard Operating Procedure of Admissions
37	1771401040	Manisha	Reliance Jio InfoComm Ltd.	Mobile Number Portability
38	1771401041	Amit Sharma	Hindustan Times	Consumer Preference towards Hindustan Times Newspaper
39	1771401042	Amit Sharma	Reliance Jio InfoComm Ltd.	Sales Enhancement and Improving the Productivity of xDSS
40	1771401043	Manisha Parihar	Hindustan Times	Consumer Behavior-Daily Newspaper Reading
41	1771401044	Anish Chauhan	HDFC Bank	Corporate Salary

S. No.	Roll No.	Name	Company	Project Title
42	1771401045	Mehak Mahna	HDFC Bank	Establishing a Strong Digital Footprint
43	1771401047	Ankit Sharma	Hindustan Times	Consumer Behavior-Daily Newspaper Reading
44	1771401048	Ankita Sharma	Ferns & Petals	Creation of employee life cycle module during HRMS implementation
45	1771401049	Ankush Joshi	ITC Limited	Penetration of Non-Tobacco Products through Convenience Channel
46	1771401050	Anubha Gaumat	Braahmam Net Solutions	Business Development through Lead Generation
47	1771401053	Binny Mittal	L&T Power Development	Quality Improvement in Nabha Power Limited
48	1771401054	Bhuvneshwari	Anand Toyota	Study of Job Satisfaction of Employees
49	1771401055	Ashima Midha	Reliance Jio InfoComm Ltd.	Evaluation of Induction Program
50	1771401056	Bhawna	Reliance Jio InfoComm Ltd.	Digital Transformation
51	1771401057	Ashish Negi	Hindustan Times	Consumer Preference towards Hindustan Times Newspaper
52	1771401058	Ashish Saini	Reliance Jio InfoComm Ltd.	Connectivity Marketing
53	1771401059	Ashu Thakur	Bharat Benz	Study of Sales & Marketing Strategies to increase the Market Share
54	1771401060	Bharti Rana	KCC Bank	Consumer Preference toward various Investment Avenue To KCC Bank
55	1771401061	Bhavuk	IDBI Federal	Marketing Strategies of IDBI Federal
56	1771401063	Mridula	HDFC Bank	New to Bank-Acquisition.

S. No.	Roll No.	Name	Company	Project Title
57	1771401065	Narender Chauhan	Times of India	Consumer Satisfaction towards Daily Newspaper-Times of India
58	1771401066	Narender Kumar	Shoolini University	Effectiveness of Standard Operating Procedure of Admissions
59	1771401068	Nikita Kumari	Anand Toyota	Study of Job Satisfaction of Employees
60	1771401069	Nitin Thakur	Edelweiss Broking Limited	Consumer behaviour on Stock Market Investment
61	1771401070	Pankaj Sharma	Hindustan Times	Readers Survey
62	1771401071	Parul Mittal	HDFC Bank	Segmentation & Penetration
63	1771401072	Piyush Sharma	SBI Cards	Industry Benchmarking of Chargeback, AMU, Marketing Operations
64	1771401073	Prachi Chauhan	Genpact	Video Recruitment as an Innovative Technique of Hiring
65	1771401075	Prashant Patial	Bharti Airtel	Promotion of Handset Bundling
66	1771401076	Priyanka Bhardwaj	Reliance Jio InfoComm Ltd.	Digital Transformation
67	1771401078	Radhika Bhasin	Anand Toyota	Study of Job Satisfaction of Employees
68	1771401080	Rahul Kumar Rana	IDBI Federal	Wealth Insurance
69	1771401082	Rahul Rana	Times of India	Consumer Behaviour towards Daily Newspapers
70	1771401083	Abhinav Sekhri	Reliance Jio InfoComm Ltd.	Increase in SOGA & CMS in Jio Centre
71	1771401084	Sahil Vaid	Reliance Jio InfoComm Ltd.	Connectivity Marketing
72	1771401085	Shweta Vardhan	SBI Cards	Centralized Communication Repository
73	1771401086	Taniya Mattu	Future Generali	Recruitment and Selection
74	1771401087	Rajan Thakur	Hindustan Times	Consumer Preference towards Hindustan Times Newspaper

S. No.	Roll No.	Name	Company	Project Title
75	1771401088	Yeshvinder Singh	Shoolini University	Shoolini University Admissions Tele-Calling Highlights & Challenges
76	1771401089	Samriti Vats	HDFC Bank	Segmentation & Penetration
77	1771401090	Rishabh Kumar	HDFC Bank	Corporate salary
78	1771401091	Rohit Kumar	ICICI Prudential	Study of Selection, Recruitment & On boarding Process
79	1771401092	Simran Goyal	HDFC Bank	New to Bank-Acquisition.
80	1771401093	Sayantani Banerjee	Uflex Ltd.	Effectivity of different components of promotion mix on consumer behaviour
81	1771401095	Ridhi Aggarwal	HDFC Bank	Non Managed Customers- Product Penetration
82	1771401096	Sahil Thakur	Reliance Jio InfoComm Ltd.	Digital Payment Settlement
83	1771401097	Rajat Singh	HDFC Bank	New to Bank-Acquisition.
84	1771401098	Unnat Soni	Eazy Diner	Customer Satisfaction towards Online Table Reservation Platforms
85	1771401099	Devraj Thakur	Reliance Jio InfoComm Ltd.	Retail Sale
86	1771401100	Vipul Tomar	World Gold Council	Current position of Gold in India & impact of GST on it.
87	1771401101	Vishal Sharma	Hindustan Times	Consumer Behavior-Daily Newspaper Reading
88	1771401102	Rishabh Sen	Reliance Jio InfoComm Ltd.	Reintegration and Productivity Analysis
89	1771401103	Tarun Kumar	ICICI Prudential	Study of Selection, Recruitment & On boarding Process
90	1771401104	Shashank Puri	HDFC Bank	Segmentation and Penetration
91	1771401105	Robin Singh	Acsen Hyveg Pvt. Ltd.	Survey of Corn and OP vegetable seeds market of Himachal Pradesh

S. No.	Roll No.	Name	Company	Project Title
92	1771401106	Tanuj	Hindustan Times	Consumer Preference towards Hindustan Times Newspaper
93	1771401107	Robin Sharma	IDBI Federal	Marketing Strategies of IDBI Federal
94	1771401108	Rekha Rana	Hindustan Times	Consumer Behavior-Daily Newspaper Reading
95	1771401109	Sakshi Chauhan	Shoolini University	Effectiveness of Standard Operating Procedure of Admissions
96	1771401110	Shubham	NextGen Computers	Sales Analysis Of NextGen Computers
97	1771401111	Shubham Sharma	Bharti Airtel	Customer Satisfaction Management & Promotion Strategies
98	1771401112	Varun Jokta	Hindustan Times	Consumer Behavior-Daily Newspaper Reading
99	1771401113	Rahul Sharma	NextGen Computers	Sales Analysis Of NextGen Computers
100	1771401114	Shubhangi Thakur	Mercer	Sources of Recruitment
101	1771401115	Sanjay Kumar	Shoolini University	Perception of students towards higher education in Shoolini University of North East and Himachal Pradesh: A Comparative Study
102	1771401116	Yamini Kaushal	Hindustan Times	Consumer Preference towards Hindustan Times Newspaper
103	1771401117	Rohit Kapoor	Edelweiss Broking Limited	Consumer behaviour on Stock Market Investment
104	1771401118	Sahib Suri	IDBI Federal	Study on Customer Satisfaction
105	1771401122	Varun Kumar	Hindustan Times	Consumer Behavior-Daily Newspaper Reading
106	1771401123	Rajat Kumar	Times of India	Consumer Behaviour towards Daily Newspapers
107	1771401124	Tushar Khimta	World Gold Council	Current position of Gold in India & impact of GST on it.

S. No.	Roll No.	Name	Company	Project Title
108	1771401125	Vikas Kumar	Times of India	Consumer Satisfaction towards Daily Newspaper-Times of India
109	1771401126	Yashpal	Edelweiss Broking Limited	Consumer behaviour on Stock Market Investment
110	1771401127	Shubham	NextGen Computers	Sales Analysis Of NextGen Computers
111	1771401128	Ravinder Sharma	ICICI Prudential	Study of Selection, Recruitment & On boarding Process
112	1771401129	Sushaant Pandita	HDFC Bank	Segmentation & Penetration
113	1771401130	Sunil Kumar	Times of India	Consumer Behaviour towards Daily Newspapers
114	1771401131	Sachin Jasyal	Reliance Jio InfoComm Ltd.	Role of FC&A in Jio centre (Digital Payment Settlement)
115	1771401132	Vivek Swaroop	L&T Power Development	Financial model of fly ash brick project, research and analysis of stress power plant & calculate monthly tariff payment.
116	1771401133	Rahul Jamwal	Bharti Airtel	Promotion of Handset Bundling
117	1771401134	Rishabh Shyam	Reliance Jio InfoComm Ltd.	Framing Jio phone alternative & Jio phone distribution
118	1771401136	Vipul Pandir	Eazy Diner	Higher customer satisfaction by improving the way of concierge.
119	1771401137	Rohit Sharma	Federal-Mogul Anand Bearings	Analysis of Internal control procedures and AP reconciliation process
120	1771401138	Rohit Rathour	Eazy Diner	Higher customer satisfaction by improving the way of concierge.
121	1771401139	Sachin Sharma	World Gold Council	Current position of Gold in India & impact of GST on it.
122	1771401140	Vishal Patiyal	Eazy Diner	Web content and data collection-Financial KYC

S. No.	Roll No.	Name	Company	Project Title
123	1771401141	Vishal Kumar	Hindustan Times	Consumer Preference towards Hindustan Times Newspaper
124	1771401142	Rishabh Satija	Hindustan Times	Consumer Preference towards Hindustan Times Newspaper
125	1771401143	Mallika Thakur	Genpact	Sourcing Strategies of Mid-Level Hiring
126	1771401144	Vipasha Thakur	Ambuja Cement	Study of Industrial Relation
127	1771401145	Sharad Rana	Bharti Airtel	Promotion of Handset Bundling
128	1771401146	Shiwani Mehta	Oberoi Cecil	Training and Development
129	1771401147	Sheetal	KCC Bank	Training & Development of Employees
130	1771401148	Pankaj Kanwar	Hindustan Times	Consumer Preference towards Hindustan Times Newspaper
131	1771401149	Navjot Singh	IDBI Federal	Recruitment of Financial Advisors
132	1771401150	Diksha Dogra	NextGen Computers	Sales Analysis Of NextGen Computers
133	1771401151	Shashank	HDFC Bank	Establishing a Strong Digital Footprint
134	1771401152	Shagun	Eazy Diner	Improving induction programs in HR
135	1771401153	Ritika Jaggi	Eazy Diner	Lifecycle of e-mail Marketing
136	1771401154	Anjani Bisht	Eazy Diner	Higher customer satisfaction by improving the way of concierge.
137	1771401155	Snigdha Parihar	SouthVale: The World School	Website Restructuring and Curriculum Overhaul
138	1771401156	Vinod	IDBI Federal	Study on Customer Satisfaction
139	1771401158	Arvind Sharma	Hindustan Times	Consumer Preference towards Hindustan Times Newspaper
140	1771402002	Sumit Beniwal	IDBI Federal	Study on Childsurance

- B)** At School of Business Management and Liberal Arts, students are provided an opportunity to get a glimpse of real functioning of industry for which students are sent to nearby industry to have exposure and learn from industry experts.

S. No.	Name of the Company/Event	Date of Visit
1	Gabriel, Parwanoo	19-08-2017
2	Gabriel, Parwanoo	28-10-2017
3	Study Tour, Mumbai	5 th to 13 th Jan, 2018
4	Study Tour, Chandigarh	16 th Jan, 2019
5	Study Tour, Delhi	1 st Apr, 2019
6	CII Agro Tech	1 st to 4 th Dec, 2018

- C)** Frequent visits by expert guest faculty from industry and eminent academicians lend exposure to the students, opening up a multitude of avenues for them to know more about the latest management practices. School of Business Management and Liberal Arts has been organizing workshops on various themes to enhance the knowledge and exposure to current management issues. The school has a plethora of outreach programs that include seminars, guest lectures, workshops, panel discussions, alumni talk, etc. which aims to provide a wholesome learning environment to the students.

Some of such workshops and eminent speakers have been enumerated as under:

List of Guest Speakers					
S. No.	Name of the Guest	Designation	Company/Industry	Date of Arrival in University	Talk/Topic
1	Mr. Amit Mahajan	Deputy Manager	Vodafone	4th Jan, 2016	Selling Skills
2	Ms. Pooja Malik	Head - Human Resources	Anand Automotive	15th Feb, 2016	Interview Skills
3	Mr. Gopal Bansal	Executive Director	SML ISUZU	17th Feb, 2016	How to Handle Stress at Work Place
4	Mr. Rajat	Motivational Speaker	Freelancer	27th Feb, 2016	Motivational Talk

S. No.	Name of the Guest	Designation	Company/Industry	Date of Arrival in University	Talk/Topic
5	Ms. Anu	Motivational Speaker	Freelancer	7th Nov, 2016	Improving Communication
6	Ms. Sanjay Sharma	Director Business Training Ideas	XLRI	6th Feb, 2017	Motivational Talk
7	Ms. Maanya Singh	Managing Director	Siddhi Vinayak Cine Arts	7th Feb, 2017	Transformation from Student to Entrepreneur
8	Mr. Atul Kansal	CEO	Reliance Jio Infocom, Shimla	10th Feb, 2017	Career Goals
9	Ms. Monika	Vice President	Yes Bank	12th Feb, 2017	Career in Banking Sector
10	Mr. Sumit Joshi	General Manager	The Oberoi Grand	14th Feb, 2017	Opportunities in Hotel Industry
11	Ms. Gayatri Florence	Plant HR Head	Sona Group	17th Feb, 2017	Basics of HR
12	Dr. Kedar Nath Banerjee	FRIM Punjab University	Punjab University	8th May, 2017	Values & Ethics in corporate
13	Dr. Deepti Gupta	FRIM Punjab University	Punjab University	8th May, 2017	Integrity and Honesty
14	Mr. Amit Sharma	Motivational Speaker	Freelancer	14th Aug, 2017	Leadership
15	Mr. Vivek Atray	ex IAS, Motivational Speaker, Author, Mentor for CEOs, Independent Advisor, Columnist, Writer, Professor, Trainer, Life Coach	Vivek Academy	20th Aug, 2017	Goal Setting
16	Mr. Vishal Anand	Social Entrepreneur, Investor, Member at YPO	Anand Autocare	26th Oct, 2017	Entrepreneurship
17	Mr. Mohit Sharma	Motivational Speaker	-	30th Oct, 2017	Individual's Transformation

S. No.	Name of the Guest	Designation	Company/Industry	Date of Arrival in University	Talk/Topic
18	Mr. Rohit Goyal	Motivational Speaker	Association of Muscular Dystrophy	3th Nov, 2017	Transformational Leadership
19	Mr. Mohit Chawla	ex, Superintendent of Police, Solan	Himachal Administration	19th Feb, 2018	Drug Abuse
20	Mr. Govind Pandey	Director	Kopran	20th Feb, 2018	Building a Corporate Career
21	Mr. Vishal Anand	Social Entrepreneur, Investor, Member at YPO	Anand Autocare	21st Feb, 2018	Young Entrepreneurs
22	Mr. Rajendra Abhange	Senior Director	Gabriel, India	22nd Feb, 2018	Corporate Career
23	Mr. Rohit	Motivational Speaker	Association of Muscular Dystrophy	23rd Feb, 2018	Contentment and happiness
24	Mr. Amit Sharma	Motivational Speaker, Independent Consultant	Freelancer	24th Feb, 2018	Ethical Leadership
25	Mr. Jaijit Bhattacharya	CEO & Founder	Zerone Microsystems Pvt. Ltd.	28th Feb, 2018	Emerging Technologies
26	Ms. Renu Thakur	Counsellor and Psychologist	Freelancer	7th May, 2018	Happiness
27	Mr. Amit Sharma	Motivational Speaker, Independent Consultant	Freelancer	8th May, 2018	Motivational Talk
28	Mr. Vivek Atray	ex IAS, Motivational Speaker, Author, Mentor for CEOs, Independent Advisor, Columnist, Writer, Professor, Trainer, Life Coach	Vivek Academy	11th May, 2018	Corporate Career
29	Mr. Gagandeep	Senior Manager	Mahindra Resorts	13th Aug, 2018	Career in Hotel Industry
30	Mr. Viren Popli	Chief Operating Officer	Swaraj Tractors	16th Aug, 2018	Leadership

S. No.	Name of the Guest	Designation	Company/Industry	Date of Arrival in University	Talk/Topic
31	Mr. Dheeraj Mahajan	Astt. Branch Manager	Star Health	17th Aug, 2018	Selling Skills
32	Mr. Mukul Nanda	CEO	Autolog Design	17th Aug, 2018	Automotive Designs
33	Mr. Vivek Atray	ex IAS, Motivational Speaker, Author, Mentor for CEOs, Independent Advisor, Columnist, Writer, Professor, Trainer, Life Coach	Vivek Academy	18th Aug, 2018	Motivational Talk
34	Mr. Birender Ahluwalia	Trainer	Max Bupa	18th Aug, 2018	Confidence Building
35	Mr. Davender	Center Head	Gabriel, India	20th Aug, 2018	Leadership
36	Mr. Vivek Atray	ex IAS, Motivational Speaker, Author, Writer, Professor, Trainer, Life Coach	Vivek Academy	12th Nov, 2018	Leadership
37	Ms. Avnee Khosla	Vice President	Shoolini University	13th Nov, 2018	Presentation Skills
38	Mr. Inderpreet	Social Worker	IGMC, Shimla	-	Motivational Talk
39	Mr. Ghumman	Managing Director	Shivalik Bimetals Controls	-	Motivational Talk
40	Mr. Vishal Anand	Social Entrepreneur, Investor, Member at YPO	Shoolini University		Leadership
41	Ms. Shinjini Kumar	CEO Paytm, a former central banker and senior executive at consultancy PWC.	Paytm	5th July, 2016	Significance of Paytm

S. No.	Name of the Guest	Designation	Company/Industry	Date of Arrival in University	Talk/Topic
42	Lt General Kamal Davar	Rtd. Lt. General	Army	9th Sept, 2016	Leadership Building
43	Ms. Anandmurti Gurumaa	Gurumaa at Rishi Chaitanya Ashram	Religious Speaker	22nd Sept, 2016	An Awakened being, a Profound Mystic and a Contemporary Master
44	Prof. Saranjit Singh	Head the Deptt of Pharma	NIPER, Mohali	14th Oct, 2016	Industrial prospects of Quality Control and Quality Assurance
45	Dr. (Mrs) Renu Thakur	Renowned counselor	Freelancer	23rd Feb, 2017	Challenges faced by fresher's in the university after school
46	Dr. Naresh Chandan	Director of Medical Education	Riverside Healthcare, USA	3rd March, 2017	Fear of unknown origin
47	Major Priya Jhingan	The first lady to have been commissioned as an officer in the Indian Army	The Lawrence School	17th March, 2017	Leadership Skills
48	Ms. Heather	CEO/MD of Wallick Consulting Dripping Springs Texas USA and has worked at Harvard University	Wallick Consulting Dripping Springs Texas USA	27th March, 2017	Myths, Diversity and Holistic Approach
49	Gen (retd.) K.J. Singh	Retd. Gen.	Army	31st March, 2017	The importance of character building in the youth

S. No.	Name of the Guest	Designation	Company/Industry	Date of Arrival in University	Talk/Topic
50	Mr. Navin Chawala	Former Chief El. Comm. India	Election Commission	19th May, 2017	Importance of voting and whether Electronic Voting Machines (EVMs) can be hacked
51	Mr. Atul Sobti	Ex CEO of Ranbaxy	Pharma	11th Aug, 2017	Sales and Marketing
52	Mr. Sunil Thawani	International Consultant (Quality & Excellence) at United Nations	Consultancy	1st Sept, 2017	The Role of Personality in Marketing
53	General Rajinder Singh (Retd.)	Retd. General of Indian Army	Army	8th Sept, 2017	Indian Army & Character Building
54	Mr. Vivek Atray	Retd. IAS Officer, Motivational Speaker	Administrative Services	13th Sept, 2017	Life skills for young Indians
55	Ms. Manisha Kapoor	Co-founder Syybol Fitness & Entertainment	Syybol Fitness	27th Sept, 2017	Branding and Marketing skills
56	Mr. Arun Shourie	Author/Journalist	Journalism	6th Oct, 2017	Character Building in Public Life
57	Mr. Baba Grover	Banking and ITFS senior Professional, a management consultant, executive coach and entrepreneur	Banking	27th Nov, 2017	Innovation
58	Prof. Uday Maitra	Professor and Chairman of the organic chemistry dept. at IISC Bangalore, an IIT Kanpur	IISC	28th Nov, 2017	Setting up Research Infrastructure and Funding Opportunities

S. No.	Name of the Guest	Designation	Company/Industry	Date of Arrival in University	Talk/Topic
59	Mr. Debashish Sarkar	Founder & Managing Director of Proliferator Advisory & Consulting	Proliferator Advisory & Consulting	8th Dec, 2017	9 Imperatives of Change
60	Brig. K.S. Chandpuri	Retd. Brigadier	Army	12th April, 2018	Winner of the Nation
61	Ms. Sofi Zahoor	Sr. Director, GTML	GTML	19th April, 2018	Importance of Communication Skills
62	Mr. Dipra Jha	Associate Professor of Practice Hospitality, Restaurant and Tourism Management. University of Nebraska, Lincoln	Academics	12th Feb, 2018	Innovation in Tourism & Hospitality
63	Captain Vishnu Sharma	Director, Applied Research International, Panchkula	Applied Research International, Panchkulla	13th April, 2018	Career Guidance for Cruiselines
64	Mr. Sarabjeet Singh	Social Entrepreneur	--	28 th April, 2018	Free Social to the needy
65	Ms. Alakshi Tomar	Motivational Speaker	--	23 rd Oct, 2018	Josh talks
66	Dr. A. K. Tahlan	Director	CRI Kasauli	16 th Nov, 2018	The history Vaccine
67	Mr. Vipin Sondh	CEO and MD of India East Asia and Pacific	--	1 st Dec, 2018	The History of JCB cranes
68	General VP Malik	Retd. Indian Army Chief	--	22 nd Feb, 2019	Leadership in society
69	Mr. Pardeep Sangwan	Social Activist	--	13 th March, 2019	The Sustainability and cleanliness of the 'Himalayas'



Mr. Sunil Thawani, Board member of American Society for Quality (ASQ), giving a lecture on “The Role of Personality in Marketing”



Renowned social activist and India’s first woman IPS officer Kiran Bedi interacts with Shoolinians



Legendary Flying Sikh “Milkha Singh” interacting with Shoolinians



Mr. Arun Shourie - Guru Series Lecture



“Brig. Kuldeep Chandpuri” giving a lecture on “Winner of the Nation”

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

Participation of industry experts in Projects and as examiners

MBA students in their first year undergo compulsory summer internship as part of their curriculum in an organization of national and international reputation. The duration of the internship is eight weeks i.e. June & July and students work under the supervision of guide/mentor. The selection of the students for summer internship is done through a rigorous selection process where companies are invited to the campus for summer placements and students appear for selection process as per the criteria laid by the companies. Usually companies select summer interns on basis of student’s academic score, aptitude test, Group discussion followed by rounds of personal interviews.

As a philosophy towards providing quality internship to our students, summer placements for all students are arranged by the institution and in most of the cases it is on stipend basis. Any request from students to pursue internship in organization of their choice is forwarded to committee comprising of Dean, Director, Placement and Career Development Cell director,

Chairman of Student placement committee and is only permitted if it matches the benchmark set for learning and exposure of students in summer internship. However, it is preferred that students get selected through campus summer placement process.

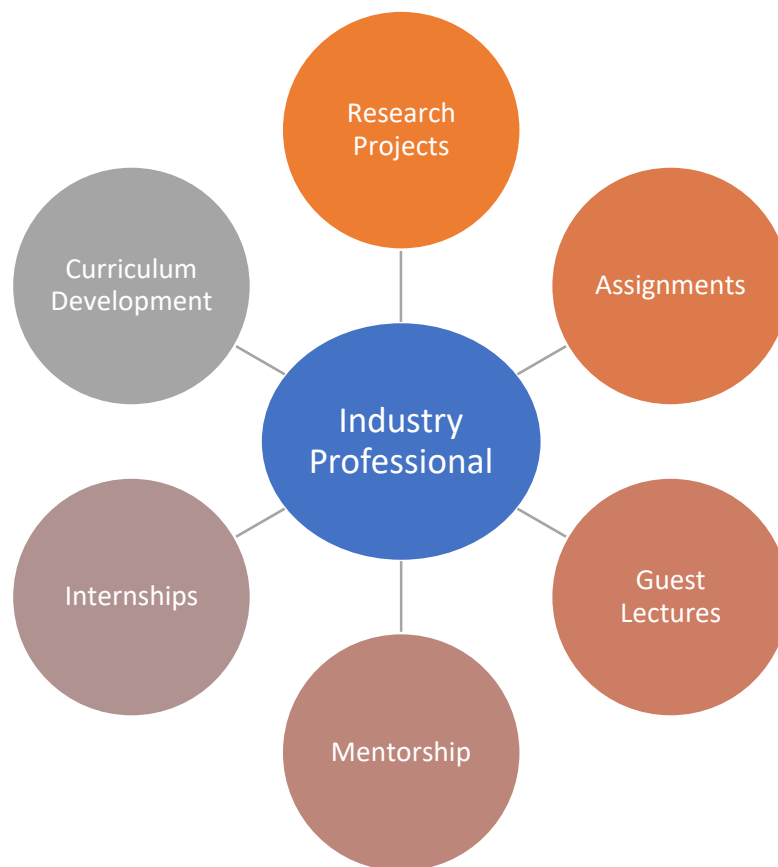
During these eight weeks, students are assigned a project by the industry which typically focusses on solving live problem of the organization. These projects are mentored and guided by professional from the respective organization and students submit a weekly report on their progress and learnings. After completion of one month there is a mid-term review and finally at the end of two months students present their contributions, learnings and accomplishments to the designated professional in their companies. Students are also required to submit their Summer Internship Report on a prescribed format to the company where they complete their internship and acceptance, or rejection of the report is entirely based on satisfaction of the industry professional. As a proof of successful completion of summer internship, the students must obtain Summer internship completion certificate from their respective companies. Subsequently, copy of the same report with certificate from company is submitted to the institution, and viva-voce to comprehend the learnings of students is organized.

We have witnessed various successful trends as a result of complete evaluation of summer internship by industry professionals, as a result it has led to better understanding of industry expectations among the students, helped them to understand their strengths and scopes of improvements in corporate context and most important of all, resulted in pre placement offers from companies like HDFC bank and others.

Participation of industry experts in Curriculum Development

The Board of Studies formed at the faculty level have two external experts from industry and academia who give their valuable inputs on academic and other related matters on regular basis. The course curriculum for MBA program was designed at the school level and discussed in the School Academic Committee, industry experts were involved in the benchmarking of the same and their inputs were incorporated accordingly. (Also refer point 4.1.1)

Alumni and Employers feedback are also taken on curriculum revision, relevance and upgradation during placements, SPRINT and alumni interactions.



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

School of Business Management and Liberal Arts has initiated its endeavor towards executive education and several successful initiatives have been taken towards this direction.

The school is involved in training and development of working professionals from industry and other academic institutions. Over the years several professional development programs have been organized which focused on interventions ranging from soft skills, technical skills, human skills, conceptual skills, and learnings, training and development in key concepts in management.

Among few professional development programs which are organized periodically are developing customer centric approach which aimed at developing non-teaching human resources at Shoolini University. Apart from this, our faculty is engaged with mentoring the

faculty from other institutions where unique modules are developed and implemented to enhance their expertise in day to day management of institutions, develop a professional approach and to instil research mindset.

Two unique academic programs have been initiated for executive education which are Young Leaders of India Program (YLIP) and three year Part Time MBA. Both these programs aim at providing an opportunity to working professionals to improve their academic qualifications and provides distinctive platform to learn from experts.

YLIP is one year full time post graduate diploma in business management where eligibility is graduation with at-least two years full time executive experience. The program was developed keeping in view needs of working professionals who can take one year sabbatical to pursue studies and develop their knowledge and understanding of business management. YLIP is fast track program similar to MBA and is based on experiential learning through intensive project-based pedagogy and provides access to experts in the field.

Similarly, Part time MBA is a 3 year part time degree program which was developed to meet specific requirements of working professionals who wish to enhance their qualifications and skills but find it difficult to leave their full time profession for the same. Therefore, to enable such working professionals, this program is available to aspirants who are graduates with at-least two years of work experience. This program is based on personal contact program on weekends and intensive online support through our LMS platform eUniv. To develop practical skills, the program is based on live projects and experiential learning.

Among another one of its kind executive education initiative, our faculty is entrusted with developing managerial skills amid the engineers of leading OEM company i.e. Anand Automotive. These selected technical employees are leaders in their respective plants and spend three years at Shoolini for their B.Tech program under full scholarship from Anand Automotive. As they pursue their engineering, they are exposed to several management development programs to develop their leadership and management capabilities for the leadership roles they will perform in future.

Although executive education has been initiated, we endeavor to have strategic alliance with industries from various sectors for regular programs to upskill the knowledge, skills and abilities of their intellectual capital.

Special research laboratories sponsored by / created by industry or corporate bodies

- One IT Lab sponsored by Innohive India Pvt. Ltd.
- One E-Lab sponsored by Ankur Capital, Mumbai.
- One E-Lab sponsored by Anand Toyota Pvt. Ltd.

Industry sponsorship of student activities: MBA (Jan 2016 - April 2019)		
S. No.	Name of the Industry	Student Activity
1	Gabriel	Three days marketing activity in annual event
2	GBP	Three days marketing activity in annual event
3	Vivo	Three days marketing activity in annual event to provide Canopy and Umbrella
4	Westside	Three days marketing activity in annual event
5	Bharat Benz	Project on tanker trucks potential in Himachal
6	MI Store, Solan	Sponsorship for gifts to winners
7	Anand Trucking	Project on rigid trucks
8	Linguistica7	Sponsored Awards
9	Chester Hills	Students Fest
10	Naina Optical	Manchtantra, 2017
11	Nissan Motors, Mandi	Manchtantra, 2018
12	NSE - SEBI	Financial Literacy Seminar
13	Bhushan Jewellers	Gift Vouchers
14	Anand Toyota	Fest
15	Realme	Gift Vouchers and Awards
16	Wok and Roll	Manchtantra, 2018
17	Vibrant Academy	Awards
18	Gupta Commerce Academy	Gift Vouchers

Student activities of School of Business Management and Liberal Arts is given below:





There are several student initiatives/clubs at Shoolini that helps students undertake various students' activities like 'Raagrang' for music and dance, 'Saamarthya' for entrepreneur development, 'Baawle Bawarchi' for cooking, 'Shutterbugs' for photography, 'Dramebaaz' for drama, the Tracking and Hiking club, 'Satrangi strokes' for painting and 'Saksham' for dance etc. are functional under the umbrella of 'Abhiruchi' where students get an opportunity to showcase their talent in different fields.

Students are encouraged to celebrate and participate in various other events like cultural programs, quizzes, fests, Blood donation camps, Tree plantation, AIDS Awareness Program, Sexual Harassment Prevention Programs ,Cleaning of local springs in the neighborhood, camps on use of Solar Energy for cooking ,Painting competitions on an environmental issue, distribution of fruit and forest saplings to farmers for helping them to raise their earning and conservation of the environment ,Organization of Spring Flower Festival ,celebration of International Days-World Environment Day, World Forestry Day, World Population Day, World Women Day, World AIDS Day ,Organize INSPIRE activities of Schools in the University campus, painting and rangoli exhibitions etc.

SPRINT and marketing programs are other avenues through which students undertake various activities that add value to them as professionals and gives an opportunity to create and

explore. Student may solicit funding, donations and "in kind" services with prior Dean's approval only. In the vast majority of circumstances, fundraising requests are approved, provided they are submitted with sufficient detail and lead-time. Students regularly get sponsorship for various activities from the local industrialist and entrepreneurs.

The school strongly believes that teaching, research and extension are an integral part of higher education for enhancing the employability of its graduates.

The task of Institutional Social Responsibility is sensitized among students by holding workshops, interactions, field activities through Natural Social Service Scheme under the patronage of Dean of Extension Education and Dean Students Welfare. It played its role in societal responsibility (ISR) by organizing a host of activities in uplifting and awakening the surrounding population to bring them into the natural stream.

YouWeCan-Association started in 2016 for Cancer Awareness. Formal MoU was signed in 2017. Close to two dozen camps organized by HP, Chandigarh, and Punjab more than 2000 people are already screened for breast and oral cancer. Doctor teams are sent from YWC and the volunteer students from Shoolini Campaigns against drug abuse and tobacco cessation have also been organized. Free health check-ups of housekeeping staff and women of Barog have been done.



MoU Ceremony with YouWecan Association

Care and share group visits various places like IAMD hospital which had a regular inflow of patients with muscular dystrophy. Students help to boost the morale of the patients and families and also support documentation and other requirements at the hospital. They also make regular visits to the local orphanage and leprosy home to spend quality time. They also have a very close association with the senior citizens of Solan where the students spend time with the aged people trying to help them to become tech-savvy. Recently, the students collected 300 kgs. of old clothes during the **Week of Giving** and sent them to Delhi

Prayas group which lays focus on children especially the underprivileged ones. This includes adopting the primary school in the vicinity. Students devote regular hours helping the children with their curriculum, extracurricular activities, health and hygiene, technical skills etc. The children celebrate several occasions together like Children's Day, Christmas Independence Day etc. Students have helped the needy children with books shoes warm clothing, provision of fans etc.

Women Empowerment works to help the local community. The housekeeping staff is supported by this group. They also have regular programs on drug awareness domestic violence health and hygiene. A few fundraising campaigns were organized for women in need. Free medical and legal services are provided to them.

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

At University level, industry experts are the members of Academic Council (TWO MEMBERS) and Joint Research and Development Committee. As far as the School of Business Management and Liberal Arts is concerned, the involvement of industry in academic activities is a regular practice since inception. We signed a MoU with GENPACT- a leading multinational company for the development of a 'need driven' MBA curriculum. Over the years, we have adopted mentorship programme with India's leading managers wherein corporate professionals from the best companies guide and support us in formulation and attainment of the academic program and course outcomes.

Industry professionals have been formally included as members of the Board of Study (BoS) and Research and Development Committee (RDC). Mandate of the BoS is to precisely discuss

and revise curriculum and syllabi as per the current needs of the academic and corporate world. In this process, we have been able to incorporate the courses on Artificial Intelligence, SPRINT, Writing Seminar, Creativity and life coping skills in MBA curriculum as per the inputs from corporate professionals. These courses are also run by the renowned experts from the leading companies. Similarly, RDC consisting of the external experts from academia and industry evaluates the research activities of the School and suggests the initiatives to be taken for future growth of the School in research.

CORPORATE MENTORS

More than two dozen national and international corporate leaders are a part of this unique initiative of School of Business Management and Liberal Arts.

Sr.No.	Name	Background/Designation/Industry
1	Aarti Nihalani	B.Tech (UDCT, Mumbai), MBA (IIM Ahmedabad), Manager at Oliver Wyman.
2	Anish Tawakley	B.Tech (IIT Delhi), MBA (IIM B) Sr. Director Research at Credit Suisse. Previously senior positions with Bernstein, McKinsey & Co.
3	Anurag Chaudhary	M.Sc (Delhi University), MBA (Jamnalal Bajaj), Managing Director Citibank, London. Previously with ANZ Grindlays Bank.
4	Ashish Khosla	- BE, MBA (IIM Calcutta); Head Retail Banking- Finance House, Previously Sr. Vice President, UNB, Abu-Dhabi and Senior Executive position in Citibank, HSBC, Marico.
5	Ashoo Khosla	MBBS (Gold Medalist), MBA (ISB Hyderabad) Head of Training NMC Trading, Abu-Dhabi. Previously Marketing Manager Novartis, Manager Business Development Dr. Reddy's, India
6	Avijit Bhattacharya	B.Tech (IIT Kanpur), MBA (IIM Bangalore); CEO at Tata Securities. Previously executive position at other Tata Group Companies.
7	BS Jaswal	Retd. Lt. Gen. (Indian Army), former GOC-in-Chief, Northern Command.
8	David Bergeron	Ph.D (University of Pennsylvania, USA); Principal, Oliver Wyman.

9	Davide Taliente	Managing Partner, Oliver Wyman.
10	Gaurav Mehta	Senior Manager Roland Berger; Previously with Morgan Stanley, UBS.
11	Hansi Mehrotra	CFA, MBA (Wharton), Head of Wealth Management, Asia Pacific at Mercer Investment Consulting.
12	Jaijit Bhattacharya	B.Tech (IIT Kanpur), MBA (IIM Calcutta), Ph.D (IIT Delhi). Country Director Sun Microsystem, visiting faculty INSEAD. Previously senior position with Oracle, Accenture
13	Judhajit Das	HR Head of ICICI Prudential.
14	Justice N K Sodhi	Former Chief Justice Court of Karnataka, Chairman Special Appellate Tribunal (SAT)
15	Kamlesh Vyas	Director First India School of Business. PhD HRM and Social Media; Worked as CEO ACME, GM MKRH, Senior Consultant at Watson Wyatt, Ernst & Young etc; More than 15 Years of experience in corporate world.
16	Lt. Gen. KJ Singh	GOC-in Chief, Western Command (Indian Army)
17	Munish Sapra	Ex-MD Scotia Bank, Formerly with Citi Bank
18	Nitin Aggarwal	B.Tech (IIT Delhi), MBA (IIM Calcutta); Head, India Knowledge Management at ZS Associates; Previously senior position at McKinsey & Company, Hay Group, Pipal Research
19	Peter Dale	MBA (London Business School); Advisor, Credit Suisse, Zurich; Previously senior position at Kearney.

20	Pratik Ved	MBA (IIM Ahmedabad); Manager Unilever India Raj Khosla, B Tech (IIT Bombay), MBA; Director Kaefer Insulteo Ltd., Thailand.
21	Ramesh K Mehan	BE, MSIE (Kansas State University, USA), MBA (University of Dayton, USA); Managing Director of Five Ohio Based Companies.
22	Ritwik Ghosh	B.Tech (Jadhavpur University), MBA (IIM C); Senior Manager Oliver
23	Sanil Chawla	GM Tata Sky Sanjay Kedia, MBA (SP Jain); Country Head and CEO, Marsh India; Previously senior position at IDBI Bank.
24	Shinjini Kumar	CEO Paytm Payments Bank.
25	Sudhir Shukla	MBA; Former Senior Vice President, Yamaha India.
26	Vineet Anurag	MD Bank of America Merrill Lynch, MBA Finance Indian Institute of Management, Calcutta.
27	Vishal Anand	MBA, Microsoft Certified Professional. Managing Partner, Anand Enterprises, Solan
28	Yuji Nishikawa	India Liaison Officer, JST

Shoolini University our parent body, strives to engage with people to bring about change in their lives and the society in general. Carrying this philosophy forward, School of Business Management and Liberal Arts has involved leaders from industry and academics in the Shoolini University Global Advisory Board.

The composition of Shoolini University Global Advisory Board which also guides the School of Business Management and Liberal Arts on various issues is given below:

S. No.	Title	Name	Designation/Industry
1	Mr.	Anand Gupta	Director, Rinox Kaufman Ltd.
2	Mrs.	Anju Abrol	Chief Risk Officer, Westpac Institution Bank, Westpac Group, Australia
3	Mr.	Ashish Gupta	Founder and CEO, Benori Ventures
4	Dr.	Dinesh Singh, Padma Shri	Former Vice Chancellor, University of Delhi, India
5	Dr.	Gerhard Lohmann	Chief Financial Officer, Reinsurance, Swiss RE, Switzerland
6	Mr.	Jaijit Bhattacharya	Head, Center for 4th Industrial Revolution, World Economic Forum
7	Dr.	K.S Bawa, FRS	Distinguished Professor, Boston University, United States
8	Mr.	Kamlesh Vyas	Partner, Deloitte, India
9	Mr.	Keki Boman Dadiseth	Former Director, Unilever Plc, UK
10	Mrs.	Keshni Anand Arora	IAS, Addl Chief Secretary, Haryana, India
11	Mr.	M.L Sarin	Senior Advocate, Founder SJOBA, Chandigarh, India
12	Mr.	Navin Agrawal	Partner, KPMG, India
13	Dr.	P.K Khosla, Chairman	Vice Chancellor, Shoolini University
14	Mr.	Pavan Gupte	Managing Director, Samena Capital, India
15	Mr.	Peter Dale	Managing Director, UBS, UK
16	Mr.	Pravin Amre	Former Test Cricketer, India
17	Dr.	R.C Sobti, Padma Shri	Former Vice Chancellor, Panjab University, India
18	Dr.	R.K Kohli	Vice Chancellor, Central University, Panjab, India
19	Dr.	Raj Paroda, Padma Bhushan	Former Director General, ICAR, India
20	Dr.	S.S Handa	Former Director, CSIR-IIIM, Jammu

21	Mr.	Sameer Goel	Head, Infosys, Mohali, India
22	Mr.	V.K Kapoor	Former IPS, Govt. of Haryana, India
23	Mr.	Vikas Agarwal	Partner, EY, India
24	Mr.	Vinay Pande	Headmaster, The Lawrence School, Sanawar, India
25	Mr.	Vinish Kathuria	Managing Partner, SenseAI Ventures
26	Mr.	Vinod Sood	Managing Director, Hughes, India
27	Mr.	Vivek Atray, Member Secretary	Former IAS, Haryana, India

The involvement of industry professionals as members of BoS (Board of Studies) and RDC (Research and Development Committee) has been mentioned in point 2.1.1.1.

7.2. International Connect (40)

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

Recognizing the importance of international cooperation among higher education institutions throughout the world, Shoolini has established a number of international collaborations and exchange agreements with major foreign universities and maintains friendly relationships with them. Shoolini continues to develop strong academic bonds with more than 60 higher institutions of learning in 15 countries. Through such links, professors and students are able to gain a more global outlook on their academic experience. The general features of these international collaborations and exchange programs are as follows; the exchange of professors for joint research and lectures, the exchange of students for study, and the exchange of publications, literature and information.

Listed in the table below are the foreign universities with which Shoolini has agreement for international collaborations and exchange programs. In accordance with the growing trend towards globalization, the institution is setting up a distinctive strategy to expand and diversify its international programs and activities substantially.

S. No	Name of the University	Country	Date of signing of MOU
1	Seoul National University	South Korea	24-05-2010
2	Chung Yuang Christian University	Taiwan	28-03-2012
3	University of Ulster	Northern Ireland, UK	18-07-2012
4	Gachon University	South Korea	9/9/2013
5	The University of Suwon	South Korea	12/9/2013
6	National Taiwan University - Taipei-Active	Taiwan	27-05-2015
7	Lanzhou University	China	21-07-2015
8	Sprott Shaw College	Canada	4/2/2016
9	Sichuan University	China	18-03-2016
10	Magna Carta College	Oxford, UK	24-04-2016
11	University Alliance of Belt and Road	HUC members	18-09-2016
12	British Colombia Institute of Technology	Canada	23-10-2016
13	Kabul University	Afghanistan	24-10-2016
14	Eshraq University	Afghanistan	24-10-2016
15	University of La Verne	USA	19-11-2016
16	Inha University	South Korea	18-04-2017
17	IIB- INTECH, Buenos Aires	Argentina	11/4/2017
18	Hainan University	China	27-02-2017
19	Leshan Normal University	China	18-07-2017
20	Xihua University	China	22-05-2017
21	Yunan University	China	9/5/2017
22	Cranfield University	UK	6/9/2017

23	Kwazulu-Natal University	South Africa	4/12/2017
24	University of Chittagong	Bangladesh	1/11/2017
25	Rana University	Afghanistan	22-01-2018
26	Yunnan Minzu University	China	28-01-2018
27	Jimma University	Ethiopia	15-02-2018
28	Hawassa University	Ethiopia	27-03-2018
29	Wolkite University	Ethiopia	15-02-2018
30	Zion Technology and Business College	Ethiopia	15-02-2018
31	Wolaita Sodo University	Ethiopia	9/2/2018
32	University of Naples	Italy	27-03-2018
33	APUIHEA	Afghanistan	3/5/2018
34	University of Limpopo	South Africa	3/7/2018
35	The University of Venda	South Africa	3/7/2018
36	ANDMA	Afghanistan	7/9/2018
37	National Dong Hwa University	Taiwan	28/9/2018
38	University of Reading	UK	31/10/2018
39	Western Sydney University	Australia	31/10/2018
40	Ankara University	Turkey	19/12/2018

41	Addis Ababa Medical and Business College, Metehara Campus	Ethiopia	8/12/2018
42	Addis Ababa Medical and Business College, Dire Dawa Campus	Ethiopia	8/12/2018
43	Addis Ababa Medical and Business College, Ziway Campus	Ethiopia	8/12/2018
44	Addis Ababa Medical and Business College, Piassa Campus	Ethiopia	8/12/2018
45	Jami University	Afghanistan	19/02/2019
46	Taj University	Afghanistan	19/02/2019
47	Vistula University	Poland	20/02/2019



Vice Chancellor Prof. PK Khosla in MoU signing ceremony

7.2.2. Student Exchange Programs (10)

School of Business Management and Liberal Arts have always valued the importance of a good cultural exchange program and encourages students to go that extra mile. With the changing landscape of higher education in India, a good and relevant student exchange program arms students with a more integrated and multi-cultural learning.

Every year Shoolini welcomes exchange students from foreign partner Universities and sends Shoolini students to foreign partner universities. Exchange student program is a great way for international students to experience the unique Indian culture and international exposure for Shoolini Students and to make new friends. Shoolini accept applications for a semester or a full academic year for foreigner students and sends them for a semester or a full academic year to different foreign partner universities.

The list of students who have benefitted from Student Exchange from School of Business Management and Liberal Arts are as follow:

Student Exchange					
S. No.	Name of Student	Class	Name of the University	Country	Date
1	Surbhi Sharma	MBA	Sichuan University	China	5-Mar-2017
2	Shivam Kaila	MBA	Sichuan University	China	5-Mar-2017
3	Shivam Gupta	MBA	Sichuan University	China	5-Mar-2017
4	Deepika Dhiman	MBA	Sichuan University	China	5-Mar-2017
5	Ankit Pal Sharma	MBA	Sichuan University	China	22-Aug-2017
6	Champa Thakur	MBA	Sichuan University	China	22-Aug-2017
7	Abhinav Sekhri	MBA	Sichuan University	China	1-Mar-2018
8	Ikshva Rojhe	MBA	Sichuan University	China	1-Mar-2018
9	Deepika Verma	MBA	University of Naples	Italy	1-Aug-2018
10	Yashpal	MBA	University of Naples	Italy	1-Aug-2018
11	Akshit Rana	MBA	Sichuan University	China	21-Feb-2019
12	Kriti Sharma	MBA	Sichuan University	China	21-Feb-2019



Abhinav Sekhri, MBA student, receiving certification of Student Exchange Program from Sichuan University, China

7.2.3. Faculty Exchange Programs (10)

The faculty exchange programs provide faculty with the opportunity to teach or conduct research for one semester or an academic year at an overseas university. Faculty members would benefit from exposure to a culturally varied and diverse faculty make-up, with an opportunity to exchange ideas and observe a variety of styles. The faculty exchange program is one way to take advantage of the benefits of diverse faculty. The ultimate goal of educational institutions is to develop a vibrant and diverse faculty.

The Foreign visits/Faculty exchange program of the School of Business Management and Liberal Arts is given below:

Faculty Exchange/Foreign Visits				
S. No.	Name of Faculty	University	Country	Date
1	Ms. Prachi Kapil	University of Warsaw	Poland	2017
2	Dr. Devesh Kumar	University of Warsaw	Poland	2017
3	Prof. Atul Khosla	Sichuan University	China	2016
		Peking University	China	2016
		Lanzhou University	China	2016
		Hainan University	China	2017
		Hainan Tropical Ocean University	China	2017
		Sichuan University	China	2017
		Xihua University, China	China	2017
		Yunnan Agricultural University	China	2017
		Yunnan University	China	2017
		University of Naples	Italy	2018
4	Dr. Rosey Dhanta	Wolaita Sodo University	Ethiopia	2018
5	Dr. Vinod	Yunan Minzu University	China	2018
6	Dr. Subodh Saurabh Singh	Yunan Minzu University	China	2018
7	Dr. Mala Tripathi	Yunan Minzu University	China	2018
8	Prof. Sunil Puri	Yunan Minzu University	China	2018
9	Prof. Ashutosh Mohanty	Beijing Normal University	China	2019
		Papa New Guinea University	Papa New Guinea	2018
Faculty who visited Shoolini University				
1	Mr. Davor (Yoga Instructor)	-	Russia	2018
2	Prof. Dipra Jha	University of Nebraska-Lincoln	USA	2018



Prof. Sunil Puri, Dr. Subodh, Dr. Mala Tripathi and Dr. Vinod at Yunan Minzu University, China



Prof. Atul Khosla at Sichuan University, China

7.2.4. Collaborative Research Projects (10)

School of Business Management and Liberal Arts focuses on research, related to sustainable development of Himalayan region. In that direction, efforts have been made to work jointly with international research fraternity. The faculty have initiated research collaboration with their counterparts in China, Poland, Ethiopia, South Korea, Afghanistan, etc. A number of joint research papers have also been published by the faculty of School of Business Management and Liberal Arts. The efforts have also been made to joint research projects in the areas of business management and social sciences.

S. No.	Name of faculty	Name of the Project	Funding Agency	Grant Received	Year of Receiving Grant
1	Prof. Narinder Verma (Co-PI)	To develop industrially focused curriculum in Advanced Manufacturing Technology	Royal Academy of Engineering (RAE), London, UK	Rs. 45 lakhs (approx.)	2017
2	Dr. Ashutosh Mohanty	To develop yearly warning system in Asia Pacific Region	Govt. of Papua New Guinea and APEC	5 lakh approx. (Travel Grant)	2018

CRITERION – VIII
INFRASTRUCTURE (75)

Criterion – VIII

Infrastructure (75)

Availability of quality infrastructure and access to quality learning resources are essential for any institution striving for global excellence. Apropos, in the initial years, the emphasis of the University was on creation of the required infrastructure and develop facilities. Having achieved the targets set out, the current phase of development focuses on consolidation, bridge gaps; emphasis being on providing a wider basket of learning resources and enhancing the outreach of the University.

Despite being young in age, Shoolini University has state-of-the-art infrastructure that compares favorably with some of the best institutions in India. The University's commitment towards quality education can be partly visualized if one visits any of the laboratories that exist with the purpose of promoting learning through teaching, research, workshops, computing, or studio work. The University prides itself in its achievements thus far and endeavors to march in its pursuit of providing world class learning environment and producing the leaders of the future.

Conventional teaching has been supplemented and augmented by the use to latest technology. ICT enabled class rooms facilitate teachers to demonstrate problem solving techniques. The library is well stocked with approximately 2 lac book titles in the physical and electronic form. The University subscribes to around 9,000 e-journals through USA based EBSCO and DELNET databases. These resources allow the students and researchers to quality research resources, in their respective areas of research. The multi-functional Enterprise Resource Planning (ERP) system coupled with the enhanced Learning Management System (LMS) and planned Knowledge Management System (KMS) (developed in-house adapting freeware) has provided an interface to teachers and the students to take the teaching- learning processes to a new level.

The entire University and all schools are connected through a high bandwidth enabled wireless network and auditoriums are linked through intranet as well as internet with video-conferencing facilities. Such a technology savvy learning environment allows students to extend and explore their research interests on a 24x7 basis. The iconic Yogananda library

building has been transformed into a multi-dimensional facility and it stands out, not only as an architectural splendor but also as the pulsating heart of the University, extending knowledge on a click.

At Shoolini, learning is not limited to class rooms and laboratories. There is a Cineplex with a seating capacity of 200 that offers a high quality audio and visual experience to its audience. The University/School offers its students excellent indoor and outdoor facilities to pursue a sport of their inclination and choice. The open air theatre, auditoriums, cafeterias, open spaces nestled within the forests and the hills offer students a sylvan experience for studying.

The University has a central 'Planning' Committee, composed of members from the Board of Management. This is the apex body that lays down future plans, allocates funds and drives projects for enhancing and/ or carrying out improvements of infrastructure or resources. Organization of this committee with its functional entities is given below:

Structure of Planning Committee

Development Cell (Estates Officer)	Maintenance Cell (Director Operations)	IT Cell (Chief Information Officer)
Responsible for Planning for planning, construction, ensuring necessary services and for undertaking repair and maintenance of infrastructure.	Responsible for 'day to day' maintenance and meet the needs of the University. This Includes catering, accommodation, providing services, housekeeping, etc.	Responsible for planning, development, procuring and maintenance of ICT equipment and Services. This includes Wi-Fi, LMS, KMS and eUniv Platforms.

For pushing the bar in academics and research and to provide a global learning environment, the following initiatives have been taken:

- Addition and/or upgradation of existing labs and facilities.
- All classrooms have been ICT enabled.
- Auditoriums inter linked and provided video-conferencing facilities.
- A 200 seater Cineplex has been added.

8.1. Classrooms & Learning facilities (10)

School take great pride in its excellent infrastructure and have ensured that the best of technologies be incorporated in teaching learning process.

Shoolini has a scenic and serene campus that provides an environment which is conducive for personal and intellectual growth.

The infrastructure facilities act as a facilitator for the effective delivery of the curriculum. University follows a centralized timetable for optimization of the available infrastructure facilities:

At the school level, these infrastructure needs and requirements are discussed in frequently conducted faculty meetings under the chairmanship of Faculty Dean. Faculty of Management Sciences and Liberal Arts has a designated Infrastructure In-charge to look after its logistics, cleanliness and maintenance needs.

Details of Infrastructure Facilities at the campus:

Facilities	Total
Campus area	20.1 acres
Class rooms	30
Laboratories	88
Language Lab	01
eUniv Studio	01
Seminar Halls	18
Others: Open Air Theatre	01
Adventure Camp	01
Cineplex	01
Indoor Sports Complex	01
Faculty Club	01
Daffodils (Guest House)	01
Playgrounds	Basket Ball, Volley ball, Badminton and Cricket Pitch
Gymnasium	Central gymnasium in the indoor stadium; an additional facility for boys and girls hostel

*APJ Abdul Kalam Centre (seating capacity of 200) and Ratan Tata Hall (seating capacity of 200) and two floors in G and H block are exclusively reserved for School of Business Management and Liberal Arts.

*For online examinations, central IT lab (E Block) with sitting capacity of more than 100 is also exclusively used for MBA students.

8.2. Library (10)

The Yogananda Library of Shoolini has evolved as a Multi- dimensional learning facility; it is fully automated and had transformed itself as a Knowledge Center, in keeping with the stated vision of the University.

The five storey building that houses the Knowledge Center is a state-of-the- art, architectural marvel using ‘green’ technology. With a naturally-lit central atrium, wooden interiors, spacious layout, topped by a designer lawn, the Yogananda Knowledge Center is an icon of the Shoolini University which can concurrently accommodate 300 students.

Apart from the Central Library, there is also a well-stocked study center for use of students in the heart of Solan Town. Collectively, the Knowledge Center has 38,064 text books, 5,219 reference books and subscribes to a plethora of e-books (1,50,000), journals (10,000), e-journals, magazines and newspapers (* 15.09 Lac is the recurring expenditure spend on newspapers/library, journals/e-journals and newspapers annually).

Completely Wi-Fi enabled, with OFC connectivity and a large capacity UPS and back- up generator, the YKC is a pulsating heart and the center of activity for the students and faculty.

- i. The library services use ‘Pearl plus MySQL’ based on KOHA software.
- ii. The webpage including holdings, booking and queries can be accessed through the University intranet.
- iii. Access to centrally subscribed research sites and other libraries can be accessed through a password generated access system.

Each school also maintains a library, which is an adjunct the main Library. In view of the central location of the Central Library. Girls Hostels also have a Mini Library and other hostels are provided newspapers.

Details of the Library:

1	Total area of the library (Square Meters)	2,616.15
2	Total seating capacity	300
3	Working hours	24x7

iv. The five storey library has adequate seating and is well-lit with natural lighting, exuding an atmosphere conducive to learning. Floor wise layout is given below:

Ground Floor	Student Activity Hall, Faculty Club, Cafe and Main Lawn
First Floor	Research Journals, public computers, Language and Analytics Labs, E-studios, Thesis/Dissertation/Projects and Emergency exit (Book Bank Section)
Second Floor	Main entry with Access control. Foyer, Circulation (Issue/receipt) section, New Arrivals Racks, Resource displays (Touch screen monitors), E-Newspaper/Magazine Screens, Library office, Reference Section, Management Section, Bag room, washrooms and emergency exit.(Law Section, Reprographic Service, Coffee Machine, Kindle)
Third Floor	Engineering and Technology section, (Physics Section)
Fourth Floor	General section, Reading areas and Terrace Lawn, (Vending Machine)

Floor plans are prominently marked, facilitating use by occasional visitors.

Library Advisory Committee

The Library Advisory Committee headed by the Principal ensures all these requirements are fulfilled through the Member Secretary and the inputs from the other members. Procuring books, Technical Journals, Technical Magazines, applying for access to e-journals, providing good reference books and adequate reading spaces are provided by this committee, which comprises the following members.

S. No.	Name of Library Advisory Committee Members	Position
1	Dr. P.K. Khosla, Vice Chancellor	Chairman
2	Prof. Atul Khosla, Pro Vice Chancellor	Member
3	Dr. Sunil Puri, Registrar	Member Secretary
4	Dr. Saurabh Kulshrestha, Academic Advisor	Member
5	Dr. JM Julka	Member
6	Dr. Rohit Goyal	Member
7	Mrs. Poonam Nanda	Member

8	Er. Pankaj Vaidya	Member
9	Er. Raj Kumar Saini	Member
10	Mr. Praveen Vasisht	Member Secretary
11	Dr. Kuldeep Rojhe	Member

- a) Average number of walk-ins : 11,730
- b) Average number of books issued : 21,508
- c) Average number of books returned : 21,508
- d) Average number of books added over last four years : 9,663
- e) Average number of login to OPAC : 31,564
- f) Average number of login to e-resources : 3,010
- g) Average number of e-resources downloaded/printed : 1,456
- h) Number of IT literacy trainings organized : Part of orientation & bi annually
for library staff

Library Automation. Though the entire Library is Wi-Fi enabled, the following are provided:

- Total number of computers for public access : 24
- Total number of printers for public access : 2
- Intranet bandwidth for library : 100 Mbps
- Institutional repository : Through Intranet

Participation in resource sharing networks/consortia: eUniv, EBSCO, DELNET and Open Sources.

Library Resources

Particulars	Total
Text Books	38,064
Reference Books	5,219
e-Books	1,50,000
Journals*	10,000
Digital Database	4
CD & Video	1,800
Others – Magazines	30
Newspapers	22

*School of Business Management and Liberal Arts books – 7,438

Strategically located in the heart of the campus, the serene atmosphere provided by the Yogananda Library makes it a sought after place in the campus.

8.3. IT Infrastructure (15)

In keeping with school's mission to be counted as a leading global institution, technology is being leveraged as the enabling platform. ICT is being exploited to provide outreach and the University is progressively making efforts to upgrade and concurrently promote the culture of exploiting technology for attaining global competencies.

The University has a comprehensive strategy to effect a paradigm shift in the knowledge management system and enhance the functional efficiency of administrative departments. A full-fledged cell is functional for the purpose with a Chief Information Officer at its helm.

The constitution of IT Cell is given below:

S. No.	Name	Designation
1	Prof. Atul Khosla	Pro VC (Advisor)
2	Mr. Sachin Sharma	CIO (Advisor)
3	Mr. Pankaj Vaidya	CTO
4	Mr. Hemant Sharma	Sr. System Analyst
5	Mr. Mahesh Sharma	System Analyst
6	Mr. Preeti Sharma	System Analyst

7	Mr. Diksha Sharma	Asstt. System Analyst
8	Mr. Aruna Thakur	Asstt. System Analyst
9	Mr. Paramvir Bhandari	Asstt. Hardware Executive
10	Mr. Jitender Sharma	Network Analyst
11	Mr. Rajesh Kumar	Asstt. Network Analyst

The cell acts as the ‘in-house’ organization for developing and servicing ICT infrastructure in a cost effective manner. Development of the Library Management System, KMS, ERP and eUniv platform was done ‘in-house’ using open source software and this has proved to be a major success.

In order to provide access to on-line teaching and learning resources and other knowledge and information database following initiatives have been taken:

- All faculty members provided computing facilities.
- All classrooms and seminar halls have been provided with projectors as an aid to teaching process.
- Various online journals are subscribed by YKC and made available.
- Various Open Source courses are also made available via University Intranet.
- The University has its own in-house developed software for conducting online tests which is fully adopted by the School of Business Management and Liberal Arts.
- The Library services are computerized with web enabled software.

In addition to the above, specific measures to optimize the use of ICT in the University are listed:

- Webmail service for all faculty members, staff and students.
- A person specific unique Smart Card to meet ERP requirements.
- Online LMS is serviced by System Analyst of Internal IT team.
- Facilitation of online student Exams and Quizzes by the IT team.
- Software updates done in-house.
- Desktops, Laptops, Servers etc. are repaired, serviced and monitored on a regular basis.
- The University also provides laptops and tablets to students, on requirement basis.

Information Security

The University is strict about information security and follows procedures and protocols to ensure this. The following are ensured:

- A backup system for the sensitive databases such as finance and examinations by use of portable hard disks.
- Question papers are typed in a strong room using stand-alone computers-No external devices are allowed
- Crucial offices like HR and Examinations are separated from the main network using VLANs to provide information security.
- A dedicated team is available to create, modify and delete email accounts.
- A session time out protocol is in place to mitigate misuse of information.
- An enterprise level end point antivirus is used.

Network Security

- A Unified Threat Mechanism has been deployed on the network which acts as the firewall gateway, anti-spam gateway, antivirus protection and bandwidth manager.
- The University also deploys a centralized antivirus server for detection, web filter and other internet security features.

Risk Management

- Though no threats have been detected in the network till date, risk mitigation measures are ensured; important ones are listed:
- Essential service periodically backed up by the person responsible.
- Internal threats are managed by unique login authentication and giving proper permissions to resources.

Software Asset Management

The University has a license agreement with Microsoft for their products which include Operating Systems, Office Suite, SQL etc. This license is renewed every year.

Open Source Resources

- The University has a policy to promote Free Open Source Software, wherever possible.
- Web servers have Linux – a Free Open Source Operating System.
- In collaboration with IIT Bombay, trainings programs are run regarding various open source technologies.
- In house software has been developed to conduct quizzes, post articles and facilitate academic activities.

Green Computing

To contribute to Green Computing in the University, the University procures products from reputed vendors who have taken initiatives for recycling of their products and to reduce carbon footprint. Notwithstanding, disposal of E-garbage is outsourced by the University centrally.

Details of IT Infrastructure

Particulars	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments
Existing	363	6 Labs	105 mbps	21	60	40	60 (all)
Added	10	---	395 mbps	-	-	10	
Total	373**	6	500 mpbs	21	60	50	60

** As a policy every faculty member uses laptops for teaching and research – no's above are exclusive.

The list of Licensed Software is as follows:

Office Automation/ Application Software

- i. Tally 9.0
- ii. MS-Exchange Server 2007
- iii. MS-Exchange Server 2000
- iv. Exchange Server CAL OLP NIAE 2000

- v. Microsoft Front Page 2002 AE
- vi. MS-Office 2016, 2013, 2010, 2007, 2003 & XP
- vii. MS Access 2016
- viii. MS Project 2016
- ix. MS Outlook 2016

Operating System/ System Software

- i. Windows Server 2008 R2 and 2003 R2
- ii. Windows 10, 8.1, 7 & XP
- iii. MS- Windows 2012 server
- iv. MS-Windows NT 4.0 Server
- v. MS- Windows NT 4.0 workstation

Anti-Virus Scanners. Trend Micro Antivirus

A number of nodes/ computers with internet facility: 100 % with internet facility.

Any other. The University has connected all blocks and hostels by OFC to concurrently broadcast lectures, motivational movies etc.

Apart from the above, the institution has deployed the following IT facilities

- i. Mail, Messaging (Microsoft/Gmail cloud for students and faculty)
- ii. Web content filtering & caching proxy
- iii. Gateway security & anti-spam
- iv. Application servers on Linux and windows
- v. DHCP and RADIUS protocols
- vi. Library management services and online web catalog
- vii. Many to Many Video-conferencing

- viii. Helpdesk services
- ix. Network security
- x. Key management services and DNS
- xi. Wi-Fi campus on 802.11n with fault tolerance and load balancing
- xii. Open source Learning Management System - eUniv
- xiii. Anti-plagiarism system
- xiv. Virtual classroom and eUniv

The University ensures a three-year comprehensive warranty for newly purchased IT related equipment. The University has in house mechanism to maintain and repair computers, laptops, servers and UPS by the technicians of the Computer Center. The University undertakes maintenance through the IT Cell to provide repair and maintenance services.

Plan for future

- i. Directory-based Authentication
- ii. Timetable optimizer & smart card-based real-time attendance management system
- iii. Services & parent-services
- iv. ERP system – Enterprise portal for student/ employees
- v. Implementation of Open source tool for network management system
- vi. Backup and Data Recovery
- vii. IP Camera Surveillance
- viii. Database services
- ix. Endpoint enterprise antivirus
- x. Asset and Inventory Control

Other initiatives on IT are:

- The Institution facilitates extensive use of ICT resources including development and use of computer-aided teaching/ learning materials for generating a teaching-learning environment.
- The Institute has Computer Labs equipped with latest Hardware configuration, peripherals (including Printers, Scanners etc.) and latest version of Software to fulfill the academic needs.
- All computers are connected to a central network with Fiber Optic backbone and are accessible from everywhere within the campus.
- The IT lab allows students, faculty to take printouts, browsing and surfing etc.
- The Wi-Fi enabled campus provides 24x7 internet access to students and Faculty.
- All lecture halls are equipped with specialized teaching aids like LCD projectors to enhance the quality of the teaching learning experience.
- All auditoriums are inter connected for live broadcasting of lectures and motivational movies, this facility has been extended to hostels.
- The auditorium and seminar halls are equipped with the latest state of the art audio- video facilities and are used for hosting intra and inter college events like seminars, conferences, panel discussions, talk shows and cultural activities etc.
- Training programs are regularly conducted on software applications, installation of software, upgrading hardware etc.
- Faculty are allowed to download and rehearse lecture presentation.
- Teachers use ICTs for 'routine tasks' (record keeping, lesson plans, information presentation, searches on the Internet etc.).
- Special sound proof e-Studios have been made for faculty to prepare and record interactive lectures.
- Labs are modernized and upgraded to keep pace with the latest technologies. Help of industries has also been taken in this regard.
- Latest IT techniques available in evaluation process have been adopted.
- Implementation of Smart Class Room project.
- Faculty, Students and administrative staff of the University have been provided with Webmail service.

- Revised version of University website with advanced features and updated information about the University is available
- Online student's feedback system is in place.
- Online information regarding placement activities available to the students from the Placement and Career Development Cell in real time.
- The University has its own ERP portal which helps it in progress towards its aim to become a paperless University.
- The faculty is encouraged to share content repositories of original content in the KMS Portal.
- They are encouraged to contribute their recorded videos lectures to the open domain to overall contribute to the enhancement of the knowledge bank for wider viewing.
- The Wi-Fi enabled campus provides round the clock internet access to both the students and Faculty.
- Every course is made available online to students from eUniv platform.
- The library provides access to e-resources to 24x7.
- Anti-plagiarism: Imbibes a culture of academic integrity.
- Cloud based services: Provide a future proof scalable, pool of tunable, configurable computing resources to students and faculty.
- For building in redundancy and fault tolerance at the network layer, the following are in place to ensure maximum uptime:
 - Dual ring fiber network
 - Core switch
 - Wireless Controller
 - Unified Threat Management device & firewall
 - Redundant wireless mesh network – will take over in case of multiple fiber cuts to keep campus services running
 - Improved bandwidth management – to ensure bandwidth availability to respective user groups
 - Improved security, risk management & compliance
 - Segregation of campus network into multiple VLANs – assigned dynamically on user authentication.
 - Enhanced web content filtering

- Network access Control
- Network Access Protection (checks OS legality, and patch levels prior to letting end point join the network)
- Improved auditing of object access and internet access
- Online Library on “Moodels”
- LMS system for Students and teachers
- MyShoolini app for Android and IOS for faculty & Students (Details given in the next point)
- Online attendance system for students and faculty

IT facilities available to individual teachers for effective teaching and quality research

- Wi-Fi available 24x7 across the campus.
- Various databases are subscribed by the University to facilitate and promote quality research. These are used by the faculty members to conduct discussion with online and live data display in classrooms.
- Computerized book circulation facility with smart identity card
- E-access to library resources on 24x7 basis
- The institution has its own user friendly ERP portal.

Use of Audio-visual aids has enhanced the quality of learning and supplement the traditional ‘chalk-talk’ mode of instruction. Each lecture being put on the eUniv portal and this has ensured improvement in the quality of instruction, since teachers are conscious of their on-line presence.

This has acted as a great catalyst for teachers to improve on their instruction delivery and hone their presentation skills.

8.4. Learning Management System (10)

In a pioneering move, Shoolini launched the myShoolini application, a mobile-based virtual platform which helps its users to manage activities such as marking attendances, tracking bus locations, submitting assignments, timetables, learning management system (eUniv) etc. on a single platform.

myShoolini app

myShoolini application was launched by Shoolini University Pro-Chancellor Satish Anand, this app has been jointly developed by the faculty and former students of the university. The app has launched the university towards becoming completely digital end to end based digitization & knowledge management tool for University's activities.

With all the features in place, the students and staff can download the app (Android & iOS) and have access to all the university services and features through a single window interface. My Shoolini App is also available for download on the university website, Google Play & Apples store.

The application allows performing multiple activities such as marking attendances, tracking bus locations, submitting assignments, timetables, fee payment, learning management system etc. on a single platform.

Some of the key features of the app include the My Knowledge Hub which deals with research thesis and the Geo Selfie GPS enabled attendance system. This attendance system allows the staff to mark their attendance by clicking a selfie in the university campus. GPS enabled bus-tracking system allows students to track all the university buses for convenience.

myShoolini uses high end technology tools such as AI & predictive learning and includes:

- eUniv: Shoolini's moodle based (predictive learning) 24x7 flip classroom platform & LMS. eUniv has 6,000+users with access to 5,00,000 unique content eUniv also hosts Shoolini's secure online examination module.
- Sikander – Shoolini's AI & ML based (speech and face recognition) interview & skill learning module. Over 2000 students are actively using Sikander.
- myYKC – Shoolini's knowledge management system digitizes and provides access to over 1 million books & journals to Shoolini faculty & students along with digitizing the library process.

Others:

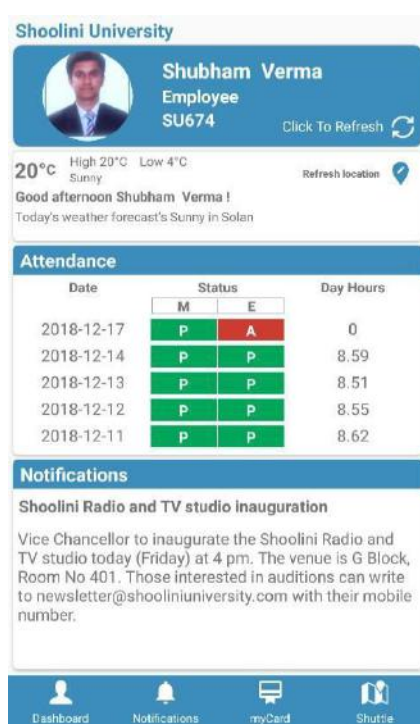
- GPS based transport module
- Face recognition based attendance module
- AI based central time tabling module
- Hostel module
- Social networking module
- Payments module
- Grievance Redressal Module

Evidence of Success

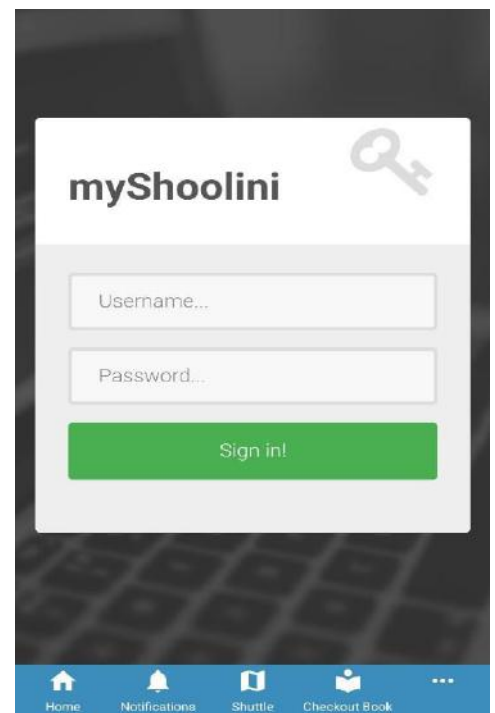
- **Geo selfie attendance:** Employee in campus takes selfie attendance on the cell phone.
- **GPS enabled vehicle tracking system:** Student/Employee can see the location of bus/ car by logging in to the myShoolini application.
- **Digital library:** EBSCO platform provides a wide range of books to read ebooks.
- **Self-issue of books:** Books can be issued to the library by just scanning the barcode of any book.
- **Self-return of books:** Books can be returned to the library by scanning the barcode of any book.
- **Robust individual timetable:** Any student/employee can see the timetable under the menu to see their time & room number of their respective classes.
- **Extensive notification system:** Any notification to be communicated to Shoolinian is shown on myShoolini app.
- **Used by over 1,000+ people:** As lots of features are available in the app, it has more than 1000 users.



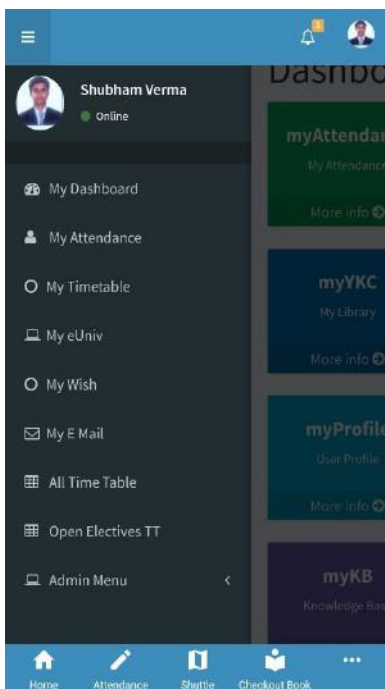
myShoolini app



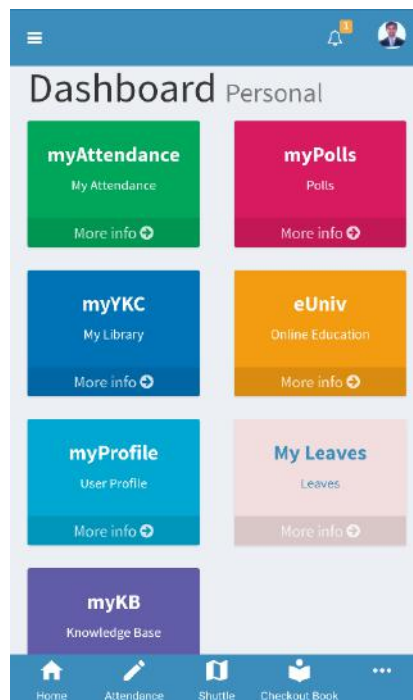
Interface



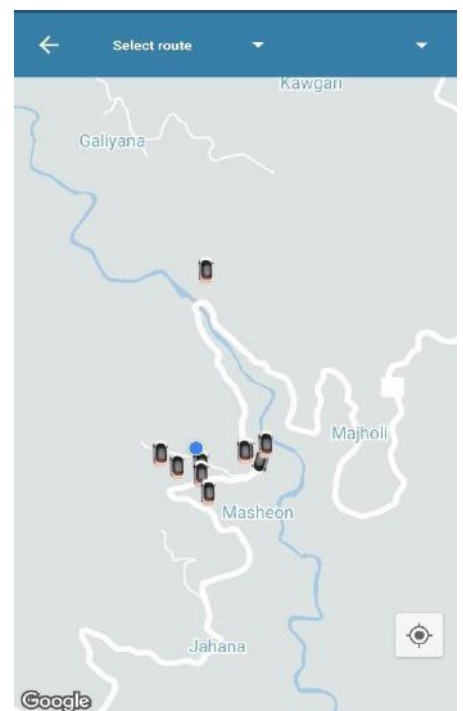
Login Credentials



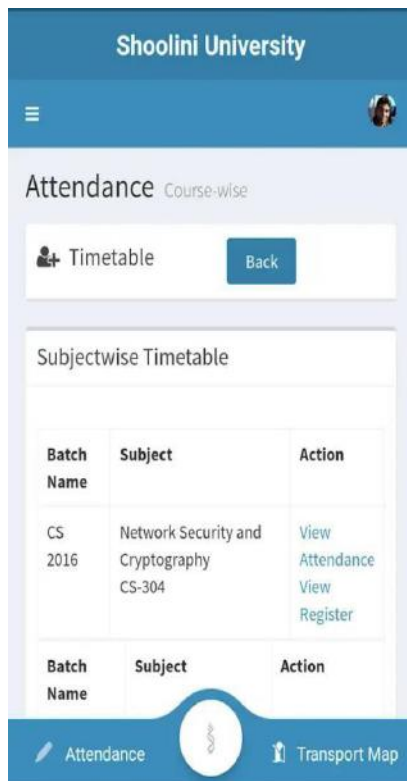
Menu



Dashboard



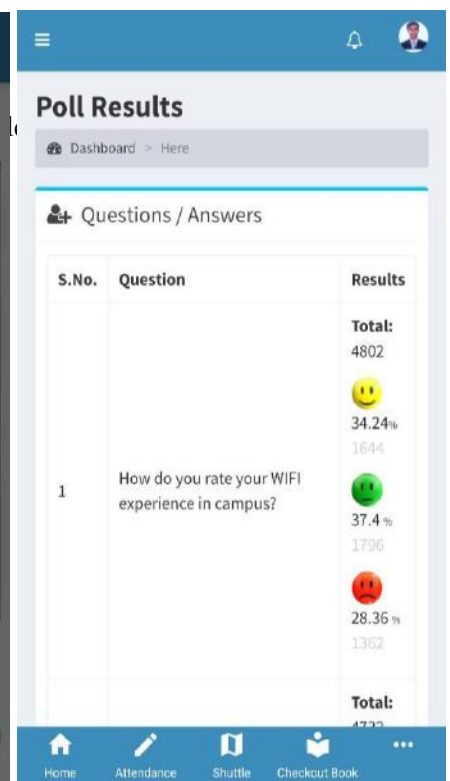
Bus/Car GPS location



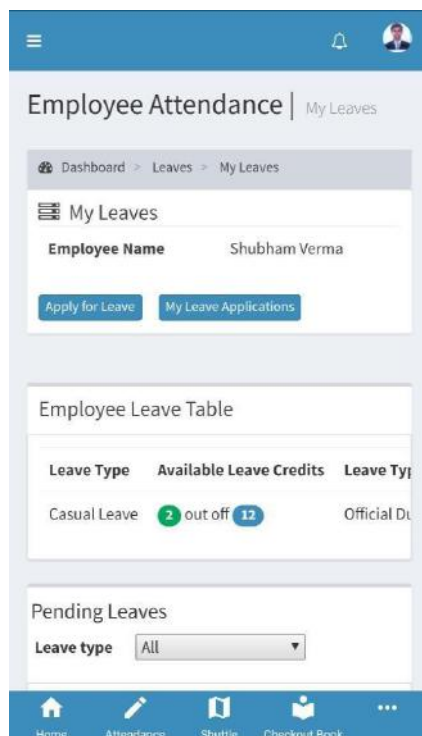
Time Table



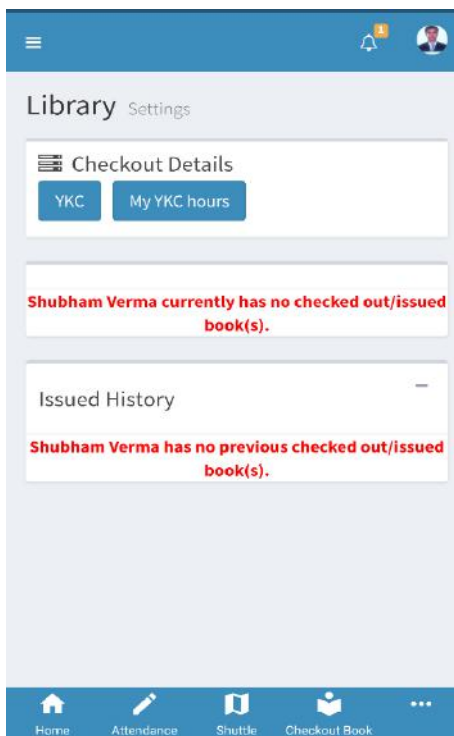
Selfie Attendance



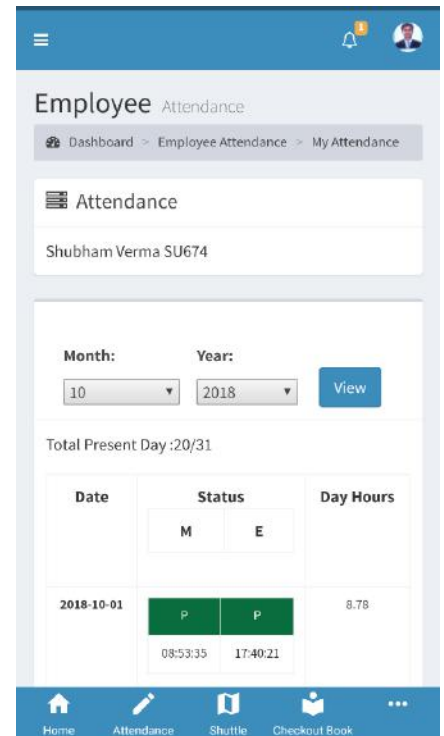
Poll Results



Employee Leave Portal



Library Checkout



Attendance Record

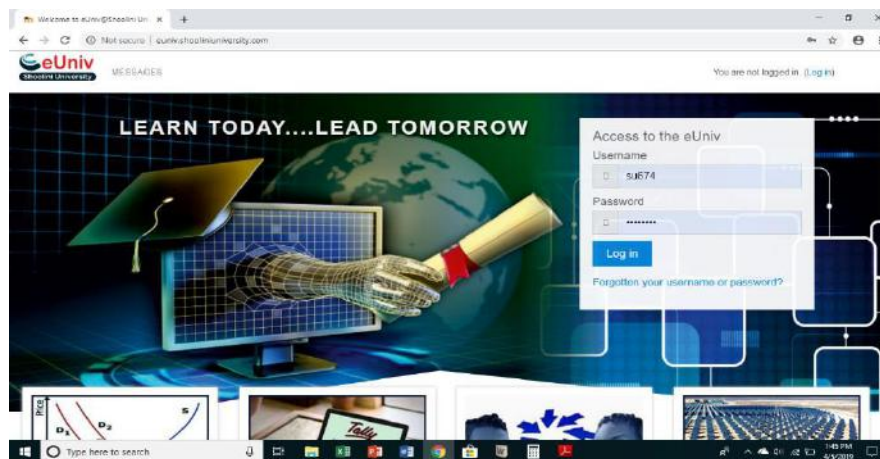
eUniv

Shoolini has initiated a repository of teaching materials used in different courses under its eUniv initiative. In addition, a Knowledge Management System has been established that offers a fully online library as an aid to advanced learning and knowledge. The Learning Management System (LMS) developed for the eUniv platform has provided an ever available tutor for students to revise class room teaching.

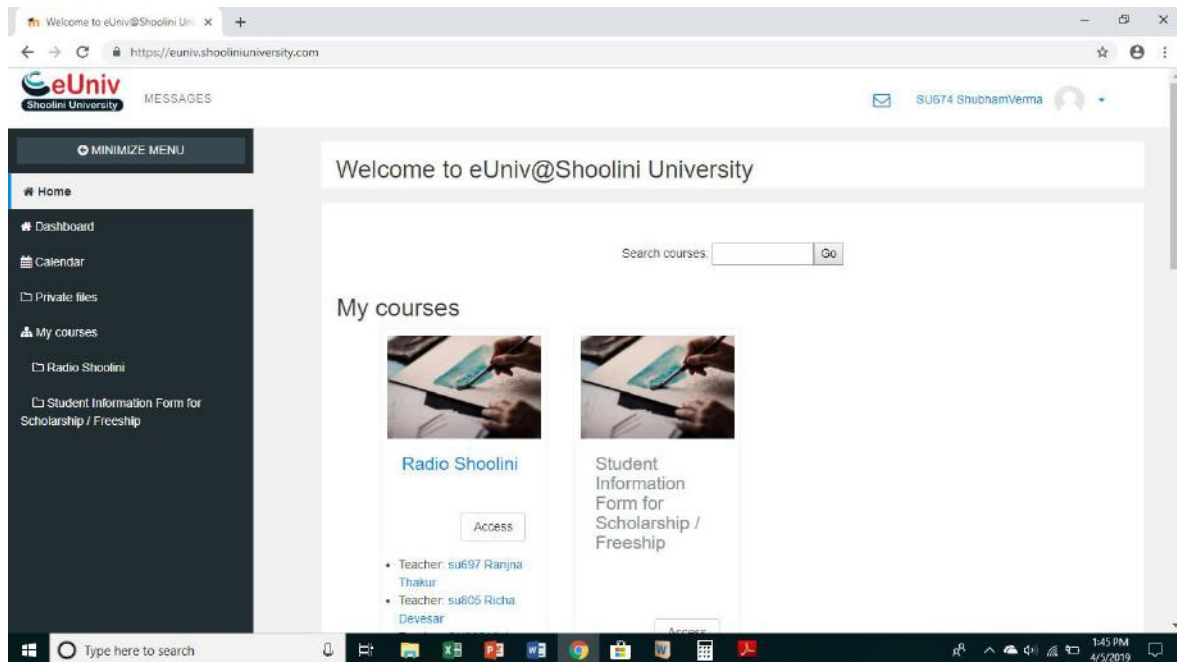
eUniv platform is proliferating learning and has proved to be very effective. Under this initiative, in order to augment/supplement teaching the students and faculty are issued a unique login ID to facilitate access for all courses taught in the semester. This also serves as a one-point solution for a student to know his/her current standing in various assignments, quizzes, surprise tests, term exams etc.

The LMS helps faculty members to upload PPTs, learning materials and e-learning resources so that students have access to reading materials through the university website. While, faculty members cover the entire portions through normal teaching, the eUniv; LMS helps the students to learn at their own pace. Blogs are developed by some faculty members so that the students can interact with the subject teacher and also with class mates for clarifying doubts and sharing their understanding of the subject.

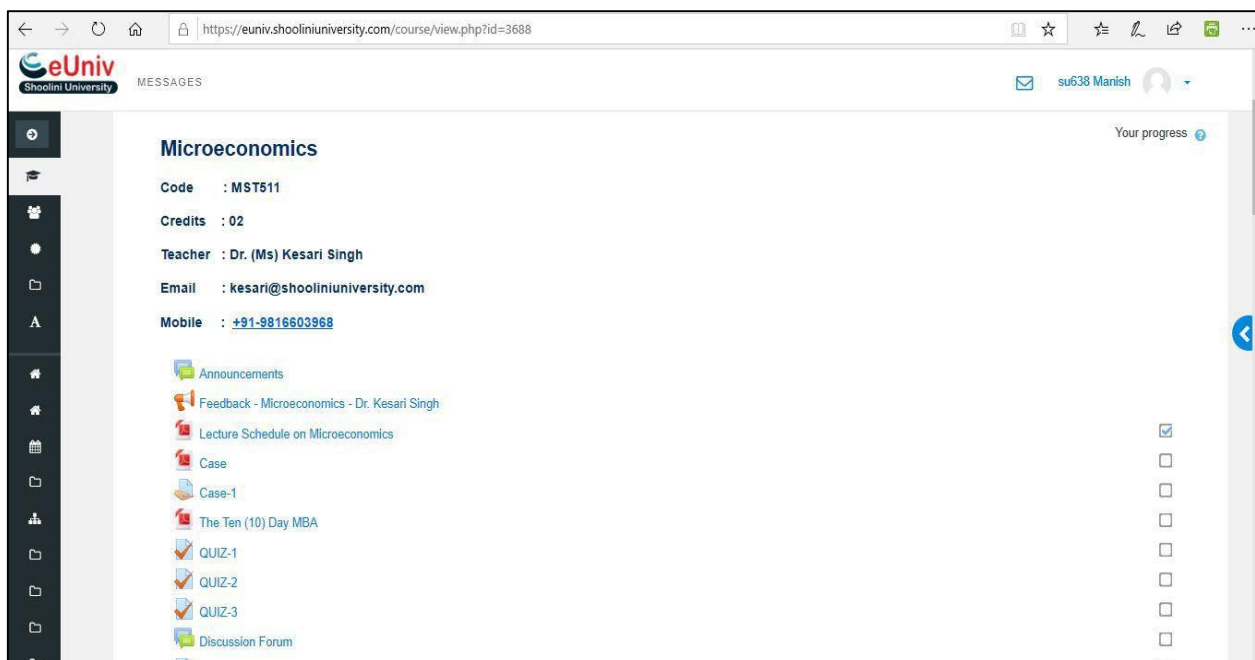
The eUniv Team organizes workshops for preparing audio/ video slides, which might aid student learning more when compared to learning from regular slides (without audio). These videos are then made available to all the students and staff via the eUniv LMS platform.



eUniv Interface



eUniv Dashboard



eUniv screenshot of Micro-economics course

Latest software for computer in the administration department are also deployed details of all IT software is given under point no 8.3 of this criteria.

8.5. Hostel (10)

Shoolini University our parent body, has eight hostels, four each for men and women which meets the current requirements. Details of the existing hostels are tabulated:

Hostels

Boy's hostel

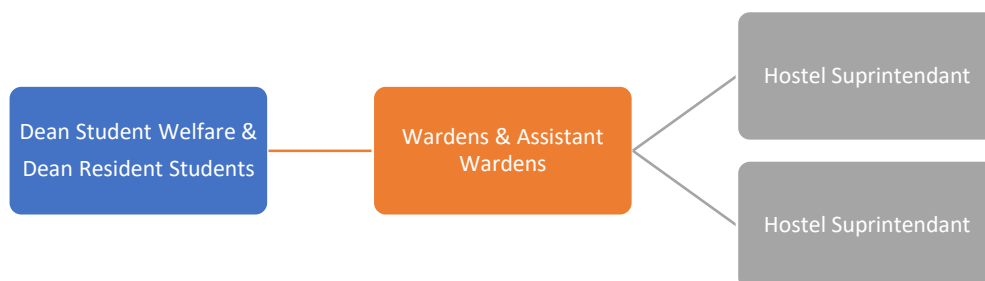
- Number of hostels - 05
- Capacity - 893
- Facilities - Wi-Fi, Mess, Dining Hall, Common Room, Shopping Center, Cafeteria

Girl's hostel

- Number of hostels - 04
- Capacity - 1,142
- Facilities - Wi-Fi, Mess, Dining Hall, Common Room, Café, Cineplex, Mini Library

Boys Hostels		Girls Hostels	
Hostel Name	Occupancy	Hostel Name	Occupancy
Aryabhata	231	Sarojini Naidu	158
Chanakya	145	Kasturba Gandhi	250
Aryan	67	Mother Teresa	306
New Boys Hostel	168	Meera	62
Rabindranath Tagore	125		
Shri Ram Hostel	80		
Total	816	Total	776
Total strength of students in hostels is 1,592.			

Management of Hostels. The management of hostels and its various functional committees is illustrated:



Discipline Committee
Food Committee
Welfare Committee

Recreational facilities in hostel/s like gymnasium, yoga center, etc.

The following recreational facilities are available:

- International standard Basketball court.
- Indoor and outdoor Badminton courts.
- Two gymnasiums-one common and one exclusively for girls.
- Meditation and Yoga Center.
- Library with Newspapers and Magazines. In addition, Girls Hostels also have a Mini Library and other hostels are provided newspapers.
- Punching bags and gloves for Boxing/sparring.
- Table Tennis, Carom boards and Chess in Common Rooms.
- Restaurant and Café's.
- Documentaries and films shown in the Cineplex (200 seats).
- Cultural events are held in the Open Air Theatre (500 seats).
- Large screen projection in the Cineplex, Ratan Tata, Peter Drucker Hall and Dr. APJ Abdul Kalam.

Broadband connectivity/Wi-Fi facility in hostels.

Broadband connectivity is available throughout the campus and the facility extends to all academic blocks, common facilities and hostels. Within the hostels, common rooms have been configured as Wi-Fi Hot Spots for enhanced connectivity.

8.6. Sports Facility (10)

In order to create interest among students towards sports, the institution has created a 'state-of-art' sports facilities and this has become an intrinsic part of its milieu. It has facilities like table tennis, badminton, gymnasium etc. In addition, the boys and girls hostel also have facilities for indoor games. The pine court has facility for basketball, volley ball, cricket (net practice).

In order to enhance student participation, two schemes are in force:

Students participating in sports competition at the University and inter-University level are given relaxation in attendance to the tune of 5 per cent.

Students excelling in sports and extracurricular activities are given weightage of 5% marks in admission to a particular program

Special dietary requirements, sports uniform and materials:

Special diet is given to deserving sports persons on a case to case basis. Where required, sports kit is also provided to encourage participation. Outstanding sportspersons are given fees concession as per rules.

Other:

Taking advantage of being located in the Himalayas, mountaineering and trekking camps are conducted as a part of outdoor adventure training. The institution is aware of the benefits of outdoor training for the overall development of students, and hence encourages outdoor activities.

The University ensures adequate funds are made available to support sports activities.

Dean Student Welfare complimented by Dean Resident students, supports the students in extra-curricular development and sports/fitness activities through NSS, sports, cultural, social and extension activities etc.

University have a central Sports Committee: Student representatives have been included as members of the Sports Committee, they actively participate in sport activity managements and organization of various sports activities.

The University provides facilities in the following games which can be leveraged by the students of School of Business Management and Liberal Arts:

- Badminton
- Basket Ball
- Gym facilities
- Chess
- Carom Board
- Boxing coaching
- Volley ball
- Cricket

8.6.1. Indoor Sports Facilities include a well-equipped central gymnasium, badminton courts and boxing ring

8.6.2. Outdoor Sports Facilities includes Basketball court, Lawn tennis court, 2 outdoor badminton court, Cricket cum track and field ground (YuvRaj Singh Ground), Adventure camp with several adventure sports facilities available.

8.7. Medical Facility (10)

Shoolini has a four bed well equipped Health Center and employs the services of two experienced doctors and three nurses; two nurses on duty at night. Two ambulance are available round the clock for taking patients to the hospital at Solan, if required. Clinical tests like lipid profile etc. are done in the Health Center itself. In addition, the University has been extending medical assistance to the general public of neighboring villages.

Apart from health care services, doctors have been counseling students on physical and mental fitness. The Lady Doctor is part of the counseling cell to address the social and psychological aspects. The Health center also provides clinical facilities.

CRITERION – IX
ALUMNI PERFORMANCE AND CONNECT (50)

Criterion – IX

Alumni Performance and Connect (50)

9.1. Alumni association (10)

Alumni of an educational institute plays a very important role in overall growth of the organization. They are major stakeholder of the institute, they give feedback and guidance to juniors with respect to their career opportunities, project guidance, overall growth. We have BUDDY system as well where senior batch guide, interact and make them comfortable when they join university for first time.

Alumni Association was constituted to create a platform for students who have passed out to join hands with the University to support its vision and contribute by working together.

Alumni associations and various Clubs have been formed with the active participation of ex-students and faculty for students to guide and familiarize them with the requirements and expectations of the industry and the corporate world.

School have a very firm & strong Alumni Cell who keeps a track of all alumni. It also provides better alternate available career options post placements.

- i. To maintain a comprehensive database of Shoolini Alumni.
- ii. To identify and promote alumni achievements and enhance the credibility and reputation of the University.
- iii. To keep the Alumni involved with the University through interaction programs, events and assist in placements.
- iv. To keep the Alumni engaged with the University through Social Media which helps in strengthening the association.
- v. To engage them in Social activities which contribute towards the development of society and nation as well.

Placement facilities further provided to all students even for two years after successful campus placements

REGISTRATION CERTIFICATE

(UNDER SOCIETIES REGISTRATION ACT, 2006)

No. SDM/SLN/287-2015

Dated 23/06/2015

This is certified that the "SHOOLINI ALUMNI ASSOCIATION(SAA)" located at Shoolini University, Village Bajhol, Tehsil Solan of Solan District has been registered under the Himachal Pradesh Societies Registration Act, 2006 (No. 25 of 2006) on the 23rd Day of June, 2015.

Registration fees, Rupees Five Hundred Only

Challan No...C-24...

Date...23/06/2015

Seal.




Deputy Registrar of Societies,
Registrar of Societies,
Sub Divisional Officer (Civil)
Solan District Solan (H.P.)

Registration Certificate of Shoolini Alumni Association

9.2. Involvement of alumni (25)

Alumni meet: Alumni meets, and city specific chapters organized by university for regular interaction of alumni, to share their experience, to share their guidance and learning curve with each other. Alumni meets and alumni chapters provide a platform for teachers and ex-students to discuss various issues on a lighter note.

Alumni meet details and chapters proof:

Alumni Meet/Chapters	
Alumni Meet/Event/Chapter	Date
1 st Alumni Meet, Shoolini University	30 th May, 2015
2 nd Alumni Meet, Shoolini University	November 28 th , 2016
3 rd Alumni Meet, Shoolini University (1000+ alumni)	6 th November, 2017
4 th Alumni Chapter, NCR	7 th July, 2018
5 th Alumni Chapter, Tri City	8 th December, 2018

Visit to institution:

Involvement in curriculum: School of Business Management and Liberal Arts takes feedback and suggestions for the curriculum development and revision process by incorporating inputs from the alumni, who visit the campus during placement week, workshops, conferences, SPRINT program, and Guru Series talks. Boards of Studies constituted at School level include external experts from industry and academics to structure and revise the curriculum for improving the employability of students.

Assistance in entrepreneurship

School of Business Management & Liberal Arts helps in formulating, concept building, business plan for alumni who want to chalk out their own path with entrepreneurial spirit.

Alumni who started their own business with the help of FMLSA.

School of Business Management and Liberal Arts Alumni - Entrepreneurs						
S. No.	Name	PG	Batch	Type of Business	Venture Name	Location
1	Chetan Punj	MBA	2009-2011	Archies Gallery	Deepak Archies Gallery	Solan
2	Adity Verma	MBA	2009-2011	Health & Wellness Website	Passionurself	Chandigarh
3	Sumi Sharma	MBA	2010-2012	Homeopathic Clinic	City Hospital	Solan
4	Atul Sharma	MBA	2010-2012	Readymade Garments (Trading & Manufacturing)	Pearl Readymade Garments	Ludhiana
5	Shashank Kaul	MBA	2010-2012	Wholesaler of FMCG Goods	Shashank Enterprises	Solan
6	Yogesh Kumar	MBA	2010-2012	Readymade Garments (Trading & Manufacturing)	Pearl Readymade Garments	Ludhiana
7	Parul Verma	MBA	2011-2013	Readymade Garments Shop	Gab Store	Solan
8	Shreesh Dogra	MBA	2011-2013	Hosiery and Sports Wear	Dogra Sales Prathisthan	Bilaspur
9	Ashish Katna	MBA	2012-2014	Multi Brand Store	Kuldeep Enterprises	Hamirpur
10	Nitesh Kumar	MBA	2012-2014	Tours and Travels	navigateclub.com	Patna
11	Vishal Thakur	MBA	2013-2015	Car Service Center	V-Care	Solan
12	Kritika Verma	MBA	2013-2015	Saloon	S & U	Shimla
13	Shubham Jaiswal	MBA	2014-2016	Mi Store	Xiaomi	Solan
14	Moksh Jaiswal	MBA	2014-2016	Multi Brand Opticals Store	Naina Opticals	Solan
15	Akshay Thakur	MBA	2014-2016	uPVC Window and Door Systems	Futura Windows	Palampur
16	Dheeraj Chauhan	MBA	2015-2017	Stock Broking	Real Himalayan Investments	Chandigarh
17	Saranjeet Singh	MBA	2016-2018	Hotel	Hotel The Legend	Solan

Mentoring of students

The school takes feedback and suggestions for the curriculum development and revision process by incorporating inputs from the alumni, who visit the campus during placement week, workshops, conferences, SPRINT program and Guru Series talks.

Alumni network also being utilized in mentoring of students who go on their summer internship in choosing and developing their project report, project execution skills

Assistance in placements

Our vast alumni network helps us in assistance in placement and organizing industrial tours for existing students. We are always in regular connect with our alumni who are working in reputable organizations of India at key posts.

The list of distinguished alumni are as follows:

Distinguished Alumni			
S. No.	Name of Student	Batch	Company
1	Seema Bhardwaj	2009-2011	EXL
2	Kumar Gautam	2009-2011	Nestle
3	Supreet Kaur	2010-2012	Marsh India
4	Ritika Verma	2010-2012	Genpact
5	Bhupesh Kumar	2010-2012	C-Step
6	Shashank Kaul	2010-2012	Shasank Enterprises
7	Payal Gupta	2011-2013	Genpact
8	Rahul Verma	2011-2013	Clifford Chance
9	Shilpi Patial	2011-2013	Genpact
10	Puneet Nayar	2011-2013	Bank of America
11	Ruchee Patial	2012-2014	Indigo Airlines
12	Dhiraj Mahajan	2012-2014	Star Health
13	Aakanksha Dabral	2013-2015	ICICI Prudential
14	Ankit Dabral	2013-2015	Yes Bank
15	Sahil Chopra	2014-2016	Anand Automotive

16	Himanshu Chauhan	2014-2016	Shubham Housing Finance
17	Vivek Jasrotia	2014-2016	ICICI Bank
18	Ashok Kumar	2014-2016	HDFC Bank
19	Nisha Chauhan	2014-2016	ICICI Prudential
20	Rahul Sharma (038)	2014-2016	ICICI Prudential
21	Sonali Chauhan	2014-2016	ICICI Prudential
22	Amit sharma	2014-2016	Mercer
23	Sushil Kumar	2014-2016	Mercer
24	Sagar Vardhan	2014-2016	Vardhman
25	Navneet	2015-2017	HDFC Bank
26	Akanksha Bhatia	2015-2017	HDFC Bank
27	Mahak Bakshi	2015-2017	ICICI Bank
28	Sonia Narwal	2015-2017	ICICI Prudential
29	Lalita Chauhan	2015-2017	ICICI Prudential
30	Mohamad Rauf Alam	2015-2017	ICICI Prudential
31	Nikhil Raj Vatsal	2015-2017	ICICI Prudential
32	Shabnam Thakur	2015-2017	LG
33	Poonam Sharma	2015-2017	LG
34	Kalpna Rana	2015-2017	Mercer
35	Naveen Kumar	2015-2017	Mercer
36	Shubham Verma	2015-2017	Shoolini University
37	Sakshi Adhir	2015-2017	Shubham Housing Finance
38	Pooja Khatana	2015-2017	Tata Hitachi
39	Himanshi Singh	2016-2018	HDFC Bank
40	Lisa Gupta	2016-2018	Eazy Diner
41	Vedakshi Sharma	2016-2018	Eazy Diner
42	Radhika Kapoor	2016-2018	Genpact
43	Ashutosh Bhardwaj	2016-2018	Tata Hitachi
44	Rashmi Sood	2016-2018	ICICI Bank

45	Shivam Gupta	2016-2018	Shubham Housing Finance
46	Shivam Kaila	2016-2018	Shubham Housing Finance
47	Anupam Khanoria	2016-2018	ICICI Prudential
48	Mahesh Kumar	2016-2018	ICICI Prudential
49	Surbhi Sharma	2016-2018	ICICI Securities
50	Champa Kumari	2016-2018	Mercer
51	Sachin Kumar	2016-2018	MICROTEK
52	Vagesh Kapoor	2016-2018	MICROTEK
53	Nitesh Kumar	2016-2018	MICROTEK
54	Priyanka Thakur	2016-2018	MICROTEK
55	Tamana gupta	2016-2018	MICROTEK
56	Hemlata	2016-2018	NAPINO
57	Kalpna Chaudhary	2016-2018	NAPINO
58	Ankita Sood	2016-2018	NAPINO
59	Pankaj kumar	2016-2018	LG

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

(Alumni portal, database, alumni meet, frequency of meets, alumni chapters, newsletter)

We are in developing exclusive portal for Alumni Connect, right now we are on social media and professional social tools, we have closed groups on popular social media, Facebook & professional connecting media, LinkedIn. We connect with our alumni on a regularly basis through these media tools, and the conversations, events info, all updates are reaching to our vast alumni network.




Shoolini Alumni Ms. Alakshi sharing with students around menstruation



Alumni database consist of names, email address, contact number, campus placement, designation, organization, location, summer internship. Alumni committee president and her team manages alumni database and update it on a regularly basis. Dr. Nitin Gupta, School of Management & Liberal Arts coordinates overall alumni database and connections, meets, chapters for alumni. The Alumni Coordinator keeps a track of the professional progression of Shoolini's students.


Shoolini's Newsletter which is published every fortnightly, consist of special column which regularly features alumni of School of Business Management and Liberal Arts, their achievements, personal interviews conducted by Journalism team. Copies of newsletter sent to alumni through email and also posted on social media network of alumni. The achievements of alumni have been mentioned in point 5.6.2

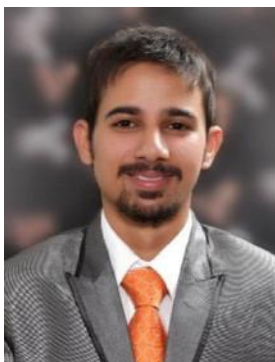
Alumni Success Stories

	<p>Having lost his father very early in life Gopal Dass graduated in PCM and had lost all hopes for higher education due to lack of funds and guidance. This was extremely unfortunate for a boy who had a strong focus, excelled in extra curricula activities and was a national level player. It was Professor, PK Khosla. Who after evaluating his competencies. With specialization in MBA, Gopal was the first student of Shoolini to be placed in Symboisis Pharma. Today, Gopal is the Youngest Area Business Manager in Super Specialty Segment entire North Zone, with various Asian and European Awards, Recognitions and globe trots very frequently with his senior management.</p>
<p><i>Gopal Dass (1st Batch of Shoolini)</i> <i>Area Business Manager – North Zone, Bayer’s Pharmaceuticals</i></p>	
	<p>MBA!!!! WOOT! It was an amazing experience for Prateek at Shoolini University, School of Management Studies. All those learning experiences, extracurricular activities, and regular presentations are still so fresh. He is really happy that Shoolini uses the utmost art technology system equipped with the latest infrastructure meeting the standards of world top university which is definitely going to wow everyone. The First thing he noticed was the awesome studying environment and the faculty that embarked him with an enthralling Spark. He was always encouraged to create a balance between Academics and Extra Curricular Activities.</p>
<p><i>Prateek Singh (Batch 2009-11)</i> <i>Senior Data Analyst, Accenture</i></p>	
	<p>Gautam is the other outstanding alumni of Shoolini University who is currently working in Nestle, Utrakhand. He was born in Bihar, completed his schooling from Goa and went back to Bihar for his bachelors. As he recalls, Shoolini university brought many positive changes in his personality, overcoming his stage fear through regular extra curriculum activities was one of them. The university prepared him and gave him a great demo of the corporate world. He also appreciated the efforts of Dr. Kuldeep and other faculty members. He added that Shoolini University played a huge role in his success story but 100 percent efforts and hard work from his side were essential too. He suggests all the MBA students to emphasize a lot on the case studies and discuss them with as many people they could.</p>

	<p>When Bhupesh started looking for top B schools in India, offering Masters in management studies, he found Shoolini-India's first Biotech university and it became his first preference! Some aspects of his job were a bit challenging initially, but the management programs that he learnt at Shoolini helped him to overcome all the hurdles. Currently, he is working as a Senior Research Analyst at CSTEP and work on techno-economic assessments for various Renewable energy technologies. He has published a good number of technical reports, policy briefs, newspaper articles etc. Last year, he got into a PhD program at IIT Mandi, and his thesis focuses on 'Policy for Electric Vehicle deployment in Himachal Pradesh'. He has never looked back since then. All his success started from Shoolini.</p>
<p><i>Bhupesh Verma (Batch 2010-12)</i> <i>Senior Research Analyst, C-Step</i></p>	
	<p>The young singing sensation Shekhar Rawat was born in Jubbal, Himachal Pradesh and did his schooling from MRA DAV, Solan. He pursued his bachelors from Amity University, Delhi and MBA from Shoolini University. The star started shining in the town after his MBA when he bagged the highest package of campus recruitment. Since childhood, he was inclined for music so following of dreams began with YouTube and assistant music director job in Mumbai. Now he appears frequently on stages in India and overseas. On asking about the experience in Shoolini, he said that every day coming to the university was a picnic for me. As an artist, he enjoyed the environment and infrastructure of the university. He also appreciates its faculty and speedy growth. He already is a praised and social figure on internet. It is always a privilege and a very emotional thing to perform in Shoolini University with his team. Addressing all the shoolinians, he advised following one's desires to get success much less to get satisfaction. Be brave enough to live the dream.</p>
<p><i>Shekhar Rawat (Batch 2010-12)</i> <i>Singer & Assistant Director</i></p>	

	<p>Strong girls, full of determination Hiwani focused on what she wanted and did that with full conviction. Apart from being a good student, she also excelled at sports and extracurricular activities. Alumni Hiwani qualified and completed her schooling from Jawahar Navodaya Vidyalaya Nahan and Shimla. She has always been an achiever as she was also awarded the Rajaya Puraskar in Scout & Guide. After completing her BBA from Gian Jyoti Institute of Management and Technology (GJIMT), Mohali, Punjab, she joined Shoolini University for MBA in Finance and HR. She recalls that she was delighted to study at shoolini as she got campus placement in Genpact as Management Trainee. This gave her an opportunity to step into the coporate world easily. Currently, she is working with Evalueserve India Pvt. Ltd.</p>
<p><i>Hiwani Tomar (Batch 2011-13)</i> <i>Assistant Manager – Finance & Accounts, Evalueserve</i></p>	
	<p>Rahul Verma, an outstanding alumni of Shoolini University extended a heartfelt gratitude to all his teachers, mentors and friends at Shoolini University. It was way back in 2011 when he joined the university. He still remembers rushing to the teacher’s homes even at late nights for clarification of doubts. He mentioned how obliged he was to have the professors who went out of the way to teach them other things apart from regular semester studies. SPRINT was a great forum that taught the application of administration skills and always brought some new learning. He got selected by one of the top core company “GENPACT” and is working there as an assistant manager. Currently Rahul is working with one of the biggest law firm, Clifford Chance.</p>
<p><i>Rahul Verma (Batch 2011-13)</i> <i>Financial Analyst, Clifford Chance</i></p>	

	<p>‘Today I am defined by 220 aircrafts, 66 flights, 51 domestic and 15 international and 41% market share.’ said another proud shoolini alumni. One require exceptionally good leadership skills at airlines business. That's exactly what Shoolini University and faculty have made Ruchee, a LEADER.</p> <p>Ruchee joined Shoolini University in 2012 to enroll in MBA- finance and marketing. From 2012-2014, she not only received education and certificates but clarity and confidence too. She was placed at Karvy stocks broking post and worked there as wealth manager. Post that, she started giving interviews at various places and due to professional skills she acquired at Shoolini, she cracked almost every interview, including IndusInd Bank, Life Cell and other BPO and BPM companies. Decision of joining Indigo airlines was life changing and meeting new people every day and traveling to places every day during work is cherry on top. After thanking her parents, Ruchee thanked Shoolini University and the faculty for helping her and many other students to explore their potential and live their dreams by empowering them with skills, knowledge, inspiration and motivation.</p>
<p><i>Ruchee Patial (Batch 2012-14)</i> <i>Lead Cabin Attendant, Indigo Airlines</i></p>	
	<p>Banita Sharma recalls that it was a great experience at Shoolini University. Whenever she recapitulates her course, she feels satisfied and proud. ‘Shoolini does not provide merely a degree but it provides an overall growth to the students’, said Banita.</p> <p>As far as placements are concerned, she is very thankful and happy to join one of the leading private Indian Banks i.e. HDFC, Mumbai. She appreciates the very hardworking Shoolini University's Placement committee. She is really looking forward to contribute her maximum to the bank and be on the side of top management's desk in coming few years.</p>
<p><i>Banita Sharma (Batch 2012-14), Relationship Manager</i> <i>HDFC Bank</i></p>	



Over the two years so many doors were opened for the personal and academic development that Tarun became confident. The university aimed at enhancing the knowledge, skills and abilities of all the students. According to Tarun, years at Shoolini University were the best years concerning learning, experience and gaining exposure to fields relevant to the discipline, all due to of the faculty members. ‘Being the placement coordinator of MBA, I personally know about their continuous efforts in getting the right companies for the right candidates. This endeavor will lead our University to incredible heights’, said Tarun. He also thanked his family and ultimately the university for their blessing that the opportunity to work with ICICI Securities. Currently Tarun is Cluster Sales Manager at Axis Mutual Fund.

Tarun Kaul (Batch 2012-14)



Cluster Sales Manager, Axis Mutual Fund









Akhil’s two years in Shoolini University were transformative. The university opened his eyes to the limitless educational possibilities in a diverse and healthy environment. The competency and the professionalism of the professors were nothing less than outstanding. As a student in Shoolini University, he got lots of knowledge and co-operation. The university also offers higher education, enabling aspirant to attain his educational goal, in a very friendly atmosphere, being provided by faculty as well as by the administrative staff.




Akhil Negi (Batch 2012-14)




Relationship Manager, HDFC Bank



	<p>Ankit Dabral is the other proud ex shoolinian.</p> <p>Born & brought up in Solan he went to St. Luke's Sen. Sec School. He graduated from Shoolini University and choose the same institution for MBA Finance. Ankit got campus placement at ICICI Securities Ltd at Chandigarh as Senior Relationship Manager and worked there for 2 years in B to C in Portfolio Management. Currently he has been working at Yes Bank Solan as Relationship Manager. While pursuing the course his Knowledge in the Financial Market increased. He also learned various aspects of Relationship Management with customers and distributors. According to ankit, shoolini University's curriculum in Finance is apt and is at par with the Industry Requirement. Sprint program also helped a lot in public speaking, confidence building and team management. Faculty has been very kind and supportive during the course. His advice to the shoolinians is very simple yet practical, networking is very important in corporate world. Always keep your network strong. Always keep in touch with your teachers and seniors.</p>
<p>Ankit Dabral (Batch 2013-15) Relationship Manager, Yes Bank</p>	
	<p>Aakanksha Dabral. Graduated from the School of Business Management, batch 2013-15 with specialization in Human Resource Management. Before joining this esteemed institution, she completed Bachelors in legal studies from HP University. Since her aspiration was to build a career in corporate sector, she decided to do MBA from Shoolini University. She told that University gave me various opportunities to build her personality, learn the tactics of corporate through the wonderful programmes like SPRINT and interactions with corporate leaders apart from its regular curriculum.</p> <p>She got placed with the leading insurance brand, ICICI Prudential Life Insurance Pvt. Ltd. in HR department. Worked there for 2.5 years and currently working with India Mortgage Guarantee Corporation at Gurgaon as Manager-HR. She said, that stepping stone in this beautiful World of corporate was through Shoolini. I She appreciated the endless efforts of the wonderful faculty and the placement committee for all the support and help in building her career.</p>
<p>Aakanksha Dabral (Batch 2013-15) Manager – HR, Mortgage Gaurantee Corporation</p>	




	<p>MBA for Shrutika was not just about getting a job. It was also about a wholesome package, experienced faculty and the leader who's Vision takes the students to places. Shoolini University was one such place for Shrutika. Two years of her passed in learning and she was so well groomed that she cracked the campus placement and got selected at Mercer. 'Shoolini University add wings to the dreams', added Shrutika.</p>
<p><i>Shrutika Rai (Batch 2013-15)</i> <i>HR Manager, Bunge (Oil Processing Company)</i></p>	
	<p>Akanksha started her journey with B.Com and went for MBA too. Shoolini prepared her and improved her confidence, groomed her. She said that Shoolini is that place where one can proudly say that yes i am an MBA .The institute focused on each and every student so that they can build the career. She is very grateful to the university for giving an opportunity to prove herself. She was placed at ICICI prudential life insurance company and is still working there.</p>
<p><i>Akanksha Bhatnagar (Batch 2014-16)</i> <i>Associate Key Relationship Manager, ICICI Prudential</i></p>	
	<p>Himanshu, currently working with Hero Housing Finance as city manager, Udaipur, basically belongs from Solan. The alumni aspired to become an engineer but wanted to do something creative at the same time. He mentioned that he was really lucky to work under the leadership of prof. PK Khosla and his team. Himanshu along with his friends, decided to organize the first ever, very famous tech fest named MOKSH that gave him a great boost. He said, 'I proudly say that Shoolini is one of the best memory of my life that allowed me to learn, create and explore. Proud to be a Shoolini alumni.'</p>
<p><i>Himanshu Chauhan (Batch 2014-16)</i> <i>City Manager, Hero Housing Finance</i></p>	


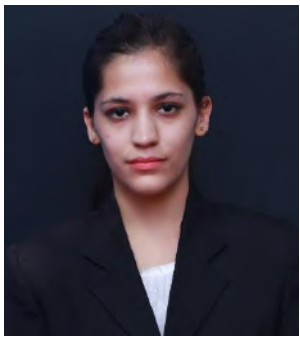

	<p>Ashok Thakur another alumni of Shoolini University shared his experience how thankful he has been towards the university throughout his journey at the campus. Ashok graduated from Punjab technical university, Jalandhar as a mechanical engineer and after that got recruited in a private sector company. During that job he realized that he didn't had managerial skills. At the same time he heard about Shoolini University and decided to do MBA from Shoolini University. The decision turned very right as programmes like SPRINT and other activities not only improved his professional skills but also gave him a very decent job .It was after joining the university that he was prepared to encounter the real corporate problems with right solutions.</p>
<p><i>Ashok Thakur (Batch 2014-16)</i> <i>Assistant Manager, Axis Bank</i></p>	
	<p>Sagar Vardhan is the other successful alumni working in Vardhman textile Shoolini has not only improved his communication skills but also have helped him build strong management skills and practice across all major functional areas. Sagar also added that he got access to dynamic and experienced faculty and corporate leader which was amazing as a student to have. His dream and motive of career was given a correct space and path at the university. He suggested all the shoolinians to focus on sprint and internship program which will boost their career campus to corporate.</p>
<p><i>Sagar Vardhan (Batch 2014-16)</i> <i>Assistant Manager – Purchase Function, Vardhman Textiles</i></p>	
	<p>Pursuing MBA from Shoolini is indeed an overwhelming experience for Sonali chauhan. She is delighted being a shoolinians who always stands ahead than any other else. Professionally she is so groomed that people recognize her distinguished from others. She has been also grateful to be a SAI i.e. Success Aspirant Individual who always look forward to be different from others. Sonali added, 'Thank You Shoolni for giving me such an enriched experience.'</p>

<i>Sonali Chauhan (Batch 2014-16)</i> <i>Senior Relationship Manager, Max Life</i>	
	<p>Daughter of a domestic helper, Nisha did her Graduation (B.Com.) then went on to do her MBA from Shoolini University. Shoolini funded her entire education and the effort has not gone waste. From a shy introvert person, Nisha is today comfortable donning the latest trendy clothes and getting into a discussion with her peer group on current affairs. She has bagged a much vied job in ICICI Prudential and says she owes her success and transformation only to Shoolini.</p>
<i>Nisha Chauhan (Batch 2014-16)</i> <i>Senior Relationship Manager, ICICI Prudential</i>	
	<p>Ritesh Gupta, MBA batch 2014 recalled his experience in Shoolini. He shared that initially he was very shy and even had stage fear. SPRINT has helped him to get out of it. Not only SPRINT activities, but also the organization I work for organizes SPRINT. During Shoolini placements I got placed in Ceasefire Company. The batch of 2016 was the first ever batch where there was 100%.</p>
<i>Ritesh Arya (Batch 2014-16)</i> <i>Brand Manager, VIVO</i>	
	<p>"Let the challenges come to you, accept them and believe in yourself and the rest will follow", said Shabnam Thakur, who rocked the 2017 placements in the campus by grabbing the highest package of 12 Lakh. Shabnam is currently working as a Senior Executive, in the Product Marketing in the multinational Electronics Company, LG at Noida. She said that a great faculty is the best thing about the MBA program at Shoolini. She added that SPRINT program helped her to enhance her skills and various co-curricular activities also helped her to gain self-confidence.</p>
<i>Shabnam Thakur (Batch 2015-17)</i> <i>Marketing Executive, LG Electronics</i>	

	<p>What next after B.Com? Whenever this question came in Sakshi's mind, she was always clueless. She always got confused between CA or MBA but at Shoolini, the faculty never let her go without having a clear choice. She mentioned that doing MBA from Shoolini University was one of the best decisions made in her life. The 2 year course was like a roller coaster ride of enjoyment, studies, exposure and experiences for her. After completing her MBA, she became a changed person professionally. 'I got the best opportunity of career, to join one of the best Housing Finance Company in the county. All thanks to Shoolini University to make me who I am today', says Sakshi.</p>
<p><i>Sakshi Adhir (Batch 2015-17)</i> <i>Assistant Manager – F&A, Shubham Housing Finance</i></p>	
	<p>Without this institute my placement success could have never been possible. It's been a dream come true and I really feel very happy and satisfied, all thanks to Shoolini. After completing schooling I was given a list of many universities where courses of my interests were available. So I decided to opt for Shoolini for higher education in commerce, and I am glad that this decision turned out most positive one. Shoolini has given me all support and guidance that was required. Shoolini has given me new career, and large steps ahead in my progress for getting placed in such renowned company like LG.</p>
<p><i>Poonam Sharma (2015-17)</i> <i>HR Executive, LG Electronics</i></p>	
	<p>"Everyone must have a vision and mission to be best in what they do', said Rauf. At Shoolini, he got an opportunity to discover his vision and the field that would suited him the best. Shoolini University helped him to enhance his strengths in each and every aspect. He is very thankful to all the faculties, mentor who have always given me the best guidance Shoolini University has the best Placement team who always believed in him. He is now a part of ICICI PRUDENTIAL.</p>
<p><i>Mohammad Rauf Alam (2015-17)</i> <i>Associate Key Relationship Manager, ICICI Prudential</i></p>	

	<p>Alumni Navneet said that deciding to start MBA from Shoolini was an unconventional decision for a person like her who always had a very easy breezy approach towards career. Fortunately, studying in Shoolini was flexible, engaging experience altogether and she ended up doing stuff she never thought of as well. Navneet graduated from St Bede's college Shimla and then worked as a teacher in Lucknow. She wished to pursue something else but nothing worked as planned and following footsteps of a friend she took admission in Shoolini. MBA gave her a confidence boost. There were many instances when her networking skills were put to use and she did everything in the campus like starting the YouWeCan group to street plays to selling golguppas. She landed herself in an internship programme with HDFC bank India's leading bank from where she got a pre placement offer that she accepted and now is associated with the bank successfully for over two years. 'I am indeed very proud and fortunate to have been studying in Shoolini who also have achieved a great milestone recently, this place is truly a place of change and transformation', said Navneet.</p>
<p><i>Navneet Kaur(Batch 2015-17)</i> <i>Assistant Manager, HDFC Bank</i></p>	
	<p>Sonia was always an achiever in academics winning many awards in singing and sports but never really took interest in personal grooming. This process started at Shoolini with SPRINT programme. She emphasized on her language and understood the value of being professionally groomed. Always under confident of her spoken English, Sonia polished herself including her professional appearance which now has proved so beneficial for her job in ICICI prudential through campus recruitment. She also actively took part in social events and various competition and later joined YouWeCan. 'My entire success started with my one step decision to pursue MBA from Shoolini. Thank you Shoolini for my career success.</p>
<p><i>Sonia Narwal (Batch 2015-17)</i> <i>Key Relationship Manager, ICICI Prudential</i></p>	

	<p>Studying in hills was a dream come true when Pooja started her journey at Shoolini university campus situated in the laps of nature. Pooja was a Btech from Banasthali University in Rajasthan. The alumni was a shy and introvert person whose biggest flaw was communicating with new people. While pursuing MBA from Shoolini, through SPRINT, she overcame this. The teachers always motivated in academic as well as co-curriculum activities giving each student a unique exposure. Also, the two months of internship groomed her well. During the campus placements, Pooja faced certain rejections that affected her morale but her mentors never let her give up. Later, she landed herself in TATA Hitachi.</p>
<p><i>Pooja Khatana (Batch 2015-17)</i> <i>Manager, Tata Hitachi</i></p>	
	<p>Mahesh Thakur, alumni of Shoolini University said that while pursuing his course, he saw the clear great career opportunities. The university helped him in building his personality as well as the communication skills. These skills will certainly helped him in his job at ICICI Prudential. He thanked Shoolini University for giving him a wonderful platform and launch pad for his career progression. ‘My Shoolini has certainly been my success.</p>
<p><i>Mahesh Thakur (Batch 2016-18)</i> <i>Key Relationship Manager, ICICI Prudential</i></p>	
	<p>Surbhi grew up in Kaithal, Haryana and did her schooling from L.F.V. Convent School. She narrated that she decided to join Shoolini University for MBA when she participated in boot camp organized by SACC. There, she was asked to give innovative business idea and stood 5th out of 60 teams. She was sponsored to start our startup but didn’t have much knowledge about starting a business. She said that coming to Shoolini was one of the best decisions she ever made. Sprints were a great forum to learn from guest faculties and apply the skill in management games. Shoolini has given her international exposure too. Presently, she is working in ICICI Securities as a senior relationship manager providing the best services to her clients by managing their financial portfolios.</p>
<p><i>Surbhi Sharma (Batch 2016-18)</i> <i>Relationship Manager, ICICI Securities</i></p>	

	<p>Seven year back Pankaj Kumar joined Shoolini University with a hope of great career in multinational company. Two year of MBA and different programmes like SPRINT, workshops, seminar and extracurricular activities made him confident and extrovert. At the end, with the support of Shoolini University and teachers, all hopes turned into reality. He got placed in LG Electronics multinational company. He can't stop thanking Shoolini University for providing a wonderful platform for his career.</p>
<p><i>Pankaj Kumar (2016-18)</i> <i>Marketing Executive, LG Electronics</i></p>	
	<p>Vedakshi had a great experience being in Shoolini University for two years. The institute prepared her for the real world and shaped her life, especially the SPRINT PROGRAMME that taught all the students to be - planned, punctual and work in team. It has been almost a year since she has been placed in one of the India's leading online table reservation platform "EazyDiner" and handling Chandigarh as assistant manager in Sales. The transition from college to corporate was beautifully amazing for Vedakshi. Shoolini University has helped me to grow and identity her potential & interest. Conclusively, she added that she had a very enjoyable and learning two years in MBA department.</p>
<p><i>Vedakshi (Batch 2016-18)</i> <i>Assistant Manager Sales, Easydiner</i></p>	
	<p>Nitesh Kaushal, MBA (2016-2018) batch shares his experience about Shoolini. Nitesh had completed his one year job with Microtek. Nitesh said, that Studies from Shoolini have always helped in enhancing his learning each day. Also the extracurricular activities like Social Projects were one for his favorites. As he was an Overall Coordinator of all the projects. Managing various events and working in social projects like youwecan had helped transforming him as a leader, Said Nitesh.</p>
<p><i>Nitesh Koundal (Batch 2016-18)</i> <i>Management Trainee – Marketing, Microtek</i></p>	

Alumni Feedback Form

SHOOLINI UNIVERSITY ALUMNI FEEDBACK FORM

Shoolini University values your association and wishes to establish a stronger relationship in a very pleasant and prolific way in future. We wish to have your opinions and suggestions for further improving the quality of academics and enhancing the credibility of the university.

Please spare your valuable time to fill in this feedback form, your opinion would be cherished!

Part A: How would you like to rate following facilities and amenities in the university:

S.No.	Facilities/Amenities	Excellent (4)	Very Good (3)	Good (2)	Average (1)	Poor (0)
1	Infrastructure facilities at campus. (Classrooms, Hostel etc.)	✓				
2	IT facilities (Wi-fi, computer labs etc.)		✓			
3	Personality development initiatives. (SPRINT etc.)	✓				
4	Opportunities available for Extra-curricular activities. (Dance, Music, Drama etc.)	✓				
5	Academic resource quality. (Teachers, guest lectures etc.)	✓				
6	Mentoring system. (Assistance from teachers and seniors etc.)			✓		
7	Administrative processes at University. (Admission, Registration, Examination, Registrar Office etc.)				✓	
8	Placements and career guidance.		✓			
9	Teaching pedagogy. (e-univ, use of internet etc.)		✓			
10	Academic-Industrial interface. (Industrial visits, Guest lectures etc.)		✓			
11	Alumni network			✓		

Part B: Your opinion on whether the university has achieved the program (MBA) objectives:

S.No.	Program Objectives	Not achieved (Poor) (0)	Achieved a little (Average) (1)	Fairly achieved (Good) (2)	Fully achieved (Excellent) (3)
1	Apply knowledge of management theories and practices to solve business problems.		✓		
2	Foster analytical and critical thinking abilities for data- based decision making.		✓		
3	Ability to develop Value based leadership ability.		✓		
4	Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business.		✓		
5	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.		✓		

Part C: Please give your comments:

1. Do you feel proud to be an Alumni of Shoolini University? (Yes ☒ No ☐)
2. Would you recommend admission to your friends/relatives/siblings etc. here at Shoolini? (Yes ☒ No ☐)
3. The course curriculum taught here is relevant in your jobs? (Yes ☒ No ☐)
4. Any changes in any of the subjects/courses taught?

There should be some improvements in
economics course.

5. Any changes you would like to make in your stay here at Shoolini University?

Food quality should be improved, cleanliness
of hostel washrooms should also be improved.

6. Any suggestion for improving the learning process at Shoolini University?

Include some practical programmes for MBA
at a higher level rather than making them
sell stuff in sales sprint.

7. Any other suggestion,

Car facility should be available for
every student. Cab service (shuttle)
should be provided from campus to zero point
& zero point to campus in every half hour

We at Shoolini wish you success in all your future endeavors!

CRITERION - X

CONTINUOUS IMPROVEMENT (50)

Criterion - X

Continuous Improvement (50)

10.1. Actions taken based on the results of evaluation of each of the POs (20)

The analysis of the PO attainment level has opened new dimensions towards improvement for the MBA program where introspection has been facilitated and precise areas of improvement have surfaced towards continuous improvement. Among the eight Programs outcomes established, the attainment levels have been attained between medium towards high level, However, only for PO4, the attainment level has been low which demands adequate intervention to increase the attainment level.

The detailed analysis has revealed that on one hand the attainment levels have been primarily influenced by alignment of courses of the programs & their contents and on the other hand they have been influenced by the attainment of the course outcomes targeted by the program. Therefore, an effective strategy after in-depth debate and consultation have been chalked out to improve the overall attainment of program outcomes in future. Among the main interventions proposed are:

Redesign the Curriculum:

The utmost care, for comprehensiveness, collectiveness and inclusivity of nationally and globally relevant knowledge, skills and attitude essential for a management graduate to be ready to face the cut throat competition in today's fast changing dynamic corporate world, has been taken in designing, developing and delivering the curriculum for MBA Program at the School of Business Management and Liberal Arts at Shoolini University. However, there is no gainsaying to the axiom that there is always room on top. Keeping in the same vain, we too believe that there is always a scope for improvement in our program scheme, course content, pedagogy, assessment and evaluation process.

While closely observing course outcome-program outcome (CO-PO) matrix, we zeroed in on certain areas which definitely need improvement. Certain corrective measures as given underneath will be taken in due course of time to improve the program outcomes through course outcomes, among other things:

1. In order to infuse the ‘Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business’ we will rationalize the syllabi of courses such as Financial Accounting, Cost Accounting, Financial Management-I, Financial Management-II, Managerial Computing, Human Resource Management-I, Human Resource Management-II, Management of Investment(AMFI), Capital Markets & Institutions, HR Planning and Recruitment, Brand Management and Industrial Relations & Labour Laws to incorporate global perspective in teaching and communicating the same. We will replace courses like Bioprocess Technology with courses like Food Technology which is more panoramic in nature. We will offer ‘International Business’ as a new specialization and will include courses such as Forex Management, International Marketing, Global Supply Chain Management etc., for better and enhanced global perspective.
2. For enhancing the ‘Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment’ among management students, we will redesign the syllabi of courses such Marketing Management-I, Marketing Management-II, Financial Management-I, Financial Management-II, Organizational Development & Change Management, HR Planning and Recruitment, Capital Markets & Institutions, Customer Relationship Management, Compensation Management, Global HRM etc., to understand the bigger picture of organizational goal by integrating the smaller goals of marketing, Finance, Human Resource and operations etc. We will add new courses such Developing Leadership Skills, Team Management & Plan Execution, Operations Management and Project Management etc.
3. To ‘Foster Analytical and critical thinking abilities for data-based decision making’ we will revamp the syllabi of courses like Legal Aspects of Business, Human Resource Management-I, Human Resource Management-II, Basics of Banking and Insurance, Mergers and Acquisitions, Brand Management and Research Project etc., to include more use and analysis of big data leading to a decision making situation that applies principles of critical reasoning & problem

solving. We will definitely start more courses like Critical Reasoning, Problem Solving, Statistical Quality Control(SQC), Process Capability & Management, Cost of Poor Quality etc., to provide much needed shot in the arm.

4. Apart from aforesaid specific outcomes, we will redesign our curriculum which will be industry-oriented, student-centric and locally and internationally relevant with quintessential state-of-the-art technology based pedagogy through platforms like Moodle, incorporate MOOC Certifications through Swayam, edX, Coursera etc., research database like EBSCO, Elsevier and publication support through Scientific Writing Cell etc. The courses will showcase an excellent feel of the most modern content incorporating the contemporary concepts, familiar context and sufficient exposure to experiential learning tools. Specifically, for developing the ‘Ability to be content and happy’ which could define an individual’s roadmap to success, we will develop and start courses like Role of Ethics in Management, Human Values & Managerial Effectiveness, Spirituality & Meditation, Yoga for Happiness etc.

Student Counselling & Interactions

Analysis expose that attainment of program outcomes are dependent on student performance in mid term and end term examinations, however the interactions with the student reveal that their performance is further dependent on various other factors like their background of medium of instruction in their previous institution, personal issues, level of their IT literacy and cognitive abilities. With a view to tackle these impediments following corrective actions are being taken.

- More discussions among faculty and students in small groups in form of tutorials will be organized for enabling added discussions and better clarity of concepts.
- One on one sessions with students are proposed in order to comprehend their challenges to understand, implement and leverage the learnings in practical life. This will also provide valuable insights into barriers and possible solutions for achieving course outcomes.
- Since the medium of instructions followed in MBA is English, therefore special coaching will be given to students who come with a Hindi background of education. This will help them in better understanding in class and effective writing in examinations.

Pedagogy

The effectiveness of class and understanding of the student needs more focus as course outcomes under direct assessment must be further strengthened. As an endeavour towards this, following interventions are proposed.

- More case studies and projects will be introduced to encourage the experiential and collaborative learning in the students. It is believed that such initiatives will increase the student engagement and also their interest in learning while working in groups which ultimately will improve their performance in end examinations.
- It has been resolved that since students of diverse background join MBA and may not have strong foundation of management courses, therefore the students will be required to take MOOCs from online platform. This will be overseen by faculty mentor to ensure its effectiveness.
- Collaborative learning will be initiated where students who need extra support will be divided into groups and each group will be mentored by a student with excellent grades. The group mentors will counsel, support and mentor members of the group in a way that it leads to better performance of weak students in direct and indirect assessment. Further each of these mentors of groups will be mentored by faculty member.

Evaluation

While, the School of Business Management and Liberal Arts is following the continuous evaluation system, following corrective measures will be taken to improve the evaluation system:

1. The number of quizzes and test will be increased. Quiz/test on every topic will be taken to assess the understanding of students and to identify the gap, if any and corrective measures like mentoring or special tutorial can be taken immediately.
2. Currently, the relative grading system is being followed by the School of Business Management and Liberal Arts. Since, the gap has been identified in the attainment of course and program outcome in end term examinations, minimum passing percentage will be decided for the end term examinations. It will help in bringing more seriousness among the students towards better performance in end term examinations.

3. In continuation to the initiatives on collaborative and experiential learning, Blooms Taxonomy will be introduced as an evaluation criterion to see the level of attainment by every student. Question papers will be prepared as per the Blooms Taxonomy so that the proportion of students achieving the desired levels such as understanding of the concept, acquiring knowledge, applying knowledge in business problems etc.

Faculty Development

Working in the area of faculty development is a continuous endeavour at School of Business Management and Liberal Arts. In order to improve their knowledge in the domain areas it is proposed to have online certification from Coursera, MOOCS, edX, etc. Also the faculty is encouraged to participate in national and international workshops specially pertaining to Himalayan sustainability and new technology intervention in teaching enabling better learning for students coming from various backgrounds.

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

University initiated the process of academic audit in 2011 which covers all schools functioning in the campus. Dean Academic Affairs has been assigned the responsibility of conducting a detailed academic audit of each faculty/school. However, external experts are also invited to evaluate the academic performance across the faculties. All academic activities of the school such as courses offered, teaching-learning methods, teaching and research facilities, number of faculty members and workload, research initiatives, conferences/workshops/seminars attended/conducted, books and papers published and research grants etc. are evaluated. Recommendations of the academic audit are duly implemented in the subsequent period.

The academic performance in each School is also evaluated through the frequent meetings of Academic Committees under the chairmanship of Faculty Dean/HOS and the opinion of external experts is also taken to attain the academic excellence.

In addition, annual performance appraisal system was initiated during the year 2012-13 wherein each faculty member filled details of academic performance during the year in a self-appraisal form which were evaluated by the high level committee constituted by the University. Suggestions, recommendations and feedback are given through a face to face interaction with the committee.

In 2013-14, faculty wise Board of Studies was constituted as a next step in academic quality assurance. Renowned academicians and industry experts were included in the board to guide and suggest measures to achieve academic excellence.

As per the recommendations of academic audit carried out at different levels, following initiatives have been taken by the University to improve teaching, learning and evaluation:

- Case study discussions and problem solving.
- PPT, Videos, Research papers, EBSCO database are made available online.
- Fully operational online examination system that incorporates - MCQs, short and descriptive questions, quiz, assignment etc.
- eUniv initiative for round the clock learning.
- MOOCs courses like Introduction to Data Analysis using Excel (edX), Introduction to Business Analytics: Communicating with Data (Coursera) and Business Analytics Fundamentals (edX).
- Workshops based courses were increased exclusively for MBA students like creativity in business. Apart from this, workshop on human resources, positive psychology, yoga and meditation were also included in the curriculum. Also, activities on aptitude, resume building MS excel and marketing were also introduced. A minor course on Artificial Intelligence also introduced in the Academic Year 2017-18.
- From the Academic year 2015-16, MBA exams were made completely online.
- Expert lecture sessions by the name of “Guru Series” are operational.
- Complete and incognito student course feedback system introduced.
- Preparation of daily lecture taken report and monitoring by Pro VC/Dean- Academics/ Associate Dean Academics.
- For functional and soft skills, the SPRINT workshops are a regular and continuous activity in the campus.
- Course completion undertaking by each faculty.
- Faculty development programs.
- Online library services.
- Publications in SCOUNPS indexed journals and progress report, presentations in each semester to improve quality of research.

- Lab manuals prepared.
- Group discussions.
- Strengthening of the mentorship program.
- Demonstration through Spreadsheets and video lectures.
- Through the result analysis, weak students are identified who are then mentored/ counseled and are given extra classes, if required.
- Outer world exposure to faculty and students through Student Exchange Program.
- In order to promote the entrepreneurial spirits among the students' workshops were also included in the various courses of curriculum.

Presently The Dean Academic Affairs along with the Internal Quality Assurance Cell (IQAC) undertakes audit of the Schools/ Faculties. School level Academic Committees and Board of Studies are other means to ensure the accountability of the Schools / Faculty.

The quality of academic activities is further assessed on the basis of feedback from students and faculty.

Feedback

Academic excellence is ensured through feedback from faculty, peers, students, recruiters, alumni and the same is incorporated for progressive improvement of the facilities provided. Students' feedback is collected through a well-structured questionnaire for improvement of the University's performance and is taken in each semester.

The questionnaire covers the following aspects:

- Feedback on teachers on teaching pedagogy, punctuality, timely completion of syllabus, evaluation etc.
- Curriculum improvement and skill development
- Infrastructure and hostel facilities
- Library and Knowledge Center
- Food and transportation
- ICT facilities, eUniv and LMS

- Sports facilities
- Campus life and extra-curricular activities
- Examinations & evaluation

Student feedback ensures that each faculty member is assessed for effectiveness of teaching and this is a key parameter in the appraisal. Regular meetings are also held by the Deans with the class representatives. The alumni feedback form is attached in point 6.6.1.

The school also gets feedback from national/ international faculty, potential employers, researchers, alumni and other eminent personalities who visit the campus during placement week, workshops, conferences, SPRINT program and Guru Series talks.

Stakeholders	Purpose of Interaction
Students and Parents	Student's feedback on the University/School functioning and academics is taken in each semester. Feedback given consideration in performance appraisals. Suggestions and feedback from parents is also sought during their visits to the campus and given due weightage.
Alumni	Alumni support the school through feedback on curriculum and industrial visits/trainings. Formal and informal interactive sessions on various forums like SPRINT, Guru Series and Alumni Meets are organized to encourage and motivate students.
Society	The school is highly cognizant of its civic responsibilities and encourages formal and informal interaction for community development through various extension activities.
Recruiters	Recruiters' feedback incorporated for development of the outcome driven and skill based curriculum to ensure better employability.
Industry	School of Business Management and Liberal Arts encourages interactions and industry tie ups. Industry experts have been included in Board of Studies. Frequent visits of the industry experts to the campus for guest lectures are organized to update students with the dynamics of corporate world. Industrial visits for students and faculty are encouraged to expose them to the practical work environment.

Employer feedback form

SHOOLINI UNIVERSITY EMPLOYER FEEDBACK FORM

Shoolini University values your association and wishes to establish a stronger relationship in a very pleasant and prolific way in future. Many graduates of our Department/College/Institute/University are already working in your organization. We are thankful to you for providing them employment with your prestigious Company/Organization. We shall very much appreciate and be grateful to you if you can spare some of your valuable time to fill up this feedback form. We wish to have your opinions and suggestions for further improving the quality of academics and enhancing the credibility of the university by giving you better employees in future.

Please spare your valuable time to fill in this feedback form, your opinion would be cherished!

S.No.	Employee Characteristics	Excellent (4)	Very Good (3)	Good (2)	Average (1)	Poor (0)
1	Verbal communication skills		✓			
2	Written communication skills		✓			
3	Adherence to organizational norms	✓				
4	Dependability, reliability.	✓				
5	Comfortable with IT tools	✓				
6	Cooperation and willingness to follow directions	✓				
7	Team player	✓				
8	Courtesy with staff and customers/clients	✓				
9	Completion of projects	✓				
10	Quality of work	✓				
11	Self-motivated and taking on appropriate level of responsibility	✓				
12	Ability to manage/leadership qualities	✓				
13	Innovativeness, creativity	✓				
14	Open to new ideas and learning new techniques	✓				
15	Ability to manage/leadership qualities	✓				
16	Ability to take up extra responsibility	✓				
17	Obligation to work beyond schedule if required	✓				

Will you continue to recruit students from Shoolini? Absolutely Yes ☒ No ☐

Will you refer Shoolini University for recruitment to other organisations? ☒ Yes ☐ No

Attributes that attract you to hire from Shoolini:

Students are very professional in their approach.

Suggestions for Improvement:

The application knowledge among students is good
however, I felt they may further be reinforced
on knowledge as few of them lacked.

Name: DIPANKER SHARMA/ Position: Managing Director

Phone: SATYEN SHARMA email: 9818678249

Company/organization: TAXUS MEDITECH

Date: 24/04/2019

Parents Feedback

PARENT FEEDBACK

Your response is valuable for us. We ensure its privacy and its results will be used only for improvements.
Thank you for your precious time.
Please mark (✓) on the response that suits you the most.

What course/degree is your ward pursuing with the university?
How many of your kids/wards are studying in the university?

MBA

1

S. No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	University fees and other charges are nominal as compared to other institutes of same level.		✓			
2	Facilities provided by the university (transport/food etc.) are good.		✓			
3	You get regular updates about the performance and attendance of your ward.		✓			
4	University policies and procedures are fair and transparent.		✓			
5	University not only focuses on academics but also on the overall grooming and development of the student.	✓				
6	Guidance related to career and personal counselling is extended to the students and parents as and when required.	✓				
7	You feel there is a positive change in your ward after joining this university.	✓				
8	Effective measures are taken on ragging, harassment and other grievances.	✓				
9	You would recommend your friends and relatives to pursue studies in the university.	✓				
10	As a parent/guardian you feel that the career of your ward is in right hands.	✓				

11 Any recommendations/ Suggestions:

More industrial trips to be organized.

In order to obtain a dispassionate and objective assessment, the University has obtained ISO 9001:2015 certification.



Certificate of Registration

**SHOOLINI UNIVERSITY OF BIOTECHNOLOGY AND
MANAGEMENT SCIENCES**

at

**FLSBM, ANAND COMPLEX, THE MALL, SOLAN - 173212,
HIMACHAL PRADESH, INDIA**

has been assessed and Certified by Otabu Certification Pvt. Ltd.
as meeting the requirements of:

ISO 9001:2015
Quality Management System



For the following scope of activities:

**EDUCATION AND RESEARCH WORK IN THE FIELD OF BIOSCIENCES, PHYSICAL
SCIENCES, ENGINEERING, MANAGEMENT & LIBRAL ARTS**

Issue No :01
Date of Certification: 23 April 2019
1st Surveillance Due: 22 April 2020

Revision No () : NA
2nd Surveillance Due: 22 April 2021
Recertification Due: 22 April 2022
(subject to the company maintaining its system to the
required standard)

Certificate No:- 19016156223
To Verify this Certificate please visit at www.otabucert.com



Handwritten signature
Managing Director

Validity of this Certificate is successful Annual Surveillance audits to be done. This Certificate of Registration remains the Property of Otabu Certification Pvt. Ltd.
and shall be returned immediately upon request
Otabu Certification Pvt. Ltd., RZ-9 (Ground Floor), Prem Nagar, Uttam Nagar, New Delhi-110059 (India)
Email:- info@otabucert.com website:-www.otabucert.com

10.3. Improvement in Placement, Higher Studies and Entrepreneurship (10)

Year	No. of Students appeared in final year examination (N)	No. of Students Graduated out of Students appeared in final year examination (G)	Z = (No. of Students Placed + selected for higher studies + opted Entrepreneurship)	Placement Ratio (Z/N)
2017-18	111	103	103 (102+1+0)	1 : 0.93
2016-17	68	60	60 (60+0+0)	1 : 0.88
2015-16	63	59	57 (56+1+0)	1 : 0.9
Average Placement Ratio				1 : 0.9
Percentage				90%

Placement details:

The list of students' placement record and their salary package per annum for three assessment Years (2017-18, 2016-17 and 2015-16) are listed below:

S. No.	Academic Year	Name of the Company	Salary Offered (in lacs)	No of students recruited	Average salary offered	Median salary offered
1	2017-18	Ifa Zone	3.25	1	5.46	6.20
		Anand Toyota	3.50	3		
		HDB Financial Services	3.51	1		
		Stock Holding	3.52	1		
		Just Dial	4.00	1		
		Fern & Petals	4.20	1		
		Star Health Insurance	4.21	5		
		WNS	4.22	1		
		Benori Capital	4.50	1		
		Damco Solutions	4.51	1		

		M3M	4.52	3		
		Yes Bank	4.53	3		
		Nestle	4.75	1		
		Shoolini University	4.75	4		
		Microtek	5.00	6		
		Future Generali	5.50	7		
		SAMARU	5.75	1		
		Napino	6.19	11		
		Genpact	6.20	2		
		Mercer	6.20	2		
		ICICI Mutual funds	6.25	1		
		ICICI Prudential	6.25	24		
		ICICI Securities	6.25	3		
		EazyDiner	6.50	3		
		HDFC Bank	6.51	6		
		ICICI Bank	6.52	3		
		Pindersson	7.00	1		
		Shubham Housing Finance	7.01	3		
		Tata Hitachi	9.10	1		
		LG Electronics	9.91	1		
2	2016-17	Just Dial	3.50	5	5.69	5.80
		Star Health	3.75	6		
		SBI Mutual Fund	4.00	4		
		Yes Bank	4.00	4		
		Shoolini University	4.20	1		
		Oberoi Group	4.30	2		
		Mercer	4.50	2		
		Bharti Airtel	4.50	3		
		Genpact	5.25	1		
		ICICI Prudential	5.80	10		
		HDFC Bank	5.80	5		
		ICICI Bank	6.00	2		
		Secure Now	6.00	2		

		Taxus Meditech	6.75	3		
		Tata Hitachi	7.25	1		
		Anand Automotive	7.25	4		
		Shubham Housing Finance	7.50	3		
		LG	12.00	2		
3	2015-16	Vardhman	3.00	1	4.47	4
		Yes bank	3.40	7		
		Bharti Airtel	4.00	3		
		Ceasefire	4.00	5		
		HDFC	4.00	7		
		ICICI Securities	4.00	6		
		Vegazva	4.00	3		
		Just Dial	4.10	4		
		Oberoi Group	4.20	3		
		ICICI Prudential	4.30	8		
		Mercer	4.30	2		
		Genpact	5.00	3		
		Anand Automotive	5.80	2		
		Anand Automotive	6.50	1		
		Shubham Housing Finance	6.50	1		

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

Over theses years of its establishment since 2009, School of Business Management and Liberal Arts has been able to attract quality students from all spheres of life and across different regions in the state, country and also globally.

Effective screening and selection policy has always been part of our student acquisition process where rule of no compromise on eligibility is strictly followed. As basic eligibility, aspirants of our MBA program must have completed graduation with at least 50% marks in any discipline from a recognized institution, this eligibility is 45% for ST & SC as per Government of India rules. Beyond the basic marks, aspirants must have score of an International, national or State

level management aptitude test. FMSLA considers a valid score of GMAT at international level, CAT, XAT, NMAT, MAT, AICTE MAT, ATMA at National level and HPU-MAT at state level. Each student who aspires to join the program is satisfied with the queries they have and compulsory has to appear in personal interview for selection process. Depending on the various academic parameters and in consideration with the aspirations of the student, our capability to realize their placement expectations and personality fit, the final decision of selection or rejection is communicated to the aspirants.

Trends on admissions reveal that the average percentage of the intake is increasing year on year and the students have better capabilities and confidence than the initial batches. Similar observations have been communicated to the School of Business Management and Liberal Arts by the companies who participate in placements each year, the guests who deliver special lectures and this is also evident from the comparison of the scores.

There has been major development in the geographic areas from the institution gets student intake. Where initially students were predominantly from Himachal only, over the years institution has attracted intake from neighboring states of Punjab, Haryana, J&K, Uttarakhand and from distant places like Bihar, Madhya Pradesh, Uttar Pradesh, Kerala etc. Moreover, international students from Afghanistan have shown their keen interest in Shoolini MBA. At present there are four international students from Afghanistan. With students joining from diversified backgrounds and from several geographic locations, our program is able to provide cosmopolitan culture and platform of better networking to the students.

Intake is blend of freshers and experienced people, where it is common to see students with an experience of 2-5 years in corporate after their graduation and then joining Shoolini MBA.

PART C

DECLARATION BY THE INSTITUTION

Declaration

The head of the institution needs to make a declaration as per the format given below:

I undertake that, the institution is well aware about the provisions in the NBA's accreditation manual concerned for this application, rules, regulations, notifications and NBA expert visit guidelines in force as on date and the institute shall fully abide by them.

It is submitted that information provided in this Self-Assessment Report is factually correct. I understand and agree that an appropriate disciplinary action against the Institute will be initiated by the NBA in case any false statement/information is observed during pre-visit, visit, post visit and subsequent to grant of accreditation.

Date: 27/4/2019

Place: Shoolini University, Solan (H.P.)


Signature & Name

Head of the Institution with seal

Vice Chancellor
Shoolini University of Biotechnology
& Management Sciences
SOLAN (HP)

ANNEXURES

ANNEXURE– I

**Research comparison of Shoolini University with NIRF top ranked Indian
Institutes and Times top ranked Higher Education Institutes**

Research Quality Indicators

Institution/s (Average)	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	1.87	4.1	33.2	7.2	53.1
Top 10 Indian Universities (NIRF 2018)	0.96	1.8	14.6	1.2	20.3
Top 10 Overall (NIRF 2018)	1.01	2.0	16.4	1.1	22.2
IITs	1.08	2.1	17.5	1.1	21.8
Top 10 World Universities (THE)	2.14	4.3	27.6	4.7	50.3

Shoolini R&D
Source: SciVal
*Time Period: [2017 - 2019]
Date exported : 14-Mar-2019

1

Shoolini University – Quality of Research

Top 10 Overall Institutes/Universities (NIRF 2018) Research Quality Indicators

Institution	Research Output (SCOPUS Documents)	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	414	1.87	4.1	33.2	7.2	53.1
Top 10 Overall (NIRF 2018)	49050	1.01	2.0	16.4	1.1	22.2
Indian Institute of Science Bangalore	6373	1.03	2.1	18.4	1.7	29.8
Indian Institute of Technology, Kharagpur	5954	1.05	2	17.2	1	20.1
Indian Institute of Technology, Madras	5796	1.11	2.6	17.6	1.6	28.2
Indian Institute of Technology, Bombay	5736	1.06	2.4	16.3	1.2	27.8
Indian Institute of Technology, Delhi	5517	1.15	2	17.7	0.9	19.8
Banaras Hindu University	4750	0.96	2	16.3	1.4	20
Anna University	4571	0.77	1.4	13.2	0.7	13.1
Indian Institute of Technology Roorkee	4415	1.1	1.9	17	0.9	17.8
Indian Institute of Technology, Kanpur	3746	1.04	2	17.4	1	24.8
Jawaharlal Nehru University	2192	0.84	1.4	13.2	0.8	21

Shoolini R&D
Source: SciVal
*Time Period: [2017 - 2019]
Date exported : 14-Mar-2019

2

Shoolini University - Quality of Research

Top 10 Indian Universities (NIRF 2018)

Institution	Research Quality Indicators					
	Research Output (SCOPUS Documents)	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	414	1.87	4.1	33.2	7.2	53.1
Top 10 Indian Universities (NIRF 2018)	37777	0.96	1.8	14.6	1.2	20.3
Indian Institute of Science Bangalore	6373	1.03	2.1	18.4	1.7	29.8
University of Delhi	5984	1.15	2.3	16.1	1.9	21
Banaras Hindu University	4750	0.96	2	16.3	1.4	20
Anna University	4571	0.77	1.4	13.2	0.7	13.1
Jadavpur University	3888	1	1.7	15.3	0.8	17.4
Amrita Vishwa Vidyapeetham	3829	1.08	1.1	7.8	0.6	9.9
Aligarh Muslim University	2619	1.05	2.2	18.5	1.9	31.3
Jawaharlal Nehru University	2192	0.84	1.4	13.2	0.8	21
University of Pune	1889	0.84	1.6	11.7	0.6	19.1
University of Hyderabad	1682	0.9	2	15.6	1.1	20.8

Shoolini R&D

Source: SciVal
*Time Period: [2017 - 2019]
Date exported : 14-Mar-2019

3

Shoolini University - Quality of Research

Top 10 World Universities

Institution	Research Quality Indicators					
	Research Output (SCOPUS Documents)	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	414	1.87	4.1	33.2	7.2	53.1
Top 10 World Universities (THE)	251831	2.15	4.6	30.2	4.8	50.2
Harvard University	67008	2.17	4.5	29.8	4.7	45.8
University of Oxford	31022	2.09	4	28	3.9	60.7
Stanford University	30517	2.38	5	30.9	5.4	42.2
Imperial College London	25971	2.11	4.2	29.7	4.2	62.4
University of Cambridge	25438	2	4.3	29.2	4.4	61.3
Yale University	19887	1.96	4	28.3	4.2	40.1
Massachusetts Institute of Technology	18970	2.16	5	31.2	5.5	51.2
University of Chicago	13533	2.15	4.5	28.2	4.5	36.9
Princeton University	9867	2.3	4.6	31.1	5	48
California Institute of Technology	9618	2.15	5.5	35.8	6.2	53.7

Shoolini R&D

Source: SciVal
*Time Period: [2017 - 2019]
Date exported : 14-Mar-2019

4

Shoolini University - Quality of Research Indian Institute of Technology (New IITs)

Research Quality Indicators

Institution	Research Output (SCOPUS Documents)	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	414	1.87	4.1	33.2	7.2	53.1
Roorkee	4415	1.1	1.9	17	0.9	17.8
Guwahati	3724	1.03	2.1	18.7	1.1	17.7
Dhanbad	3335	1.05	1.8	16.6	1	12
Indore	1401	1.4	2.7	25.2	2	30.5
Hyderabad	1347	1.5	4.1	19.2	1.9	25.4
Bhubaneswar	966	1.6	3.2	27.2	4.7	35.5
Patna	912	1.04	1.6	16.5	0.6	18.3
Gandhinagar	777	1.06	1.9	19.3	1.5	24.5
Mandi	761	2.02	7.3	20.3	3.5	34.6
Ropar	661	2	4.6	24.4	2.7	26.2
Rajasthan	426	0.89	1.9	16.5	1.3	20.9

Shoolini R&D

Source: SciVal
*Time Period: [2017 - 2019]
Date exported : 14-Mar-2019

5

Shoolini University - Quality of Research Institutes in Himachal Pradesh

Research Quality Indicators

Institution	Research Output (SCOPUS Documents)	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	414	1.87	4.1	33.2	7.2	53.1
Jaypee University of Information Technology	1477	1.1	1.3	12.4	0.8	9.9
Indian Institute of Technology Mandi	777	1.06	1.9	19.3	1.5	24.5
Himachal Pradesh University	523	0.48	1.2	8.2	0.4	9.9
National Institute of Technology Hamirpur	440	0.93	1.7	15.9	1	8.2
Dr. Yashwant Singh Parmar University of Horticulture and Forestry	217	0.27	0.5	3.3	0	5.1
Central University of Himachal Pradesh	137	1.16	3.4	23.3	4.7	27.7

Shoolini R&D

Source: SciVal
*Time Period: [2017 - 2019]
Date exported : 14-Mar-2019

6

Shoolini University - Quality of Research Top Indian Universities THE 2019

Research Quality Indicators

Institution	Rank	Research Output (SCOPUS Documents)	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	-	414	1.87	4.1	33.2	7.2	53.1
Indian Institute of Science Bangalore	251-300	6373	1.03	2.1	18.4	1.7	29.8
Indian Institute of Technology Indore	351-400	1401	1.4	2.7	25.2	2	30.5
Indian Institute of Technology Roorkee	401-500	4415	1.1	1.9	17	0.9	17.8
Indian Institute of Technology, Bombay	401-500	5736	1.06	2.4	16.3	1.2	27.8
JSS Academy of Higher Education & Research	401-500	562	1.92	5	8.7	1.7	18.2
Indian Institute of Technology, Delhi	501-600	5517	1.15	2	17.7	0.9	19.8
Indian Institute of Technology, Kanpur	501-600	3746	1.04	2	17.4	1	24.8
Indian Institute of Technology, Kharagpur	501-600	5954	1.05	2	17.2	1	20.1
Savitribai Phule Pune University	501-600	1889	0.84	1.6	11.7	0.6	19.1
Indian Institute of Technology Bhubaneswar	601-800	966	1.6	3.2	27.2	4.7	35.5

Shoolini R&D
Source: SciVal
*Time Period: [2017 - 2019]
Date exported : 14-Mar-2019

7

Shoolini University - Quality of Research Top Indian Universities THE 2019

Research Quality Indicators

Institution	Rank	Research Output (SCOPUS Documents)	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	-	414	1.87	4.1	33.2	7.2	53.1
Indian Institute of Technology Hyderabad	601-800	1347	1.5	4.1	19.2	1.9	25.4
Indian Institute of Technology, Guwahati	601-800	3724	1.03	2.1	18.7	1.1	17.7
Indian Institute of Science Education and Research Pune	601-800	1085	1.81	5.5	34.4	7.1	51.1
University of Delhi	601-800	5984	1.15	2.3	16.1	1.9	21
Amrita Vishwa Vidyapeetham	601-800	3829	1.08	1.1	7.8	0.6	9.9
Banaras Hindu University	601-800	4750	0.96	2	16.3	1.4	20
Indian Institute of Technology, Madras	601-800	5796	1.11	2.6	17.6	1.6	28.2
Jadavpur University	601-800	3888	1	1.7	15.3	0.8	17.4
National Institute of Technology Rourkela	601-800	2624	1	1.7	16	0.7	11.8
Panjab University	601-800	2614	1.27	2.9	23.7	3.1	31
Tezpur University	601-800	971	1.1	2	17.8	0.7	14.5

Shoolini R&D
Source: SciVal
*Time Period: [2017 - 2019]
Date exported : 14-Mar-2019

8

Shoolini University - Quality of Research Top Indian Universities THE 2019

Research Quality Indicators

Institution	Rank	Research Output (SCOPUS Documents)	Field-Weighted Citation Impact	Citations per Publication	% Publications in top 10% most cited worldwide	% Publications in top 1% most cited worldwide	% International Collaboration
Shoolini University* (Estb. 2009)	-	414	1.87	4.1	33.2	7.2	53.1
Acharya Nagarjuna University	801-1000	693	0.74	1.4	10.8	0.9	18.8
Aligarh Muslim University	801-1000	2619	1.05	2.2	18.5	1.9	31.3
Birla Institute of Technology and Science Pilani	801-1000	2229	0.9	1.5	11.4	0.6	19.6
Indian Institute of Technology, Dhanbad	801-1000	3335	1.05	1.8	16.6	1	12
Jamia Millia Islamia	801-1000	1758	1.29	2.2	22.5	1.5	30.4
National Institute of Technology Tiruchirappalli	801-1000	1753	0.92	1.5	16.1	0.6	16.4
Osmania University	801-1000	1711	0.96	1.4	12.4	0.9	11.8
Pondicherry University	801-1000	1832	1.01	1.5	11.8	0.8	15.8
Sri Venkateswara University	801-1000	837	1.02	1.9	16.8	1	28.9
Thapar University	801-1000	2198	1.6	2.2	22.2	2.7	14.6
Vellore Institute of Technology	801-1000	7962	1.05	1.5	12.5	1.3	17.1

Shoolini R&D
Source: SciVal
*Time Period: [2017 - 2019]
Date exported : 14-Mar-2019

ANNEXURE– II

Details of SPRINT



BOOK OF SPRINT

UG and PG Programs

Themes and Agendas

**Shoolini University of Biotechnology and
Management Sciences**

Bajhol, Solan

CONTENTS

S. No.	Particulars	Page No.
1:	SPRINT 1: INDUCTION	04
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6:	SPRINT 6: LEADERSHIP	58
7:	SPRINT 7: PLACEMENT	75

SPRINT

**Skill Progression through
Rapid Intensive and Innovative
Training**

VISION

*To train our students and scale up the
employability skills for
"Best in Class"
careers*

At the end of graduating from Shoolini University a student should be able to

- ✓ Exhibit professionalism in speech and behavior
- ✓ Effectively exhibit written and verbal communication skills
- ✓ Demonstrate subject knowledge and functional skills
- ✓ Develop and exercise leadership qualities
- ✓ Demonstrate the ability to use and leverage technology
- ✓ Work cohesively in a team
- ✓ Crack relevant competitive exams

Sprint 1: Induction



At the end of Induction SPRINT a student should be able to

- ✓ Reiterate his decision to join the MBA program**
- ✓ Develop a sense of comfort with the faculty, peer group and premises**
- ✓ Identify his long and short term goals.**
- ✓ Identify/assess his core strengths and areas of improvement**

Agenda for 'SPRINT'

	9:15am – 11:15am	11:15am – 11:30am	11:30am – 1.30pm	01:30 – 02:30 pm	02:30pm – 03:45pm	3:45 pm – 4:00 pm	4:00 pm – 5:15pm
Day 1	Registration and Welcome address	Break	Objectives and Expectations Shoolini - Hunt	Lunch	Department overview & Faculty Intros	Break	Completion of Formalities
Day 2	Being Successful/Intro to Finance		Session on 9 Words		Basic Etiquettes		Outdoor Team Activity
Day 3	SATURDAY TRIP						
Day 4	Goal Setting	Break	Introduction to Marketing	Lunch	Movie Session – Everest -Followed by Real-life story		
Day 5	Improving Communication		Introduction to Accounts		IT Skills	Break	IT Skills
Day 6	Using Social Media		Introduction to Economics		Interaction with Seniors		JAM-Best Speaker Competition
Day 7	7 Habits of Successful Students		Introduction to H.R		Practice for Cultural Evening		Cultural Show

Course Name: **Sprint 1 Induction (Setting the Foundation)**

Sessions: 21

Credits:2

Course Description:

The objectives of an induction program are manifold. Normally an induction program would provide the new students information to accustom themselves in their new environment. This program sets the scene and connects the students with their peer group and faculty. It sets the context for the rest of the program and prepares the students for rigorous of academic study. Since students from diverse academic streams join the university this program also lays the foundation for some of the courses the students take up in the first year. Fun and games are also a part of the SPRINT students discover their campus and break the ice with faculty and peer group with various activity.

Session: 1	Duration: 2 Hrs.
Topic	Registration and Welcome address
Objective	The primary objective of this session is to have a close interaction of the Management with the students, resolve their queries and make them feel welcome.
Content Details	<ul style="list-style-type: none"> • Formal welcome • Expectations • University overview
Learning Outcome	By the end of the session the students should be excited about their decision to join Shoolini University.

Session: 2	Duration: 2 Hrs.
Topic	Shoolini-Hunt
Objective	To familiarize the new joiners with the campus and create a sense of team work as well as competition in them.
Content Details	<ul style="list-style-type: none"> • Explanation of guidelines. • Time line defined • Tasks to be given • Task completion • Declaration of winners
Learning Outcome	At the end of the hunt the students should have <ul style="list-style-type: none"> • Identified and explored some of the main areas of the campus. • Developed a feeling of being a part of a team
Review Exercise/ Evaluation	At the end of stipulated time the students are expected to return after completing the task and are awarded prizes.

Session: 3	Duration: 1 Hr. 15 Minutes
Topic	Department Overview
Objective	To introduce the entire faculty and familiarize the students with the hierarchy and roles of responsibilities of the faculty.
Content Details	<ul style="list-style-type: none"> • Welcome by coordinator • Department overview • Faculty introductions • Distribution of kits • Q/A sessions
Learning Outcome	The students would develop a sense of comfort and can identify the faculty with whom they would be involved directly.

Session: 4	Duration: 1 ½ Hr.
Topic	Completion of Formalities
Objective	Completion of pending formalities.
Content Details	Students should use this time to complete pending formalities.
Learning Outcome	By the end of the day the student should have completed his formalities or brought the gaps to the notice of his faculty.

Session: 5	Duration: 2 Hrs.
Topic	Being Successful/Intro to Finance
Objective	This session is to build up the relationship with the Dean. It also aims at exciting the students and boosts up their morale
Content Details	<ul style="list-style-type: none"> • Defining Success • Who wants to be successful • What it takes to get there • Ordinary people - Extraordinary stories
Learning Outcome	The students should feel motivated and go back with the feeling that each one of them has an equal opportunity to scale new heights and build a successful career.
Readings	The Truth about Leadership/ Success Through a Positive Mental attitude – Dr. Napoleon Hill
Review Exercise/ Evaluation	Students are asked to make a check list of the activities they are currently doing to achieve success.

Session: 6	Duration: 2 Hrs.
Topic	9 Wor(l)ds
Objective	<ul style="list-style-type: none"> • To define the value of attitude and gratitude in one's life. • Instill the principle of self-motivation and other. • Differentiate between sympathy and empathy. • Analyze the importance of change and dream toward success.
Content Details	<ul style="list-style-type: none"> • To define the value of attitude and gratitude in one's life. • Instill the principle of self-motivation and other orientation. • Differentiate between sympathy and empathy
Learning Outcome	Leading a positive vibrant life value with value and Moving towards a life of significance.
Readings	A Monk Who Sold His Safari- Robin Sharma
Review Exercise/ Evaluation	The students are encouraged to read the above-mentioned book.

Session: 7	Duration: 1 Hr. 15 Minutes
Topic	Basic Etiquettes
Objective	To familiarize students with basic etiquettes and civilities that need to be followed on a day to day basis.

Content Details	<ul style="list-style-type: none"> • Building on strengths and overcoming areas of improvement. • Etiquettes for everyday and everyone. • Please, thank you and sorry. • Dressing professionally.
Learning Outcome	At the end of the session students should understand basic courtesies towards seniors, peer group and juniors. Start taking initiative towards personal change and enhance their overall personality.
Readings	Miss Manners' Basic Training: The Right Thing to Say
Review Exercise/ Evaluation	Simulations and real-life situations are provided and acted out by the students.

Session: 8	Duration: 1 Hr. 15 Minutes
Topic	Outdoor Team Activity (Ankles Away)
Objective	This activity is aimed at building team work amongst students and improve their problem-solving skills.
Content Details	<ul style="list-style-type: none"> • Formation of teams • Distribution of material • Guidelines • Practice time • Final Competition • Declaration of result
Learning Outcome	At the end of this activity the students will understand & realize. <ul style="list-style-type: none"> • The importance of team work • That life is full of challenges and one needs to work together to overcome them.
Readings	Creating Effective Teams- Susan A. Wheelan
Review Exercise/ Evaluation	Teams will be evaluated on how effectively they could complete the task in spite of the impediments.

Session: 9	Duration: 2 Hrs.
Topic	Goal Setting
Objective	Enable the participant to realize their goals. Make them visualize short term and long term goals along with the understanding on means and end goals. How to chase and live their goals.
Content Details	<ul style="list-style-type: none"> • Short and long term. • Mean and End Goals

Learning Outcome	Visualize his/her goal. Translate goals to tangible. Reach End goals steadily by working effectively on mean goals.
Readings	Awaken the Giant Within- Anthony Robbins
Review Exercise/ Evaluation	The students are given a goal setting sheet in which they are required to fill in their long term and short term goals.

Session: 10	Duration: 2 Hrs.
Topic	Introduction to Marketing
Objective	Objective of the session is to introduce basic concepts of marketing to participants. The session will provide glimpses of Role of marketing in organizations and various tasks undertaken in Marketing domain.
Content Details	<ul style="list-style-type: none"> • The 7 Steps of Marketing Strategy Development. • The Buying Process • Segmentation • Product Life Cycle • Perceptual Mapping • The Marketing Mix and the 4 P's • Positioning • Distribution Channels • Advertising • Promotions • Pricing • Marketing Economics
Learning Outcome	Understanding of Marketing Concepts and knowledge of various tasks undertaken in marketing.
Readings	The New Rules of Marketing and PR- David Meerman
Review Exercise/ Evaluation	The students are provided a product for which they have to devise a marketing strategy.

Session: 11	Duration: 3 Hrs.
Topic	Movie Session –Everest. Followed by interaction with Rajat
Objective	The movie is a real-life story about the trials and tribulations of a team that scaled Mt. Everest. The objective would be to fuel the students to pitch high in life and not be deterred by the circumstances.

Content Details	The movie and live session with a youngster who scaled the highest peak in the world should motivate the students to get passionate about their goal and vision. It should also encourage them to think big.
Learning Outcome	<ul style="list-style-type: none"> • Introduction to the film • Screening • Introduction of Rajat • The journey to Mt Everest • The need to dream big • Question and answer round
Readings	The Go Getter- Peter B. Kyne
Review Exercise/ Evaluation	The students are recommended to read real-life stories of achievers.

Session: 12	Duration: 2 Hrs.
Topic	Improving Communication
Objective	To focus on simple ways that lead to enhancement of communication skills and improve interpersonal relationships.
Content Details	<ul style="list-style-type: none"> • Kinds of Communication • The Communication Cycle • Have a 2-way Communication • Listen • Probe – Ask questions • Avoid ambiguity • Improve your body language
Learning Outcome	<p>This interactive workshop with several practical activities leads to</p> <ul style="list-style-type: none"> • Improved ability to communicate • Self confidence • Better interaction.
Readings	Effective speaking by Dale Carnegie
Review Exercise/ Evaluation	A Quiz on effective communication

Session: 13	Duration: 2 Hrs.
Topic	Basics of Accounting and Finance
Objective	To give a brief overview of finance and accounts and to bring the students on a common platform.

Content Details	<ul style="list-style-type: none"> • Introduction to accounts and finance • Types of accounting • Confirmation of basics
Learning Outcome	At the end of the sessions the students should have a basic know how of finance and accounts and get familiar with their course curriculum.
Readings	Fundamentals of Accounting and Auditing- S.P Oberoi

Session: 14	Duration: 2 Hrs. 45 Minutes
Topic	IT Skills
Objective	Objective of this session is providing students an overview of the most important concepts in modern IT, covering the essential concepts of computers like basics of IT, networking, internet, security management and current trends.
Content Details	Basics of IT, Office automation software, privacy security and ethics, current trends.
Learning Outcome	Students should be able to acquire basic understanding about the latest concepts and trends in business computing. Students will also get hands on experience in using productivity software.
Readings	Information Technology and Project Management- Kathy Schwal
Review Exercise/ Evaluation	The students are given exercises based on the topic covered.

Session: 15	Duration: 2 Hrs.
Topic	Using Social Media
Objective	To use social media as an add on for career and skills, from availability of research tools, competitive analysis, perception mapping and engagement with recruiters to gain insight from feedback and reviews, information distribution and the personal social equity to build in online community.
Content Details	<ul style="list-style-type: none"> • Use of popular social media tools and analytics like LinkedIn, Facebook, twitter, discussion forums like paralogue, photo sharing apps like Instagram and flicker • Connect with like-minded individuals and professionals • Build Your Reputation by Being Consistent • Engage with a prospective employer

Learning Outcome	<ul style="list-style-type: none"> • Social media information can help to pick up useful tips on the company and the recruitment process and to come over as a well-informed candidate. • Be updated with current happenings and insights through blogs and discussion forums. • Increase online presence by participating in discussions and news feeds.
Readings	The Art of Social Media- Guy Kawasaki
Review Exercise/ Evaluation	The students will be given an assignment to create group event on Facebook.

Session: 16	Duration: 2 Hrs.
Topic	Economics
Objective	<ul style="list-style-type: none"> • To give an overview of Economics • To acquaint the students with basic concepts of Economics • To give students a feel of the relevance of Economics in business world.
Content Details	<ul style="list-style-type: none"> • Overview of Economics • Basic concepts of Economics • Principles of Economics • Market structures/competition • Macro concepts
Learning Outcome	<ul style="list-style-type: none"> • Able to understand the economics in daily life • Explain concepts of Economics • Apply concepts of Economics in business
Readings	Economics in One Lesson- Henry Hazlitt

Session: 17	Duration: 1 Hr. 15 Minutes
Topic	Interaction with seniors
Objective	To have an informal introduction and interaction with some of the alumni students to understand their perspective.
Content Details	<ul style="list-style-type: none"> • Welcome • Introduction to the session • Sharing personal stories success and failures • What can be done better? • Q/A round

Learning Outcome	At the end of the session the new students would understand the psyche of the alumni. They would also be identifying certain traits in their seniors which contributed to their success.
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Session: 18	Duration: 1 Hr. 15 Minutes
Topic	Best speaker competition
Objective	This session is primarily to help students step out of their comfort zone and face an audience.
Content Details	<ul style="list-style-type: none"> • Explanation of guidelines • Topic distribution • JAM - Just a minute (Individual speech competition) • Declaration of results • Feedback
Learning Outcome	The session normally results in fragmented speeches which do not cover the stipulated timing however, the students do fight their nervousness and stage fear to some extent.
Readings	The Sterling Book of Effective Communication
Review Exercise/ Evaluation	Competition for the best speaker

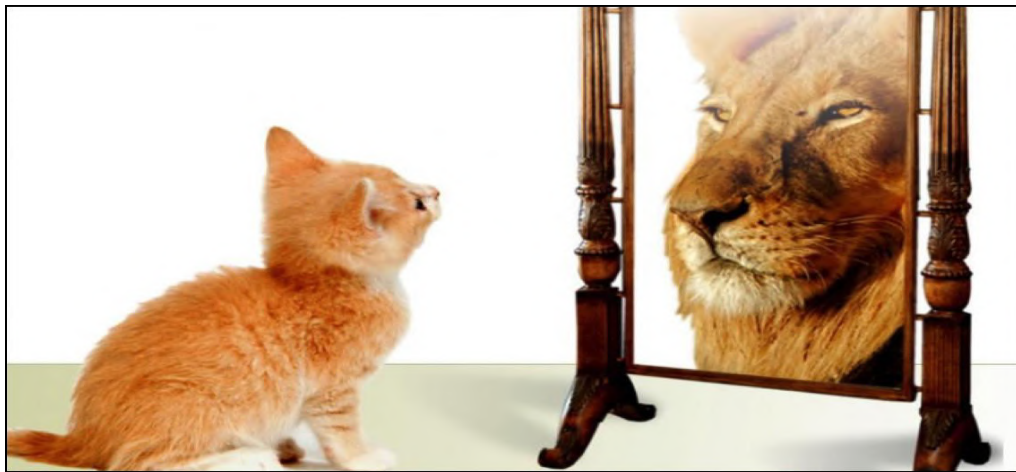
Session: 19	Duration: 2 Hrs.
Topic	Seven Habits
Objective	This session is based on the 7 universal principles of Stephen Covey. It aims to promote initiative and lead students to lead a life of full potential and individual effectiveness.
Content Details	<ul style="list-style-type: none"> • Being proactive • Begin with the end in mind • Put first things first • Don't compete • Synergize • Sharpen the saw

Learning Outcome	By the end of this session a student should be determined to move towards. <ul style="list-style-type: none"> • Leadership and effectiveness • Strengthened relationships • Greater productivity • Better choices
Readings	Seven Habits of Highly Effective People
Review Exercise/ Evaluation	Discussion on the seven habits.

Session: 20	Duration: 2 Hrs.
Topic	Introduction to HR
Objective	<ul style="list-style-type: none"> • Understand the importance and aspects of HR in an organization • Outline the scope of HRM • Delineate the objectives and functions of HRM
Content Details	<ul style="list-style-type: none"> • What is HR? • Objectives of HRM • Various HRM tasks • Scope and functions
Learning Outcome	<ul style="list-style-type: none"> • To able to explore various career options within HRM • Effectively handle HR related issues within organization • To get acquaintance with various functions of HR
Readings	Handbook of Human Resource Management Practice- Armstrong

Session: 21	Duration: 5 Hrs.
Topic	Preparation and Performance of Cultural Show
Objective	This activity aims at helping the new students to shed their inhibitions and get on the stage. It also aims at building team work amongst all of them.
Content Details	Final program and winding up
Learning Outcome	By the end of the cultural show the students <ul style="list-style-type: none"> • Build a feeling of camaraderie • Move out of their shells • Develop better self confidence

Sprint 2: TRANSFORMATION



At the end of this program a student should be able to: -

- ✓ **Make appropriate use of MS office**
- ✓ **Use social media effectively for personal use (Twitter, Instagram, Linked in etc.)**
- ✓ **Deliver effective presentations**
- ✓ **Present a well-groomed and professional image**
- ✓ **Keep an edge in leveraging technology**

Agenda for 'SPRINT'

	9:15am - 10:00am	10:00am- 11:30am	11: 30a m- 11: 45a m	11:45am- 1:00pm	1:0 0p m- 2:0 0p m	2:00pm- 3:30pm	3:3 0p m- 3:4 5p m	3:45pm- 5:30pm
Day 1	Registratio n Inauguratio n	ABC of written Communic ation	Break	Writing Letters and Applicatio ns	Lunch	Guidelines for G.D and mock sessions	Break	Outdoor Activity
Day 2	Making powerful presentatio ns	Assignmen t on PPT		Assignmen t -cont.		Using Social Media 2- /Linked In Profiles		Assignment
Day 3	EUniv/Y.k. C EBSCO.	Basics of excel-		Exercise on excel-		Interpersonal Skills-		Outdoor Activity
Day 4	Self- Reflection	Assignmen t/Group activity		Working in Teams& Jungle Survival activity		Planning & prioritizing-A session on time management		Guest Faculty-
Day 5	Presentation of Students – Feedback & Prize Distribution							

Course Name : SPRINT 2: TRANSFORMATION
Presentation Skills & Computer Literacy

Sessions: 21

Credits:2

Course Description:

The dictionary meaning of ‘Transformation’ is “a marked change in form, nature or appearance”. Hence the focus of this ‘SPRINT’ is to make the program a meaningful experience that results in the desired outcome on both soft and technical skills. It will result in students feeling more competent and confident. Roleplays, group discussions, practical exercise in MS office Power Point presentations makes this program a wholesome experience.

Session: 1	Duration: 1 Hr.
Topic	Registration and Welcome address

Session: 2	Duration: 1 ½ Hrs.
Topic	ABC of written Communication
Objective	Writing skills of the students today have deteriorated because of several reasons. This session helps the students to identify certain guidelines that can be followed to improve their writing skills.
Content Details	<ul style="list-style-type: none"> • Kinds of communication • Advantages and disadvantages of written communication • Accuracy Brevity and Clarity • Positive Mirroring • Group exercises
Learning Outcome	By the end of the session the students should be able to <ul style="list-style-type: none"> • Understand the importance of being accurate. • Brief and clear in their communication.
Readings	Communicating in Business- William Krizan, Logan Merrier
Review Exercise/ Evaluation	Each team to be given several exercises on accuracy, brevity and clarity.

Session: 3	Duration: 1 Hr. 15 Min
Topic	Writing applications and letters
Objective	<p>Enable students to communicate effectively in the business world by writing</p> <ul style="list-style-type: none"> • Effective Emails • Business letters and applications
Content Details	<ul style="list-style-type: none"> • Effective Writing Skills • Format for a letter or application • Frequent errors in spelling and sentence construction
Learning Outcome	<p>After the completion of this session students will be able to apply</p> <ul style="list-style-type: none"> • The correct format • Parts of the letter • Grammar and sentence formation
Readings	Communicating in Business- William Krizan, Logan Merrier
Review Exercise/ Evaluation	Each team to be given an e-mail and business letter to be written and displayed. Areas of improvement to be suggested.

Session: 4	Duration: 1 ½ Hrs.
Topic	Guidelines to Group Discussions and mock sessions
Objective	Students are unaware of the guidelines that need to be followed during a group discussion. This session aims at familiarizing them with the correct techniques.
Content Details	<ul style="list-style-type: none"> • What is a group discussion? • Initiating the discussion • Roles in a discussion • Do's and Don'ts • Closing a discussion effectively
Learning Outcome	At the end of this session each student is expected to understand the guidelines and use them effectively while participating in a discussion.

Session: 5	Duration: 2 Hrs.
Topic	Outdoor Activity (Blind Man's Buff)
Objective	Team work is a quality every recruiter looks for. Hence, the objective of this session is to enable them to work together in a compatible manner.
Content Details	<ul style="list-style-type: none"> • Rules of the game • Distribution of kit • Practice time • Activity and Debrief
Learning Outcome	This session clearly brings out the learning that things can never be perfect. It pushes the student groups to perform well and with coordination even in an adverse environment.

Session: 6	Duration: 1 ½ Hrs.
Topic	Making Powerful Presentations
Objective	<p>To understand the skills, knowledge and efforts that go into making an effective presentation. This will be done by focusing on the following objectives:</p> <ul style="list-style-type: none"> • To understand the skills, knowledge and efforts that go into making an effective presentation. • To understand and view their strengths and capitalize on them. • To draw out a personal action plan for working on the areas of improvement. • To provide a forum for practice and review.
Content Details	<ul style="list-style-type: none"> • Preparing yourself • Preparing the presentation • Delivering the presentation • Handling the audience
Learning Outcome	The session is expected to bring down anxiety and stress levels. It will also pave the way for students to deliver presentations effectively.
Readings	<p>Say it with presentations.</p> <p>Making Presentations-Tom Hindle</p>
Review Exercise/ Evaluation	Students to be given examples of positive and negative body language and exercises on voice modulation.

Session: 7	Duration: 1 Hr. 15 Min
Topic	Practical Session-Putting theory in practice
Objective	<p>The objective of this session would be</p> <ul style="list-style-type: none"> • Eliminating stage fear • Boosting self confidence • Support students for better presentation skills
Content Details	<ul style="list-style-type: none"> • Topic Distribution • Preparation • Delivery of Presentation – opening, body, close. • Feedback
Learning Outcome	At the end of this session the students will be able to deliver presentations with more confidence. Constructive feedback from students will help in working on areas of concern.
Review Exercise/ Evaluation	Students will be asked to present their presentations on the stage and will be reviewed by the panel.

Session: 8	Duration: 1 ½ Hrs.
Topic	Using Social media effectively
Objective	<ul style="list-style-type: none"> • To use social media as an add on for career and skills, from availability of research tools. • Competitive analysis. • Perception mapping and engagement with recruiters to gain insight from feedback and reviews. • Information distribution and the personal social equity to build in online community.
Content Details	<ul style="list-style-type: none"> • Use of popular social media tools and analytics like LinkedIn, Facebook, twitter, discussion forums like paralogue, photo sharing apps like Instagram and Flickr. • Connect with like-minded individuals and professionals. • Build Your Reputation by Being Consistent. • Engage with a prospective employer.

Learning Outcome	<ul style="list-style-type: none"> • Social media information can help to pick up useful tips on the company and the recruitment process and to come over as a well-informed candidate. • Be updated with current happenings and insights through blogs and discussion forums. • Increase online presence by participating in discussions and news feeds.
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Session: 9	Duration: 2 Hrs.
Topic	Assignment
Objective	<ul style="list-style-type: none"> • To use social media as an add on for career and skills, from availability of research tools. • Competitive analysis, perception mapping and engagement with recruiters to gain insight from feedback and reviews. • Information distribution and the personal social equity to build in online community.
Content Details	<ul style="list-style-type: none"> • Connect with like-minded individuals and professionals. • Build Your Reputation by Being Consistent. • Engage with a prospective employer.
Learning Outcome	Social media information can help to pick up useful tips on the company and the recruitment process and to come over as a well-informed candidate. Be updated with current happenings and insights through blogs and discussion.
Review Exercise/ Evaluation	Students will be asked to create their linked in an Instagram profile.

Session: 10	Duration: 1 Hrs.
Topic	eUniv/EBESCO
Objective	To acquaint the students on using eUniv platform, accessing course lectures, initiating and participating in discussion forums, attempting quizzes and tests etc.

Content Details	<ul style="list-style-type: none"> • Using login ID and Passwords • Accessing Courses • Downloading course presentation • Attempting Quizzes and Exams • Recording feedback
Learning Outcome	After the completion of this session students will be able to use eUniv effectively and will make effort towards Green policies of university in the modern era of digitalization.
Review Exercise/ Evaluation	Taking mock quiz

Session: 11	Duration: 1 ½ Hrs.
Topic	Basics of Excel
Objective	To help students analyze, practice and learn real time scenarios using MS Excel.
Content Details	<ul style="list-style-type: none"> • Alternative data sets • Descriptive statistics • Pivot tables
Learning Outcome	<ul style="list-style-type: none"> • Knowledge and practice of MS Excel • Learning and practicing MS Excel with real time scenarios • Analyzing data professionally
Readings	Excel for dummies – Greg Harvey
Review Exercise/ Evaluation	Practice files based on each topic covered.

Session: 12	Duration: 1 Hr. 15 Min
Topic	Practical application of Excel
Objective	<p>To provide hands-on experience to students about following features in MS Excel</p> <ul style="list-style-type: none"> • Charts • Graphics • Macros

Content Details	<ul style="list-style-type: none"> • Charts • Graphics • Macros
Learning Outcome	<p>Students will be able to do following tasks using MS Excel</p> <ul style="list-style-type: none"> • Creating different types of Graphs & charts in MS Excel • Creating and using Macros
Readings	Excel for dummies – Greg Harvey
Review Exercise/ Evaluation	Practice exercises given to students based on Charts, Graphics & Macros

Session: 13	Duration: 1 ½ Hrs.
Topic	Interpersonal Skills
Objective	Interpersonal skills are life skills used every day to communicate and establish relationships. The intent of this session is to improve the day to day communication at all levels.
Content Details	<ul style="list-style-type: none"> • Verbal and non-verbal communication • Listening skills • Ability to question • Etiquettes • Problem solving ability • Responsibility • Accountability
Learning Outcome	At the end of the session the students should be able to identify certain core principles to enhance their relationships.
Readings	The Effective Executive- Peter Drucker
Review Exercise/ Evaluation	Role plays to be given to students and performed in teams

Session: 14	Duration: 2 Hrs.
Topic	Outdoor Activity (Three-Legged Team)
Objective	Team work is a quality every recruiter looks for. Hence, the objective of this session is to enable them to work together in a compatible manner.

Content Details	<ul style="list-style-type: none"> • Rules of the game • Distribution of kit • practice time • Activity and Debrief
Learning Outcome	This session clearly brings out the learning that things can never be perfect. It pushes the student groups to perform well and with coordination even in an adverse environment.
Review Exercise/ Evaluation	The debrief after the activity is given to evaluate how each team performed and dealt with the shortcomings.

Session: 15	Duration: 2 Hrs.
Topic	Self-Reflection
Objective	The objective of this session is to take a trip Down Memory lane and understand your own self better.
Content Details	<ul style="list-style-type: none"> • Discussion on Self • Discussion on questions, Self-Reflection • Writing down personal answers
Learning Outcome	At the end of the session the students are expected to know themselves better. They have a better idea of their: - <ul style="list-style-type: none"> • Struggles • Achievements • Stress points • Strengths • Areas of concern
Readings	Seven Habits of Highly Effective People- Stephen R. Covey
Review Exercise/ Evaluation	Each team member will take up one question and share the answer with the team mates. The entire team will give inputs for improvement.

Session: 16	Duration: 1 ½ Hrs.
Topic	Sharing the best answers
Objective	Here the objective is to prepare a best set of answers. Sharing answers with the team helps the students get a better perspective.
Content Details	<ul style="list-style-type: none"> • Sharing of answers (within team) • Feedback on each answer from the team • Sharing the best answers on the stage

Learning Outcome	At the end of the session each student has better awareness levels about his/her own life journey and can answer questions more confidently.
Review Exercise/ Evaluation	Two members of each team will be asked to come up on stage and share their answers.

Session: 17	Duration: 1 Hr. 15 Min
Topic	Working in Teams and Jungle Survival Activity
Objective	Team work is a quality every recruiter looks for. Hence, the objective of this session is to enable them to work together in a compatible manner and take correct decisions.
Content Details	Rules of the game/Distribution of kit/Activity and Debrief.
Learning Outcome	This session clearly brings out the learning that things can never be perfect. This activity teaches the students to work in a team, listen to others and take quick decisions.
Review Exercise/ Evaluation	The answers given by each team are reviewed and corrected. The views of the specialist are also discussed.

Session: 18	Duration: 1 ½ Hrs.
Topic	Planning and Prioritizing
Objective	Time Management is a much-needed skill for the young generation. The objective is to help them understand the value of 24 hours in each day and the steps to utilize the same effectively.
Content Details	<ul style="list-style-type: none"> • The Compass and the Clock • Big Rocks/small Rocks • Urgent or Important • Major Time stealers • Ways to Better Time management
Learning Outcome	At the end of the session the students should be aware of the Time stealers in their lives. They should be able to eliminate or reduce such factors so as to become more productive.
Readings	First Things First – Stephen Covey
Review Exercise/ Evaluation	Students are required to make a list of time stealers and their plans to deal with them.

Session: 19	Duration: 2 Hrs.
Topic	Guest Faculty
Objective	<ul style="list-style-type: none"> • To give the students insight into the real world of business. • To have list of key points that they need to focus while studying in MBA • To stay current and updated as MBA is all about changing world of business Like enrolling into MOOC's etc.
Content Details	Mainly through graphical presentations exposed to few critical elements that they need to focus mainly 10 points were covered for MBA students, ranging from “Brands” to “Work Ethics” and “Great Management Books” apart from academic books that they shall focus on.
Learning Outcome	<p>Because of participating in this program, students will learn</p> <ul style="list-style-type: none"> • Identify SWOT • Get inspired to stay current • Improve their knowledge level through case studies and books • Understand the concept of “Ethical Blindness” and become a true leader/ professional.
Review Exercise/ Evaluation	Quiz to be given by Guest Faculty

Session: 20	Duration: 4 Hrs.
Topic	Final Preparation and Presentations

Session: 21	Duration: 3 ½ Hrs.
Topic	Prize distribution followed by talent show
Objective	This activity aims at helping the new students to shed their inhibitions and get on the stage. It also aims at building team work amongst all of them.
Content Details	Final program and winding up

Learning Outcome	<p>By the end of the cultural show the students</p> <ul style="list-style-type: none"> • Build a feeling of camaraderie • Move out of their shells • Develop better self confidence
Review Exercise/ Evaluation	Prizes for best performances to be given.

SPRINT 3: SELLING SKILLS



At the end of the program a student should be able to

- ✓ **Develop a scientific approach towards selling (Sales Cycle)**
- ✓ **Overcome the myth and fear for sales**
- ✓ **Develop a go getter attitude**
- ✓ **Demonstrate salesmanship and spirit**

Agenda for 'SPRINT'

	09:15am – 11:30am	11:30 am – 11:45 am	11:45am – 01:30pm	01:30a m – 02:30 pm	02:30pm – 03:45pm	3:45 pm – 4:00 pm	4:00 pm – 5:30pm
Day 1	Introducti on to Selling, Myths and scope	Break	Sales Terminology	Lunch	Planning a Sales Call	Break	Planning a Sales Call (Scripts)
Day 2	Sales Cycle		Sales Cycle		Sales Cycle		Sales Cycle
Day 3	Sales action Plan (Case Study and Live Demo)		MOVIE - Rocket Singh and recollecting sound bites		Sales action Plan and next day's instructions		
Day 4	Field Activity						
Day 5	Guest Faculty	Break	Guest Faculty	Lunch	Experience with best practices and R&R		

Course Name: SPRINT 3 SELLING SKILLS

Sessions: 12

Credits:2

Course Description:

Selling is a wonderful profession with rich rewards and a career that grows by leaps and bounds. However, selling is also a widely misunderstood term which creates a distorted image in the minds of students. They do not look at it as an ideal career path. This Sprint aims to highlight a career in sales which does not only present the possibility of economic success but also gives personal satisfaction and provides professional growth. Although there are several misconceptions about the sales profession, it is undeniable that a career in sales offers many benefits and rewards that no other profession can match. Hence with exposure to the opportunities in sales, bursting the myths and giving them practical exposure the students are expected to develop an inclination towards this exciting option in their careers.

Session: 01	Duration: 2 Hrs. 15 Mins.
Topic	Introduction to Selling, Myths and scope
Objective	The get students acquainted with what selling means in real terms. Dispelling various myths associated with sales along with discussion on its scope.
Content Details	Introduction to Selling, Myths in Selling, Career Scope in Sales
Learning Outcome	The students learn that selling is something one does since his/her child hood. The audience will be able to break the ceiling of myths and misconceptions associated with selling. They will start looking at Sales as a career
Review Exercise/ Evaluation	Students are asked to read the book ‘The Art of Selling’- Zig Zagler

Session: 02	Duration: 1 Hr. 15 Mins
Topic	Terminology
Objective	To assimilate the frequently used terminologies in sales.
Content Details	Contemporary Sales Terminology along with short forms used in the sales office.
Learning Outcome	The students will get exposed to the contemporary sales terminologies which will help them during their summer internship as well as in cracking the job interview.
Readings	The Little Red Book of Sales- Geffrey Gitomer
Review Exercise/ Evaluation	List of sales terminology to be provided to the students.

Session: 03	Duration: 1 Hr. 15 Mins.
Topic	Planning a Sales Call
Objective	To make students understand the homework to be done before getting into the field for sales
Content Details	Formal attire Material to be carried along Practicing the material usage Do's and Don'ts.
Learning Outcome	The students will exercise the Pre-call preparations so as to make the sales call effective
Readings	Sell Yourself- Arch Lustberg
Review Exercise/ Evaluation	Role plays on sales call to be devised.

Session: 04	Duration: 1 Hr. 15 Mins.
Topic	Planning a Sales Call Scripts
Objective	To introduce the concept of scripts and make them master those for effective sales call and to avoid fumbles.
Content Details	Introduction of Scripts, Objection handling, Overall Presentation technique.
Learning Outcome	The students will be steered to use the script verbatim to avoid any type backfooting during the sales call.
Readings	The Art of Selling Zig zagler
Review Exercise/ Evaluation	Role plays on sales call to be enacted.

Session: 05	Duration: 04 Hrs. 15 Mins
Topic	Sales cycle
Objective	To ensure that the student knows the sales cycle and follows it in the sequence to obtain desired results
Content Details	SPANCO Model
Learning Outcome	The student will become professional interims of putting things in sequence with the customer for better results.
Review Exercise/ Evaluation	Quiz on Sales Cycle

Session: 06	Duration: 03 Hrs.
Topic	Sales cycle
Objective	To ensure that the student knows the sales cycle and follows it in the sequence to obtain desired results.
Content Details	SPANCO Model
Learning Outcome	The student will become professional interims of putting things in sequence with the customer for better results.
Review Exercise/ Evaluation	Quiz on Sales Cycle

Session: 07	Duration: 02 Hrs. 15 Mins
Topic	Sales action Plan (Case Study and Live Demo)
Objective	To make students use the Sales technique and cycle for selling products in the real market.
Content Details	To simulate what students have learnt by giving them product and asking them to sell using appropriate strategy.
Learning Outcome	The students will gain confidence that sales is no rocket science but requires strategy, Knowledge and skills.
Readings	The Psychology of Selling- Bryan Tracy
Review Exercise/ Evaluation	Case study to be provided and worked out by the students

Session: 08	Duration: 01 Hr. 45 Mins
Topic	MOVIE - Rocket Singh and recollecting sound bites
Objective	The objective of showing this film is to bring out the conviction that money is not the Be All and End all of everything
Content Details	Film screening, Discussion time
Learning Outcome	At the end of the film show the students will understand that talent and attitude are important. Customer satisfaction is supreme in business. The most important lesson is that one needs to believe in the people you have.
Readings	The Greatest Salesman in The World
Review Exercise/ Evaluation	Discussion on the film and the character of Rocket Singh

Session: 09	Duration: 03 Hrs.
Topic	Sale supreme importance's action Plan and next day's instructions
Objective	<ul style="list-style-type: none"> • To remove the apprehensions regarding Sales as a career • To showcase the phenomenal growth and life in Sales
Content Details	Role plays, Activities, Live examples
Learning Outcome	The students will get inclined and excited to join sales as a career and will become part of the tremendous growth it offers

Session: 10	Duration: 02 Hrs. 15 Mins
Topic	Guest Faculty

Session: 11	Duration: 01 Hr. 45 Mins
Topic	Guest Faculty

Session: 12	Duration: 03 Hrs.
Topic	Experience with best practices and R&R
Objective	To evangelize the insurance business and create a positive attitude of students towards insurance industry by sharing the industry's Rewards and Recognition standards along with the social cause insurance promotes.

Content Details	<ul style="list-style-type: none"> • Insurance as a social security tool • Insurance as a gratifying business • Industry standards on rewards and recognitions as well as incentives
Learning Outcome	The students will be able to empathize with the noble work Insurance managers do and simultaneously how rewarding the insurance industry is.

SPRINT 4: INTERNSHIP



At the end of the program a student should be

- ✓ **Aware of the business/strengths and challenges of the organization**
- ✓ **Familiar with current affairs and market trends**
- ✓ **Able to develop a go getter attitude**
- ✓ **Confident to make an entry into the corporate world**

Agenda for ‘SPRINT’

	09:00am – 10:00am	10:00am – 11:30am	11:30am – 01:00pm	01:00 pm - 02:00 pm	02:00pm – 03:30pm	03:30pm - 03:45pm	03:45pm – 05:30pm
Day 1	<ul style="list-style-type: none">•Registration•Attendance•Current Affairs-Company Presentation – guidelines to students	Etiquette s & Groomin g	Etiquettes & Grooming	Lunch	Interaction with Dean	Break	Social project- Prep for presentation
Day 2	<ul style="list-style-type: none">•Attendance•Current Affairs•Company Presentation	Writing Effective Emails	Research Project		Research Project		Team activity
Day 3	<ul style="list-style-type: none">•Attendance•Current Affairs•Company Presentation	Finance	Economics		The Unstoppable You!		interaction with Seniors
Day 4	<ul style="list-style-type: none">•Attendance•Current Affairs•Company Presentation	Marketin g	HR		Excel		Excel
Day 5	<ul style="list-style-type: none">•Attendance•Current Affairs•Company Presentation	Social Project-@ campus	Social project-@campus		CSR – River Side Cleaning		

Course Name: SPRINT 4: INTERNSHIP

Sessions: 15

Credits: 2

Course Description:

Getting an internship is first the beginning and it is not the most important part of the process. If an intern can prove his worth, he can become a truly sought after candidate for permanent placement. The company will be willing to invest in him if they see that he has put in work and invested time and effort in the company. Since the professional world can be very different from life in the university it is important to understand these differences and be prepared. Thus, this SPRINT aims to prepare the students to go through their internship successfully. They are encouraged to clarify their expectations, ask relevant questions, make a good first impression, be observant and behave appropriately. Most importantly they are made to establish relationships and build strong networks with professionals.

Session: 01	Duration: 01 Hr.
Topic	<ul style="list-style-type: none"> • Attendance • Current Affairs • Company Presentation – student group presentation on one company.
Objective	<p>To create an awareness about the current trends and major events taking place globally.</p> <p>The organization the students will be joining for their internship</p>
Content Details	<ul style="list-style-type: none"> • Discussion on headlines of the day. • Quiz based on the previous day's discussion and other important events. • Student presentation on the selected company • Q/A and discussion round with faculty and students.
Learning Outcome	<p>By the end of these sessions students should have a fair amount of knowledge about their place of work for their internship.</p> <ul style="list-style-type: none"> • Develop a keen interest in the major events happened across the globe. • Develop the habit of reading the newspaper regularly.

Readings	Newspapers
Review Exercise/ Evaluation	Guidelines for preparations

Session: 02	Duration: 01 ½ Hr.
Topic	Effective Emails
Objective	To enable students, write emails in a simple correct and effective manner.
Content Details	<ul style="list-style-type: none"> • Importance of emails using active voice • Parts of an Email: Salutation, Body and Closure • The STRIPE format • Positive mirroring • Practice sessions – Different seniors
Learning Outcome	By the end of the session students should be able to <ul style="list-style-type: none"> • Understand the importance of emails • Develop the capability of writing business mails • Be aware of Do's and Don'ts while writing
Readings	Speak Better Write Better English- Norman Lewis
Review Exercise/ Evaluation	The students are given different real life situations and instructed to write mails accordingly.

Session: 04	Duration: 01 Hr. 45 Mins
Topic	Team activity
Objective	Team work is an essential quality for success in any field. However, life does not give us perfect conditions and sometimes we are provided with incomplete information.
Content Details	<ul style="list-style-type: none"> • Guidelines • Distribution of envelopes • Puzzle making • Declaration of winners • Debrief and learning
Learning Outcome	This activity tests the ability of students to think outside the box and pushes them to use their negotiation skills.
Reading	Getting to say Yes – William Ury
Review Exercise/ Evaluation	The students are judged based on their time management and negotiation skills.

Session: 05	Duration: 01 Hr.
Topic	Attendance, Current Affairs, Company Presentation –student group presentation on one company.
Objective	To create an awareness about the current trends and major events taking place globally. The organization the students will be joining for their internship
Content Details	<ul style="list-style-type: none"> • Discussion on headlines of the day. • Quiz based on the previous day's discussion and other important events. • Student presentation on the selected company
Learning Outcome	<p>By the end of these sessions students should have a fair amount of knowledge about their place of work for their internship</p> <ul style="list-style-type: none"> • Develop a keen interest in the major events happened across the globe • Develop the habit of reading the newspaper regularly.
Review Exercise/ Evaluation	Q/A and discussion round with faculty and students

Session: 06	Duration: 01 ½ Hr.
Topic	Financial Planning
Objective	To give a glimpse of an actual but miniaturized version of a financial plan.
Content Details	<ul style="list-style-type: none"> • Introducing the purpose of financial plan • Explain dimensions of viability of an FP • Explaining various contents of a typical FP • Financial forecasting and modeling • Actual preparation of an FP by using hypothetical • Q & A
Learning Outcome	<ul style="list-style-type: none"> • Students will be able to understand and describe the basic purposes behind the preparation of a Financial Plan (FP) • Be able to explain various methods usually employed for financial planning
Readings	Financial Management (Theory and Practice)

Session: 07	Duration: 01 ½ Hr.
Topic	Economic way of thinking
Objective	To give an overview of concepts of economics and the application in business decision making
Content Details	<ul style="list-style-type: none"> • Scarcity & Choice • Demand and Supply • Cost benefit Analysis • Marginal Analysis • Market Structures • Inflation and Recession
Learning Outcome	<ul style="list-style-type: none"> • To understand the economic concepts • To apply economic concepts in business plan • To evaluate the business economic viability of decisions
Readings	A Guide to Everyday Economic Thinking- David Prychitko

Session: 08	Duration: 01 ½ Hr.
Topic	The Unstoppable You!
Objective	<ul style="list-style-type: none"> • To stimulate the minds of participants to think big and beyond conventions • To explore the unstoppable in oneself.
Content Details	<ul style="list-style-type: none"> • The story of two friends • Cognitive test on spending time • The blindfold mind game • Igniting minds, planning and keeping focus
Learning Outcome	The participants leave with ignited minds to plan and focus towards their goal.

Session: 09	Duration: 01 Hr. 45 Mins
Topic	Interaction with seniors
Objective	The sole objective of their interaction is to prepare students for a smooth internship
Content Details	<ul style="list-style-type: none"> • Introduction • Sharing personal experiences • Pushing yourself to do what is beyond the daily routine • Seriousness in an internship & Q/A round

Learning Outcome	<p>Expected outcomes with their practical face to face discussion student will have a better understanding of</p> <ul style="list-style-type: none"> • Expectations of the employer • Do's Don'ts of the organization
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Session: 10	Duration: 01 Hr.
Topic	<ul style="list-style-type: none"> • Attendance • Current Affairs • Company Presentation –student group presentation on one
Objective	To create an awareness about the current trends and major events taking place globally.
Content Details	<ul style="list-style-type: none"> • Discussion on headlines of the day. • Quiz based on the previous day's discussion and other important events. • Student presentation on the selected company • Q/A and discussion round with faculty and students.
Learning Outcome	<p>By the end of these sessions students should have a fair amount of knowledge about their place of work for their internship</p> <ul style="list-style-type: none"> • Develop a keen interest in the major events happened across the globe • Develop the habit of reading the newspaper regularly.
Review Exercise/ Evaluation	Q/A and discussion round with faculty and students

Session: 11	Duration: 01 ½ Hr.
Topic	Marketing
Objective	Objective of the session is to recap marketing concepts to enable participants a walkthrough into Marketing Management, IMC, Branding, Consumer Behavior & Global concepts in Marketing.
Content Details	Marketing Management, Consumer Behavior, Integrated Marketing Environment, Brand Management, Global Concepts in Marketing, Contemporary Marketing Environment.
Learning Outcome	Holistic view of marketing activities with a coordinated approach among various independent fields. The participants will also develop capability to develop strategies with 360-degree view of business environment.
Readings	All Marketers Tell Stories – Seth Godin

Session: 12	Duration: 01 ½ Hr.
Topic	<ul style="list-style-type: none"> • OB • Motivation • Leadership • Power • Organization Structure
Objective	To make students familiar with actual work environment and to avoid reality shocks.
Content Details	<ul style="list-style-type: none"> • OB problem solving model • MBA psychology lesson • Motivation and Leadership • Dealing with bosses & subordinates • Power in office • Different organization structure.
Learning Outcome	<ul style="list-style-type: none"> • Effective behavior at work place • Smartly dealing with superiors & subordinates. • Understanding problems to able to solve it. • To know the actual working structures in organization.
Readings	10 Day MBA
Review Exercise/ Evaluation	Review different organizational structures for leading MNCs

Session: 13	Duration: 03 ½ Hrs.
Topic	<ul style="list-style-type: none"> • Changing workbook appearance • Focusing on specific data by using filters • Create Charts • Using pivot tables • Combining data from multiple sources • Analyze data and alternative data sets.
Objective	To enable example students with MS Excel, work and analyze data using MS Excel with real life examples
Content Details	<ul style="list-style-type: none"> • Live demonstration on MS-Excel 2013 • Practice files on each topic covered.

Learning Outcome	Students would be able to do following using MS Excel <ul style="list-style-type: none"> • Sort Data • Consolidate Data • Link Data • Use Look – up function • Draw Charts • Use What-if Analysis • Create pivot tables.
Readings	Excel for Dummies- Greg Harvey

Session: 14	Duration: 01 Hr.
Topic	<ul style="list-style-type: none"> • Attendance • Current Affairs • Company Presentation –student group presentation on one company.
Objective	To create an awareness about the current trends and major events taking place globally. The organization the students will be joining for their internship
Content Details	<ul style="list-style-type: none"> • Discussion on headlines of the day. • Quiz based on the previous day's discussion and other important events. • Student presentation on the selected company • Q/A and discussion round with faculty and students.
Learning Outcome	By the end of these sessions students should have a fair amount of knowledge about their place of work for their internship <ul style="list-style-type: none"> • Develop a keen interest in the major events happened across the globe • Develop the habit of reading the newspaper regularly.
Review Exercise/ Evaluation	Q/A and discussion round with faculty and students

Session: 15	Duration: 01 ½ Hr.
Topic	Conducting social projects of year 1 and present actions.
Objective	The social projects aim to involve each and every student to act in a socially responsible manner.

Content Details	<ul style="list-style-type: none"> • Introductions • Objectives of the Social Project. • The journey so far • The learning's from live and hands on project • The way ahead • CSR activity • Celebration time • Closure of semester.
Learning Outcome	<p>Students are expected to</p> <ul style="list-style-type: none"> • Become more sensitive towards the society and environment. • Contribute towards making their university and surrounding areas a better place.
Review Exercise/ Evaluation	Students are evaluated on the basis of their presentations

SPRINT 5: BUSINESS PLAN



At the end of the program a student should be able to

- ✓ **Work on the various dimensions involved in a Business Plan**
- ✓ **Determine viability of a new business idea**
- ✓ **Develop plans and strategies for setting up a new business**

Agenda for ‘SPRINT’

	09:00 AM – 10:00 AM	10:00 AM – 11:15 AM	11:15 AM – 11:30 AM	11:30 AM – 01:00 PM	01:00 PM – 02:00 PM	02:00 PM – 03:30 PM	03:30 PM – 03:45 PM	03:45 PM – 05:00 PM	05:00 PM – 05:20 PM
Day 1	REGISTRATION/ INAUGURATION	Introduction to Business Plan-	Break	Business Plan – (Contd.)	Lunch	Choosing the Type of Business Company Name Company Logo Location Product 5 Min presentation By Each Team with Introductions Etc.	Break	Team Activity	Instructions And Feedback/Checking of Laptops etc. For Online Test
Day 2	Aptitude Test	Workshop on Marketing		Making the Marketing Plan – mentoring By Marketing Faculty		Guest Faculty -		Team Competitions	Instructions & Feedback
Day 3	Aptitude Test	Workshop on Finance		Making the Financial Plan – Mentoring by Finance Faculty		Guest Faculty -		Team Competitions	Instructions & Feedback
Day 4	Aptitude Test	Workshop on H. R		Making the H. R Plan – Mentoring by H.R Faculty		Session on Operations		Team Competitions	Instructions & Feedback
Day 5	Fine Tuning of The Business Plan & Preparation	Business Plan presentations (Team Wise)		Business Plan Presentations (Team Wise) Cont.		Practice for The Cultural Show		Practice for The Cultural Show	Cultural Show

Course Name: SPRINT 5 BUSINESS PLAN

Sessions: 23

Credits:2

Course Description:

The Business Plan ‘SPRINT’ is designed for students to explore the option of entrepreneurship. It covers the essential steps including drafting the original document; identifying the audience; gathering information; researching; describing product plans; and marketing, sales, HR and Financial plans. It will teach participants how to research and analyze the individual components needed for a business plan and apply skills to create a business plan for different audiences, including investors, banks, and another stakeholder. They will be able to explain the purpose and future of their business in easy to understand and describe their marketing, sales, and planning strategies.

Session: 1	Duration: 01 Hr.
Topic	Context setting

Session: 2	Duration: 03 Hrs.
Topic	INTRODUCTION TO BUSINESS PLAN
Objective	The Business Plan SPRINT is designed for students to explore the options and entrepreneurship. It covers the essential steps of identifying the business its scope researching, devising a marketing and financial plan etc. This overview illustrated by an example takes the students through the process of planning.
Content Details	<ul style="list-style-type: none"> • Live examples – Coffee Day • Market research • Marketing plan • Preparation of requirement of business (finance/H. R/Ops) • Detailed financial plan • Collation of introduction

Learning Outcome	By the end of this session the teams have a clear idea of what kind of business venture they want to pursue. They will also understand how to put together a financial plan and judge the feasibility of the project.
Readings	Think and Grow Rich- Jim Collins

Session: 3	Duration: 01 ½ Hr.
Topic	Choosing the type of business <ul style="list-style-type: none"> • Company name • Company logo • Location • Product 5 Min presentation by each team with introductions etc.

Session: 4	Duration: 01 Hr. 15 Mins
Topic	Team Activity
Objective	A refreshing break after a day's hard work.

Session: 5	Duration: 01 Hr.
Topic	Aptitude Test
Objective	The objective of frequent get aptitude is to get the students to keep practicing. It is an important part of the hiring process. Hence, it is important for the students to keep working on this aspect.

Session: 6	Duration: 01 ½ Hr.
Topic	Workshop on marketing
Objective	Objective of the session is to develop marketing plan to finally support in development of business plan. The participants will get a hands-on exposure to marketing planning through group activities.
Content Details	Role of Marketing plan in Business Plan, Marketing Strategy, Marketing Economics, Group Activity on Marketing Planning.
Learning Outcome	Development of Marketing Plan and understanding the interaction of marketing plan with other components in overall business plan.

Session: 7	Duration: 01 ½ Hr.
Topic	Making the marketing plan – mentoring by marketing faculty
Objective	The objective of this program is to enable the students to brainstorm and come up with a plan to market their business.
Content Details	The team will work on a viable marketing strategy and make the marketing plan for their idea.
Learning Outcome	With support from the faculty the students are expected to come up with ideas as to how they plan to market their business.
Readings	Malcolm McDonald on Marketing Planning

Session: 8	Duration: 01 ½ Hr.
Topic	Guest Faculty

Session: 9	Duration: 01 Hr. 15 Mins
Topic	Team Competitions

Session: 10	Duration: 01 Hr.
Topic	Aptitude Test

Session: 11	Duration: 01 ½ Hr.
Topic	Financial Plan
Objective	<ul style="list-style-type: none"> • To enable students to prepare a projected balance sheet for the business plan. • To be able to identify the sources of funds • To understand how to develop cost sheet and to calculate unit cost of the product • Acceptance and rejection of financial plan using financial management tools
Content Details	<ul style="list-style-type: none"> • Students will learn how to prepare cost sheet • Learn how to fix the price of the product • Prepare break even chart • Calculate net present value of the project. • Read the balance sheet

Learning Outcome	<ul style="list-style-type: none"> • Students will learn how to prepare cost sheet • Learn how to fix the price of the product • Prepare break even chart • Calculate net present value of the project. • Read the balance sheet
Readings	The Ultimate Financial Plan- Jim Stovall

Session: 12	Duration: 01 ½ Hr.
Topic	Making the financial plan – Mentoring by finance faculty
Objective	The objective of this program is to enable the students to brainstorm and come up with a financial plan for their business.
Content Details	<ul style="list-style-type: none"> • Preparing • Requirement cost. • Cost sheet • Present value table
Learning Outcome	With support from the faculty the students are expected to come up with ideas as to how they plan to fund their business and run it.
Readings	Money Rules – Jean Chatzky

Session: 13	Duration: 01 ½ Hr.
Topic	Guest Faculty

Session: 14	Duration: 01 Hr. 15 Mins
Topic	Team competitions

Session: 15	Duration: 01 Hr.
Topic	Aptitude test

Session: 16	Duration: 01 Hr. 15 Mins
Topic	H.R Plan

Objective	To understand the sourcing, profiling requirements compensation etc. of the manpower required for the project.
Content Details	<ul style="list-style-type: none"> • Recruitment process • Vision, Mission and Values. • Organizational structure • Job Description • Appraisal • Compliances
Learning Outcome	At the end of the session the students should be able to understand the recruitment process to work out their work force plan and define their roles and responsibilities.
Readings	Human Resource Management-R. Wayne Mondy

Session: 17	Duration: 01 ½ Hr.
Topic	Making the H. R plan – Mentoring by H. R faculty
Objective	The mentor and students sit together to make a viable H.R Plan

Session: 18	Duration: 01 ½ Hr.
Topic	Session on Operation
Objective	The operational plan is the section where one digs into the nuts and bolts of the business area like production, manufacturing, inventory and distribution. This is the time to get one's hand dirty in terms of writing out the specific of how work will be set operational.
Content Details	<ul style="list-style-type: none"> • Location/virtual business • Supply and inventory management • Production and distribution • Quality management
Learning Outcome	At the end of the sessions the student will understand how the whole plan is to be carried out. Without an execution strategy, the rest of the plan is meaningless.

Session: 19	Duration: 01 Hr. 15 Mins
Topic	Team Competitions

Session: 20	Duration: 01 Hr.
Topic	Fine tuning of the business and preparation
Objective	The business plan should now be almost ready with each team. This time is spent to fine tune and make the necessary changes that may be required.
Learning Outcome	The students should be able to analyze the practical application of their plan this session will help them to give more specific and practical form to their plan.

Session: 21	Duration: 03 Hrs.
Topic	Business plan presentation (Team Wise)
Objective	At the end of the session students could be able give effective presentation.
Learning Outcome	By the end of this session students will be able give effective presentation.

Session: 22	Duration: 02 Hr.
Topic	Practice for the cultural show (followed by participation and prize distribution)

Session: 23	Duration: 02 Hr.
Topic	Cultural show (followed by prize distribution and Jam session)

SPRINT 6: LEADERSHIP



At the end of this program a student should be able to

- ✓ **Exhibit responsible decision making styles**
- ✓ **Exhibit the ability to work with those who are different from themselves**
- ✓ **Demonstrate an understanding of group dynamics and effective teamwork**
- ✓ **Cultivate a sense of self-awareness through identifying a leadership vision, mission, style and values.**
- ✓ **Develop a range of leadership skills and abilities such as effectively handling stress, resolving conflict, and motivating other**

Agenda for ‘SPRINT’

9:00-10:00		10:00 AM – 11:30AM	11:30 AM – 11:45 AM	11:45 AM to 01:15 PM	01:15 AM-02:00 PM	02:00 PM - 03:30 PM	03:30 PM-03:40 PM	03:40 PM to 05:30 PM
Day 1	Registration and Inauguration	Introduction to Leadership\ styles of leadership	Tea	Setting SMART goals	lunch	Effective Communication-The 7 C's	Break	Team work- Assignment and feedback
Day 2	Outdoor Activity on Leadership skills							
Day 3	Managing Conflicts	Assertive Skills	Tea	Guest Faculty- TBD	lunch	for the student with Best Leadership Skills	Break	Prize Distribution

Course Name: SPRINT 6 Leadership

Sessions: 11

Credits:2

Course Description:

The main difference between a leader and manager is that a leader can identify problems, propose solutions and implement in a way that others choose to trust and follow him. If business has to grow than one needs more leaders and fewer managers. This fast paced and highly interactive ‘SPRINT’ helps the students to identify their strengths and refine them for greater effectiveness. It will also sharpen their communication and people’s skills and help them to evolve as better leaders.

Session: 01	Duration: 01 Hr.
Topic	Registration and Inauguration

Session: 02	Duration: 01 ½ Hr.
Topic	Introduction to Leadership/styles of leadership
Objective	The objective of this program is to help participants discover their potential and understand the characteristics and attributes of a proven leader.
Content Details	<ul style="list-style-type: none"> • Difference between a manager and leader • Traits of a successful leader • Creating a Can Do and Will Do attitude
Learning Outcome	As this is the initial session of this SPRINT so, after the completion of this session students will start finding the leadership qualities among them.
Readings	The 7 Habits of Highly Effective People- Stephen R. Covey

Session: 03	Duration: 01 ½ Hr.
Topic	Setting SMART goals
Objective	Without setting goals life becomes a series of chaotic happening one cannot control. Hence setting goals bring structure and trackability in one's eye setting smart goals bring objectives closer to reality.
Content Details	Goals must be <ul style="list-style-type: none"> • Specific – What do you want to achieve • Measurable • Attainable • Realistic • Time bound
Learning Outcome	By the end of the session the students will have a fan idea of not only their end goals but also the mean goal which will lead them to it.

Session: 04	Duration: 01 Hr.
Topic	Effective Communication-The 7 C'S
Objective	Effective communication is the most sought after skill when it comes to employability. The 7 C's of communication help us to express ourselves better.
Content Details	<ul style="list-style-type: none"> • Courteous • Concise • Clear • Concrete • Complete • Coherent • Considerate
Learning Outcome	At the end of the session the students should be able to use the 7 C's for better communication.
Readings	The Power of Communication- Helio Fred Garcia

Session: 05	Duration: 01 Hr. 15 Mins
Topic	Team work- Assignment and feedback

Session: 06	Duration: Day 2 Complete
Topic	Outdoor Activity

Session: 07	Duration: 01 Hr.
Topic	Managing Conflicts
Objective	Objective of the session is to acquaint students with the concept of conflict at workplace. The aim is to familiarize students with practical conflict resolution techniques and strategies that prospective managers and team leaders can effectively utilize when managing conflict at the workplace.
Content Details	<ul style="list-style-type: none"> • Views on Conflict • Functional and Dysfunctional Conflict • Conflict Process • Conflict Management Techniques • Negotiation • Distributive and Integrative Bargaining • Role plays and team activity on conflict management
Learning Outcome	Understand the concept of confrontation and strategies to resolve it. Distinguish between functional and dysfunctional conflict. Understand the methods of negotiation.
Review Exercise/ Evaluation	Role plays and team activity on conflict management

Session: 08	Duration: 01 ½ Hr.
Topic	Assertive Skills
Objective	Assertive skills are extremely essential for a successful person. This session aims at making the students aware of the different kinds of behavior.
Content Details	<ul style="list-style-type: none"> • Different kinds of behavior • Long term and short term impact • Learn to say NO • The assertiveness quiz
Learning Outcome	The students should be able to understand the implications of different kinds of behavior and start developing the ability to recognize the behavior traits in others.
Readings	Assertive Communication Skills for Professionals

Session: 09	Duration: 01 ½ Hr.
Topic	Guest Faculty
Objective	This session by guest faculty would revolve around his/her own experiences. The objective would be to expose the students to real life cases and scenarios.
Content Details	<ul style="list-style-type: none"> • Transition from manager to leader • Accountability • Creating a team with positive energy • Delegation • Mentoring and coaching
Learning Outcome	At the end of the session the students would understand the importance of WE instead of ME. They would also understand what it entails to develop leadership qualities in the true sense.
Review Exercise/ Evaluation	Group tasks to check the leadership qualities of different students.

Session: 10	Duration: 01 Hr.
Topic	Choose your leader Contest for the student with Best Leadership Skills
Objective	<p>The objective of the program is twofold-</p> <ul style="list-style-type: none"> • To have the courage to market yourself as a leader • To develop the ability to choose a leader based on merit
Content Details	<ul style="list-style-type: none"> • Self-Revelation- talk about your leadership qualities • Voting • Electing the True Leader of the batch
Learning Outcome	This session will help students to identify the people who deserve to be elected as the leaders of the batch.
Review Exercise/ Evaluation	Group tasks to check the leadership qualities of different students.

Session: 11	Duration: 01 Hr. 15 Mins
Topic	Prize Distribution

SPRINT 7: Placement



At the end of the program a student should be able to

- ✓ **Exhibit the industry admired behavior and competency**
- ✓ **Demonstrate the ability to communicate effectively**
- ✓ **Develop relevant skills to compete in the campus recruitment**
- ✓ **Recognize industry expectations**
- ✓ **Face interviews confidently and get a placement of his choice**

Agenda for 'SPRINT'

	09:00am – 10:00am	10:00am – 1:00 pm	01:00am – 02:00 pm	02:00pm – 03:45pm	3:45 pm – 4:00 pm	4:15 pm – 6:15pm	6:15 pm – 6:30pm
Day 1	Inauguration	Campus to Corporate	Lunch	Guidelines about Current Affairs	Break	Resume Updating	Attendance & Instructions
Day 2	Aptitude Training						Attendance & Instructions
Day 3	Aptitude Training						Attendance & Instructions
Day 4	Industrial Visit						
Day 5	Current Affairs & Quiz	Marketing	Lunch	Session on career in Sales	Break	GD -1	Attendance & Instructions
Day 6	Current Affairs & Quiz	Finance		Guest Talk		GD -2	Attendance & Instructions
Day 7	Current Affairs & Quiz	H. R		Guest Talk		GD -3	Attendance & Instructions
Day 8	Current Affairs & Quiz	Economic s		Guest Talk		FAQ’S	Attendance & Instructions
Day 9	OUTDOOR ACTIVITY – Team Building						
Day 10	Current Affairs & Quiz	Etiquettes and Grooming	Lunch	PI -1	Break	PI-2	Attendance & Instructions
Day 11	Current Affairs & Quiz	IT		PI-3		Emotional Atyachar	Attendance & Instructions
Day 12	Business Communication -	Cont.		Cultural Show Preparations		Cultural Show	

Course Name: SPRINT 7 Placement

Sessions: 31

Credits:2

Course Description:

This sprint is an intensive program that is customized to the needs of students. This training is essential for student to crack any job interview and achieve his/her career goals. Frequent visits by expert's guest faculty lend exposure to students, opening a multitude of avenues for them to know the latest management practices & corporate culture. The senior corporate leaders also share their experiences and prepare the student for the highs and lows that a student may face as he steps into the corporate world. Rigorous sessions of group discussions and mock interviews are conducted and played back to the students. This works as instant feedback and the students can identify their areas of concern and improvement. Case studies that deal with real situations, role plays and simulations are an active ingredient of this program.

Session: 01	Duration: 01 Hr.
Topic	Inauguration

Session: 02	Duration: 03 Hrs.
Topic	Campus to Corporate-Session by Dean
Objective	The students are now on the threshold of a new phase in their lives. The change for each one is drastic and impacts each one differently hence the objective of this program is to help them understand the ground realities involved in corporate life and what the industry expects.
Content Details	<ul style="list-style-type: none"> • Icebreaking • Being successful • Tips on ensuring success • Real-life examples • Q/A session
Learning Outcome	Their session enables the students to understand the changes that they will need to make in themselves to carve out a successful career.

Session: 03	Duration: 01 Hr.
Topic	SWOC Analysis
Objective	The new term is SWOC where the word “threat” has been replaced by “challenges”. hence the objective is to resist yourself and get a handle on the areas one need to work on and the strengths that need to be showcased.
Content Details	<ul style="list-style-type: none"> • Do your strengths open any opportunities • What obstacles do you face? • What new technology can help you? • Does changing technology threaten your position? • Could any of your weaknesses lead to some challenges!
Learning Outcome	A SWOC matrix is a framework for analyzing one’s strengths cum weaknesses as well as opportunity and challenges that one faces. Hence after this session the students should be able to focus on their strengths minimizing their weaknesses and take the greatest possible advantages of opportunity available.

Session: 04	Duration: 01 Hr. 45 Mins
Topic	Guidelines for current affairs
Objective	Relevant discussion on a current affair is an integral part of the interview process. This session aims to get the students to start updating themselves by reading the newspaper regularly and having a discussion.
Learning Outcome	<p>At the end of the session the students are expected to</p> <ul style="list-style-type: none"> • Know the correct way to read a newspaper • Be adequately informed about the current affair • Confidently articulate views on various topics • Feel better prepared to face interviews
Readings	Magazines and News Paper – The Hindu/India Today
Review Exercise/ Evaluation	Quizzes

Session: 05	Duration: 02 Hrs.
Topic	Resume updating
Objective	The objective of this session is to ensure that students update their resumes.
Content Details	Resume Updating
Learning Outcome	Updated resumes will instill a feeling of confidence in the students. With the approaching placements, they are expected to feel more in control.

Session: 06	Duration: 01 Hr.
Topic	Current affairs
Objective	Relevant discussion on a current affair is an integral part of the interview process. This session aims to get the students to start updating themselves by reading the newspaper regularly and having a discussion.
Learning Outcome	At the end of the session the students are expected to <ul style="list-style-type: none"> • Know the correct way to read a newspaper • Be adequately informed about the current affair • Confidently articulate views on various topics • Feel better prepared to face interviews
Readings	Magazines and News Paper – The Hindu/India Today
Review Exercise/ Evaluation	Quizzes

Session: 07	Duration: 02 Hrs. 45 Mins
Topic	Day for Marketing
Objective	The aim of the session is to recap the concepts in marketing & related concepts to prepare the students for interviews as well as to undertake marketing tasks in real business environment.
Content Details	<ul style="list-style-type: none"> • Marketing Management • Consumer Behavior • Modern Ps of Marketing Mix

Learning Outcome	<ul style="list-style-type: none"> • Participants will be able to understand core concepts in marketing & their usage in practical world. • Participants will be able to leverage marketing knowledge and see a bigger picture and understand complete value chain of marketing management.
Readings	Case distributed before the session, Marketing Management, Philip Kotler latest edition
Review Exercise/ Evaluation	Case Study evaluation & Team tasks

Session: 08	Duration:01 Hr. 45 Mins
Topic	Career in sales
Objective	<ul style="list-style-type: none"> • To remove the apprehensions regarding Sales as a career • To showcase the phenomenal growth and life in Sales.
Content Details	<ul style="list-style-type: none"> • Role plays • Activities • Live examples
Learning Outcome	The students will get inclined and excited to join sales as a career and will become part of the tremendous growth it offers.
Readings	How to Master the Art of Selling- Tom Hopkins

Session: 09	Duration: 02 Hrs.
Topic	Group Discussion-1
Objective	Group Discussions are frequently used by recruiters to gauge various skills of the participants. This session is to provide the basic guidelines to the students when they sit in a discussion
Content Details	<ul style="list-style-type: none"> • Purpose of a G.D • Initiating a discussion • Roles in a G.D • Do's and Don'ts • Closing a discussion
Learning Outcome	<p>The students should understand</p> <ul style="list-style-type: none"> • Skills being judged • Do's and Don'ts • Initiating and closing a discussion
Readings	Newspapers and Magazines

Session: 10	Duration: 01 Hr.
Topic	Current Affairs
Objective	Relevant discussion on a current affair is an integral part of the interview process. This session aims to get the students to start updating themselves by reading the newspaper regularly and having a discussion.
Learning Outcome	At the end of the session the students are expected to <ul style="list-style-type: none"> • Know the correct way to read a newspaper • Be adequately informed about the current affair • Confidently articulate views on various topics • Feel better prepared to face interviews
Readings	Current Magazines and News Paper – The Hindu
Review Exercise/ Evaluation	Quizzes

Session: 11	Duration: 02 Hr. 5 Mins
Topic	Finance
Objective	<ul style="list-style-type: none"> • To enable students to prepare a projected balance sheet for the business plan. • To be able to identify the sources of funds • To understand how to develop cost sheet and to calculate unit cost of the product • Acceptance and rejection of financial plan using financial management tools
Content Details	<ul style="list-style-type: none"> • Students will learn how to prepare cost sheet • Learn how to fix the price of the product • Prepare break even chart • Calculate net present value of the project. • Read the balance sheet
Learning Outcome	<ul style="list-style-type: none"> • Students will learn how to prepare cost sheet • Learn how to fix the price of the product • Prepare break even chart • Calculate net present value of the project. • Read the balance sheet
Readings	The Millionaire Next Door- Thomas J. Stanley

Session: 12	Duration: 01 Hr. 45 Mins
Topic	Guest talk

Session: 13	Duration: 02 Hrs.
Topic	GD2
Objective	This session aims to have the students go through some mock sessions of discussions in teams.
Content Details	The students are divided into teams. Each team has a couple of minutes to mull over the topic and prepare his /her point of view. Feedback is provided by the faculty panel.
Learning Outcome	By the end of this session the students know what to expect. They are able to carry discussions on simple day to day topics.
Readings	Newspapers and Magazines

Session: 14	Duration: 01 Hr.
Topic	Current Affairs
Objective	Relevant discussion on a current affair is an integral part of the interview process. This session aims to get the students to start updating themselves by reading the newspaper regularly and having a discussion.
Learning Outcome	At the end of the session the students are expected to <ul style="list-style-type: none"> • Know the correct way to read a newspaper • Be adequately informed about the current affair • Confidently articulate views on various topics • Feel better prepared to face interviews
Readings	Current Magazines and News Paper – The Hindu
Review Exercise/ Evaluation	Quizzes

Session: 15	Duration: 03 Hrs.
Topic	H. R
Objective	To understand the sourcing, profiling requirements compensation etc. of the manpower required for the project.

Content Details	<ul style="list-style-type: none"> • Recruitment process • Vision, Mission and Values. • Organizational structure • Job Description • Appraisal • Compliances
Learning Outcome	At the end of the session the students should be able to understand the recruitment process to work out their work force plan and define their roles and responsibilities.
Readings	Human Resource Management – B J Lathi

Session: 16	Duration: 01 Hr. 45 Mins
Topic	Guest Talk

Session: 17	Duration: 01 Hr. 45 Mins
Topic	GD-3
Objective	This session aims to have the students go through some mock sessions of discussions in teams.
Content Details	The discussion now moves a notch higher to current affairs or topics related to management etc. The discussion is recorded and played back to the students.
Learning Outcome	After these rounds the students should be able to engage themselves in a discussion effectively. They should be able to initiate, carry forward and close a good discussion.
Readings	Newspapers and Magazines

Session: 18	Duration: 01 Hr.
Topic	Current Affairs
Objective	Relevant discussion on a current affair is an integral part of the interview process. This session aims to get the students to start updating themselves by reading the newspaper regularly and having a discussion.

Learning Outcome	At the end of the session the students are expected to <ul style="list-style-type: none"> • Know the correct way to read a newspaper • Be adequately informed about the current affair • Confidently articulate views on various topics • Feel better prepared to face interviews
Readings	Current Magazines and News Paper – The Hindu
Review Exercise/ Evaluation	Quizzes

Session: 19	Duration: 03 Hrs.
Topic	Session on Economics
Objective	To brush-up the economic concepts applicable in business
Content Details	<ul style="list-style-type: none"> • Demand, Supply • Cost and breakeven output • G/P • Inflation • Macroeconomic Policies
Learning Outcome	Analyze impact of changes in micro and macroeconomics indicators on business. Analyze impact of macroeconomic policies on business.
Readings	Economics in One Lesson – Henry Hazlitt

Session: 20	Duration: 1 Hr. 45 Mins
Topic	Guest Faculty

Session: 21	Duration: 02 Hrs.
Topic	FAQ's –Related to Soft Skills
Objective	This session is of prime importance. The objective is to help the students understand their skills and areas of improvement. They should be able to frame effective answers to simple questions about their own lives.
Content Details	<ul style="list-style-type: none"> • Self-Reflection-Understand yourself better • FAQ's • Effective introductions • Do's and Don'ts • Practice time

Learning Outcome	With practice and clear feedback the students should be able to answer questions effectively. Most importantly they should be able to put together a crisp and interesting answer to the most frequently asked question “Tell me something about yourself”.
Readings	The Hard Truth About Soft Skills – Peggy Klaus

Session: 22	Duration: 01 Hr.
Topic	Current Affairs
Objective	Relevant discussion on a current affair is an integral part of the interview process. This session aims to get the students to start updating themselves by reading the newspaper regularly and having a discussion.
Learning Outcome	At the end of the session the students are expected to <ul style="list-style-type: none"> • Know the correct way to read a newspaper • Be adequately informed about the current affair • Confidently articulate views on various topics • Feel better prepared to face interviews
Readings	Current Magazines and News Paper – The Hindu
Review Exercise/ Evaluation	Quizzes

Session: 23	Duration: 03 Hrs.
Topic	Etiquettes and Grooming
Objective	A well-groomed image and a pleasing persona goes a long way in creating a good impression on the employee. This intensive and interactive session goes a long way in helping the students understand some basic rules of etiquettes and grooming.
Content Details	<ul style="list-style-type: none"> • Importance of looking good • Etiquettes at the work place • Dining etiquettes • Cubicle Do’s and Don’ts • The art of making conversation • Quiz time
Learning Outcome	By the end of this session a student should be able to understand the fine nuances of dining etiquettes and how they need to look and behave in the corporate environment.

Session: 24	Duration: 01Hr. 45 Mins
Topic	PI- 1
Objective	Interviews are a stressful experience. Students face a lot of doubts and have apprehension about the process. The objective of this session is to help them improve their confidence.
Content Details	The mock PI sessions are conducted at different venues and faculty teams are made to evaluate them individually.
Learning Outcome	By the end of this session the students should know <ul style="list-style-type: none"> • Know how to answer the FAQs • Feel more confident • Improve their ability to put their thoughts together

Session: 25	Duration: 02 Hrs.
Topic	PI- II

Session: 26	Duration: 01 Hr.
Topic	Current affairs
Objective	Relevant discussion on a current affair is an integral part of the interview process. This session aims to get the students to start updating themselves by reading the newspaper regularly and having a discussion.
Learning Outcome	At the end of the session the students are expected to <ul style="list-style-type: none"> • Know the correct way to read a newspaper • Be adequately informed about the current affair • Confidently articulate views on various topics • Feel better prepared to face interviews
Readings	Current Magazines and News Paper – The Hindu
Review Exercise/ Evaluation	Quizzes

Session: 27	Duration: 03 Hrs.
Topic	Information Technology
Objective	To help students analyze, practice and learn real time scenarios using MS Excel

Content Details	<ul style="list-style-type: none"> • Alternative data sets • Descriptive statistics • pivot tables • Charts • Graphics • Macros
Learning Outcome	Knowledge and practice of MS Excel; learning and practicing MS Excel with real time scenarios; analyzing data professionally
Readings	Information Technology – Dr. Sushila Madan

Session: 28	Duration: 01 Hr. 45 Mins
Topic	PI- III

Session: 29	Duration: 02 Hrs.
Topic	Emotional Atyachaar
Objective	After spending two years in the university the students are bound to have had differences. This session aims to bridge the gaps.
Content Details	<ul style="list-style-type: none"> • Explaining the objective • Setting up the stage • Calling each student on the stage • Winding up and debrief
Learning Outcome	By the end of the session several students feel that forgiving and forgetting is the best thing to do. They also realize how difficult it is to choose only one or two people to express gratitude's.

Session: 30	Duration: 01 Hr.
Topic	Business Communication
Content Detail	<ul style="list-style-type: none"> • What is business communication • Guidelines for better writing skills • Formats of letter/memos and notice • Do's and Don'ts

Objective	In this fast-moving world of technology basics like grammar and spelling have taken a back seat. It is a known fact that effective Business communication is a crucial part of one's job and needs to be handled completely. The objective of this session is to reiterate certain guidelines that will help the students to write effectively.
Learning Outcome	By the end of the session the students should be familiar writing the correct formats of <ul style="list-style-type: none"> • Business letters • E-mails • Notices • Memos
Review Exercise/ Evaluation	Exercises related to Business letters, notice and memo to be done by students.

Session: 31	Duration: 03 Hrs.
Topic	Contd.

Session: 31	Duration: 01 Hr. 45 Mins
Topic	Prize distribution followed by talent show
Objective	This activity aims at helping the new students to shed their inhibitions and get on the stage. It also aims at building team work amongst all of them.
Content Details	Final program and winding up
Learning Outcome	By the end of the cultural show the students <ul style="list-style-type: none"> • Build a feeling of camaraderie • Move out of their shells • Develop better self confidence
Review Exercise/ Evaluation	Prizes for best performances to be given.

Session: 32	Duration: 3 Hrs.
Topic	Cultural Show

Objective	This activity aims at helping the new students to shed their inhibitions and get on the stage. It also aims at building team work amongst all of them.
Content Details	Final program and winding up
Learning Outcome	By the end of the cultural show the students <ul style="list-style-type: none"> • Build a feeling of camaraderie • Move out of their shells • Develop better self confidence

STUDENT OR TEAM NAME: _____

GROUP DISCUSSION RUBRIC

Power Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level appropriate topics, texts, and issues. Students are assessed on their ability to build on others' ideas and express their own clearly and persuasively.

Criteria	Outstanding – 10	Very Good – 7	Average – 5	Below Average – 2
<p>Argumentation Anchor Standard</p> <p>Supports claims with warranted** evidence from multiple sources to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>**warrant = a bridge that explains the connection between a claim and evidence</p>	<ul style="list-style-type: none"> Offers clear, relevant claims that fuel the discussion. Supports and challenges claims using multiple pieces of evidence. Makes relevant, logical connections between text under discussion and multiple other knowledge sources (e.g., other texts, the historical context of a text, personal experience, general knowledge, a previous class). Uses warrants to explain clearly the 	<ul style="list-style-type: none"> Offers clear, relevant claims. Supports claims using multiple pieces of evidence. May make connections between text under discussion and other knowledge sources (e.g., other texts, the historical context of a text, personal experience, general knowledge, a previous class). 	<p>Attempts to (or with prompting, can):</p> <ul style="list-style-type: none"> Offer claims that are clear and relevant. Support claims using evidence. Make connections between text under discussion and other knowledge sources (e.g., other texts, the historical context of a text, personal experience, general knowledge, a previous class). Use warrants to 	<p>With prompting, attempts to:</p> <ul style="list-style-type: none"> Offer claims that may be vague, confusing, or irrelevant. Support claims using evidence. Explanation may be vague, confusing, or irrelevant. Make connections between text under discussion and other knowledge sources (e.g., other texts, the historical context of a text, personal experience,

	<p>connection between claims and evidence.</p>	<ul style="list-style-type: none"> • Uses warrants to explain the connection between claims and evidence. 	<p>explain the connection between claims and evidence.</p>	<p>general knowledge, a previous class); connection may be unclear or irrelevant.</p> <ul style="list-style-type: none"> • Use warrants to explain the connection between claims and evidence.
<p>Community</p> <p>Anchor Standard</p> <p>Listens actively and speaks clearly, responding thoughtfully to diverse perspectives in ways that support listeners in following the thread of the conversation</p>	<ul style="list-style-type: none"> • Listens carefully with alert posture, tracking each speaker. Monitors participation in order to listen more than speak. • Speaks loudly and slowly enough for all participants to understand. Makes effective use of eye contact with participants while speaking. • Responds to specific contributions by restating and building on others' ideas--providing reasons for (dis)agreeing with an idea, asking follow-up questions, 	<ul style="list-style-type: none"> • Listens with alert posture and tracks speakers. Listens more than speaks. • Speaks loudly enough for all participants to hear. Makes eye contact with participants. • Responds to contributions by building on others' ideas--providing reasons for (dis)agreeing with an idea, asking follow-up 	<ul style="list-style-type: none"> • Attempts to (or with prompting, can) listen with focused posture, track speakers, and speak a proportionate amount. (May speak too little or a disproportionate number of turns.) • Speaks loudly enough for most participants to hear. Looks in the general direction of others while speaking. • Attempts to (or with prompting can) respond to 	<ul style="list-style-type: none"> • With prompting, attempts to listen with focused posture and track speakers. Speaks only when prompted, or dominates by speaking more often than listening. • Speaks loudly enough for peers nearby to hear. Speaks in the direction of the discussion leader, teacher, or down at desk. • With prompting, attempts to respond to contributions by restating and building on

	synthesizing speakers' comments.	questions, synthesizing speakers' comments.	contributions by building on others' ideas-- providing reasons for (dis)agreeing with an idea, asking follow-up questions, synthesizing speakers' comments.	others' ideas-- providing reasons for (dis)agreeing with an idea, asking follow-up questions, synthesizing speakers' comments.
<p>Expression of Knowledge</p> <p>Uses discipline-specific vocabulary and syntax and explicit textual references so that others can understand and critique the arguments under discussion.</p>	<ul style="list-style-type: none"> • Uses academic language (discipline-specific vocabulary and syntax) to communicate ideas. When necessary, defines abstract concepts (e.g. love, justice) by establishing clear criteria and offering concrete (counter) examples. • Explicitly references relevant facts, written texts, or other publicly accessible information. Orients listeners to the location and context of specific textual excerpts or features, and waits for listeners to find location. 	<ul style="list-style-type: none"> • Uses clear language to communicate ideas. When necessary, answers questions posed by classmates, defines concepts and terminology, may offer counter examples to add clarity to expression. • References relevant facts, written texts, or other publicly accessible information. Orients listeners to 	<p>Attempts to (or with prompting, can):</p> <ul style="list-style-type: none"> • Use clear language (discipline-specific vocabulary and syntax) to communicate ideas. When necessary, define abstract concepts (e.g. love, justice) by establishing criteria and offering (counter)examples. • Reference relevant facts, written texts, or other publicly accessible information. Orients listeners to the location and context of 	<p>With prompting, attempts to:</p> <ul style="list-style-type: none"> • Use clear language (discipline-specific vocabulary and syntax) to communicate ideas. When necessary, define abstract concepts (e.g. love, justice) by establishing criteria and offering (counter)examples. • Reference relevant facts, written texts, or other publicly accessible information. Orients listeners to the location and context of

		the location and context of specific textual excerpts or features.	specific textual excerpts or features.	specific textual excerpts or features; alternatively, may paraphrase text excerpts or features from memory.
Style & Delivery	<ul style="list-style-type: none"> • Subtle, sophisticated confident/charismatic delivery that is clearly articulated with variation in pitch, tone, volume; maintains eye contact and avoids reading from notes; uses pauses, emphasis, facial expressions, gestures as appropriate and for effect and avoids distracting behaviors; shows appropriate use of conventions (e.g. avoids verbalized pauses) 	<ul style="list-style-type: none"> • Delivery is clearly articulated, demonstrating a variation in pitch, tone, volume; maintains eye contact; avoids reading from notes; uses pauses, emphasis, facial expressions, gestures as appropriate and for effect; and avoids distracting behaviors; shows appropriate use of conventions (e.g. avoids verbalized pauses) 	<ul style="list-style-type: none"> • Delivery attempts a clear articulation and variation in pitch, tone, volume; does not maintain eye contact and/or reads too much from notes; attempts to use pauses, emphasis, facial expressions, gestures, but not appropriately for effect; demonstrates some distracting behaviors; attempts appropriate use of conventions, but has some verbalized pauses 	<ul style="list-style-type: none"> • Delivery lacks awareness of/does not attempt to use delivery strategies; lacks articulation and variation in pitch, tone, volume; no eye contact due to reading from notes; no pauses, emphasis, facial expressions, gestures; distracting behaviors; excessive verbalized pauses

SPRINT Levels

Level 1 – Welcome to SPRINT

Key:

Blue = External Speaker/External Teacher

Purple = Aptitude Assessments & Tutorials

Orange = Grooming & Etiquette

Red: Fun Event

Black = Internal Speaker

Day 1:

1. Attendance and Team Formation (30 mins)
 2. Module: Introduction to SPRINT (45 mins)
 3. Module: Dreaming & Goal Setting (4 hours)
 4. Module: Aptitude assessments (analytical, problem solving, communication) (1 hour 15 mins)
 5. Module: Grooming & Etiquette (1 hour)
- 9 AM – 6 PM

Day 2: Microsoft Day

1. Attendance (10 mins)
 2. Module: Microsoft word (2 hours)
 3. Module: Microsoft Excel (3 hours)
 4. Module: Microsoft PowerPoint (3 hours)
- 9 AM – 6:30 PM

Day 3:

1. Attendance (10 mins)
 2. Module: Written Communication & Analysis 101 (3 hours)
 3. Module: Project: Intro to Problem Solving (4 hours)
 4. Module: Aptitude Test Tutorial (1 hour)
 5. Conclusion of Sprint: Fun Event (1 hour 30 mins)
- 9 AM – 8:00 PM

Level 2 – How Does An Organization Work?

Key:

Blue = External Speaker/External Teacher

Purple = Aptitude Assessments & Tutorials

Orange = Grooming & Etiquette

Green = Group Discussion

Red: Fun Event

Black = Internal Speaker

Day 1:

1. Attendance and Team Formation (30 mins)
 2. Module: Group Discussion Prep (1.5 hours)
 3. Module: Organizational Structure Part I – How does an Organization Work? (2 hours)
 4. Module: Organizational Structure Part II – Case: Demystifying Organizational Structure (4 hours)
- 9 AM – 6:15 PM

Day 2:

1. Attendance (10 mins)
 2. Module: Aptitude assessments (analytical, problem solving, communication) (1 hour 15 mins)
 3. Module: New Business Launch Case: Café Case by Atul Khosla (5 hours)
 4. Module: Teamwork and Leadership Games (1.5 hour)
- 9 AM – 6:00 PM

Day 3:

1. Attendance (10 mins)
 2. Module: Grooming & Etiquette (1 hour)
 3. Module: Non-Verbal Communication (3 hours)
 4. Module: Video Recorded Group Discussion & Debrief (3 hours)
***Topic Given One Day in Advance
 5. Module: Aptitude Test Tutorial (1 hour)
 6. Conclusion of Sprint: Fun Event (1 hour 30 mins)
- 9 AM – 8:00 PM

Level 3 – Subject Sprint + Company Visit

Key:

Blue = External Speaker/External Teacher

Purple = Aptitude Assessments & Tutorials

Orange = Grooming & Etiquette

Green = Group Discussions

Red: Fun Event

Black = Internal Speaker

Day 1:

1. Attendance and Team Formation (30 mins)
2. Module: Aptitude Assessment (Analytical, Problem solving, Verbal) (1 hour 15 mins)
3. Module: Group Discussion Prep (1.5 hours)
**Topic Given One Day in Advance
4. Module: Subject Specific Case Based Study (4 hours)
5. Grooming & Etiquette (1 hour)
9 AM – 6:45 PM

Day 2:

1. Attendance and Team Formation (15 mins)
**New Teams
2. Module: Group Discussion Prep (1.5 hours)
**Topic Given One Day in Advance/Different Topic than Day 1
3. Module: Subject Specific Case Based Study (4 hours)
**Different Case than Day 1
4. Module: Aptitude Test Tutorial (1 hour)
5. Module: Preparing Your Company Visit (1 hour)
*** How to ask questions? How to make observations? Etc.
9 AM – 6 PM

Day 3:

1. Module: Company Visit
Submission: PowerPoint on key takeaways
2. Conclusion of Sprint: Fun Event (1 hour 30 mins)
9 AM – 6:30 PM

Level 4 – Internship, Internship, Internship

Key:

Blue = External Speaker/External Teacher

Purple = Aptitude Assessments & Tutorials

Orange = Grooming & Etiquette

Green = Group Discussion

Red: Fun Event

Black = Internal Speaker

Day 1:

1. Attendance and Team Formation (30 mins)
 2. Module: Group Discussion Prep (1.5 hours)
**Topic Given One Day in Advance
 3. Module: Aptitude assessments (analytical, problem solving, communication) (1 hour 15 mins)
 4. Module: Making the Most of your job (1 hour) [Lecture]
 5. Module: Resume Workshop (4 hours)
**Computer Lab Required (1hr teaching + 2hrs prep + 1hr presenting + feedback)
- 9 AM – 6:45 PM

Day 2: Communication

1. Attendance (5 mins)
 2. Module: Grooming & Etiquette (1 hour)
 3. Module: Verbal and Nonverbal Communication Workshop (4 hours)
 4. Module: Video Recorded Group Discussion & Debrief (3 hours)
**Topic will be given 1 day in advance
- 9 AM – 6 PM

Day 3:

1. Attendance (5 mins)
 2. Module: Rock Your Interview (1.5 hours)
What is a Good interview + Addressing FAQs + Brainstorming (1.5 hours)
 3. Module: Personal Interview Video Workshop (4 hours)
 4. Module: Aptitude Assessment Tutorial (1 hour)
 5. Module: Teamwork and Leadership Games (1 hour)
 6. Conclusion of Sprint: Fun Event (1 hour 30 mins)
- 9 AM – 7:30 PM

Level 5 – Entrepreneurship

Key:

Blue = External Speaker/External Teacher

Purple = Aptitude Assessments & Tutorials

Orange = Grooming & Etiquette

Green = Group Discussion

Red: Fun Event

Black = Internal Speaker

Day 1:

1. Attendance and Team Formation (30 mins)
2. Module: Aptitude Assessment (Analytical, Problem solving, Verbal) (1 hour 15 mins)
3. Module: Group discussion (1.5 hours)
**Topic given 1 day in advance
4. Module: Careers in Entrepreneurship & Discussions with Entrepreneurs (4 hours)
9 AM – 5:45 PM

Day 2:

1. Attendance (5 mins)
2. Grooming & Etiquette (1 hour)
3. Module: Business Plan Part I – Writing A Business Plan (7 hours)
**Need many facilitators who sat through the session + panel feedback on a few presentations of plans
9 AM – 6 PM

Day 3:

1. Module: Business Plan Part II – Implementation and Execution (4 hours)
2. Module: Business Plan Part III – De Brief, Presentations, and Awards (3 hours)
3. Module: Aptitude Test Tutorial (1 hour)
4. Conclusion of Sprint: Fun Event (1 hour 30 mins)
9 AM – 7:30 PM

Level 6 – Subject Sprint + Company Visit

Key:

Blue = External Speaker/External Teacher

Purple = Aptitude Assessments & Tutorials

Orange = Grooming & Etiquette

Green = Group Discussions

Red: Fun Event

Black = Internal Speaker

Day 1:

1. Attendance and Team Formation (30 mins)
2. Module: Aptitude Assessment (Analytical, Problem solving, Verbal) (1 hour 15 mins)
3. Module: Group Discussion Prep (1.5 hours)
**Topic Given One Day in Advance
4. Module: Subject Specific Case Based Study (4 hours)
5. Grooming & Etiquette (1 hour)
9 AM – 6:45 PM

Day 2:

1. Attendance and Team Formation (15 mins)
**New Teams
2. Module: Group Discussion Prep (1.5 hours)
**Topic Given One Day in Advance/Different Topic than Day 1
3. Module: Subject Specific Case Based Study (4 hours)
**Different Case than Day 1
4. Module: Aptitude Test Tutorial (1 hour)
5. Module: Preparing Your Company Visit (1 hour)
*** How to ask questions? How to make observations? Etc.
9 AM – 6 PM

Day 3:

1. Module: Company Visit
Submission: PowerPoint on key takeaways
2. Conclusion of Sprint: Fun Event (1 hour 30 mins)
9 AM – 6:30 PM

Level 7 – Entrepreneurship

Key:

Blue = External Speaker/External Teacher

Purple = Aptitude Assessments & Tutorials

Orange = Grooming & Etiquette

Green = Group Discussions

Red: Fun Event

Black = Internal Speaker

Day 1:

1. Attendance and Team Formation (30 mins)
2. Module: Aptitude Assessment (Analytical, Problem solving, Verbal) (1 hour 15 mins)
3. Module: Group discussion (1.5 hours)
**Topic given 1 day in advance
4. Module: Careers in Entrepreneurship & Discussions with Entrepreneurs (4 hours)
9 AM – 5:45 PM

Day 2:

1. Attendance (5 mins)
2. Grooming & Etiquette (1 hour)
3. Module: Business Plan Part I – Writing A Business Plan (7 hours)
**Need many facilitators who sat through the session + panel feedback on a few presentations of plans
9 AM – 6 PM

Day 3:

1. Module: Business Plan Part II – Implementation and Execution (4 hours)
2. Module: Business Plan Part III – De Brief, Presentations, and Awards (3 hours)
3. Module: Aptitude Test Tutorial (1 hour)
4. Conclusion of Sprint: Fun Event (1 hour 30 mins)
9 AM – 7:30 PM

Level 8 – Placements, Placements, Placements

Key:

Blue = External Speaker/External Teacher

Purple = Aptitude Assessments & Tutorials

Orange = Grooming & Etiquette

Green = Group Discussion

Red: Fun Event

Black = Internal Speaker

Day 1:

1. Attendance and Team Formation (30 mins)
 2. Module: Group Discussion Prep (1.5 hours)
**Topic Given One Day in Advance
 3. Module: Aptitude assessments (analytical, problem solving, communication) (1 hour 15 mins)
 4. Module: Making the Most of Your Job (1 hour) [Lecture]
 5. Module: Resume Workshop (4 hours)
**Computer Lab Required (1hr teaching + 2hrs prep + 1hr presenting + feedback)
- 9 AM – 6:45 PM

Day 2: Communication

1. Attendance (5 mins)
 2. Module: Grooming & Etiquette (1 hour)
 3. Module: Verbal and Nonverbal Communication Workshop (4 hours)
 4. Module: Video Recorded Group Discussion & Debrief (3 hours)
**Topic will be given 1 day in advance
- 9 AM – 6 PM

Day 3:

1. Attendance (5 mins)
 2. Module: Rock Your Interview (1.5 hours)
What is a Good interview + Addressing FAQs + Brainstorming (1.5 hours)
 3. Module: Personal Interview Video Workshop (4 hours)
 4. Module: Aptitude Assessment Tutorial (1 hour)
 5. Module: Teamwork and Leadership Games (1 hour)
 6. Conclusion of Sprint: Fun Event (1 hour 30 mins)
- 9 AM – 6 PM

ANNEXURE - III
Minutes of Academic Council

PROCEEDINGS OF THE 38th MEETING TO THE ACADEMIC COUNCIL HELD ON 24th June, 2016

The meeting was held in the in the Sir Visvesvaraya Conference Hall (Conference Room in the Faculty of Engineering and Technology) at 11:30 AM on 24th June, 2016 and the following were present:

1. Prof P.K.Khosla, Vice Chancellor
2. Prof Kartar Singh Verma, Director Extension, UHF, Nauni
3. Mr Vishal Anand, CFO
4. Prof Neeraj Mahindroo, Dean Pharmaceutical Sciences
5. Prof Anuradha Sourirajan, Dean Applied Sciences and Biotechnology
6. Prof r Deepak Pathania, Dean Basic Sciences
7. Prof Muneesh Sethi, Dean Engineering and Technology
8. Prof Ramanand Chauhan DSW-cum-COE
9. Mr Praveen Vashisht, Chief Knowledge Officer cum Dean UGS
10. Prof Y S Negi, Professor, Management Sciences and Liberal Arts
11. Prof Arvind Nanda, Professor, Engineering and Technology
12. Prof Kamal Dev, Professor, Applied Sciences and Biotechnology
13. Prof. Atul Thakur, Professor, Physics and Materials Science
14. Prof Saurabh Kulshreshtha, Professor, Applied Sciences and Biotechnology
15. Prof Umar Farooq, Professor, Applied Sciences and Biotechnology
16. Prof Adesh Saini, Professor, Applied Sciences and Biotechnology
17. Prof R P Dwivedi, Professor Engineering and Technology
18. Prof Narinder Verma, Professor, Management Sciences and Liberal Arts
19. Dr. Dinesh Kumar, HOS cum- Professor, Bio-engineering and Food Technology
20. Dr Preeti Thakur, HOS, Physics and Materials Science
21. Dr Sunil Puri, Dean, Academic Affairs-cum Registrar

First of all the Chairman of the Academic Council welcomed the members for attending 38th meeting of the Academic Council and delivered his welcome address. In his address he stressed that the Academic Council is the highest body of the University for the matters related to Academics and the members should give their views freely for improvement of academic standards. He further emphasized on the duties of a teacher which include innovative ideas, employable education and

personality development of a student. He also desired that the teachers should have innovative approach to uplift the University Research, Teaching and Extension activities and they should complete the class lectures as per the schedule on priority. He also requested that the paid publications should be discouraged and only Thomson and Reuter and/ or Scopus journals be used for publications. He apprised the House about the 100% placement of the MBA students and emphasized that Engineering and Science students be also placed 100% as against 70-80% placed till date. He informed the House that the Government of India has initiated a programme whereby GOI will give Grant to 10 private Universities of India for development purposes and requested the Deans to initiate the action for the same. Thereafter, agenda items were taken up for discussion.

Item No.1: Confirmation of the proceeding of 37th meeting of the Academic council held on 14-04-2016.

The Academic Council confirmed the proceedings of 37th meeting.

Item No2: Action taken report on the proceeding of 37th meeting of Academic Council held on 14-04-2016.

The Academic Council noted the action taken on the proceedings of the 37th meeting and the House unanimously decided that the item No. 7.3 of the 37th meeting of Academic Council stands withdrawn.

Item No 3: Digital Depository for School Leaving certificates, College Degrees, Academic Awards and Mark sheets

A letter was received from the Himachal Pradesh Private Educational Institutions Regulatory Commission dated 18th June, 2016 regarding digital depository for School Leaving certificates, College Degrees, Academic Awards and Mark sheets. The letter was referred to the Budget speech of Hon'ble Finance Minister for 2016-17.

“63. To help students, Higher Education Institutions and Employers to access degree certificates of candidates, it is proposed to establish a Digital Depository for School Leaving certificates, College Degrees, Academic Awards and Mark sheets, on the pattern of a security Depository. This will help their authenticity, safe storage and easy retrieval...”

After the discussion and looking into the necessity of the item the House authorizes Pro Vice Chancellor to initiate action in this matter.

Item No 4: Criteria for admission to PhD of candidates who have qualified UGC/CSIR/ICAR/GATE/NET/ GPAT

A committee was constituted vide item No. 13(x) in the 31st meeting of Academic Council to recommend the criteria for admission to PhD of the candidates who have qualified JRF/CSIR/ICAR/GATE/NET/GPAT. The committee recommends the following:-

- a. 30% marks of the percentage of marks, in the Master's degree examination.
- b. 10% marks of the percentage of marks, in the Bachelor's degree examination.

- c. (i) 30% marks of the percentage of marks in the entrance test. OR
- (ii) Weightage of 30 marks to those candidates who have qualified for JRF/CSIR/ICAR/GATE/NET/GPAT. OR
- (iii) Weightage of 25 marks to those candidates who have passed NET or its equivalent test. OR
- (iv) Weightage of 20 marks to those candidates who have done M.Phil from UGC recognized University.
- d. Weightage of 1 mark for each cumulative year of teaching Assistant Professor in University/ College or Industrial experience subject to Maximum of 5 marks.
- e. Candidates who have passed Masters/ M.Phil examination from Shoolini University = 5 marks.
- f. Interview= 20 marks
- g. Admission Committee will consist of Head of the School and minimum of three faculty members. All members must satisfy eligibility conditions to be PhD Supervisor

The House approved the proceedings of the committee, however, decided that this will be applicable from Academic year 2017-18.

Item No 5: Revision of Research and Development Committee of Faculty of Engineering and Technology and Faculty of Management Sciences and Liberal Arts

Faculty of Engineering and Technology and Faculty of Management Sciences and Liberal Arts had proposed to revise the Research and Development Committee. The House approved the revision of the Research and Development Committee of Faculty of Engineering and Technology. In case of Faculty of Management Sciences and Liberal Arts the revision was approved with the condition that the Dean Research will be the Chairman of the Committee and Dean will be the member. In addition to this the House desired that two Assistant Professors should also be there in the Committee for Faculty of Management Sciences and Liberal Arts.

Item No 6: Evaluation System in Choice based credit System (CBCS)

The Dean Academic Affairs had proposed hundred percent internal Evaluations of all the three term examinations (including end term examination) in Choice Based Credit System (CBCS). The House approved the proposal and decided that the same will be applicable from Academic year 2015-16.

Item No 7: Approval of the results of the following PhD Students for award of PhD Degrees:

- (i) Ms Deepika student of PhD Chemistry , registration no. CHEM-11-D-01
- (ii) Mr Ravinder Singh Rathor student of PhD Environment Science, registration no. ENV-11-D-01,
- (iii) Ms Aparna Aggarwal student of PhD Biotechnology registration no. BT-10(II)-D-01
- (iv) Mr Nitin Bharti student of PhD Pharmaceutical Sciences registration no. Ph-09-D(PCT)-02,
- (v) Mr Varun Chauhan student of PhD Microbiology registration no. MC-10-D-05
- (vi) Ms Nitika Thakur student of PhD Microbiology registration no. 12MCD03
- (vii) Ms Ankita Deshta student of PhD Biotechnology registration no. BT-11-D-02

The members had a look on the thesis of the students and approved the results of above mentioned students.

Item No 8: Enrollment of students to PhD Degree

In many of the traditional Universities like HP University and Panjab University etc the students are enrolled for their PhD but they are not admitted till they submit their synopsis. It is suggested that the same may also be followed in Shoolini University in addition to the existing system. In such cases the student will be enrolled for PhD for atleast one year. In this period of enrollment, the student shall submit his/her synopsis for approval and publish the review article on the topic of their research. After this the student will be admitted to PhD and he/she can complete his/her degree with a minimum period of one and half year. The enrollment fee will be same as that of a regular student. The House after discussion decided that this be approved on case to case basis by the Vice Chancellor.

Item No 9: M.Phil Degree completion within one year

The proposal of the Dean Academic Affairs regarding completion of M.Phil degree in one year was approved by House and last date for the submission will be 31st July. No extension will be permitted for M.Phil students. The House desired that the guide should be allotted by the respective Deans to M.Phil students on the day of registration of the first semester and the research problem be allotted to each student by his/her supervisor within one week from the allotment.

Item No 10: Change in Thesis Viva Voce examination for M.Phil

As per Academic Regulations the thesis Viva Voce examination of M.Phil is taken by External Examiner. The Dean Academic Affairs proposed that the thesis of M.Phil will be evaluated by External Examiner. On the receipt of the satisfactory report by the external Examiner the viva voce examination will be conducted internally in the presence of Guide and advisory Committee. The examination will be Open House where students and School Faculty will be present. The proposal was approved by the House.

Item No 11: Any other item with permission of the chair

1. Intake for admissions in Academic year 2016-17

On the basis of the approval of Regulatory Commission the Registrar had proposed the intake for Academic year 2016-17 (Copy enclosed). The same was approved by the House. Further, the Hon'ble Chairman apprised the House that the University is going to introduce a new course in B.Sc.(Hons) in Yoga. The House approved the course and desired that the course may be started from Academic year 2016-17. Dr Kartar Singh Verma, Hon'ble Member stated that the University will be known differently after the starting of this course.

2. Three percent reservation of seats for persons with disability

A letter from UGC was received regarding strict compliance of Hon'ble Supreme Court orders dated 26-03-2014 in W.P. (Civil) No. 116 of 1998- Justice Sunanda Bhandare Foundation Vs Union of India & Anr whereby three percent posts to be reserved for persons with disability and one percent each out of which shall be reserved for persons suffering from-

- i) Blindness or low vision
- ii) Hearing impairment
- iii) Locomotors disabilities or cerebral palsy

The letter was placed before the house and it was decided that the same will be followed and the reservation of post will be mentioned in the advertisements

3. Retention of University record

As the University had completed six years of its existence, huge stock of examination and academic record has piled up. Therefore, the Registrar had proposed to prepare the Retention Policy for various documents of the University. The policy of UHF, Nauni and HP Board Dharamshala was placed for perusal. The House discussed it in detail and a Committee of the following was constituted to frame the rules:-

- | | |
|---------------------------------------------------------|------------------|
| (i) Prof Neeraj Mahindroo, Dean Pharmaceutical Sciences | Chairman |
| (ii) Prof Ramanand Chauhan, DSW cum COE | Member |
| (iii) Col TPS Gill, Director Operations | Member |
| (iv) Mr R K Sood, Assistant Registrar | Member Secretary |

The above Committee will submit its report to the Vice Chancellor for approval.

4. Approval of the Syllabi of PhD Electronics and Communication, CSE and Mechanical after the approval from Board of Studies

The Syllabi of PhD Electronics and Communication, CSE and Mechanical was placed before the House and the same was approved.

5. Approval of the Syllabi of the Faculty of Applied Sciences and Biotechnology after the approval from Board of Studies

The Syllabi of the Faculty of Applied Sciences and Biotechnology after the approval from Board of Studies was placed before the House and the same was approved.

6. Approval for the chance of improvement in favour of Mr. Naresh Kumar student of Chemistry, 2010-11

Mr Naresh Kumar was admitted in M.Sc. Chemistry in Academic year 2010-11 but he could not complete his degree as he was placed on Scholastic probation because his OCPA was less than 6.0 i.e. minimum OCPA required for post graduate to pass the degree. The student had passed all the courses. The student had now requested to permit him to appear for the improvement of OCPA.

The Dean Academic Affairs had proposed to permit him for the improvement of OCPA as per Academic Regulations 32(b) as a special case because as per this rule only the students in the last semester of their degree programme or have passed out recently can only avail the chance of improvement but the student had completed the course duration in 2012. The Proposal was approved by the Academic Council and it was decided that

he will appear in the end term examinations only to be held in July, 2016 after the payment of improvement fee as per rule (i.e. Rs 2500/- per course).

7. Approval of revision of the constitution of Board of studies of the School of Business Management and Liberal Arts

The House approved the Revision of the constitution of Board of studies of the School of Business Management and Liberal Arts.

8. Combined Classes of M.Sc. Zoology and M.Sc. Botany

The Dean Basic Sciences had proposed that the course contents of many courses of M.Sc. Botany and M.Sc. Zoology are similar therefore their classes wherever possible may be merged. Further, it was proposed that since Botany and Zoology combined is known as Biology world over (including by UGC), hence these be combined as Biology and the intake of two courses be merged (45 seats in each course). The house approved the proposal of Dean Basic Sciences. However, as per sanctioned intake by the Regulatory Body the degrees will be awarded separately (i.e. in Botany and Zoology) based on the subjects opted by the student.

9. Approval of change in the percentage of minimum marks in qualifying examination for admission in B.Tech in Academic year 2016-17

As per Prospectus, the minimum percentage of marks in 10+2 for admission in B.Tech in 2016-17 is 55%. Keeping in view the trends of admission and AICTE norms, the Director Admissions had proposed to change the minimum eligibility for admission in B.Tech. to 50 % in place of 55%. The matter was discussed in detail and it was decided that the preferred marks in 10+2 for admission in B.Tech. will be 55 %, however the minimum marks will be 50 % in 10+2. The Dean Planning informed the House that all the copies of Prospectus had already been printed in April, 2016, therefore the change cannot be incorporated in the prospectus. In view of this, the House decided that the Director Admissions will inform the same to all the coordinators of Admission at various centres

The meeting ended with vote of Thanks

ANNEXURE IV

Lecture Scehdule

Course Name : Strategy
Course Code : MST551
Course Instructor : Prof. Narinder Verma



Hours: 2+2
2

Credits:

Course Description:

This course is designed to be a conceptual work that builds on the practice of strategic management, where in corporate leaders, practitioners, researchers and students try to find the answer to the most fundamental question '*How does a company become successful and stay successful?*'. The aim of this course on strategy is to train the students to develop an understanding of strategic processes and their impact on organizations. The course introduces to the basics of strategy and the various strategic alternatives available to enable its learners to comprehend and practice strategic management in challenging business situations.

Course Content:

Unit-A: Introducing Strategy

Introduction, Strategy, Environment, Strategic capability, Strategic purpose Strategic management.

Unit-B: Business Level Strategy

Identifying SBU, Competitive advantage, sustaining competitive advantage, competitive strategy.

Unit-C: Corporate Level Strategy

Corporate level strategy, strategic directions, reasons of diversification, portfolio matrices, International Strategy.

Unit-D: Strategic Methods & Development Process

Methods of pursuing strategies, strategy evaluation, strategic choices

Intended strategy development, emergent strategy development, patterns of strategy development, challenges for managing strategy development.

Course Outcomes:

1. Knowledge Outcomes:

At the end of the course, the student should be able to:

- Understand the model of strategy and its component
- Describe PESTEL,SWOT, BCG and Porter's 5-Force model
- Explain different strategic gaps and potential opportunities or threats
- Describe company's business model and assess its corporate culture
- Describe strategy clock to understand bases of achieving competitive advantage
- Explain growth strategies for product and geographic diversity
- Describe relationship between strategy and technology
- Understand strategy planning cycle to manage change
- Develop strategy- programs, budgets, procedures and checks

2. Skill Outcomes:

At the end of the course, the student should be able to:

- Identify some common triggering events that act as stimuli for strategic change
- Conduct industry analysis to understand industry competitive forces
- Scan functional resources to determine best strategic fit
- Identify competitive and cooperative strategies
- Analyze Porter's Diamond Model for national advantage
- Carry out stake holder mapping for the expectations and output of the strategy
- Carry out strategic audit

Methodology:

- 23 participative lectures to discuss the theoretical concepts
- 3 In-house practicals
- 3 Assignments based on subject matter/ In-house practicals
- 3 Quizzes based on subject matter

Grading:

Internal assessment		-	50%
i.	Assignments	10%	
ii.	Quizzes	5%	
iii.	Attendance	5%	
iv.	In-house Practical	10%	
v.	Mid-term exam	20%	
End Term Exam		-	50%

Required Books and Materials:

Text Book:

1. Gerry Johnson and Kevan Scholes, "Exploring Corporate Strategy: Text and Cases," Pearson Education, New Delhi

Reference Book:

1. Thomas L Wheelan and J David Hunger, "Concepts in Strategic Management and Business Policy: Toward Sustainability," Pearson Education, New Delhi

Lecture Schedule for MST551: Strategy

Lecture: 1	
Pedagogy	<ul style="list-style-type: none">• Oral and Power Point based interaction• Introducing strategy by discussion• Discussion about importance of strategy
Topics to be covered	<ul style="list-style-type: none">• ITC Bingo Case Study- An eye opener• Setting the stage for introduction to Strategy
Learning Outcome	<ul style="list-style-type: none">• Students will be able to understand the importance of Strategic Management and its relationship with various other disciplines.• The student understands the unifying effect of strategy
Readings	ITC Bingo Case Study (Available on eUniv)
Case Study/Practical	ITC Bingo Case Study
Assignment/Quiz/Project	-
Instructions for Next lecture	Reading on defining strategy from Gerry Johnson and Kevan Scholes, "Exploring Corporate Strategy: Text and Cases," Pearson Education, New Delhi: pages 1-10

Lecture: 2	
Pedagogy	<ul style="list-style-type: none">• Power Point Presentation and discourse• Discussion with the help of examples
Topics to be covered	<ul style="list-style-type: none">• Journey of the word strategy• Defining strategy

Learning Outcome	<ul style="list-style-type: none"> • Know the evolution of the strategy. • Realize that strategy carries a sense of winning.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 1-10
Case Study/Practical	Practical scenarios or situations
Assignment/Quiz/Project	--
Instructions for Next lecture	Reading on strategic management from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 11-29

Lecture: 3	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation and White Board Based Interaction. • Discussion with students around the topic with practical examples • Discourse on the vocabulary of strategic management.
Topics to be covered	<ul style="list-style-type: none"> • Strategic management
Learning Outcome	<p>After studying this chapter student will be able to understand concept of strategic management with components:</p> <ol style="list-style-type: none"> 1. Planning 2. Implementation, and 3. Control for total effect.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 11-29
Case Study/Practical	Practical scenarios or situations
Assignment/Quiz/Project	
Instructions for Next lecture	Students are required to read about vision, mission and objectives etc., from Gerry Johnson and Kevan Scholes,

	“Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 12-14
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Tutorial: 1	
Pedagogy	<ul style="list-style-type: none"> • Power Point and white board based interaction • Interactive discussion on strategy lenses.
Topics to be covered	<ul style="list-style-type: none"> • Discussion on the role of the paradigm in strategy formulation. • Strategy as: <ol style="list-style-type: none"> 1. Ideas 2. Design and 3. Experience
Learning Outcome	<ul style="list-style-type: none"> • Students will be able to appreciate the constraints of strategy. • Students will know how to overcome them.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 41-57
Case Study/Practical	Strategy Lenses from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 41-57

Lecture: 4	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation and White Board based interaction • Discussion on the micro and macro forces of environment.
Topics to be covered	<ul style="list-style-type: none"> • Scanning the Environment
Learning Outcome	<ul style="list-style-type: none"> • Able to discuss importance of environmental scanning. • Learning about the approaches and their advantages and disadvantages. • PESTEL Analysis
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 53-88
Case Study/Practical	
Assignment/Quiz/Project	

Instructions for Next lecture	Reading on strategic purpose from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 131-173
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Lecture: 5	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation and White Board based interaction • Discussion on the fundamental objective.
Topics to be covered	<ul style="list-style-type: none"> • Business level scanning- BCG
Learning Outcome	Learning the fundamental purpose ‘wealth maximization of stake holders by achieving success and staying successful’.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 131-173
Case Study/Practical	Practical scenarios or situations
Assignment/Quiz/Project	Assignment – I to be announced
Instructions for Next lecture	Reading on strategic capability from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 93-128

Lecture: 6	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, And White Board based interaction • Discussion on understanding dimension of strategy.
Topics to be covered	<ul style="list-style-type: none"> • GE Business Screen
Learning Outcome	Learning the importance of strategic capability vis-à-vis organizational resources.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 93-128

Case Study/Practical	Practical scenarios or situations
Assignment/Quiz/Project	
Instructions for Next lecture	Students are required to read about Porter's 5-force model from Gerry Johnson and Kevan Scholes, "Exploring Corporate Strategy: Text and Cases," Pearson Education, New Delhi: pages 78-87

Tutorial: 2	
Pedagogy	<ul style="list-style-type: none"> • Power Point and white board based interaction • Discourse on BCG and GE Business Screen
Topics to be covered	Students will be able to carry out industry attractiveness analysis through BCG and GE Business Screen.
Learning Outcome	Will be able to practically use the concept.
Readings	Gerry Johnson and Kevan Scholes, "Exploring Corporate Strategy: Text and Cases," Pearson Education, New Delhi: pages 78-87
Case Study/Practical	Illustration 2.4: Cycles of Competition

Lecture: 7	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation and White Board based interaction • Introduction to Portfolio techniques
Topics to be covered	<ul style="list-style-type: none"> • Industry attractiveness: <ul style="list-style-type: none"> ○ Porter's 5-Force Model
Learning Outcome	<ul style="list-style-type: none"> • Applying 5-Force model
Readings	Gerry Johnson and Kevan Scholes, "Exploring Corporate Strategy: Text and Cases," Pearson Education, New Delhi: pages 224-251
Case Study/Practical	
Assignment/Quiz/Project	
Instructions for Next lecture	Read about competitive advantage from Gerry Johnson and Kevan Scholes, "Exploring Corporate Strategy: Text and Cases," Pearson Education, New Delhi: pages 224-239

Lecture: 8	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation and White Board based interaction • Discussion on completion and competitive edge
Topics to be covered	<ul style="list-style-type: none"> • Competitive advantage
Learning Outcome	<ul style="list-style-type: none"> • Students will be able to understand importance competitive advantage. • Appreciate the core competency and core product.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 224-239
Case Study/Practical	
Assignment/Quiz/Project	- Quiz-I
Instructions for Next lecture	Reading on sustaining competitive advantage from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 1-35

Lecture: 9	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation and interaction • Discussion on how to make competitive advantage sustain.
Topics to be covered	<ul style="list-style-type: none"> • Sustaining competitive advantage
Learning Outcome	<ul style="list-style-type: none"> • Understand why it’s probably the most difficult task to sustain competitive advantage.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 1-35
Case Study/Practical	Practical scenarios or situations
Assignment/Quiz/Project	
Instructions for Next lecture	Come prepared with the scenarios or situation where once market leaders are no longer the leaders. Read about GE Matrix from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 319-322

Tutorial: 3	
Pedagogy	PPT, White board and marker
Topics to be covered	Drawing a GE Matrix for an organization
Learning Outcome	Students will be able to apply the GE Matrix
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 319-322
Case Study/Practical	Solution to the caselets

Lecture: 10	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board • Discussion on competitive strategy.
Topics to be covered	<ul style="list-style-type: none"> • Competitive strategy
Learning Outcome	<ul style="list-style-type: none"> • Learn dimensions of competition
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 1-36
Case Study/Practical	
Assignment/Quiz/Project	Assignment-II to be announced
Instructions for Next lecture	Reading on corporate level strategy from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 255-289

Lecture: 11	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board • Discussion on types and levels of strategy.
Topics to be covered	<ul style="list-style-type: none"> • Corporate level strategy
Learning Outcome	<ul style="list-style-type: none"> • Student will be able to understand hierarchy of strategies

Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 255-289
Case Study/Practical	Practical scenarios
Assignment/Quiz/Project	
Instructions for Next lecture	Reading on strategic directions from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 257-261

Lecture: 12	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board • Discussion of possible directions and thought.
Topics to be covered	<ul style="list-style-type: none"> • Strategic directions
Learning Outcome	<ul style="list-style-type: none"> • Students will be able to appreciate the directions into strategy
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 257-261
Case Study/Practical	
Assignment/Quiz/Project	
Instructions for Next lecture	Read Illustrations 5.6 and 5.7 from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 257, 263

Tutorial: 4	
Pedagogy	<ul style="list-style-type: none"> • Power Point and white board based interaction • Case discussion
Topics to be covered	<ul style="list-style-type: none"> • Illustrations 5.2
Learning Outcome	<ul style="list-style-type: none"> • Students will be able to appreciate various aspects of alliances and • How benefits of stake holders get affected

Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 257, 263
Case Study/Practical	Aforesaid illustration

Lecture: 13	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board • Discussion of Product-market grid.
Topics to be covered	<ul style="list-style-type: none"> • Reasons of diversification
Learning Outcome	<ul style="list-style-type: none"> • Learn about the ways of growth: <ul style="list-style-type: none"> • Product development • Market development and • Diversification
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 262-269
Case Study/Practical	Practical Scenarios
Assignment/Quiz/Project	
Instructions for Next lecture	Reading on diversification from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 278-289

Lecture: 14	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board • Further discussion on growth grid
Topics to be covered	<ul style="list-style-type: none"> • Related and unrelated diversification
Learning Outcome	<ul style="list-style-type: none"> • Student should be able to understand the need for diversification

Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 278-289
Case Study/Practical	Practical scenarios
Assignment/Quiz/Project	Quiz –II to be taken
Instructions for Next lecture	Reading on international strategy from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 293-314

Lecture: 15	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board • Discussion on option of international movement.
Topics to be covered	<ul style="list-style-type: none"> • International Strategy
Learning Outcome	<ul style="list-style-type: none"> • Learn about the pros and cons of going international
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 291-314
Case Study/Practical	Practical scenarios or situations
Assignment/Quiz/Project	Assignment-III to be announced
Instructions for Next lecture	Attempt to understand Illustration 6.3 from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 294

Tutorial: 5	
Pedagogy	Discussion on Illustration 6.3 and 8.6
Topics to be covered	<ul style="list-style-type: none"> • Concept and Application of international diversity

Learning Outcome	Students will be able to evaluate political and environmental risks in an international movement.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 294
Case Study/Practical	Illustration 6.3 and 8.6 from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 294

Lecture: 16	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board and marker • Discussion around methods of pursuing strategies
Topics to be covered	<ul style="list-style-type: none"> • Methods of pursuing strategies
Learning Outcome	<ul style="list-style-type: none"> • Students will be able to understand how to pursue strategies and methods like TOWS matrix
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 347-360
Case Study/Practical	Practical scenarios
Assignment/Quiz/Project	
Instructions for Next lecture	Read about strategy evaluation from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 357-376

Lecture: 17	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board and marker • Discussion around the criteria used to evaluate a strategy
Topics to be covered	<ul style="list-style-type: none"> • Strategy evaluation
Learning Outcome	<ul style="list-style-type: none"> • Learn how to evaluate a strategy
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 357-376
Case Study/Practical	Practical scenarios

Assignment/Quiz/Project	
Instructions for Next lecture	Read about structural types from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 396-408

Lecture: 18	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board • Discussion on structural types
Topics to be covered	<ul style="list-style-type: none"> • Structural types and their merits and demerits
Learning Outcome	<ul style="list-style-type: none"> • Understand various structures
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 396-408
Case Study/Practical	Practical scenarios
Assignment/Quiz/Project	
Instructions for Next lecture	Reading on strategic planning and organizational configurations from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 407-416

Lecture: 19	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board • Discussion on organizing for success
Topics to be covered	<ul style="list-style-type: none"> • Strategic planning and organizational configurations
Learning Outcome	<ul style="list-style-type: none"> • Understand the role of situational factors vs design parameters
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 423-433
Case Study/Practical	Practical scenarios
Assignment/Quiz/Project	

Instructions for Next lecture	Reading on Illustration 8.8 from Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 436
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Tutorial: 6	
Pedagogy	Case study discussion
Topics to be covered	<ul style="list-style-type: none"> • The Case: Marks & Spenser
Learning Outcome	Students will be able to understand that strategy and structure should fit together.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 436
Case Study/Practical	Above case study as provided already

Lecture: 20	
Pedagogy	<ul style="list-style-type: none"> • Power Point Presentation, White Board and • Discussion on intended strategies
Topics to be covered	<ul style="list-style-type: none"> • Intended strategy development
Learning Outcome	<ul style="list-style-type: none"> • Understand how routine constraints mould intended strategy into an emergent strategy.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 564-577
Case Study/Practical	
Assignment/Quiz/Project	
Instructions for Next lecture	Read about Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 577-586

Lecture: 21	
Pedagogy	<ul style="list-style-type: none"> • Power Point and white board based interaction

	<ul style="list-style-type: none"> • Discussion on emergent strategies
Topics to be covered	<ul style="list-style-type: none"> • Emergent strategy development
Learning Outcome	<ul style="list-style-type: none"> • Understand how routine constraints mould intended strategy into an emergent strategy.
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 577-586
Case Study/Practical	
Assignment/Quiz/Project	Quiz-III
Instructions for Next lecture	Read about Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi pp 586-595

Lecture: 22	
Pedagogy	<ul style="list-style-type: none"> • Power Point and white board based interaction • Discussion on processes of strategy.
Topics to be covered	<ul style="list-style-type: none"> • Multiple processes of strategy development
Learning Outcome	<ul style="list-style-type: none"> • Understand the characteristics of strategy development processes
Readings	Gerry Johnson and Kevan Scholes, “Exploring Corporate Strategy: Text and Cases,” Pearson Education, New Delhi: pages 586-595
Case Study/Practical	Practical scenarios
Assignment/Quiz/Project	
Instructions for Next lecture	Reading on Strategic Audit from Thomas L Wheelan and J David Hunger, “Concepts in Strategic Management and Business Policy: Toward Sustainability,” Pearson Education, New Delhi. pages 32, 42-49, 391

Lecture: 23	
Pedagogy	<ul style="list-style-type: none"> • Power Point and white board based interaction • Discussion on Strategic Audit

Topics to be covered	<ul style="list-style-type: none"> Strategic audit
Learning Outcome	<ul style="list-style-type: none"> Understand the holistic effect of managing strategy
Readings	Thomas L Wheelan and J David Hunger, “Concepts in Strategic Management and Business Policy: Toward Sustainability,” Pearson Education, New Delhi. Pages 32, 42-49, 391
Case Study/Practical	Practical scenarios or situations
Assignment/Quiz/Project	
Instructions for Next lecture	Reading on strategic audit from Thomas L Wheelan and J David Hunger, “Concepts in Strategic Management and Business Policy: Toward Sustainability,” Pearson Education, New Delhi. pages 32, 42-49, 391

Tutorial: 7	
Pedagogy	<ul style="list-style-type: none"> Power point and white board based oral interaction
Topics to be covered	Case discussion with students on: <ul style="list-style-type: none"> The case: Ray Ozzie- Software Strategist
Learning Outcome	Students will be able to understand webification of strategy
Readings	Thomas L Wheelan and J David Hunger, “Concepts in Strategic Management and Business Policy: Toward Sustainability,” Pearson Education, New Delhi. pages 32, 42-49, 391
Case Study/Practical	Relevant scenarios or situations (End of syllabus)

Casestudies for Discussions

Bingo vs Frito Lays

In 2006-07 ITC Food division decided to enter the fast growing (20-30% annually) snacks segment, an altogether new field for it. It had only one national competitor-Pepsico's Frito. After a year its wafer snack brand- Bingo, fetched 20% market share across the country. Bingo's introduction was coincided with the cricket world cup. The wafer snacks market is estimated to be around Rs. 250 crores. The company could take the advantage of its existing distribution network and also source potatoes from farmers easily. Before ITC could enter the market, a cross-functional team made a customer survey through a marketing research group in 14 cities of the country to know about the snacks and eating habits of people. The result showed that the customers within the age-group of 15-24 years were the most promising for the product as they were quite enthusiastic about experimenting new snack taste. The company reported to its chefs and the chefs came out with 16 flavours with varying tastes suiting to the target age-group. The company decided to target the youngsters as primary target on the assumption that once they are lured in, it was easier to reach the whole family.

Advertising in this category was extremely crowded. Every week two-three local products in new names were launched, sometimes with similar names. To break through this clutter the company decided to bank upon humour appeal. The Industry sources reveal that ITC spent about Rs. 50 crores on advertisement and used all possible media- print and electronic, both including the creation of its own website, bingobingoyoungo.com with offers of online games, contests etc. Mobile phone tone downloading was also planned which proved very effective among teenagers. The site was advertised on all dotcom networks. MTV, Star TV, Zee TV and other important channels were also used for its advertisement along with FM radio channels in about 60 cities with large hoardings at strategic places.

Analysts believes that Bingo's success story owes a lot to ITC's widespread distribution channels and aggressive advertisements. Humour appeal was a big success. The 'Bingo' was made visible by painting the Railway bogies passing across the States. It has also been successful to induce Lovely Brothers' Future Group to replace Frito in their Big-Bazaar and chain of food Bazaars. ITC is paying 4% higher margin than Pepsico to Future group and other retailers.

Bingo is giving Pepsico a run for its money. Frito's share has already been reduced considerably. Retail tie-ups, regional flavours, regional humour appeals have helped ITC. But ITC still wants a bigger share in the market and in foreign markets also, if possible.

Answer the following questions:

- a. Define a strategy for Frito Lays to gain back its market share.
- b. Comment on the promotional strategies of ITC.

c. Give a note on power games played between the two competitors.

Steel Industry

For a long time, the steel industry was seen as a static and unprofitable one. Producers were nationally based, often state owned and frequently unprofitable – between the late 1990s and 2003, more than 50 independent steel producers went into bankruptcy in the USA. The twenty-first century has seen a revolution. For example, during 2006, Mittal Steel paid \$35bn (£19.6bn; A28bn) to buy European steel giant Arcelor, creating the world's largest steel company. The following year, Indian conglomerate Tata bought Anglo-Dutch steel company Corus for \$13bn. These high prices indicated considerable confidence in being able to turn the industry round.

In the last 10 years, two powerful groups have entered world steel markets. First, after a period of privatization and reorganization, large Russian producers such as Severstal and Evraz entered export markets, exporting 30 million tonnes of steel by 2005. At the same time, Chinese producers have been investing in new production facilities, in the period 2003 –2005 increasing capacity at a rate of 30 per cent a year. Since the 1990s, Chinese share of world capacity has increased more than two times, to 25 per cent in 2006, and Chinese producers have become the world's third largest exporter just behind Japan and Russia.

Steel is a nineteenth-century technology, increasingly substituted for by other materials such as aluminum in cars, plastics and aluminum in packaging and ceramics and composites in many high-tech applications. Steel's own technological advances sometimes work to reduce need: thus steel cans have become about one-third thinner over the last few decades.

Key buyers for steel include the global car manufacturers, such as Ford, Toyota and Volkswagen, and leading can producers such as Crown Holdings, which makes one-third of all food cans produced in North America and Europe. Such companies buy in volume, coordinating purchases

around the world. Car manufacturers are sophisticated users, often leading in the technological development of their materials.

The key raw material for steel producers is iron ore. The big three ore producers – CVRD, Rio Tinto and BHP Billiton – control 70 per cent of the international market. In 2005, iron ore producers exploited surging demand by increasing prices by 72 per cent; in 2006 they increased prices by 19 per cent.

The industry has traditionally been very fragmented: in 2000, the world's top five producers accounted for only 14 per cent of production. Most steel is sold on a commodity basis, by the tonne. Prices are highly cyclical, as stocks do not deteriorate and tend to flood the market when demand slows. In the late twentieth century demand growth averaged a moderate 2 per cent per annum. The start of the twenty-first century saw a boom in demand, driven particularly by Chinese growth. Between 2003 and 2005, prices of sheet steel for cars and fridges trebled to \$600 (£336; A480) a tonne. Companies such as Nucor in the USA, Thyssen-Krupp in Germany as well as Mittal and Tata responded by buying up weaker players internationally. New steel giant Mittal accounted for about 10 per cent of world production in 2007. Mittal actually reduced capacity in some of its Western production centres.

Questions:

- (i) In recent years, which of the five forces has become more positive for steel producers, which less so?
- (ii) In the future, what might change to make the steel industry less attractive or more attractive?

Illustration 2.4

Cycles of competition

Changes in the business environment and moves by competitors erode the competitive position of organisations which, in turn, respond by counter-moves. Competition moves through cycles and any competitive advantage is temporary.

Consider the interactions between Francotop, the highly profitable dominant player in a French consumer goods niche, and Deutschespitze, a German company with a similar product that was wishing to become a significant European-wide player.

Deutschespitze's first competitive move was to target a consumer age group where consumption and brand awareness in France were both low. Francotop had limited its marketing efforts to the over-25 age groups – the Germans saw a possibility of extending the market into the 18–25 group and aimed their promotional efforts at the group with some success. This first move was ignored by Francotop as it did not impact on its current business. However, from this bridgehead Deutschespitze's second move was to attack Francotop's key older market. This triggered Francotop to launch an advertising campaign reinforcing brand awareness in its traditional segments, hoping to confine the German company to its initial niche.

Deutschespitze responded by counter-advertising and price reductions – undermining the margins earned by its French rival. Competition then escalated with a counter-attack by Francotop into the German market. This wider competitive activity played itself out resulting in the erosion of both of the original strongholds and a progressive merger of the French and German markets.

It is possible at this stage that this whole cycle of competition could have repeated itself in an

adjacent market, such as the UK. However, what happened was that Deutschespitze saw an opportunity to move away from this *cost/quality* basis of competition by adapting the product for use by businesses. Its core competences in R&D allowed it to get the adapted product to market faster than its French rival. It then consolidated these first-mover advantages by building and defending barriers. For example, it appointed key account salespeople and gave special offers for early adoption and three-year contracts.

Nevertheless, this stronghold came under attack by the French firm and a cycle of competition similar to the consumer market described above was triggered. However, the German firm had built up enough financial reserves to survive a price war, which it then initiated. It was willing and able to fund losses longer than the French competitor – which was forced to exit the business user market.

Questions

- 1 Could the French firm have slowed down the cycle of competition?
- 2 How could the French firm have prevented the German firm escalating competition, to its advantage, in the business user market?

Illustration 5.2

When in China . . .

As Western firms move into China, understanding Chinese ways of doing business becomes crucial.

David Hands has operated in Beijing for real estate firm Jones Lang Lasalle (JLL), where he had to develop the business in China. *Management Today* reported an interview with him:

There are a huge number of opportunities in China but it's crucial to sort the wheat from the chaff and you need to work on efficiency to do that. For example, we had problems with time management in the early stages. Imagine trying to set up a meeting where everybody is turning up at different times, and where nobody has thought to specify an agenda for the meeting. Or there will be three multi-hour meetings for a client who barely gives us any business. It was tough to make people understand the importance of breaking down costs versus benefits.

It took time to get the Chinese to value the advice that JLL could provide because, whilst they are accustomed to paying for goods, paying for services came as a culture shock:

You have to learn to go step by step and give a little. You can't turn up at someone's office and say: 'Pay me a large amount of money in advance'. And you have to really show them where you can add value to their operations.

There are also problems of understanding hierarchy:

You may think you are dealing with the top guy and he is asking you for a discount. You give him one. But then you meet up with another five managers in gradually ascending order and they all ask for discounts. So beware!

The symbols of hierarchy are not the same either. Unlike in some Western countries where status symbols such as car and clothing brands may signify status, in China senior management are likely to dress 'more drably':

Cheap clothing is important in a culture plagued by corruption: dressing down diverts attention from any ill-gotten gains, but the head honcho still wants to assert his authority and one way he does that is by having an

entourage of flunkies. . . . I learnt early on that if I didn't reciprocate by going to meetings with one or more assistants, people would just take me less seriously.

To the Westerner there may also seem to be a lack of courtesy: 'They basically think they own you, in the same way as they own a car or luxury watch after they have paid for them.'

Staff relationships to the boss are also more important than staff relationships to the company: 'That's why you'll find staff cleaning their boss' cars on the weekend. We have to teach staff that this will not earn them promotion . . . '.

Another interviewee had experience of Chinese bureaucracy:

When you are negotiating with the government you need to find somebody who feels you can help him personally benefit from the deal. Once your interests are aligned, he can then guide you through the maze. . . . It's not a matter of getting somebody's name card and going out for a drink. In China you have to earn that person's gratitude and trust and you do that by doing them favours. The bigger the favour, the more they will help you professionally as well as privately.

Source: D. Slater, 'When in China . . .', *Management Today*, May (2006). Reproduced from *Management Today* magazine with the permission of the copyright owner, Haymarket Publications Limited.

Questions

- 1 On the evidence of these interviews identify how the cultural norms and taken-for-granted assumptions of Chinese managers differ from those of Western managers.
- 2 If you are seeking to operate in a country with a very different culture, other than talking with people experienced in that market, how else would you set about trying to understand the culture and its underlying assumptions?

Marks & Spencer

Nardine Collier

The M&S formula for success

Michael Marks began his penny bazaars in the late 1880s. He soon decided he needed a partner to help run the growing firm and Tom Spencer, a cashier of Marks' supplier, was recommended. From this partnership Marks & Spencer (M&S) steadily grew. Simon Marks took over the running of M&S from his father, turning the penny bazaars into stores, establishing a simple pricing policy and introducing the 'St Michael' logo as a sign of quality. There was a feeling of camaraderie and a close-knit family atmosphere within the stores, with staff employed whom the managers believed would 'fit in' and become part of that family. The staff were also treated better and paid more than in other companies. The family nature of this firm dominated top management too: until the late 1970s the board was made up of family members only.

Marks was renowned for his personal, top-down, autocratic management style and his attention to detail. This also manifested itself in the way he dealt with suppliers. He always used the same UK-based suppliers and meticulously ensured that goods were exactly to specification, a relationship designed to build reliance of the suppliers and ensure high and consistent quality.

Until the late 1990s M&S was hugely successful in terms of profit and market share, running its operations according to a set of fundamental principles; namely to:

- offer customers high-quality, well-designed and attractive merchandise at reasonable prices under the brand name St Michael;



Photo: Charles Hewitt/Picture Post/Getty Images

- encourage suppliers to use the most modern and efficient production techniques;
- work with suppliers to ensure the highest standards of quality control;
- provide friendly, helpful service and greater shopping comfort and convenience to customers;
- improve the efficiency of the business, by simplifying operating procedures;
- foster good human relations with customers, suppliers and staff and in the communities in which M&S trade.

Its specialist buyers operated from a central buying office from which goods were allocated to the stores. The store managers followed central direction on merchandising, layout, store design and training. Every M&S store was identical in the procedures it followed, leading to a consistency of image and a guarantee of M&S standards. However, it also meant

This is an abridged version of the full 'A' case (which can be found in the classic case collection). A 'B' case can be found in the Text and Cases version of the 8th edition of *Exploring Corporate Strategy*.

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store managers were severely restricted in how they could respond to the local needs of customers.

During M&S's growth there were few changes to its methods of operation or strategies. Its reputation for good-quality clothing was built on basics, the essentials which every customer needed and would outlast the current fashion and trends seen in other high street retailers. As it did not have fitting rooms till the 1990s, all assistants carried tape measures and M&S would give a 'no quibble' refund to any customer who was unhappy with the product he or she had purchased. As its products remained in the stores all year round for most of its history it never held sales.

The success of M&S continued into the 1990s. Richard Greenbury, the CEO from 1991, explained this success:

we followed absolutely and totally the principles of the business with which I was imbued. . . . I ran the business with the aid of my colleagues based upon the very long standing, and proven ways of running it. (Radio 4, August 2000)

Successive chief executives were renowned for their attention to detail in terms of supplier control, merchandise and store layout; and it seemed to work. M&S's success under Marks was often attributed to his understanding of customer preferences and trends. However, because of this, it could also mean that buyers tended to select merchandise which they knew chief executives would approve of. For example, since it was known Greenbury did not want M&S to be at the cutting edge of fashion, buyers concentrated on the types of product they knew he would like – 'classic, wearable fashions'.

There were other problems of centralised authority. On one occasion Greenbury had decided that to control costs there would be less full-time sales assistants. Although this led to an inability in stores to meet the service levels required by M&S, when Greenbury visited, all available employees were brought in so that it appeared the stores were giving levels of service that, at other times, they were not. It also meant there was little disagreement with directives from the top, so policies and decisions remained unchallenged even when executives or store managers were concerned about negative effects. Customer satisfaction surveys that showed decreasing satisfaction throughout the late 1990s

were kept from Greenbury by senior executives who felt he might be annoyed by the results.

A hitch in the formula

M&S's problems began to hit the headlines in October 1998 when it halted its expansion programme in Europe and America and in November announced a 23 per cent decline in first-half profits, causing its shares to fall drastically. Greenbury blamed a turbulent competitive environment, saying that M&S had lost sales and market share to its competitors from both the top and bottom ends of the retail market. Competitors at the top end of the market, such as the Gap, Oasis and Next, offered similarly priced goods, but more design focused with up-to-date fashions. At the bottom end, Matalan and supermarkets ranges such as the 'George' range at Asda offered basic clothing at significantly lower prices. Moreover, Tesco and Sainsbury's were now offering added value foods which had been pioneered by M&S.

Commentators suggested that M&S no longer understood or reacted to its customers' needs. It misread its target market, and could not understand that customers who purchased food or underwear might not want products from its home furnishings range. It had continued too long with its traditional formula and ignored changes in the marketplace. Greenbury was too focused on the day-to-day operations of the firm rather than long-term strategy. M&S was tied to a generalised view of the market, instead of trying to understand and tailor offerings to the various market segments. It had no loyalty card at a time when almost every other retailer did. Although a large proportion of M&S customers were women and much of the merchandise was womenswear, top management were dominated by men. Almost all managers and executives were promoted internally, starting at the bottom of the organisation and becoming immersed in its routines and traditions. It had an inward-looking culture strongly reinforced by Greenbury and his autocratic approach.

In November 1998, Greenbury announced that he would be stepping down. There followed a series of heavily publicised arguments between Keith Oates, Greenbury's deputy, and Peter Salsbury, another director, whom the media suggested was Greenbury's favoured successor. It was Salsbury who was

eventually appointed as CEO. Oates elected to take early retirement. Analysts commented that, as Salsbury had only worked in womenswear, one of the worst-performing units in M&S, it might have been wiser to bring in an outsider.

During this period of boardroom scuffles, M&S's problems were compounded by its £192m (A270m) purchase of 19 Littlewoods department stores. These required refurbishment at a cost of £100m at the same time as existing M&S stores were being refurbished. The disruption had a far worse effect on customers than M&S had expected, leading Greenbury to describe the clothing section as a 'bloodbath'. In January 1999 M&S announced its second profits warning. It had been a bad Christmas trading period made worse by M&S overestimating sales and buying £250m worth of stock that then had to be heavily discounted.

New tactics . . . but more problems

In an attempt to regain confidence, Salsbury implemented a restructuring strategy, splitting the company into three: UK retail business, overseas business and financial services. He also established a company-wide marketing department to break down the power of the traditional buying fiefdoms established around product lines. The marketing department would adopt a customer-focused approach, rather than allowing buyers to dictate what the stores should stock. There were new clothing and food ranges, reinforced by a large-scale promotional campaign, to attempt to restore its image as an innovative retailer offering unique, quality products. Explaining that he wanted to move away from a bureaucratic culture by creating a decision-making environment that was unencumbered by hierarchy, Salsbury stripped away of layers of hierarchy and established a property division so that rents were charged to stores to make store managers more accountable for branch performance.

In June Greenbury retired a year early, a decision which came just before the board entered a three-day meeting to discuss 'a few hundred pages of its new strategy'. Salsbury commented:

What we are doing has moved away from his [Greenbury's] methodology and thought processes . . . decisions were reached without him being able to have an input. (*Financial Times*, 23 June 1999)

In September M&S stated that it was in the process of overseas sourcing while severing links with some UK suppliers, streamlining international operations, diversifying into home and Internet shopping, and creating a department dedicated to identifying new business opportunities. However, customers continued to voice their concerns regarding the clothing range:

There are so many items here to find and they don't tend to segregate it out, so there's something I might like next to something my granny might like. (*Financial Times*, 28 September 1999)

By November M&S had more bad news for its shareholders when it revealed its shares had fallen to the lowest price since 1991. There followed reports of Tesco, American pension fund companies and Philip Green, the retail entrepreneur, being interested in acquiring M&S. To counteract these rumours M&S implemented another management restructuring to become more customer focused, establishing seven business units: lingerie, womenswear, menswear, childrenswear, food, home, and beauty. Executives were appointed at just below board level to head the units, reporting directly to Salsbury who believed the flatter structure allowed M&S to be more responsive to market changes and customer needs.

A new horizon

In January 2000 Luc Vandeveld was appointed chairman. Belgian-born Vandeveld had left his managing director role at Promodés, the French food retailer, where he had achieved a sixfold increase in stock value. This was the first time anyone from outside M&S had been appointed to the position of chairman.

In the next two years there followed more changes. He unveiled an exclusive clothes collection from haute couture designers. Purchasing of the clothing range was shifted to almost 100 per cent Asian sources. M&S stopped using its famous green carrier bags, and relegated the St Michael logo to inside clothing. Stores were grouped on the basis of demographic characteristics and lifestyle patterns, instead of operating with the old system which allocated merchandise dependent on floor space. Still the fortunes of the company declined. In May 2000 M&S announced a fall in profit of £71.2m.

There was another restructuring into five operating divisions: UK retail; international retail; financial services; property; and ventures. Within the UK retail division seven customer business units were established, and to ensure customer focus each unit would have dedicated buying and selling teams. There was further store modernisation; more customer advisers on the shop floor; and the opening of three prototype stores where all new initiatives and concepts would be tested. M&S disclosed plans to offer clothes at a discounted price in factory outlet malls. Early in 2001 it announced its plans to withdraw from its stores in Europe and Brooks Brothers in America and franchise those in Hong Kong. In the midst of this, in September 2000, Salisbury retired.

Discussing the still disappointing end-of-year results, Vandevelde scaled back on the promises he had made on his arrival for recovery within two years. However, he was confident that he had the right recipe for recovery, it was just a matter of time.

There followed the decision to move out of its headquarters in Baker Street, London, and into a new building in Paddington. For those who had worked in M&S's headquarters, the grey and imposing building symbolised much that had gone wrong with the retailer. Its endless corridors were described as Kremlin-like, and the small individual offices reflected the status of the occupant by the thickness of the carpet. Former managers described the building as 'oppressive', with facilities that were not conducive to modern working practices, few casual meeting rooms, and a highly structured hierarchy for the 4,000 employees who worked there. Commentators were delighted with the move; they felt it showed M&S was at last tackling the problems at its core, not just altering merchandise and store layout.

It was not till the end of November 2001 that there were signs of an upturn in trading performance. This followed the arrival of Yasmin Yousef, a new creative designer, and the much heralded collaboration with

George Davies, founder of Next and the creator of the 'George' clothing range at Asda. Davies introduced the Per Uno women's range targeted at 25–35 fashion-conscious customers to compete with brands like Mango and Kookai. Davies had secured a deal whereby he owned Per Una, and retained the profits from supplying M&S. To operate so autonomously he had invested £21m of his own money. He was therefore designing, manufacturing and distributing the clothes independently of M&S.

In 2001 Vandevelde also head-hunted Roger Holmes to be Head of UK Retailing. Holmes started his career as a consultant for McKinsey, moving to become Financial Director of DIY chain B&Q, Managing Director of retailers Woolworths, and finally Chief of Electricals for the Kingfisher group. Was a new era for M&S beginning?

Sources:

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Questions

- 1 Analyse the organisational culture of M&S in the 1990s.
- 2 Why was M&S so successful for so long?
- 3 Why did it suffer the downturn in the 1990s?
- 4 Why did the changes made from 1998 to 2001 fail to overcome the problems?

Illustration 6.3

The strategy battle in the wine industry: Australia vs. France

The benefits of successful differentiation may be difficult to sustain.

For centuries French wines were regarded as superior. Building on the Appellation d'Origine Contrôlée (AOC) system, with its separate label requirements and controls for nearly 450 wine-growing regions, the emphasis was on the distinct regionality of the wines and the chateau-based branding. In the AOC system the individual wine-grower is a custodian of the *terroir* and its traditions. The quality of the wines and the distinct local differences are down to the differences in soil and climate as well as the skills of the growers, often on the basis of decades of local experience.

However, by 2001 the traditional dominance of French wines in the UK seemed to have ended, with sales of Australian wine outstripping them for the first time. This went hand in hand with huge growth in wine consumption as it became more widely available in supermarkets, where Australian wine was especially successful. The success of Australian wines with retailers was for several reasons. The quality was consistent, compared with French wines that could differ by year and location. Whilst the French had always highlighted the importance of the local area of origin of the wine, in effect Australia 'branded' the country as a wine region and then concentrated on the variety of grape – a Shiraz or a Chardonnay, for example. This avoided the confusing details of the location of vineyards and the names of chateaux that many customers found difficult about French wines. The New World approach to the production of wine in terms of style, quality and taste was also based around consumer demand, not local production conditions. Grapes were sourced from wherever necessary to create a reliable product. French wines could be unpredictable – charming to the connoisseur, but infuriating to the dinner-party host, who expects to get what he or she paid for.

Between 1994 and 2003 France lost 84,000 growers. There was so much concern that in 2001, the French government appointed a committee to study the problem. The committee's proposals were that France should both improve the quality of its appellation wine and also create an entirely new range of quality, generic wines, so-called 'vins de cepage' (wines based on a grape variety). A company called

OVS planned to market the Chamarré brand – French for 'bursting with colours', to sell between £5 and £7 (£7.25 and £10.15), the price range where New World wines have made the biggest inroads. OVS President Pascal Renaudat, who has had 20 years in the wine business, explained:

We have to simplify our product and reject an arrogant approach that was perhaps natural to us. It is important to produce wine that corresponds to what people want to drink and at a good price. . . . This is not wine for connoisseurs. It is for pleasure.

'It's time to get rid of the stuffy pretentiousness that surrounds French wine,' said Renaud Rosari, Chamarré's master wine-maker. 'Chamarré is about bringing our wines to life for the consumers – the brand is lively, uncomplicated and approachable and means consistently high quality wines, with the fresh easy drinking style customers are looking for.'

There was qualified optimism: Jamie Goode of *wineanorak.com* saw it as a brave commercial decision. However: 'The trouble is that everybody is doing it. . . . Access to market is key. You need to get into the supermarkets, but you need to have a strong brand with which to negotiate or else they will savage you on price.'

Sources: Adapted from *Financial Times*, 11 February and 3/4 March (2001); *Independent*, 4 August (2003); *Sunday Times*, 5 February (2006); *Guardian Unlimited*, 7 February (2006).

Questions

- 1 Explain the high and distinct reputation of French wines of the past in terms of the bases of sustainable differentiation explained in sections 6.4.2 and 3.4.
- 2 What were the reasons for the success of Australian wines? Are these as sustainable?
- 3 What competitive strategy is Chamarré adopting to respond to the challenge of Australian (and other 'New World') wines?

Illustration 8.6

Global, local or regional?

Debate rages over whether companies are really becoming more global, or whether local or indeed regional pressures remain strong.

Ted Levitt, Harvard Business School professor and former non-executive director of the international advertising firm Saatchi & Saatchi, has provocatively made the case for deep commitment to global strategies in all kinds of markets. He argues that modern communications technologies are creating homogeneous market needs, while manufacturing technologies are increasing the benefits of scale. Given the cost advantages of scale, and the diminishing importance of consumer differences, companies that commit to truly global strategies will be able to use low prices to sweep out all competitors still focused on local needs. He argues: 'The global company will seek to standardize its offering everywhere. . . . Companies that do not adopt to the new global realities will become victims of those that do.' He cites Coca-Cola, Rolex, Sony and McDonald's as exemplars of the trend. Companies should not hanker over detailed differences left over from the past, but recognise the big picture of coming globalisation.

Levitt's sweeping argument brought a spirited response from American academics Gerry Wind and Susan Douglas, warning of 'the Myth of Globalisation'. They challenge both the trend to homogenisation and the growing role of scale economies. Even apparently global companies adapt to country needs: for example, Coca-Cola sells local products in Japan alongside its classic Coke, and its Dasani bottled water is a success in the USA, but a failure in Europe. As to scale, new flexible automation technologies may even be reducing economic order sizes, allowing short production runs adapted to local needs. Besides, as the world gets richer, consumers will be less price sensitive and more ready to spend on indulging their local tastes. Wind and Douglas warn that blind confidence in the inevitability of globalisation will surely lead to business disappointment.

Between the two poles of global and local there is a third position: regional. Pankaj Ghemawat points out that most international trade is intra-regional. European countries trade predominantly with each

other. The trend towards intra-regional trade is actually growing, from about 40 per cent of all trade 40 years ago to 55 per cent at the beginning of the twenty-first century. This is reflected in the nature of multinational companies as well. Alan Rugman calculates that in the early years of the twenty-first century over 300 out of the world's largest corporations still have more than half their sales in their home region. An apparently global company like McDonald's is effectively bi-regional, with 80 per cent of its sales concentrated in North America and Europe. Established multinationals such as General Electric and Procter and Gamble have 60 per cent and 55 per cent of their sales respectively back home in North America.

Ted Levitt might be impatient with these empirical details. The essential issue for him is: where are things going in the future? Certainly there are still local differences in taste, but are these declining overall? Maybe there is a growth of intra-regional trade, but is this just the result of transitional events such as the creation of the North American Free Trade Agreement or the sucking-in of imports by China? We should not be distracted by temporary blips on the grand highway to global integration.

Sources: T. Levitt, 'The globalization of markets', *Harvard Business Review*, May-June (1983), pp. 92-102; S. Douglas and G. Wind, 'The myth of globalization', *California Journal of World Business*, vol. 22, no. 4 (1987), pp. 19-30; P. Ghemawat, 'Regional strategies for global leadership', *Harvard Business Review*, December (2005), pp. 98-108; A. Rugman, *The regional multinationals*, Cambridge University Press, 2005.

Questions

- 1 Make a list of products and services which are getting more 'global' over time; then make a list of products and services which are getting less 'global'.
- 2 How many countries in the world have you visited in your lifetime? How many countries had your parents visited by the same age?

Ray Ozzie, software strategist

During 2005 and 2006, Ray Ozzie took an increasingly important strategic role at the computer software giant Microsoft, finally emerging as the company's Chief Software Architect. At the centre of Ozzie's new strategy was the endeavour to 'webify' Microsoft, widely perceived to have fallen behind Internet upstarts such as Google and Yahoo!. Developing this new strategy involved more than formulating a bold and challenging new vision for Microsoft. Ozzie faced difficult decisions even in the sheer practicalities of strategy making. Thus Ozzie had to design a top management strategy retreat; he had to find a way of maintaining the momentum after that retreat; and finally, he had to decide how best to communicate the key themes of the emerging new strategy.

Ozzie was regarded by many experts as a software genius. In 1984 he had founded Iris Associates, which five years later launched, under contract for the Lotus Development Corporation, the first commercial e-mail and collaboration software for major corporations, Lotus Notes. Lotus Development Corporation bought Iris for \$84m (£47m; A67m) in 1994, and the next year computer giant IBM in turn bought Lotus. Three years later, Ozzie left IBM to found Groove Networks, another collaboration software company. In March 2005, Microsoft bought Groove Networks in order to integrate its collaboration features into the next generation of its Office products. Ozzie joined Microsoft as a new employee.

What Microsoft paid for Groove Networks was undisclosed, but it certainly made Ozzie an even wealthier man. In other respects, however, Ozzie's position was not so comfortable. Ozzie's starting position was as only one of three chief technology officers at Microsoft, a company with 70,000 employees. Initially he would be commuting weekly from his home in Boston on the East Coast to the Microsoft headquarters in Redmond on the West Coast. Besides, Groove Networks had been Ozzie's own show, and much smaller, with just

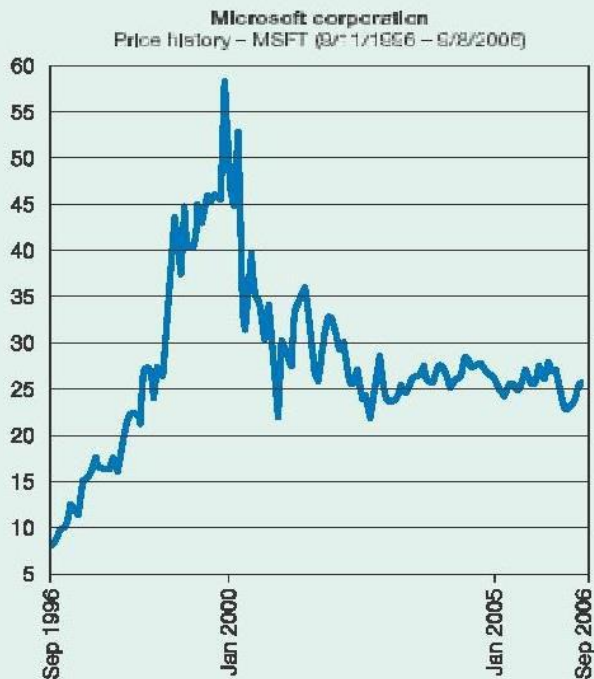


Bill Gates (left) and Ray Ozzie (right)

200 employees. As Ozzie said in an interview with MSNBC: 'The great thing about a small company is that you can put a lot of effort into one thing – but you can have limited impact. In a larger role, I'll probably have less focused impact, across a broader range of things.'

The company that Ozzie was joining did indeed operate across a broad range of products. It was responsible for the near universal Microsoft Windows operating system; for the equally pervasive Microsoft Office range of products; for the Xbox games business; for the MSN Internet portal; and for MSNBC cable television. Total turnover was \$40bn and the company had \$35bn cash reserves. The company was still dominated by Bill Gates, who had founded it in 1975 and boasted in 2005 that he had worked every single day in the intervening 30 years. In 2005, Gates was still the company's Chief Software Architect.

But by 2005 the company was apparently stagnating. Turnover and profits were still climbing, but the stock price had been stuck for several years. From a peak of nearly \$60 a share, Microsoft had been fluctuating around \$25 (see the figure). Microsoft's core business model relied on selling



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proprietary software direct either to users or to computer manufacturers for pre-installation on machines. This model was being challenged by free open-source software (such as Linux) and web-based companies whose software was free off the Internet and supported by advertising (such as Google or Yahoo!). Microsoft was widely perceived as yesterday's company.

Ozzie was not going into Microsoft blind. As a Fortune article describes, even before being hired, Ozzie had attended the March retreat of the company's top 110 or so executives, including Bill Gates. The two-day retreat was organised by Microsoft's CEO, Steve Ballmer, and took place at the luxurious Semiahmoo Resort, overlooking the Pacific and with a spa and two golf courses. According to Fortune, the retreat kicked off with a team-building exercise in which the executives broke into groups of six or seven. Each group was given a bag of parts for a battery-powered Mars rover. The goal: build the rover quickly, but with the fewest parts. Bill Gates' team won. On the second day, groups were assigned to breakout sessions in order to brainstorm various strategic issues. Gates, Ozzie and several other top

technologists were put in a group tasked with defining Microsoft's 'core' – the set of things Microsoft does uniquely well that could be used across all Microsoft's product lines. Ozzie recalled the breakout session: 'It was the first time I had a chance as an insider to see how people within the company relate to Bill.' When the group went into its appointed conference room, he told Fortune, 'they tended to just naturally fall with Bill at one end and other people around the sides. In some ways they were being deferential, and in some ways he was just one of the gang in a really lively peer discussion.'

The nature of Microsoft's core emerged as the key strategic issue from Semiahmoo. Ballmer, however, seemed unable to push the issue forward. The group of executives he had asked to arrange a larger event to develop the issue refused to organise it. They argued it was premature and likely to cause undue alarm to involve more people at that stage. The momentum from Semiahmoo seemed to have evaporated, until Ballmer turned to Ozzie to ask him to take forward the concept of the strategic core. Soon after, Ballmer asked Ozzie to take the lead with another top management retreat, to take place in June. As Ozzie commented to Fortune: 'I had more than a bit of anxiety, given I had never worked with these folks before'.

Ozzie worked closely with Gates, Ballmer and some other senior executives to design this second retreat. It would take place over one day at Robinswood House, a small hotel based on a nineteenth-century pioneer lodge close to Microsoft's headquarters. Just 15 senior executives were to attend; Gates was not invited. The Robinswood facilities were cramped and somewhat basic, with everybody sitting elbow to elbow in a small room. The room was cold and the food attracted complaints. Everybody had been circulated before the meeting with a 51-page memo from Ozzie with his diagnosis of the strategic challenge facing Microsoft.

Ozzie kicked off the retreat by restating the strategic challenge to Microsoft. Fortune reports that Ozzie maintained his usual genial and non-confrontational style, but no punches were pulled about Microsoft's past mistakes. Ozzie recalled how the group of senior managers then went through a 'cathartic exercise of venting about every negative thing' in the company's technical and organisational strategy of recent years. 'It was story after story after

story.' For 14 hours, the senior Microsoft executives worked continuously debating the future of the company. The group's conclusion was that Microsoft needed major change. At the end of the debate, Ballmer demanded of his colleagues: 'If there are any concerns, you've got to say them now.' There was no dissent.

This time Ballmer and Ozzie worked hard to ensure follow-through. A series of weekly half-day meetings were scheduled for the executives who had been at the retreat, with strong pressure for attendance. Ozzie set the agenda for the meetings and for eight weeks the executives debated specific aspects of the new strategy in a conference room right next door to Ballmer's office. There was a good deal of controversy still, but progress was made. In mid-September, Ballmer announced a set of major organisational changes and promotions. Most significant was the merger of Windows and MSN to create a new Platform Products and Services group within Microsoft, firmly based on the web. Significant too was Ozzie's promotion to chief technology officer for Microsoft as a whole, and the movement of his office and staff to the high-security top-floor suite where Gates and Ballmer had their offices too.

The web strategy moved forward. In late October Bill Gates and Ray Ozzie each released important internal memos (soon leaked to the Internet). The Gates memo was dated Sunday 30 October, subject Internet Services Software and e-mailed to all Microsoft Executive Staff and Direct Reports and the Distinguished Engineers group. Gates recalled his memo of 10 years earlier, entitled the Internet Tidal Wave, which had launched a revolution within Microsoft to catch up with the first-generation Internet challenge. He then introduced the new issue of Internet software (or web-based) services. He attached Ozzie's own memo on which he commented: 'I feel sure we will look back on [this] as being as critical as the Internet Tidal Wave. Ray outlines the great things we and our partners can do using the Internet Services approach. The next sea change is upon us.'

Ozzie's own attached memo dated from the Friday before and was addressed to Executive Staff and Direct Reports. It was 5,000 words long, with the subject line 'The Internet Services Disruption'. The memo started positively, by asserting that Microsoft was in the midst of its most important new product

phase in its history, referring to the launch of the Xbox 360 and many other products. But it continued quickly to remind readers that the company was innovating at a time of great turbulence and change. This was not unprecedented, however. The memo continued by recalling that the company had needed to review its core strategy and direction roughly every five years throughout its history.

Ozzie recalled three previous changes, including the Internet Tidal Wave, on a five-year cycle going back to 1990. He then proposed the existence of a new business model, Internet-based software supported by advertising. He concluded the memo's introduction by insisting that everybody should reflect on the environmental change, on the company's strengths and weaknesses and on its leadership responsibilities. He warned that if his fellow employees did not reflect and respond quickly and decisively, the company as it stood was seriously at risk. He repeatedly used the word 'we' to underline the common challenge.

Ozzie's e-mail continued in detail. It contained criticism of Microsoft's past innovation leadership in the industry. It warned of more innovative competitors, specifically naming such companies as Google, Apple, Yahoo! and start-ups such as Flickr and Skype. The memo then proposed three key tenets driving fundamental shifts in the competitive landscape: the power of the advertising-supported economic model; the effectiveness of a new Internet download delivery model; and the demand for integrated user experiences that 'just work'. It developed new opportunities, in which the key repeated word was 'seamless', implying more integrated and user-friendly customer experiences across entertainment, communications and work applications. The memo also sketched key implications for all three Microsoft divisions.

The final parts of Ozzie's memo were particularly significant. In a section headed 'What's Different', Ozzie directly addressed possible sceptics amongst his audience. He acknowledged that many would just say that there was nothing very new in what he had said and that Microsoft had been trying similar things for many years, going back to the early 1990s. Some might say that this memo was no big deal.

Ozzie then specified four reasons why it would be different to last time. The first was simple. Invoking 'Bill' Gates and 'Steve' Ballmer by their first names,

he insisted that the senior leadership was absolutely committed to the vision outlined in the memo. As evidence, he cited the recent reorganisation of the company into three divisions, including the creation of the new Platform Products and Services group.

The three other reasons highlighted the space opened up by the completion of the upcoming product launches, the technological opportunities now available and the competitive threat.

The memo continued with a final section headed 'Next Steps'. Here he specified a timetable by which division presidents would be assigning individual managers as 'scenario owners' to take forward various initiatives, to work together with Ozzie, to consult within Microsoft and finally to develop concrete new plans. Ozzie provided the address for an internal blog that he would keep, which would provide relevant documents and his own thoughts as they continued to develop. He also promised to experiment with various other ways to allow Microsoft employees to engage with him directly in the strategic conversation.

On 1 November, Bill Gates and Ray Ozzie jointly unveiled the new strategy to a press conference in

San Francisco. In June 2006, Gates announced that he would be retiring from a full-time role in Microsoft, easing out over two years. Ozzie took over Gates' role as the company's Chief Software Architect. He had meanwhile bought himself an apartment near the Microsoft headquarters, overlooking Seattle harbour. His wife started commuting to him.

Main sources: D. Kirkpatrick and J.L. Yang, 'Microsoft's new brain', *Fortune*, 15 May (2006), pp. 52–63; 'Bill Gates: Internet Software Services', at http://blogs.zdnet.com/web2explorer/?page_id=53; 'Ray Ozzie: the Internet Services Disruption', at <http://www.scripting.com/disruption/ozzie/TheInternetServicesDisruptio.htm>; 'Microsoft to buy Groove Networks', MSNBC, 10 March (2005).

Questions

- 1 Why was the Semiahmoo retreat not successful in creating sustained momentum around the issue of Microsoft's 'core'?
- 2 Why was Ozzie more successful in creating follow-on action after the Robinswood retreat?
- 3 Comment on Ozzie's communications strategy with regard to the Internet Services Disruption.

Annexure V

Faculty list of Faculty of Management Sciences and Liberal Arts
(For programs offered other than MBA program by School of Business
Management and Liberal Arts)

Faculty of Management Sciences and Liberal Arts				
Sr No.	Name of Faculty	Designation	Qualification	Date of Joining
1	Mr. Ranjeet Singh	Assistant Professor	MBA, B.A.,Tally	28.07.2008
2	Ms. Harsha Thakur	Assistant Professor	MBA	12.06.2010
3	Mr. Vikrant Chauhan	Assistant Professor	M. P. Ed.	04.05.2011
4	Mr. Sumit Verma	Assistant Professor	MBA	02.07.2012
5	Mr. Pawan Sharma	Assistant Professor	MBA	02.07.2012
6	Mr. Munish Prabhakar	Associate Professor	M.B.A/B.Sc.	08.10.2012
7	Ms. Poonam Nanda	Associate Professor	M.A.(English)	01.04.2013
8	Ms. Shubhika Sharma	Assistant Professor	MBA, Ph.D. (Pursuing)	31.05.2013
9	Col. Tejinder Pal Singh Gill	Professor	MA (Public Administation), M.Sc.(Defence Studies)	01.10.2015
10	Ms. Neha Banyal	Assistant Professor	MBA	01.10.2015
11	Mr. Praveen Vasisht	Professor	M.A.	27.01.2016
12	Mr. Vipin Pubby	Professor	PG (English)	05.04.2017
13	Mr. Pratip Mazumdar	Professor	B.Com, PG Diploma in Hospitality Administration, Hotel Management	03.07.2017
14	Mr. Vijay Kumar	Assistant Professor	MBA, Ph.D. (Pursuing)	31.07.2017
15	Ms. Ranjna Thakur	Assistant Professor	Master of Mass Communication, NET,SET	01.08.2017
16	Mr. Karan Berry	Assistant Professor	M.Sc. (Hotel Management Catering Tech. & Tourism) NET	08.08.2017
17	Dr. Sakshi Sharma	Assistant Professor	Ph.D., NET, JRF	10.04.2017
18	Mr. Bhausahab Rajaram B.	Assistant Professor	M.Sc./MS	14.08.2017
19	Mr. Shubham Verma	Assistant Professor	MBA	01.05.2017
20	Col. Bikram Ahluwalia	Professor	MBA	05.02.2018

Sr No.	Name of Faculty	Designation	Qualification	Date of Joining
21	Mr. Manav Bansal	Associate Professor and Director HR	B.Tech (CSE), MBA(HR)	10.09.2018
22	Mr. Ankit Shukla	Assistant Professor	Master of Hotel Management	01.02.2018
23	Mr. Shivendra Krishan	Assistant Professor	MBA	29.01.2018
24	Ms Lata Negi	Assistant Professor	MA (English) B.Ed.	12.03.2018
25	Mr. Vineet Sharma	Assistant Professor-cum-Manager (Operations)	Master in Tourism Management, B.Sc.	01.08.2018
26	Mr. Pushpender Verma	Associate Business Analyst	MBA	25.04.2018
27	Ms. Sakshi Sharma	Associate Business Analyst	MBA	25.04.2018
28	Mr. Suraj	Associate Business Analyst	MBA	25.04.2018
29	Mr. Anuj	Manager Career Development	MBA	01.05.2018

ANNEXURE VI

Teaching Cases

Case 1:

Fairness Wars

“The saffron and milk combination in Fairever clicked with the people because they were familiar with the goodness of the products. And we changed the rules by introducing saffron which had never been used in fairness creams in the past.”

C.K. Ranganathan, CEO & MD, CavinKare Ltd

“Fair & Lovely continues to grow in a healthy manner. Only two out of ten Indians use face creams. That means strong growth prospects for all brands.”

A HLL Spokesperson

WHO’S THE FAIREST OF THEM ALL?

In June 1999, the FMCG major Hindustan Lever Ltd. (HLL)¹ announced that it would offer 50% extra volume on its Fair & Lovely (F&L) fairness cream at the same price to the consumers.² This was seen by industry analysts as a combative initiative to prevent CavinKare’s³ Fairever from gaining popularity in retail markets. HLL’s scheme led to increased sales of F&L and encouraged consumers to stay with F&L and not shift to the rival brand.

In December 1999, Godrej Soaps⁴ created a new product category – fairness soaps – by launching its FairGlow Fairness Soap. The product was successful and reported sales of more than Rs. 700 million in the first year of its launch. Godrej extended the brand to fairness cream by launching FairGlow Fairness Cream in July 2000.

By 2001, CavinKare’s Fairever fairness cream, with the USP of ‘a fairness cream with saffron’ acquired a 15% share, and F&L’s share fell from 93% (in 1998) to 76%. Within a year of its launch, Godrej’s FairGlow cream became the third largest fairness cream brand, with a 4% share in the Rs. 6 billion fairness cream market in India. The other players, including J.L. Morrison’s Nivea Visage fairness cream and Emami Group’s Emami Naturally Fair cream, had the remaining 5% share. Clearly, the fairness cream and soaps market was witnessing a fierce battle among the three major players – HLL, CavinKare, and Godrej – each trying to woo the consumer with their attractive schemes.

BACKGROUND

In 1975, HLL launched its first fairness cream under the F&L brand. With the launch of F&L, the market, which was dominated by Ponds (Vanishing Cream and Cold Cream) and Lakme (Moisturizing Lotion), lost their dominant position. The

1. HLL, a 51.6% subsidiary of Unilever Plc, was the largest FMCG company in India, with a turnover of Rs114 billion in 2000. The company’s business ranged from personal and household care products to foods, beverages, specialty chemicals and animal feeds.
2. Initially HLL offered Rs. 5 off on F&L. This was followed by 20% extra volume for the same price, which was later increased to 50% extra volume.
3. In 1983, C.K. Ranganathan (Ranganathan) established Chik India, with an investment of Rs.15000. Chik India was later renamed Beauty Cosmetics, and then went public in 1991. In
4. 1998, the company was renamed CavinKare Ltd.
5. Godrej Soaps’ major product lines were toilet soaps and detergents, industrial chemicals, cosmetics and men’s toiletries. It had interests in several other businesses such as real estate,
6. agro produce, etc through its subsidiaries. In April 2001, the consumer goods business of Godrej Soaps was demerged into a new company. The chemicals division remained with Godrej Soaps, with the new name, Godrej Industries.

dominance of HLL's F&L continued till 1998, when CavinKare launched its Fairever cream in direct competition with F&L. Within six months of its launch, Fairever captured more than 6% of the market share. The success of Fairever attracted other players. Every product in this segment was witnessing growth higher than the overall personal care product category growth. The fairness cream market was growing at 25% p.a., as compared to the overall cosmetic products market's growth of 15% p.a. In 2000, there were 7 main brands in the fairness product market across the country.

Table I

Major Players in the Fairness Products Market

Company	Brand	Product Category
HLL	Fair & Lovely	Cream, Soap
Emami	Naturally Fair	Cream
CavinKare	Fairever	Cream
Paras	Freshia	Cream
Godrej	FairGlow	Soap, Cream
Ponds	Ponds fairness cream, Ponds cold cream	Cream, Lotion
Lakme	Lakme Sunscreen lotion, Lakme Sunscreen cream	Cream, Lotion

CASE 2: FAIR (NESS) WARS

In 1998, CavinKare launched Fairever fairness cream. The company took care to stick to the herbal platform that its consumers had come to associate with all CavinKare products. Fairever seemed to be an instant success. Fairever's market share jumped from 1.23% in 1998 to 8.13% in 1999. The brand was expected to grow from Rs 160 million in 1999 to Rs 560 million in 2000. Its success attracted many players, including Godrej (FairGlow) and Paras Chemicals (Freshia). Existing products like Emami Naturally Fair and F&L were promoted with renewed vigor.

In December 1999, Godrej launched FairGlow fairness soap and created a new product category. The soap claimed to remove blemishes to give the user a smooth and glowing complexion. FairGlow was positioned as a twin advantage soap – a clean fresh bath and the added benefit of fairness. In early 2000, Godrej Soaps launched Nikhar, which was based on the ancient Indian formula of milk, besan and turmeric. Though Nikhar and FairGlow were positioned differently – Nikhar targeted fairness and FairGlow claimed to protect skin naturally – the objective of both was the same, get more of a stagnating market.

In April 2000, HLL introduced Lux Skincare soap, positioned on the sunscreen platform. Priced at Rs.14 for a 75gm cake, it was able to garner only a 0.5% share by 2000 end. In comparison, the mother brand Lux had a share of 14%. Retailers claimed that sales for the Lux variant were poor as it promised only protection from ultraviolet rays. While this soap prevented one from growing darker, it did not promise to enhance the complexion.

By 2000 end, F&L cream seemed to be losing ground not only to other creams but also to FairGlow soap. The switch from cream to soap was largely because soaps were perceived to be less harmful to the skin than cream. HLL did not have a product in its soap portfolio for this segment, and this was where Godrej seemed to have gained. However, in 2001, HLL followed Godrej's footsteps and launched Fair & Lovely Fairness Soap. This intensified the competition. F&L's extension into soaps was in tune with HLL's strategy to develop and grow the premium segment of the market.

Since the growth in the toilet soap market had slowed down, the industry felt that premium soaps would re-energise the market. Sangeeta Pendurkar, Marketing Manager, HLL, said, "We are targeting the 50,000 tonne premium soaps market with F&L. We believe F&L soap will synergise with F&L cream as research reveals that the usage of both will deliver

better fairness.” Analysts felt that though FairGlow had the first mover advantage, F&L soap’s growth potential could not be underestimated given the strong equity of the mother brand.

In 1999, HLL and CavinKare hiked the price of F&L and Fairever by Re. 1 from Rs.25 and Rs.26 respectively. In 2000, Fairever was back to its original price to maintain price parity. Many stockists said that this was done to push the product against F&L. A stockist commented, “The company was trying out this price to compete with F&L and other new brands that have come in. But we did not see higher sales due to this and the company reverted to its original price.” During 2000-01, while the fairness cream market was growing at an average of 15% Fairever’s growth had slowed down. Analysts felt that this was mainly because Fairever was priced higher than competing products.

Meanwhile, in January 2000, HLL filed a patent infringement suit for Rs.100 million in the Kolkata High Court against CavinKare Ltd. HLL alleged that CavinKare was using its patented F&L formula without its knowledge or permission. HLL obtained an ex-parte stay on CavinKare, but CavinKare got the stay vacated in a week’s time. It also filed a patent revocation application in the Chennai High Court and defended the suit on the grounds that HLL’s patent was not valid. CavinKare further claimed that the ingredients contained in the composition were ‘prior art’ and that the new patent was not an improvement of the earlier patent, which had expired in 1988.

In September 2000, the companies suddenly opted for an out-of-court settlement. CavinKare gave an undertaking to the court that the company would not “manufacture and/or market either by themselves or by their agents any fairness cream by using silicone compound in combination with other ingredients covered in patent no. 169917 of the plaintiff (HLL), namely Niacinamide, Parsol MCX, Parsol 1789, with effect from September 15, 2000.” HLL also gave an undertaking that it would not interfere with the sale of the cream manufactured on or before September 15, 2000, lying with the wholesalers, re-distribution stockists, and retailers.

CASE3: PROMOTIONAL WARS

During 2000-01, with major players entering the market, the existing products were promoted with renewed vigor through price reductions, extra volumes, etc. Many products were marketed aggressively. While F&L advertisements projected fairness comparable to the moon’s silvery glow, FairGlow offered the added benefit of a blemish-free complexion.

But Fairever, which sold at a higher price, did not initiate any promotional activities.

B. Nandakumar, President (Marketing) CavinKare, explained, “We will not tailor our product to the competition. We’ll do so for the consumer. Freebies are not the only way to garner sales.” However, analysts believed that CavinKare did not undertake

any promotional activities due to lack of financial muscle.

On February 14, 2000, as a part of its promotional activities, Godrej Soaps announced the ‘Godrej FairGlow Friendship Funda’,⁵ in various colleges in Maharashtra. In August 2000, it launched the ‘FairGlow Express,’ the first branded local train in India,

1. ‘Friendship Funda’ was a system for delivering messages on Valentine’s Day. About 50,000 cards were distributed so students could write their Valentine’s Day love messages. Special mailboxes for collecting these cards were spread out over 50 different campuses. The cards were collected, sorted, and handed over to the addressees.

in Mumbai, in partnership with Western Railways. In December 2000, Godrej took its FairGlow brand to the web by launching www.fairglow.com. Later, it launched a unique online promotional scheme – ‘the FairGlow Face of the Fortnight.’ Every fortnight, one winner was selected and showcased on the website. The winner also won prizes like

perfume hampers, gold and pearl jewellery, holiday for two etc. In early 2001, Godrej Soaps also launched its FairGlow cream in an affordable sachet (pouch pack). The 9gm sachet was priced at Rs. 5, and claimed to give around 15-20 applications per pack. It was initially launched in South India, and was expected to enter other markets very soon.

THE WARS CONTINUE UNABATED

In early 2001, three major players – HLL, CavinKare and Godrej – competed fiercely to penetrate the market further with their attractive schemes. A growing number of pharma and OTC drug companies like Emami, Ayurvedic Concepts, Paras etc. also entered this segment. Companies were also facing competition from Amway, Avon, Modicare etc., which were into direct selling. The market was seeing a major convergence of product categories with the emergence of more and more variants to fill every conceivable niche.

This heightened competition forced companies to increase their advertisement spends. HLL re-launched F&L and quadrupled its advertising expenditure. CavinKare more than doubled its ad spends from Rs.215 million in 1999 to Rs.500 million in 2001. Godrej and Emami too planned to raise their ad spends. But even as ad spends increased, fakes entered the market. Fair & Lovely's fakes were rampant with names like Pure & Lovely and Fare & Lovely. Fairever's copies were Four Ever, For Ever or Fare Ever.

In early 2001, HLL launched Nutririch Fair & Lovely Fairness Reviving Lotion to protect its brand from any threat in the premium segment. The new product was claimed to be scientifically formulated to protect the skin from harmful ultraviolet rays and enhance natural fairness. The new formula, containing Triple UV Guard Sun protection system and the fairness ingredients Vitamin B3 and milk proteins, promised to restore and protect the natural skin colours from the sun's darkening effects. The product was also claimed to contain Niacinamide making it the only patented formula fairness cream. It was targeted at women in the age group of 18-35 and was priced at a premium. A 50ml pack was priced at Rs.38 and a 100ml pack at Rs.68. HLL also launched 'Pears Naturals Fairness cream' at the same time.

By mid 2001, the fairness concept was no longer restricted to creams and soaps, but had expanded to talcs also. Emami was test marketing a herbal fairness talc in the South. The rapid expansion of the fairness business had two consequences: cutthroat competition and a flurry of copycats. Every company - from the market leader to the new entrants – was forced to rethink its marketing strategies, spend lavishly on advertisements, and even seek legal action against unfair claims.

Even though there was no scientific backing for the manufacturer's claims that their products enhanced fairness, prevented darkening of skin, or removed blemishes, sales of fairness products continued to gallop. Dr R.K. Pandhi, Head of the Department of Dermatology, AIIMS, Delhi, said, "I have never come across a medical study that substantiated such claims. No externally applied cream can change your skin colour. Indeed, the amount of melanin in an individual's skin cannot be reduced by applying fairness creams, bathing with sun-blocking soaps or using fairness talc."

In 2001, the organised market of branded fairness cream products was worth about Rs 6 billion. The unbranded and fakes market was estimated to be Rs 1.5 billion. The market was big and the potential was even bigger. In India, beauty seemed to be associated with fairness more than with anything else. With such an attitude firmly entrenched in the minds of millions of people, the fairness products market would see fair days ahead.

Questions for Discussion:

- Q1. Though CavinKare's Fairever was an instant success, its market share stagnated after two years of its launch. How can CavinKare increase Fairever's market share?
- Q2. "In the early 1970s, fairness products were offered in the form of creams. By 2000-01, the fairness concept was no longer restricted to creams, but had expanded to soaps and talcs also." Discuss.
- Q3. HLL's Fair & Lovely was the pioneer in the fairness products segment, and ruled the market until 1998. After 1998 it started losing its share to new entrants and direct selling companies. Explain the steps taken by HLL to regain its position in the fairness products market.

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Application of Fishbone Analysis for Evaluating Supply Chain and Business Process- A CASE STUDY ON THE ST JAMES HOSPITAL

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ABSTRACT

Conducting business is certainly not the easiest things to do in this hyper-competitive business fraternity. The scenario for the manufacturing firms is even more challenging as their value chain are the longest and widest by every considerations. Therefore, it is immensely vital for the manufacturing operators to analyze their supply chain properly so that they can establish a real good one in their armoury. The fishbone analyse is a tool for analyzing the business process and its effectiveness. It is also commonly referred as "Ishikawa Diagram" because it was invented and incorporated by Mr. Kaoru Ishikawa, a Japanese quality control statistician. It is defined as a fishbone because of its structural outlook and appearance. The fishbone analyse is a tool for analyzing the business process and its effectiveness. This study was intended towards evaluating the supply chain and business process of St. James Hospital. The analysis reveals that the problem areas are lack of proper equipment, faulty process, misdirected people, poorly materials managed, improper environment, and inefficient management.

KEYWORDS

Fishbone, St James Hospital, Business Process, Supply Chain

1. Introduction:

Business process is certainly a complex one and in this hyper-competitive market the complexity is even of more extremity. In this turbulence outset, every firm strive to make their every activity as efficient as possible. In doing so, they analyze and evaluate the current position and by that process they find-out areas where they can correct themselves and go forward towards obtaining excellence in operation (Southern, 1995). Over the years academicians and researchers has been working intensely to provide business operators different models and analysis tools. The objectives to provide such tools is to assists the business professionals to uncover the key issues of business and take corrective actions for continuous improvement (Balanced Scorecard Institute, 2007). Among those models "The Fishbone Analysis" is without any doubt a popular one. This study is about "The Fishbone Analysis" and its application to find out the problems and providing solutions to the case study of St James Hospital and Lucas Engineering system (Balanced Scorecard Institute, 2007).

2. The Fishbone Analysis:

The fishbone analyse is a tool for analyzing the business process and its effectiveness. It is also commonly referred as "Ishikawa Diagram" because it was invented and incorporated by Mr. Kaoru Ishikawa, a Japanese quality control statistician. It is defined as a fishbone because of its structural outlook and appearance. In normal stature it looks like a skeleton of a fish. The fishbone diagram and analysis typically evaluates the causes and sub-causes of one particular problem and therefore assists to uncover all the symptoms of any business problem (American Society for Quality, 2005). For that particular reason it is also termed as "Cause-Effect analysis". In a typical fishbone diagram the main problem which is required to be resolved has been put on the head of the diagram and the causes are put as the bones and then smaller bones are created as the resemblances of the sub-causes. Ultimately after completion of the diagram it is a comprehensive evaluation of the causes of the main problems and also reveals the root causes as well (Balanced Scorecard Institute, 2007). There are six classic categories of a fishbone diagram which are categorized as the main causes of any problems of business process. Those are people, equipment, materials, environment, management and process. The analysis of these six variables reveals the reasons of a problem irrespective of its type or severity (Ishikawa, 1986). In this study the same thing will be done for the St James Hospital and Lucas Engineering system. First of all the fishbone analysis will be done with six classic variables and in the second analysis those will be further analyzed with more causes or bones.

3. The case Study of St James Hospital:

This case study on St James Hospital reveals a quite interesting picture. It is about the supply chain management and directed toward achieving highest possible efficiency in that. The case study reveals that the hospital is facing immense problem to ensure sound supply chain management. There is no coordination among every action and everywhere there is haphazardness. Too many people are giving orders, sometimes they are experiencing overstocking and sometimes there is no stock to fulfil the demand of the patients, the numbers of suppliers are too many and too many people are interfering in the supply chain management system. There are other problem areas as well like staffs are not linked in the system, peoples are unwilling to share information and people are direction less. As a result the hospital is increasingly failing to maintain its well established and long lasted reputation. In this fishbone analysis the causes of the inefficient supply chain management of the hospital will be uncovered and simultaneously solution will be provided to get back to the operational excellence (Bence, 1995).

4. The First Fishbone Analysis:

The fishbone analysis is certainly a very good way to reveal inside picture of one particular issue. It is of great usage also to for going inside into the story and that help to detect relevant issues simultaneously (American Society for Quality, 2005). In this article first of all a very general fishbone analysis will be done by drawing the first fish bone with the six classic categories. Afterwards the major problem will be detected and the second and most important fishbone analysis will be done by putting that into the head of the second diagram.

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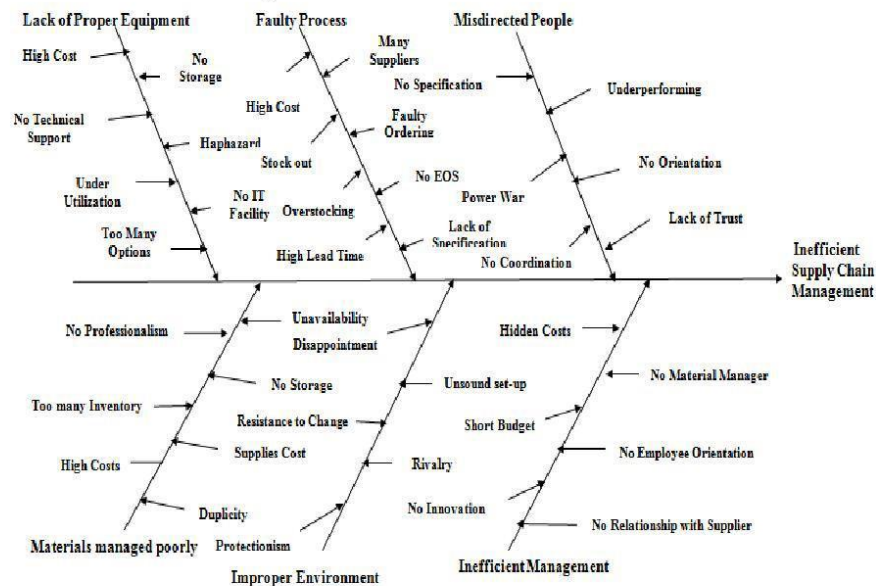
5.1. Lack of Proper Equipment:

Acquiring most suitable equipments and utilizing those properly is always the key for every operation maintenance as well as supply chain management (Otto, 1995). But an inside look at the case study reveals that one of the main causes of the inefficient supply chain management of the hospital is because of the inability of the authority to maintain and acquire proper equipment. Few equipments are not been utilized up to the fullest capacity while few are organized in a haphazard way. The people of the hospital do not have adequate IT facility to look after the equipment in a better way and they also lack technical supports. High costs of new equipment are another profound reason. Due to that factor the hospital is not been able to capture updated equipments and lagging behind the competition (Bence, 1995).

5.2. Faulty Process:

Efficient business process requires efficient supply chain and operation process. A sound process ensures synergy and contributed towards greater business success in product and service industry (Poli, et al., 1988). The practices of the St James Hospital reveal that they are currently undertaking a very inefficient and faulty process. The reasons of that are poor inventory management and that are causing stock out and overstocking at times. The poor execution of the process also rooted to the cause like high costs, lack of specifications, and faulty ordering system. Too many suppliers and high lead times also worsening the case (Bence, 1995).

The Second Fishbone Diagram:



5.3. Misdirected People:

Peoples are the lifeblood of every organization. If they are not well-motivated and well-directed, it is very difficult for that organization to gain success (Sturges and Kilani, 1992). The people of the hospital are found to be involved in power war and they are never ready to trust each other. There is no coordination among them and very few are sure about their job specifications. As a result they are failing to contribute towards the organizations goal and as a result the supply chain management system is suffering a lot and the hospital is losing its reputation (Bence, 1995).

5.4. Materials Managed Poorly:

Materials management is the key for ensuring smooth and high-performed supply chain management (Sturges and Kilani, 1992). The hospital of this case study is found to be managing the materials in an inept way. There is no professionalism and duplicity of the order is more frequent than ever before. The reasons of poor materials management also rooted into few serious causes like high costs of supplies, lack of proper storage capacity, unavailability of required materials at required times. It is very much essential to eliminate these problems for ensuring proper management of the materials and smooth supply chain management (Bence, 1995).

5.5. Improper Environment:

Business conducted in the environment and environment needs to be conducive for high level of business success (Sturges and Kilani, 1992). But for the St James Hospital environment is found to be inconvenient and as a result it is worsening the supply chain management and business process ultimately. The reasons behind it are protectionism, resistance to change, unsound set up, rivalry among employees etc (Bence, 1995).

5.6. Inefficient Management

Management outlines the strategies and action plans for every set of actions in products or service operation. They are virtually responsible for carrying out the business process as well as supply chain. If they are inefficient the organization has to suffer a lot. The picture of the hospital of this case study reveals the same picture. Here, the supply chain is inefficient because management is inefficient. The inside story of management's inefficiency reveals that they are suffering from hidden costs, short budget, lack of innovation, lack of employee orientation, absence of material manager, lack of relationship with suppliers etc. As a result they are not been able to keep the supply chain management system on the right track (Bence, 1995).

6. Problems and Solutions:

There are several reasons of inefficient supply chain management of the hospital. It is very much essential for them to solve those quickly and get rid out of the hole as soon as possible. Here, are some solutions under the six classic categories to help the hospital for improving their supply chain management.

6.1. Solutions of Equipment Problem:

In order to solve the ongoing problems of the equipment the hospital can undertake a comprehensive program. That program will ensure that they are tracking all the equipments in a centralize information system. That will ensure higher utilization and zero wastage. The hospital also can think about hiring IT and technical experts so that those specialists can guide them about purchasing new equipments and also how to use those up to the highest extent (Bence, 1995).

6.2. Solutions of Process Problem:

For mitigating and resolving the process problem the hospital need to adopt an Electronic ordering system. That system will track all the stocks and will order automatically when it is necessary. The electronic system will solve the problems of overstocking, stock out as well as faulty ordering process. The hospital also needs to select specific suppliers as too many suppliers are spoiling the party (Bence, 1995). They also can undertake BPR or JIT strategy.

6.3. Solutions of People Problem:

Peoples are the life blood of business and it is essential for the hospital to motivate them and keep them on right track. For resolving employee issues they can undertake thorough training campaign to motivate them and train them in proper way. Coordination among all the employees also needed to be done and it is also require to specify about their individual responsibilities. After that, there is every likelihood that employees will contribute to make the supply chain productive and efficient (Bence, 1995).

6.4. Solution of Materials Problem:

Materials problems are also a key one which requires solutions as quick as possible. The hospital can adopt centralize ordering system to make ensure availability and eliminating duplicity of order. They can maintain strong supplier's relationship to reduce costs and also they can think about building some warehouses to expand and increase the storage capacity (Bence, 1995).

6.5. Solutions of Environment Problem:

In order to solve the environment problem there is no better way other that involving employees in creating and maintaining work schedule and working standards. By doing so employees will be refrain from rivalry, protectionism, resistance to change etc. It is also require that the hospital should invest bit more to enhance the working environment (Bence, 1995).

6.6. Solutions of Management Problem:

Management problems are another key issue and it also require to be solved immediately. The hospital can recruit more talents for bringing innovations and simultaneously train the existing ones. It is also require that they should involve the employees in the decision making process. Finally, they need to think seriously to recruit a material manager for accelerating the supply chain tasks (Bence, 1995).

7. Limitations of the Fishbone Analysis:

The fishbone analysis is definitely a very effective tool to find out the causes of problems. The fishbone analysis was really helpful to find out the reasons for supply chain problems of the St James Hospital and also come up with solutions to solve those problems. However, in few literatures some drawbacks of the method have been pointed out. Here in this article a brief overlook of those will be provided. Fishbone analysis outlines the causes of the problems but it does not clarify the sequence of the causes (Public Health Infrastructure, 2008). In real life world a problem may occur due to several reasons but the magnitude or extremity of every reason cannot be the same. The fishbone diagram also fails to satisfy this issue (Ruhm, 2004). It also seldom defines the categories clearly and the verification among the causal relationships is also inadequate. It is a gist of outcomes and therefore fails to represent details of the relevant cases (Watson, 2004). Few researchers (Ruhm, 2004, Straker, 2010 and Watson, 2004) outlined that the fishbone diagram and analysis identifies causes under pre-defined categories only and does not relate causes to each other and to each category as well. Another major failure of the diagram is it does not isolate major issues of the problems and presents each in a same way.

8. Future Researches on Fishbone Analysis:

As presented in the previous section, the fishbone analysis has some limitations and requires some sorts of enhancement. It only can be done through academic and scientific researches. Future researches on this method can be taken place in areas like sequencing the cause and also how to put more emphasize on the causes of higher magnitudes. Research also can be done in the areas of design of the diagram and drawing of relationships between causes of different categories and sub-categories.

9. Conclusion:

This portfolio and article writing on the case study of the St James Hospital and Lucas Engineering was an interesting and new one. The fishbone diagram and analysis was very innovative and efficient way of resolving key issues of the organizations. It has some draw backs but that doesn't minimize the wonderful way of analysis it provides. The case study reveals that the main problems of the hospital were its supply chain management inefficiency and analysis on different classic categories of the fishbone outlined the causes. This article also provides some solutions for resolving those problems. If the hospital can undertake those they can get rid of the ongoing problems of supply chain management and strive forward for future success (Watson, 2004, Wrennal and Markey, 1995 and Straker, 2010).

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**Understanding Financial Crises:
Theory and Evidence from the Crisis of 2007-08
By
Viral V Acharya
NYU Stern School of Business, CEPR and NBER
3 March 2013**

For those who are willing to look at economic history, financial crises are recurring phenomena. They are not as rare as they are often perceived to be. And yet they show up in new guises each time. There are, however, and somewhat fortunately so, common economic forces at work across different crises. My current research has focused on using the financial and economic crises that erupted in the August of 2007 as a laboratory for theoretical and empirical analysis of these common economic forces. I have focused on three: (i) *market failures*, which arise due to externalities (“neighborhood” or “spillover” effects) from the distress of financial firms; (ii) *regulatory failures*, which arise due to time-inconsistency problems, cognitive capture, or capture that is rooted in political economy problems; and, (iii) *government failures*, which arise due to myopia of decision-making in fiscal and debt policy, as well as in policy to bail out a distressed financial sector. I summarize below the research on the first two of these failures and their interactions, based on my NBER Working Papers during 2009 to 2013.

Market Failures I: Short-term debt, default and externalities

Financial firms that engage in lending to households and corporations (banks and “shadow” banks that are not called banks but perform economic functions similar to banks), have always featured short-term debt in their funding structures. The underlying economic rationale

can be understood by considering the problem of the financier that funds a bank but due to information problems lacks precise knowledge and contractibility over loans made by the bank. The financier responds to this problem by saving the option *not to roll over*, or in other words, providing only short-term debt to the bank.

Financial crises occur when the economy is hit by shocks that lead the financier to exercise the option not to roll over the short-term debt because the bank is under-capitalized, i.e., bank-owners have little equity capital left as “skin-in-the-game”, to continue to lend prudently. If shocks are idiosyncratic to a bank, then the under-capitalized banks can be acquired, or their activities re-intermediated, by better-capitalized banks. However, if shocks are aggregate in nature and the entire banking sector is heavily short-term financed, then banks suffer a coincident loss of capital and efficient re-intermediation cannot take place (there may be disorderly liquidations or allocation inefficiency). This induces financiers to not roll over the short-term debt and a “crisis” materializes.ⁱ Indeed, absent sufficient pool of long-term capital in the economy, even relatively small aggregate shocks and inefficiencies perceived by financiers can lead to complete short-term debt “freezes”.ⁱⁱ Interestingly, losses to financiers are less likely in good economic times when the likelihood attached to aggregate shocks is small, leading to greater short-term leverage for the financial sector as a whole – including the entry of highly under-capitalized institutions. Therefore, somewhat counter-intuitively, severity of crises can be greater if an adverse aggregate shock does materialize in good times relative to bad times.

This *market failure* arises due to the coincidence of short-term debt in the capital structures of banks and related financial firms, and aggregate shocks to their asset portfolios. From a normative standpoint, a regulatory attempt aimed at addressing the failure has the flavor that it involves a “tax”, e.g., a requirement that a bank hold a minimum level of equity capital,

that is dependent not just on its own asset portfolio risk and short-term debt, but on “systemic risk”, consisting of the aggregate component of the asset risk and system-wide short-term debt.ⁱⁱⁱ In other words, regulation of the financial sector features *macro-prudential* concerns relating to financial crises and externalities, rather than (or not just) *micro-prudential* concerns relating to the health of individual financial institutions.

In modern financial systems, much leverage is “embedded” in derivative contracts rather than being just in the form of short-term debt. A related but subtler externality arises in the context of derivatives. When an insurer sells protection against a risk to a number of counterparties, each party’s position potentially affects the payoff on other party’s position, in state of the world where the insurer lacks capital to honor its contractual promises. To reflect this *counterparty risk externality* suitably in the price of insurance, it is not adequate for market participants to know the bilateral positions; they need to know “what else is being done”. When risks being hedged are aggregate in nature, private derivative contract terms will not in general internalize the counterparty risk externality, unless terms can be contracted upon the aggregate positions of the insurer. Thus, from a normative standpoint, creating transparency in derivatives market of such aggregate nature or requiring centralized clearing of relatively large over-the-counter (OTC) derivatives markets can be an important part of *macro-prudential* regulation.^{iv}

Regulatory Failures: Inadequacy of micro-prudential capital and liquidity rules

Financial crises engulfed the Western economies starting 2007 and most prominently the United States during 2007-08. In the period leading up to the crisis, banks and related financial firms had extensive short-term debt and common exposure to residential mortgage assets. When aggregate shock in the form of a secular housing price decline in the United States materialized

by end of 2006, short-term debt rollovers became increasingly difficult, there weren't adequate pools of capital to move mortgage assets off the balance-sheets of the financial sector, and eventually, short-term debt markets froze for many financial firms, leading to *en masse* failures in the Fall of 2008.

At a high level, these facts fit the theoretical narrative of financial crises I laid out earlier. It is interesting to note, however, that there was elaborate regulatory apparatus in place both before and during the crisis, in particular in the form of Basel capital requirements. It is useful, therefore, to understand why the financial sector's health eroded so rapidly following the housing price shock. Three examples from my work of *regulatory failures* to address the exposure of the financial sector as a whole to short-term debt and aggregate risk stand out.

First, the financial crisis erupted in the form of rollover problems for short-term asset-backed commercial paper (ABCP) issued by special purpose vehicles (called "conduits" and structured investment vehicles or SIVs). Many of these vehicles were sponsored by commercial banks and effectively guaranteed by them. These guarantees implied that the perceived risk transfer from special purpose vehicles was in effect non-existent. Adequate treatment for sponsoring such conduits *with guarantees* was, however, absent in regulatory capital requirements.^v That this was a regulatory failure can be seen by examining the international data which show that countries such as the United States, the United Kingdom and Germany, which adopted lax capital treatment of ABCP vehicles, had significant presence of their commercial banking sectors in the ABCP market, whereas counterparts in Spain and Portugal, which adopted economically prudent capital treatment of ABCP vehicles, had virtually no presence in this market.^{vi} In effect, while the commercial banking sector looked well-capitalized on regulatory capital front during 2003-07, it had built up significant short-term debt in shadow banks without

an economic transfer of risks; this short-term debt experienced rollover problems starting on 8th August 2007, precipitating the crisis (see Figure 1).

Second, as the rollover problems of short-term debt persisted given the lack of housing market recovery during 2007-08, banks and shadow banks sustained severe losses. The market value of their equity collapsed. A *macro-prudential* or system-wide approach to capital requirement of the financial sector necessitated a prompt response at the early stage of the crisis to get banks to reduce their reliance on short-term debt by issuing equity capital to redeem the debt coming due. And, further erosion of equity capital through payouts to employees and shareholders would have made the financial sector even more fragile. Nevertheless, not only did the distressed financial firms not reduce reliance on short-term debt, they in fact paid out significant dividends – in some cases, increasing the payouts – in spite of mounting losses.^{vii} Throughout this period, banks were deemed to be well-capitalized by (micro-prudential) regulatory capital standards. This contributed to the lack of any significant regulatory action for addressing the worsening rollover risk of banks. In the end, this led to failure or near-failure of most of the largest financial firms in the United States and the Western Europe, captured saliently by the filing by Lehman Brothers for bankruptcy on 15th September, 2008.

Third, markets as well as regulators were caught off-guard by the case of AIG Financial Products which had over \$500billion in notional amounts of outstanding insurances (“credit protections”) sold to counterparties which were themselves large banks and financial firms. AIG FP was essentially deemed to be safe based on its *current* rating, but in effect it had significant leverage *conditional* on a future downgrade and especially so if such downgrade coincided with system-wide stress: such stress would lead to recognition of losses in market prices of its assets and demanding of immediate collateral – a form of rollover risk – by its counterparties. The

public disclosures provided by AIG FP show that the rollover risk it faced was never stated with adequate granularity with respect to significant downgrades nor did it take account of the underlying aggregate risk exposure of the insurances it had sold to counterparties. Such disclosure or transparency was also not required by AIG FP's regulators, allowing the build-up of its significant derivatives book in an unchecked manner.^{viii}

Why did these regulatory failures arise? While potential explanations abound, a leading candidate is that regulation was focused on ensuring the safety and soundness of individual financial institutions with rules and tools that were in many cases inappropriate for assessing the buildup of aggregate risk of assets and rollover risk due to short-term debt of the financial sector.

Market Failures II: Transmission from distressed financial firms to the economy

The market failures arising from failures of large banks or of banking systems at large have received substantial attention in the literature. The focus is typically on the contraction of lending from banks to small and medium-sized enterprises – information-sensitive borrowers – bank lending to whom is not easily re-intermediated by other lenders. My recent empirical work, exploiting as a “laboratory” the period immediately following the rollover risk faced by banks in the ABCP market in August 2007, shows that effects of such failures are more far-reaching and multi-faceted than has been traditionally documented.

One, unlike the market stress episodes of the prior decade (notably the 1998 episode surrounding the near-collapse of Long Term Capital Management), in the 2007-08 crisis the banking sector did not experience an immediate net inflow of deposits. From early 2007 until the government bailout package was put in place, depositors appear concerned of the banking sector health and switched funds to prime money-market funds which invested only in

government securities. Indeed, several banks which had significant exposure to ABCP vehicles and undrawn lines of credit experienced significant rollover risk in the form of withdrawals of uninsured deposits. These banks responded by offering higher deposit rates in order to maintain their deposit base; up until a month before their failure, they succeeded in doing so by luring insured deposits even as their uninsured deposit base shrunk. Focusing *jointly* on deposit flows and rates helps understand that rather than banks being *passive* liquidity backstops or preferred “safe havens” for investors in a crisis, banks are in fact *active* seekers of funding liquidity. Importantly, the fact that banks in trouble sought funding at aggressive rates imposed a deposit-rate externality on the funding costs other banks.^{ix}

Second, the effect of aggregate risk on bank intermediation activity is not limited to spot or term lending as is the focus of current literature. Banks provide liquidity insurance in the form of lines of credit to corporations which enable corporations to free up cash holdings for profitable investments. As aggregate risk rises, ability of the banking sector to smooth fees across firms and honor the lines of credit declines, limiting the extent of liquidity insurance provided to corporations (fewer initiations of lines of credit, as well as higher fees, smaller amounts, and shorter maturities on initiations. This, in turn, induces greater cash holdings and lower investment, even by relatively large corporations of the economy.^x

Third, these effects were not limited to banks in the United States. A significant proportion of intermediation in the form of lines of credit in the United States is provided by foreign banks. While the US banks struggled for deposit funding too, as explained above, their funding was eased in part by the provision of public funding (starting Fall 2007) by the Federal Reserve and Federal Home Loan Banks. In contrast, many foreign banks without depository base in the US lacked access to public funding and faced “dollar shortages”, i.e., rollover risk in

dollars. As a result, the terms on lines of credit provided by foreign (European) banks to US corporations relative to foreign borrowers, worsened until December 2007 (when dollar swap lines were put in place by the Federal Reserve for foreign central banks), relative to such a differential effect in terms of lines of credit provided by US banks.^{xi}

Fourth, inter-bank markets were significantly impaired due to the precautionary demand for liquidity of banks exposed to rollover risks. Using data from the United Kingdom where large settlement banks indicate to the Bank of England each month their desired liquidity in the form of requested reserves, it can be seen that (exposed) banks raised their liquidity demands (more) following the ABCP freeze in August 2007 and the failure of Bear Stearns in March 2008. This liquidity demand was coincident with a rise in spreads charged in the inter-bank market, over and above the Bank of England policy rate, in both secured and unsecured markets. Furthermore, using data on bilateral inter-bank transactions, this rise in spreads can be attributed to the funding problems faced by lending banks rather than the condition of borrowing banks. This suggests that the inter-bank market stress during 2007-08 was at least in part due to precautionary hoarding of liquidity by a significant part of the banking sector that faced rollover risk, and not just due to an increase in the counterparty risk of borrowers.^{xii}

Finally, besides the precautionary demand for liquidity by banks facing rollover risk, relatively healthier banks can have a strategic demand for liquidity for acquiring troubled banks, especially as the crisis gets deeper and bank failures become imminent. This can lead to further reduction in liquidity that is available in the aggregate for funding the financial system, households and corporations. Evidence suggests that such a motive for holding cash took hold, especially around the failure of Lehman Brothers in September 2008.^{xiii}

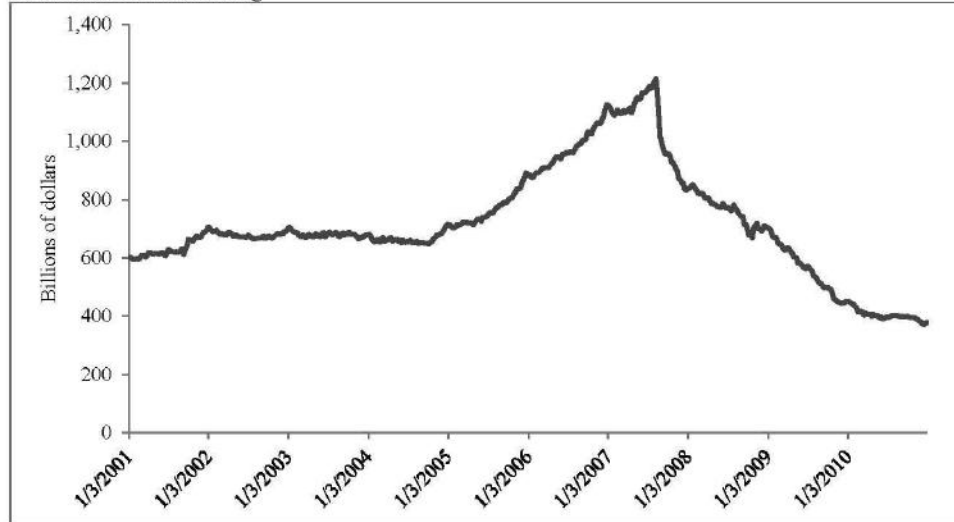
Conclusion

To summarize, existing theories and evidence on banking crises based on *market failures* (namely, the reliance of financial firms on short-term debt and the externalities from *en masse* failures of financial firms to roll over short-term debt) and *regulatory failures* (imperfect, incomplete, and sometimes misguided regulation) help understand both the regular incidence of crises in modern financial systems as well as their adverse consequences. Financial crises in the Western economies that started in 2007 bear testimony to the usefulness of this existing paradigm. Indeed, the paradigm appears to be a good starting point for thinking about sound normative aspects of financial sector regulation, in particular, that it needs to be *macro-prudential*, considering the financial system at large, rather than being *micro-prudential* or narrowly focused on health of individual financial firms.

In current research, I am exploring the third of the failures, namely *government failures*, which arise due to myopia of decision-making in fiscal and debt policy, as well as in policy to bail out a distressed financial sector. These government failures have the dramatic implication that financial sector and sovereign credit risks are intimately tied. Bank failures can trigger sovereign credit risk if bailouts lead the sovereign to sacrifice its creditworthiness, and conversely, deterioration of sovereign credit risk can impose “collateral damage” on the financial sector directly through its holdings of government bonds and indirectly through the implicit government guarantees of the financial sector.^{xiv} Perversely, this bank-sovereign two-way feedback may in fact be preferred by myopic governments that are reluctant to cut back on populist spending: entanglement of the financial sector with the sovereign is perceived by investors as a sign that sovereign will find it too costly to default, boosting the sovereign’s *ex-ante* ability to raise debt and spend, but resulting in a worse sovereign and financial crisis *ex*

post.^{xv} Integrating governments and public policy into the existing models of banking crises remains an important topic for further work, as suggested by the ongoing banking and sovereign crises in the Eurozone.

Panel A: ABCP outstanding



Panel B: Overnight ABCP spread

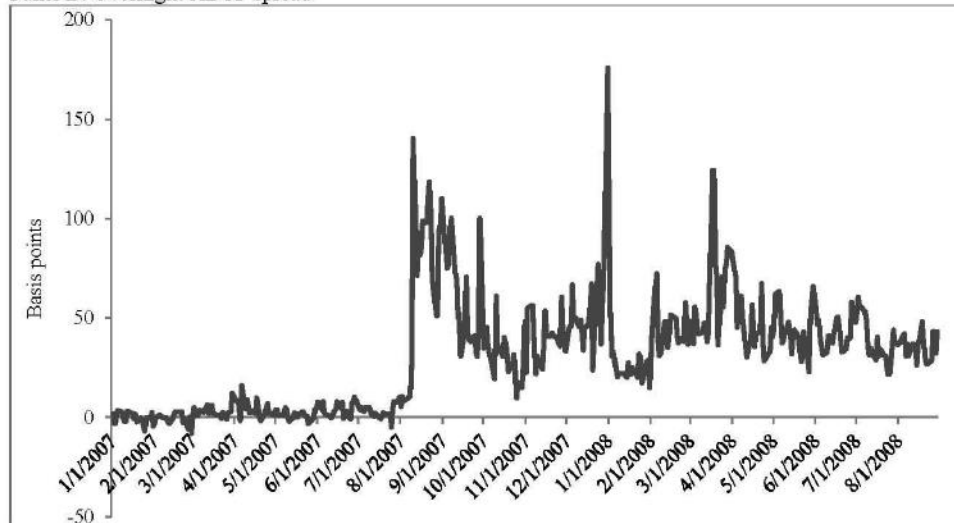


Fig. 1. Asset-backed commercial paper (ABCP) outstanding and spreads. Panel A plots total ABCP outstanding in the US market from January 2001 to April 2010. Panel B shows the spread of overnight ABCP over the federal funds rate from January 2007 to August 2008. The figures are based on weekly data published by the Federal Reserve Board. Source: Acharya, Schnabl and Suarez (2013), see endnote v.

ⁱ For a formal model capturing both the private desirability of short-term debt and how it can lead to aggregate crises (especially in times of good fundamentals), see V. V. Acharya and S. Viswanathan, “Leverage, Moral Hazard and Liquidity”, NBER Working Paper No. 15837, March 2010, published in *Journal of Finance*, 2011, 66, 99-138.

ⁱⁱ Such rollover risk and short-term debt freeze is modeled in V. V. Acharya, D. Gale and T. Yorulmazer, “Rollover Risk and Market Freezes”, NBER Working Paper No. 15674, January 2010, published in *Journal of Finance*, 2011, 66, 1175-1207.

ⁱⁱⁱ An implementable tax calculation based on systemic risk assessment of the financial sector can be found in V. V. Acharya, L. H. Pedersen, T. Philippon and M. Richardson, “How to Calculate Systemic Risk Surcharges”, published in NBER book *Quantifying Systemic Risk*, February 2012, J. G. Haubrich and A. W. Lo, editors.

^{iv} Counterparty risk externality arising in opaque over-the-counter derivatives markets is formalized in V. V. Acharya and A. Bisin, “Counterparty Risk Externality: Centralized versus Over-the-counter Markets”, NBER Working Paper No. 17000, April 2011.

^v Description of the ABCP conduits, their guarantees from commercial banks, and their eventual “runs”, can be found in V. V. Acharya, P. Schnabl and G. Suarez, “Securitization without Risk Transfer”, NBER Working Paper No. 15730, February 2010, published in *Journal of Financial Economics*, 107, 2013, 515-536.

^{vi} See V. V. Acharya and P. Schnabl, “Do Global Banks Spread Global Imbalances? The Case of Asset-Backed Commercial Paper During the Financial Crisis of 2007-09”, NBER Working Paper No. 16079, June 2010, published in *IMF Economic Review*, 2010, 58, 37-73.

^{vii} See V. V. Acharya, I. Gujral, N. Kulkarni and H. S. Shin, “Dividends and Bank Capital in the Financial Crisis of 2007-09”, NBER Working Paper No. 16896, March 2011.

^{viii} See a discussion of current disclosure practices of large financial institutions with regard to derivatives-linked collateral or margin liabilities, in V. V. Acharya, “A Transparency Standard for Derivatives”, NBER Working Paper No. 17558, November 2011, published in *Risk Topography: Systemic Risk and Macro Modeling*, M. K. Brunnermeier and A. Krishnamurthy, editors.

^{ix} These results are contained in V. V. Acharya and N. Mora, “Are Banks Passive Liquidity Backstops? Deposit Rates and Flows during the 2007-09 Crisis”, NBER Working Paper No. 17838, February 2012.

^x See V. V. Acharya, H. Almeida and M. Campello, “Aggregate Risk and the Choice between Cash and Lines of Credit”, NBER Working Paper No. 16122, June 2010, forthcoming, *Journal of Finance*.

^{xi} See V. V. Acharya, G. Afonso and A. Kovner, “How do Global Banks Scramble for Liquidity? Evidence from the Asset-Backed Commercial Paper Freeze of 2007”, NBER Working Paper No. ?????, March 2013.

^{xii} See V. V. Acharya and O. Merrouche, “Precautionary Hoarding of Liquidity and Inter-Bank Markets: Evidence from the Sub-prime Crisis”, NBER Working Paper No. 16395, September 2010, published in *Review of Finance*, 2013, 17(1), 107-160.

^{xiii} See theory and empirical evidence for strategic demand for cash in a crisis in V. V. Acharya, H. S. Shin and T. Yorulmazer, “Crisis Resolution and Bank Liquidity”, NBER Working Paper No. 15567, December 2009, published in *Review of Financial Studies*, 2011, 24(6), 2166-2205.

^{xiv} For theoretical and empirical treatment of this bank-sovereign nexus, see V. V. Acharya, I. Drechsler and P. Schnabl, “A Pyrrhic Victory? Bank Bailouts and Sovereign Credit Risk”, NBER Working Paper No. 17136, June 2011.

^{xv} See V. V. Acharya and R. G. Rajan, “Sovereign Debt, Government Myopia and the Financial Sector”, NBER Working Paper No. 17542, October 2011, forthcoming, *Review of Financial Studies*.

CASE – 4

Indian Inflation Puzzle

*Acceptance Speech by Deepak Mohanty, Executive Director, Reserve Bank of India, in the function of Late Dr. Ramchandra Parnerkar Outstanding Economics Award 2013 at Mumbai on January 31, 2013. The assistance provided by Praggya Das and Abhiman Das in preparation of the speech is acknowledged.

Respected dignitaries on the dais: Advocate V.R. Parnerkar, Advocate Laxmikant Parnerkar, Shri Pradip Palnitkar, Shri Mohan Tanksale, Justice Mhase, Dr. S.N. Pathan and Dr. Ashutosh Raravikar; Ladies and Gentlemen.

It is indeed my honour that Late Dr. Ramchandra Parnerkar Outstanding Economics Award for 2013 has been bestowed upon me. I thank the Poornawad Charitable Trust and its Life Management Institute for this recognition. It is heartening to see that over the last so many years, the Trust has taken up the mission of people's welfare and is working towards enrichment of our life through various social service activities, inspired by the life and mission of Dr. Parnerkar.

Vidvat Ratna Dr. R. P. Parnerkar (1916-1980) was a great philosopher and thinker. He recognized that human beings require incentive for action. At the same time, they need emotional support to tie over adversities and sustain their effort. He was a *Karma Yogi*. He used to say, "Only singing the praise of the God without putting in efforts would not lead you anywhere. Master is like electricity and disciple is like a bulb. A bulb with broken filament cannot experience the illumination from electricity."

Dr. Parnerkar put forth his economic and philosophical thought, which he termed Poornawad. It says that matter and the mind are manifestations of only one and the same reality which he called *Poorna*. The economic doctrine revolves around the central idea of food as a fundamental human right. He believed that as long as a person has to earn his food at somebody else's wishes, humanity would always remain in doldrums. He believed that free food will not make people indolent as multiple other needs would make him toil.

The problems of food security, poverty and unemployment, which were close to his heart, are the burning issues even today. The Food Security Bill as introduced in the Parliament by the Government in a way comes close to that dream of Dr. Parnerkar. His economic insight blended with humanism will always remain a beacon for generations. I was wondering how best to honour Dr. Parnerkar's contribution?

Given his deep commitment to social welfare, I thought he would have been concerned as we have been in the Reserve Bank of India about the current state of inflation, particularly food inflation. We have been grappling with this for some time now.

I take this opportunity to share my thoughts on the topic of inflation which affects one and all. Over the last three years the persistence of inflation in an environment of falling

economic growth has come out as a “puzzle”. In my presentation I propose to address the following questions: What do I mean by a “puzzle”? Why do we need to worry about inflation? What is the nature of the current inflation process? How did monetary policy respond to the recent bout of inflation? I conclude with some thoughts on the way forward to achieve price stability.

Current inflation Puzzle?

First, let me begin by giving the context. India is a moderate inflation country. For example, in the 62 years since 1950-51 average annual inflation rate as measured by changes in the wholesale price index (WPI) increased at a rate of 6.7 per cent per annum. That is not a very high rate considering that many countries, both developed and developing, experienced very high inflation in their modern development history. In fact, more recently in the 1980s and 1990s the world inflation averaged around 17 per cent per annum. In the 2000s there was a sharp all round moderation in global inflation.

In the eight year period from 2000 to 2007, the world inflation averaged 3.9 per cent per annum. Even the emerging and developing economies (EDEs) which traditionally had very high inflation showed an average annual inflation at 6.7 per cent. India’s inflation performance was even better at 5.2 per cent as measured by WPI and 4.6 per cent measured by the consumer price index (CPI-IW). In 2008 the global financial crisis struck following which inflation rose sharply both in advanced countries and EDEs as commodity and oil prices rebounded ahead of a sharp “V” shaped recovery. Thereafter, inflation rate moderated both in advanced economies and EDEs. In India too the inflation rate rose from 4.7 per cent in 2007-08 to 8.1 per cent in 2008-09 and fell to 3.8 per cent in 2009-10 (Table 1). However, the inflation rate backed up and stayed near double digits during 2010-11 and 2011-12 before showing some moderation in 2012-13. Given India’s good track record of inflation management, the persistence of elevated inflation for over two years is apparently puzzling.

Table 1: In recent years India's inflation rate has been higher than world average <i>(Year-on-year in per cent)</i>							
	2000-07	2008	2009	2010	2011	2012	2008-12
	Average	Annual					Average
Global Inflation							
World	3.9	6.0	2.4	3.7	4.9	4.0	4.2
EDEs	6.7	9.3	5.1	6.1	7.2	6.1	6.8
Inflation in India							
WPI	5.2	8.1	3.8	9.6	8.9	7.6	7.6
WPI-Food	3.8	8.9	14.6	11.1	7.2	9.1	10.2
WPI-NFMP	4.3	5.7	0.2	6.1	7.3	5.2	4.9
CPI-IW	4.6	9.1	12.2	10.5	8.4	9.9	10.0
<i>Indian inflation data pertains to financial year, WPI: Wholesale Price Index, CPI-IW: Consumer Price Index for Industrial Workers.</i>				<i>EDEs: Emerging and Developing Economies, NFMP: Non-food manufactured products,</i>			

Second, the deceleration of growth and emergence of a significant negative output gap has failed to contain inflation. It is understandable if inflation goes up in an environment of accelerating economic growth. There could be a situation when the real economy is growing above its potential growth that could trigger inflation what economists call an overheating situation. It is like an electric cable exploding if we overload it with appliances beyond its capacity. But, that is not the case. The Reserve Bank estimates suggest that the potential output growth of the Indian economy dropped from 8.5 per cent pre-crisis to 8.0 per cent post-crisis and it may have further fallen to around 7.0 per cent in the recent period. Even against this scaled down estimate of potential growth, actual year-on-year GDP growth has decelerated significantly from 9.2 per cent in the fourth quarter of 2010-11 to 5.3 per cent in the second quarter of 2012-13. The loss of growth momentum that started in 2011-12 got extended into 2012-13.

During a boom, economic activity may for a time rise above this potential level and the output gap becomes positive. During economic slowdown, the economy drops below its potential level and the output gap is negative. Economic theory puts a lot of emphasis on understanding the relationship between output gap and inflation. A negative output gap implies a slack in the economy and hence a downward pressure on inflation. So, India's current low growth-high inflation dynamics has been in contrast to this conventional economic theory. Real GDP growth has moderated significantly below its potential. Yet inflation did not cool off.

Third, the Reserve Bank raised its policy repo rate 13 times between March 2010 and October 2011 by a cumulative 375 basis points. The policy repo rate increased from a low of 4.75 per cent to 8.5 per cent. Still it did not help contain inflation. The critics of the Reserve Bank argue that monetary tightening rather than lowering inflation has slowed growth. Interest

rate is a blunt instrument. It first slows growth and then inflation. But the growth slowdown has not been commensurate with inflation control.

The above three considerations will suggest that the recent persistence of inflation is a puzzle. I will come back to the causes of the recent bout of inflation; but before that, let me address the question as to why do we need to worry about high inflation?

Costs of inflation

Inflation, though a nominal variable, imposes real costs on the economy. Let me elaborate.

First, inflation erodes the value of money. As I mentioned earlier, India is a moderate inflation country with the 62-year long-term average inflation rate being 6.7 per cent, notwithstanding occasional spikes in inflation. Yet during this period the overall price level has multiplied 45 times. This means that 100 now is worth only 2.2 at 1950-51 prices. Since price stability is a key objective of monetary policy, central banks are obviously concerned with inflation.

Second, high and persistent inflation imposes significant socio-economic costs. Given that the burden of inflation is disproportionately large on the poor, and considering that India has a large informal sector, high inflation by itself can lead to distributional inequality. Therefore, for a welfare-oriented public policy, low inflation becomes a critical element for ensuring a balanced progress.

Third, high inflation distorts economic incentives by diverting resources away from productive investment to speculative activities. Fixed-income earners and pensioners see a decline in their disposable income and standard of living. Inflation reduces households' savings as they try to maintain the real value of their consumption. Consequent fall in overall investment in the economy reduces its potential growth. With a high inflation of over two years we are already seeing a fall in household savings in financial assets, particularly in bank deposits. At the same time households' preference for gold has increased. This is putting additional pressure on our balance of payments.

Fourth, economic agents base their consumption and investment decisions on their current and expected future income as well as their expectations on future inflation rates. Persistent high inflation alters inflationary expectations and apprehension arising from price uncertainty does lead to cut in spending by individuals and slowdown in investment by corporates which hurts economic growth in the long-run.

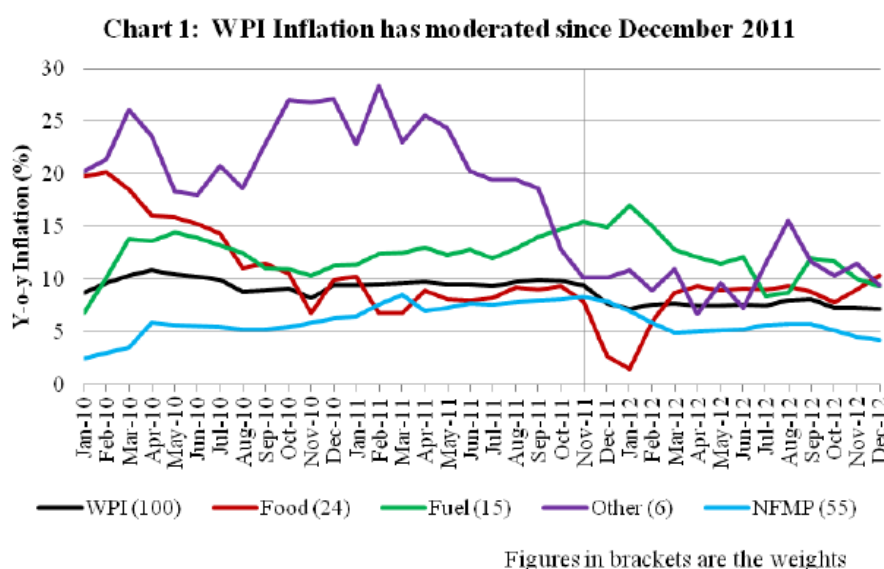
Fifth, as inflation rises and turns volatile, it raises the inflation risk premia in financial transactions. Hence, nominal interest rates tend to be higher than they would have been under low and stable inflation.

Sixth, if domestic inflation remains persistently higher than those of the trading partners, it affects external competitiveness through appreciation of the real exchange rate.

Finally, as inflation rises beyond a threshold, it has an adverse impact on overall growth. The Reserve Bank's technical assessment suggests that the threshold level of inflation for India is in the range of 4 to 6 per cent. If inflation persists beyond this level, it could lower economic growth over the medium-term.

Causes of recent inflation spike

Let me first identify the high inflation period. The WPI inflation rate accelerated from 7.1 per cent in December 2009 to a peak of 10.9 per cent by April 2010, thereafter it remained stubbornly close to double digits till November 2011. Thus, we experienced two years of high inflation between January 2010 to December 2011. During this two-year period, WPI inflation averaged 9.5 per cent per annum. All the major components of inflation contributed to this surge. The trigger for inflation first emanated from the failure of South-West monsoon of 2009, following which food prices rose sharply. Concurrently, the global economy made a sharp recovery from the recession of 2009. As a result, global commodity prices including oil rose substantially. India being a net commodity importer, particularly oil, the intermediate prices rose. This quickly spilled over to non-food manufactured products inflation, making the inflation process fairly generalized. In the subsequent one year between January 2012 to December 2012 the average WPI inflation moderated to 7.5 per cent led by all its major components except fuel and power (Chart 1).



The high inflation during 2010 and 2011 was a combination of both adverse global and domestic factors as well as supply and demand factors.

First, crude oil and other global commodity price trends as well as exchange rate movements are increasingly playing an important role in defining domestic prices. With the gradual external liberalization, the Indian economy is much more open and globalised now than ever before. Currently, over 85 per cent of demand for crude oil in India is met by imports. The

imported Indian basket of crude oil price rose from US \$ 49 per barrel in April 2009 to an average of US \$ 79 per barrel in 2010 and further to US \$ 108 per barrel in 2011 and remained high at US \$ 110 per barrel in 2012. Global metal prices, reflected in the IMF index, rose by 48 per cent in 2010 and again by 14 per cent in 2011 before moderating by 17 per cent in 2012. Moreover, the Rupee depreciated from an average of 45.7 per US dollar in 2010 to 46.7 in 2011. The depreciation of the Rupee was particularly sharp in 2012 as the Rupee averaged 53.4 per US dollar. Empirical evidence suggests that one percentage point change in the Rupee-dollar exchange rate has 10 basis points impact on inflation. While, during 2010 and 2011, global commodity prices had an adverse impact on domestic inflation, the depreciation of the Rupee more than offset the beneficial impact of modest softening of global commodity prices on domestic inflation in 2012.

There is another important dimension of India's external sector linkage, particularly towards explaining high non-food manufactured product inflation. Analysis suggests that the pass-through from non-food international commodity prices to domestic raw material prices has increased in the recent years reflecting growing interconnectedness of domestic and global commodity markets. This trend is also corroborated by corporate finance data which show that the share of raw material costs as a percentage of both expenditure and sales has been rising. Therefore, as the economy is increasingly getting integrated, external sector developments are progressively becoming important for domestic price behavior.

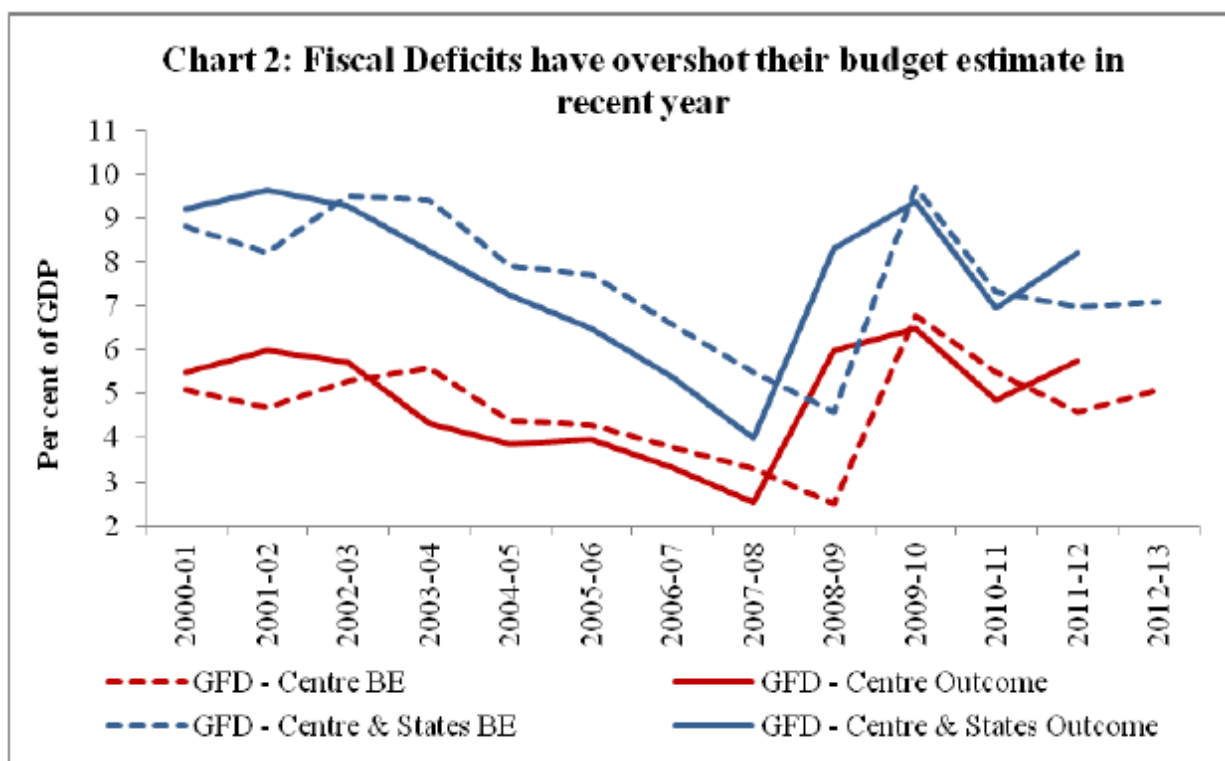
Second, while the growth in domestic agricultural production has stagnated around 3 per cent per annum, the demand for food has increased. Although the country currently has sufficient foodgrains stocks, it is not yet self-sufficient in pulses and oilseeds. Further, demand for protein based products like meat, eggs, milk and fish as well as fruits and vegetables has increased substantially with rising per capita income. The protein inflation has assumed a structural character. This has also resulted in substantial divergence between WPI and CPI as food has a larger share in the consumer price index basket.

Further, with the increase in income, real consumption expenditure has grown significantly. Recently released key results of the NSSO 68th round survey (2011-12) on household consumption expenditure indicate that real per capita consumption expenditure in rural areas increased at an average rate of 8.7 per cent during 2009-12 as compared with 1.4 per cent during 2004-09. Similarly, urban real per capita consumption increased by 6.7 per cent as against 2.4 per cent in the corresponding period. The fact that real consumption expenditure expanded during a period of high food inflation indicates that the demand remains strong, feeding into higher price levels as supply elasticities remain low. The high food prices are supported by increase in wages. The average nominal rural wage increase was of the order of 17 per cent during 2008-09 to 2012-13 so far. Even after adjusting for high rural consumer inflation, real wage increase over 6 per cent per annum was significant (Table 2). In the formal sector, company finance data suggest that the wage bill has risen at a faster rate since the middle of 2009-10. As wages increase, entitlement goes up, and consequently demand and preference for essential commodities increases.

Table 2: In recent years both fiscal deficit and current account deficit have increased; while agricultural growth stagnated, real rural wages increased sharply							
<i>(In per cent)</i>							
	2000-08	08-09	09-10	10-11	11-12	12-13	2008-13
	Average	Annual					Average
Fiscal/External							
GFD/GDP	4.4	6.0	6.5	4.8	5.7	5.1	5.6
CAD/GDP	-0.04	-2.3	-2.8	-2.8	-4.2	-4.6	-3.3
Growth							
GDP	7.2	6.7	8.6	9.3	6.2	-	7.7
Agricultural GDP	3.0	0.1	0.8	7.9	3.6	-	3.1
Rural Wages							
Nominal	3.3	10.7	15.8	18.3	19.8	18.4	16.6
Real @	-0.4	0.6	2.1	8.3	11.5	9.2	6.3
- Not available, @ Nominal wages adjusted for consumer price index for agricultural labourers, GFD: Gross fiscal deficit of the centre, GDP: Gross domestic product, CAD: Current account deficit.							

Third, with the persistence of near double-digit inflation in 2010 and 2011, the medium- to long-term inflation expectations in the economy have risen, underscoring the role of higher food prices in expectations formation. If inflation is expected to be persistently high, workers bargain for higher nominal wages to protect their real income. This creates a pressure on firms' costs and they may in turn increase prices to maintain their profits. Independently, the producers' own inflation expectations also affect inflation directly by influencing their pricing behaviour. If companies expect general inflation to be higher in the future, they may believe that they can increase their prices without suffering a drop in demand for their output.

Fourth, there has also been added stimulus from the crisis driven fiscal and monetary policy. Fiscal consolidation process was reversed in 2008-09 which impacted the macroeconomic conditions (Chart 2). Higher fiscal expansion also impedes efficacy of monetary policy transmission. The moderation in private demand resulting from anti-inflationary monetary policy stance is partly offset by the fiscal expansion. Let me now turn to the role of monetary policy in a little more detail.



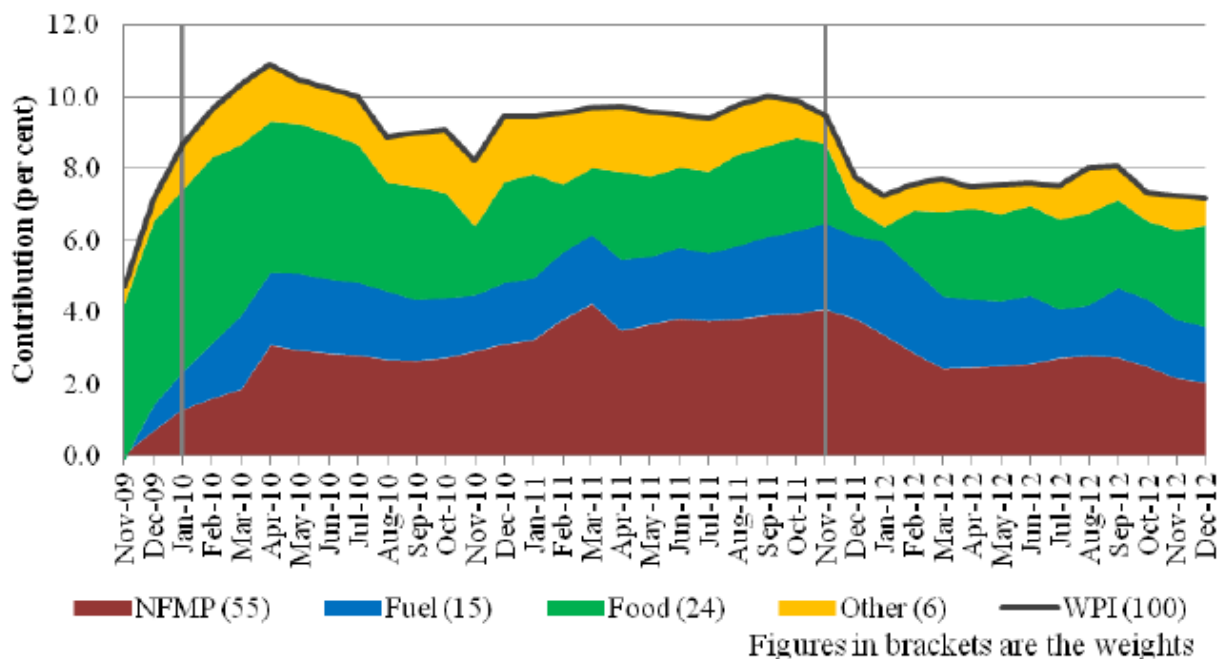
Role of monetary policy

The current phase of high inflation followed the global financial crisis, which affected India's economy, though not with the same intensity as advanced countries. India, though initially somewhat insulated from the global developments, was eventually impacted significantly by the global shocks through all the channels – trade, finance and expectations channels. The Reserve Bank, like most central banks, took a number of conventional and unconventional measures to augment domestic and foreign currency liquidity, and sharply reduced the policy rates. In a span of seven months between October 2008 and April 2009, there was an unprecedented policy activism. For example: (i) the repo rate was reduced by 425 basis points to 4.75 per cent, (ii) the reverse repo rate was reduced by 275 basis points to 3.25 per cent, (iii) cash reserve ratio (CRR) of banks was reduced by a cumulative 400 basis points of their net demand and time liabilities (NDTL) to 5.0 per cent, and (iv) the total amount of primary liquidity potentially made available to the financial system was over 5.6 trillion or over 10 per cent of GDP. The Government also came up with various fiscal stimulus measures.

The Reserve Bank, in October 2009, highlighted the need for exit from crisis-time monetary policy stimulus. But it was not easy to exit from the excessively accommodative monetary policy stance for two main reasons. First, the year-on-year headline WPI inflation had just barely turned positive and was entirely driven by food inflation (Chart 3). Industrial production had started to pick up but exports were still declining. Hence, recovery was not assured. Second, globally, most central banks were in favour of continuing stimulus. On the other hand, domestically, consumer price inflation was high, households' inflation expectations

were rising and surplus liquidity was substantial. These developments had inflationary consequences.

Chart 3: Inflation moderation since November 2011 is accompanied by easing of non-food manufactured products inflation



Nevertheless, the Reserve Bank withdrew the unconventional liquidity support measures and restored the statutory liquidity ratio (SLR) of banks to its pre-crisis level. At the same time, monetary policy had to recognize that the economic growth was recovering from the crisis time slowdown and any aggressive monetary tightening at that point would have affected the recovery. Subsequently, in January 2010, the CRR was raised by 75 basis points of banks' net demand and time liabilities (NDTL), and policy rate was increased for the first time in March 2010 by 25 basis points. Between March 2010 and October 2011 the policy repo rate was raised by 375 basis points to contain inflation and anchor inflationary expectations. It may, however be emphasized that policy rate was raised from a historically low level of 4.75 per cent. As inflation had already risen sharply, the real policy rate during this period was negative. Thus, monetary policy was still accommodative though the extent of accommodation was gradually closing (Chart 4 & Table 3).

Chart 4: Real policy rate has turned mildly positive since November 2011 improving monetary policy effectiveness

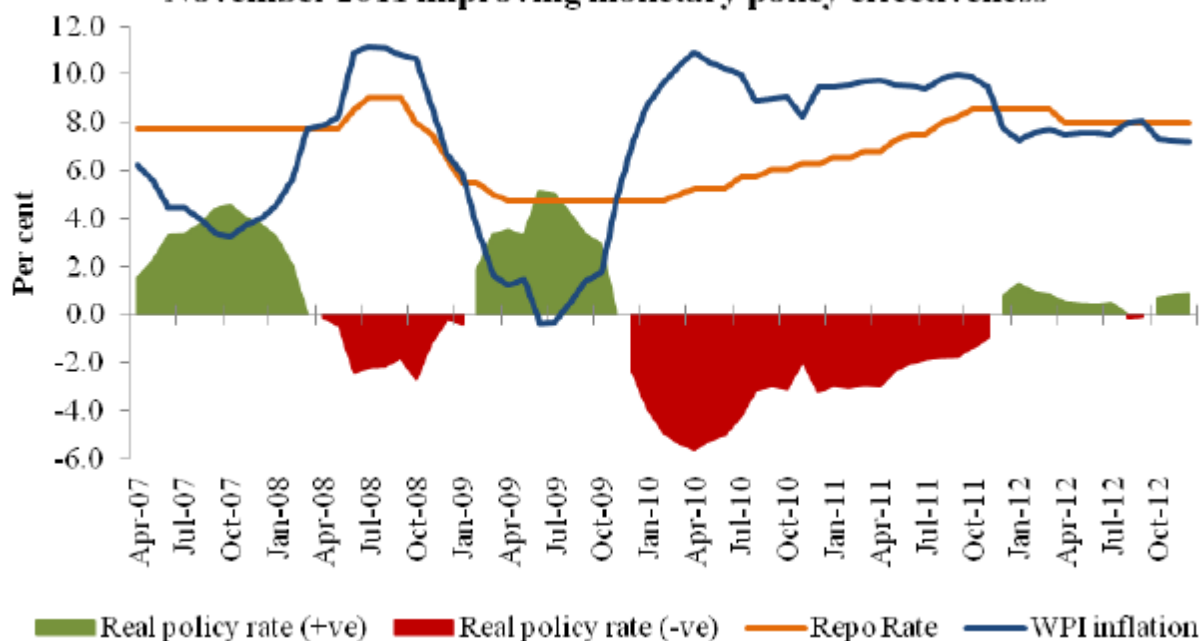


Table 3: In recent years while the real bank lending rates remained relatively low, the real policy rate turned mildly negative

	2000-08	08-09	09-10	10-11	11-12	12-13	2009 -13
	Average	Annual					Average
Monetary Block							
Money Supply *	16.6	20.5	19.3	16.0	16.1	13.3	17.0
Non-food Credit*	23.8	24.5	14.6	21.2	18.7	16.5	19.1
Weighted Average Bank lending rate	12.9	11.5	10.5	11.4	12.6	-	11.5
Real Weighted Average lending rate @	7.7	3.4	6.7	1.8	3.7	-	3.9
Policy repo rate	7.0	7.4	4.8	5.9	8.1	8.0	6.8
Real Policy Rate @	1.7	-0.7	0.9	-3.6	-0.8	0.4	-0.8
* Data for 2012-13 up to 11 January 2013, - Not available,							
@ Nominal rate adjusted for average WPI inflation.							

The policy rate was left unchanged at 8.5 per cent between October 2011 and March 2012. Consequently, the inflation rate started trending down from October 2011 and the real policy rate turned positive since January 2012. This enhanced the efficiency of monetary policy which was reflected in easing of the inflation rate. Accordingly, the Reserve Bank reduced the

policy rate by 50 basis points in April 2012 and again by 25 basis points in the last monetary policy review on 29th January 2013. Currently the CRR stands at a historically low level of 4 per cent of NDTL of banks and policy repo rate is at 7.75 per cent.

Conclusion

While I have tried to unravel the inflation puzzle and provide some explanation why inflation remained entrenched despite output gap being negative, we know that sustained level of high inflation is bad for the economy as it imposes real costs which are borne disproportionately by the different segments of the economy. In order to bring inflation down on an enduring basis and anchor inflation expectations there is a need for policy action on several fronts.

First, it is important to aim for nutritional security not only to harness the demographic dividend stemming from our sizeable young population but also to contain food prices. This will require addressing the supply-demand imbalance in the agricultural sector and modernizing the supply chain.

Second, concerted efforts are required to secure energy security for the country. The bulk of our fossil fuel requirement is met by imports. A necessary step in this direction is market related pricing of petroleum products to economize consumption and reduce the subsidy burden. This should be supplemented by step up in electricity generation so as to minimize fall back option of diesel generation of power.

Third, in a supply constrained economy, potential output is not a reliable gauge for inflation threshold as firms operate below capacity and yet retain the pricing power. Hence, reliability of power supply and availability of necessary industrial raw materials are important for industrial capacity utilization and improvement in productivity. Besides moderating inflation, this will also reduce reliance on imports of products for which domestic capacity exists.

Fourth, it is imperative to maintain exchange rate stability to cushion transmission of international price pressures in commodities, particularly crude oil. This will require management of the current account in our balance of payments with the rest of the world at sustainable levels.

Fifth, fiscal consolidation is important for maintaining both domestic and external balance so that we avoid the risks of twin deficits. As our own high growth experience of 2003-08 suggests, lower fiscal deficit not only encourages private investment but also helps in maintaining price stability.

Finally, while persevering with the steps to increase the depth of the financial market and addressing credit constraints, monetary policy needs to be calibrated to the evolving growth-inflation dynamics so that we move towards our potential growth in a non-inflationary manner. For a country at our stage of development with a vast labour supply, potential growth is not a constant. Only in an environment of price stability, a step up in investment accompanied by productivity improvements could bolster potential growth. Even when the supply side factors

dominate the inflationary pressures, given the risks of spillover into a wider inflationary process, there is need for policy response. While monetary policy action addresses the risk of unhinging of inflation expectations, attending to the structural supply constraints becomes important to ensure that these do not become a binding constraint in the long-run, making the task of inflation management more difficult. By ensuring a low and stable inflation, the Reserve Bank could best contribute to social welfare.

I once again express my best wishes to the precious social welfare endeavors of Poornawad Charitable Trust and its Life Management Institute and accept the honor conferred on me with utmost humility. Thank You.

Case 5. Adjusting to Saudi Arabian Culture

CASE

Adjusting to Saudi Arabian Culture¹

For most outsiders, Saudi Arabia is a land of contrasts and paradoxes. (Map 2.1 shows its location.) It has supermodern cities, but its strict Islamic religious convictions and ancient social customs, on which its laws and customs depend, often clash with modern economic and technical realities. Saudi Arabians sometimes employ latitude in legal formation and enforcement to ease these clashes and sometimes accommodate different behaviors from foreigners. Nevertheless, many foreigners misunderstand Saudi laws and customs or find them contrary to their own value systems. Foreign companies have had mixed success in Saudi Arabia, due in large part to how well they understood and adapted imaginatively to Saudi customs.

Companies from countries with strict separation between state and religion or where few people actively engage in religion find Saudi Arabia's pervasiveness of religion daunting. Religious decrees have sometimes made companies rescind activities. For example, an importer halted sales of the children's game Pokémon because the game might encourage the un-Islamic practice of gambling, and a franchisor was forced to remove the face under the crown in Starbucks' logo because Saudi authorities felt the public display of a woman's face was religiously immoral. However, most companies know the requirements in advance. For instance, Coty Beauty omits models' faces on point-of-purchase displays that it depicts in other countries. Companies know that they must remove the heads and hands from mannequins and must

MAP 2.1 Saudi Arabia



Saudi Arabia comprises most of the Arabian peninsula. All of the countries bordering Saudi Arabia are Arab countries (meaning that the first language is Arabic), and all are predominantly Islamic.

not display them scantily clad. Companies, such as McDonald's, dim their lights, close their doors, and stop attending to customers during the five times per day that men are called to pray. Companies also adjust voluntarily to gain the goodwill of customers—for example, by converting revenue-generating space to prayer areas. (Saudi Arabian Airlines does this in the rear of its planes, and the U.K.'s Harvey Nichols does this in its department store.) During the holy period of Ramadan, people are less active during the day because they fast, so many stores shift some operating hours to the evenings when people prefer to shop.

In 2000, Saudi Arabia ratified an international agreement designed to eliminate the discrimination of women; however, its prescribed behaviors for women appear paradoxical to outsiders. On the one hand, women now outnumber men in Saudi Arabian universities and own about 20 percent of all Saudi businesses. (There are separate male and female universities, and female-owned businesses can sell only to women.) Women also comprise a large portion of Saudi teachers and doctors. On the other hand, women account for only about 7 percent of the workforce. They cannot have private law or architectural firms, nor can they be engineers. They are not permitted to drive, because this may lead to evil behavior. They must wear *abayas* (robes) and cover their hair completely when in public. They cannot work alongside men except in the medical profession, and they cannot sell directly to male customers. If they are employed where men work, they must have separate work entrances and be separated from males by partitions. They must be accompanied by an adult male relative when dealing with male clerks.

The female prescriptions have implications for business operations. For example, the Saudi American Bank established branches for and staffed only by women. Pizza Hut installed two dining rooms—one for single men and one for families. (Women do not eat there without their families.) Both Harvey Nichols and Saks Fifth Avenue have created women-only floors in their department stores. On lower levels, there is mixed shopping, all male salespeople (even for products like cosmetics and bras), and no change rooms or places to try cosmetics. On upper floors, women can check their *abayas* and shop in jeans, spandex, or whatever. The stores have also created drivers' lounges for their chauffeurs. A downside is that male store managers can visit upper floors only when the stores are closed, which limits their observations of situations that might improve service and performance. Similarly, market research companies cannot rely on discussions with family-focused groups to determine marketing needs. Because men do much more of the household purchasing, companies target them more in their marketing than in other countries.

Why do high-end department stores and famous designers operate in Saudi Arabia where women cover themselves in *abayas* and men typically wear *thobes* (long robes)? Simply, the many very rich people in Saudi Arabia are said to keep Paris couture alive. Even though Saudi Arabia prohibits fashion magazines and movies, this clientele knows what is in fashion. (The government also prohibits satellite dishes, but some estimates say that two-thirds of Saudi homes have them.) Women buy items from designers' collections, which they wear abroad or in Saudi Arabia only in front of their husbands and other women. Underneath their *abayas*, they often wear very expensive jewelry, makeup, and clothing. Wealthy men also want the latest high-end fashions when traveling abroad.

Another paradox is that about 60 percent of the Saudi private workforce is foreign, even though the unemployment rate is about 30 percent. Changing economic conditions are at least partially responsible for this situation. In the early 1980s, Saudi oil revenues caused per capita income to jump to about \$28,000, but this plummeted below \$7,000 by the early 2000s. When incomes were high, Saudis brought in foreigners to do most of the work. At the same time, the government liberally supported university training, including study abroad. Saudis developed a mentality of expecting foreigners to do all the work or at least some of the work for them. The New Zealand head of National Biscuits & Confectionery said that Saudis now want only to be supervisors and complain if they have to work at the same level as people from Nepal, Bangladesh, and India. Although the government has taken steps to replace foreign workers with Saudis, prevailing work attitudes impede this transition. For example, the acceptance by a Saudi of a bellboy job at the Hyatt Regency hotel in Jidda was so unusual that Saudi newspapers put his picture on their front pages.

Saudi Arabian legal sanctions seem harsh to many outsiders. Religious patrols may hit women if they show any hair in public. The government carries out beheadings and hand-severances in public and expects

passers-by to observe the punishments, some of which are for crimes that would not be offenses in other countries. For example, the government publicly beheaded three men in early 2002 for being homosexuals. However, there are inconsistencies. For example, religious patrols are more relaxed about women's dress codes in some Red Sea resorts, and they are more lenient toward the visiting female executives of MNEs than toward Saudi women. Whereas they don't allow Saudi women to be flight attendants on Saudi Arabian Airlines, because they would have to work alongside men, they permit women from other Arab countries to do so. Further, in foreign investment compounds, where almost everyone is a foreigner, these religious patrols make exceptions to most of the strict religious prescriptions.

Interesting situations concern the charging of interest and the purchase of accident insurance, both of which are disallowed under strict Islamic interpretations of the Koran. In the case of interest, the Saudi government gives interest-free loans for mortgages. This worked well when Saudi Arabia was awash with oil money, but borrowers must now wait about 10 years for a loan. In the case of accident insurance (by strict Islamic doctrine, there are no accidents, only preordained acts of God), the government eliminated prohibitions because businesses needed the insurance.

Personal interactions between cultures are tricky, and those between Saudis and non-Saudis are no exception. For example, Parris-Rogers International (PRI), a British publishing house, sent two salesmen to Saudi Arabia and paid them on a commission basis. They expected that by moving aggressively, the two men could make the same number of calls as they could in the United Kingdom. They were used to working eight-hour days, to having the undivided attention of potential clients, and to restricting conversation to the business transaction. To them, time was money. However, they found that appointments seldom began at the scheduled time and most often took place at cafés where the Saudis would engage in what the salesmen considered idle chitchat. Whether in a café or in the office, drinking coffee or tea and talking to acquaintances seemed to take precedence over business matters. The salesmen began showing so much irritation at "irrelevant" conversations, delays, and interruptions from friends that they caused irrevocable damage to the company's objectives. The Saudi counterparts considered them rude and impatient.

Whereas businesspersons from many countries invite counterparts to social gatherings at their homes to honor them and use personal relationships to cement business arrangements, Saudis view the home as private and even consider questions about their families as rude and an invasion of privacy. In contrast, Saudi businessmen seldom regard business discussions as private; they thus welcome friends to sit in. The opposite is true in many countries.

In spite of contrasts and paradoxes, foreign companies find ways to be highly successful in Saudi Arabia. In some cases, legal barriers to some products, such as to alcoholic beverages and pork products, have created boons for other products, such as soft drinks and turkey ham. In addition, some companies have developed specific practices in response to Saudi conditions and have later benefited from them in their home countries. For example, companies, such as Fuji and Kodak, created technology for while-you-wait photo development for Saudi Arabia because customers wanted to retrieve photos without anyone else seeing them. They transferred this technology to the United States several years later. ■

ANNEXURE VII

Westpac Bank Consultancy

INDIA: BUILDING A PROFITABLE PRESENCE PERSPECTIVES AND APPROACH

Mumbai, India

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MARSH & MCLENNAN
COMPANIES

Our team today



In person



David Bergeron
Partner, Oliver Wyman India
• Leads Oliver Wyman's India practice
• Banking sector expert



Atul Khosla
Expert advisor
• Former founding partner of Oliver Wyman India
• PVC, Shoolini University



Taliente Davide
Managing Partner, Head of Europe
• Formerly Head of Global Corporate and Institutional Banking (Oliver Wyman) and Founding Partner, Oliver Wyman India



Sridhar Srinivasan
Senior Advisor, India
• Former CEO for Citi in 3+ countries and Head of Global Transaction Banking



Ajit Raikar
Senior Advisor, Singapore
• Formerly Head of Strategy for DBS; SVP and Business Head for Denamon on SME finance; Regional Head (CEE) for Business Banking at Citi



Ritwik Ghosh
Principal, Singapore
• Expert in digital disruption in retail businesses
• Formerly with Capital One



Aarti Nihalani
Senior Manager, India
• Expert in India financial services with focus on corporate banking and capital markets



Sonakshi Goel
Consultant, Mumbai
• Focused on financial services



On phone



Eric Pascal
Partner, Singapore
• Covers Westpac Asia out of Singapore

Agenda for discussion

1. Introduction to Oliver Wyman
2. Our understanding of your situation and project objectives
3. Our early views on potential strategies for Westpac in India
4. Proposed project approach and team

Supporting slides A: About Oliver Wyman

Supporting slides B: India – key macro-economic and demographic highlights

Supporting slides C: Key success factors for foreign banks in India – Case studies

Supporting slides D: Sample outputs – India market

Supporting slides E: Sample outputs – Product revenue / profit pools

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2

1. Introduction to Oliver Wyman

Oliver Wyman is globally the largest consulting firm in the financial services space and is the management consulting arm of Marsh & McLennan Companies (\$13 BN in revenue)



About Oliver Wyman

- Oliver Wyman group is a Top 3 global management consulting group with \$1.5 BN in revenue and ~3,200 consultants working across 80 countries
- Number 1 consulting firm in quality (source: Corporate Executive Board Survey 2008)
- Deep insights into asset management and mutual fund industry through close association with sister firm Mercer which is a world leader in investment management services
- Number 3 in size and fastest growing among top-five global consulting firms (source: HBS 2009)
- Three key differentiators
 - Sector specialisation
 - Combine strategy and execution
 - Fixed fees for pre-agreed deliverables

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3

Oliver Wyman has a growing presence in India, and is advising leading firms across the financial services spectrum

India offices

Two domestic locations supported by global hubs



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Experience

- On the ground presence since 2007–08
- Executed high impact projects across client types in the FS industry over the last 5 years
- Many market leaders are recent clients, including: clients from government regulators, top 3 NBFCs, top 3 insurers, top 3 banks, top 3 retail brokers, and leading PE firms
- Supported by sister companies and business divisions who are industry leaders in related fields
 - Marsh: leading risk management and insurance consultant
 - Mercer: leading HR and Investment consultant
 - Celent: leading FS market research firm

People

- Our partners bring deep experience in Financial Services industry
- Partner team is heavily supported by global experts

4

We have advised multiple foreign banks on their India strategy – including details at product and client segment levels

List of clients that we have supported on India strategy

Banking

- Leading universal bank (top 3 in India)
- Leading European bank
- Leading European bank
- Leading Asian bank
- Leading Middle Eastern bank

Other FS

- European asset manager
- European life insurer

Disguised client study – Asian bank

Client

- A leading Asian bank with an emerging presence in India
- Focused on offshore lending to global Indian corporates

Challenge and project objectives

- The client was looking to understand growth strategies employed by peer MNC banks to grow their India franchise
- The focus of the project was to benchmark 8 peer MNC banks in India, understanding their historical growth strategy, present standing and future growth outlook

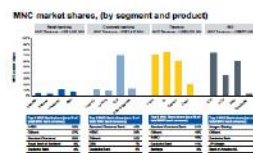
Our approach

- **As is business profile of peer banks**
 - Benchmarking of peers across quantitative and qualitative metrics
- **Peer India growth strategy**
 - Historical and future growth ambitions of peer firms
- **Governance processes**
 - Role and expectations of country head
- **Treasury revenue drivers**
 - Assessment of sources of treasury and FX revenues
- **Regulatory compliance and financial inclusion**
 - Priority sector lending norms

Impact

- Delivered a comprehensive benchmarking report on MNC peers in India
- Identified key success factors for MNC banks:
- Identified long term steady state vision for the India franchise for client based on learnings from peer benchmarking exercise

Sample output



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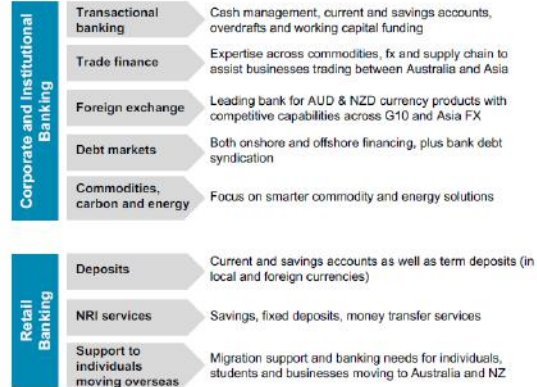
5

Westpac in India today supports the India-Australia trade, banking and investment activities through some of its innovative solutions

Key facts

- Presence in India since 2007, opened first branch office in 2012
- Focused on supporting trade and investment flows between Australia and India
- Expertise in energy, natural resources, agribusiness and migrant banking segments
- Innovative solutions in the migrant banking segment

Business segments



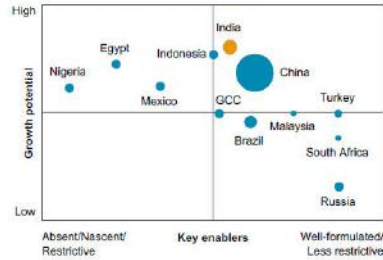
Westpac seeks to review and validate its strategy with a view to identifying further profitable plays available to MNC banks with limited presence

Westpac today seeks to gain deeper insight into relevant segments of the India market, strategies adopted by peers and possible value drivers

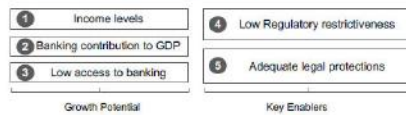
Topic	Key analyses
A India – Australia linkages	<ul style="list-style-type: none"> • Evaluate growth prospects of Indian economy and its linkage to Australian economy • Identify business and industry segments within banking which are likely to benefit the most • Evaluate relevance of these business segments to Westpac
B Opportunity for foreign banks in India	<ul style="list-style-type: none"> • Analyse potential size of opportunity for foreign banks operating in India – particularly banks of similar scale and risk appetite such as Westpac • Peer analysis – identifying the most relevant competitor banks, their focus segments, strategy, balance sheet (on shore and offshore) revenue and profitability profile across the key business segments)
C Peer strategy in India	<ul style="list-style-type: none"> • Evaluate key success factors which enable some of the successful peer banks to operate profitably in the Indian market, particularly as it relates to certain sectors such as FICC and corporate banking
D Subsidiarisation	<ul style="list-style-type: none"> • View around RBI's requirement around subsidiarisation • How are other peer banks reacting to the subsidiarisation expectation by RBI

The medium term growth potential of the Indian banking sector is second to none

Outlook on banking growth multiplier for emerging markets (2010–2030)



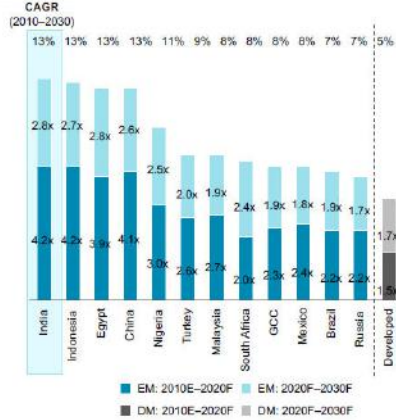
Determinants of Banking Growth multiplier



Note: Growth potential is a combined measure of income level, banking revenue share of GDP, banking access levels today; Key enablers measures the evolution of legal protectiveness and non-restrictive regulations.
Source: The Future of Banking in Emerging Markets, Oliver Wyman, 2011

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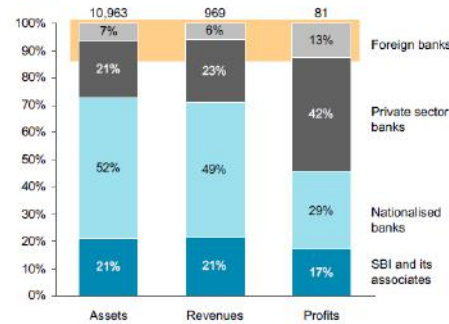
Projected banking sector growth (2010E = 1x)



8

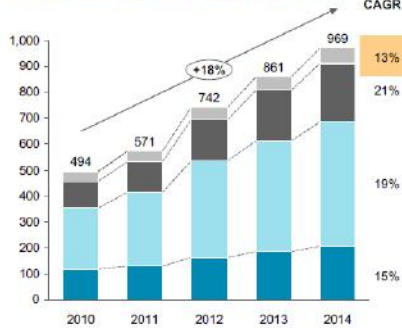
Foreign banks constitute a small fraction of total banking revenues and lag domestic players in growth

Foreign banks capture minimal market share ... FY14



... with the share having fallen in the last 5 years

Foreign Bank onshore profits, INR '000 Cr



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9

Many leading foreign banks have established sizeable presence in India, but the going is tough and there have many 'pull-backs'

Cohorts	Description	Key players	Onshore Revenue (INR)	Player	Exit	Explanation
Universals	<ul style="list-style-type: none"> Present across all major banking segments Corporate banking and capital markets division (treasury) typically accounts for large share (60-70%) of revenue 		8000 – 15000 Cr.	Morgan Stanley	<ul style="list-style-type: none"> Surrendered banking license in 2013 Sold private wealth unit in 2013 	<ul style="list-style-type: none"> Global business strategy changes Alignment with global strategy
Globals	<ul style="list-style-type: none"> Currently operates across segments within wholesale banking but do have aspirations to expand further (including retail) Typically, a Top 5 player in 1-3 segments with increasing presence in the rest 		2000 – 6000 Cr.	UBS	<ul style="list-style-type: none"> Surrendered banking license and closed WM business in 2013 	<ul style="list-style-type: none"> Alignment with global strategy
Focused/ Niche/ Rep. offices	<ul style="list-style-type: none"> Follows a focused strategy, concentrating on being a leading player in only one major segment. For example, BNP Paribas is a strong capital market (treasury) player 		> 2000 Cr.	HSBC	<ul style="list-style-type: none"> Moved out of retail broking and depository services in 2013 Announced exit from SBI Card JV's Sold India assets to StanChart 	<ul style="list-style-type: none"> Global business strategy changes Stiff competition in retail broking and low earnings potential Alignment with global strategy Various

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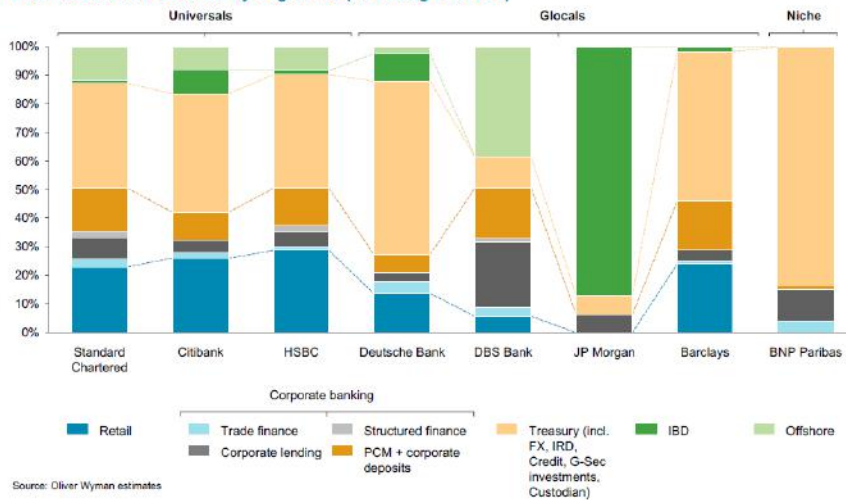
10

A deeper analysis of the break-up of revenues makes it clear that each of the top 10 foreign banks has followed a different strategy around India

Estimated mix of revenue by segments (including offshore)

Preliminary

Oliver Wyman estimates



11

We see six key learnings from foreign bank's business build experience in India

What has worked well

- 1 Strong country head leadership**
Local market leaders empowered to take strategic calls on the market at the cost of segment economics
- 2 Localisation of top management**
With local managers in top executive positions, banks have been able to accelerate their growth in the market
- 3 Global strengths leveraged to build a strong core business**
Localization has also been complemented by building the local business around global areas of strength
- 4 Acquisitions and JVs to fast track growth and acquire local capabilities**
Organic business build has occasionally been supported by acquisitions/JVs looking to fast track growth and acquire local capabilities
- 5 Increased risk appetite balanced by localisation of risk management and underwriting**
As banks scale up operations, a strong local risk management team needs to be in place to manage risks and improve competitiveness

What has NOT worked

- 6 Asset led aggressive growth strategy**
While focus on growth has been important, asset led aggressive growth strategy has not worked well for many player

3. Our early hypotheses for Westpac India growth strategy

We would like to share early hypotheses for Westpac based on three key considerations

- | | |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Business focus | <ul style="list-style-type: none"> Westpac's domestic focus will be on businesses with lowest barriers to entry and minimal branch network constraints <ul style="list-style-type: none"> Primary focus on wholesale banking, FI and treasury Within wholesale and treasury, primary focus on FICC; ECM and M&A margins too compressed by local players Overseas businesses will largely exploit India-Australia linkages which the bank is positioned to exploit |
|  Phased approach to growth | <ul style="list-style-type: none"> India strategy aligned to 'phased growth approach' model as followed in Westpac International Focus of the current efforts on 'how to succeed' in the early stages (i.e. near to medium term) |
|  Appetite for investment | <ul style="list-style-type: none"> Open to considering strategies for growth across both organic as well as in organic routes Interesting opportunities may emerge for acquisition of assets due to potential 'pull-back' of leading UK and US banks from non-core markets (driven by regulatory concerns on resolvability, KYC & AML requirements) |

3. Our early hypotheses for Westpac India growth strategy

We have outlined our early hypotheses for Westpac based on an outside-in view

For discussion

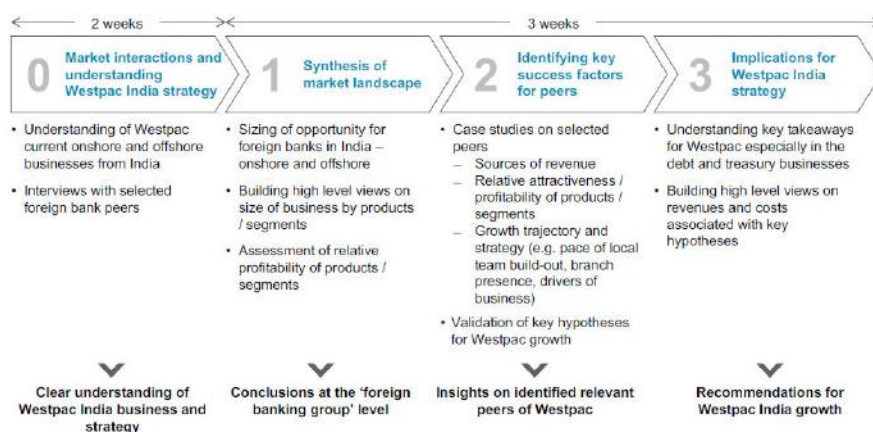
1	Focus on sector solutions about specific businesses where Westpac has a strength (e.g. education, minerals/mining, etc.); focus on end to end leadership in the ecosystem but start small (examples of players: Citi (telco), Rabo (agriculture), Wells Fargo (automotive))	
2	Use supply chain finance and distributor finance programs as a way to build out "sector solutions" – focus on an Australian anchor with supply chains in India and use DF program to capture flows	
3	Build an FI strategy that offering products such as trade finance, lines of credit, etc. through partnership / strategic tie-ups with domestic financial institutions	Lending focused
4	(Capitalise on opportunities that may be presented by pull-back of US and EU banks from non-core markets) Build specialised offerings around external commercial borrowings	
5	Use digital innovation as a differentiator that can be exported to India and other International businesses	
6	Leverage Australian investor relationships to deploy funds for Indian infrastructure / sectoral financing	
7	Build a specialised offering around synthetic exposures to India for hedge funds across FX, commodities and fixed income	
8	Build deep expertise in commodities hedging as a unique advantage	Markets focused
9	Build a wealth management offering leveraging existing clientele in India and Australia	
10	(Capitalise on opportunities that may be presented by pull-back of US and EU banks from non-core markets) Evaluate opportunities for growth through acquisitions if such options exist (likely timeframe 12-18 months)	Others

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4. Proposed project approach and team

We are proposing to address the questions posed by Westpac over a focused 5-week assignment



Sources of input for the study will include market interviews + publicly available data + Westpac inputs + Oliver Wyman expert views

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4. Proposed project approach and team

We will leverage the deep industry knowledge of our local market experts, senior advisors with first-hand experience in foreign banks and experts with deep understanding of Westpac

Project team

Project execution partners

Responsible for successful execution of the project overall



David Bergeron
Partner, India



Atul Khosla*
Formerly Founding Partner, Oliver Wyman India

Project execution team

Responsible for primary and secondary research

- Principal
- Engagement Manager
- Associate
- Senior Consultant / Consultant

Advisors

(to be involved as needed)

- **Sridhar Srinivasan**
Senior Advisor, India
- **Ajit Raikar**
Senior Advisor, Singapore
- **Eric Pascal**
Partner, Singapore
- **Jacob Hook**
Partner, Sydney

*Involved as an external expert with 40% days per week time commitment towards the project (i.e. 5-7 days commitment over the project duration)

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Oliver Wyman is best suited to support Westpac in this crucial exercise that will provide inputs and help design the India market strategy for five reasons



Our team of local experts and senior advisors with first hand experience of running foreign bank operations in India



Our deep expertise and understanding of banking in India – across retail, corporate and treasury businesses



Our project experiences in working with foreign banks (relevant peers) in defining the India market strategy



Our continuing relations and understanding of Westpac in Australia and rest of Asia-Pacific region



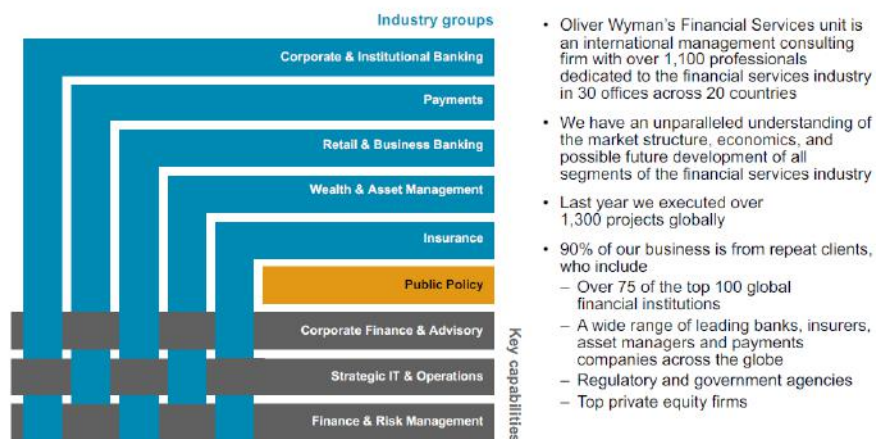
Our commitment to further strengthen our relations with Westpac in the region

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Supporting details A | About Oliver Wyman

Oliver Wyman's Financial Services unit brings deep industry expertise and broad functional capabilities to leading financial institutions



- Oliver Wyman's Financial Services unit is an international management consulting firm with over 1,100 professionals dedicated to the financial services industry in 30 offices across 20 countries
- We have an unparalleled understanding of the market structure, economics, and possible future development of all segments of the financial services industry
- Last year we executed over 1,300 projects globally
- 90% of our business is from repeat clients, who include
 - Over 75 of the top 100 global financial institutions
 - A wide range of leading banks, insurers, asset managers and payments companies across the globe
 - Regulatory and government agencies
 - Top private equity firms

We have worked for 80% of the top 100 institutions globally

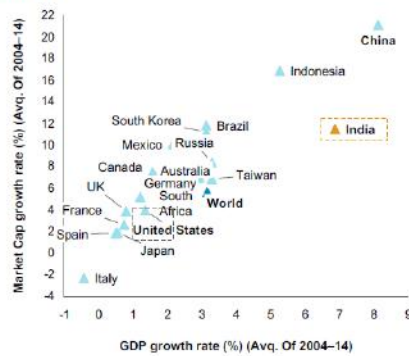


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Supporting details B | India – key macro-economic and demographic highlights

India has enjoyed outstanding growth amongst leading economies over the past decade and is expected to grow faster than China in the coming years

India is among the top 3 in terms of GDP and Market Cap growth rates 2004–14



India is the fastest growing economy surpassing China % 2013–2020(P)



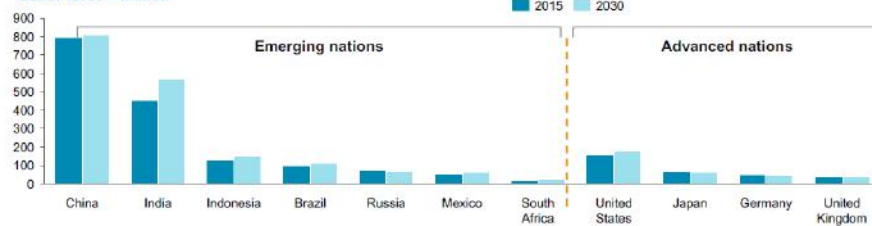
By 2030, India is expected to be the 3rd largest economy globally, after China and US

Source: Oxford Economics, Oliver Wyman Analysis, MOSPI (India), IMF Projections, World bank statistics
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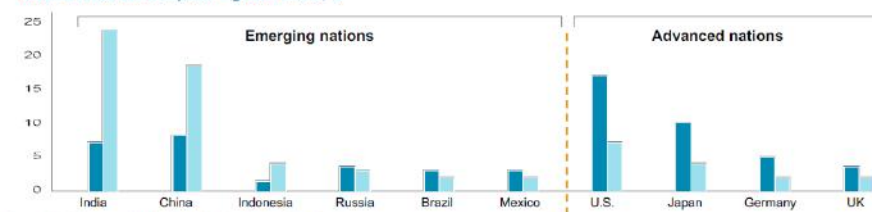
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The critical differentiating factors that are expected help India sustain its growth advantage are related to demographics

Labor force – million



Middle class consumption – global share, %



Source: Oxford economics data, Brookings institution, World Bank
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Supporting details C | Key success factors for foreign banks in India – Case studies

We see six key learnings from foreign bank's business build experience in India

What has worked well

- 1 Strong country head leadership**
Local market leaders empowered to take strategic calls on the market at the cost of segment economics
- 2 Localisation of top management**
With local managers in top executive positions, banks have been able to accelerate their growth in the market
- 3 Global strengths leveraged to build a strong core business**
Localization has also been complemented by building the local business around global areas of strength
- 4 Acquisitions and JVs to fast track growth and acquire local capabilities**
Organic business build has occasionally been supported by acquisitions/JVs looking to fast track growth and acquire local capabilities
- 5 Increased risk appetite balanced by localisation of risk management and underwriting**
As banks scale up operations, a strong local risk management team needs to be in place to manage risks and improve competitiveness

What has NOT worked

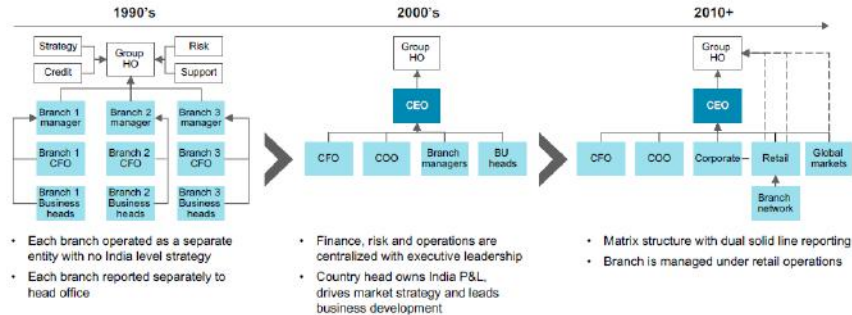
- 6 Asset led aggressive growth strategy**
While focus on growth has been important, asset led aggressive growth strategy has not worked well for many player

1. Strong country leadership

Country head leadership has been critical for India business build of foreign banks – market level strategic calls were made often at the cost of segment economics

Deutsche Bank case example

Reorganized local operations under strong country head to support business build



Strong leadership, clear decision making authority and scalable centralized platform has fuelled growth



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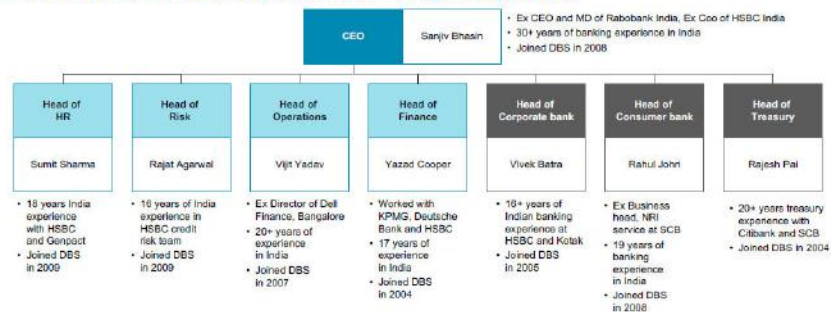
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2. Localization of top management

Localization of top management has added further momentum – all leading foreign banks are currently led by majority Indian executives

DBS case example

Since 2004, DBS has completely localised all management positions



Since 2004

- Revenue CAGR of 90%
- Net Profit CAGR of 100%
- ROA improved from 0.9% to 2.4%
- Client base growth from 30-50 clients to ~750 clients

Sources: Annual reports, RBI, Oliver Wyman analysis

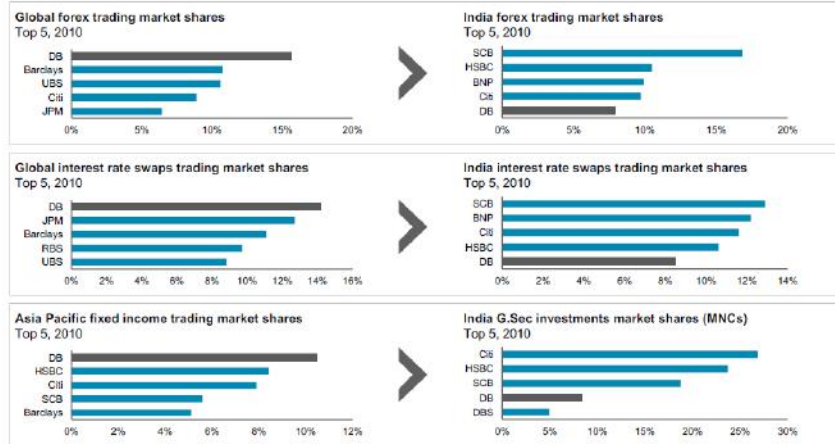
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3. Global strengths leveraged to build a strong core business

Localization has also been complemented by leveraging global expertise – DB's core of India business has been built around its global areas of strength
Deutsche Bank case example

Deutsche Bank leads Indian market in same products as they do in the global market



Source: Greenwich, Euromoney, Interdealer, RBI, OW analysis

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4. Acquisitions and JVs to fast track growth and acquire local capabilities

Organic business build has occasionally been supported by acquisitions/JVs looking to fast track growth and acquire local capabilities
HSBC and BNP Paribas case examples

HSBC has continued to make strategic acquisitions and JVs to further its India presence



Source: RBI, IRDA, news agencies, company annual reports

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BNP Paribas has followed a JV led approach to establish a presence across the financial services spectrum

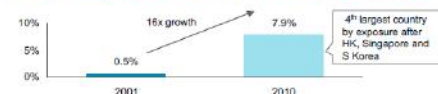
- Life insurance with **SBI Life**
 - Largest private life insurance player with a market share of 19% of private life insurance
 - NBP of ~INR 7,400 Cr in FY 11
 - Profits of INR 620 Cr in FY 11
- Retail brokerage with **GEJIT BNP PARIBAS**
 - More than 5,76,000 clients and over INR 13,800 Cr in AUM in FY 11
 - Revenues of INR 280 Cr in FY 11
 - Profits of INR 29 Cr in FY 11
- Home finance with **SUNDARAM FINANCE**
 - Offers secured loans against homes and other properties
 - Loan disbursements of INR 700 Cr in FY 10
 - Profits of INR 47 Cr in FY 10
- Fund services with **SUNDARAM FINANCE**
 - Started asset servicing function in 2009
 - Over INR 200,000 Cr in assets serviced for the 14 Lakh customer base of Sundaram's AMC
- Equipment finance with **SREI**
 - Srei BNP Paribas started its operation from January 01, 2008
 - Provides infrastructure and construction equipment financing and insurance businesses

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5. Increased risk appetite balanced by localization of risk management and underwriting

As banks scale up operations, a strong local risk management team needs to be in place to manage risks and improve competitiveness
SCB case example

SCB's country exposure to India as a % of global exposure has gone up 16x over the last decade
India risk weighted assets as a % of total risk weighted assets



SCB's has penetrated deeper into local corporates and mass affluent retail since 2001



SCB has increased exposures to derivative instruments on its balance sheet



1. FX and IR exposure is calculated by RBI methodology of assigning time and counterparty credit conversion factors to notional outstanding principal of FX and IR contracts
Source: RBI, company annual reports, Oliver Wyman analysis

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Standard Chartered has build us a strong risk management team locally to manage this growth



- Country Chief risk officer, Peter Warbenoff, also leads credit risk across South Asia
- Largest risk team amongst MNCs in India

Local risk management has been key to improving market competitiveness

"SCB has been able to better price its products and offer greater credit limits to Indian corporates as they have a fully authorized India credit team while we need to approach HO for approval"

Head of trade solutions, large MNC bank

"SCB is the only foreign bank able to compete in SME lending, we would not be able to price similar to private Indian banks and SCB"

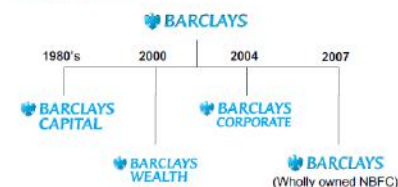
Head of global corporates, large MNC bank

30

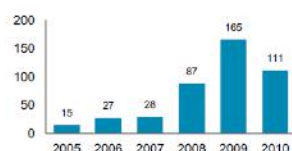
6. Asset led aggressive growth strategy

While focus on growth has been important, asset led aggressive growth strategy has not worked well for many player – Barclays is a case in point
Barclays case example

Barclays was traditionally focused on capital markets and wealth but decided to pursue an asset led scale strategy in 2007



Revenue, INR '000 Cr FY 05-10

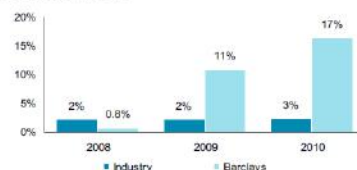


Source: RBI, Oliver Wyman analysis

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Asset based business build has turned out to be unprofitable across retail and SME segments

Gross NPAs FY 08-10



Profits, INR Cr FY 05-10



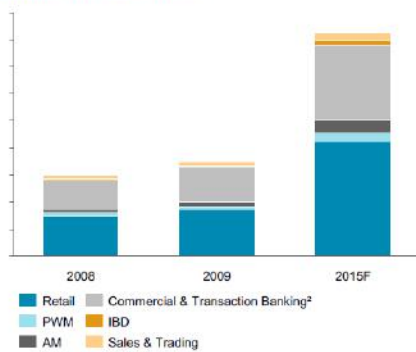
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Supporting details D | Sample outputs – India market

Total size of the India banking market

Disguised project output

India wallet size
Total revenues of banking (\$BN)¹



Growth estimates

Segment	CAGR (09-15)
Sales & Trading	12%
Investment Banking	20%
Commercial & Transaction	15%
Asset Management	21%
Private Wealth Mgmt.	16%
Retail & SME	15%
For reference: GDP	7-9%

Growth drivers are discussed on the subsequent pages for each product category

Source: Oliver Wyman proprietary data and analysis

1. All numbers for India are based on the Indian financial year

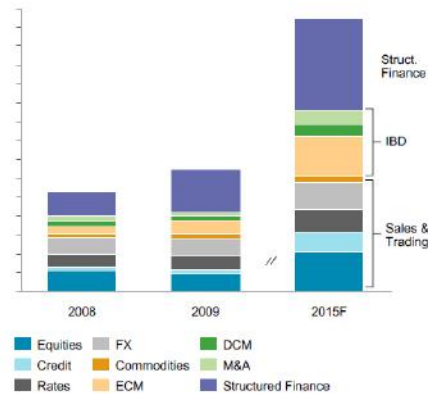
2. Structured Finance is included in Commercial & Transaction Banking revenues; subsequent pages provide further drill-downs

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Investment Banking revenues in India are fragmented

India Investment Banking market
Revenues, \$BN



Comments

- Sales & Trading
 - Deregulation of markets will increase revenues, particularly in the areas of FX, credit and equities
- Investment Banking
 - Increased demand for onshore listing and debt issuances will drive ECM and DCM revenues in the future
 - Privatisation of government owned companies to drive IPO volumes over the next years
- Structured Finance
 - Driven by substantial infrastructure investments by the Indian Government

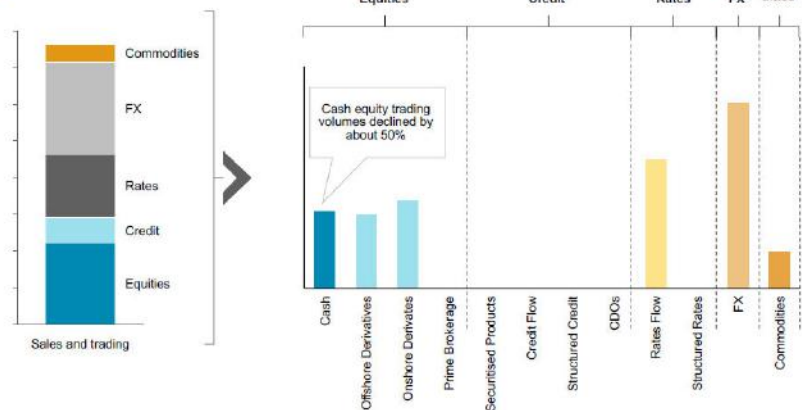
Source: Dealogic; Interviews with market and Oliver Wyman experts; Oliver Wyman proprietary data and analysis

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Sales & Trading is dominated by FX and Equities; for the latter, a substantial share of revenues result from the liquid derivatives segment of the market

India Sales & Trading revenue by product
\$MM



Source: Interviews with Oliver Wyman experts; Oliver Wyman proprietary data and analysis

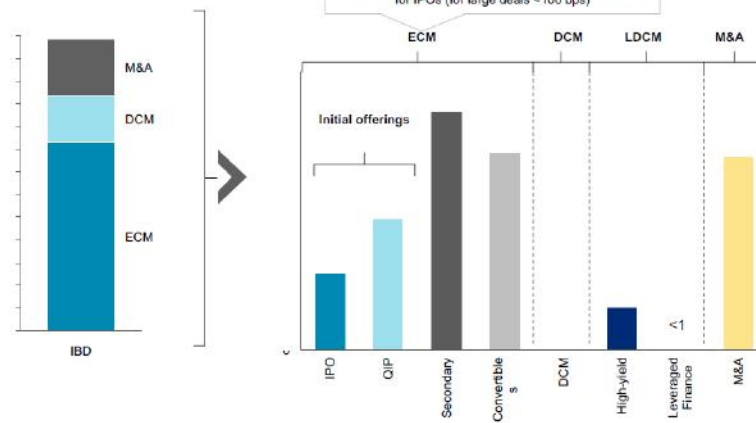
1. Includes cash equities traded at the National Stock Exchange and Bombay Stock Exchange; international equities purchased by Indians are not included
2. A substantial portion of equity derivative revenues stem from offshore "Delta 1" products, which are a proxy investment for foreigners without access to the Indian market. Estimates place the market at about 100% of onshore revenues.

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Investment Banking revenues in India dominated by the equity markets; particularly private placements with institutional investors are large

India IBD revenue by product
\$MM

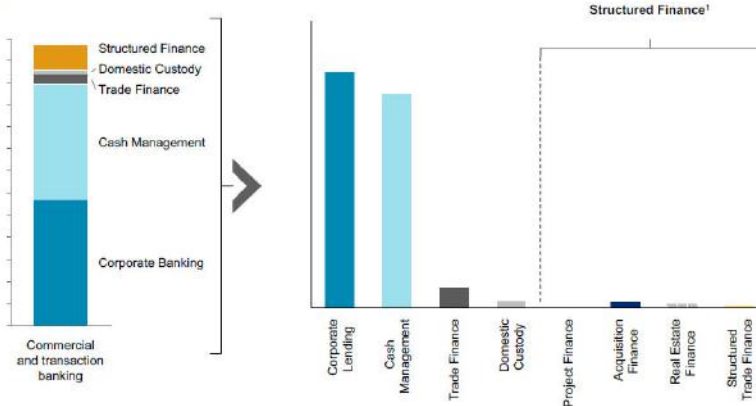


Source: Dealogic, Interviews with Oliver Wyman experts, Oliver Wyman proprietary data and analysis

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Structured Finance accounts for about 10% of the total Commercial & Transaction Banking wallet and is clearly focused on project finance

India Commercial & Transaction Banking revenue by product
\$MM



Source: Dealogic, Interviews with Oliver Wyman experts, Oliver Wyman proprietary data and analysis

1. Structured Finance numbers are based on Dealogic data for deals in the categories "Acquisition Finance", "Project Finance", "Property", and "Trade Finance". Further details on the included deals are provided in the appendix.

2. Property finance based on estimates for the total real estate finance market in India. Large commercial real estate finance is still not fully open to foreign banks

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There are several ways to enter the Indian banking market, depending on the business areas targeted

Segments accessible with each license type

	Bank subsidiary	Securities license	Merchant Banking license	NBFC license	Asset Mgmt. license
Commercial Banking	<ul style="list-style-type: none"> All areas of commercial banking 	Some banks (e.g. Standard Chartered, Citi) have developed retail offerings on the back of bank subsidiaries. However, the segment is tightly regulated and synergies with wholesale and investment banking are limited		<ul style="list-style-type: none"> Lending, but not deposit taking 	
Investment Banking			<ul style="list-style-type: none"> Investment Banking (advisory and underwriting) 		
Markets	<ul style="list-style-type: none"> Trading in govies, fixed income, FX 	<ul style="list-style-type: none"> All areas of Sales & Trading 			
Asset Mgmt.					<ul style="list-style-type: none"> All areas of asset management¹

Access with license possible Additional restrictions beyond the license

Source: Oliver Wyman research and analysis

1. Though a license provides access to the market, a substantial share of the mandates is awarded to local firms or foreign firms with a long track-record within India only

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All types of licenses have been tried by foreign firms, but bank subsidiaries seem to generate the highest revenues

	Bank subsidiary	Securities license	Merchant Banking license	NBFC1 license	Asset Mgmt. license
Examples	<ul style="list-style-type: none"> Citi, HSBC, Standard Chartered, Credit Suisse 	<ul style="list-style-type: none"> Deutsche Bank, JPM, ML, UBS, GS 	<ul style="list-style-type: none"> Credit Suisse, Goldman Sachs 	<ul style="list-style-type: none"> Citi, GE Capital, Credit Suisse 	<ul style="list-style-type: none"> Sundaram BNP Paribas, DSP Black Rock
Indicative revenue wallet	<ul style="list-style-type: none"> \$350-650 MM² 	<ul style="list-style-type: none"> \$250-350 MM (average for top 3) 	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> n/a³ 	<ul style="list-style-type: none"> n/a⁴
Success factors	<ul style="list-style-type: none"> Commitment to extend balance sheet Leveraging of corporate relationships Hedging and risk management offering 	<ul style="list-style-type: none"> Increasing importance of onshore coverage model Focus on international large cap companies 	<ul style="list-style-type: none"> Relationships with local companies Commitment to extend balance sheet in principal investment activities 	<ul style="list-style-type: none"> Ability to secure stable long-term access to financing Operational efficiency and scale Underwriting excellence 	<ul style="list-style-type: none"> Established local presence and track-record to be eligible for attractive management assignments (e.g. pension funds)

Source: Oliver Wyman research and analysis

1. Non Banking Financial Company, financial services entity that is typically not allowed to raise deposits.

2. Investment Banking and Markets revenues only

3. Stand-alone revenues for India are not available, however, both Citifinancial and GE Capital India posted severe losses in 2007 and 2008 due to write downs on their unsecured consumer loan books

4. Asset Management JVs mainly disclose the performance of their funds rather than the holding company

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A number of risks could affect future revenue growth in financial services in India

1 Economic risks

- While also providing some revenue opportunities in the IB space, high inflation (currently north of 10%) can lead to destabilization of the domestic market
- Particularly in the retail segment, growth prospects rely heavily on the accessibility of the currently "unbanked" segment of the market. Serving these clients is largely technology driven (mobile banking) which could not develop as forecasted

2 Regulatory risks

- Revenue forecasts assume a gradual opening up of the Indian financial services industry for foreign players. A more restrictive regulatory approach towards foreign firms could hamper growth substantially
- A substantial part of existing revenues are based on offshore businesses which could be at risk if the regulatory environment changes

3 Political risks

- Past evidence has shown that the Indian government repeatedly intervenes in financial markets (e.g. by banning derivatives)

Source: Oliver Wyman analysis

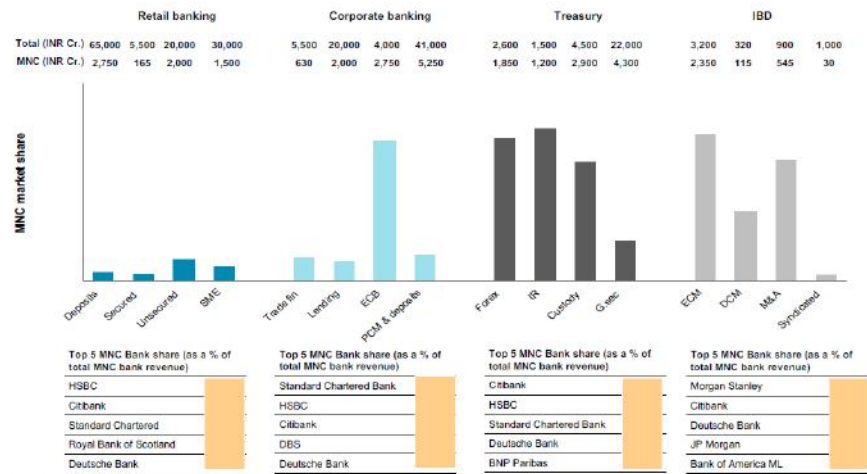
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Supporting details E | Sample outputs – Revenue/ profit pools

Foreign banks have achieved limited market share in retail and corporate banking given regulatory restrictions but they dominate treasury and IBD segments

MNC market shares (by segment and product)



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Revenue mix of major foreign banks in India by major product segments

Revenue split by segment and product (Oliver Wyman estimates)

INR Cr.

Products	Standard Chartered	citi	HSBC	Deutsche Bank	BARCLAYS	DBS	BNP PARIBAS	Morgan Stanley	JP Morgan Chase	Bank of America ML
Retail deposits	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Retail secured lending	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Retail unsecured lending	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
SME	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Total retail	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%
Trade finance	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Corporate lending	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
PCM and deposits	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Structured finance	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Total corporate	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
Forex	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Custodian services	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
IR Derivatives	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Credit	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Total treasury	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
ECM	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
DCM	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
M&A	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Syndicated lending	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Total IBD	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
G-sec Investments	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Total onshore revenue	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
ECB	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Total revenue	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%

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Client X vis-à-vis leading peer foreign banks – sizable player in ECB segment but significant growth opportunity in all other key segments

Products	Typical top 5 MNC revenue (INR Cr.)	Total MNC revenue (INR Cr.)	Total Industry revenue (INR Cr.)	Client operations
ECB	~200	~2,750	~4,000	Strong
Corporate deposits	~150	~2,300	~40,000	Minor presence
Forex	~200	~1,800	~2,800	Minor presence
IR derivatives	~130	~1,200	~1,500	Minor presence
Corporate lending	~75	~775	~20,500	Minor presence
Custody	~250	~1,750	~3,000	Not present
ECM	~240	~2,500	~4,300	Not present
DCM	~30	~250	~500	Not present
M&A	~75	~1,200	~1,800	Not present
Syndicated lending	~2	~25	~1,800	Not present

Source: Oliver Wyman analysis

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