

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GNANAM SCHOOL OF BUSINESS

**GNANAM SCHOOL OF BUSINESS TRICHY - THANJAVUR EXPRESS WAY,
SENGIPATTI, THANJAVUR**

613402

www.gsb.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The main objective of the accreditation process is to ensure the quality upgradation of the institute and pave to the path of delivering quality management education. NAAC will certainly helped us to find out the checks and balances to assess the various parameters such as curriculum design and development, student parameters, research facilities, extension activities, academic quality delivery of publications and collaborations and so on.

Also, it helped us to look where we need to work more in term of facilities, learning resources student participation, alumni engagement, faculty empowerment, IQAC functioning and so on.

It provided the opportunity to look back our institutional values and constantly check what we have delivered so far. It adds more responsibility to move strength to strength.

Vision

"To be a world-class Business School that benchmarks excellence in every aspect of business education. To empower students with instincts, insights and a strong conceptual foundation, inculcating in them the character to emerge as future business leaders."

Mission

"Nurturing talented minds, bound by firm values & principles; grooming them suitably for the business front and changing business trends. Our teachings will be built on the premise of corporate exposure that bridges the gap with academics; provides confidence to students to emanate as fearless thinkers and motivated doers; imbining them with traits of professionalism and management ethics, which stays with them forever."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Fully Residential Business School

Exclusive Training and Development which is inbuilt in the Curriculum

State of the Art Infrastructure, Learning Resources and Facilities

Best teaching learning practices called Power Talk, Cicero Circle, Mentor-Mentee activity, Passport to Placement Record, Industry Interaction programmes through summer internship and final internship.

Collaboration with various industry and research bodies.

Student Development Programmes conducted for various relevant causes.

Social Responsible institute through various CSR activities

Student run professionalised Clubs that are demonstrating various functional aspects of management practices.

A well enabled resourceful library which has got sufficient books

A well enabled wifi connected high speed internet connectivity

Green Campus with appropriate learning climate.

A separate high class hostel facilities for both boys and girls with quality food

A well interconnected communication mode namely Moodle for the student staff interaction

Institutional Weakness

The institute could not able to access and get permission to have the Government run projects due to the absence of accreditation.

The full time residential business school concept is fairly new in the area where it operates. That is an inherent weakness to capture the attention of students for its admissions.

The institutes gives higher weightage to co-curricular activities. So, it is not able higher weightage to extra-curricular activities such as sports and culture.

Institutional Opportunity

The institute have various opportunities to tie up with the local community and serve them to the best extent.

The institute is interested to run value added courses and part time diploma programmes that will act as a source of mobilizing fund and enhancing the brand image.

The faculties are exposed to various consulting and research activities in the recent time. It will be given due importance in the near future.

The students are capable to start various entrepreneurial ventures in and around the location of the institute. If it

is getting done, it will add the value and brand positioning in the market better than the existing state.

Institutional Challenge

The quality of the management education is getting deteriorated in a pan national manner with the mushroom growth of educational institutions that are delivering dismal quality of education to its students. Given the situation, it is really challenging to keep our institute without diluting its vision, values and governance and deliver in such an environment. The differentiation and customization of the programme acts as challenge over these years.

Though the institute ensures the value chain with utmost care, the admission is really pose a great challenge due to multiple factors. The team of experts from the institute work hard year after year to change the scenario and face the challenge in an effective manner.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricular aspects includes the planning of sessions for each course, time allocated for the course, value addition courses, various enrichment activities conducted for each course and the systematic feedback applied for the systems implemented.

The curricular aspects deeply looks into the planning of academic aspects in a miniscule manner and force us to work in every minute detail.

It is also giving an idea about the required academic flexibility with regard to faculty allocation, full time and part time work to be done. The feedback from the students are systematically collected and taken as an input for further modification or desired changes.

Teaching-learning and Evaluation

The student are enrolled in the institute with the internal test conducted at the institute level. The University norms and quota fixed as per the TANCET examination. The student diversity is maintained. The institute constantly encourages to the student to make the students and participate in academic conference, symposium held in other colleges. There is exclusive training for students to various curricular and co-curricular activities. The students are motivated to prove their academic leadership through various club activities which are cited in the main content. The students are encouraged to learn upto date management learnings and technologically strong so that their learning is rich and their placement effectively done.

Research, Innovations and Extension

GSB gives high weightage to its research and extension activities.

The faculties of GSB are encourages to publish papers both national and international level.

The students are working along with the faculties to come out of research papers in the refereed journals.

The students are also motivated to go and present papers in various national and international conference.

GSB has got a unique forum called CEDREC where the faculties working on to conduct various FDP and MDP programmes both academic and industry. It is really giving wide variety of opportunities to them to express their intellecutal curiosity.

The students are also encouraged to submit their business plan proposal on a specified project title. Recently, two students guided by our faculty won the project in Tamil Nadu State Council for Science and Technology.

Infrastructure and Learning Resources

GSB has got a state of the art facility in term of infrastructure namely class rooms, conference rooms, auditorium, library resources, computing centre, sports facilities, hostel facilities, intercom facilities and so on.

The instiute has got a Wi-fi with the speed of 10 mbps which gives a speed connection of internet to all of them. It helps in learning and project purposes.

The GSB library has got a fantastics library resources with a stake of more than 3600 books and leading journals, magazines and so on.

The learning resources are continuously audited and updated in a periodical manner and work towards improving every possible way.

Student Support and Progression

The students are the core strength of GSB. They are supported every possible way to grow, enrich and enlighten themselves with the right set of academic environment. The faculty members are acting as a key resource person as well as mentor to the students for their personal and professional growth

The student progression from the entry level to the exit level as a professional is tracked through P2P (Passport to Placement) document and ensured through the continuous monitoring and feedback.

The alumni engagement is also highly active and done in a meticulous manner. It is very important for the sustained growth of the organization.

Governance, Leadership and Management

The institutional leadership has got a firm vision to produce world-class management professionals whom represent the institute in the corporate world. The institute is having highly committed leadership to produce the excellent delivery of the professionals. The strategy development and deployment of the governance fair, just, transparent and openness as a key ingredient. The faculties are empowered through various participation in the conferences, management development programmes, resources mobilization, Internal Quality Assurance System in place. It is well represented through the inputs of governance, leadership and management practice by the Governing Council, Chairman and CEO as a standing support to governance and management.

Institutional Values and Best Practices

The institute has got a tremendous importance for the gender diversity. It imparts knowledge that delivers industry ready professionals. It is assured through placements. The student progress is continuously monitored through the unique system of GSB namely Passport to Placement (P2P) that will give the holistic idea of the student development. The student learning has enriched through a special training development programme namely Circero Circle to display their talent and hone their skills. GSB is very vibrant in inviting entrepreneurs and management professionals to deliver the learning to students through the programmes called Power Talk and Cerebral Connect that acts as a source of strength.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GNANAM SCHOOL OF BUSINESS
Address	GNANAM SCHOOL OF BUSINESS TRICHY - THANJAVUR EXPRESS WAY, SENGIPATTI, THANJAVUR
City	Thanjavur
State	Tamil Nadu
Pin	613402
Website	www.gsb.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	S P S Arul Doss	04362-221102	9994264326	04362-22169 4	mail@gsb.co.in
Professor	A ANANTH	04362-221103	8903784386	-	ananth@gsb.co.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-2009

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-03-2017	12	Extension of Approval

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GNANAM SCHOOL OF BUSINESS TRICHY - THANJAVUR EXPRESS WAY, SENGIPATTI, THANJAVUR	Rural	1.25	4047

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Mba	24	Any Degree	English	240	87

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				8			
Recruited	1	0	0	1	3	0	0	3	8	0	0	8
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				4				8			
Recruited	1	0	0	1	4	0	0	4	8	0	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	2	0	1	0	0	5
M.Phil.	0	0	0	1	0	0	2	0	0	3
PG	0	0	0	0	0	0	5	0	0	5

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		10	1	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	38	14	0	0	52
	Female	31	4	0	0	35
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	2	0
	Female	0	0	1	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	20	16	25	23
	Female	18	9	26	15
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Others	Male	2	13	8	5
	Female	4	1	3	5
	Others	0	0	0	0
Total		47	40	65	48

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response : 25

Number of self-financed Programs offered by college

Response : 1

Number of new programmes introduced in the college during the last five years

Response : 0

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
105	122	113	114	109

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
72	72	72	72	72

Number of outgoing / final year students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
48	64	45	65	56

Total number of outgoing / final year students

Response : 278

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
14	16	16	16	16

Number of full time teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
14	16	16	16	16

Number of sanctioned posts year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	16	16	16	16

Total experience of full-time teachers**Response : 95****Number of teachers recognized as guides during the last five years****Response : 999999****Number of full time teachers worked in the institution during the last 5 years****Response : 36****3.4 Institution****Total number of classrooms and seminar halls****Response : 7****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
177.0	23.6	25.3	37	25.5

Number of computers

Response : 60

Unit cost of education including the salary component(INR in Lakhs)

Response : 2.27

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 1.6857



4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

The institution ensures effective curriculum delivery through a well planned and documented process.

- GSB is affiliated to Anna University, Chennai. It follows the syllabus as per the prescribed by the Anna University. The institute gives utmost care in strict sense.
- In addition to the prescribed syllabus prescribed by the University, GSB finds every best possible way to strengthen its academic programme through numerous teaching and learning processes in the following ways.
 - GSB has the culture of a thought through planning of its curriculum delivery to its students. It has got its own academic calendar in line with the University Schedule.
 - The faculty assigned to respective course will maintain a course file. It includes all the components of the respective course such as a session plan, class notes, materials uses, question bank, internal question papers, mark statement, suggestions to slow learners, etc.
 - The learning materials are highly qualified materials.
 - Industrial Visits and industry interactions are given high importance.
 - There are three internal conducted during three different intervals after completion of respective units. It is called Continuous Internal Assessment. The total numbers of units are 5. At a constant interval of completion of units, test is well informed to students and conducted.
 - The students who have failed or scored low marks in the exams are identified and given special attention to them. GSB has got a unique system called MENTOR system. Each faculty is attached with the 6/7 students whom fully controlled and monitored by the faculty. The mentees has to meet their mentor in a regular interval. The mentor will nurture the growth of the students and it is very vital to GSB since it is a residential business school.
 - In order to update, the day-to-day happenings and coverage of important aspects of the business events, the faculties are equipped with the knowledge of referring the premiere magazines like Business Today, Business World, Business India, Forbes and The Outlook.
 - To strengthen the research acumen and blend them into the curricular aspects, the research publications such as Vikalpa, Management Review, HBR Asian Edition, Indian Management, and various other premiere research journals.
 - GSB is having highly sophisticated computer lab that support the learning process to a great extent. There is simulation games, trading games, online trade practices, communication lab, and video conferencing classes happens to strengthen the overall effectiveness of the curriculum delivery.
 - GSB has got a state of the art enabled and aesthetically designed and well furnished library that has got a 3560 books as a knowledge hub. It has well open seen glassed, air-conditioned and ergonomically designed furniture to make the learning ambience effective.

It has a Wi-Fi enabled and well networked computers (3 Numbers) for enabling the computerized learning experience. The operationalization of the library is done through fully computerized software through which all the resources are indexed, identified and retrievable. The library is giving value added services such as photo copying, maintenance of question bank.

File Description	Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 0

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 0

1.2.1.1 How many new courses are introduced within the last five years

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 1

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 43.2

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
40	33	48	65	56

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The list of core courses.

Gender:

- Equal opportunity is given to both the genders in all the parameters without any bias. This includes starting from selection, administration, employment, enrichment programme, training programme, sports and culture, learning and development and so on. The institute gives top priority to its women stakeholders such as faculty, staff and supporting domestic staffs to its best of the ability. Women faculties are given opportunity for promotion, empowerment with clear cut policy direction from the institute. At present, there are three numbers of women faculties are on board. In addition, the institute gives a lot of opportunity to women in the supportive services, The student community is also equal representation in this regard. Boys and girls are treated equally and just manner. It is clearly ensured that at every level student come together in the right academic environment and professional behaviour. At GSB, the gender diversity is in a hale and healthy atmosphere. They have provided with equal facilities in every aspects both academic and non-academic.

Environment:

- GSB campus is a plastic free zone. Plastic usage is strictly prohibited in order to save the nature. The campus is very serene and maintained with extreme care. Gardening has been given high priority and maintained with professionally trained gardeners. The campus is green, tidy and safe to the students, faculties and others. The rain harvesting system is ensured to match the “Save Water and Save World.” Theme. There is a pond exclusively maintained to add the extensive beauty of the campus. There is a standard project ongoing about the possibility of aquaculture. GSB is a visionary organization in terms of project implementation by using solar power as an alternative source of energy. It has got a solar panel in the roof tower of the building. It is used for the water heater purposes in boys and girls hostels. The waste water is recycled and used for gardening purposes. The green attracts a lot of birds, insects which are less harmful and addition to the beauty of GSB.

Human Values:

- The institute has got an exclusive CSR Club which works on CSR initiatives such as delivering special programmes to in and around Sengipatti in which the institute situated. The club conducts

arts, cultural and sport activities to various elementary and higher secondary schools. The objective is to encourage their wellness, enhancement of skills, fitness and mental health. Recently, it included visiting and serving a day at an Old Age Home located in Vallam near Sengipatti. It is an opportunity to make the students to realize the importance of human values, not just a degree obtaining education. There are guest lecture series that are addressed during their academic schedule about the CSR, importance and Value Education. It creates awareness to students and their responsibility to deliver once they become professionals.

File Description	Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 13

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 13

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 38.1

1.3.3.1 Number of students undertaking field projects or internships

Response: 40

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and

5)Parents for design and review of syllabus-Semester wise/ year-wise**A.Any 4 of the above****B.Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** E.None of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** E. Feedback not collected

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 7.11

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	11	3	10	4

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 43.83

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
40	65	37	65	56

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
120	120	120	120	120

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 62.5

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
26	54	37	59	49

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

v After CIA results announced, the students will be identified with the learning ability and scope with the teaching learning process. The student's who are scoring high marks in their CIA test and class participation, assignment submissions will be motivated, guided by respective mentor to secure university ranks. GSB constantly encourages to the student to make the students and participate in academic conference, symposium held in other colleges.

v The students those who are scoring average and below average marks are constantly guided and encourage to secure more marks. The slow learners and students those who are failed in the tests will be given re-test, individual assignments, seminars, and special classes to improve their performance.

v One hour is allocated in a week to have a mentor and mentee meeting where students can avail counseling and required guidance from the mentor.

v There is exclusive training and development faculty who is in charge of sending our students to various curricular and co-curricular activities that are conducted in and around Tamil Nadu.

v The students are guided and advised to undergo various additional qualifications such as Diploma in Banking and Finance by Indian Institute of Banking and Finance and various digital marketing certificate programmes.

v There are six student-run clubs namely Marketing Emporia, Opera Jaguar, Empressario, Finrostra, CSR and Cyber Conquerors. They are all part of various functional aspects of management. There are numerous events conducted by these clubs all through the year such as Business Quiz, Case Writing Competition, Marketing Plan, Business Plan, CSR activities, Financial Projects and other management games to enrich

the learning among them. They conduct an annual flagship event and the winners will receive prize and certificate.

v Every day, one hour is exclusively fixed for the Training and Development session. It is exclusively conducted to raise their bar to meet the challenges of the industry expectations. The T&D is a unique and mercurial aspect of GSB where we have our training and development module delivered by the expert faculty with reference to English Speaking ability and written communication. The students are trained to participate in the Written Test, Group Discussion and Interview.

v GSB is always aiming to deliver high quality professionals. The students are prepared with high level adeptness with regard to their numeric skills that is mandatory for their analytical skills. GSB has got its own test called Gnanam Aptitude Test (GAT) that is conducted frequently (once in every two weeks). It helps the students be versatile with their aptitude and able to clear the test conducted during their pre-placement time.

v GSB student has to submit the editorial review of the news paper in every day morning before the session starts followed after a newspaper session (08:30-09:00am).

The students are encouraged to learn computer courses to make their learning strong such as Excel, Access, Tally, SPSS, Oracle, ERP software, and R Mathematical software. It will make their learning rich and strong resume to get the placement effectively.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 7.5

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

- v GSB teaching learning process is highly student centric by nature. GSB is offering full time residential programme in this region with holistic experience. The students are effectively engaged nearly about 12 hours from morning 08:30am to 08:30pm.
- v The programme is designed in such a way the student has to experience with conceptual richness and contextual familiarity.
- v The classes are conducted in combination of teaching methodologies such as lecture method, case study method, management games, demonstration methods and combination of the above. The student feedback is sought both formal and informal ways. At the end of each course, the student feedback is obtained and constructive taken into consideration to change the learning delivery process.
- v The case study method is predominantly used in the class for making through the students to understand about management problem and solve effectively through intensive participation in the class room discussion and carrying out well formulated group assignments. The learning outcomes surely help them to sharpen their acumen and enhance knowledge.
- v There are value addition course in the special programme namely “Cerebral Connect” and “Power Talk” conducted once in a month. Industrial leaders, entrepreneurs and business tycoons are invited to deliver lecture for enlightening the students. The top management executive and leading corporate leaders are invited to give power talk to explore student about the real time corporate world.
- v The students are given with group assignments to conduct the economic survey in and around the Sengipatti region to have an understanding about the rural strata and profile. The students are forced to take up the importance of the company based market survey in various courses such as marketing management, retailing management and services marketing where they have to undergo field level experiential understanding.
- v The students are made part of the various research work carried out by the faculty members and publish papers along with them in the leading national and international journals. The students have also made as a part of the project by various state level agencies and involve participative learning.
- v Participative learning through regular classes supported with seminars, quiz, role play, debates, brain storming sessions etc. The students have to undergo the Viva Voce during the course where they will be tested with his subject knowledge. It will help him to hone his knowledge and manage a stress interview through the experiential learning.
- v The students are classified as a group in a random manner and each group is assigned with different companies from diverse sectors. The students have to prepare from all the aspects of management (marketing, operations, HR, Systems, MIS and so on). By doing so, the student is pooling about 50 companies by one each. They can share the details and learn through peer group interaction. The respective course faculty will assess the group and initiates a discussion on the topic which provides opportunities for

collaborative learning. The students learn the working culture, diversity and conflict management through this group working style of learning.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 14

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 13.13

2.3.3.1 Number of mentors

Response: 8

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

1. GSB is continuously fostering its faculty members through a forum known as CEDREC to nurture the strategic, proactive, relationship building and enhancing the competitiveness through faculty development programmes, management development programmes, and student development programmes and contribute that input to the teaching – learning process in an effective manner.

2. In addition to the fundamental lecture method, there are various sessions conducted through Information and Communication Technologies (ICT) by using the digital and using smart board enabled sessions which are very helpful in learning process.
3. GSB has got a UNIQUE method of activity named as “Cicero Circle”. It is conducted every Thursday between 06:00om to 07:45 pm where students are allowed to express their creativity by various activities namely oration, declamation speeches, debate of current topics, block and tack of chosen topics, dramatics, role plays, management games, learning from the movies (Indian and World Cinema), mime, dance themes, short-film making, critical writing and presenting themes. It is a wonderful forum where the students are given full freedom to present their talents and creatively express their ideas. There is a student team exclusively works for scheduling, organizing and executing this event under the supervision of the Training and Development faculty in-charge for this programme.
4. The faculties who are attending the FDP and MDP programmes from other places will come back and share their learning and try to nudge their thinking aspects. Recently, two faculties went on to attend MDP and FDP (conducted by IIMA and IIMK). They have conducted classes and shared the importance of case method (IIMA) and financial analytics (IIMK) that the students could understand the importance and a different approach.
5. Project works are suitably integrated into the curriculum and the faculty encourages Peer Group work, group assignments and Group discussion for promoting qualitative learning process.
6. Students are also motivated to go for summer training, internship (or in-plant) at leading industries and research institute and share their knowledge through the intranet and various student clubs of GSB. They have been assigned with field market observation, survey and running a schedule as a part of the research.
7. The faculties are also adopting a blended learning methods and a FLIPT class room approach (do homework before getting into classes). It is integrated in the classroom discussions through well cohesion and instructions. The video cases are used effectively in the classroom to make the concept easy for understanding and internalize the learning.
8. EDUTAINMENT – is one of our important mottos. The education is transmitted into digital mode in these days in a more rapid manner. Hence, GSB is very active in making use of the world repute social network communities namely Facebook, LinkedIn, Twitter and so on. The students are motivated to take active part in these domains and share the online resources in a speedy manner. There is an active interaction and sharing of resources via online learning community. This is receiving a huge attention and interest among the students.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 97.5

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 21.79

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	4	3	4	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 6.79

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 12.5

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	2	2

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

v GSB has a senior faculty member as a head and a team of teaching and non- teaching staff for the Examination Cell. The Cell conducts all the works, proceedings, documentation, entry and maintenance of the internal evaluation mechanism as per the schedule and procedure laid out by the affiliating University. The College Examination Cell holds the responsibility for all exam related activities and through coordinated efforts of all the stakeholders the entire evaluation system is smoothly managed.

v There are theory, theory cum practical and project work as a part of the MBA programme in the Anna University. Each one of them has a different CIE approach. We do follow the Anna University Guidelines – Regulations, 2017 (the recent updation in implementation) which is common to all the post graduate programmes.

v Each theory course has got a maximum of 20 as internal marks and 100 for project work. This will be submitted at the end of the semester that will be weighed along with other 80 marks for the end semester examination.

v GSB is conducting three different Continuous Internal Assessment and Evaluation during the calendar year of events prepared by University and our internal calendar prepared in line with of our various internal activities. The calendar will give full details about the date and day in which the test will be conducted. The students are informed a week well in advance about the date and time scheduled for the CIA. So that,

they are well prepared and confident for the test and do their best to score higher marks.

v The question paper patterns for the internal examinations are purely discretion of the respective course instructor. It may be a case study, case let, part wise questions with weighthage of marks or any other formats decided by the faculties and communicated to the students in advance.

v As a standard practice at GSB, the course faculty has to submit the question paper 3 days in advance to the internal exam co-ordinator of the CIE and perform a minimum of 2 to 3 invigilation duties. The invigilation is executed with absolute professional level and high moral conduct without any lapse.

v Two courses will be addressed with morning and evening with 90 minutes each. The students are given full time during the exams for study and refreshing the concepts for the examination.

v In general the CIA I covers the first two units of the Course; CIA II covers 3rd and 4th Unit and CIA III will cover all the five units in general. It is purely discretion of the faculty to decide the portion for the conduction of the CIA.

v After the conduct of three CIA's, the respective course faculty has to submit the internal marks which will be uploaded in the Anna University examination cell web portal in the specified date and time. The exam cell will take due care in the correctness, time, and error-free uploading of student's internal marks.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

1. The results have to be submitted to the exam cell within 72 hours of the exams being conducted. The results have to reach them in due course of time the marks will be intimated to their respective mentors and parents.

2. The frequency of the CIA is logical and consistent to test the knowledge of the students. There is no hard and fast rule in this regard. However, the university framed a syllabus of 5 units with 45-60 hours of teaching per course. The test frequency is based on the completion of the unit with number of hours taken to do so. The students will be given various day-to-day quiz, slip test, online tests to warm up for their internals.

3. The test approach will differ between qualitative subjects and quantitative subjects. The quantitative subjects can be approached with problem solving questions, modeling, and analytical thinking as a variety of options available for a course faculty. In the mean time, the qualitative subjects have some exclusivity such as case study analysis, story building, critical analysis, and doing a SWOT and so on. GSB gives full

freedom to use variety of options to conduct the internal assessment as per the discretion of the faculty. Being a residential b-school, it is fairly easy and most suitable to do that because of the student's availability beyond class hours, 18 hours working library and various internet enable sources with a grounded intranet in hand.

4. GSB is using the MOODLE software as an intranet facility to make the students enabled with robust and transparent system of delivering the education in an effective manner.

5. The course faculty instructor has to upload the mark in the Moodle and upload the data. The student can individually view how much mark he scored in the respective course.

6. The students will be informed through the Moodle or e-mail about the time to view their valued papers. The students will be given fair chance to go through their answer script and compare with the answer key. If they find any cri, they can note down and give to faculty. The faculty has to go through and assess the crib and consider the revision of marks if it fits rational and logical. The revised marks have to be duly added and submitted to the exam cell. GSB is making use of MOODLE very effectively and the students are compelled to make use of it even submitting the assignments. Hence, it can be retrieved and saved electronically for future purposes.

7. The student's opinion, difficulty and critical issues pertinent to their examination will be obtained and necessary changes will be adopted to conduct the CIA smoother in the next time.

8. The weigthage of the respective CIA has to be communicated to the exam cell and students (if needed). So that, it is easy for the students to raise their level of seriousness to earn their internal marks with sheer merit and right effort.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

On the Induction Day itself, the students admitted for the programme are made aware of the exam, and evaluation processes. They are exposed later about the University Syllabus, Courses, list of core and specialized courses available, credit system, CGPA calculation, attendance percentage minimum required to attend the end semester examination, pattern, fees, moral code, valuation method and procedure for applying the revaluation. Hence, a student fairly has an idea about the exam mechanism in which a student undergoes. This is ensured through periodic circulars and notice board displays.

1. The candidates those who are failed or scored very poor marks have been taken care by conducting a retest or any other meaningful submission of conceptual assignments. It is graded and considered

for the internal marks at the end of the semester.

2. The respective mentor will be giving counseling to their mentees those scored poor/failed. The mentor will suggest the ways in which the candidate has to approach exam, eliminate his or her difficulty, improvement in presentation, time management and so on.
3. If the student continue to perform poor, the parents will be called and due information will be given to them. Without spoiling the mood of the student, further counseling will be given to solve his or her grievances.
4. Attendance is a key criterion. GSB is very meticulous in ensuring the attendance part. The students must attend the class without any fail. They are entertained to avail leave for appropriate reasons with prior permission from the mentor, academic co-ordinator and director as a three level sanctioning. The students must ensure a minimum of 80% above attendance. The attendance data is constantly uploaded in the Anna University web portal. The student can avail leave with medical certificate if he/she is sick or serious illness up to 14 days in the entire semester.

College level Grievance redressal mechanism:

- Students are highly encouraged to get in touch with the faculty whenever and wherever they encounter any genuine or personal difficulty with regard to the exams and get clarified with the doubts.
- The entire examination proceedings are overseen by the College Examination Cell which also takes up the responsibility of representing the grievances if any.
- Students can also approach the head of the institution if he/she want to convey their concerns in case of any emergency.
- The institute has got a good rapport with the University and represents its views, concerns and support from the University then and there regarding the grievances of the students if the need arises.

University level Grievance redressal mechanism:

1. Anna University has got a well laid out and tested process and procedure for exam conduction and evaluation.
2. The students are given a fair choice to apply for the revaluation if they got failed and they have a chance to receive the photocopies of the answer scripts from them.
3. Opportunity is provided to the students to go in for Challenge evaluation in case of discrepancies in the evaluation process.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

Gnanam School of Business is affiliated to Anna University over the last 09 years. The institutes follow the prescribed curriculum and syllabus prescribed by the University and strictly adheres in total. Apart from this prescribed curriculum, the College has strategized ways and means to strengthen the teaching-learning process in the following ways:

? Advance planning of Academic activities and calendar in alignment with the University issued Calendar of Events. The preparation happens even before the university is coming up with its calendar. There are numerous value addition courses, days, events, student activities, club activities, external activities that are conducted during the semester to our students.

? The faculties have to submit the session plan of their allotted courses well before the semester beginning prescribed by the University. The session plan must have all the details including the book to be referred, aggregation of the unit, assessment of student learning etc. It has to be duly uploaded in the Moodle and the student can view that.

? Each faculty has to maintain a course file that consists the entire details about the course that happened during the semester starting from syllabus to finalization of internal marks (20 marks).

? In order to deliver the effective classes, it is very important from the faculty's preparation and access to the learning materials. GSB is very sincere to its learning objectives. The faculty members are given with bundle of resources both learning as well as infrastructure resources to make the learning richer. The GSB library is very rich in knowledge source and has a good amount of collection of books.

? GSB is investing a huge time and money in bringing best leaders, entrepreneurs, academicians, researchers, consultants, industry tycoons and iconic personalities to make the learning more pragmatic and rich in nature.

? GSB conducts a national level UG meet; one national level MBA business meet; various SDPs (Student Development Programme) and select FDPs (Faculty Development Programme) to constantly engage with its stakeholders and these are all well planned and communicated in advance and conducted on time without any procrastination.

? Adopting new and innovative teaching techniques, in addition to the traditional lecture method to get the students actively involved in the teaching learning processes and employing learner centric techniques such as web related assignments, peer learning, group discussion, use of NPTEL lectures, case studies, projects, surveys, quiz etc., in the delivery of the academic courses

? Entrusting the teaching faculty with the task of mentoring 7 to 10 students on academic and personal issues, thereby strengthening the bond between teachers and students, leading to a better learning atmosphere

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Programme Outcomes:

- GSB is aimed to offer the best inputs to prepare the professionals for the corporate world.
- To offer the experiential learning to the students this is well designed through its curriculum design and delivery.
- To offer the entire paradigm of core and supplementary aspects of business to the students and make them to enrich their knowledge power.
- To provide the best possible learning sources to make the participant enriched with business acumen and learn the tools to identify, analyze and create business opportunities that will solve many present business problems.
- To develop a holistic approach in developing management education to step further and contribute the continuous learning.
- To set benchmark and continue to inspire the student community and practice high ethical standards in business education.

The ideas of the Chairman of GSB reiterate to envisage each and student stepping out of our campus to embrace the challenges of dynamic work environment through an education rooted in professionalism and management ethics. At GSB, we value and plow the wisdom that enables our students to unlock the secrets of business success and to foster upright corporate leaders and nation builders. The Chief Executive Officer has clearly conveyed his intention as a message (official website) that GSB wants wisdom to lead and explore the new horizon with sheer passion. It is executed at an individual student level to gain immense benefit out of the course they undergo. The institute stands tall under the leadership imbibitions of Shri.A.Y.S. Parisutha Nadar's vision to deliver excellence in the spectrum of GSB's grand endeavours. The visionary leader is the successful inspiration of the lineage to set up this business school in this region and delivery benefits in particular to students and in general to its various stakeholders.

Course Outcomes: The following are the expected outcomes of the MBA Course that students undergo;

- ? To pursue learning as the key goal of life and business career.
- ? To approach and pursue a lifelong goal and try to achieve through sustained efforts.
- ? To take up a career in the management domain and effectively delivering the tasks and complete them successfully.
- ? Ability to take up challenging assignments and successful accomplishing them.
- ? To work on continuously upgrading the knowledge aspects both personal and workplace.
- ? To analyze the Political, Economical, Social, Technological, Legal and Environmental context of business.
- ? To create and deliver value to the customers by identifying their needs and wants.
- ? To apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- ? To adapt and find innovative methods for problem solving to cope with unforeseen events and to manage in unpredictable environments.
- ? To manage contemporary societal and global issues resulting from diversity.
- ? Demonstrate leadership and team work capabilities.
- ? To improve the verbal and non-verbal communication skills.
- ? To demonstrate capabilities in new venture creation & entrepreneurship.
- ? To achieve higher levels off proficiency and self-actualization through pursuing lifelong learning's.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Programme Outcomes:

- GSB is aimed to offer the best inputs to prepare the professionals for the corporate world.
- To offer the experiential learning to the students this is well designed through its curriculum design and delivery.
- To offer the entire paradigm of core and supplementary aspects of business to the students and make them to enrich their knowledge power.
- To provide the best possible learning sources to make the participant enriched with business acumen and learn the tools to identify, analyze and create business opportunities that will solve many present business problems.
- To develop a holistic approach in developing management education to step further and contribute the continuous learning.
- To set benchmark and continue to inspire the student community and practice high ethical standards in business education.

The ideas of the Chairman of GSB reiterate to envisage each and student stepping out of our campus to embrace the challenges of dynamic work environment through an education rooted in professionalism and management ethics. At GSB, we value and plow the wisdom that enables our students to unlock the secrets of business success and to foster upright corporate leaders and nation builders. The Chief Executive Officer has clearly conveyed his intention as a message (official website) that GSB wants wisdom to lead and explore the new horizon with sheer passion. It is executed at an individual student level to gain immense benefit out of the course they undergo. The institute stands tall under the leadership imbibitions of Shri.A.Y.S. Parisutha Nadar's vision to deliver excellence in the spectrum of GSB's grand endeavours. The visionary leader is the successful inspiration of the lineage to set up this business school in this region and delivery benefits in particular to students and in general to its various stakeholders.

Course Outcomes: The following are the expected outcomes of the MBA Course that students undergo;

2.6.3 Average pass percentage of Students

Response: 89.58

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 43

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 48

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 2.45	
File Description	Document
Database of all currently enrolled students	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.14

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 1

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

3.2.1. Institution has created an eco system for innovations including Incubation centre & other initiatives for creation and transfer of knowledge.

Innovation Eco-System (10)

- GSB has set up a modern forum among the GSBians to share their perspective on modern set of strategic, proactive, creating relationships, developing and implementing stratagem that increase institutional competitiveness to facilitate the individuals, institutions and societies to perform functions, solve problems, set and achieve objectives in a sustainable manner up-to-the-minute. It is called as CEDREC.
- This centre lays and nurture creating necessary skills and hands on experience on applied research for the competitive global markets. It focuses on Research Programme on Social Science, Faculty Development Programme, Management Development Programme, Consultancy, and Student Development Programme, to facilitate to learn the application of management concepts through various workshops, training, corporate interactions, and conferences.
- The institution has got a tremendous support to its students those who want to start their entrepreneurial ventures.
- The students are motivated to provide their ideas to the Entrepreneur Development Cell and the students are supported and guided by the staffs to proceed with their ideas and thought process.
- The students used to present their ideas in a periodic interval to make sure that they are in the right track.
- From the beginning, all the interested students are privileged to attend the Business Plan competition and management meets to mould their creativity and expression of their thoughts.
- GSBians have participated various AICTE programmes, university programmes and won prizes. The faculty members are also continuous encouraged to understand and learn various new business models and make sure that they add that value to students continuously.

- A GSB student under the guidance of the faculty has bagged to do a live research by the Tamilnadu State Council for Science and Technology as a part of the entrepreneurship study.
- The finance students are exposed about angel investor concept, venture capital scope in order to make sure that they too be a part of ED (Entrepreneurial Development) activities in future.
- Many of the GSB Alma matters those who run their business are often invited for guest lectures and the inputs will be helpful for their Juniors and pass on though the innovative process.
- GSB is looking for viable opportunities to have a tie up with vibrant ED consulting firms or organization to set up an extensive incubation centre in the campus itself and nurtures to the great extent.

File Description	Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 1.15

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11	05	02	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**Response:** 0

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	0	0	0

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

- v GSB is one of the key identity of where is located, namely Sengipatti, Thanjavur District, Tamilnadu State.
- v It is one of the early institutes to set up at a mass scale with a noble idea to deliver the management education.
- v GSB is always in current touch with the neighborhood community. Also, the students here are highly sensitized towards rural development issues and exposed to the opportunities existing for them to respond to those issues as responsible citizens of the country.
- v In the first semester itself, there is an extensive economic survey in and around the place as a value addition part. The first year students have to conducted a two days survey all through the Sengipatti and present their learning in the class. This will give a strong grip that how the rural economy works and their socio-economic profile to a great extent. It is done continuously done year after year without fail.
- v There is an exclusive Corporate Social Responsibility Club work toward the holistic development and sensitizing to the social issues. They conduct sports and cultural events to Government schools around Sengipatti and encourage displaying their talent. They give awareness to their parents about parenting, girl child education, sanitation, awareness about the importance of sanitation and so on.
- v The visit near Vallam based Old age home and offers the huge moral support to the senior citizens those who reside there. It is also a continuous activity.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 6

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	2	0	0

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 19.61

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
47	65	0	0	0

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 274

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
40	65	48	65	56

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 2

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	0	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

4.1.1. The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc. (5)

GSB is one of the state of the art B-Schools in India with superb facilities for learning with special reference to classrooms, equipments, computing center, and library.

Details of infrastructure facilities available for effective Teaching, Learning and Research:

Facility	Total Number
Class rooms	2 Lecture Halls (with Centralized Air Conditioning)
Computer Centre	60+ Computers with High Speed Internet enabled. (with Centralized Air Conditioning)
Conference Room	1 No.
Syndicate Room	1 No.
Mini Class Room – For Specialization Subjects	1 No.
Teaching Aids - LCD projectors	2 LCD (Class Room) 1 LCD (Auditorium)
Auditorium	600 people seating capacity (with Centralized Air Conditioning)
Faculty Meeting Room	1 No.
Individual Faculty Cabin with Well Furnished Tables and High Speed Internet Connectivity.	09
Kyocera Photocopying Machines	02 (1 at Library and 1 at Office)
Library	Filled with more than 3000 books (with Centralized Air Conditioning) with a seating capacity of 60 students at a time)
Office Room	01 (Connected with high speed internet connectivity and an sophisticate intercom connectivity throughout the campus)
Water Purifier	2 in the Academic Block 1 – For Students 1 – For Faculty

- In consultation with other faculty members looking after the infrastructural facilities, a detailed budget is prepared and sent to CEO. He studies the needs of the institute and approves the addition or deletion which is subject to final approval.
- The management shows keen interest in the creation and enhancement of infrastructure in the Institution for smooth running of all the academic, co-curricular and extracurricular activities and ensures effective teaching learning processes including seminar halls, hostels for boys and girls, establishment of labs and other research facilities, improvement in academic and administrative infrastructure, maintenance of existing buildings, water supply, inter and intra net connectivity etc.
- Necessary budget is allocated to upgrade and create needed infrastructure.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

Response:

4.1.2. The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.,) and cultural activities. (5)

- Ø GSB is offering a holistic experience along with the academic delivery of the MBA programme.
- Ø Since the inception, it gives a great weightage to the living experience of doing an MBA programme in a residential business school.
- Ø The campus is highly supportive for sports and games. The current sports facilities at GSB are really good and adequate inventories are supplied by us for cricket, football, badminton and various other games inside the campus only.
- Ø GSB hosts the annual sports event Gnanam Premier League in the second week of March. Students are actively using the play ground every day.
- Ø The indoor games facilities such as Table Tennis and Carom are kept in the Hostel Block Recreation room. Currently, student community uses a common table tennis on a regular basis.
- Ø Other than this, we have a state of the art Gym which can host almost 10 to 15 students at the same time. The modern equipments are kept that facilitates the fitness part. The students regularly using it.
- Ø The open vicinity of GSB campus in a way supports enthusiastic runners or joggers with well maintained roads among the green that is maintained.
- Ø The recreation room is maintained for the Yoga Class in the morning time.

Ø The auditorium is a well built state of the art architecture act as a key asset. The student cultural activities of the students. There are minimum of three cultural events conducted within them in a year. All the students are making use of the auditorium to the best extent for their cultural practices are it drama, music and dance.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 57.14

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 04

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 20.13

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
4.3	4.3	4.3	8.8	10

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

4.2.1. Library is automated using Integrated Library Management system (ILMS). (5)

- v As per the earlier section mentioning, GSB has got a great library which is enabled with a good software support called Biblio Open Source Software.
- v The software supports the functioning of the library both intake, register and issuing books to the student in a speedy and effective manner.
- v The ILMS software is recently updated in the year 2016. It is fully operational and computerized.
- v The books are classified as subject books and business reading books. In addition to the computerized checking, it is ensured that the data entered in the register and cross-checked.
- v In the near future, GSB planned to have exclusive ILMS software to be uploaded to raise the access of the library and see the resources through internet and intranet itself by the student and staff community.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

4.2.2. Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment. (2)

- ® Upload the description of library enrichment which includes
 - The library has got more 3000+ books in all the functional specialization of management.
 - It includes world class publishers Pearson, John & Wiley, Penguin and so on. It includes the other leading Indian publishers namely Prentice Hall of India, Tata McGraw Hill, Jaico, and so on.

- GSB is having the best of the best management books written by Karl Marx, Michael E Porter, C.K.Prahalad, Gary Hamel, Vijay Govindarajan, Raghuram Rajan, Chris Tremble and many top 50 thinkers of the world.
- All leading authors of the subject text books are available to the best of the extent it is.

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 0.8

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.59	0.623	1.18	0.79	0.83

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 19.33

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 23

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

4.3.1. Institution frequently updates its IT facilities including Wi-Fi. (10)

1. GSB is well connected through hi-speed Internet Network, which is greatly enabling the speed and efficiency of the learning.
2. It is often verified, tested and ensured with its speed and uninterrupted supply from the Computer Centre Head.
3. There is Local Area Network namely Moodle through which all the updates such as Marks, assignments, attendance and various postings with related to club activities. It is accessed by both students and faculty at the frequent intervals.
4. This IT support is outsourced with due payment and kept as a benchmark on par with the national level business school.
5. The speed of the internet has been recently increased as 10mbps and it ensures the fastest connection that results effective delivery of work both student and staff.
6. The student hostels (boys and girls) are also come under the Wi-Fi connection. So that, they can access the internet connectivity at their respective resident place itself. It facilitates their

convenience of access.

4.3.2 Student - Computer ratio

Response: 1.75

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 61.31

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
28.5	17.9	20.5	27.8	14.9

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

4.4.2. There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (10)

1. The library stocks are maintained very meticulously. There are due registers that contain the book list which is supported by the computerized library software.
2. The computers are exclusively maintained by two supporting staff to ensure the updation, speed and efficiency. The system audit is done in a periodic manner.
3. The play ground (sports facilities) are duly maintained with the specialized support staff and well kept ready for usage.
4. The class room and auditorium is well enabled with computer, internet connection, LCD projector operational condition and audio system and periodically checked and kept in a active manner.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 0

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Document

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 31.11

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
23	53	38	31	32

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 42.53

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
33	37	48	65	56

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description**Document**

Details of the students benefited by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 55.24

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
44	37	17	23	30

File Description**Document**

Details of student placement during the last five years

[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)**Response:** 4.17**5.2.2.1 Number of outgoing students progressing to higher education**

Response: 2

File Description**Document**

Details of student progression to higher education

[View Document](#)**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)****Response:** 0**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description**Document**

Number of students qualifying in state/ national/ international level examinations during the last five years

[View Document](#)**5.3 Student Participation and Activities****5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.**

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

5.3.2. Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution. (5)

- GSB is very active in encouraging the students to work as a team for various activities. The following committees are available in the institute.
 - **Marketing Emporia Club:** It takes care of the marketing related activities and events on a monthly basis.
 - **Empressario Entrepreneur Club:** It takes care of the business plan competition, entrepreneurial activities and conducting events within the students and outside too.
 - **Opera Jaguars Club:** It works on the Operations Management domain. It conducts various events such as quiz, debate, panel discussion and simulation programmes.
 - **HR Club:** It works on the human resource management domain and conduct various events such group discussion, final interviews and so on.
 - **CSR Samaritan Club:** This club exclusively works on the Corporate Social Responsibility domain and involved with various community projects. It serves the school children, village survey, senior citizen, especially able children and so on.
 - **Cicero Circle:** This is another important student council at GSB. It actively contributes as the student co-curricular and extra-curricular activities. Every week, the students come together and demonstrate their skills and exhibit their talents.
 - **Kwik Stop:** The institutes encourage doing their ventures without any inhibition. The students are running their own shop inside the campus vicinity itself. The store runs in profit.
 - **Residence Committee:** The student residence committee is the forum where the students are meeting once in a month raise the concern towards their stay, food and other amenities and sort out their problems. They are encouraged to develop the participation and leadership

capability.

- **Library Committee:** The library committee works on the usage of library to the best extent. It is to ensure the effective utilization of books and other learning resources.
- **Alumni Association:** The institute is very active in keeping in touch with the Alma matter. The alumni committee continuously works towards for the active support through social media and electronic contact.
- **Class Committee:** The class committee works under the Student Class Representative and represents their concerns, queries and suggests work on class improvements in every domain. It co-ordinates with faculty and enhance the learning-teaching process.

The members for the various bodies are selected by the respective faculty co-ordinator and activities are initiated for their effective functioning for the academic year. For example, members of this alumni association meet once in a year at a common place and elect the office bearers of the association and plan for the next year. Funding is provided by the management and also borne by alumni for meetings.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 2.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	4	00	00

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

- The institute networks and collaborates with the alumni by arranging alumni meets every year

in a meticulous manner.

- The alumni association meeting happens in the institutes every year depending on the convenience of the Alma Matter.
- An alumni faculty coordinator who keeps record of the alumni and communicates through e-mail.
- Alumni meet is conducted every year and get their updates about future of students in the job market. The institution implements most of the suggestions given by them in the interest of the students.
- Many of the former alumni of the institution, visit the campus periodically, share the experience and provide valuable suggestions and help in organizing Student Development Programmes, and guest lecturers etc.
- The knowledge and experience of the alumni is used through the Alumni Association that will be helpful for placements, consultancy, knowledge to share and assisting to conduct short and long-term workshops.
- The role of Alumni is very helpful in bagging the summer and final internship opportunity for the current students.
- The Alumni Fund is planned to set up soon and pool financial resources and will be used for constructive academic purposes.

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 0

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

MAAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

1. GSB is a top class business school which is working on the vision of Shri.A.Y.S. Parisutha Nadar, a great philanthropist and visionary leader who served the Thanjavur constituency more than three times. It is set up as one of the unit of A.Y.S Parisutha Nadar Centenary Foundation, a Public Charities Trust , established on 27.08.2007, sees itself as a quality institute delivering quality management education to quality students from the world.
2. The objective is to produce the committed leaders who are ethical, principle-centred, socially responsible with a global perspective and entrepreneurial spirit.
3. GSB earnestly strives to inculcate in the students the values of excellence, justice, honesty and service to the society.
4. GSB is always constantly checking up its spirit and makes sure that it reaches vision, mission and goals intact.
5. The Chairman and CEO is very vigil and alert in keeping the objective in focus and take the institute strength to strength.
6. This Management programme is approved by AICTE, New Delhi and affiliated to Anna University, Chennai, following the semester pattern of Anna University, Chennai.
7. Its students are expected to be committed to learn, in a spirit of inquiry and humbleness, the latest managerial knowledge, develop highest levels of professional skills along with an attitude of positive thinking, leading to excellence in everything, high ethical values and service to society.
8. Now, it is in process to set up the quality accreditation process to achieve certified excellence from the national body.
9. The governance of the institution is strongly based on ethics, transparency and openness. The objective is to deliver quality management education.
10. The leadership both at strategic level and operational level continuously strive to reach the objective.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

- Gnanam School of Business firmly believes in decentralization of its activities.
- The management philosophy believes and practice decentralization in every aspects. The Chief Executive Officer is the top most functional executive of the institute. The Director the institute's report to

him.

- The faculty members are guided and instructed by the director of the institute.
- The work is decentralized and the task is assigned to Individual faculties which will be reported to Director and CEO.
- The feedback of the faculty is fairly done and ensured the participative management in letter and spirit.
- The CEO is highly motivating and open to feedback and constructive suggestion. Without that, the institute would not have grown to this level.
- There is a common mail id to the faculty group, administrative group and students group .
- There is an exclusive internal webmail available for all to communicate each other and share and send their communication.

The students are highly motivated to share their voice of concern through their faculty academic co-ordinator, mentor or course faculty and contribute effectively to the growth of the organization.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

- A strategic plan is useful to communicate with the organizational goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise.
- The Vision, Mission and Strategic Plan is kept intact and put into action.
- The vision of GSB is to create a world-class business school that benchmarks excellence in every aspect of business education. To empower students with instincts, insights and a strong conceptual foundation inculcating in them the character to emerge as future business leaders.”
- GSB is orienting itself to become the leading business school in Tamilnadu and in India before completing its Silver Jubilee Year 2034.
- GSB is crystal clear in its perspectives, ambition and strategy. It wants to nurture the young budding talent and lay a strong laid in their values and principles.
- The strategic plan is to groom the student suitably for the business front and changing business trends.
- The deployment of knowledge is ensures through teaching-learning process that are built on

the premise of corporate exposure that bridges the gap with academics and co-curricular activities.

- So that, it provides confidence to student who has to emerge and become captains of the industry. They have to become great thinkers and motivated doers.

- The students have to imbibe the traits of professionalism and ethical behaviour in addition to the business acumen.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

- The Chairman plays a pivotal role in shaping the direction and function of the institute. He is ensuring the strategic direction of the institute.
- The institute has got dynamic and thought leaders occupy a key role in the governing council. They actively work towards the zenith of management education.
- The Chief Executive Officer is the functional head of the institute who takes care of day-to-day, academic delivery of course, ensuring the overall effectiveness of the programme.
- The Director of the institute is critically playing the operational effectiveness of the programme. He co-ordinates with the faculty members and link it with CEO and ensure the smooth functioning of the organization.
- The administrative staffs are directed and supervised by the Administrative Officer (A.O.). The smooth functioning of the documentation, maintenance of records, communication to the various stakeholders of the institute.
- The administrative office ensure the rules, regulations, procedures, documentation process are laid and implemented by the administrative office.
- The institute is having various cells that ensure the functioning of the institute and delivery of the programme.
- The promotional policies are fair, just and transparent. The redressal mechanism is also effective where the Director and CEO are ready to address any discrepancies, problems and Challenges if any.

GSB is deemed in providing affable and ample learning ambience through the organization structure through diligence oblique and value based integrity, conduct and professional style. At GSB, the value of wisdom that enables our students to unlock the secrets.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

- Meeting at the regular intervals for various bodies and committees is routine at the institute.
- The meeting is well planned in most of the cases. It is arranged with a specified venue, date and time.
- The minutes were noted down and communicated later to the office.
- The resolution or decision taken in the meeting put in order to run the academic schedule, non-

academic works, administrative tasks, student related work, university records and various other functional works in its place.

- The work/tasks/decisions taken in the meeting is followed up meticulously and acts as a preamble in the next meeting. The gap is identified and addressed in the meeting itself.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Welfare Measures to Teaching Staff:

- v Financial support for attending /presenting paper at national & international seminars & Conferences/ attending the FDP and MDP.
- v Financial support for publication of journals.
- v Support for Hosting Seminars & Conferences including CMEs and Workshops within the campus.
- v Research grants / Fellowships/Sabbatical Leave Facility for Ph D students.
- v One Casual Leave and 01 Special Casual Leave per month.
- v Twelve On Duty Assignment permitted.
- v Staff accommodation in the campus itself if the faculty prefers.
- v Flexi Time for Women faculty
- v Accommodation and Food at Free of Cost to the resident faculty.

Non Teaching Staff:

- v Uniform for all employees.
- v Free food and refreshments during the working hours.

- v Free Transportation to the Office Administrative Staffs.
- v Recognition and memento as a token of love and affection at all the major festive time.

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 15.18

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	9	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0.2

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	00	00	0

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 0

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	0

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Teaching Staff:

Performance management involves the development and implementation of policies and procedures to ensure that the teachers and staff provide education and services which effectively meet the needs of their students consistent with the goals and objectives in each school's charter.

Appraisal Process:

1. A policy for the appraisal of teacher performance is in place which is in accordance with the principles;
2. Responsibility for the implementation of the appraisal policy and process is formally delegated to a professionally competent person or persons;
3. The appraisal process for each teacher is completed in accordance with the policy;
4. Each teacher participates in the appraisal process at least once within a 12 month period.

Key professional responsibilities/performance areas are:

1. **Teaching responsibilities** (such as planning and preparation, teaching techniques, classroom management, classroom environment, curriculum knowledge, student assessment)
2. **Research and Consultancy Responsibilities:** (such as contribution to curriculum leadership, research area planning, the effective operation of the research projects as a whole);

3. Management Responsibilities: (such as administration, institute activities, student guidance on various clubs and bodies and reporting).

Non - Teaching Staff: Non-teaching staffs are very critical and backbone of the operationalization of every tasks.

Key professional responsibilities/performance areas are:

1. Ability to perform the task efficient and timely
2. Attitude toward delivering the work
3. Co-ordination capability to the best extent.
4. Reporting Performance
5. Listening to the command of Supervision and deliver it effectively

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- Ø Gnanam School of Business is working effectively toward openness and transparency.
- Ø The strategic authorities namely Chairman and CEO are the decision makers with regard to the financial matter of the organization concerned. It is channelized through the Director and moves on the Office then.
- Ø The institute conducts periodic audit as a part of internal exercise and find out the checks and balances.
- Ø In the mean time, the yearly audit is done in a professional manner by the certified professional and adhere all the legal norms of it.
- Ø The reporting of the internal checks and balances are managed and supervised by the Administrative officer.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**Response:** 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.00	0.00	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**Response:**

- It is within the terms of the Chairman, CEO and Governing council in terms of mobilization of funds and the sources of funds. The call is very clear from their end.
- It is a quality policy that the resources have to utilize to the best extent. Reference to this policy, the optimal utilization of resources kept at every level and followed vigilantly.
- The institute follows high ethical standards in terms of its resource mobilization and do not mix up things.
- The institute conducts faculty development programme, have a tie-up with various management bodies and industrial tie-ups and generate funds out of it. For example, the tie-up with the Hyderabad based institute that make use of the facilities of GSB to train its employees at the campus.
- The CEO is the functional authority in term of executing the strategic part o the mobilization of funds and resource pulling matters.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

- The establishment of Internal Quality Assurance Cell is a major step in pushing the quality standards at the institute.
- The quality implementation process is a long term quality process and that will be responsible for bringing the desired changes in the efficient delivery of the programme.
- It is through IQAC that to initiate, plan and supervise various activities in the institute that are necessary to increase the quality of the education imparted in our institution.
- The role of IQAC in maintaining quality standards teaching-learning process, evaluation becomes very crucial. The present functioning of the IQAC brought lot of desired results.
- **Best Practice 1: To have a P2P (Passport to Placement) method, the entire student activity is captured in a well documented manner.**
- **Best Practice 2: To have series of lectures and seminars conducted in the name of Power Talk and Cerebral Connect that enhances the practical understanding of the business domain.**
- **The IQAC members constructively critique and suggest various issues pertaining to curriculum design and development, student performance measurement, innovative approaches, future directions, student participation, institutional vision and distinctiveness.**

File Description	Document
Any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

- IQAC norms has contributed to the clarity and focus in institutional functioning towards teaching-learning process in the following manner;
 - Quality delivery of the academic content.
 - To ensure the quality culture in the institute at every sphere.
 - To enhance the effective integration of teaching learning practices to industry expectation through various student activities and benchmark practices.
 - IQAC offered a sound basis for the decision-making to improve institutional functioning
 - It acted as a change agent in adapting various teaching methodologies and learning outcomes in periodical intervals.

- The major contribution is that it acts a quality way of documenting and communicating internal works and documents that can be referred and benchmarked for years to come.
- Example 1: The session plan and aggregation of implementing the session plan is giving a clear idea to students how the course is going to be conducted.
- Example 2: The Continuous Internal Assessment are conducted with well planned timings and executed intact as per the academic calendar circulated well in advance to the students.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Proper planning of budget for the future semesters resulting in improvement in infrastructure, purchase of equipment, consumables and maintenance.

Ø Academic calendar prepared well in advance with plans for the whole academic year.

Ø Recruitment of qualified and dedicated teachers.

Ø Subject allocation based on proficiency of the teacher.

Ø Faculty Preparation programme wherein the teachers prepare systematic lesson plan and organized course material including question bank and get them verified through the subject mentor and subsequently by the Dean - Academic and Principal.

Ⓜ Time table framed with hours allotted for library, seminar, tutorials and value added programmes.

Ⓜ Session Wise Aggregation Plan and Course Files are prepared meticulously.

Ⓜ Enriching the curriculum with guest lectures, industrial visits and in-plant training.

Ⓜ Effective internal examination and evaluation systems.

Ⓜ In tune with the outcome based approach, the question papers for the internal tests are framed with a specific pattern which will enable the assessment of the attainment of enlisted Course Outcomes for each course.

Ⓜ Entry of marks and attendance in the college software and overall semester wise performance in the software.

Ⓜ Display of projected internal marks and attendance particulars in the notice boards.

Ⓜ Feedback received from students during class committee meetings and through structured questionnaires.

Ⓜ Feedback forms collected from the mentees about their mentors and their contribution.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 0

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

a. Gender Equity, Safety and Social Security:

Ø Social security and gender representation are one of the key aspects at Gnanam School of Business. The workforce participation rate of female is higher than the male in the supportive function and domestic support. Also, female faculty members are allowed to leave the campus by 5.30 pm itself.

Ø Women hostel are ensured of safety and peaceful accommodation for the students and staffs who are away from their home.

Ø The women students are free from ragging, harassment and other disturbance. If they encounter any such thing, they are instructed to report immediately to the Women Harassment Cell and avail the remedy as soon as they can. There is no discrimination of payment and remuneration to men and women workers for the same work.

Ø The woman supporting staff are provided with food at free of cost during the working hours.

Ø There are facilities available for medical emergencies and healthcare. The respective hostel wardens will discharge this duty when the situation demands it. Transport is provided immediately in order to take the students/staff to nearby hospitals.

Ø The campus is very safe and secured to all its stakeholders. Well laid passages for movement within the campus are provided.

Ø Trained security personnel are deployed to keep the campus safe round the clock. They keep constant vigil all through day. They take care of the security and also check all the outsiders entering the campus.

b. Counseling:

Ø Each faculty acts mentor for a group of 7 to 10 students. One hour is exclusively allocated for them to come and share with their respective mentor. The counseling session is very useful to them.

Ø If the girl children face any exclusive problem, they have an opportunity and chance to share with women faculty. There are three women professors in our institute who helps the girl children if they face any personal difficulty.

Ø If the respective mentor finds that the students a special counseling is needed which is beyond his expertise and limits, the psychiatrist support will be sought and facilitate the student to access the required counseling from the expert.

c. Common Room:

Ø Separate Hostel is available for boys and girls with a highly supportive congenial stay in the campus.

Ø There are separate toilets available for boys and girls as well a separate toilet facilities are available to the staffs.

Ø The toilets are cleaned in a proper manner by the supporting staff and the hygiene is ensured intact.

Ø The estate officer ensures that these things are done meticulously.

Ø There is a common room for the faculty and administrative staffs to meet during the breaks and lunch break and have a conversation.

Ø The students are facilitated to have common , recreation room with a LCD TV enable in their respective hostels

7.1.3 Alternate Energy initiatives such as:

1.Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)	
7.1.3.2 Total annual power requirement (in KWH)	
Response: 1560	
File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 40	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 2	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 5	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>The institute gives the high priority to the environmental concerns. It is guaranteed by the ecstatic nature of the consciousness. The nature hood orientation is ensured in the institute in its practices. The students, staffs and non teaching staff are educated with the sense of eco-friendly approach and deeply ecological.</p> <p>The waste management includes;</p> <ul style="list-style-type: none"> · Solid waste management · Liquid waste management · E-waste management
--

- a. The solid waste management is very effective. The food wastages, other solid wastages are all cleansed very regular intervals and disposed periodically with rapt attention.
- b. The Food Court ensures the control of wastages and keeps the system with minimum wastages and effective practices to dispose the wastages.
- c. The liquid wastages such as the used water and sewages paths that are clean and with proper precautionary measures.
- d. The students are well exposed to minimize the e-wastages such as charger, pen drive, Compact disk and so on. The e-wastages and plastic wastages are almost zero. The institute emphasizes a strict no to usage of polythene bags that spoils the nature. None of us are allowed to use the plastic bags within the campus and bring it from outside.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

- The institute has got a rain water harvesting structure and ensures the water is not wasted given by the nature.
- The rain harvesting structure that is installed ensures that the water through rain are harvested from the roof top and saved in the pond structure kept near pond. The harvested water is used for the long-term storage, ground water recharge and it is very helpful for gardening and other purposes.
- There is a proposal in process to use of the pond for the aqua-culture purposes the Entrepreneurship Club of GSB.
- It is the simplest and oldest method that really helps the institute for self-supply of water for the campus.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The Institute is gifted with a posh campus with a lot of greenery where students can enjoy an eco-friendly life. The campus contains over 29 plus trees which give place for birds and insects. Conserving water and nature for future is one of the best practices followed in the campus. The green campus supports the students to keep away from pollution and maintains carbon neutral environment. It also ensures healthy, Hygiene study environment for better learning life without any discomforts. It relieves a lot of stress that can't be ignored in the life of management students. The campus architecture supports limited dependency on electricity for good visual lighting and air flow and also the hostels were fitted with solar water heaters which will reduce the electricity usage on a large amount. The Institute is willing to create a formal system for green auditing. The students are not allowed to use vehicles within the campus. The footpath for pedestrians is well laid. The office documentation practices are also exposed to paperless to the best extent.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 2.25

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.3	1.3	0.49	0.44	0.48

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	00	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 3

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	0	0

File Description	Document
Report of the event	View Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes	
File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
Response: 00	
File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities	
Response:	
<p>v The institute organizes all the National festivals and key birth anniversaries of the great Indian personalities as per the AICTE norms.</p> <p>v The institution organizes Independence Day, Republic Day, National Voters Day, Good Governance Day, Youth Day, Yoga Day and so on.</p> <p>v The birthday of our Father of Nation Mahatma Gandhi is celebrated on our campus without any fail. Recently, the Bharathiyar Birthday was celebrated on 11th December.</p> <p>v In addition all the festivals including Pongal, Deepawali, Saraswathi Pooja, Ganesh Chaturthi, Christmas, Ramzan, Buddha/GURU Poornima are all conducted in a grand manner. There is equal weigthage given to all these festivals.</p> <p>In fact, GSB celebrates Onam festival too to represent our student varsity from Kerala.</p>	

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

- v The institute is very keen and meticulous in the transparency part of the academic and administrative governance.
- v It keeps complete transparency and openness in its complete financial, academic, administrative and auxiliary functions.
- v The institution strictly follows the rules laid down by both the Anna University and Government of Tamil Nadu to ensure transparency in the admission process.
- v As the College is affiliated to Anna University, admissions under the Government Quota (through TANCET examination conducted by the University) are made through a Single Window Counseling System by the University.
- v All the information pertaining to the fees and admission process, curriculum details are well informed to the student through electronic and print (brochure) mode. It is informed to their parents too well in advance.
- v All the payments are made through proper issuing of receipt and the students performance and the related information are sent to the parent in a timely manner without any fail.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. Introduction:

Best practices are a set of guidelines, ethics or ideas that represent the most efficient or prudent course of action. Best practices are often set forth by an authority, such as a Governing Body or Management, depending on the circumstances. While best practices generally dictate the recommended course of action, some situations require that industry best practices be followed.

2. Objectives of the Practice

a. **To make the teaching-learning process very effective that leads to the holistic learning experience.**

b. To ensure the best practices in research, innovation and excellence in action with regard to the academic system and practice.

c. To adopt various creative practices in curriculum design and delivery so that the learning is enriched.

3. The Context:

- To ensure the appropriate gender diversity.
- The teaching-learning environment should be vibrant, live and practical in nature.
- The student feedback is taken at the end of every course.
- The faculty members are encouraged to publish in refereed journals with impact factor.

4. The Practice

- ii Gender Protection Cell and Anti-Ragging Cell to curtail the ragging and harassment.
- ii Usages of Case Study Method, Simulation Training Programme, and Hands on experience are inculcated to the student to make sure that they learn and practice in their corporate world.
- ii Every month, the Faculty Committee for Academic Practices will discuss and brainstorm the practices about the research, publications, consultancy, extension activities.
- ii The classrooms are kept smart by enabling high-end audio-video facility with internet connectivity and smart board support.
- ii The mentor-mentee interaction is ensured to boost the morale and confidence of the students.
- ii There is a system called P2P (Passport to Placement) in which the entire record of the students entered from the day one till the last date he/she leaves the Institute.
- ii The placement is also one of the key features at the institute. The students are trained in a rigorous manner through an exclusive Training and Development.
- ii The students are exposed to meet various heads of corporates through series of lectures series and Cerebral Connect and exposed to the Management domain in a practical manner.

5. Evidence of Success

- The students have participated in various Management events in various nearby Management Institutions and continuously proving their academic acumen.
- The student-faculty tie-up ensures various publications of quality research papers in different

national and international journals.

· The students take up various internship assignments from the reputed corporate houses to turn the young graduates to aggressive and employable professionals ready for the corporate world and face the challenges effectively.

6. Problems Encountered and Resources Required

ii The deteriorating quality of management education in the PAN is a deep concern with the mushroom growth of educational institution that doesn't deliver quality. The institute is working towards to meet the challenge on attracting quality students for a residential based programme.

ii The quality of placement is another deep concern given the job market trend and opportunities flow

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

- Over the last 9 years, GSB has continuously evolved in the progressive approach and thoughtful execution.
- GSB is highly distinctive being a fully residential programme in the Tamilnadu State along with the giant institutions like BIM, NIT, IIM Trichy and so on.
- Still, it carves its own niche by delivering the value to students, Industry ready qualified professionals to corporate and contribution to management education.
- The model of GSB itself is distinctive in nature in line with its Vision.
- The priority is to professionalize the young graduates and produce competent and committed corporate leaders in the corporate orbit.
- The thrust is always to learn with an inquiring state of mind and develop highest level latest managerial knowledge with a positive thinks in a holistic manner.
- That is why, it has set a motto line called Wisdom to Explore. As per the commitment given in the vision, it produced students with a high quality and continues to do the same in the years to come with zest and passion.

5. CONCLUSION

Additional Information :

Cicero Circle, one of the key innovative approaches in the institute that focuses on student learning enhancement conducted periodically (once in a week - 2 hours). This is a forum exclusively run by the student themselves (right from conceiving the idea, inception, execution, feedback and constructive critiques).

The institute starts its day with News Paper Session that gives the importance learning through updates. The students are supposed to submit the newspaper editorial review everyday by morning 09:00 am even during the scheduled exam days. Such a rigour helps them to be update in a day-to-day basis. The faculty members have to evaluate and give the inputs to students with regard to their editorial submissions.

The students are also engaged to read the live management book (past and present) and submit the review once in a month and get concurrence from the faculty. It gives a fair idea of reading habit importance and learning through verbal that enriches the business reading.

Concluding Remarks :

It is great learning experience over the past few months to work for the quality accreditation process. The seven parameters and various components in that parameters clearly laid the path for effective delivery of the programme to the select target audience. It reinforces the thought process and work towards the growth of the quality education with commitment.

It gives an eye-opener about the importance of documenting, recording, deliberating every activity with its objectives, execution and results. The key indicators provided rich insights and helped us to move further and further in achieving the excellence in every activity which are pursued.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	7	6	3	3	3	2016-17	2015-16	2014-15	2013-14	2012-13	00	00	00	00	00
2016-17	2015-16	2014-15	2013-14	2012-13																	
7	6	3	3	3																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
00	00	00	00	00																	
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13															
2016-17	2015-16	2014-15	2013-14	2012-13																	
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 40</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>Answer before DVV Verification : A.Any 4 of the above</p> <p>Answer After DVV Verification: E.None of the above</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken</p> <p>Answer After DVV Verification: E. Feedback not collected</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13															
2016-17	2015-16	2014-15	2013-14	2012-13																	

11	11	3	10	7
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Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
12	11	3	10	4

2.1.2 Average Enrollment percentage

(Average of last five years)

2.1.2.1. Number of students admitted year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
40	65	48	65	56

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
40	65	37	65	56

2.1.2.2. Number of sanctioned seats year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
---------	---------	---------	---------	---------

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	0	8	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
26	54	37	59	49

2.2.2 Student - Full time teacher ratio

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT

	<p>Answer before DVV Verification : 16 Answer after DVV Verification: 14</p> <p>Remark : As per 3.4 and 2.4.3 the HEI has 14 strength of teachers. The link provided is pass word protected.</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 8</p>																				
2.4.3	Teaching experience per full time teacher in number of years																				
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 265 Answer after DVV Verification: 43</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 278 Answer after DVV Verification: 48</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>08</td> <td>11</td> <td>15</td> <td>09</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	12	08	11	15	09	2016-17	2015-16	2014-15	2013-14	2012-13	00	00	00	00	00
2016-17	2015-16	2014-15	2013-14	2012-13																	
12	08	11	15	09																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
00	00	00	00	00																	
3.3.1	<p>The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p>																				
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13															
2016-17	2015-16	2014-15	2013-14	2012-13																	

11	05	02	02	03
----	----	----	----	----

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
11	05	02	0	0

3.3.5

Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
10	04	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	0	0	0

Remark : The HEI has included on 04 entries with a valid ISBN which also are from individuals of VIT Vellore as the institute.

3.4.3

Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	5	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	2	0	0

3.4.4

Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
40	65	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
47	65	0	0	0

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	3	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	0	0	0

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 7

Answer after DVV Verification: 04

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
147.3	4.3	4.3	8.8	10

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
4.3	4.3	4.3	8.8	10

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1.59	0.623	1.18	0.79	0.83

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0.59	0.623	1.18	0.79	0.83

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 103

Answer after DVV Verification: 23

Remark : The HEI has provided a pass word protected link. Number 33 is assumed base on the initial data.

4.3.2 Student - Computer ratio

5.1.2 Average percentage of students benefited by scholarships, freships, etc. provided by the institution

besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: D. Any 4 of the above

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
40	65	48	65	56

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
44	45	28	21	27

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
44	37	17	23	30

Remark : As per the HEI data attached with response.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
40	65	48	65	56

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	4	00	00

Remark : As per the HEI attached data which does not mention events but credit given to sports which also appear to be make shift and not in competition.

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: D. Any 2 of the above

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
45	88	97	98	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
01	00	00	00	0

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7	3	1	3	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	0

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7.29	33.9	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0.00	0.00	0	0	0

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
4	0	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	0	0	0	0

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : A. Any 4 of the above

Answer After DVV Verification: D. Any 1 of the above

7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>10</td> <td>12</td> <td>8</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 600 1046 734"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	14	10	12	8	5	2016-17	2015-16	2014-15	2013-14	2012-13	00	00	00	00	00
2016-17	2015-16	2014-15	2013-14	2012-13																	
14	10	12	8	5																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
00	00	00	00	00																	
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 934 1046 1068"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1144 1046 1279"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	1	1	3	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	00	00	00
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	1	1	3																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	00	00	00																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1561 1046 1695"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1771 1046 1906"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	3	2	1	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	1	1	1	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
3	2	1	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	1	1	0	0																	
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p>																				

Answer before DVV Verification : 19

Answer After DVV Verification :00

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 1 Answer after DVV Verification : 25																				
2.1	Number of students year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>65</td> <td>48</td> <td>65</td> <td>56</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>122</td> <td>113</td> <td>114</td> <td>109</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	40	65	48	65	56	2016-17	2015-16	2014-15	2013-14	2012-13	105	122	113	114	109
2016-17	2015-16	2014-15	2013-14	2012-13																	
40	65	48	65	56																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
105	122	113	114	109																	
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>1</td> <td>8</td> <td>1</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>72</td> <td>72</td> <td>72</td> <td>72</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	1	3	1	8	1	2016-17	2015-16	2014-15	2013-14	2012-13	72	72	72	72	72
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	3	1	8	1																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
72	72	72	72	72																	
2.3	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>48</td> <td>65</td> <td>56</td> <td>60</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>64</td> <td>45</td> <td>65</td> <td>56</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	65	48	65	56	60	2016-17	2015-16	2014-15	2013-14	2012-13	48	64	45	65	56
2016-17	2015-16	2014-15	2013-14	2012-13																	
65	48	65	56	60																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
48	64	45	65	56																	
2.4	Total number of outgoing / final year students Answer before DVV Verification : 294 Answer after DVV Verification : 278																				

3.1	<p>Number of teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	14	16	16	16	16
2016-17	2015-16	2014-15	2013-14	2012-13							
14	16	16	16	16							
3.2	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 539 986 651"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	14	16	16	16	16
2016-17	2015-16	2014-15	2013-14	2012-13							
14	16	16	16	16							
3.4	<p>Total experience of full-time teachers</p> <p>Answer before DVV Verification : 330 years</p> <p>Answer after DVV Verification : 95 years</p>										
3.5	<p>Number of teachers recognized as guides during the last five years</p> <p>Answer before DVV Verification : 1</p> <p>Answer after DVV Verification : 999999</p>										
3.6	<p>Number of full time teachers worked in the institution during the last 5 years</p> <p>Answer before DVV Verification : 78</p> <p>Answer after DVV Verification : 36</p>										
4.2	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1290 986 1402"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>177.0</td> <td>23.6</td> <td>25.3</td> <td>37</td> <td>25.5</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	177.0	23.6	25.3	37	25.5
2016-17	2015-16	2014-15	2013-14	2012-13							
177.0	23.6	25.3	37	25.5							
4.3	<p>Number of computers</p> <p>Answer before DVV Verification : 63</p> <p>Answer after DVV Verification : 60</p>										
4.4	<p>Unit cost of education including the salary component(INR in Lakhs)</p> <p>Answer before DVV Verification : 1.27</p> <p>Answer after DVV Verification : 2.27</p>										
4.5	<p>Unit cost of education excluding the salary component(INR in Lakhs)</p> <p>Answer before DVV Verification : 0.40</p> <p>Answer after DVV Verification : 1.6857</p>										