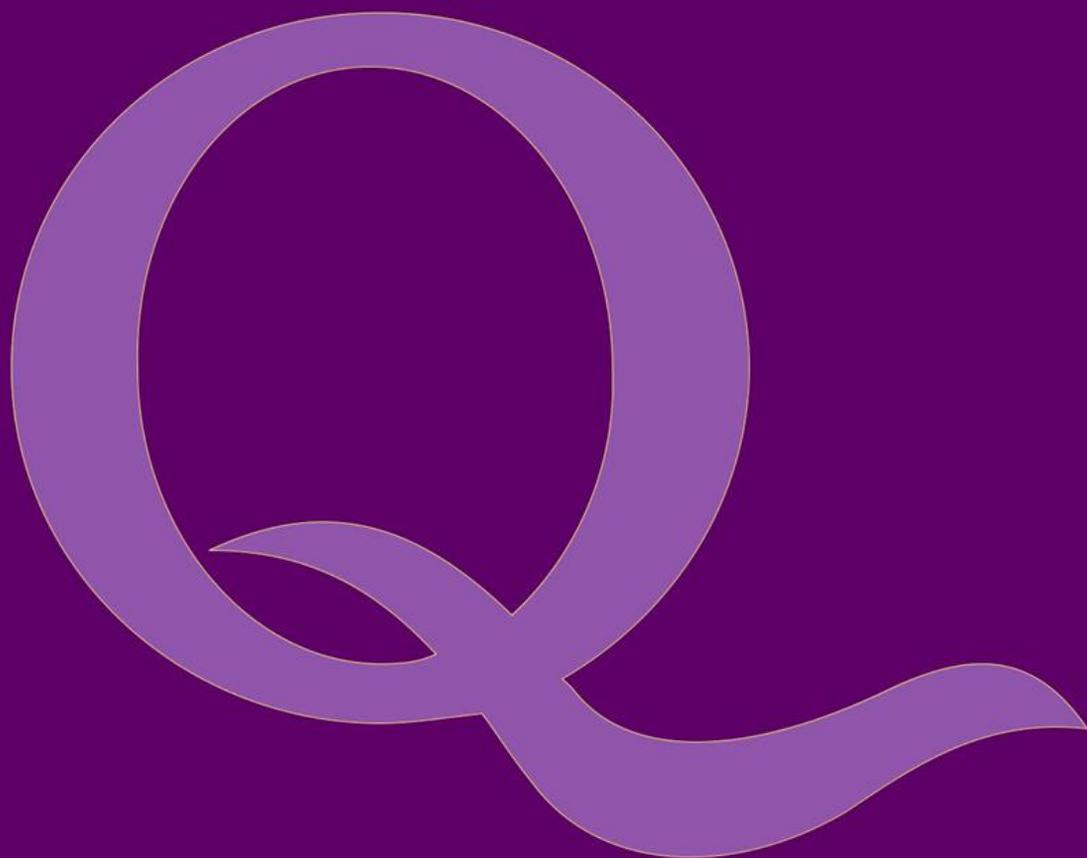


Institutional Accreditation
Manual for Self-Study Report
Affiliated / Constituent Colleges



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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

NAAC

Vision

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Mission

- v To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- v To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
- v To encourage self- evaluation, accountability, autonomy and innovation in higher education;*
- v To undertake quality-related studies, consultancy and training programmes, and*
- v To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Value Framework

To promote the following core values among the HEIs of the country:

- v Contribution to National Development*
- v Fostering Global Competencies among Students*
- v Inculcating a Value System among Students*
- v Promoting the Use of Technology*
- v Quest for Excellence*

Institutional Accreditation

Manual for Self-study Report Affiliated / Constituent Colleges



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bangalore - 560 072

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*This document on institutional accreditation is presented in two sections. Section A is **Guidelines for Assessment and Accreditation**. Section B is **Preparation of Self- study Report** to be written in three parts. Part-I is **Profile of the Affiliated / Constituent College**, Part-II is **Criteria-wise Inputs** and Part-III is **Evaluative Report of the Department**.*

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PREFACE

National Assessment and Accreditation Council (NAAC) has been continuously fine-tuning its assessment and accreditation methodologies in tune with local, regional and global changes in higher education scenario. This helps in reaching out to HEIs and wider acceptance of the methodology. The methodology of NAAC has stood the test of time for last 18 years, mainly because it has remained dynamic and responsive to the stakeholder feedback.

The Revised Manuals, which comes into effect from 1st April 2012, are an outcome of the feedback received by NAAC over a period of three years through various Consultative Meetings, Expert Group Meetings, which comprised of eminent academics representing the university and college sectors. In addition, the NAAC also solicited feedback through the web from the general public and specifically from the academia during the Assessors Interaction Meetings (AIM). The entire exercise was done with a spirit of openness realising that the NAAC needs to set higher benchmarks in consonance with the changes taking place in higher education. The approach adopted is integrative of inputs, process, outputs, outcome and impact in an appropriately balanced manner suited to the education sector. In an effort to enhance the accountability of the accrediting agency as well as the institutions applying for accreditation, the NAAC has articulated “Duties and Responsibilities of NAAC and HEIs”, which is available on the NAAC website.

This Manual is organized into three sections: Section- (a) Guidelines for Assessment and Accreditation (b) Preparation of Self-study Report (c) Appendices.

The Institutions are encouraged to become familiar with the glossary and abbreviations of terms given as Appendices.


(Prof. A. N. Rai)
Director

Abbreviations

A&A (A/A)	-	Assessment and Accreditation
AC	-	Academic Council
ACM	-	Associates of Computing Machinery
AMC	-	Annual Maintenance Contract
AVRC	-	Audio-Visual Research Centre
AICTE	-	All India Council for Technical Education
AQAR	-	Annual Quality Assurance Report
BoS	-	Board of Studies
BCUD	-	Board of College and University Development
CAL	-	Computer Aided Learning
CAS	-	Centre for Advanced Studies
CAT	-	Common Aptitude Test
CBCS	-	Choice Based Credit System
CD	-	Compact Diskette
CDC	-	College Development Council
CEC	-	Consortium for Educational Communication
CGPA	-	Cumulative Grade Point Average
CR	-	Criteria
CR-GPA(s)	-	Criterion-wise Grade Point Average(s)
COHSSIP	-	Committee for Humanities and Social Science Improvement Program
COSIP	-	Committee for Science Improvement Program

COSIST	-	Committee for Strengthening of Infrastructure Improvement Program in Science and Technology
CSA	-	Centre for Social Action
CSIR	-	Council of Scientific and Industrial Research
CPE	-	College with Potential for Excellence
DELNET	-	Developing Library Network
DEP	-	Distance Education Programmes
DRS	-	Departmental Research Support of UGC
DSA	-	Departmental Special Assistance of UGC
DST	-	Department of Science and Technology
DTP	-	Desk Top Publishing
DVD	-	Digital Video Diskette
EMRC	-	Educational Multimedia Research Centre
FIST	-	Fund for the Improvement of Science and Technology Infrastructure
GATE	-	Graduate Aptitude Test in Engineering
GATS	-	General Agreement on Trade in Services
GMAT	-	Graduate Management Admission Test
GRE	-	Graduate Record Examination
HEI	-	Higher Education Institution
IAS	-	Indian Administrative Services
ICHR	-	Indian Council of Historical Research
ICPR	-	Indian Council of Philosophical Research
ICSSR	-	Indian Council of Social Science Research
ICT	-	Information and Communication Technology
IEEE	-	Institute of Electrical and Electronic Engineers

IEQA	-	Institutional Eligibility for Quality Assessment
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
INFLIBNET	-	Information and Library Network
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education
INSA	-	Indian National Science Academy
IPR	-	Intellectual Property Rights
ISR	-	Institutional Social Responsibility
IT	-	Information Technology
IUC	-	Inter University Centre
KA	-	Key Aspect
KA-GP(s)	-	Key Aspect-wise Grade Point(s)
LoI	-	Letter of Intent
MHRD	-	Ministry of Human Resource and Development
MoC	-	Memorandum of Contract
MoU	-	Memorandum of Understanding
MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
NCTE	-	National Council for Teacher Education
NET	-	National Eligibility Test
NGO	-	Non Government Organization
NME-ICT	-	National Mission on Education through Information and Technology
NPE	-	National Policy Education
NPTEL	-	National Programmed Teaching Enhanced

OBC	-	Other Backward Caste
OMR	-	Optical Mark Recognition
OPAC	-	Online Public Access Catalogue
PTR	-	Peer Team Report
QAA	-	Quality Assurance Agency
SA	-	Self Analysis
SC	-	Scheduled Caste
SAP	-	Special Assistance Program
SET/SLET	-	State level Eligibility Test
SJR	-	SCImago Journal Rank
SLQACC	-	State Level Quality Assurance Co-ordination Committee
SNIP	-	Source Normalized Impact per Paper
SSR	-	Self-Study Report
ST	-	Scheduled Tribe
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TEI	-	Teacher Education Institution
TOEFL	-	Test of English as a Foreign Language
UGC	-	University Grants Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNO	-	United Nation Organization
UNICEF	-	United Nation Children Educational Foundation
UNDP	-	United Nation Development Programme
USIC	-	University Science Instrumentation Centre
Wi-Fi	-	Wireless Fidelity
YRC	-	Youth Red Cross

Section A : Guidelines for Assessment and Accreditation

This section presents the NAAC framework of Assessment and Accreditation of all cycles essentially based on the core values, Criteria for assessment and Key Aspects. It also deals with the procedures for institutional preparation in compiling the Self-study Report, Peer Assessment and final outcome of Accreditation. The procedure for Re-Assessment and the mechanism for institutional appeals are also included in this section.

SECTION A

GUIDELINES FOR ASSESSMENT AND ACCREDITATION

I. INTRODUCTION

India has one of the largest and diverse education systems, in the world. Privatization, widespread expansion, increased autonomy and introduction of programs in new and emerging areas has improved access to higher education. At the same time it also led to widespread concern on the quality and relevance of the higher education. To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) that spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency.

Consequently, the NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC). The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

The NAAC functions through its General Council (GC) and Executive Committee (EC) where educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system are represented. The Chairperson of the UGC is the President of the GC of the NAAC, the Chairperson of the EC is an eminent academician nominated by the President of GC (NAAC). The Director is the academic and administrative head of NAAC, and is the member-secretary of both the GC and the EC. In addition to the statutory bodies that steer its policies and core staff to support its activities, NAAC is advised

by the advisory and consultative committees constituted from time to time.

Vision and Mission

The vision of NAAC is:

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

The mission statements of the NAAC aim at translating the NAAC's vision into action plans and define specific tasks of NAAC engagement and endeavor as given below:

- U To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- U To stimulate the academic environment for promotion of quality in teaching-learning and research in higher education institutions;*
- U To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- U To undertake quality-related research studies, consultancy and training programmes, and*
- U To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Striving to achieve its goals as guided by its vision and mission statements, NAAC primarily focuses on assessment of the quality of higher education institutions in the country. The NAAC methodology for Assessment and Accreditation is very much similar to that followed by Quality Assurance (QA) agencies across the world and consists of self-assessment by the institution and external peer assessment by NAAC.

II. CORE VALUES

Throughout the world, Higher Education Institutions (HEIs) function in a dynamic environment. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization (including liberal cross-border and trans-national educational imperatives), have necessitated marked changes in the Indian higher education system. These changes and the consequent shift in values have been taken into cognizance by NAAC while formulating the core values. Further to ensure external and internal validity and credibility, it is important to ground the QA process within a value framework which is suitable and appropriate to the National context.

The accreditation framework of NAAC is thus based on five core values detailed below:

(i) Contributing to National Development

Most of the HEIs have a remarkable capacity to adapt to changes, and at the same time pursue the goals and objectives that they have set forth for themselves. Contributing to National Development has always been an implicit goal of Indian HEIs. The HEIs have a significant role in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby contributing to the development of the Nation. Serving the cause of social justice, ensuring equity, and increasing access to higher education are a few ways by which HEIs can contribute to the National Development. It is therefore appropriate that the Assessment and Accreditation (A&A) process of the NAAC looks into the ways HEIs have been responding to and contributing towards National Development.

(ii) Fostering Global Competencies among Students

The spiraling developments at the global level also warrant that the NAAC includes in its scope of assessment, skill development of students, on par with their counterparts elsewhere. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high caliber is imperative. Consequently, the demand for internationally acceptable standards in higher education is evident. Therefore, the accreditation process of NAAC needs to examine the role of HEIs in preparing the students to achieve core competencies, to face the global requirements successfully. This requires that the HEIs be innovative, creative and entrepreneurial in their approach, to ensure skill development amongst the students. Towards achieving this, HEIs may establish collaborations with industries, network with the neighborhood agencies/bodies and foster a closer relationship between the “world of skilled work” and the “world of competent-learning”.

(iii) Inculcating a Value System among Students

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. HEIs have to shoulder the responsibility of inculcating the desirable value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the pluralities and diversities that exist in the country, there is ample scope for debate about inculcating the core universal values like truth and righteousness apart from other values emphasised in the various policy documents of the country. The seeds of values sown in the early stages of education, mostly aimed

at cooperation and mutual understanding, have to be reiterated and re-emphasized at the higher educational institutions, through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs.

(iv) Promoting the Use of Technology

Most of the significant developments that one can observe today can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day-life are well recognized, the corresponding changes in the use of new technologies, for teaching - learning and governance of HEIs, leaves much to be desired. Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. At a time when our educational institutions are expected to perform as good as their global partners, significant technological innovations have to be adopted. Traditional methods of delivering higher education have become less motivating to the large number of students. To keep pace with the developments in other spheres of human endeavor, HEIs have to enrich the learning experiences of their students by providing them with State- of- the- Art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally. Conscious effort is also needed to invest in hardware, and to orient the faculty suitably.

In addition to using technology as learning resources, managing the activities of the institution in a technology-enabled way will ensure effective institutional functioning. For example, documentation and data management in the HEIs are areas where the process of assessment by NAAC has made a significant impact.

Moving towards electronic data management and having institutional website to provide ready and relevant information to stakeholders, are desirable steps in this direction. In other words, effective use of ICT in HEIs will be able to provide ICT literacy to the campus community, using ICT for resource sharing and networking, as well as adopting ICT-enabled administrative processes. Therefore, NAAC accreditation would look at how the HEIs have put in place their electronic data management systems and electronic resources and their access to internal and external stakeholders particularly the student community.

(v) Quest for Excellence

Contributing to nation-building and skills development of students, institutions should demonstrate a drive to develop themselves into centre's of excellence. Excellence in all that they do, will contribute to the overall development of the system of higher education of the country as a whole. This 'Quest for Excellence' could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self Study Report (SSR) of an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution.

The five core values as outlined above form the foundation for assessment of institutions that volunteer for accreditation by NAAC. In conformity with the goals and mission of the institution, the HEIs may also add to these their own core values.

III. ASSESSMENT AND ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS

The forces of globalization and liberalization influenced the Indian Higher education in a big way. In a situation where Higher

education, similar to the goods and other services has to compete internationally, quality assurance becomes inevitable. Further Indian HEIs operate within a larger framework comprising of several agencies, national contexts and societal expectations and each of these have a unique rendition of the goals. At the functional level, the effectiveness of the HEI is reflected in the extent to which all these layers of goals mutually concur. In such contexts the A&A process is a beginning to bring in uniform quality and position HEIs in such a way that they address more directly the quality provision and the expressed needs of the stakeholders.

(i) **Focus of Assessment**

NAAC assessment lays focus on the institutional developments with reference to three aspects: *Quality initiative, Quality sustenance and Quality enhancement*. The overall quality assurance framework of NAAC thus focuses on the values and desirable practices of HEIs and incorporates the core elements of quality assurance i.e. internal and external assessment for continuous improvement. The value framework of NAAC starts with its choice of unit of evaluation i.e. the Institution as a whole. The A&A process of NAAC which involves a combination of self evaluation and external peer evaluation implicitly or explicitly is concerned with looking at the developmental aspects of the HEIs in the context of quality.

Self-evaluation is crucial in the process of A&A and has a tremendous contribution in promoting objectivity, self-analysis, reflection and professionalism on the part of HEIs. The self-evaluation proforma of NAAC provided as “manuals for self study” maps out different inputs, processes and **outputs and facilitates HEIs to evaluate their strengths, weaknesses and areas** for improvement. The self-evaluation process and the subsequent preparation of the Self-Study Report (SSR) to be submitted to NAAC

involves the participation of all the stakeholders –management, faculty members, administrative staff, students, parents, employers, community and alumni. While the participation of internal stakeholders i.e. management, staff and students provide credibility and ownership to the activity and could lead to newer initiatives, interaction with the external stakeholders facilitate the development process of the institution and their educational services. Overall it is expected to serve as a catalyst for institutional self-improvement, promote innovation and *strengthen the urge to excel*.

NAAC's role in steering assessment does not stop with the coordinating function but extends to the *post-accreditation activities* especially in facilitating establishment of strategic quality management systems for ensuring continuous improvement. One of the major contributions of NAAC towards this is the promotion of *Internal Quality Assurance Cell (IQAC)* resulting in building a quality culture. The IQACs are not only expected to facilitate the internalization and institutionalization of quality, but also to activate the system and raise the institutional capabilities to higher levels ensuring continuous quality improvement.

(ii) Criteria and Key Aspects for Assessment

The criteria-based assessment of NAAC forms the backbone of the A&A. The seven criteria represent the core functions and activities of an institution and broadly focus on the issues which have a direct impact on teaching-learning, research, community development and the holistic development of the students. The NAAC has identified the following seven criteria to serve as the basis for assessment of HEIs:

1. Curricular Aspects
2. Teaching-Learning and Evaluation

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3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Innovations and Best Practices

The Criteria-based assessment promotes judgment based on values. For example the Criterion on “Governance, Leadership and Management” promotes the values such as participation, transparency, team work, systems view, justice, self-reliance and probity in public finance.

The Key Aspects identified under each of the seven criteria reflect the processes and values of the HEI on which assessment is made. The questions under each of the Key Aspects focus in particular on the outcomes, the institutional provisions which contribute to these and their impact on student learning and development.

The strengths or weaknesses in one area may have an effect on quality in another area. Thus the issues addressed within the Criteria and Key Aspects are closely inter-related and may appear to be overlapping. The criteria and the Key Aspects are not a set of standards or measurement tools by themselves and do not cover everything which happens in every HEI. They are the levers for transformational change and provide an external point of reference for evaluating the quality of the institution under assessment.

NAAC uses the same framework across the country. Using the same framework across the country provides a common language about quality and makes it much easier for everyone to go in one direction and in evidence based policy making.

1. Criterion I - Curricular Aspects:

Depending on the responsibilities of various Institutions, this criterion deals with curriculum development and implementation process. The criterion looks into how the curriculum either assigned by a University or marginally supplemented or enriched by an institution, or totally remade, depending on the freedom allowed in curricular design, aligns with the institutional mission. It also considers the practices of an institution in initiating a wide range of programme options and courses that are in tune with the emerging national and global trends and relevant to the local needs. Apart from issues of diversity and academic flexibility, aspects on career orientation, multi-skill development and involvement of stakeholders in curriculum updation, are also gauged under this criterion. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

- 1(U)* Curriculum Design and Development**
(For Universities and Autonomous Colleges)
- 1.1(A)* Curriculum Planning and Implementation**
(For Affiliated/Constituent Colleges)
- 1.2 Academic flexibility**
- 1.3 Curriculum Enrichment**
- 1.4 Feedback System**

*

(U)- applicable only for Universities and Autonomous Colleges

(A)- applicable only for the Affiliated/Constituent Colleges

1.1(U) Curriculum Design and Development *(This key aspect is applicable only for Universities and Autonomous Colleges)*

Universities and Autonomous colleges play a major role in the Curriculum Design and Development and thus are expected to have processes, systems and structures in place to shoulder this responsibility. Curriculum Design and Development is a complex process involving several steps and experts. It is a process of developing appropriate need-based curricula in consultation with expert groups, based on the feedback from stakeholders, resulting in the development of relevant programmes with flexibility, to suit the professional and personal needs of the students and realization of core values.

The key aspect also considers the good practices of the institution in initiating a range of programme options and courses that are relevant to the local needs and in tune with the emerging national and global trends.

1.1(A) Curriculum Planning and Implementation

(This key aspect is applicable only for the Affiliated/Constituent Colleges)

The affiliated/constituent colleges' curriculum is given by the affiliating University or other regulatory agencies. However, the colleges have to work out details for effectively operationalising the given curricula. The process involves orientation of the teachers who would handle the curriculum and proper planning of the transaction. It also requires an understanding on the various teaching-learning practices and their appropriate use.

Since acquisition of competencies occurs at different paces for different learners it is required that the institutions have specific implementation plans identifying the time to be spent on specific components. In addition if the institution is providing specially designed courses it also has the responsibility to develop

appropriate need based curricula in consultation with stakeholders.

1.2 Academic Flexibility

Academic flexibility refers to freedom in the use of the time-frame of the courses, horizontal mobility, inter-disciplinary options and others facilitated by curricular transactions. Supplementary enrichment programmes introduced as an initiative of the college, credit system and choice offered in the curriculum, in terms of programme, curricular transactions and time-frame options are also considered in this key aspect.

1.3 Curriculum Enrichment

Every academic institution translates the curriculum framework and the specified syllabus by rendering them into practical forms, in which the main focus is on the student attributes and on holistic development of the students so that he/she can display multiple skills and qualities. For effective transaction of the curriculum it is required it is up-to date. For keeping the curriculum up-to-date and introduce appropriate changes within the given curriculum, several inputs are provided parallelly or sequentially. All these would be possible through introduction and use of quality materials which would enrich the curriculum and provide concrete referents for organizing the curriculum.

1.4 Feedback System

The process of revision and redesign of curricula is based on recent developments and feedback from the stakeholders. The feedback from all stakeholders in terms of its relevance and appropriateness in catering to the needs of the society/ economy/ environment are also considered in this key aspect.

2. Criterion II - Teaching-Learning and Evaluation:

This criterion deals with the efforts of an institution to serve students of different backgrounds and abilities, through effective teaching-learning experiences. Interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, practicum, internship and application of ICT resources, are important considerations. It also probes into the adequacy, competence as well as the continuous professional development of the faculty who handle the programmes of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

- 2.1 Student Enrolment and Profile**
- 2.2 Catering to Student Diversity**
- 2.3 Teaching-Learning Process**
- 2.4 Teacher Quality**
- 2.5 Evaluation Process and Reforms**
- 2.6 Student Performance and Learning Outcomes**

2.1 Student Enrolment and Profile

The process of admitting students to the programmes is by a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory/governing agencies including state and central governments. Apart from the compliance to the various regulations the key aspect also considers the institutions efforts in ensuring equity and wide access as reflected from the

student profile having representation of student community from different geographical area and socio-economic, cultural and educational backgrounds.

2.2 Catering to Student Diversity

The programmes and strategies adopted by institutions to satisfy the needs of the students from diverse backgrounds including backward community as well as from different locales. Gender equity and admission opportunity for differently-abled students are also considered.

2.3 Teaching-Learning Process

Diversity of Learners in respect of their background, abilities and other personal attributes will influence the extent of their learning. The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The learner-centered education through appropriate methodologies facilitates effective learning. Teachers provide a variety of learning experiences, including individual and collaborative learning. The teachers employ interactive and participatory approach creating a feeling of responsibility in learning and makes learning a process of construction of knowledge.

2.4 Teacher Quality

‘Teacher quality’ is a composite term to indicate the quality of teachers in terms of qualification of the faculty, teacher characteristics, the adequacy of recruitment procedures, faculty availability, professional development and recognition of teaching abilities. Teachers take initiative to learn and keep abreast of the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence.

2.5 Evaluation Process and Reforms

This Key Aspect looks at issues related to assessment of teaching, learning and evaluative processes and reforms, to increase the efficiency and effectiveness of the system. One of the purposes of evaluation is to provide development-inducing feedback. Further it should also help the teacher to plan appropriate activities for enhancing student performance. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Innovative evaluation process is to gauge the knowledge and skills acquired at various levels of the programmes.

2.6 Student Performance and Learning Outcomes

Learning outcomes are the specifications of what a student should learn and demonstrate on successful completion of the course or the programme. It can also be seen as the desired outcome of the learning process in terms of acquisition of the skills and knowledge. They are embedded in the curriculum. Achieving Learning Outcomes needs specific experiences to be provided to the students and evaluation of their attainment. A programme that states Learning Outcomes that are not evaluated or assessed gets neglected in implementation. Hence all the stated Learning Outcomes must be part of the evaluation protocol of the programme. Student assessment provides an indication of the areas where learning has happened and where it has to be improved upon.

3. Criterion III - Research, Consultancy and Extension:

This criterion seeks information on the policies, practices and outcomes of the institution, with reference to research, consultancy and extension. It deals with the facilities provided and efforts made by the institution to promote a 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to the society. Serving the community through

extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this criterion. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

- 3.1 Promotion of Research**
- 3.2 Resource Mobilization for Research**
- 3.3 Research Facilities**
- 3.4 Research Publications and Awards**
- 3.5 Consultancy**
- 3.6 Extension Activities and Institutional Social Responsibility**
- 3.7 Collaborations**

3.1 Promotion of Research

The process of promoting research culture among faculty and students is ensured by facilitating participation in research and related activities, providing resources and other facilities

3.2 Resource Mobilization for Research

The institution provides support in terms of financial, academic and human resources required and timely administrative decisions to enable faculty to submit project proposals and/ approach funding agencies for mobilizing resources for Research. The institutional support to its faculty for submitting Research projects and securing external funding through flexibility in administrative processes and infrastructure and academic support are crucial for any institution to excel in Research. The faculty are empowered to take up research activities utilizing the existing facilities. The institution encourages its staff to engage in

interdisciplinary and interdepartmental research activities and resource sharing.

3.3 Research Facilities

Required infrastructure in terms of space and equipment and support facilities are available on the campus for undertaking research. The institution collaborates with other agencies/institutions/research bodies for sharing research facilities and undertaking collaborative research.

3.4 Research Publications and Awards

Exploration and reflection are crucial for any teacher to be effective in his/her job. Quality research outcome is beneficial for the discipline/ society/ industry/ region and the nation. Sharing of knowledge especially theoretical and practical findings of research, through various media enhances quality of teaching and learning.

3.5 Consultancy

Activity organized or managed by the Faculty for an external agency for which the expertise and the specific knowledge base of the faculty becomes the major input. The finances generated through consultancy are fairly utilized by the institution. The faculty taking up the consultancy is properly rewarded.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

Learning activities have a visible element for developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society. Mutual benefit from affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices or goals of the organization. Processes and strategies that relevantly sensitize students to the social issues and contexts.

Sustainable practices of the institution leading to superior performance resulting in successful outcome in terms of generating knowledge which will be useful for the learner as well as the community.

Extension also is the aspect of education, which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

3.7 Collaborations

There are formal agreement/ understanding between the institution and other HEIs or agencies for training/student exchange/faculty exchange/ research/resource sharing etc.

4. Criterion IV - Infrastructure and Learning Resources:

This criterion seeks to elicit data on the adequacy and optimal use of the facilities available in an institution to maintain the quality of academic and other programmes on the campus. It also requires information on how every constituent of the institution - students, teachers and staff - benefit from these facilities. Expansion of facilities to meet future development is included among other concerns. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

- 4.1 Physical Facilities**
- 4.2 Library as a Learning Resource**
- 4.3 IT Infrastructure**
- 4.4 Maintenance of Campus Facilities**

4.1 Physical Facilities

Adequate infrastructure facilities are key for effective and efficient conduct of the educational programmes. The growth of the infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra-curricular and administrative activities.

4.2 Library as a Learning Resource

The library holdings in terms of books, journals and other learning materials and technology-aided learning mechanisms which enable students to acquire information, knowledge and skills required for their study programmes.

4.3 IT Infrastructure

The institution adopts policies and strategies for adequate technology deployment and maintenance. The ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. The staff and students have access to technology and information retrieval on current and relevant issues. The institution deploys and employs ICTs for a range of activities.

4.4 Maintenance of Campus Facilities

The institution has sufficient resources allocated for regular upkeep of the infrastructure. There are effective mechanisms for the upkeep of the infrastructure facilities and promote the optimum use of the same.

5. Criterion V - Student Support and Progression :

The highlights of this criterion are the efforts of an institution to provide necessary assistance to students, to acquire meaningful

experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment. The focus of this criterion is captured in the following Key Aspects:

KEY ASPECTS

- 5.1 Student Mentoring and Support**
- 5.2 Student Progression**
- 5.3 Student Participation and Activities**

5.1 Student Mentoring and Support

Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place.

5.2 Student Progression

The Institutions 'concern for students' progression to higher studies and/or to employment is dealt with under this Key Aspect. Identify the reasons for poor attainment and plan and implement remedial measures. Sustainable good practices which effectively support the students facilitate optimal progression. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment.

5.3 Student Participation and Activities

The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution promotes value-based education for inculcating social responsibility and good citizenry amongst its student community.

The institution has the required infrastructure and promotes active participation of the students in social, cultural and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.

6. Criterion VI - Governance, Leadership and Management :

This criterion helps gather data on the policies and practices of an institution in the matter of planning human resources, recruitment, training, performance appraisal, financial management and the overall role of leadership in institution building. The focus of this criterion is on the following Key Aspects:

KEY ASPECTS

- 6.1 Institutional Vision and Leadership**
- 6.2 Strategy Development and Deployment**
- 6.3 Faculty Empowerment Strategies**
- 6.4 Financial Management and Resource Mobilization**
- 6.5 Internal Quality Assurance System (IQAS)**

6.1 Institutional Vision and Leadership

Effective leadership by setting values and participative decision-making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and

implementation reflects the institutions efforts in achieving its vision.

6.2 Strategy Development and Deployment

The leadership provides clear vision and mission to the institution. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the Institutional provisions.

6.3 Faculty Empowerment Strategies

The process of planning human resources including recruitment, performance appraisal and planning professional development programmes and seeking appropriate feedback, analysis of responses and ensure that they form the basis for planning. Efforts are made to upgrade the professional competence of the staff. There are mechanisms evolved for regular performance appraisal of staff.

6.4 Financial Management and Resource Mobilization

Budgeting and optimum utilization of finance, including mobilization of resources are the issues considered under this key aspect. There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

6.5 Internal Quality Assurance System (IQAS)

The internal quality assurance systems of HEIs are Self-regulated responsibilities of the higher education institutions, aimed at

continuous improvement of quality and achieving academic excellence. The institution has mechanisms for academic auditing. The institution adopts quality management strategies in all academic and administrative aspects. The institution has an IQAC and adopts a participatory approach in managing its provisions.

7. Criterion VII - Innovations and Best Practices:

This criterion focuses on the innovative efforts of an institution that help in its academic excellence. An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships.

KEY ASPECTS

7.1 Environment Consciousness

7.2 Innovations

7.3 Best Practices

7.1 Environment Consciousness

The institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as – energy conservation, rain water harvesting, waste recycling, carbon neutral etc.

7.2 Innovations

The institution is geared to promote an ambience of creativity innovation and improving quality.

7.3 Best Practices

Practices of the institution leading to improvement and having visible impact on the quality of the institutional provisions are considered in this Key Aspect.

IV. THE ASSESSMENT OUTCOME

The assessment by NAAC takes a holistic view of all the inputs, processes and outcomes of an institution and thus the HEIs are expected to demonstrate how they achieve the objectives of the core values through the data and information detailed in the self study reports (SSR). The Assessment and Accreditation outcome includes a qualitative and quantitative component. The qualitative part of the outcome is the Peer Team Report (PTR) and the quantitative part includes a Cumulative Grade Point Average (CGPA), a letter grade and a performance descriptor.

(i) Weightages

Taking cognizance of the diversity in institutional functioning, HEIs have been grouped under three major categories i.e. Universities, Autonomous colleges and Affiliated colleges and differential weightages are assigned for each of the seven criteria as detailed in the table below:

Criteria	Key Aspects	Universities	Autonomous Colleges	Affiliated Colleges
1. Curricular Aspects	1.1 *(U)Curriculum Design and Development	50	50	NA
	1.1. *(A) Curricular Planning and Implementation	NA	NA	20
	1.2 Academic Flexibility	50	50	30
	1.3 Curriculum Enrichment	30	30	30
	1.4 Feedback System	20	20	20
	Total		150	150
2. Teaching-Learning and Evaluation	2.1 Student Enrolment and Profile	10	30	30
	2.2 Catering to Student Diversity	20	40	50

	2.3 Teaching-Learning Process	50	100	100
	2.4 Teacher Quality	50	60	80
	2.5 Evaluation Process and Reforms	40	30	50
	2.6 Student Performance and Learning Outcomes	30	40	40
	Total	200	300	350
3. Research, Consultancy and Extension	3.1 Promotion of Research	20	20	20
	3.2 Resource Mobilization for Research	20	20	10
	3.3 Research Facilities	30	20	10
	3.4 Research Publications and Awards	100	20	20
	3.5 Consultancy	20	10	10
	3.6 Extension Activities and Institutional Social Responsibility	40	50	60
	3.7 Collaboration	20	10	20
	Total	250	150	150
4. Infrastructure and Learning Resources	4.1 Physical Facilities	30	30	30
	4.2 Library as a Learning Resource	20	20	20
	4.3 IT Infrastructure	30	30	30
	4.4 Maintenance of Campus Facilities	20	20	20
	Total	100	100	100

5. Student Support and Progression	5.1 Student Mentoring and Support	40	40	50
	5.2 Student Progression	40	40	30
	5.3 Student Participation and Activities	20	20	20
	Total	100	100	100
6. Governance, Leadership and Management	6.1 Institutional Vision and Leadership	10	10	10
	6.2 Strategy Development and Deployment	10	10	10
	6.3 Faculty Empowerment Strategies	30	30	30
	6.4 Financial Management and Resource Mobilization	20	20	20
	6.5 Internal Quality Assurance System	30	30	30
	Total	100	100	100
7. Innovations and Best Practices	7.1 Environment Consciousness	30	30	30
	7.2 Innovations	30	30	30
	7.3 Best Practices	40	40	40
	Total	100	100	100
	TOTAL SCORE	1000	1000	1000

*

(U) - applicable only for Universities and Autonomous Colleges

(A) - applicable only for the Affiliated / Constituent Colleges

(ii) Grading System

A significant outcome of the Assessment is the final Institutional grading. After Assessment, the Cumulative Grade Point Average (CGPA) of an Institution is computed and the institution is assigned appropriate grade on a four point scale as detailed below:

Range of institutional Cumulative Grade Point Average (CGPA)	Letter Grade	Performance Descriptor
3.01-4.00	A	Very Good (Accredited)
2.01-3.00	B	Good (Accredited)
1.51-2.00	C	Satisfactory (Accredited)
< 1.50	D	Unsatisfactory (Not Accredited)

Institutions which secure a CGPA equal to or less than 1.50 are notionally categorized under the letter grade “D” (Performance Descriptor: Unsatisfactory; Status: Not Accredited). Such unqualified institutions will also be intimated and notified by NAAC as “Assessed and Found not qualified for Accreditation”.

Calculation of Institutional CGPA

Arriving at Institutional CGPA includes calculation of the Key Aspect-wise Weighted Grade Point (KAWGP), the Criterion-wise Weighted Grade Point (CrWGP) and the Criterion-wise Grade Point Average (CrGPA). This involves use of the pre-determined Weightages (W) and the grade points assigned by the peer team for the 32 key aspects covering the seven criteria. The details for arriving at the KAWGP, CrGPA and CGPA are given below:

1. Calculation of KAWGP

NAAC has assigned predetermined weightages to each of 32 key aspects under seven criteria. To help the peer team in arriving at KAGP, NAAC provides suggestive guiding indicators. Using the guiding indicators and based on their observations and assessment of the institution (onsite visit and the validation of SSR), the peer team is expected to assign appropriate grade point to each of the key aspect by using five point scale (0-4). These grade points are assigned as 0/1/2/3/4 without using decimal points and are referred to as the Key Aspect-wise Grade Points (KAGP). *Unlike in the earlier methodology where the letter grades were converted to grade points, the current methodology directly assigns the grade points without assigning any letter grade.*

The Key Aspect-wise Weighted Grade Point (KAWGP) is arrived at by multiplying the predetermined Weightage (W) of a Key Aspect with respective KAGP assigned by the peer team. i.e., $KAWGP_i = (KAGP_i) \times (W_i)$

Where,

'i' - represents the Key Aspects

2. Calculation of CrGPA

Summation of Key Aspect-wise Weighted Grade Points (KAWGP) of a criterion is referred to as Criterion-wise Weighted Grade Point (CrWGP) of that criterion and the summation of the predetermined weightages of the key aspects of a criterion is referred to as Weightage (W_j) of that criterion.

Criterion-wise Grade Point Average (CrGPA) is calculated by dividing the Criterion-wise Weighted Grade Point (CrWGP) by the Weightage of that Criterion (W_j).

$$CrGPA_j = \frac{(CrWGP)_j}{W_j}$$

Where,

'j' - represents the Criterion

3. Calculation of CGPA

The sum of seven CrW GP divided by sum of the pre assigned Weightages of the seven Criteria will result in Cumulative Grade Point Average (CGPA) of the Institution. The institutional CGPA will be the deciding factor for accreditation status of the institution and its grade.

$$\text{Institutional CGPA} = \frac{\sum_{j=1}^7 (\text{CrWGP})_j}{\sum_{j=1}^7 W_j}$$

A sample calculation of CGPA of an Affiliated / Constituent College

Criteria and Key Aspects	Predetermined Weightage (W _i)	Peer Team Assigned Key Aspect Grade Points(KAGP) _i 4/ 3/ 2/1/0	Key Aspect-wise Weighted Grade Points KAWGP _i =(KAGP _i) x W _i
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Criterion I: Curricular Aspects			
Curriculum Planning and Implementation	20	3	60
Academic Flexibility	30	2	60
Curriculum Enrichment	30	0	00
Feedback System	20	2	40
TOTAL	W_I = 100		(CrWGP)_I=160

$$\text{Calculated CrGPA}_I = (\text{CrWGP})_I / W_I = 160 / 100 = 1.60$$

Criterion II: Teaching – Learning and Evaluation			
Student Enrolment and Profile	30	3	90
Catering to Student Diversity	50	0	000
Teaching-Learning Process	100	3	300
Teacher Quality	80	3	240

Evaluation Process and Reforms	50	2	100
Student Performance and Learning Outcomes	40	3	120
TOTAL	W_{II} =350		(CrWGP)_{II} =850
Calculated CrGPA_{II} =(CrWGP)_{II} / W_{II} = 850/350=2.43			
Criterion III: Research, Consultancy and Extension			
Promotion of Research	20	2	40
Resource Mobilization for Research	10	1	10
Research Facilities	10	2	20
Research Publications and Awards	20	1	20
Consultancy	10	0	00
Extension Activities and Institutional Social Responsibility	60	4	240
Collaboration	20	1	20
TOTAL	W_{III} =150		(CrWGP)_{III} =350
Calculated CrGPA_{III} =(CrWGP)_{III} / W_{III} =350/150=2.33			
Criterion IV: Infrastructure and Learning Resources			
Physical Facilities	30	3	90
Library as a Learning Resource	20	3	60
IT Infrastructure	30	2	60
Maintenance of Campus Facilities	20	0	00
TOTAL	W_{IV} =100		(CrWGP)_{IV} =210
Calculated CrGPA_{IV} =(CrWGP)_{IV} / W_{IV} =210/100=2.10			
Criterion V: Student Support and Progression			
Student Mentoring and Support	50	4	200
Student Progression	30	3	90
Student Participation and Activities	20	0	00
TOTAL	W_V =100		(CrWGP)_V =290

Calculated CrGPA_V = (CrWGP)_V / W_V = 290/100=2.90			
Criterion VI: Governance, Leadership and Management			
Institutional Vision and Leadership	10	3	30
Strategy Development and Deployment	10	2	20
Faculty Empowerment Strategies	30	3	90
Financial Management and Resource Mobilization	20	2	40
Internal Quality Assurance System	30	0	00
TOTAL	W_{VI} =100		(CrWGP)_{VI} =180
Calculated CrGPA_{VI} = (CrWGP)_{VI} / W_{VI} = 180/100=1.80			
Criterion VII: Innovations and Best Practices			
Environment Consciousness	30	3	90
Innovations	30	0	00
Best Practices	40	2	80
TOTAL	W_{VII} = 100		(CrWGP)_{VII} =170
Calculated CrGPA_{VII} = (CrWGP)_{VII} / W_{VII} = 170/100=1.70			
GrandTotal	1000		2210

$$\text{Institutional CGPA} = \frac{\sum_{j=1}^7 (\text{CrWGP}_j)}{\sum_{j=1}^7 W_j} = \frac{2210}{1000} = 2.21$$

Final Outcome and Status of Accreditation

The Accreditation status of the institution in the above cited example would be: Institutional CGPA = 2.21, Letter Grade = B, Performance Descriptor = Good, Status = Accredited

(iii) Validity Period of Accreditation

The accreditation status is valid for five years from the date of approval by the Executive Committee of the NAAC. To continue the status of accreditation the institution has to record its intent for the next cycle accreditation by submitting the LOI six months before the expiry of the accreditation status and the SSR within six months of acceptance of the LOI by NAAC.

Institutions that do not adhere to these timelines will lose the accreditation status.

V. ELIGIBILITY FOR ASSESSMENT AND ACCREDITATION BY NAAC

1) The following types of Higher Education Institutions (HEIs) are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC, if they have a record of offering degree programmes and at least two batches of students having graduated from them and fulfill the other conditions or are covered by the other provisions, if any, mentioned below:

a) Universities (Central/State, including Private) and Institutions of National Importance

- Provided that in case of professional Universities / Institutions of National Importance, their record of at least two batches of students having graduated.
- Provided further that the duly established campuses within the country or off-shore campuses, if any, shall be

treated as part of the universities / Institutions of National Importance for the A&A process.

- b) **Colleges** (i.e., colleges/institutions affiliated to or constituent of or recognized by universities, including autonomous colleges)
- Provided Teacher Education / Physical Education colleges shall have a standing of atleast three years.
 - However, colleges/institutions offering programmes recognized by Statutory Professional Regulatory Councils concerned as equivalent to a degree programme of a university shall also be eligible for A&A even if such colleges/institutions are not affiliated to a university.
- 2) **Deemed to be Universities** declared under Section 3 of the UGC Act are eligible for the A&A process of NAAC, regardless of the number of years of establishment. A deemed university needs to opt for A&A of all its duly approved constituent units, campuses at various locations within the country and off-shore campuses, if any. However, if the deemed university has any unit/campus which is not approved by MHRD/UGC, the deemed university itself shall not be eligible for A&A.
- 3) **Departments of Teacher Education / Physical Education**
- Provided that the Departments of Teacher Education / Physical Education, if any, may opt for A&A:
- if such departments shall have a standing of atleast three years and have a record of atleast two batches of students having graduated from them; and
 - either along with the University / College or after the University / College has already been accredited.

- 4) **Any other HEIs** at the discretion of NAAC.

Note: The NAAC accreditation does not cover distance education units of HEIs.

For details on the process and the time schedules please refer NAAC website: <http://www.naac.gov.in>

VI. THE ASSESSMENT PROCESS

NAAC believes that an institution that really understands itself – its strengths, its weaknesses, its potentials and limitations – is likely to be effective in carrying out its educational mission and make continuous improvement. Thus the A&A of NAAC includes a self evaluation by the institution that is expected to be done with honest introspection followed by an external Peer evaluation by NAAC. Self evaluation by the institution and an external peer assessment are inevitable for Quality assurance.

Some of the important stages in A&A of HEIs are given below:

- a) **On-line submission of Letter of Intent (LoI) and/or application for Institutional Eligibility for Quality Assessment (IEQA)***

All HEIs fulfilling the eligibility criteria (as at section V above) for undergoing A&A are expected to submit a LoI online to NAAC. On scrutiny of the LoI and confirming the fulfillment of the eligibility criteria by NAAC:

- Affiliated and Constituent colleges need to submit the application for IEQA status on-line. These institutions become eligible for submission of the SSR only after qualifying / acquiring the IEQA status.
- Affiliated/constituent colleges opting for second, third or fourth cycle of A&A, Universities, Autonomous colleges, colleges with Potential for Excellence (CPE) and Professional

Institutions (other than Teacher Education and Physical Education) need not undergo the IEQA stage and once found eligible can go ahead with submitting the SSR.

b) Preparation of the Self-Study Report (SSR)

The assessment process aims at providing an opportunity for the institution to measure its effectiveness and efficiency, identify its strengths and weaknesses and take necessary steps for improvement. Thus the most important step in the process of assessment and accreditation is the preparation of the SSR by the institution. While preparing the SSR, institutions should follow the guidelines provided by NAAC and ensure that the SSR contains information on the following:

- Evidence of contributing to the core values
- Evidence of building on the strengths identified by the institutions
- Action taken to rectify the deficiencies noted by the institutions
- Substantive efforts made by the institution over a period of time, towards quality enhancement
- Specific future plans of the institution for quality enhancement

The institutional efforts to prepare the SSR will be an intensive but self-rewarding exercise for institutions. To maximize the benefits of such an effort, the self-evaluation must have the total commitment of the governing body, administration and every member of the faculty of the institution. All the constituents of the institution should not only be kept fully informed but also be as closely involved in the self-study as possible. To achieve the objectives of self-evaluation, the Head of the institution has to play a positive and creative role. To assist him/her a Steering

Committee consisting of 4 to 6 members may be constituted which will co-ordinate the compilation and analysis of data related to the various aspects of the institution and its functions. This committee could be responsible for organizing the information and data and to prepare a comprehensive SSR, to be submitted to the NAAC. As the Steering Committee will have to play an active role in the preparation of the SSR, it should be ensured that the coordinator of the steering committee has considerable communication skills and the ability to organize and direct a complex institutional endeavour. S/he must be able to motivate others. During the on-site visit of the peer team, the coordinator of the steering committee may also function as the institutional facilitator.

The institution has to prepare the SSR following the structure given below and submit it to NAAC in five copies (in case of Affiliated/ Constituent/Autonomous colleges)/in eight copies (in case of Universities) and a digital/electronic version (CD).

Structure of the SSR to be submitted to NAAC:

- A. Preface or cover letter from the Head of the Institution
- B. Executive Summary- The SWOC analysis of the institution
- C. Profile of the Institution
- D. Criteria-wise analytical report -The institution should provide consolidated response for each of the Key Aspects. It is not expected to respond question wise. The questions are only pointers and the responses should provide a holistic view describing institutional inputs, processes and outcomes covering the Key Aspect.
- E. Inputs from each of the Department in the format provided. However in smaller colleges where there are no specific

departments in vogue, the college may use the proforma and provide programme wise details.

A bulky SSR with too many details and descriptions may result in lack of clarity. Such a report would also lack focus and would generate more information gaps than explanations. Even for a large and complex institution, it is possible to restrict the essential documentation to manageable proportions. Put together the Executive Summary, Profile of the Institution and Criteria-wise analytical report of the SSR should not exceed 200 pages (A4 size pages, both sides printing, MS WORD keeping single line space, 12 of Times New Roman font and one and half inches margin on each side of the page). The departmental inputs could be in addition to the above. Inclusion of Appendices in the SSR is to be avoided. Appendices may be made available to the Peer Team during the 'On-site visit'.

c) *Peer Assessment and Final Outcome*

On receipt of the SSR, NAAC undertakes an in-house analysis of the report and looks into its completeness. On ensuring the fulfillment of the various conditions NAAC processes for organizing the peer team visit to the institution. Depending on the size of the institution, the site visit may vary from two to four days. As the ultimate goal and the efforts of NAAC is to facilitate HEIs to excellence the external peers have an important role in evaluating and synthesizing the outcomes on individual Key Aspects within the contextual framework of the HEI and to arrive at an overall assessment. Thus NAAC periodically orients senior educationists and experts in specialized areas of study from across the country and empanels them to undertake the A&A exercise. As the whole exercise is a transparent and partnered activity, while constituting the peer team NAAC consults the institution about any justifiable reservation it may have about any member of the visiting team constituted by NAAC.

Peer Team Visit to the Institution: The peer team constituted by NAAC visits the institution and assesses the quality of its provisions. To validate the self-study report, the team looks for evidences through interactions with the various constituents and stakeholders of the institution, checking documents and visiting the various units of the institution. At the end of the visit, for ensuring accuracy of institutional data / information the team shares the draft Peer Team Report (PTR) with the Head of the Institution. The PTR duly signed by the Head of the institution and the peer team members along with the criterion-wise Grade Point Averages (GPA), the final Institutional Cumulative Grade Point Average (CGPA) and the Institutional Grade, is submitted to NAAC for further processing.

Final decision by NAAC: The Executive Committee (EC) of the NAAC will review the peer team report, the criterion-wise Grade Point Averages (Cr.GPA), the final Institutional Cumulative Grade Point Average (CGPA), the Institutional Grade recommended by the Peer Team and the feedback received from the institution and the Peer team and takes the final decision on the accreditation status and the institutional grade. The status of accreditation along with the PTR and the institutional grade approved by the EC will be made public by posting them on the website of the NAAC. Institutions which do not attain the accreditation status will be notified accordingly.

VII. MECHANISM FOR INSTITUTIONAL APPEALS

Provision for Appeals is one of the good practices followed by external Quality Assurance Agencies. NAAC has also prescribed the mechanism for appeals. An aggrieved institution can make a written representation to the Director, NAAC with the payment of a non-refundable fee of Rs. 20, 000/- within one month from the date of receipt of the accreditation certificate from the NAAC.

The five-member Appeals Committee constituted for the purpose will consider the appeal and make recommendations for the consideration of Executive Committee (EC) of NAAC. The EC decision is binding on the institutions. For details, refer to the NAAC website: www.naac.gov.in

VIII. RE-ASSESSMENT

Institutions, which would like to make an improvement in the accredited status, may volunteer for Re-assessment, after a minimum of one year or before three years of accreditation. **The manual to be followed for re-assessment is the same as that for the Assessment and Accreditation.** *However, the institution shall make specific responses based on the recommendations made by the peer team in the previous assessment and accreditation report, as well as the specific quality improvements made by the institution during the intervening period.* The fee structure and other procedures would be the same as that for initial Assessment and Accreditation with the exception that the Institutions that volunteer for re-assessment will not be eligible for reimbursement of accreditation expenses, as per the “Guidelines of UGC assistance for Assessment and Accreditation”.

IX. SUBSEQUENT CYCLES OF ACCREDITATION

The methodology for subsequent cycles of accreditation i.e. second, third, fourth and so on would remain the same. However due consideration would be given to the post-accreditation activities resulting in quality improvement, quality sustenance and quality enhancement. In the SSRs institutions opting for subsequent cycles of accreditation need to highlight the significant quality sustenance and enhancement measures undertaken during the last four years (narrative not exceeding 10 pages to be annexed as “Post-accreditation initiatives”). A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for subsequent cycles (second, third or fourth) of accreditation.

To volunteer for subsequent cycle of accreditation, institutions should record their intent six months before the expiry of the accreditation status and initiate institutional preparations for submission of SSRs. The institutions which record their intent to volunteer for subsequent cycle of accreditation and submit the SSRs within the stipulated time may continue to use the outcome of the previous cycle of accreditation till the status of next cycle Accreditation is declared by NAAC.

Institutions which fail to express intent for subsequent cycle of accreditation within the stipulated time will lose their accreditation status on completion of the five year validity period.

X. THE FEE STRUCTURE AND OTHER FINANCIAL IMPLICATIONS

For seeking IEQA Status*	
Affiliated and Constituent Colleges seeking assessment and accreditation for the first-time	Rs. 2,000/- (each time)
For assessment and accreditation of Universities *	
Upto four departments	Rs. 1,00,000/-
More than four, but upto ten departments	Rs. 1,00,000/- + Rs.15,000/- for each additional department
More than ten departments	Rs. 1,90,000/- + Rs.10,000/- for each additional department
The accreditation fee will be limited to a maximum amount of Rs. 5,00,000/- per institution.	
For assessment and accreditation of General Colleges *	
College with multi faculties i.e., Arts and Science (Commerce will be treated as a part of Arts faculty)	Rs. 75,000/-

College with mono faculty viz., Arts/Commerce/ Science/Law or any other	Rs. 50,000/-
For assessment and accreditation of Teacher Education / Physical Education Institutions and Departments *	
Teacher education institutions / physical education institutions	Rs. 50,000/-
Teacher education department of a general college conducting Teacher Education / Physical Education Programme (s)	Rs. 25,000/-
University teaching departments of Teacher Education / Physical Education	Rs. 25,000/-

For assessment and accreditation of Professional Institutions*

- Fee structure for Professional Institutions will be determined by NAAC from time to time.
- At present, Engineering and Technology, Management, Pharmacy, Medical and allied institutions (Allopathy, Homeopathy, Ayurveda, Dental, Nursing etc.) are charged fees as per fee structure applicable to Universities.

Fee for other specialized institutions will be determined by NAAC from time to time.

Note: The institutions which are recognized under 2(f) and 12(B) of UGC Act, need not pay the assessment and accreditation fees. The expenses on TA / DA of peer team would be reimbursed.

For institutions applying for Re-assessment *

- In case of the institutions applying for re-assessment, irrespective of their 2f and 12B status the institutions have to bear the accreditation fee, TA / DA and also the local hospitality expenses. NAAC will reimburse the honorarium paid to the peer team members as per the NAAC guidelines.

For re-view of accreditation (grievance) * Rs. 20,000/-

***Add Service Tax @ 12.36% on the total fee payable to NAAC**

For the HEIs recognized under 2(f) & 12B of the UGC Act, the expenditure on accreditation would be reimbursed by UGC through the NAAC. For more details refer NAAC Website: <http://www.naac.gov.in/sites/naac.gov.in/files/Revised-UGC-Guidelines-HEIs-2009.pdf>.

Section B : Preparation of the Self-study Report

This includes information on three aspects, viz., Profile of the Institution, Criteria II - wise Inputs and Evaluative Reports of the Departments.

If the institution wishes to provide any additional information under each key aspect, they are free to include it under the head "*Any other information*", wherever necessary.

It also has the format for presentation of Best Practices as required under Criterion VII and Post-accreditation initiatives to be reported by Institutions opting for second/third/fourth cycles.

SECTION B : PREPARATION OF SELF-STUDY REPORT

1. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name :	COLLEGE OF DEFENCE MANAGEMENT NT	
Address :	SAINIK PURI POST	
City :HYDERABAD	Pin :5000 94	State : TELANGANA
Website :	Cdm.ap@ nic.in	

2. For communication :

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	DUSHYANT SINGH CHOUHAN	O:040- 2786662548 R:27790814	-		
Vice Principal		O: R:			
Steering Committee Co-ordinator	RAVI KUMAR BONTHA	O: 040- 27886666(667 9) R: 2711392	99856229 39		

3. Status of the Institution:
 Affiliated College ✓
 Constituent College Any
 other (specify)

4. Type of Institution:
 a. By Gender
 i. For Men
 ii. For Women
 iii. Co-education
 b. By Shift
 i. Regular
 ii. Day
 iii. Evening

Manual for Self-study Report
 Affiliated/Constituent Colleges _____

5. It is a recognized minority institution?
 Yes
 No
 ✓
 If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding: _____
 ✓ Government
 Grant- in-aid Self-
 financing Any other

7. a. Date of establishment of the college:08/12/1970.....
 (dd/mm/yyyy)
 b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	NA	
ii. 12 (B)	NA	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

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

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	NA			
ii.	NA			
iii.	NA			
iv.	NA			

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes No

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *

Campus area in sq. mts.

Built up area in sq. mts.

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement

with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.	
· Auditorium/seminar complex with infrastructural facilities	

- Sports facilities
 - * play ground

 - * swimming pool

 - * gymnasium

- Hostel
 - * Boys' hostel – Not Applicable
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
 - * Girls' hostel - Not Applicable
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
 - * Working women's hostel – Not Applicable
 - i. Number of inmates
 - ii. Facilities (mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise)
- Cafeteria – Yes
- Health centre – Yes

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance.....

Health centre staff –

Qualified doctor	Full time	<input type="text"/>	Part-time	<input type="text"/>
Qualified Nurse	Full time	<input type="text"/>	Part-time	<input type="text"/>

- Facilities like banking, post office, book shops

- Transport facilities to cater to the needs of students and staff
- Animal house
- Biological waste disposal
- Generator or other facility for management/regulation of electricity and voltage
- Solid waste management facility
- Waste water management
- Water harvesting

12. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
	Under-Graduate						
	Post-Graduate	MASTER OF MANAGEMENT STUDIES	1 YEAR	GRADUATION IN ANY DISCIPLINE	ENGLISH	150	150
	Integrated Programmes PG						
	Ph.D.	CHAIR OF EXCELLENCE	2 YEARS	M.PHIL/ENTRANCE TEST BY UGC/OU	ENGLISH	05	05
	M.Phil.	M.PHIL IN DEFENCE MANAGEMENT	1.5 YEARS	MMS/POST GRADUATION	ENGLISH	20	15
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						
	Any Other (specify and provide details)						

13. Does the college offer self-financed Programmes?

Yes * No *

If yes, how many?

14. New programmes introduced in the college during the last five years if any?

Yes	<input type="text"/>	No	<input type="text"/>	Number	<input type="text"/>
-----	----------------------	----	----------------------	--------	----------------------

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments			Research
Any Other	(eg. Physics, Botany, History etc.)			
Science				
Arts				
Commerce				
(Specify)				

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

a. annual system b.

semester system c.

trimester system

17. Number of Programmes with

a. Choice Based Credit System

b. Inter/Multidisciplinary Approach

c. Any other (specify and provide details)

6. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No

If yes,

- a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)

and number of batches that completed the programme

- b. NCTE recognition details (if applicable) Notification

No.:

Date: (dd/mm/yyyy)

Validity:.....

UGC / University / State Government <i>Recruited</i> <i>Yet to recruit</i> Sanctioned by the Management/ society or other authorized bodies <small>Recruits</small>													
---	--	--	--	--	--	--	--	--	--	--	--	--	--

***M-Male *F-Female**

21. Qualifications of the teaching staff: MMS/M.PHIL

22. Number of Visiting Faculty / Guest Faculty engaged with the College.

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.							
M.Phil.							
PG							
Temporary teachers							
Ph.D.							
M.Phil.							
PG							
Part-time teachers							
Ph.D.							
M.Phil.							
PG							

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	-	-	-	-	-	-	-	-
ST	-	-	-	-	-	-	-	-
OBC	-	-	-	-	-	-	-	-
General	150	NIL	150	NIL	150	NIL	150	NIL
Others	-	-	-	-	-	-	-	-

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Total					
Students from the same state where the college is located					
Students from other states of India					
NRI students					
Foreign students					

25. Dropout rate in UG and PG (average of the last two batches)

UG PG

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

Rs.

(b) excluding the salary component

Rs.

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes No

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes No

b) Name of the University which has granted such registration.

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes No

28. Provide Teacher-student ratio for each of the programme/course offered

29. Is the college applying for

Accreditation : Cycle 1 Cycle 4

Re-Assessment: Cycle 2

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: 04/09/2010(dd/mm/yyyy) Accreditation Outcome/Result 3.11

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: (dd/mm/yyyy) Accreditation Outcome/Result.....

** Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.*

31. Number of working days during the last academic year.

245

32. Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

245

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i) (dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy)

AQAR (iv) (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

2. Criteria - wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

- 1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Vision : To be nation's leading centre of excellence in developing management thought to optimize the effectiveness of the Armed Forces for meeting the challenges to national security.

Mission : To develop and impart the skills of management thought that leads to effective decision making, enlightened leadership and efficient resource management in a knowledge centric environment to enhance the effectiveness of the armed forces.

The vision and mission is communicated to all personally in periodic interaction by the Head of the Institution. The vision and Mission statements are displayed in all the work places prominently. It is further communicated to all the stakeholders through the college website, cdm.ap.nic.in

- 1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The objectives of the college are :-

- (a) To promote application of modern management concepts and techniques in the armed services to achieve operational effectiveness.**
- (b) To develop expertise in matters related to management of human and material resources, jointmanship and management inter-service organisations.**

- (c) To promote effective management to achieve jointmanship in the armed forces.**
- (d) To establish excellence in academic and advisory reputation in the field of defence management.**
- (e) To provide defence management related research and consultancy support to the armed forces.**

Defence management involves efficient Resource Management Effective Leadership Strategic and Operations Analysis. This coupled with systems view and Cost Benefit Analysis form the basic pillars of the Defence Management. These pillars further derive their strength from the 10 subjects taught here (SM,SA,SCM, FM, Stats, OR, PM and IT). The curricula in the 10 subjects is so designed to enable participants to use decision support models developed to arrive at informed decision making in Human, Financial and Material Resource Management.

- 1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?**

The Professors from Osmania University visit College regularly at various occasions and interact with the Directing Staff. They are also called for giving Guest Lectures to the Higher Defence Management Course on regular basis. They are also involved in conducting VIVA VOCE of the candidates and are also involved in assessment and selection of candidates for M Phil and PhD programmes.

- 1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.**

The curriculum of the college was designed and developed in collaboration with Osmania University Hyderabad for award in Master of Management Studies. Regular review carried out by the Faculty Members based on the feedback received from the student and faculty members to realign

the curriculum if required. The college interacts with peer institutions like ISB, Hyderabad, IIM Indore and Bangalore, XIME, Bangalore to realign the curriculum.

As a recognition of its eminence and achievements, the AIMA invited CDM to be a "cooperative member".

- 1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

The College interacts with University only and every three years the syllabus is revised and the same is getting approved at the Academic Council meeting under the chairmanship of the Vice Chancellor.

- 1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

Regular feedback is taken from participants (students), alumni. and the Armed Forces environment.

- 1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university)by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

Courses. Two SDMC courses of four weeks duration each were conducted for officers of the rank of Brig/equivalent during the year. Details of courses are as follows:-

	<u>Course Name</u>	<u>From</u>	<u>To</u>
(i)	Senior Defence Management Course-75	04 Aug 14	30 Aug 14
(ii)	Senior Defence Management Course-76	17 Nov 14	12 Dec 14

(b) **Participation.** The composition of the courses was as under:-

		SDMC-75			SDMC-76		
Ser No	Service	Vacancy Allotted	Vacancy Utilised	Under/over Subscription	Vacancy Allotted	Vacancy Utilised	Under / Over Subscription
(i)	Army	9	9	-	9	8	(-)1
(ii)	Navy(Incl CG)	4	3	(-)1	4	4	-
(iii)	Air Force	6	5	(-)1	6	5	(-)1
(iv)	MOD	2	-	(-)2	2	-	(-)2
(v)	DGAFMS	2	2	-	2	2	-
(vi)	Foreign	2	3	(+)1	2	3	(+)1
	Total	25	22	(-)3	25	22	(-)3

Management Development Programmes (MDPs)

A total of ten MDPs have been conducted during the training year as mentioned below :

-

<u>Ser No</u>	<u>Name of the MDP</u>	<u>Duration in Weeks</u>	<u>From</u>	<u>To</u>	<u>Str Attended</u>
(a)	Strategic Management (Net Assessment)	1	16 Jun 14	21 Jun 14	21
(b)	Organisation Behaviour - I	1	23 Jun 14	28 Jun 14	28
(c)	Defence Management Course for officers of Neighbouring Countries i.e. SAARC	2	14 Jul 14	26 Jul 14	19
(d)	Project Management (Incl BRO)	1	01 Sep 14	06 Sep 14	53
(e)	Defence Acquisition Management	2	08 Sep 14	20 Sep 14	33
(f)	Organisation Behaviour- II	1	13 Oct 14	18 Oct 14	24
(g)	Financial Management	1	05 Jan 15	10 Jan 15	27
(h)	Decision Making for Maj Gen eqvt	1	02 Feb 15	07 Feb 15	11
(j)	Joint Resource Management Capsule	2	16 Feb 15	28 Feb 15	24
(k)	Operations Research/ Systems Analysis	1	02 Mar 15	07 Mar 15	27

Defence Management Course for Neighbouring Countries. The course has been designed for Colonels and their equivalents of neighbouring countries, Indian Armed Forces and MoD. The course is of two weeks duration and was conducted from 14 to

26 Jul 14. The aim of the course is to familiarize service officers from the neighbouring countries with important facets of management concepts applicable to the defence services, within the wider context of regional and global security. The course was well received by the participants.

- 1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?
- (a) Net enabled learning is encouraged. All submissions and material is transmitted through the college network
 - (b) The college knowledge data base is available on the CWN
 - (c) Enable student in research methodology to arrive at problem solving in logical analytical manner.
 - (d) College wide network which is connected to all teachers and students 24x7 both in classrooms and residential areas.
 - (e) Modern audio-visual projection systems
 - (f) Lesson development laboratory
 - (g) Internet

1.2 Academic Flexibility

- 1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

The following courses are offered at this college

Courses. Two SDMC courses of four weeks duration each were conducted for officers of the rank of Brig/equivalent during the year. Details of courses are as follows:-

	<u>Course Name</u>	<u>From</u>	<u>To</u>
(i)	Senior Defence Management Course-75	04 Aug 14	30 Aug 14
(ii)	Senior Defence Management Course-76	17 Nov 14	12 Dec 14

(b) **Participation.** The composition of the courses was as under:-

Ser No	Service	SDMC-75			SDMC-76		
		Vacancy Allotted	Vacancy Utilised	Under/over Subscription	Vacancy Allotted	Vacancy Utilised	Under / Over Subscription
(i)	Army	9	9	-	9	8	(-)1
(ii)	Navy(Incl CG)	4	3	(-)1	4	4	-
(iii)	Air Force	6	5	(-)1	6	5	(-)1
(iv)	MOD	2	-	(-)2	2	-	(-)2
(v)	DGAFMS	2	2	-	2	2	-
(vi)	Foreign	2	3	(+)1	2	3	(+)1
	Total	25	22	(-)3	25	22	(-)3

Management Development Programmes (MDPs)

1. A total of ten MDPs have been conducted during the training year as mentioned below :-

<u>Ser No</u>	<u>Name of the MDP</u>	<u>Duration in Weeks</u>	<u>From</u>	<u>To</u>	<u>Str Atten ded</u>
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2. **Defence Management Course for Neighbouring Countries.** The course has been designed for Colonels and their equivalents of neighbouring countries, Indian Armed Forces and MoD. The course is of two weeks duration and was

conducted from 14 to 26 Jul 14. The aim of the course is to familiarize service officers from the neighbouring countries with important facets of management concepts applicable to the defence services, within the wider context of regional and global security. The course was well received by the participants.

1.2.2 Does the institution offer programmes that facilitate twinning / dual degree? If 'yes', give details.

NO

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- Range of Core / Elective options offered by the University and those opted by the college

At present the main programme of Master of Management studies has 09 core subjects as under:-

- (i) Strategic Management(Paper-1 and Paper-2)**
- (ii) Financial Management**
- (iii) Supply Chain Management**
- (iv) Information and Communication Technology**
- (v) Managerial Statistics**
- (vi) Operations Research**
- (vii) Project Management**
- (viii) Systems Analysis**
- (ix) Organisational Behaviour(Paper-1 and Paper-2)**

All the students of the MMS go through the above core subjects and there are no additional electives. This is in accordance with aim of the college to meet the requirements of the Armed Forces.

- Choice Based Credit System and range of subject options

NA

- Courses offered in modular form
Management Development Programmes (MDPs) are offered in Modular form. Duration is approximately either one week or Two weeks. The Senior Defence

Management Course (SDMC) is conducted twice in a year with four weeks duration.

- Credit transfer and accumulation facility

NA

- Lateral and vertical mobility within and across programmes and courses

NA

- Enrichment courses

All MDPs and SDMC

- 1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Nil

- 1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

NA

- 1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?

NA

1.3 Curriculum Enrichment

- 1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

Management Philosophy

The College endeavoured to imbibe net centric management training, abreast with the information age, wherein the officers learnt to collaborate on the computer network to coalesce their abilities, leading to information centric combat effectiveness towards development of knowledge centric Armed Forces.

Operational and Net Centric Management Training. The net centric management training focussed on adaptation and exploitation of infrastructure to include the Campus Wide Network (CWN) on which all management tools and software are uploaded, leading to collaborative learning including e-learning facilities. The focus was on carrying out operational planning in a fully net enabled

environment using contemporary management concepts, tools and techniques. The College developed and honed analytical skills in a network environment by exposing the participants to the best practices of current management to achieve combat/operational effectiveness in the Armed Forces. The ultimate aim to transform CDM into a knowledge centric organization was pursued.

Information Centric Management Training. The CDM, during the training year endeavoured to graduate to an info-centric environment, where the network was embellished with a wide spectrum of data bases, backed by contemporary management systems for the participants to cull, model, analyse and evolve management solutions. This model will enable the senior leaders to work in the information space in an operational scenario.

Knowledge Centric Management Training. The college in the years ahead will develop and cumulate management models to synthesise information available on the integrated defence networks, resulting in utilisation of relevant decision support systems for effectiveness of the armed forces. The College will develop capabilities to integrate management practices in all strategic and operational planning to achieve resource optimisation.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

The institution is unique in nature and teaches quality enhancement programme through a highly effective pedagogy which includes the following :-

(a) Case Method of Interaction (CMI) : An appropriate portion of the curriculum is run through discussion "cases" relevant to the subject which is highly effective.

(b) Experiential Learning : A major part of the curriculum is run in a lecture - discussion format leveraging the rich experience of the students who have about average on the job experience of 22-24 years in the Armed Forces.

(c) Workshop : A number of workshops are conducted by experts in their fields to increase the effectiveness of the curriculum eg:-

- (i) RBI workshop**
- (ii) Neuro Linguistic Programme Workshop**
- (iii) Creativity workshop**
- (iv) Leadership workshop**
- (v) Statistics workshop**
- (vi) Financial Management workshop**

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

The College is instituted for a specific goal by the Indian Armed Forces and it achieves the goals set by the Higher formations from time to time.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

NA

♣ moral and ethical values

NA

♣ employable and life skills

NA

♣ better career options

NA

♣ community orientation

NA

- 1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

Feedback Management. Feedback after every training activity is a must to maintain and elevate the training standards. A Feedback Management Module has been incorporated in the newly designed website to automate this process and analyse the feedback.

- 1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

Feedback Management. Feedback after every training activity is a must to maintain and elevate the training standards. A Feedback Management Module has been incorporated in the newly designed website to automate this process and analyse the feedback.

1.4 Feedback System

- 1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Feedback Management. Feedback after every training activity is a must to maintain and elevate the training standards. A Feedback Management Module has been incorporated in the newly designed website to automate this process and analyse the feedback.

- 1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes. On completion of every course a course feed back is taken and the same is analysed and any points to be considered are taken for immediate implementation.

- 1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

No new courses were introduced other than mentioned earlier.

Any other relevant information regarding curricular aspects which the college would like to include.

FORWARD AREA TOUR

1. **General.** The Higher Defence Management Course (HDMC) curriculum is designed to develop and hone analytical skills exposing the participants to current best practices for effective and efficient resource management for operational effectiveness, meshed with strategic thinking and transformational leadership. It has been increasingly felt by the services dynamically to enhance operational effectiveness of the Armed Forces.
2. **Operational Orientation.** In the light of the above, the need for theatre specific conventional operational orientation to enable application for management tools and techniques at the functional levels was considered.
3. **Aim.** The aim of the Forward Area study tour was to afford an opportunity to the participants of HDMC 10 to get an overview of the forward area being visited with a view to understand grass root level issues relating to operational effectiveness, for application of management techniques.
4. **Scope.** The scope of the visit was as follows:-
 - (a) Area familiarisation.
 - (b) Identification of area for application of management tools and techniques under operational conditions.
 - (c) Optimisation of Operational Logistics resources.
 - (d) Application of human resource aspects under combat conditions, at unit level.
 - (e) Equipment management and IT awareness.
 - (f) Any other innovative aspects of management that could facilitate field commanders.
5. **Conduct and Duration.** The FAT was conducted for HDMC-10 from 25 to 30 Aug 14. The course was divided into seven groups of 22-25 officers each less foreign officers. Each group visited HQs and designated forward areas as recommended by the formation. The visit also included Air Force and Naval Stations, wherever co-located.
6. **NDA & IMA.** International students attending HDMC-10 visited NDA and IMA during the said period.
7. **Visit to Goa/Karwar.** To give an exposure to Naval Aviation facilities, the course visited the Naval Air Base at INS Hansa - Goa from 12-14 Mar 15. They also visited 'Project Seabird' being executed at Karwar Naval Base and saw the ship lifting facilities, besides being exposed to the Project Management techniques.

CO-CURRICULAR ACTIVITIES

1. **Sports**. The College offers a wide variety of recreation and sports facilities, both indoor as well as outdoor. The faculty and the participants are encouraged to utilize these facilities and participate in the sports tournaments and events drawn up for the academic year. Tournaments are conducted amongst the faculty and the participants of HDMC in Squash, Tennis, Volleyball, Baseball, Badminton and Golf. Individual competitions are held for Badminton and Golf.
2. **Squash**. The first sports competition was held during the training year 2014-15 was the Squash Tournament from 11 Jul to 19 Jul 14. Faculty members as well as the HDMC participants took part in the competition with lot of enthusiasm and 'josh'. The inter div tournament was played on knockout basis.
3. **Tennis**. Tennis was a well subscribed game throughout the year. Availability of synthetic Tennis courts with flood light facilities makes it possible for tennis enthusiasts to utilize the facility on time sharing basis giving a tremendous popularity of Tennis within the CDM fraternity. It was a delight to see many officers, ladies and children utilizing the excellent facilities, which shall go a long way in promoting the sports culture in this College. The inter div tournament for HDMC-10 was held from 01 to 08 Sep 14.
4. **Volley Ball**. Inter Div Volley Ball was played from 28 Nov to 05 Dec 14 and faculty team was the winner.
5. **Baseball**. Inter Div Baseball tournament was held in Dec 2014 and faculty team was the winner.
6. **Badminton**. Inter Div Badminton tournament was held for HDMC-10 in July 14.
7. **Golf**. Golfing in of HDMC-10 was done on 14 Jun 14. Inter Div Golf tournament was played on 15 Nov 14.
8. **Overall Sports Championship**. Based on results of various sports tournaments held throughout the year, the overall Sports championship trophy will be awarded during the Valedictory dinner to the winning Division.

Ladies Club

9. The College has an extremely vibrant Ladies Club whose monthly ladies club activities aim at empowering the ladies with all round knowledge and entertainment. The ladies club also organizes bus trips throughout the year to visit places of interest as well as frequent various shopping destinations while the officers remain busy in their quest for knowledge in various training

activities. It also organised welcome for ladies of HDMC 10 on 18 Jun 2014 besides hosting events for visiting dignitaries in the most befitting manner.

Eco Club

10. The Eco-Club, CDM commenced on 01 Aug 2012. The aim of the club is to promote eco-consciousness amongst its members while inculcating a sense of eco-values towards a shared responsibility in our eco-system. The motto of the club is '**Making nature our second nature**'. All members are referred as **Eco-Warriors**.

11. For HDMC 10, the club conducted 09 major eco-events which included visits to Air Force Station Hakimpet, Birla Planetarium, Hyderabad Zoo, Golconda Fort as well as awareness programmes on Snakes, Smartphones, Road Safety and Environment Education. The patron of the club Mrs Neeta Sachdeva released the Eco-Club Calendar 2015 in the presence of participant officers, faculty members and ladies on 13 Jan 15. An Eco-Campfire is planned to be organized to mark the culmination of club events for HDMC 10. For HDMC 11, the eco-club plans to conduct similar and additional new events to enhance the eco-values of the eco-warriors.

Creativity Club

12. A creativity training workshop under the joint aegis of CDM and '**Justart**', a professional creativity organisation, is held at CDM every year for the children of participants of HDMC and faculty, in the age group of 5 to 17 years for a period of 14 weeks. The children are trained professionally by Mr Ganesh, Creative Director of Justart, in the skills and competencies for creative thinking. At the end of the course, the children are awarded certificates on creative learning. An exhibition of the creative ideas of the children is also conducted at the end of the event. Creativity Club for HDMC 10 has commenced wef Jun 2014.

China Watchers Club

13. In recent years, India and China have expanded the menu of their engagement and thus expanded their relationship considerably in all areas. The challenges for India in the next few years will be to manage the complex relationship with China while protecting its national interests. Believed to have profound implications across the globe, their bilateral relationship has become a focus of worldwide attention and public interest.

14. In view of the above it was but imperative that participants of HDMC were given an opening to understand this mystifying and amazing country. Consequently, China Watchers Club (CWC) was first instituted in the year 2012. The club was introduced as a **non-compulsory and non-obligatory** association with an aim to encourage participants to comprehend and keep themselves abreast and updated on the various nuances pertaining to China, particularly

with relevance to India. The club continued in the year 2013, during HDMC 09, and has entered its third year.

15. **Themes.** The themes adopted have focused rightly in providing an overall presentation of China as a country and its internal dynamics. This facilitated in the creation of a wealth of knowledge and a plethora of information which have been well documented in the form of booklets. The various themes which have since been adopted and researched upon in the last three years are as under:

- (a) **2012.** Demystifying the Middle Kingdom.
- (b) **2013.** Fissures in the Dragon's Lair- Challenges facing China and their Implications.
- (c) **2014.** Geo Strategies of China - External Policy Imperatives and Implications for India.

Training Pedagogy

3. The pedagogy of teaching at the College was designed to be dynamic and articulate so as to focus on participative and interactive learning. The faculty acted as facilitators and mentor guides. To remain contemporary, seminars/ workshops/ panel discussions/ Guest Lectures were conducted with speakers/ academia of repute both from the services and the civil. HF of each faculty was responsible for implementation of the pedagogy enumerated in the succeeding paragraphs.

4. **Mentoring.** During HDMC-10, a Mentor DS had been assigned for four/five participants to act as an academic guide to identify suitable areas for research in dissertations and case studies and enable them to deliver quality outputs in terms of their research papers, dissertations and case studies.

5. **Contemporary Courseware.** Courseware was kept contemporary by constantly updating precis with the latest update of subjects. In addition 13 sets of handbooks on specific themes of management were prepared by Faculties and published by FR&C for reference by Participants of short courses/ MDPs/ SDMC.

6. **Participative Learning.** All central and division level discussions were aimed to facilitate participative learning. Participants were encouraged to put across their views freely to complement the process of experiential learning. Operational orientation was injected through suitable examples from Services. DS were cautious of the session neither degenerating into a monologue nor allow it to be hijacked by prejudiced and opinioned discussions. Adequate preparations prior to the conduct of the session within the faculty through 'DS Prayers' were carried out to ensure uniformity and consistency of teaching across all the divisions.

7. **Interactive Learning.** This was achieved by interaction of the participants with senior officers of the Armed Forces, executives of industry and the corporate sector during visits to Military Formations and establishments during Forward Area Tour (FAT) and Management Education Tour (MET). The initial scheduling of Guest Faculty and Lecturers was done by the Training Coord. Thereafter, HF of the concerned subject assigned a DS and a participant of affiliated Division to coordinate the expected content of the talk through a paper which aimed to fill an academic void or emphasise an existing topic. The participant designated also coordinated the administrative arrangements like travel, accommodation etc of the guest speaker.

8. **Case Method of Instruction (CMI).** CMI formed the main stay, of teaching methodology at the college wherever applicable. **Faculties reviewed the Case Studies to ensure their suitability and contemporary nature so that correct lessons are brought to the fore. Suitable situations from the Services environment, where applicable were incorporated.** Case studies submitted by HDMC 10 are also being identified for introduction while phasing out some old cases being used to impart instruction.

9. **Workshops/Panel Discussions.** Seminar/ workshop/ panel discussion were conducted to augment the learning achieved through participative, interactive and CMI level to fill academic gaps. **Faculties prepared approach papers and forwarded to the panelists at least six weeks in advance.**

10. **Integrated Exercises.** The concept of identification of the problem to given situations and arriving at an integrated approach to their solution through application of management tools and techniques was practiced during the **Ex TRISHUL (Ops Ex), Ex KSHITIJ (Def Plg Ex) and Ex SAMARPAN (Project Studies).** Ex TRISHUL for HDMC-10 was conducted for 10 working days.

11. **Examination Technique.** The examination technique was a mix of computer based applications and analytical/case-let oriented questions facilitating higher levels of comprehension by the Participants. The written examination conducted by Osmania University at the end of each semester for grant of MMS degree were continued as hither to fore.

12. **Syllabus Review.** As part of evaluation system out of maximum marks of 100, all subjects had 80% marks for the University examination and 20% marks for internal assessment.

Management Training Policy

13. Salient features of the policy are given in the succeeding paras :-

(a) **Higher Defence Management Course (HDMC).** To train selected Officers of the rank of Col, Capt (IN), Gp Capts and equivalent from Ministry of Defence (MoD), PMF and friendly foreign countries in the concepts and

techniques required for the management of defence resources in war and peace at the directional level, in command and staff appointments.

(b) **Senior Defence Management Course (SDMC)**. To expose officers of the rank of Brig, senior Col and equivalents to the latest developments in management concepts and associated techniques and to offer them an opportunity to enlarge their perspective by exchange of views on selected themes.

(c) **Management Development Programme (MDP)**. To conduct short duration Management Development Programme for Officers performing their tasks in specific discipline, so as to enhance their functional effectiveness.

(d) **Information Technology**. To leverage information technology as a management tool.

Management Philosophy

14. The College endeavoured to imbibe net centric management training, abreast with the information age, wherein the officers learnt to collaborate on the computer network to coalesce their abilities, leading to information centric combat effectiveness towards development of knowledge centric Armed Forces.

15. **Operational and Net Centric Management Training**. The net centric management training focussed on adaptation and exploitation of infrastructure to include the Campus Wide Network (CWN) on which all management tools and software are uploaded, leading to collaborative learning including e-learning facilities. The focus was on carrying out operational planning in a fully net enabled environment using contemporary management concepts, tools and techniques. The College developed and honed analytical skills in a network environment by exposing the participants to the best practices of current management to achieve combat/operational effectiveness in the Armed Forces. The ultimate aim to transform CDM into a knowledge centric organization was pursued.

16. **Information Centric Management Training**. The CDM, during the training year endeavoured to graduate to an info-centric environment, where the network was embellished with a wide spectrum of data bases, backed by contemporary management systems for the participants to cull, model, analyse and evolve management solutions. This model will enable the senior leaders to work in the information space in an operational scenario.

17. **Knowledge Centric Management Training**. The college in the years ahead will develop and cumulate management models to synthesise information available on the integrated defence networks, resulting in utilisation of relevant decision support systems for effectiveness of the armed forces. The College will develop capabilities to integrate management practices in all strategic and operational planning to achieve resource optimisation.

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

Not applicable as the admission is done by the Armed Forces Head Quarters.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

Students selected based on their professional performance by the Armed Forces HQ.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

NA

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

NA

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

* SC/ST

* OBC

* Women

* Differently abled

* Economically weaker sections

* Minority community

* Any other

Not applicable

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG			
1	NA	NA	NA
2			
3			

PG 1 2 3			
M.Phil.			
Ph.D.			
Integrated PG Ph.D.			
Value added 1 2 3			
Certificate 1 2 3			
Diploma 1 2			
PG Diploma 1 2 3			
Any other 1 2 3			

2.2 Catering to Student Diversity

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?
Not applicable

- 2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

The nomination of the students is done three months advance of the commencement of the course. The students are communicated the requirements of the minimum IT enabling based minimum knowledge of Mathematics required before commencement of the course.

- 2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

The institution conducts weekly online snap tests to ascertain the assimilation of the students and identify the slow and advanced learners.

- 2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Not Applicable as the student Officers are already put in 20 years excess service in the Armed Forces.

- 2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

The institution conducts weekly online snap tests to ascertain the assimilation of the students and identify the slow and advanced learners.

- 2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

Not applicable to this institution.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

Yearly almanac is approved by Osmania University. A college and respective faculty almanac is generated. Academic calendar is broken into weekly chart for the 44 weeks duration. Faculty subject teaching plan is generated along with lesson plans. Evaluation process is guided by the standard operating procedure on evaluation.

2.3.2 How does IQAC contribute to improve the teaching -learning process?

The team headed by the Senior most Officer interacts with the respective Heads of Faculty and the Directing Staff to evaluate the progress at a frequent intervals. The quality maintained in teaching and Learning process is of Top Standard.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

The pedagogy is so designed that the learning is student centric by making most of the learning interaction in nature.

Strategies adopted by the college are :-

- (a) Net enabled learning is encouraged. All submissions and material is transmitted through the college network.**
- (b) The college knowledge data base is available on the CWN**
- (c) Enable student in research methodology to arrive at problem solving in logical and analytical manner**

- 2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Faculty Development Programmes (FDP) The faculty members attended FDPs at institute of repute in selected themes at update themselves in various subjects. External faculty is invited to share the recent developments in the subjects.

The college has a library which houses :-

- (a) Books
- (b) Magazines
- (c) Dissertations
- (d) Case studies
- (e) Project studies

The above database of books enhances the effectiveness of teaching and learning.

- 2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

College uses the following facilities:-

- (a) College wide network which is connected to all teachers and students 24x7 both in classrooms and residential areas
- (b) Modern Audio-visual projection systems
- (c) Lesson development laboratory
- (d) Internet

- 2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

The following are exposed to the student officers at various stages during the training to enhance advanced level of knowledge and to sharpen the existing skills.

Forward Area Tour (FAT). FAT for HDMC-10 was conducted from **25 Aug to 30 Aug 14**. HDMC-10 visited different forward areas in **seven groups**. In addition, a visit to Goa (**Naval Aviation Facilities**) and Karwar Naval Base was carried out from 12 to 14 Mar 15. Details of Forward Area Tour are at **Appendix 'A'**.

Ex TRISHUL. Ex TRISHUL, a three sided Joint Operational Planning exercise was conducted from **22 Jan 15 to 31 Jan 15**. It was a map exercise played as a war game on offensive and defensive operations in a 'Multi Front War' scenario. The setting was futuristic for the year 2019. The Ex was conducted by the College Faculty. As a precursor, Guest Speakers from all the three services were invited to speak on operational issues related to the wargame.

International Strategic Management Tour (ISMT). The International Strategic Management Tour was conducted in seven groups from **27 Oct to 07 Nov 14** to Indonesia, South Korea, Malaysia, Egypt, UK and Vietnam (two groups). The aim of ISMT was to carry out an analysis of Base, Means & Capacities of the countries visited with the intention of using them for Ex KSHITIJ at CDM. During the ISMT, the officers interacted with eminent bureaucrats of the Indian embassies and also with officers of foreign Armed Forces who provided them with exhaustive briefings.

Ex KSHITIJ. Ex KSHITIJ, an integrated College level exercise involving a holistic and integrated set of functions and processes beginning with formulation of National Security Strategy and ultimately leading to pragmatic evolution and implementation of long term defence plans was held in two phases from **13 to 15 Oct 14 and 04 to 15 Dec 14**.

Annual Seminar. The CDM Annual Seminar was conducted on the topic "**Concerns of Visionary Leaders**" on **20 and 21 Nov 14**. The seminar was attended by eminent persons from Military, both serving & retired, IAS, Scientists, corporate etc. Proceedings of the seminar were forwarded to all concerned separately.

Management Education Tour (MET). As part of ongoing efforts to see the practical applicability of the concepts being imbibed during the course, Participants of HDMC-10 visited various industries/establishments in and around Secunderabad from 17 to 20 Dec 14. Besides interaction during MET, concerted efforts were made to invite management professionals from leading industrial

houses to the CDM to address and interact with the participants on selected management themes. Some of the places that HDMC-10 visited as part of MET are as follows:-

Group No.	Stations Visited	Institutes/ Industries/ Depts Visited
I	New Delhi	Plg Commission, National Council of Applied Economic Research (NCAER), Delhi Metro, USI, NDTV
II	Gurgaon	Gen Pact, Maruti Suzuki Ltd, Hero Moto Corps, Asian News International , IGI Airport.
III	Pune	Infosys, Tata Motors, Bharat Forge, 512 Army Base Workshop
IV	Bangalore	Boeing Analysis & Experimentation Centre, Tata Power, 3M, HAL
V	Mumbai	Indian Institute of Capital Markets (IICM), RBI, Naval Dockyard, BARC, Mazagon Dock Ltd (MDL)
VI	Indore	Eicher Motors, Raja Ramanna Centre for Adv Tech, Bridgestone Tyres, Ranbaxy, HC Wing & MCTE, Mhow
VII	Hyderabad	Simulator Div at MCEME, ISB, Nuclear Fuel Complex, Tata Sikrosky, BDL

2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

NA

- 2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Training Pedagogy

18. The pedagogy of teaching at the College was designed to be dynamic and articulate so as to focus on participative and interactive learning. The faculty acted as facilitators and mentor guides. To remain contemporary, seminars/ workshops/ panel discussions/ Guest Lectures were conducted with speakers/ academia of repute both from the services and the civil. HF of each faculty was responsible for implementation of the pedagogy enumerated in the succeeding paragraphs.

19. **Mentoring.** During HDMC-10, a Mentor DS had been assigned for four/five participants to act as an academic guide to identify suitable areas for research in dissertations and case studies and enable them to deliver quality outputs in terms of their research papers, dissertations and case studies.

20. **Contemporary Courseware.** Courseware was kept contemporary by constantly updating precis with the latest update of subjects. In addition 13 sets of handbooks on specific themes of management were prepared by Faculties and published by FR&C for reference by Participants of short courses/ MDPs/ SDMC.

21. **Participative Learning.** All central and division level discussions were aimed to facilitate participative learning. Participants were encouraged to put across their views freely to complement the process of experiential learning. Operational orientation was injected through suitable examples from Services. DS were cautious of the session neither degenerating into a monologue nor allow it to be hijacked by prejudiced and opinioned discussions. Adequate preparations prior to the conduct of the session within the faculty through 'DS Prayers' were carried out to ensure uniformity and consistency of teaching across all the divisions.

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Guest Faculty and Lecturers was done by the Training Coord. Thereafter, HF of the concerned subject assigned a DS and a participant of affiliated Division to coordinate the expected content of the talk through a paper which aimed to fill an academic void or emphasise an existing topic. The participant designated also coordinated the administrative arrangements like travel, accommodation etc of the guest speaker.

23. **Case Method of Instruction (CMI).** CMI formed the main stay, of teaching methodology at the college wherever applicable. **Faculties reviewed the Case Studies to ensure their suitability and contemporary nature so that correct lessons are brought to the fore. Suitable situations from the Services environment, where applicable were incorporated.** Case studies submitted by HDMC 10 are also being identified for introduction while phasing out some old cases being used to impart instruction.

24. **Workshops/Panel Discussions.** Seminar/ workshop/ panel discussion were conducted to augment the learning achieved through participative, interactive and CMI level to fill academic gaps. **Faculties prepared approach papers and forwarded to the panelists at least six weeks in advance.**

25. **Integrated Exercises.** The concept of identification of the problem to given situations and arriving at an integrated approach to their solution through application of management tools and techniques was practiced during the **Ex TRISHUL (Ops Ex), Ex KSHITIJ (Def Plg Ex) and Ex SAMARPAN (Project Studies).** Ex TRISHUL for HDMC-10 was conducted for 10 working days.

26. **Examination Technique.** The examination technique was a mix of computer based applications and analytical/case-let oriented questions facilitating higher levels of comprehension by the Participants. The written examination conducted by Osmania University at the end of each semester for grant of MMS degree were continued as hither to fore.

27. **Syllabus Review.** As part of evaluation system out of maximum marks of 100, all subjects had 80% marks for the University examination and 20% marks for internal assessment.

Management Philosophy

28. The College endeavoured to imbibe net centric management training, abreast with the information age, wherein the officers learnt to collaborate on the computer network to coalesce their abilities, leading to information centric combat effectiveness towards development of knowledge centric Armed Forces.

29. **Operational and Net Centric Management Training.** The net centric management training focussed on adaptation and exploitation of infrastructure to include the Campus Wide Network (CWN) on which all management tools and software are uploaded, leading to collaborative learning including e-learning facilities. The focus was on carrying out operational planning in a fully net enabled environment using contemporary management concepts, tools and techniques. The College developed and honed analytical skills in a network environment by exposing the participants to the best practices of current management to achieve combat/operational effectiveness in the Armed Forces. The ultimate aim to transform CDM into a knowledge centric organization was pursued.

30. **Information Centric Management Training.** The CDM, during the training year endeavoured to graduate to an info-centric environment, where the network was embellished with a wide spectrum of data bases, backed by contemporary management systems for the participants to cull, model, analyse and evolve management solutions. This model will enable the senior leaders to work in the information space in an operational scenario.

31. **Knowledge Centric Management Training.** The college in the years ahead will develop and cumulate management models to synthesise information available on the integrated defence networks, resulting in utilisation of relevant decision support systems for effectiveness of the armed forces. The College will develop capabilities to integrate management practices in all strategic and operational planning to achieve resource optimisation.

2.3.9 How are library resources used to augment the teaching-learning process?

The college has a library which houses :-

- (a) Books**
- (b) Magazines**
- (c) Dissertations**
- (d) Case Studies**
- (e) Project Studies**

The above database of books enhances the effectiveness of teaching and learning.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If

'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

The college plans every programme in advance and executes in clock like precision which is a quality imbibed in the Armed Forces.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

Evaluation of the teachers by the students is carried out. The feed back is analysed at the end of the course. Changes where required are implemented for the subsequent course.

- 2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

The college invites faculty from peer institutions as on regular basis to fill curriculum gaps. The college is self sufficient in ICT requirements.

- 2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

The faculty members attended Faculty Development programmes national/international seminars national seminars. The details of such programmes in last three years are at Appx A.

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty
Summer / winter schools, workshops, etc.	nominated
Refresher courses HRD programmes Orientation programmes Staff training conducted by the university Staff training conducted by other institutions	

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

☐ Teaching learning methods/approaches

Case Method of Instruction (CMI). CMI formed the main stay, of teaching methodology at the college wherever applicable. **Faculties reviewed the Case Studies to ensure their suitability and contemporary nature so that correct lessons are brought to the fore. Suitable situations from the Services environment, where applicable were incorporated.** Case studies submitted by HDMC 10 are also being identified for introduction while phasing out some old cases being used to impart instruction.

☐ Handling new curriculum

Contemporary Courseware. Courseware was kept contemporary by constantly updating precis with the latest update of subjects. In addition 13 sets of handbooks on specific themes of management were prepared by Faculties and published by FR&C for

reference by Participants of short courses/ MDPs/ SDMC

- ☐ Content/knowledge management

Knowledge Centric Management Training. The college in the years ahead will develop and cumulate management models to synthesise information available on the integrated defence networks, resulting in utilisation of relevant decision support systems for effectiveness of the armed forces. The College will develop capabilities to integrate management practices in all strategic and operational planning to achieve resource optimisation.

- ☐ Selection, development and use of enrichment materials

It is done with utmost care, develop the advanced and contemporary study material and takes the approval of the Osmania University and implements with true professionalism.

- ☐ Assessment

The assessment of the curriculum is done during Academic and Affiliation inspections carried out by Osmania University every year.

- ☐ Cross cutting issues

Not faced.

- ☐ Audio Visual Aids/multimedia

The College uses the latest state of the art equipment in the Class rooms. The infrastructure is world class.

- ☐ OER's

- ☐ Teaching learning material development, selection and use

The teaching and Learning material is totally developed in house the quality is superior as assessed by OU.

c) Percentage of faculty

- * invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies

External Capsules. As part of the endeavour to spread management culture in the service environment, the CDM undertakes conduct of management related capsules at all major Category 'A' training establishments. CDM conducted theme based capsules at Govt Institutions of repute.

EXTERNAL CAPSULES : 2014 - 2015

1. **HDOC at AWC, Mhow.**

(a) A one day capsule was conducted to participants of HDOC at AWC, Mhow on 02 Jun 14.

(b) A Defence Management Capsule for HC-43 was conducted at HC Wing, AWC from 15-16 Dec 14.

2. **LBSNAA.** A "Scenario Planning" exercise was conducted at Lal Bahadur Shastri National Academy of Administration, Mussorie from 09 - 10 Jun 14.

3. **DSSC.** A Joint Defence Management Capsule for the participants of DSSC was conducted at DSSC, Wellington from 30 Jun - 03 Jul 14.

4. **CMM.** A Management Capsule ALMC-03 was conducted at CMM, Jabalpur from 04 - 06 Sep 14.

5. **College of Air Warfare.**

(a) A capsule for 38 HACC was conducted at CAW, Secunderabad on 24 - 25 Sep 14.

(b) A Net Assessment capsule was conducted at CAW, Secunderabad from 01- 03 Dec 14

6. **TSOC.** A Management Capsule for TSOC 40 was conducted at MILIT, Girinagar, Pune from 27 - 29 Oct 14.

7. **NWC, Goa.** A three days capsule for 27th NHCC was conducted at Naval War College, Goa on 26-28 Jan 15.

- * participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies

HDOC at AWC, Mhow.

(a) A one day capsule was conducted to participants of HDOC at AWC, Mhow on 02 Jun 14.

(b) A Defence Management Capsule for HC-43 was conducted at HC Wing, AWC from 15-16 Dec 14.

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NWC, Goa. A three days capsule for 27th NHCC was conducted at Naval War College, Goa on 26-28 Jan 15.

- * presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

(a) **Forward Area Tour (FAT).** The aim of the FAT is to afford an opportunity to the participants of HDMC to get an overview of the forward area being visited with a view to understand grass root level issues relating to operational effectiveness, for application of

management techniques.

(b) **Management Education Tour (MET)**. The aims of the MET are to provide an opportunity to the participants to: -

(i) Interact with Management at various levels in Public/Private/Defence Sector Organisations, for eliciting and collating management information.

(ii) Study prevalent management practices and techniques in chosen themes in the selected organizations and examine their relevance/applicability in Defence Services.

(iii) Long Range Planning (Perspective Planning and Financial Planning) in the HQ IDS, Services Headquarters and allied agencies.

International Strategic Management Tour (ISMT). The aim of ISMT is to enhance the understanding of higher defence and security management of various countries in India's relevant environment by providing a one to one interaction between the defence/strategic thinking groups and participants of HDMC, along with an exposure to cultural facets of these countries

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

NA

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Evaluation

(i) **The college is moving away from subjective evaluation to objective evaluation**

(ii) **The college is enrolled to conduct exams online**

(iv) **Introduction of on line - evaluation tests**

(v) **Even the feed back on all courses is online and obtained on the last day of the course. The same is analysed and any positive suggestions by any participating officer is considered for effective implementation.**

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The process of evaluation is briefed to all the students in the beginning of the course. All the evaluation procedure is given to the students in the beginning of the course.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

SOPs with reference to evaluation of dissertation, projects and case studies have been made and regularly revised to ensure dedicated participation of the students. MET, foreign tour and FAT have also been organised with suitable evaluations being done. Interim assessments and interviews by HF and Comdt are done prior to final exams and MMS. Snap tests are regularly conducted and weak students counselled.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

(a) Teaching / Learning. Teacher / students completely embarked on college wide network for effective knowledge management. The college is enabled even to share the knowledge with outside environment through establishment of a knowledge portal.

(b) Evaluation

(i) The college is moving away from subjective evaluation to objective evaluation

(ii) The college is enrolled to conduct exams online

(iii) Introduction of on line - evaluation tests

- 2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

The progress of the student is monitored through

- (a) Weekly snap test**
- (b) Subject specific internal test and evaluation**
- (c) University Examination**

- 2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

The progress of the student is monitored through

- (a) Weekly snap test**
- (b) Subject specific internal test and evaluation**
- (c) University Examination**

In addition the University examination pattern involves 80 marks out of 100 for the subjective performance at the end of each semester and 20 marks for the internals. These internals are conducted separately and evaluated by the Directing Staff of respective topics. Besides these the participating officer is also evaluated during Forward area tour, Management Education Tour, International Strategic Management Tour and while carrying out of Project Study in a team. All these events carry specific marks and the Heads of Faculty and the Directing Staff associated with these activities evaluate each individual as per his performance in showing proactive thinking, Leadership qualities, team spirit, academic excellence, implementation of knowledge learned, capability of Analysis and effective communication skills. The Directing staff under the supervision of Head of Faculty assign marks for all above mentioned traits and these marks are reflected in the participant officers final MMS degree marks memo.

- 2.5.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

The College of Defence Management has a clear Vision and Mission and it accomplishes it through its effective implementation of curriculum by imbibing the Management principles for effective decision making scenarios in Defence.

- 2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

This is based on the University norms

2.6. Student performance and Learning Outcomes

- 2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

The process implemented at the CDM is a time tested one and under continuous guidance and verification by the Osmania University through yearly Academic and Affiliation Inspections.

- 2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

TO BE DONE

- 2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

Training Pedagogy

32. The pedagogy of teaching at the College was designed to be dynamic and articulate so as to focus on participative and interactive learning. The faculty acted as facilitators and mentor guides. To remain contemporary, seminars/ workshops/ panel discussions/ Guest Lectures were conducted with speakers/ academia of repute both from the services and the civil. HF of each

faculty was responsible for implementation of the pedagogy enumerated in the succeeding paragraphs.

33. **Mentoring.** During HDMC-10, a Mentor DS had been assigned for four/five participants to act as an academic guide to identify suitable areas for research in dissertations and case studies and enable them to deliver quality outputs in terms of their research papers, dissertations and case studies.

34. **Contemporary Courseware.** Courseware was kept contemporary by constantly updating precis with the latest update of subjects. In addition 13 sets of handbooks on specific themes of management were prepared by Faculties and published by FR&C for reference by Participants of short courses/ MDPs/ SDMC.

35. **Participative Learning.** All central and division level discussions were aimed to facilitate participative learning. Participants were encouraged to put across their views freely to complement the process of experiential learning. Operational orientation was injected through suitable examples from Services. DS were cautious of the session neither degenerating into a monologue nor allow it to be hijacked by prejudiced and opinioned discussions. Adequate preparations prior to the conduct of the session within the faculty through 'DS Prayers' were carried out to ensure uniformity and consistency of teaching across all the divisions.

36. **Interactive Learning.** This was achieved by interaction of the participants with senior officers of the Armed Forces, executives of industry and the corporate sector during visits to Military Formations and establishments during Forward Area Tour (FAT) and Management Education Tour (MET). The initial scheduling of Guest Faculty and Lecturers was done by the Training Coord. Thereafter, HF of the concerned subject assigned a DS and a participant of affiliated Division to coordinate the expected content of the talk through a paper which aimed to fill an academic void or emphasise an existing topic. The participant designated also coordinated the administrative arrangements like travel, accommodation etc of the guest speaker.

37. **Case Method of Instruction (CMI).** CMI formed the main stay, of teaching methodology at the college wherever applicable. **Faculties reviewed the Case Studies to ensure their suitability and contemporary nature so that correct lessons are brought to the fore. Suitable situations from the Services environment, where applicable were incorporated.** Case studies submitted by HDMC 10

are also being identified for introduction while phasing out some old cases being used to impart instruction.

38. **Workshops/Panel Discussions.** Seminar/ workshop/ panel discussion were conducted to augment the learning achieved through participative, interactive and CMI level to fill academic gaps. **Faculties prepared approach papers and forwarded to the panelists at least six weeks in advance.**

39. **Integrated Exercises.** The concept of identification of the problem to given situations and arriving at an integrated approach to their solution through application of management tools and techniques was practiced during the **Ex TRISHUL (Ops Ex), Ex KSHITIJ (Def Plg Ex) and Ex SAMARPAN (Project Studies).** Ex TRISHUL for HDMC-10 was conducted for 10 working days.

40. **Examination Technique.** The examination technique was a mix of computer based applications and analytical/case-let oriented questions facilitating higher levels of comprehension by the Participants. The written examination conducted by Osmania University at the end of each semester for grant of MMS degree were continued as hither to fore.

41. **Syllabus Review.** As part of evaluation system out of maximum marks of 100, all subjects had 80% marks for the University examination and 20% marks for internal assessment.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

NA

2.6.5 How does the institution collect and analyse data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

Through effective monitoring.

The pedagogy of teaching at the College was designed to be dynamic and articulate so as to focus on participative and interactive learning. The faculty acted as facilitators and mentor guides. To remain contemporary, seminars/ workshops/ panel discussions/ Guest Lectures were conducted with speakers/ academia of repute both from the services and the civil. HF of each faculty was responsible for implementation of the pedagogy enumerated in the succeeding paragraphs.

Mentoring. During HDMC-10, a Mentor DS had been assigned for four/five participants to act as an academic guide to identify suitable areas for research in dissertations and case studies and enable them to deliver quality outputs in terms of their research papers, dissertations and case studies.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

The pedagogy of teaching at the College was designed to be dynamic and articulate so as to focus on participative and interactive learning. The faculty acted as facilitators and mentor guides. To remain contemporary, seminars/ workshops/ panel discussions/ Guest Lectures were conducted with speakers/ academia of repute both from the services and the civil. HF of each faculty was responsible for implementation of the pedagogy enumerated in the succeeding paragraphs.

Mentoring. During HDMC-10, a Mentor DS had been assigned for four/five participants to act as an academic guide to identify suitable areas for research in dissertations and case studies and enable them to deliver quality outputs in terms of their research papers, dissertations and case studies.

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples. Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

Mentoring. During HDMC-10, a Mentor DS had been assigned for four/five participants to act as an academic guide to identify suitable areas for research in dissertations and case studies and enable them to deliver quality outputs in terms of their research papers, dissertations and case studies.

Contemporary Courseware. Courseware was kept contemporary by constantly updating precis with the latest update of subjects. In addition 13 sets of handbooks on specific themes of management were prepared by Faculties and published by FR&C for reference by Participants of short courses/ MDPs/ SDMC.

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CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

- 3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

The College has Chair of Excellence Programme under MoU with Osmania University. Every year the University offers 5 PhD seats in Management. The guidance is given by the Professors of Osmania University detailed by the Dean of Management Faculty of OU.

- 3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

The college has a Faculty of Research and Consultancy with a Head of Faculty by HoD publications and HoD Research and Consultancy

It enables and supervises

(a) Dissertation and Case Study writing by the students

(b) Project studies by the students

- 3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

♣ autonomy to the principal investigator

The Research Scholars under Chair of Excellence takes contemporary Research topics related to their respective Service viz., Army, Navy and Air Force. Does research utilising sampling from the concerned service and also expertise available at the College. Moreover, the College has a huge collection of information at a well established Library and also subscribes to the latest journals.

♣ timely availability or release of resources

The Research Scholars under Chair of Excellence takes contemporary Research topics related to their respective Service viz., Army, Navy and Air Force. Does research utilising sampling from the concerned service and also expertise available at the College. Moreover, the College has a huge collection of information at a well established Library and also subscribes to the latest journals. The College Library subscribes to the E-brary and e-journal of repute and are made available continuously 24/7.

♣ adequate infrastructure and human resources

Being a Category A Training establishment of the Indian Armed Forces, The Infrastructure available at the College is of highest standard and the best human resources in contemporary Management are available to teach the topics.

- ♣ time-off, reduced teaching load, special leave etc. to teachers

As per the rules of the Indian Armed Forces.

- ♣ support in terms of technology and information needs

Yes.

- ♣ facilitate timely auditing and submission of utilization certificate to the funding authorities

Yes.

- ♣ any other

- 3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

NA

- 3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

The institution acts as a Chair of Excellence for award of Ph.D by Osmania University for Five faculty members every year. The faculty mentor are encouraged to attain M.Phil from Osmania University.

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbining research culture among the staff and students.

PART II – TRAINING CONDUCTED

1. Following courses were conducted at the CDM :-

SNo	Name of the Course	No of Courses Per Year	Duration (Weeks)	Str Per Course	Total Per Year	Total Attended	Remarks
(a)	HDMC-10	1	44	150	150	150	Including six International participants
(b)	SDMC-75&76	2	4	25	50	44	Including three International Participants each
(c)	MDPs	10	1/2	60/30/20	328	267	-
	Total				528	461	

Higher Defence Management Course - 10

2. Highlights of HDMC-10 are given below :-

- (a) **Duration.** 26 May 14 to 27 Mar 15.
- (b) **Participation.** The composition of the course was as under:-

	<u>Service</u>	<u>Vacancy Utilised</u>	<u>Remarks</u>
(i)	Army	96	-
(ii)	Navy	19	Including Coast Guard and civilian officers
(iii)	Air Force	28	-
(iv)	DGAFMS	01	-
(v)	PMF/ Foreign countries	06	One offr each from Afghanistan, Bhutan, Myanmar and Sri Lanka and two officers from Bangladesh.
	Total	150	

(c) **First Semester MMS Exam.** Following subjects were covered during the First Semester: -

- (i) Financial Management (FM).
- (ii) Organisational Behaviour-I (OB-I).
- (iii) Strategic Management-I (SM-I).
- (iv) Research Methodology (RM).
- (v) Managerial Statistics (MS).
- (vi) Information Technology (IT).
- (vii) Operational Research (OR).

(d) **Second Semester MMS Exam.** Following subjects were covered during the Second Semester: -

- (i) System Analysis (SA).
- (ii) Strategic Management - II (SM-II).
- (iii) Supply Chain Management (SCM).
- (iv) Organisational Behaviour-II (OB-II).
- (v) Project Management (PM).

(e) **Forward Area Tour (FAT).** FAT for HDMC-10 was conducted from **25 Aug to 30 Aug 14**. HDMC-10 visited different forward areas in **seven groups**. In addition, a visit to Goa (**Naval Aviation Facilities**) and Karwar Naval Base was carried out from 12 to 14 Mar 15. Details of Forward Area Tour are at **Appendix 'A'**.

(f) **Ex TRISHUL.** Ex TRISHUL, a three sided Joint Operational Planning exercise was conducted from **22 Jan 15 to 31 Jan 15**. It was a map exercise played as a war game on offensive and defensive operations in a 'Multi Front War' scenario. The setting was futuristic for the year 2019. The Ex was conducted by the College Faculty. As a precursor, Guest Speakers from all the three services were invited to speak on operational issues related to the wargame. The details of the exercise are given at **Appendix 'B'** to this report.

(g) **International Strategic Management Tour (ISMT).** The International Strategic Management Tour was conducted in seven groups from **27 Oct to 07 Nov 14** to Indonesia, South Korea, Malaysia, Egypt, UK and Vietnam (two groups). The aim of ISMT was to carry out an analysis of Base, Means & Capacities of the countries visited with the intention of using them for Ex KSHITIJ at CDM. During the ISMT, the officers interacted with eminent bureaucrats of the Indian embassies and also with officers of foreign Armed Forces who provided them with exhaustive briefings. Details and photographs of ISMT are attached at **Appendix 'C'** to this report.

(h) **Ex KSHITIJ.** Ex KSHITIJ, an integrated College level exercise involving a holistic and integrated set of functions and processes beginning with formulation of National Security Strategy and ultimately leading to pragmatic evolution and implementation of long term defence plans was held in two phases from **13 to 15 Oct 14 and 04 to 15 Dec 14.** The details of the exercise are given at **Appendix 'D'** to this report.

(j) **Annual Seminar.** The CDM Annual Seminar was conducted on the topic **“Concerns of Visionary Leaders”** on **20 and 21 Nov 14.** The seminar was attended by eminent persons from Military, both serving & retired, IAS, Scientists, corporate etc. Proceedings of the seminar were forwarded to all concerned separately. Details are placed at **Appendix 'E'.**

(k) **Management Education Tour (MET).** As part of ongoing efforts to see the practical applicability of the concepts being imbibed during the course, Participants of HDMC-10 visited various industries/establishments in and around Secunderabad from 17 to 20 Dec 14. Besides interaction during MET, concerted efforts were made to invite management professionals from leading industrial houses to the CDM to address and interact with the participants on selected management themes. Some of the places that HDMC-10 visited as part of MET are as follows:-

Group No.	Stations Visited	Institutes/ Industries/ Depts Visited
I	New Delhi	Plg Commission, National Council of Applied Economic Research (NCAER), Delhi Metro, USI, NDTV
II	Gurgaon	Gen Pact, Maruti Suzuki Ltd, Hero Moto Corps, Asian News International , IGI Airport.
III	Pune	Infosys, Tata Motors, Bharat Forge, 512 Army Base Workshop
IV	Bangalore	Boeing Analysis & Experimentation Centre, Tata Power, 3M, HAL
V	Mumbai	Indian Institute of Capital Markets (IICM), RBI, Naval Dockyard, BARC, Mazagon Dock Ltd (MDL)

VI	Indore	Eicher Motors, Raja Ramanna Centre for Adv Tech, Bridgestone Tyres, Ranbaxy, HC Wing & MCTE, Mhow
VII	Hyderabad	Simulator Div at MCEME, ISB, Nuclear Fuel Complex, Tata Sikrosky, BDL

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

The Research areas are basically in line with the Armed Forces with an aim of incorporating Management Principles in the research of contemporary topics for effective decision making at the top level.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The College conducts / organises many Guest lectures and panel discussions attended by eminent personalities in India.

LIST OF GUEST SPEAKERS FOR HDMC-10

<u>SNo.</u>	<u>Date</u>	<u>Name of the Speaker</u>	<u>Subject</u>
1	06-Jun-14	Air Mshl AS Bhonsle, AVSM, VSM, DCIDS(DOT)	Topic of Choice
2	12-Jun-14	Lt Gen (Retd) AK Singh, PVSM, AVSM, SM, VSM, Hon'ble Lieutenant Governor, Andaman & Nicobar Islands	Strategic Linkages : National Security Strategy with National Military Strategy
3	16-Jun-14	Lt Gen (Retd) Prakash Menon, PVSM, AVSM, VSM, Military Adviser, NSCS	Civil Military Relations
4	27-Jun-14	Prof B Krishna Reddy, Dean, Osmania University	Hypothesis Formulation
5	14-Jul-14	Dr Kondapalli Srikanth, Prof in Chinese Studies & Chairman, JNU	Threats posed by PLA Modernisation and How India Should Counter it

6	18-Jul-14	Lt Gen AK Sahni, UYSM, SM, VSM, GOC-in-C, South Western Command	Concept of Operations in South Western Command
7	25-Jul-14	Shri Bharat Karnad, Centre for Policy Research, Delhi	Ways of Strategically Neutralising China
8	25-Jul-14	Prof Sudhir Voleti, Asst Prof, ISB	Questionnaire Design and Analysis
9	31-Jul-14	Shri RK Nayak, IDAS, Principal IFA	Audit in Defence Services & IFA Systems
10	05-Aug-14	Mr.S.Gopalakrishnan (Kris), CEO & Managing Director, Infosys Technologies Ltd.	Cloud Computing
11	07-Aug-14	Lt Gen Anil Bhalla, AVSM, VSM, DG DIA & DCIDS (Int)	Use of Sensors in Intelligence Gathering
12	12-Aug-14	Mr Alok Bansal, Sr Research Fellow, CLAWS	Internal Fault Lines in Pakistan and its Implications for India
13	21-Aug-14	Lt Gen Sanjiv Talwar, AVSM, DG FP	Overview of of Army Budget and Budgetary Processes
14	02-Sep-14	Mr Sanjeev Govila, Chairman & MD, Hum Fauji Initiatives, Delhi	Personal Financial Management
15	03-Sep-14	Mr Anit Mukherjee	The Absent Dialogue : Civil Military Relations & A Call for Change : Defence Reforms in India
16	04-Sep-14	Dr SM Subhani, Course Director, Indian Statistical Institute	Six Sigma
17	09-Sep-14	Prof PV Rao, Visiting Professor, National Law University, NALSAR	India's Maritime Perspective in South East Asia
18	22-Sep-14	Air Mshl Ramesh Rai, VM, AOC-in-C, Training Command	Training Philosophy in IAF
19	24-Sep-14	V Adm SPS Cheema, PVSM,AVSM,NM, FOC-in-C, Southern Naval Command	Nuclear Doctrines and their Impact on Conventional Warfare
20	10-Oct-14	Dr Rajeev Kumar, Regional Manager (Media), Tata Services Ltd	Communication in Military - Civilian Interface

21	13-Oct-14	Dr Manpreet Sethi, Centre for Air Power Studies	India's Nuclear Doctrine and Strategy
22	16-Oct-14	Prof Sudhir Voleti, Asst Prof, ISB	Advanced Data Analysis Tools
23	17-Oct-14	Gp Capt(Retd) AG Bewoor, VM, Pune	Op CACTUS
24	17-Oct-14	Brig(Retd) SC Joshi, YSM, VSM, Sikkim	Op CACTUS
25	24-Oct-14	AVM PK Srivastava, VSM (Retd)	Insight : IMMOLS
26	10-Nov-14	Air Marshal S Sukumar, AVSM, VM, AOP	Prevalent Thought Process being Conceptualised for HR Management in IAF
27	14 Nov 14	Lt Gen RC Chadha, AVSM, VSM, DGOL & SM	Indian Army Op Lgs Capabilities : An Assessment
28	28-Nov-14	Lt Gen DS Hooda, UYSM,AVSM,VSM**, GOC-in-C, Northern Comd	J&K : A Security Perspective and Way Ahead
29	12-Dec-14	Air Marshal PP Reddy, VM, CISC	Contemporary Tri Service Issues
30	22-Dec-14	VAdm P Murugesan, AVSM, VSM, COP	HR Challenges in the Indian Navy
31	24-Dec-14	Air Marshal BS Dhanoa, YSM, VM, AOC-in-C, SWAC	Challenges for SWAC and the Way Ahead
32	29-Dec-14	Air Mshl AP Garud, VM, AOC-in-C, Southern Air Command	Role of SAC in IOR
33	03-Jan-15	Lt Gen KJ Singh, AVSM**, GOC-IN-C, Western Comd	Strategic Management of Operations on Western Front
34	06-Jan-15	Admiral RK Dhowan, PVSM, AVSM, YSM, ADC, Chief of the Naval Staff	IOR : Challenges and opportunities in 21st Century - Indian Navy Perspective
35	08-Jan-15	Maj Gen RS Yadav, VSM, ADG ASEC & ETRC	Awareness Campaign : Review of Establishments
36	15-Jan-15	VAdm PK Chatterjee, PVSM,AVSM, NM, CINCAN	The Future of Andaman and Nicobar Command

37	19-Jan-15	Lt Gen(Retd) Anil Chait, PVSM, AVSM,VSM	Redesigning India's Military and Security in view of Changing Dynamics in our Neighbourhood
38	21-Jan-15	Air Marshal Jasbir Walia, VM, VSM, SASO, EAC	How ready is Eastern Air Command for threats from North East & East
39	22-Jan-15	Maj Gen Rajesh Arya, VSM** (Retd)	Challenges of Employment of Strategic and Operational Reserves in Northern Theater
40	31-Jan-15	Brig Arun Sehgal (Retd) Ph.D	Conduct of Nuclear Dimensions of War Game
41	19-Feb-15	Air Mshl SS Soman, PVSM, AVSM, VM, ADC, AOC-in-C, Western Air Command	Complexities of One Air Command in Servicing three Army Commands
42	20-Feb-15	Lt Gen Rajiv Bhalla, AVSM, VSM, SM, Military Secretary	Career Prospects & Officers' Cadre Management
43	28-Feb-15	Maj Gen Vinod Vashisht, VSM, Additional MS(A)	Management of Officers in Indian Army
44	11-Mar-15	Air Chief Mshl Arup Raha, PVSM, AVSM, VM, ADC, Chief of the Air Staff	Transformation of IAF : Challenges and Opportunities
45	17-Mar-15	Lt Gen Ashok Singh, PVSM, AVSM, SM, VSM, GOC-in-C, Southern Command	War Waging Capability of Southern Command
46	23-Mar-15	General Dalbir Singh, PVSM,UYSM,AVSM,VSM, ADC, COAS	Valedictory Function

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

NA

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

NA

3.2 Resource Mobilization for Research

- 3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

There is no separate Budget for Research under Chair of Excellence its part of the College. Some of the Research Scholars are the Directing Staff.

- 3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

NA

- 3.2.3 What are the financial provisions made available to support student research projects by students?

NA

- 3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

NA

- 3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The College provides entire infrastructure 24/7.

- 3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

NA

- 3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

NA

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant		Total grant received till date
				Sanctioned	Received	
Minor projects						
Major projects						
Interdisciplinary projects						
Industry sponsored						
Students' research projects						
Any other (specify)						

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

Research Scholars can collect data via questionnaires from the participants who attend various short term courses conducted in campus every academic year which facilitates their research work.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The major infrastructure existing are as under :-

(a) Main Block. It houses the entire administrative staff. The Head of Faculties and Directing Staff has two fully furnished conference halls. In all there are 65 rooms.

(b) Trg Area. Comprises of the following:-

S.No.		Nos	Capacity
(i)	Lec Hall	01	125
(ii)	Lec Hall	01	58
(iii)	Class Rooms	02	40 each
(iv)	Class Rooms	03	25 each
(v)	Class Rooms	04	20 each
(vi)	Tea Rooms	02	

(c) Ashoka Hall. An auditorium with a capacity of 300 pers.

(d) Library. Fully air-conditioned Library with a capacity of 300 pers

(e) Offrs. Mess. Well furnished Offrs Mess

- (f) **Single Offrs Mess.** It has 65 Double room accn for single offr
- (g) **Shopping Mall.** It has well stacked unit run canteen and wet canteen
- (h) **Married Offrs' accn** The Married offr's accn is located at Dhruva Enclave. There are in all 76 Md quarters. Plan of the Enclave att at Appendix C. It has separate dining halls for JCOs , NCO and OR
- (i) **OTM Accn. Plan att.** IUT can accommodate 06 JCOs, 40 NCOs & 84 Ors. It has separate dining halls for JCOs, NCO & OR
- (j) **MI Room and Dental Centre.** Infrastructure available at OTM loc.
- (k) **MT Park & stores** MT park, Ration & Ord stores are located at OTM complex.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments / facilities created during the last four years.
NA

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

Entire environment of Tri services namely, Army, Navy and Air Force. The Research scholars are permitted to obtain requisite information through Questionnaires from respective active fields of Army, Navy and Air Force where ever applicable.

- 3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

Proquest and Ebrary

- 3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

Research section

3.4 Research Publications and Awards

- 3.4.1 Highlight the major research achievements of the staff and students in terms of

- * Patents obtained and filed (process and product)

NA

- * Original research contributing to product improvement

NA

- * Research studies or surveys benefiting the community or improving the services

All the Research being carried out at CDM is application of Management principles in Defence Scenario. It only helps the top Management of Defence for taking effective decision making.

- * Research inputs contributing to new initiatives and social development

NA

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

Yes. "Dur Drishti", the Defence Management Journal (bi-annual) is the flagship publication of CDM. It aims to provide a forum for exchange of management thought and propagation of management culture in the services. The coverage extends from researched articles on national security, strategic defence planning, acquisition management, logistic management, organisational behaviour, project management. It also showcases the best dissertations and project studies. Apart from faculty, research scholars, alumni, veteran and eminent persons contribute to the journal. The journal is not listed on international data base because of security reasons.

3.4.3 Give details of publications by the faculty and students:

* Publication per faculty

Dec 14 issue

- 1. Military Industry Complex incorporation - Time to Mature ! Capability, Maturity Module implementation**
- 2. Emotional Intelligence and Leadership in Indian Armed Forces**
- 3. A Chinese perspective 'No First Use'**
- 4. Effective and optional utilisation of veterans core competencies and skills by corporate sector**
- 5. Key factors for managing projects in Armed Forces**

* Number of papers published by faculty and students in peer reviewed journals (national / international)

A total of papers are published by the Officers of all services per issue of Defence Management Journal "Door Drishti"

- * Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

NA

* Monographs

NA

* Chapter in Books

NA

* Books Edited

'Dur Drishti ' - ISSN 0976 - 7347

* Books with ISBN/ISSN numbers with details of publishers

'Dur Drishti ' - ISSN 0976 - 7347

* Citation Index

NA

* SNIP

NA

* SJR

* Impact factor

NA

* h-index

NA

3.4.4 Provide details (if any) of

- * research awards received by the faculty

NA BEING DEFENCE.

- * recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally

NA

- * incentives given to faculty for receiving state, national and international recognitions for research contributions.

NA

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

NA

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The publicity is generated through :-

- (a) College site on the internet (cdm.ap.nic.in)
- (b) Through HQ IDS / MoD
- (c) Conducting external capsules at various institutions

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The College undertakes as part of Project Study Live problems projected by the three services and the same will be taken up as project and on completion recommendations are considered for implementation.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

NA

- 3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

NA

3.6 Extension Activities and Institutional Social Responsibility (ISR)

- 3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

All the training institutions like Military College of Electronics and Mechanical Engineering, College of Air Warfare, Electronic and Mechanical Engineering Centre, Army Ordnance Centre etc have been engaged for mutual learning training.

- 3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

NA

- 3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

NA

- 3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The College conducts following Management development programmes of one week duration to the members of the Armed Forces :-

- (a) Defence Acquisition Management**
- (b) Resource Management**
- (c) Human Resources Development**
- (d) Financial Management**
- (e) Operational Research and Systems Analysis**
- (f) Project Management**
- (g) Joint Logistics**
- (h) Defence Management Course (2 weeks)**

The College also conducts the following outreach programme of two or three days of duration:-

- (a) Lal Baadur Shastri NAA, Mussorie - Strategic Mgt and Scenario building**
- (b) National Police Academy, Hyderabad - do-**
- (c) RBI Staff College, Chennai -HRD**
Army War Colleges, Mhow & College
Of Air Warfare
- (d) defence services staff college -do-**
Wellington
- (e) Indian Naval Ship, Dronacharya -do-**

- 3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

Not applicable

- 3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

NA

- 3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

In truly rewarding cases, they are recommended for award of commendation card / awards of the defence services.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

NA

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The Directing Staff undertake capsules in Management at the following local institutions :-

- (a) College of Air Warfare
- (b) National Police Academy
- (c) Political Science Dept, Osmania University
- (d) Administrative Staff College

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

NA

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

- (a) Local bodies / community**
- (b) State**
- (c) National**
- (d) International**
- (e) Industry**

- (f) Service sector
- (g) Agriculture sector
- (h) Administrative agencies
- (i) Any other (specify)

Collaboration carried out with AIMA, MA, IIM Bangalore and Indore, ISB Hyderabad and XIME Bangalore for faculty management and management development programmes

The institution has benefited in the following aspects :-

- (a) Curriculum development
- (b) On-the-job training
- (c) Faculty exchange and development
- (d) Research
- (e) Consultancy
- (f) Extension
- (g) publication

- 3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The institute has signed an MoU recently on 16 Jul 2015 with Osmania University. The MoU covers for three different courses viz., MMS (Master of Management Studies), M.Phil and Chair of Excellence (Ph.D) conducted by the institute.

- 3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

NA

- 3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

ANNUAL SEMINAR

Introduction

1. An annual Seminar is conducted every year at CDM on contemporary topics affecting the Armed Forces. The seminar is part of the HDMC curriculum and provides a meeting ground for functionaries of all fields including the Government, Armed Forces, Industry and Academia to come together to discuss the genesis of the problem and suggest possible solution and way forward.
2. In a departure from the earlier trend of three consecutive seminars on 'Self Reliance in Defence production,' last year's seminar forayed into the realms of 'Visionary Leadership.' The seminar clearly brought out that the time has come to embrace the requirement of Visionary Leaders as a strategic imperative for nation building in the 21st century. Many panellists agreed that theorising is easy but execution is extremely difficult. Through this thought was born the topic for this year's seminar of 'Concerns of Visionary Leaders.' The only thing that one is clear about is that the journey of a Visionary Leader is going to be volatile, uncertain, ambiguous, complex and ever-changing.

Conduct

3. For the Seminar of 2014, the Inaugural address was delivered by Gen Bikram Singh, PVSM, UYSM, AVSM, SM, VSM (Retd) Former Chairman COSC and COAS. The keynote address was delivered by Shri ESL Narasimhan, Hon'ble Governor of Telangana & AP. Gen KV Krishna Rao, PVSM (Retd) Former Governor of Nagaland, Manipur & Tripura, Former Governor of Jammu & Kashmir and Former Chief of Army Staff also addressed the gathering.

Plenary Sessions

4. There were three plenary sessions conducted. Each of them was co-ordinated by an eminent person and there were three speakers in each session. Themes for the plenary sessions were as under:-
 - (a) **Plenary Session - 1.** Mapping the challenging terrain of Visionary Leaders in the 21st century.
 - (b) **Plenary Session - 2.** Strategic Imperatives to Visionary Leadership in Nation Building.
 - (c) **Plenary Session - 3.** Visionary Leadership in the Armed Forces and their Concerns.

5. Each Plenary session was for half a day and included a stimulating Q&A session. The enthusiasm of the participants and the speakers was contagious and lead to some invigorating exchange of ideas.

Speakers and Sub Themes

6. The following were speakers during the seminar:-

Sr. No.	Topic	Speaker
1.	Chairperson	R Adm K Raja Menon (Retd)
2.	Managing Change and achieving Strategic Agility in today's dynamic environment.	Mr V Vaidyanathan CMD, Capital First
3.	Challenges to 'Vioneering' ie promulgation of a 'Vision into a Shared Vision' at the global level.	Mr Mangu Singh MD DMRC
4.	Emerging Technologies: Boon or Bane to Leadership in the 21st century.	Mr PunitSood MD & CIO India JP Morgan Chase
5.	Achieving 'Maximum Governance with Minimum Government'.	Mr Mohan Guruswamy, Centre for Policy Alternatives
6.	Nurturing potential leaders to become Visionaries.	Mr. Gopalakrishna, IAS (Retd) Chairman, All India Services Pensioners Association
7.	Overcoming Constraints and Managing Inclusive Growth.	Dr Ram Kumar Misra, Dir Institute of Public Enterprise
8.	Interactive session and summing up by Chairperson	Dr Amit Dasgupta, IFS (Retd) Former Amb to Philippines
9.	Challenges to developing a visionary LTIPP for the Armed forces.	Lt Gen AK Ahuja, AVSM, SM, VSM**, DCIDS (PP&FD) HQ IDS
10.	Options for dealing with military threats in an increasingly asymmetric and borderless world.	Maj Gen Dhruv C Katoch, SM VSM (Retd) Former Dir CLAWS
11.	HR Challenges and effect of intrusive social media on leadership in a seamlessly connected world.	Air Cmde RS Dagar, VM PDAS, Air HQ
12.	Interactive session and summing up by Chairperson	Air Mshl AS Bhonsle AVSM, VSM DCIDS (DOT) HQ IDS
13.	Valedictory Address	Air Mshl AS Bhonsle AVSM, VSM DCIDS (DOT) HQ IDS

Main Takeaways.

7. The main takeaways from the Seminar were as follows:-

(a) The future that we would step into will be characterized by an explosive technology change, globalization of business, politics, culture, and environmental concerns, restructuring of national economies, erosion of confidence in all institutions including governments, the demographic and socio-cultural shifts toward far more diversity and fragmentation of values, life-styles and tastes. The strategy targeting the individual first, then the organisation and thereafter, the larger superstructure of the services.

(b) The budding military leaders need to start by appreciating the fact that it is not only enough to identify visionary leaders but to further correctly identify the concerns they face and the multiple challenges posed to them in the process of 'visioneering'. This is essential to ensure that a collaborative effort may be put in by pooling all resources to address these concerns and thus convert vision into reality.

(c) The life of a modern-day leader clearly is not easy. Internally, they need to lead and motivate a diversified group of people, work across organizational boundaries, improve efficiency, and achieve growth. Externally, they face a complex and globalised environment, keep up with challenges posed by adversaries, and meet the expectations of the nation.

(d) The very term 'Visionary Leader' and its applicability to the leaders in the Armed Forces came into question. This was discussed at length and tickled the thoughts of all present over the entire two days.

- 3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -
- a) Curriculum development/enrichment
 - b) Internship/ On-the-job training
 - c) Summer placement
 - d) Faculty exchange and professional development
 - e) Research
 - f) Consultancy
 - g) Extension
 - h) Publication
 - i) Student Placement
 - j) Twinning programmes
 - k) Introduction of new courses
 - l) Student exchange
 - m) Any other :

The College and Osmania University are linked through a MoU for Affiliation in awarding Master of Management Studies (MMS), M Phil and PhD programme under Chair of Excellence.

- 3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

NA

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

NA

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

- (a) Academic activities – Class Rooms to house 150 students
- (b) Two auditoriums to seat 300 persons

CO-CURRICULAR ACTIVITIES

10. **Sports**. The College offers a wide variety of recreation and sports facilities, both indoor as well as outdoor. The faculty and the participants are encouraged to utilize these facilities and participate in the sports tournaments and events drawn up for the academic year. Tournaments are conducted amongst the faculty and the participants of HDMC in Squash, Tennis, Volleyball, Baseball, Badminton and Golf. Individual competitions are held for Badminton and Golf.

11. **Squash**. The first sports competition was held during the training year 2014-15 was the Squash Tournament from 11 Jul to 19 Jul 14. Faculty members as well as the HDMC participants took part in the competition with lot of enthusiasm and 'josh'. The inter div tournament was played on knockout basis.

12. **Tennis**. Tennis was a well subscribed game throughout the year. Availability of synthetic Tennis courts with flood light facilities makes it possible for tennis enthusiasts to utilize the facility on time sharing basis giving a tremendous popularity of Tennis within the CDM fraternity. It was a delight to see many officers, ladies and children utilizing the excellent facilities, which shall go a long way in promoting the sports culture in this College. The inter div tournament for HDMC-10 was held from 01 to 08 Sep 14.

13. **Volley Ball**. Inter Div Volley Ball was played from 28 Nov to 05 Dec 14 and faculty team was the winner.

14. **Baseball**. Inter Div Baseball tournament was held in Dec 2014 and faculty team was the winner.

15. **Badminton**. Inter Div Badminton tournament was held for HDMC-10 in July 14.

16. **Golf.** Golfing in of HDMC-10 was done on 14 Jun 14. Inter Div Golf tournament was played on 15 Nov 14.

17. **Overall Sports Championship.** Based on results of various sports tournaments held throughout the year, the overall Sports championship trophy will be awarded during the Valedictory dinner to the winning Division.

Ladies Club

18. The College has an extremely vibrant Ladies Club whose monthly ladies club activities aim at empowering the ladies with all round knowledge and entertainment. The ladies club also organizes bus trips throughout the year to visit places of interest as well as frequent various shopping destinations while the officers remain busy in their quest for knowledge in various training activities. It also organised welcome for ladies of HDMC 10 on 18 Jun 2014 besides hosting events for visiting dignitaries in the most befitting manner.

Eco Club

10. The Eco-Club, CDM commenced on 01 Aug 2012. The aim of the club is to promote eco-consciousness amongst its members while inculcating a sense of eco-values towards a shared responsibility in our eco-system. The motto of the club is '**Making nature our second nature**'. All members are referred as **Eco-Warriors**.

11. For HDMC 10, the club conducted 09 major eco-events which included visits to Air Force Station Hakimpet, Birla Planetarium, Hyderabad Zoo, Golconda Fort as well as awareness programmes on Snakes, Smartphones, Road Safety and Environment Education. The patron of the club Mrs Neeta Sachdeva released the Eco-Club Calendar 2015 in the presence of participant officers, faculty members and ladies on 13 Jan 15. An Eco-Campfire is planned to be organized to mark the culmination of club events for HDMC 10. For HDMC 11, the eco-club plans to conduct similar and additional new events to enhance the eco-values of the eco-warriors.

Creativity Club

12. A creativity training workshop under the joint aegis of CDM and '**Justart**', a professional creativity organisation, is held at CDM every year for the children of participants of HDMC and faculty, in the age group of 5 to 17 years for a period of 14 weeks. The children are trained professionally by Mr Ganesh, Creative Director of Justart, in the skills and competencies for creative thinking. At the end of the course, the children are awarded certificates on creative learning. An exhibition of the creative ideas of the children is also conducted at the end of the event. Creativity Club for HDMC 10 has commenced wef Jun 2014.

China Watchers Club

13. In recent years, India and China have expanded the menu of their engagement and thus expanded their relationship considerably in all areas. The challenges for

India in the next few years will be to manage the complex relationship with China while protecting its national interests. Believed to have profound implications across the globe, their bilateral relationship has become a focus of worldwide attention and public interest.

14. In view of the above it was but imperative that participants of HDMC were given an opening to understand this mystifying and amazing country. Consequently, China Watchers Club (CWC) was first instituted in the year 2012. The club was introduced as a **non-compulsory and non-obligatory** association with an aim to encourage participants to comprehend and keep themselves abreast and updated on the various nuances pertaining to China, particularly with relevance to India. The club continued in the year 2013, during HDMC 09, and has entered its third year.

15. **Themes.** The themes adopted have focused rightly in providing an overall presentation of China as a country and its internal dynamics. This facilitated in the creation of a wealth of knowledge and a plethora of information which have been well documented in the form of booklets. The various themes which have since been adopted and researched upon in the last three years are as under:

- (a) **2012.** Demystifying the Middle Kingdom.
- (b) **2013.** Fissures in the Dragon's Lair- Challenges facing China and their Implications.
- (c) **2014.** Geo Strategies of China - External Policy Imperatives and Implications for India.

4.1.2 Detail the facilities available for

- a) Curricular and co-curricular activities - classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.
 - (i) Academic activities - Class Rooms to house 150 students
 - (ii) Co-curricular activities - auditorium to seat 300 persons
- b) Extra -curricular activities - sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

Extra - curricular activities - and sports

- (i) Ladies Club**
- (ii) Eco Club**
- (iii) Creativity Club**
- (iv) China Watchers Club**

Sports

- (i) Golf**
- (ii) Tennis**
- (ii) Squash**
- (iii) Basket Ball**
- (iv) Cricket**
- (v) Crocquet**
- (vi) Base Ball**
- (vii) Volley Ball**
- (viii) Snooker**
- (ix) Modern Gyms**

- 4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution /

campus and indicate the existing physical infrastructure and the future planned expansions if any).

INFRASTRUCTURE CREATED

42. Training area and office infrastructure was modified to facilitate interactive and experiential learning in the Divisional Rooms and efficient working in the office rooms. All the class rooms located in College have been equipped with modern furniture embedded with computers to create improved learning environment. The facilities existing were further improved upon to further enhance the learning environment.

43. The infrastructure up-gradation was undertaken to keep pace with advancements in technology. The important training related IT infrastructure that was established/ upgraded during the year is enumerated in the succeeding paras.

44. **Augmentation of IT Assets.** To meet the enhanced requirements owing to increased strength of the participants and commensurate administrative load, additional IT assets have been added to the inventory.

45. **Cyber Security Initiatives.** To safeguard IT assets against any cyber attacks, the College has procured state-of-the-art Unified Threat Management (UTM) Systems, besides latest version of Anti Virus Software. The USB ports of all the ICT assets have been blocked and the networks are monitored proactively to ensure cyber security.

46. A comprehensive Cyber Security Policy has been formulated and implemented to address cyber security issues. Defence Information Assurance and Research Agency (Diara) carried out Cyber Security Audit in the month of Nov 2014 and appreciated the Cyber Security Policy 2013 which accounts for the present day needs and yet is futuristic in its outlook. The Cyber Audit team also lauded the efforts of miniscule manpower which have ensured implementation of the policy in letter and spirit. The Cyber Security Audits conducted in past years have also brought out the strengths of this policy, the ICT facilities and services offered by the College.

47. **Creation of New Websites for Campus Wide Network and Internet.** The College migrated from Drupal to Joomla platform and created a better designed, more user-friendly and more informative website for its Campus Wide Network (CWN) and Internet, utilising internal resources at NO cost. The website was

launched by Lt Gen Anil Chait, PVSM, AVSM, VSM, ADC, CISC, HQ IDS on 23 Nov 13 who appreciated the initiative and efforts.

48. **Network Management System.** The entire College, including residential area, is connected through 17 Kilometers of Single Mode Optical Fibre Cable (both Underground and Aerial) and a robust architecture which is futuristic in nature. The hub of the network is the IT Centre, aptly named, ARYABHATTA, which houses Server Farm having over 70 high end servers including 38 Blade Servers. To manage and to ensure smooth functioning of such vast network, a customised Network Management Systems (NMS) 'TefillaMAGnet', has been installed.

49. **IT Service Desk Solution.** To manage the ICT assets costing over Rs10 Crores, College is exploiting the available technology. The entire maintenance and repair has been automated using an advance IT Service Desk Solution. The CA Service Desk Solution utilised for the task is ITIL V3 Pink verified and controls 15 ITIL Processes, which is the highest in its category. Such advanced solutions have brought in real time close monitoring of assets, high availability of networks, total transparency, improved quality of IT services delivery, have reduced long term cost of services, and aligned IT services to the needs of the org.

50. **Procurement of High Performance Blade Servers.** Recently acquired high performance DELL blade servers are equipped with twin octacore processors and 128 GB RAM. To store high volume of data, College has upgraded to 30 TB SAN and as backup solution, to the Tape Library. The College has a man, machine and location unspecific solution for undertaking all academic and administrative activities in Client - Server mode with high security.

51. **Virtual Learning Environment.** College lays substantial emphasis on virtual learning. A new Virtual Learning Module has been incorporated in newly designed website which is being used extensively for training purposes. This customized portal is being exploited during the conduct of all courses conducted by the College for dissemination of training material in consonance with training schedule, conduct of on-line assessment, evaluation of answer sheets and preparation of results.

52. **Feedback Management.** Feedback after every training activity is a must to maintain and elevate the training standards. A Feedback Management Module has been incorporated in the newly designed website to automate this process and analyse the feedback.

53. **Enhanced Internet Connectivity.** The Internet speeds have been enhanced from 10 Mbps to 60 Mbps which is paying rich dividend for research and training.

54. **Internet Connectivity to Divisional Rooms.** 60 Mbps internet connectivity has been provided to all the divisional rooms to facilitate accessing any study material in real time frame from the internet.

55. **IT Infrastructure Achievement**

(a) **Campus Wide Network (CWN).** Campus Wide Network covering CDM KLP, Dhruva Enclave and DSs residences, functioning on 24x7 basis was further upgraded with installation of intelligent switches to monitor the status of network remotely. The system has been found effective to make the participant officers understand the efficiency of a networked and paperless working environment.

(b) **Virtual Ops Room.** A dedicated Virtual Private Network was established at Pratap for conduct of all training/tactical exercises. The entire exercises were run in a secure paperless environment. In place of vintage paper maps, digitised maps were extensively used for such exercises.

(c) **Training Material Preparation Laboratory (Chitrlekha).** For preparation of training material containing multimedia content including video and audio snippets, a lab is operational with high end workstations, printer and projection system. The same is being further expanded by installation of high end scanners, broadcast quality video camera cum recorder and other such hardware. A case was taken up for establishment of an Audio Visual Lab which is at an advanced stage.

(d) **Web Portal & Development of Content Management System.** The College Website has been made more informative by extending features like Micro sites, Podcast, Webcast and Blog. The content management is an ongoing process. For conduct of activities of newly established **China Watchers Club**, a secure working space was also created on web portal.

(e) **Upgraded Infrastructure in Divisional Rooms.** For efficient and effective dissemination of contents in the Divisional Rooms, each room has been equipped with four 40 inch LCD Panels in addition to the projection on the IQ Boards. The lessons are also video streamed on the embedded computers for the benefit of participants. The College also procured Quantity - 04 Ultra Short

Throw Projection Systems with embedded IQ Board functions. This useful training aid will be extended to other class rooms too.

(f) **Wi-Fi Connectivity.** Wi-Fi connectivity was established in the College library, Gen KV Krishna Rao Learning Resource Centre and Latif Conf hall to facilitate data mining for research and learning.

(g) **New OS & Application Ware.** The College ICT infrastructure has been upgraded to Windows Server Version 2012, Windows 8.1 and MS Office Suite 2013 through Campus Agreement (CA) with Microsoft Corporation.

(h) **Access and Monitoring Control.** CTV based monitoring System has been installed in IT Centre, however, to further ensure security, Multi Mode Access Control System is being planned and project is likely to be undertaken in current FY.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

NA

4.1.5 Give details on the residential facility and various provisions available within them:

- Hostel Facility - Accommodation available

YES. The College has sufficient Accommodation for Married Officers and Single Officers as well.

- Recreational facilities, gymnasium, yoga center, etc.

Ultra Modern Gym facility with Sauna available.

- Computer facility including access to internet in hostel

YES.

- Facilities for medical emergencies

YES.

- Library facility in the hostels

College Library opens on all days including Sundays.

- Internet and Wi-Fi facility

Available.

- Recreational facility-common room with audio-visual equipments

Fully equipped Officers Mess available for all inliving Officers.

- Available residential facility for the staff and occupancy
Constant supply of safe drinking water

YES.

- Security

MILITARY AREA.

- 4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

AVAILABLE. One MI room within the Campus and Military Hospital is 3KM away.

- 4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Staff Room

Common room for students

Rest rooms

Health centre

Vehicle parking

Guest rooms

Canteen

Telephone

Internet café and individual connections

Safe drinking water

Transport when required

4.2 Library as a Learning Resource

- 4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes, Commandant, Head of Faculty (R&C), OIC Library

(a) Extended working hours, including Saturday and Sunday

- (b) Access to Library database across the CDM campus
- (c) Access to e-brary and proquest
- (d) Facility of pre-booking of books
- (e) Facility pre-booking of books

4.2.2 Provide details of the following:

- * Total area of the library (in Sq. Mts.)

1659 Sq Mtrs

- * Total seating capacity

120

- * Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

0800 hrs to 1930hrs (Mon to Fri)

0800 hrs to 1400hrs (Sat and Sun)

- * Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

No individual reading carrels : lounge area available, IT zone available for accessing e-resources.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Through catalogues, Book review, book exhibitions, suggestions by readers.

Library holdings	Year -1		Year - 2		Year - 3		Year - 4	
	Number	Total Cost						
Text books	671	5.35	1510	7.64	1356	5.35	840	4.47
Reference Books		Lac		Lac		Lac		Lac
Journals/ Periodicals		1.68		0.7		0.98		0.87
	124	Lac	68	Lac	70	Lac	64	Lac
e-resources	1 million +	3.95 Lac	NIL	NIL	NIL	NIL	NIL	NIL
Any other (specify)	16 NP & 68 Magazines annually	1.90 Lac	16 NP & 68 Magazines annually	1.34 Lac	10 NP & 68 Magazines annually	1.2 Lac	10 NP & 68 Magazines annually	01 Lac

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- * OPAC

Libris

- * Electronic Resource Management package for e-journals

Proquest

- * Federated searching tools to search articles in multiple databases

Proquest

- * Library Website

Available on campus

- * In-house/remote access to e-publications

YES

- * Library automation

FULLY AUTOMATED

- * Total number of computers for public access

20

- * Total numbers of printers for public access

15

- * Internet band width/ speed 2mbps 10 mbps 1 gb (GB)

100 MBPS

- * Institutional Repository

Well stocked all Dessertations, Case studies, MET Reports and Project Reports.

- * Content management system for e-learning

In place.

- * Participation in Resource sharing networks/consortia (like Inflibnet)

NA. BEING DEFENCE.

4.2.5 Provide details on the following items:

- * Average number of walk-ins

60

- * Average number of books issued/returned

25

- * Ratio of library books to students enrolled

1 : 25

- * Average number of books added during last three years

4500

- * Average number of login to opac (OPAC)

- * Average number of login to e-resources

- * Average number of e-resources downloaded/printed

- * Number of information literacy trainings organized

NIL

- * Details of “weeding out” of books and other materials

Done Annually

4.2.6 Give details of the specialized services provided by the library

- * Manuscripts

No

- * Reference

Yes

- * Reprography

No

- * ILL (Inter Library Loan Service)

No

- * Information deployment and notification
(Information Deployment and Notification)

No

- * Download

Yes

- * Printing

No

- * Reading list/ Bibliography compilation

No

- * In-house/remote access to e-resources

From inside and outside of the campus

- * User Orientation and awareness

Facility orientation presentation to all incumbents on arrival

- * Assistance in searching Databases

Search facility [provided to each user through Campus Wide Network]

- * INFLIBNET/IUC facilities

No

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

Assistance is being provided to all students and teachers of the college in research work.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

Not applicable

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system)

<u>PCs</u>	<u>Thin Clients</u>
HP 8300 I7 PCs - 97	HP - 143
HP 8000 I5 PCS - 160	HCL - 214
Apple IMAC PCs - 04	
HP Compaq Core 2 Duo - 37	
HCL Core 2 Duo - 218	
HCL 14 PCs - 37	
Total	
_____	_____
553	357
_____	_____

- Computer-student ratio

35:1

- Stand alone facility

Availale

“

- LAN facility

College is networked with exclusive “College Wide Network CWN

- Wifi facility

Available in Library, single accommodation of student officers

- Licensed software

- Windows Server 2012 – SPSS, QM & Expert choice
- Windows 8/7 – RHEL5
- Office 13 – MS Project
- Kaspersky Antivirus – Lync Server

- Number of nodes/ computers with Internet facility

250 Nodes

- Any other

- 08 Dell Blade servers with 02 octacore processor wit 128 GB RAM
- Virtualisation of servers with Hyper X
- 38 TB of storage Area Network (Raid – S)
- Realtime backup / archive of data using Tae Library (TL)
- P² Unified Treat Management (UTMS) Firewall for internet usage

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Campus

Faculty – All faculty members have 100 % Internet Facility

Student – 10 machines across the campus for student officers

Off Campus

Faculty – Faculty officers staying in single accommodation having

Student – 90 student officers staying in single accommodation having internet facility

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

- a) Wi-Fi college campus with BOD facility
- b) Procurement of 300 IPADS
- c) Automation of Library by RPID

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

IT – Proc

2011-12	-	226.69 Lakhs
2012-13	-	114.53 Lakhs
2013-14	-	259.51 Lakhs
2014-15	-	153.92 Lakhs

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

- a) Successfully implementation of virtual learning environment using mode platform developed ‘in-house’
- b) Implementation of on-line examination and on-line feedback resulting in paperless examination system
- c) Implementation of CDM tube in college web for uploading of Guest Lecture videos, presentations for reference by student officers.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- a) User logs into the virtual learning environment with his user Id and Password. After logging in, he can be able to download all the relevant study material and appear for online exam and feedback addressed to him
- b) All users have their virtual drive linked with their log in IDs, so as to get his material from place of node of the college.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

- a) In progress college is already approved for NKN project. The project is in implementation phase.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

a.	Building
b.	Furniture
c.	Equipment
d.	Computers
e.	Vehicles
f.	Any other

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

Funds for maintenance are allotted by HQ IDS and maintenance works are executed by local MES establishments, workshop and also major portion of workshop of infrastructure is executed through outsourcing.

- 4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Calibration of all equipment is done every quarter by dependent workshop.

- 4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

UPS is installed in power backup rooms, all connections are through MCB and genset is available for constant power supply.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

College has the following infrastructure for learning :-

- (a) State of the art IT Lab
- (b) Well stacked library
- (c) Class rooms with computer and smart boards
- (d) Construction of virtual class rooms is underway

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

- 5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, a joining booklet is printed and dispatched to the nominated participants well in advance

The broad details of the booklet is as follows:-

Part - 1 General

- (a) Brief description of the college
- (b) Vision
- (c) Mission
- (d) Objectives
- (e) Aim and objectives of the course
- (f) Organisation of CDM

Part - II Training

- (a) General aspects of training
- (b) Training pedagogy

Part III : Administration

- (a) Arrival
- (b) Married accommodation

Part IV : Miscellaneous

This chapter deals with all the miscellaneous issues related to the college

- 5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

Not applicable

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

Nil

5.1.4 What are the specific support services/facilities available for

Students from SC/ST, OBC and economically weaker sections

Not applicable

Students with physical disabilities

Not applicable

Overseas students

Students to participate in various competitions/National and International

Medical assistance to students: health centre, health insurance etc.

NA

Organizing coaching classes for competitive exams

NA

Skill development (spoken English, computer literacy, etc.,) Support for “slow learners”

NA

Exposures of students to other institution of higher learning/ corporate/business house etc.

It is incorporated in the curriculum as Management Education Tour, International Strategic Management Tour, Forward Area Tour.

Publication of student magazines

Publications at CDM

56. **Defence Management Journal (Dur Drishti)**. “Dur Drishti”, The Defence Management Journal is the flagship publication of CDM. It is a biannual Journal published in the months of Jun and Dec, with the aim of providing a forum for exchange of management thoughts and propagation of management culture in the services. The coverage of the journal extends from researched articles on national security, strategic defence planning, acquisition management, logistic management, organisational behaviour, financial management, project management and other important research work. In addition to scholarly management articles, the journal also showcases the best of dissertations and project studies to enable greater dissemination of original and relevant research work to the environment. In an effort to

enhance coverage, Research Scholars pursuing M.Phil and PhD at the College, alumni posted in environment and veterans are being encouraged to contribute abridged version of their thesis and articles. Further, features on Annual Seminar and important panel discussions/ workshops held at CDM, giving highlights and gist of 'takeaways' have also been recently included.

57. The journal currently has a base of over 2800 members. Since 2010, the journal has been registered with ISSN (International Standard Serial Number) International Centre through Indian National Centre, Delhi. This gives the journal, publicity and inclusion in the International Serials Directory Database for referencing and compilation. As a measure towards image projection and increased awareness about the College, distribution is extended beyond the three Services and other training institutions. '**Dur Drishti**' has attained a prestigious reputation and is found to be useful to officers of the Services, researchers and other practicing managers.

Tarang

58. **Tarang** is the College Causerie that provides an insight into salient highlights of the HDMC, news about faculty members and participants and their families. The magazine serves as a forum for the faculty members, participants and their families to express their views, anecdotes and experiences during their stay at CDM. The magazine is a memorabilia for the entire faculty and the participants, furthering bonding and networking, long after they leave the College.

59. **E-Version of Saransh.** The library e-publishes a weekly publication titled '**Saransh**' which is a compilation of salient articles on management, defence, security, economics, strategic management, international relations, information technology and current topics published in different journals, newspapers, magazines, internet, etc. **Saransh** is uploaded on the CWN for the benefit of participants and faculty alike.

60. **Management Handbooks.** CDM takes pride in publishing a set of 13 management handbooks on various disciplines relevant to the armed forces. The handbooks enable dissemination of core management concepts in a concise form and are seen to contribute significantly to the intellectual development in the armed forces.

61. **Sameeksha.** **Sameeksha** is the annual Newsletter of the college. It covers the activities conducted, visits of various dignitaries to CDM for guest lecture, panel discussions, workshops and seminars. Apart from training visits, and events of HDMC course, **Sameeksha** also chronicles other short courses and management development

modules conducted at the College. In addition, the newsletter covers the activities of various clubs and showcases infrastructural changes in the College.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Not applicable

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

The college conducts sporting activities in the following sports :-

- (a) Cricket**
- (b) Golf**
- (c) Tennis**
- (d) Squash**
- (e) Badminton**
- (f) Volley Ball**
- (g) Base Ball**

* additional academic support, flexibility in examinations

NA

* special dietary requirements, sports uniform and materials

NA

* any other

--

- 5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

Not applicable

- 5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

Not applicable

- 5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the 5.1.10 services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

Not applicable

- 5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

The institution is an Armed Forces organisation and grievance redressal is governed by the existing provisions in the Armed Forces.

- 5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

Not applicable

- 5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Not applicable

- 5.1.13 Enumerate the welfare schemes made available to students by the institution.

Not applicable

- 5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

Alumni are Armed Forces officers who have previously attended courses. They are invited to take lectures at the College.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	%
UG to PG	
PG to M.Phil.	
PG to Ph.D.	
Employed <ul style="list-style-type: none">• Campus selection• Other than campus recruitment	

NA

- 5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

TO BE MADE

- 5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

Higher level of Education through M Phil and PhD programmes. Also IPM certification programme.

- 5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Not applicable

5.3 Student Participation and Activities

- 5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

TO BE DONE

- 5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

NA

- 5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The institutions takes feed back from the students graduated after one year of completion. A feedback is also taken on the utility of the projects carried out by the students of the College in the Armed Forces environment.

- 5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

The college brings out a College Magazine to which the students contribute articles.

- 5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Not applicable

- 5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

Not applicable

- 5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

Being a Defence Organisation Officers are well connected.

Any other relevant information regarding Student Support and Progression which the college would like to include.

IT Facilities are provided in Residential Areas

Alternate power supply in Residential Areas

Health Centre in Residential Areas

Shopping Facilities in Residential Areas

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

- 6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

The vision and mission statement of the institution are in tune with the requirements of the Armed Forces. The vision statement is translated into the following activities :-

- (a) Quarterly programmes (Management Development Programmes and external casules)
- (b) Outreach programmes (Management Development programmes and external capsules)
- (c) Forward Area Tour
- (d) Management Education Tour
- (e) International Strategic Management Tour
- (f) Exercise Kshitij
- (g) Project Studies

(h) Operational Planning Exercises

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The College follows existing rules and regulations of HQIDS for administrations and OU for Academics.

6.1.3 What is the involvement of the leadership in ensuring :

- the policy statements and action plans for fulfillment of the stated mission

Fully Involved.

- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders

The stakeholder's involvement stand with Chairman, COSC laying down the Trg Directive to the College and oversee of the implementation through Chairman, Joint Training Committee. At the implementation stage, feedback is analysed and projected to the JTC with recommendations of changes where required. The evaluation is manifested in the form of Annual Technical Inspection by JTC.

- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence

NA

- Champion organizational change

Up to date with all contemporary issues and methods.

- 6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The role and responsibilities of the staff are clearly laid down. State of the art ICT equipment is provided and staff is enabled to exploit it. The staff is enabled through 'Teaching and Teachers Programme' and Faculty Development Programmes. Weekly, fortnightly, monthly, six monthly and Annual conferences are held to take feedback from the staff and take necessary actions.

- 6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The Commandant (Head of the Institution) is directly responsible to the Chairman, Chiefs of Staff Committee on the functioning of the Institution. He is guided by the Directive issued by the COSC. He configures the organisation structure to enable effective teaching, learning process. He defines the roles and responsibilities of the Faculty Members and ensures their compliance. He provides direction to the academic curriculum of the institution in accordance with the vision and mission.

- 6.1.6 How does the college groom leadership at various levels?

NA

- 6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

It is achieved by following orders on the subject in vogue.

- 6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

NA

6.2 Strategy Development and Deployment

- 6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

6.2.3 Describe the internal organizational structure and decision making processes.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning

- Research & Development

- Community engagement

- Human resource management

- Industry interaction

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

A continuous feedback system is on. Through regular meetings with the Heads of Faculty and the Directing Staff. One officer of the rank of Brigadier is appointed as Head of Faculty (Personnel, Administration and Training) who on daily basis monitors the Training through DS(Coord) and Training (Coord). The DS(Coord) and Trg(Coord) plans, monitors the training at this college on daily basis and reports to the Head of Faculty (PAT) on daily basis.

- 6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

Being Defence Institution checks and balances are there at every stage.

- 6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

NA

- 6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

NA

- 6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

There is a grievance redressal cell for its employees. The composition is as under:-

- (a) Col Adm - Presiding Officer
(b) AA&QMG - Secretary

Its major functions are :-

Appraise all persons of latest orders / instructions
Educate persons on latest policy letters
Welfare of persons
Redress grievances if any

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

No

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

Many faculty members attended Faculty Development Programme (FDPs) at these management Institutes. These interactions have been singularly effective in ushering in an aura of excellence in the faculty of the CDM when compared to their counterparts in other institutions. Interactions were carried out with IIMs at Lucknow, Ahmedabad, Indore, Kolkata, Bangalore, Thiruchirapalli, XLRI Jamshedpur, ASCI Hyderabad and NIFM Faridabad.. Skilled personnel are posted in non teaching cadre by respective service Headquarters.

- 6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The directing staff are regularly nominated for various Faculty programmes every year. Skilled personnel are posted in non teaching cadre by respective service Headquarters

- 6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The performance assessment of the faculty and staff is carried out on a yearly basis through Annual Confidential Reports. The teaching quality evaluation is carried out through subject evaluation after completion of each subject from the students. This is also carried out through personal interview of each student by the Commandant (Head of the Institution) and remedial measures instituted.

- 6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

As per service channels.

- 6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Canteen facilities

Health Club

Groceries / Provisions shop

Staff welfare committee to oversee welfare

Celebration of important days like Anniversary, Raising day

Incentives and cash prizes to high performers

- 6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

The faculty of the college is appointed by the personnel department of each service HQ (Army, navy and Air Force). The civilian staff is appointed based on vacancies available as per the Central Government norms.

6.4 Financial Management and Resource Mobilization

- 6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The finance to CDM is allocated by HQ IDS

- 6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

All the public funds received from Government of India are audited every quarter by Auditors appointed by Government. A Test Audit is also carried out every year. The private funds are audited by Board of Officers appointed by the local Station Commander and also by a Chartered Accountant annually.

- 6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

There is adequate budget

- 6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

Revenue and Capital Heads allotment

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? .6 If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes. The functions carried out by the mechanism are

- (a) Need establishment of the student / stakeholder
- (b) Align the syllabus with the need
- (c) Upgrade the syllabus to align with the latest conceptual techniques in the subject
- (d) Identify and streamline the best pedagogy for sharing the knowledge
- (e) Obtain feedback

- b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

All recommendations made by the IQAC are accepted in principle and implemented at appropriate time.

- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

No.

- d. How do students and alumni contribute to the effective functioning of the IQAC?

The role played by the students is :-

- (a) Assist in establishment of the need of the student
- (b) Genuine feedback
- (c) Assist in establishment of the pedagogy
- (d) Contribute in quality enhancement through creative and value adding
- (e) Assignments like dissertations, case studies, project studies.

- e. How does the IQAC communicate and engage staff from different constituents of the institution?

- 6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Initiatives

**Online collaborative learning on campus wide network
Collaborative knowledge sharing through college website
Collaborative learning by interacting with Best institutes
like IIM Indore, Bangalore, XIME Bangalore. Online
administration management. Internalisation is made
possible through responsibilities and monitoring and value
addition.**

- 6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

The College is under Headquarters, Integrated Defence Staff, New Delhi. They conduct Administrative and Training Inspection on an yearly basis. The evaluation of the College is continuous.

- 6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

The College is under Headquarters, Integrated Defence Staff, New Delhi. They conduct Administrative and Training Inspection on an yearly basis. The evaluation of the College is continuous. Points raised by the inspecting team if any, are implemented for improvement.

- 6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

They are perfectly aligned.

- 6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The College endeavoured to imbibe net centric management training, abreast with the information age, wherein the officers learnt to collaborate on the computer network to coalesce their abilities, leading to information centric combat effectiveness towards development of knowledge centric Armed Forces.

Operational and Net Centric Management Training. The net centric management training focussed on adaptation and exploitation of infrastructure to include the Campus Wide Network (CWN) on which all management tools and software are uploaded, leading to collaborative learning including e-learning facilities. The focus was on carrying out operational planning in a fully net enabled environment using contemporary management concepts, tools and techniques. The College developed and honed analytical skills in a network environment by exposing the participants to the best practices of current management to achieve combat/operational effectiveness in the Armed Forces. The ultimate aim to transform CDM into a knowledge centric organization was pursued.

Information Centric Management Training. The CDM, during the training year endeavoured to graduate to an info-centric environment, where the network was embellished with a wide spectrum of data bases, backed by contemporary management systems for the participants to cull, model, analyse and evolve management solutions. This model will enable the senior leaders to work in the information space in an operational scenario.

Knowledge Centric Management Training. The college in the years ahead will develop and cumulate management models to synthesise information available on the integrated defence networks, resulting in utilisation of relevant decision support systems for effectiveness of the armed forces. The College will develop capabilities to integrate management practices in all strategic and operational planning to achieve resource optimisation.

- 6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Through established service channels.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

Nil

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Entire Arboriculture has been out sourced.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

* Energy conservation

YES

* Use of renewable energy

YES

* Water harvesting

YES

* Check dam construction

NA

* Efforts for Carbon neutrality

NA

* Plantation

SUFFICIENT

* Hazardous waste management

YES

* e-waste management

YES

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

(i) Training area and office infrastructure was modified to facilitate interactive and experiential learning in the Divisional Rooms and efficient working in the office rooms. All the class rooms located in College have been equipped with modern furniture embedded with computers to create improved learning environment. The facilities existing were further improved upon to further enhance the learning environment.

(ii) The infrastructure up-gradation was undertaken to keep pace with advancements in technology. The important training related IT infrastructure that was established/ upgraded during the year is enumerated in the succeeding paras.

(iii) **Augmentation of IT Assets.** To meet the enhanced requirements owing to increased strength of the participants and commensurate administrative load, additional IT assets have been added to the inventory.

(iv) **Cyber Security Initiatives.** To safeguard IT assets against any cyber attacks, the College has procured state-of-the-art Unified Threat Management (UTM) Systems, besides latest version of Anti Virus Software. The USB ports of all the ICT assets have been blocked and the networks are monitored proactively to ensure cyber security.

(v) A comprehensive Cyber Security Policy has been formulated and implemented to address cyber security issues. Defence Information Assurance and Research Agency (Diara) carried out Cyber Security Audit in the month of Nov 2014 and appreciated the Cyber Security Policy 2013 which accounts for the present day needs and yet is futuristic in its outlook. The Cyber Audit team also lauded the efforts of miniscule manpower which have ensured implementation of the policy in letter and spirit. The Cyber Security Audits conducted in past years have also brought out the strengths of this policy, the ICT facilities and services offered by the College.

(vi) **Creation of New Websites for Campus Wide Network and Internet.** The College migrated from Drupal to Joomla

platform and created a better designed, more user-friendly and more informative website for its Campus Wide Network (CWN) and Internet, utilising internal resources at NO cost. The website was launched by Lt Gen Anil Chait, PVSM, AVSM, VSM, ADC, CISC, HQ IDS on 23 Nov 13 who appreciated the initiative and efforts.

(vii) **Network Management System.** The entire College, including residential area, is connected through 17 Kilometers of Single Mode Optical Fibre Cable (both Underground and Aerial) and a robust architecture which is futuristic in nature. The hub of the network is the IT Centre, aptly named, ARYABHATTA, which houses Server Farm having over 70 high end servers including 38 Blade Servers. To manage and to ensure smooth functioning of such vast network, a customised Network Management Systems (NMS) 'TefillaMAGnet', has been installed.

(viii) **IT Service Desk Solution.** To manage the ICT assets costing over Rs10 Crores, College is exploiting the available technology. The entire maintenance and repair has been automated using an advance IT Service Desk Solution. The CA Service Desk Solution utilised for the task is ITIL V3 Pink verified and controls 15 ITIL Processes, which is the highest in its category. Such advanced solutions have brought in real time close monitoring of assets, high availability of networks, total transparency, improved quality of IT services delivery, have reduced long term cost of services, and aligned IT services to the needs of the org.

(ix) **Procurement of High Performance Blade Servers.** Recently acquired high performance DELL blade servers are equipped with twin octacore processors and 128 GB RAM. To store high volume of data, College has upgraded to 30 TB SAN and as backup solution, to the Tape Library. The College has a man, machine and location unspecific solution for undertaking all academic and administrative activities in Client - Server mode with high security.

(x) **Virtual Learning Environment.** College lays substantial emphasis on virtual learning. A new Virtual Learning Module has been incorporated in newly designed website which is being used extensively for training purposes. This customized portal is being exploited during the conduct of all courses conducted by the College for dissemination of training material in consonance with training

schedule, conduct of on-line assessment, evaluation of answer sheets and preparation of results.

(xi) **Feedback Management.** Feedback after every training activity is a must to maintain and elevate the training standards. A Feedback Management Module has been incorporated in the newly designed website to automate this process and analyse the feedback.

(xii) **Enhanced Internet Connectivity.** The Internet speeds have been enhanced from 10 Mbps to 60 Mbps which is paying rich dividend for research and training.

(xiii) **Internet Connectivity to Divisional Rooms.** 60 Mbps internet connectivity has been provided to all the divisional rooms to facilitate accessing any study material in real time frame from the internet.

(xiv) **IT Infrastructure Achievement**

Campus Wide Network (CWN). Campus Wide Network covering CDM KLP, Dhruva Enclave and DSs residences, functioning on 24x7 basis was further upgraded with installation of intelligent switches to monitor the status of network remotely. The system has been found effective to make the participant officers understand the efficiency of a networked and paperless working environment.

Virtual Ops Room. A dedicated Virtual Private Network was established at Pratap for conduct of all training/tactical exercises. The entire exercises were run in a secure paperless environment. In place of vintage paper maps, digitised maps were extensively used for such exercises.

Training Material Preparation Laboratory (Chitrlekha). For preparation of training material containing multimedia content including video and audio snippets, a lab is operational with high end workstations, printer and projection system. The same is being further expanded by installation of high end scanners, broadcast quality video camera cum recorder and other such hardware. A case was taken up for establishment of an Audio Visual Lab which is at an advanced stage.

Web Portal & Development of Content Management System.

The College Website has been made more informative by extending features like Micro sites, Podcast, Webcast and Blog. The content management is an ongoing process. For conduct of activities of newly established **China Watchers Club**, a secure working space was also created on web portal.

Upgraded Infrastructure in Divisional Rooms. For efficient and effective dissemination of contents in the

Divisional Rooms, each room has been equipped with four 40 inch LCD Panels in addition to the projection on the IQ Boards. The lessons are also video streamed on the embedded computers for the benefit of participants. The College also procured Quantity - 04 Ultra Short Throw Projection Systems with embedded IQ Board functions. This useful training aid will be extended to other class rooms too.

Wi-Fi Connectivity. Wi-Fi connectivity was established in the College library, Gen KV Krishna Rao Learning Resource Centre and Latif Conf hall to facilitate data mining for research and learning.

New OS & Application Ware. The College ICT infrastructure has been upgraded to Windows Server Version 2012, Windows 8.1 and MS Office Suite 2013 through Campus Agreement (CA) with Microsoft Corporation.

Access and Monitoring Control. CTV based monitoring System has been installed in IT Centre, however, to further ensure security, Multi Mode Access Control System is being planned and project is likely to be undertaken in current FY.

7.3 Best Practices

- 7.3.1 Elaborate on any two best practices **in the given format at page no. 98**, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

3. Evaluative Report of the Departments

The Self-evaluation of every department may be provided separately in about 3-4 pages, avoiding the repetition of the data.

NA

This section is not applicable for institutions which do not have separate departments. In a case of applicable institutions, the brief self-evaluation of each department may be provided separately. Care needs to be taken to highlight the achievements of each department with reference to teaching-learning processes, student and faculty achievements, Research, Innovation etc. This part of the report is meant to provide information specific to individual departments which could not be covered under the overall institutional report provided in the previous sections. It is therefore suggested that only Department-specific achievements and plans for improvement are covered in this section. Suggestive but not all inclusive issues to be detailed in this section are :

1. Faculty profile – adequacy and competency of faculty
2. student profile – entry level competencies, socioeconomic status, language proficiency etc.,
3. Changes made in the courses or programmes during the past two years and the contribution of the faculty to those changes
4. Trends in the success and drop out rates of students during the past two years
5. Learning resources of the departments – library, computers, laboratories and other resources
6. Modern teaching methods practiced and use of ICT in teaching – learning
7. Participation of teachers in academic and personal counselling of students
8. Details of faculty development programmes and teachers who have been benefited during the past two years.
9. Participation / contribution of teachers to the academic activities including teaching / consultancy and research

10. Collaboration with other departments / institutions at the state national and international levels and their outcome during the past two years.

11. Priority areas for research and details of the ongoing projects, important and noteworthy publications of the faculty, during past two years

12. Placement record of the past students and the contribution of the department to aid student placements

13. plan of action of the department for the next five years

1. Name of the department

2. Year of Establishment

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)

4. Names of Interdisciplinary courses and the departments/unitsinvolved

5. Annual/ semester/choice based credit system (programme wise)

6. Participation of the department in the courses offered by other departments

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

8. Details of courses/programmes discontinued (if any) with reasons

9. Number of Teaching posts

	Sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors		

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years

11. List of senior visiting faculty

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty

13. Student -Teacher Ratio (programme wise)

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

18. Research Centre /facility recognized by the University

19. Publications:

* a)Publication per faculty

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated

21. Faculty as members in
- a) National committees b) International Committees c) Editorial Boards....

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme

- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

Not applicable since students are officers from Armed Forces back ground. On completion of the course, they will be posted to different units across the country.

23. Awards / Recognitions received by faculty and students

NA

24. List of eminent academicians and scientists / visitors to the department

25. Seminars/ Conferences/Workshops organized & the source of funding

- a) National - Every year one seminar and several conferences / workshops organised. The details are as mentioned under:-

PANEL DISCUSSIONS AND WORKSHOPS CONDUCTED FOR HDMC-08

S.No.	SPEAKERS	SUBJECT	TYPE OF DISCUSSION
1.	Dr. P Narayana Reddy, Dean, Institute of Hospitality Management and Tourism	Importance of Research Process and Strategy with special reference to hypothesis formulation	Wksp
2.	Prof Rajasekhar, HCU	Questionnaire designing	Wksp
3.	AVM R Sachdeva, ACIDS (ICT & JCES) R Adm K K Pandey, VSM, ACNS (CNSCO) Brig Retd A Ghosh, Director, NSCS Brig R Sabherwal, DDGMO (IW) Air Cmde B Saju, VM, PD Ops AD (WS)	Net centric warfare	PD
4.	Mr Brig Raj, DGM Mr Saurabh Nath, AGM	Reserve Bank of India	Wksp
5.	Dr G Vaidyanath, Senior Faculty Member, Institute of Public Enterprises	Financial Planning, Forecasting and Responsibility Accounting	Wksp
6.	Lt Gen A T Parnaik, SM, VSM, DG (FP), IHQ of Army AVM M George, AVSM, VSM, ACAS (Fin Plg), Air HQ Brig S Mehta, DDF FP, IHQ of Army Cmde Kaura, PD (Budget), HQ IDS, Observer Col R Mahajan, Director (Budget), HQ IDS	Budget Planning and Monitoring in Armed Forces	PD
7.	Maj Gen N P Padhi, DG Works Maj Gen Sanjiv Talwar, ADG LWE	Land and works Management	PD
8.	Maj Gen R N Masaldan, AVSM,	Land and Works	PD

DG MAP Dr A K Kapoor, Principal Director, Def Estates, HQ SC Smt Mala Mohan, Jt DG Arch, E- in-C Br Brig H K Pokhariyal, Chief Engineer (Factory), Sec'bad	Management	
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PANEL DISCUSSIONS CONDUCTED DURING THE YEAR 2013-14 DMC-09

S.NO.	SPEAKERS	SUBJECT
1.		

b) International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

29. Student progression

Student progression	Against % enrolled
Entrepreneurship/Self-employment	
UG to PG PG to M.Phil. PG to Ph.D. Ph.D. to Post-Doctoral Employed	

- Campus selection

- Other than campus recruitment

30. Details of Infrastructural facilities

a) Library

b) Internet facilities for Staff & Students

c) Class rooms with ICT facility

d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

33. Teaching methods adopted to improve student learning

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

35. SWOC analysis of the department and Future plans

4. Format for Presentation of Best Practice

1. Title of the Practice

The title should capture the keywords that describe the Practice.

2. Goal

Describe the aim of the practice followed by the institution. Mention the underlying principles or concepts in about 100 words.

3. The Context

Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.

4. The Practice

Describe the Practice and its implementation in about 400 words. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks and review results. What do these results indicate? Describe in about 200 words.

6. Problems Encountered and Resources Required

Please identify the problems encountered and resources (Financial, Human and other) required to implement the practice in about 150 words.

7. Notes (Optional)

Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution (about 150 words).

8. Contact Details

Name of the Principal:

Name of the

Institution: City:

Pin Code:

Accredited Status:

Work Phone :

Fax:

Website:

E-mail :

Mobile:

5. Post-accreditation Initiatives

If the college has already undergone the accreditation process by NAAC, please highlight the significant quality sustenance and enhancement measures undertaken during the last four years. The narrative may not exceed ten pages. (Refer section IX of Guidelines for Assessment and Accreditation)

COLLEGE OF DEFENCE MANAGEMENT **ANNUAL TRAINING INSPECTION - 2014-2015**

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COLLEGE OF DEFENCE MANAGEMENT

ANNUAL TRAINING INSPECTION: 2014-2015

DETAILS OF INSPECTION

1. Name of the establishment : College of Defence Management
2. Commandant : AVM Rajeev Sachdeva
(During the period under review)
3. Command in which serving : Integrated Defence Staff
4. Inspected by : Air Mshl ASBhonsle, AVSM, VSM,
DCIDS (DOT)
5. Date of inspection : 22 - 23 Jul15
6. Period covered by the report : Apr 14to Mar 15
7. Date of last inspection : 26 - 27 Jun 14
8. By whom inspected : Air Mshl ASBhonsle, AVSM, VSM,
DCIDS (DOT)

PART - I

COLLEGE OF DEFENCE MANAGEMENT

ANNUAL TRAINING INSPECTION - 2014-2015

ROLE AND CHARTER OF DUTIES

Brief History

2. The College was established as Institute of Defence Management (**IDM**) in Dec 1970, as part of MCEME with the purpose of imparting management education, to enhance the effectiveness of the Armed Forces. **In 1974 it became an independent Cat 'A' establishment.**

3. The decade of 80s witnessed consolidation and growth, where the IDM reached out to all institutes of higher learning in the Armed Forces imparting management education. The efforts were recognized and the Institute became a member of All India Institute of Management Association (**AIMA**). The Institute **was renamed as College of Defence Management (CDM) in 1985.**

4. The flagship course Long Defence Management Course (**LDMC**) was recognized for award of "Master of Management Studies (**MMS**)" degree by Osmania University through a memorandum of understanding in 1995. The next decade saw advancement of conceptual envelope with incorporation of an operational module. The college **shifted to its present location in 2001.**

5. The flagship course was re-designated as "Higher Defence Management Course (**HDMC**)" in Jun 2005.

6. Commencing 2009, the college ventured into Networked Management Training to pave the way for transforming CDM into Knowledge Centric entity in due collaboration with other similar institutes of higher learning in the Armed Forces.

Role, Charter, Vision, Mission & Objectives

7. The Role, Charter, Vision, Mission and Objectives of CDM are defined in the Chiefs of Staff Committee Directive No IDS/40013/24/TRADOC/TSI dated 30 Dec 2008 which is under revision.

8. **Role**. The role of the College is to impart defence management training to designated officers and to provide consultancy support in management to the three services in accordance with the directions and policies approved by the COSC.

9. **Charter**. The College is entrusted with the responsibility of instilling contemporary management thoughts, concepts and practices in the senior leadership of the three Services to achieve operational effectiveness in the Armed Forces. The achievement of the laid down charter, necessarily involves the enunciation of a clear and well-defined vision statement, mission statement and the identification of clear and unambiguous objectives.

10. **Vision**. To be nation's leading centre of excellence in developing management thought to optimise the effectiveness of the Armed Forces for meeting the challenges to national security.

11. **Mission**. To develop and impart the skills of management thought that leads to effective decision making, enlightened leadership and efficient resource management in a knowledge centric environment to enhance the effectiveness of the Armed Forces.

12. **Objectives of the CDM**. The College has laid down five objectives for itself. These are:-

(a) To promote application of modern management concepts and techniques in the armed services, to achieve operational effectiveness.

(b) To develop expertise in matters related to management of human and material resources, jointmanship and management of inter-service organisations.

(c) To promote effective management to achieve jointmanship in the Armed Forces.

(d) To establish excellence in academic and advisory reputation, in the field of defence management.

(e) To provide defence management related research and consultancy support to the Armed Forces.

13. **Organisational Structure**. The organisation of the college comprises five faculties. College is headed by a Commandant of the rank of AVM or equivalent,

while the faculties are headed by Heads of Faculties of the rank of Brigadier or equivalent. The org chart of CDM is at **Appendix 'A'**.

TRAINING PEDAGOGY

14. The pedagogy of teaching at the College during HDMC-10 is designed to be dynamic and articulate so as to focus on participative and interactive learning. The faculty acts as facilitators and mentor guides. To remain contemporary, seminars/ workshops/ panel discussions/ Guest Lectures are being conducted with speakers/ academia of repute both from the services and the civil. The same is being continued for HDMC-11. HsF of each faculty will be responsible for implementation of the pedagogy enumerated in the succeeding paragraphs.

15. **Mentoring**. A Mentor DS has been assigned for four/five participants to act as an academic guide to identify suitable areas for research in dissertations and case studies and enable them to deliver quality outputs in terms of their research papers, dissertations and case studies.

16. **Participative Learning**. All central and division level discussions are being aimed to facilitate participative learning. Participants are being encouraged to put across their views freely to complement the process of experiential learning. Operational orientation is being injected through suitable examples from Services. DS are being cautious of the session not degenerating into a monologue nor allow it to be hijacked by prejudiced and opinioned discussions. Adequate preparations prior to the conduct of the session within the faculty through 'DS Prayers' are being carried out to ensure uniformity and consistency of teaching across all the divisions.

17. **Interactive Learning**. This has been achieved by interaction of the participants with senior officers of the Armed Forces, executives of industry and the corporate sector during visits to Military Formations and establishments during Forward Area Tour (FAT) and during Management Education Tour (MET). The initial scheduling of Guest Faculty and Lecturers is carried out by the Training Coord. Thereafter HF of the concerned subject assign a DS and a participant of affiliated Division to coordinate the expected content of the talk through a paper which aims to fill an academic void or emphasize an existing topic. The DS & the participants designated also coordinate the administrative arrangements like travel, accommodation etc of the guest speaker.

18. **Case Method of Instruction (CMI)**.CMI forms the main stay of teaching methodology at the college wherever applicable. **Faculties have reviewed the Case Studies to ensure their suitability and contemporary nature so that correct lessons are brought to the fore. Suitable situations from the Services environment, where applicable have been incorporated.** Case studies submitted by HDMC 10 are also being identified for introduction while phasing out some old cases being used to impart instruction.

19. **Workshops/Panel Discussions**.Seminars/workshops/panel discussions are being conducted to augment the learning achieved through participative, interactive and CMI level and to fill academic gaps. **Faculties are preparing approach papers and forwarding these to the panelists at least six week in advance.**

20. **Integrated Exercises**. The concept of identification of the problem to given situations and arriving at an integrated approach to their solution through application of management tools and techniques was practiced during the Ex TRISHUL (Ops Ex), Ex KSHITIJ (DefPlg ex) and Ex SAMARPAN (Project Studies). Ex TRISHUL for HDMC-10 was conducted at CDM for 10 working days.

21. **Examination Technique**. The examination technique was a mix of computer based applications and analytical/case-let oriented questions facilitating higher levels of comprehension by the participants. The written examination given by Osmania University at the end of each semester for grant of MMS degree will continue as hither to fore.

CDM – CULTURE AND ETHOS

22. College of Defence Management (CDM), an inter-services, Category 'A' training establishment has been in existence for over four decades and through these years has blossomed into its present stature; and developed a culture of its own, unique to its specific identity with its peculiar customs and conventions. While taking stock of the latter, first and foremost thing one encounters, is its lofty motto. **“NaipunyatVijayoDhruvam”**, signifying that ‘Victory’ is assured through only ‘Excellence’. It is needless to emphasize that victory is the sole goal of any fighting force and as the motto depicts, excellence in all dimensions whether institutional, professional or social is the only instrument that assures it. The motto, thus places on all who pass through the portals of this College, whether as a participant or as a

faculty member, the onerous demand of excellence in all their pursuits, efforts and activities.

The Distinctive Features

23. Though these are numerous, the major features are as follows :-

(a) **Unique Charter**. It is possibly the only institution, which imparts exclusive and quality instruction in defence management amongst the developing nations.

(b) **Responsiveness**. CDM has always remained **focused on fresh and live challenges faced by the Armed Forces**. With the rich and varied experience and knowledge at its disposal, CDM has always responded positively and meaningfully by assisting the Services in formulating appropriate strategies to counter the challenges.

(c) **Contemporary**. Frequent interaction with HQ IDS, Service Headquarters, DRDO, academic institutions, corporate sector, industry, coupled with the inputs provided by eminent personalities as guest speakers and exposure to current and emerging trends during FDPs, seminars, MET and International Strategic Management Tour (ISMT) ensures that CDM is contemporaneous with the latest trends in management in India and abroad.

(d) **Maturity**. Perhaps no other institution can claim the degree of maturity abundantly visible at CDM. With the faculty devoid of affectation and dissent being welcomed, the **College respects the views of all including even the skeptical and the obdurate**.

(e) **Dynamic**. The curriculum at CDM is dynamic. Virtually each capsule / course is tailor-made for the specific participants with '**Value Addition**' for them being the key consideration. The curriculum is constantly reviewed based on feedback, latest developments and personal or collective inputs.

(f) **Repository of Knowledge**. With a well-equipped library where a large number of books, dissertations, case studies and project studies are available and the vast and varied experience of the faculty, CDM is a unique repository of knowledge. It is hardly surprising that enlightened views of CDM on complex issues are sought and respected by all those in search of lasting solutions.

(g) **Model Tri-Service Institution.** By adopting the ethos of some other tri-service institution, CDM could have remained a heterogeneous organization. However, and fortunately, by virtue of traditions, values, and sustained yet subtle efforts, the fusion of the Army, Navy and Air Force at CDM is uniquely phenomenal. In effect, it is **entirely homogeneous with a high degree of inter service cohesion and stands out as a model tri-service institution.**

(h) **Quality of Instruction.** It is an established fact that the quality of instruction imparted by CDM is among the very best. Such views have been expressed by almost all participants who have had a brush with CDM, their rank notwithstanding.

(j) **Imbibing the Technology.** At CDM, the technology has always been at the forefront. In line with the 'CDM Vision 2020', the curriculum for the HDMC participants focuses to prepare for integrating with proposed objectives of the College to transcending into 'Info-centric' and subsequently to 'Knowledge-centric' learning in the midterm and long term respectively. E-learning is promoted with a view to develop wider perspective and deeper understanding of the subject, through this medium. It also serves the ecological cause by ensuring minimum use of paper as most transaction including availability of training material, issue and submission of assignments and running of exercises all take place on the CWN. Preparation and continuous updating of the CDM Web site containing research papers, articles etc., and offering treatise on strategic management thoughts, concepts and techniques ensures furtherance of a virtual learning resource infrastructure. References to web sites are made available to all, to have a probing mind and develop the perspective on various modern issue related to armed forces.

Inter-Service Cohesion

24. Looking at the national security system as a whole and the emerging strategic scenario in particular, we can no longer view the three services in isolation having their own objectives and responsibilities, their own force structure and infrastructure, their own distinct codes of conduct, beliefs, values and norms. While the individual identity and requirements of each service is not to be forgotten, true inter-service integration in areas of joint operations, is the order of the day. Although concepts

such as CIDS, ANC, SFC etc., would bring about greater cohesion, the role of various inter-service organisations in contributing towards this end cannot be underscored.

25. CDM is one such organization that consciously contributes to this aspect in good measure, by promoting inter-service fraternity and by providing learning opportunities to each service to enhance knowledge about the other two. This is achieved by adopting the following practices :-

(a) Formulation of divisions, syndicates, task-groups, study groups, teams for various exercises takes into account representation of each service and continued interaction amongst the participants during all activities throughout the course fosters the desired cohesion to a great deal.

(b) Each faculty has an inter-services composition and as such, promotes sharing of professional knowledge and experience peculiar to each service while engaged in various instructional/developmental activities warranting a joint view.

(c) The illustrative cases/examples which are promulgated to the participants to bring out the application of various concepts and techniques taught during the courses are drawn from real life situations encountered in the Armed Forces. Thus, every participant is exposed to a judicious mix of structured experiences culled out from each service.

(d) Most of the participants' exercises leading to Central and Div-room presentations comprise cases pertaining to all the services, which facilitate the desired exposure about various aspects of each service.

(e) Combined celebrations of the Army, Navy and Air Force days also augment the inter-services integration on the social front. From the year 2013-14, on the occasion of the Army, Navy and Air Force Day, a presentation regarding the specific service is given by the participants of the service to the entire college followed by a high tea. This helps in improving the understanding and pride in one's sister services.

(f) Living together in the Officers' Mess and in Dhruva Enclave in close proximity of one another and various mess functions bolster social interaction and cross-culturisation amongst the participants to a great extent.

(g) Experience gained by participants and directing staff during Project Studies pertaining to specific problem areas of a particular service, alien to their own, goes a long way in this regard.

(h) As a matter of convention, while referring to the ranks in the Armed Forces, one is expected to spell out the equivalent ranks of the three services rather than stating “Colonels and equivalent” or “Commodores and equivalent”. This conscious effort helps in facilitating knowledge of rank structure of each service and not singling out own service in matter of speech and written communication.

(j) Use of civvies on all working days except for once a week (Mondays) and on visit by Service Chiefs and C-in-Cs, drowns the differences in uniform and symbolically signifies cohesion.

(k) Finally, fluttering of the National flag from the Sardar Patel Block and the flags of the three services from the composite flagstaff and the CDM crest with the colours of the three services, constantly highlight the inter-services ethos, that is so sacred to the College.

26. As an accepted norm, while one is not oblivious about the distinct identity of any particular service, considering the CDM thrust on optimization of National resources, one keeps in mind the ultimate gain of the Armed Forces as a whole and constantly endeavours to keep oneself above individual service interests. It is heartening to see the positive effects of comradeship acquired at the College bear fruit, when the CDM alumni hold key appointments in Services Headquarters and participate in joint-services decision-making processes.

Faculty

27. ‘Faculty’ at the College connotes not only the Directing Staff involved in teaching, but is understood as a composite body of all officers posted on permanent strength, which also include the Research officers, the Research Assistants and officers carrying out the adm functions. Contribution of each faculty member towards the goals and mission of the College is considered equally important.

Hierarchy

28. CDM has a unique hierarchical structure which is relatively flatter than any

other similar service establishment. Although the ranks and service seniority vary in the courses, as well as in the faculty, this difference is not given undue importance. All participants of a given course are treated at par. The faculty, however, has a three-tier arrangement – the Commandant, the Heads of Faculties and the Directing Staff. In terms of perks and privileges, all the Directing Staff are treated equally.

29. While services seniority governs official command and control, the protocol seniority based on the tenure at CDM is regarded on professional matters.

30. The faculty members enjoy total academic freedom and autonomy in professional matters within the framework of the stipulated syllabi and curricula. The rank and seniority structure that usually stifles creativity and innovativeness in most service organizations is, therefore, kept on a low key at CDM and the faculty members are encouraged to pursue any specialization of their choice and nurture their intellectual growth, with no holds barred.

EFFECTIVENESS OF COURSES

General

31. The aims and objectives of courses and programmes in any modern training institution must remain dynamic with a view to be contemporary with current developments and felt needs of the environment. To this end, the aims, objectives and training curricula of all courses and programmes are periodically reviewed.

Higher Defence Management Course (HDMC)

32. **Aim.** To train selected officers of the three Services, PMF and the Ministry of Defence, in the concepts and techniques required for effective and efficient management during war and peace within the armed forces at the directional level.

33. **Objectives.**

- (a) Understand the national security imperatives and the Defence Planning Process in order to effectively contribute towards perspective planning in the Armed Forces.

- (b) Enhance leadership potential and human skills through an understanding of contemporary leadership concepts, human behaviour and motivational process.
- (c) Understand the process of Organisational Development and interventions through application of management principles and innovative training concepts in the armed forces.
- (d) Acquire a clear understanding of economic concepts and their application in the armed forces, especially in the areas of financial planning, budgeting and controlling.
- (e) Gain sufficient exposure to management concepts and quantitative techniques for effective planning and execution of logistics in a single and integrated service environment.
- (f) Leverage information systems to add value to operational planning process using analytical decision making in a net centric environment.
- (g) Leverage the power of quantitative techniques as aids to decision making in the contextual domain of situations relevant to operational and logistic aspects in the armed forces.
- (h) Understand nuances of efficiently managing various facets of defence projects.
- (j) Develop understanding of systems approach, so as to optimally exploit the management concepts and quantitative, as well as qualitative techniques for pragmatic decision making.
- (k) Gain an insight into the research methodology required to carry out an in-depth study of management problems so as to evolve workable solutions.

34. **Highlights of HDMC-10.**

- (a) **Duration.26 May 14 to 27 Mar 15.**
- (b) **Participation.** The composition of HDMC 10, was as under:-

<u>SNo</u>	<u>Service</u>	<u>VacancyU tilised</u>	<u>Remarks</u>

(i)	Army	96	-
(ii)	Navy	19	Including Coast Guard and civilian officers.
(iii)	Air Force	28	-
(iv)	DGAFMS	01	-
(v)	Foreign countries	06	One offreach fromAfghanistan,Bhutan, Myanmar, Sri Lanka and two officers from Bangladesh
	Total	150	

(c) **First Semester MMS Exam**. Following subjects were covered during the First Semester : -

- (i) Financial Management (FM).
- (ii) OrganisationalBehaviour-I (OB-I).
- (iii) Strategic Management-I (SM-I).
- (iv) Research Methodology (RM).
- (v) Managerial Statistics (MS).
- (vi) Information Technology (IT).

(d) **Second Semester MMS Exam**. Following subjects were covered during the Second Semester : -

- (i) Operational Research &System Analysis (ORSA).
- (ii) Strategic Management – II (SM-II).
- (iii) Supply Chain Management (SCM).
- (iv) OrganisationalBehaviour-II (OB-II).
- (v) Project Management (PM).

(e) **Forward Area Tour (FAT)**. FAT for HDMC-10 was conducted from 25 Aug to 30 Aug 14. HDMC-10 visited different forward areas in **sevengroups**. In addition, a visit to Goa (**Naval Aviation Facilities**) and Karwar Naval Base was carried out from 12 to 14 Mar 15. Details of Forward Area Tour are at **Appendix**

‘B’.

(f) **Ex TRISHUL**. Ex TRISHUL, a three sided Joint Operational Planning exercise was conducted from **22Jan 15to 31 Jan 15**. It was a map exercise played as a war game on offensive and defensive operations in a ‘Multi Front War’ scenario. The setting was futuristic for the year 2019. The Ex was conducted by the CollegeFaculty. As a precursor, Guest Speakers from all the three services were invited to speak on operational issues related to thewargame. The details of the exercise are given at **Appendix‘C’** to this report.

(g) **International Strategic Management Tour (ISMT)**. The International Strategic Management Tour forHDMC-10 was conducted from 27 Oct - 07Nov 14 **toIndonesia, South Korea, Malaysia, Egypt, UK and Vietnam** (two groups).The aim of ISMT is to carry out an analysis of Base, Means & Capacities of the countries visited with the intention of using them for Ex KSHITIJ at CDM. During the ISMT, the officers interacted with eminent bureaucrats of the Indian embassies and also with officers of foreign Armed Forces who provided them with exhaustive briefings. The details of the exercise are given at **Appendix‘D’** to this report.

(h) **Ex KSHITIJ**. Ex KSHITIJ, an integrated College level exercise involving a holistic and integrated set of functions and processes beginning with formulation of National Security Strategy and ultimately leading to pragmatic evolution and implementation of long term defence plans was held in two phases from **13 to 15Oct 14 and 04 to 15Dec 14**. The details of the exercise are given at **Appendix‘E’**to this report.

(j) **Annual Seminar**. The CDM Annual Seminar was conducted on the topic **“Concerns of Visionary Leadership”** on 20 & 21 Nov 14. The seminar was attended by eminent persons from Military, both serving & retired, IAS, Scientists, Academiaetc. Proceedings of the seminar were forwarded to all concerned separately. Details are placed at **Appendix ‘F’**.

(k) **Management Education Tour (MET)**. As part of ongoing efforts to see the practical applicability of the concepts being imbibed during the course, Participants of HDMC-10 visited various industries/establishments in and

around Secunderabad from 17 to 20 Dec 14. Besides interaction during MET, concerted efforts were made to invite management professionals from leading industrial houses to the CDM to address and interact with the participants on selected management themes. Some of the places that HDMC-10 visited as part of MET are as follows :-

GroupNo	Stations Visited	Institutes/ Industries/ Depts Visited
I	New Delhi	Plg Commission, National Council of Applied Economic Research (NCAER), Delhi Metro, USI, NDTV
II	Gurgaon	Gen Pact, Maruti Suzuki Ltd, Hero Moto Corps, Asian News International, IGI Airport
III	Pune	Infosys, Tata Motors, Bharat Forge, 512 Army Base Workshop
IV	Bangalore	Boeing Analysis & Experimentation Centre, Tata Power, 3M, HAL
V	Mumbai	Indian Institute of Capital Markets (IICM), RBI, Naval Dockyard, BARC, Mazagon Dock Ltd (MDL)
VI	Indore	Eicher Motors, Raja Ramanna Centre for Adv Tech, Bridgestone Tyres, Ranbaxy, HC Wing & MCTE, Mhow
VI	Hyderabad	Simulator Div at MCEME, ISB, Nuclear Fuel Complex, Tata Sikrosky, BDL

(l) **Case Studies**. List of Case Studies submitted by the participants of HDMC-10 is placed at **Appendix 'G'**.

(m) **Dissertations**. List of Dissertations submitted by the participants of HDMC-10 is placed at **Appendix 'H'**.

(n) **Ex Samarpan - Project Studies**. Details regarding project studies are given separately at **Appendix 'J'**. Copies of Project Studies have been forwarded to the sponsors.

(o) **Best Country Study**. Ex Kshitij is a capstone defence planning exercise, aimed at training the participants in the process of strategic planning,

preparation and implementation of perspective plans through optimisation of resources. The process starts with the participants carrying out country studies as part of the regional or global scan. The trophy for the **Best Country Study Cluster** was awarded to **Tajikistan Cluster** led by **Col Sanjay Gautam** and **Second Best Country Study** was awarded to **Iraq Cluster** led by **Gp Capt DP Hirani**.

(p) **Best Syndicate in Ex KSHITIJ**. The silver trophy for this award was instituted by Chief of Integrated Defence Staff to the Chairman Chief of Staff Committee. The award of best syndicate of Ex KSHITIJ for HDMC-10 was awarded to **ARJAN** Div led by **Capt (IN) D Rastogi**.

(q) **Most Promising Foreign Participant**. Prize for the most promising Foreign Participant of HDMC-10 was awarded to **Col SM Kamrul Hassan Bulbul, psc, Bangladesh Army**.

Senior Defence Management Courses (SDMC) 75 and 76

35. **Aim**. To expose the participants to management concepts and associated techniques and to offer them an opportunity to enlarge their perspective by exchange of views on selected themes related to management in the armed forces.

36. **Objectives**.

(a) Enhance awareness through an exposure to contemporary concepts in organisational behaviour.

(b) Appreciate current trends in organisational interventions for enhancing organisational effectiveness.

(c) Understand the process of defence planning so as to be able to appreciate the complexities of perspective planning and force structuring.

(d) Augment decision making capabilities through systems approach, using quantitative as well as qualitative techniques and exploiting IT applications.

(e) Understand the fundamentals of macroeconomic issues with particular emphasis on financial planning in the armed forces.

(f) Acquire understanding of issues related to logistics in the armed forces for optimal utilisation of resources.

(g) Relate to aspects of information technology, so as to harness its potential as a force multiplier while exploiting it in a secure environment.

37. **Highlights of SDMC Courses.**

(a) **Courses.** Two SDMC courses of four weeks duration each were conducted for officers of the rank of Brig/equivalent during the year. Details of courses are as follows:-

	<u>Course Name</u>	<u>From</u>	<u>To</u>
(i)	Senior Defence Management Course-75	04 Aug 14	30 Aug 14
(ii)	Senior Defence Management Course-76	17 Nov 14	12 Dec 14

(b) **Participation.** The composition of the courses was as under:-

Ser No	Service	SDMC-75			SDMC-76		
		Vacancy Allotted	Vacancy Utilised	Under/over Subscription	Vacancy Allotted	Vacancy Utilised	Under/Over Subscription
(i)	Army	9	9	-	9	8	(-)1
(ii)	Navy (Incl CG)	4	3	(-)1	4	4	-
(iii)	Air Force	6	5	(-)1	6	5	(-)1
(iv)	MOD	2	-	(-)2	2	-	(-)2
(v)	DGAFMS	2	2	-	2	2	-
(vi)	Foreign	2	3	(+)1	2	3	(+)1
	Total	25	22	(-)3	25	22	(-)3

Management Development Programmes (MDPs)

38. A total of ten MDPs were conducted during the training year. Three MDPs, as mentioned below, were pilot MDPs started in the TrgYr 2013-14. The details of

MDPs conducted in the year are given below: -

Ser No	Name of the MDP	Duration (Weeks)	From	To	Str attend-ed
(a)	Strategic Management (Net Assessment)	1	16 Jun 14	21 Jun 14	21
(b)	Org Behaviour I	1	23 Jun 14	28 Jun 14	28
(c)	Defence Management Course for offrs of SAARC Countries	2	14 Jul 14	26 Jul 14	19
(d)	Project Management	1	01 Sep 14	06 Sep 14	53
(e)	Defence Acquisition Management	2	08 Sep 14	20 Sep 14	33
(f)	Org Behaviour II	1	13 Oct 14	18 Oct 14	24
(g)	Financial Management	1	05 Jan 15	10 Jan 15	27
(h)	Decision Making for Maj Gen Eqvt	1	02 Feb 15	07 Feb 15	11
(j)	Joint Resource Mgt Capsule	2	16 Feb 15	28 Feb 15	24
(k)	ORSA	1	02 Mar 15	07 Mar 15	27

39. **Defence Management Course for Neighbouring Countries.** The course has been designed for Colonels and their equivalents of neighbouring countries, Indian Armed Forces and MoD. The course is of two weeks duration and was conducted from 14 to 26Jul 14. The aim of the course is to familiarize service officers from the neighbouring countries with important facets of management concepts applicable to the defence services, within the wider context of regional and global security. The course was well received by the participants, who opined that the course duration needs to be increased from two to four weeks to make it more meaningful.

Guest Speakers

40. **Guest Speakers/ Panel Discussion.** During the training year number of

eminent/experienced guest speakers addressed participants on important and contemporary issues. The scope of guest speakers was considerably widened to include a large variety of topics. Panel Discussions were held to have a different perspective from experienced speakers. The guest speakers who addressed the course participants including as part of Panel Discussions are given at **Appendix 'K' & Appendix 'L'** respectively.

41. **Interaction with Management Institutes.** Regular interactions were also carried out with other leading management organisations and institutions to include Osmania University (OU) and Indian Institutes of Management (IISM).

42. **Visits to the College.** The following teams/delegations visited the College during the training year:-

(a) Air Chief Marshal Arup Raha, PVSM, AVSM, VM, ADC, Chief of Air Staff visited on 21 Jun 14.

(b) A 28 member delegation comprising officers from friendly foreign countries attending NDC 54th Course visited CDM on 30 Jun 14. The delegation was accompanied by Maj Gen VP Singh, DS NDC.

(c) **Inspection.** JTC headed by Air Mshl AS Bhonsle, AVSM, VSM, DCIDS (DOT) and Chairman JTC conducted Annual Training Inspection of CDM from 26-27 Jun 14. Other officers who visited CDM as part of the JTC team for the ibid inspection were :-.

(i) Maj Gen BK Jain, ADG(A), DGMT, IHQ of MoD(Army).

(ii) Air Cmde MK Masand, PD (Trg), IHQ of MoD(Air).

(iii) Capt(IN) Vikas Chawla, DNT, IHQ of MoD(Navy).

(iv) Brig Ranjit Singh, DACIDS (T&P), HQ IDS.

(v) Gp Capt MK Sihag, Dir (AFTI), HQ IDS.

(vi) Col Prateek Sahai, Dir (MT-10), IHQ MoD(Army).

(vii) Col Sanjay Verma, Dir (FT) & Secy JTC, HQ IDS.

(viii) Cdr Harish, JDNT, IHQ of MoD(Navy).

(ix) Gp Capt CR Mohan, VSM, DHM, IHQ of MoD(Air).

- (d) CAG Audit team from O/o Shri JSKarape, IA&AS, Principal Director Audit, Defence Services, Pune visited for Audit from 20-31 Aug 14.
- (e) Air Marshal PP Reddy, VM, ADC, CISC visited from 04-07 Sep 14.
- (f) A team of 29 members delegation of officers of Long Gunnery (Indian) Course from INS Dronacharya visited on 05 Sep 14. The delegation was accompanied by a DS of INS Dronacharya.
- (g) R Adm Monty Khanna, NM, Comdt, Naval War College visited from 17-19 Sep 14.
- (h) Maj Gen Ramesh Babu, SM**, Dean FOS and Maj Gen VK Pillai, VSM, Cdr HC Wing accompanied the HC Wing delegation from Army War College in two groups of 60 participant officers each on 17 and 20 Jan 15.

TRAINING OF TRAINERS

43. **External Capsules**. As part of the endeavour to spread management culture in the service environment, the CDM undertakes conduct of management related capsules at all major Category 'A' training establishments. CDM conducted theme based capsules at Govt Institutions of repute. Details of the capsules that were conducted are listed at **Appendix 'M'**.

44. **Faculty Development Programmes (FDPs)**. Many faculty members attended Faculty Development Programmes (FDPs) at these management Institutes. These interactions have been singularly effective in ushering in an aura of excellence in the faculty of the CDM when compared to their counterparts in other institutions. Interactions were carried out with IIMs at Lucknow, Ahmedabad, Indore, Kolkata, Bangalore, Thiruchirapalli, XLRI Jamshedpur, ASCI Hyderabad and NIFM Faridabad. Details of FDPs attended during the year are given at **Appendix 'N'**.

45. **M.Phil. from Osmania University as part of Faculty Development.**

- (a) Following five officers were awarded **M.Phil (Management Studies) degree** by the Osmania University between 01 Apr 14 to 27 Jan 15:-

Ser No	Name	Date of Award

(i)	Brig Ratan Kumar	23 Apr 14
(ii)	Col PS Chadha, VSM	16 Jul 14
(iii)	CmdeVivek Chawla	10 Sep 14
(iv)	Gp Capt MR Mishra	10 Sep 14
(v)	Air Cmde NM Samuel	03 Dec 14

(b) Following 15 officers of CDM Faculty, have appeared for Part I M.Phil Examination during 01 Apr 2014 to 31 Mar 2015 and are in the process of submitting M.Phil. Dissertations:-

Ser No	Name of the Candidate
(i)	Brig Rajiv Nanda
(ii)	Brig ArunBhatnagar
(iii)	Brig RK Raina, SM
(iv)	Col Ranjeev Kumar Babu, VSM
(v)	Col AD Saha, SM
(vi)	Capt(IN) VC Mehra
(vii)	Col JayaramanNambiar, SM
(viii)	Col P Badrinath
(ix)	Capt(IN) Prashant D Shidhaye
(x)	Gp Capt B Ravi Kumar
(xi)	Gp Capt S Baijal
(xii)	Col ArunShejwal
(xiii)	Col DS Bajaj

(xiv)	Lt Col R Shrivastava
(xv)	Capt(IN) Abhinav D Barve

(c) Presently MoU has been signed with the Osmania University under which every year at least 20 Faculty Offrs will be able to appear for M Phil exams. This has been instituted keeping in view the futuristic reqmts of staff for the conduct of HDMC courses under the aegis of INDU as and when it fructifies. Efforts are also at hand to have atleast five offrs complete Ph.D every year commencing 2015-16.

46. **State of Instructors.** The state of instructors in the college during the training year was as under (as on 31 Dec 14):-

Ser No	Appt	Auth	Army	Navy	AF	Total
(a)	Comdt	01	-	-	01	01
(b)	HF	06	03	01	01	05
(c)	DS/Addl DS	(20+8) 28	25	04	10	39
(d)	DS Coord	01	01	-	-	01
	Total	46	29	05	12	46

THRUST AREAS OF THE COLLEGE

47. A review of training conducted during the year 2012-13 and 2013-14 was carried out and strengths and weaknesses were analyzed. The objectives for the training year 2014-15 evolved are set as under :-

(a) **Quality of Interaction.** Improve the quality of interaction between Participants and DS by inculcating participative way of imparting training. The HFs will continue to conduct session in each division of HDMC regularly when their Faculty subjects are being taught and attend daily sessions otherwise and

render weekly feedback to the Commandant on the Participants. Regular participant interviews by the affiliated HF and periodic 'Open House' by the Commandant for better interaction shall be continued as hitherto. Utilisation of all channels of communication including the potent College Wide Network (CWN) to be strengthened to ensure a regular and meaningful interaction between the participants and the faculty.

(b) **Enabling DSs**. Institutionalise multi domain expertise for all DS, with each gaining expertise in minimum two core areas of activity. Towards this end, maximum DS would undergo premium **Faculty Development Programmes (FDPs)**. It would also be ensured that initiation of new DS is comprehensive and standardisation of dissemination across all divisions is maintained.

(c) **Relevance to Environment**. During the training year a concerted effort would continue to increase the relevance of the curriculum to the environment by taking up case studies, dissertations and project studies based on the felt need of environment.

(d) **Strategic and Operational Planning**. Further evolve the two operational planning and strategic level exercises i.e. EX KSHITIJ and EX TRISHUL conducted as part of HDMC curriculum. Eastern Theatre was included in Ex TRISHUL for HDMC 09 and HDMC 10, based on lessons learnt during the previous training years. The same would be refined further with additional inputs and current geopolitical environment for HDMC-11.

(e) **Forward Area Tour**. Plan and align forward area tour for officers of HDMC keeping in mind the conduct of Ex TRISHUL as also to get a first-hand exposure to operational dynamics at formation level whereby empowering the participants for enhancement of operational effectiveness in the environment.

(f) **Research Methodology**. Focus on increased enabling of participants in Research Methodology techniques should continue.

(g) **E-Learning**. Continue with e-learning portal for both internal and external dissemination supported by 24x7 network infrastructure.

(h) **Digitisation & Networking of Libraries**. This will be done through in-house expertise and outsourcing. Endeavour will remain to keep the library facility available each day of the week. The CDM library has migrated to library

software 'Libris' for completely automating the issue and accounting of books. 'PROQUEST' an e-Library software has already been procured for the library. Efforts are being made to upgrade these facilities.

(j) **Participant Participation**. A concerted effort to make training events like Guest Lectures/Panel Discussions to be Participant driven will be continued.

Administrative KRAs

48. Following Administrative KRAs have been decided:-

- (a) Continued up-gradation of training infrastructure.
- (b) Consolidation and exploitation of the full potential of CWN.
- (c) Installation of comprehensive electronic surveillance & security structure.
- (d) Enhance captive power back up to obviate frequent power outages.
- (e) Improvement of working environment of participants, DS body and support staff.
- (f) Further enhance the quality of officers' accommodation. 24 DUs in Dhruva Enclave were put on special repairs in the last year. Eight DUs are planned for special repairs in the current Financial Year while 16 are planned for in Financial Year 2015-16. In addition 33 Single Officers' accn is also being put under spl repairs in current Financial Year.

TRAINING PUBLICATIONS

Defence Management Journal (Dur Drishti)

49. "Dur Drishti", The Defence Management Journal is the flagship publication of CDM. It is a biannual Journal published in the months of Jun and Dec, with the aim of providing a forum for exchange of management thoughts and propagation of management culture in the services. The coverage of the journal extends from researched articles on national security, strategic defence planning, acquisition management, logistic management, organisational behaviour, financial management, project management and other important research work. In addition to scholarly management articles, the journal also showcases the best of dissertations and project studies to enable greater dissemination of original and relevant research work to the

environment. In an effort to enhance coverage, Research Scholars pursuing M.Phil and Ph.D at the College, alumni posted in environment and veterans are being encouraged to contribute abridged version of their thesis and articles. Further, features on Annual Seminar and important panel discussions/ workshops held at CDM, giving highlights and gist of 'takeaways' have also been recently included.

50. The journal currently has a base of over 2800 members. Since 2010, the journal has been registered with ISSN (International Standard Serial Number) International Centre through Indian National Centre, Delhi. This gives the journal, publicity and inclusion in the International Serials Directory Database for referencing and compilation. As a measure towards image projection and increased awareness about the College, distribution is extended beyond the three Services and other training institutions. '**Dur Drishti**' has attained a prestigious reputation and is found to be useful to officers of the Services, researchers and other practicing managers.

Tarang

51. **Tarang** is the College Causerie that provides an insight into salient highlights of the HDMC, news about faculty members and participants and their families. The magazine serves as a forum for the faculty members, participants and their families to express their views, anecdotes and experiences during their stay at CDM. The magazine is a memorabilia for the entire faculty and the participants, furthering bonding and networking, long after they leave the College.

52. **Management Handbooks**. CDM takes pride in publishing a set of 13 management handbooks on various disciplines relevant to the armed forces. The handbooks enable dissemination of core management concepts in a concise form and are seen to contribute significantly to the intellectual development in the armed forces.

53. **Growth Report**. An academic institution always grows as it trains more and more students. Similarly CDM also grows as it graduates over 500 participants every year. To set as a milestone for CDM's growth, an annual growth report is being generated with the graduation of each flagship course – the 'Higher Defence Management Course'. Last report pertains to the period traversed by HDMC-09 course culminating in passing of the batons to the HDMC-10.

FINANCIAL TRAINING GRANT

54. The college has made constant endeavours to provide quality training

infrastructure coupled with the latest training aids befitting the status of the College. Unlike the past, a large portion of the grants of the college was earmarked for procurement of modern training aids and creation of infrastructure in the college.

55. The college received the following trg grants for the training year 2014-15:-

- | | | | |
|-----|---------------------------------|---|----------------|
| (a) | Misc Expenses & Unit Allowances | - | Rs.214.10 Lacs |
| (b) | MT Vehicle & connected stores | - | Rs.18.00 Lacs |
| (c) | IT related stores (Revenue) | - | Rs.181.37 Lacs |
| (d) | IT related stores (Capital) | - | Rs.Nil |

56. Major projects/procurements during the year 2014-15 through ATG/TrgEst Grant/Printing Grant/ Sports Grant were as follows:-

- (a) **Trg.**
- (i) Printing of HDMC/SDMC précis.
 - (ii) Printing of Certificates, Printing of Cards.
 - (iii) Printing of photographs of Trg Visits.
 - (iv) Printing of Course cert, CDM folders and certificate folders.
 - (v) Procurement of various flags, participant folders, file covers, name tabs and CDM crest, acrylic name plates and white boards.
 - (vi) Procurement of service labels, Stationary items, Master rolls and toner cartridges.
 - (vii) Procurement of CDM Mementoes, wooden mount frame with glass, roller blinds and souvenirs.
 - (viii) Procurement of Instructor Badges, covers for crystal mementoes
 - (ix) Procurement of Camera, memento clock, passport holders.
 - (x) Procurement of visitor books, batteries, CDM ties, paper shredding machine, wallet.
 - (xi) Procurement of CDM carry bags, table cover and car flags, participant bags and folders.

(xii) Printing of DO Pads, letter pads and greeting cards, Précis covers.

(xiii) Procurement of 'Corporate Chanakya' books as Book Prize.

(b) **Trg Area.**

(i) Chairs and table.

(ii) Wireless presenters.

(iii) Colour display monitors.

- (c) **Sports.**
 - (i) Sports items for various activities.
 - (ii) Golf items for golf tournament.
 - (iii) Procurement of various gym eqpt and sports items.
 - (iv) Procurement of Ultrasound for Therapeutic (LCS 128).
 - (v) Sports trophies.
- (d) **Arboriculture.**
 - (i) Trimmer line.
 - (ii) Misc items for Arboriculture.
 - (iii) Drill machine and bits & Trimmer head for bush cutter.
 - (iv) Nylon rope.
- (e) Security related Items.
- (f) **Misc.**
 - (i) Water bottles, cleaning items, brief cases and water purifier.
 - (ii) Data organizers and chair covers.
 - (iii) Liveries.

57. **Outsourcing of Essential Services and Misc Expenditures.** Expenditure was incurred for outsourcing of the following essential services:-

- (a) Security services.
- (b) Services at Officers' Mess.
- (c) Arboriculture services.
- (d) Multitask attenders.

58. **Administrative Infrastructure.** The details of LBW, Revenue Works, and Minor Works sanctioned for the Financial Year 2014 – 15 are at **Appendix 'O'**.

59. **Co-curricular and Welfare Activities.** A number of games and sports are organized and keenly participated by participant officers, ladies and children. Welfare activity for all ranks is one of the key areas and a number of measures have been

instituted to good quality living and motivation details are given at **Appendix 'AA'**.

60. **International Project Management Association**. The IPMA recognises the CDM as a Center of Excellence and has accepted it as a centre for conduct of its D Level Certification exams at the CDM at subsidised fees for officers from the Armed Forces. Fifty Five officers cleared the level D exam held on 08 Mar 14.

Way Ahead

61. **Renewal of CDM Vision**. The CDM has outgrown and performing the role larger than envisioned in the existing 'Vision Statement'. This growth is attributable to the demanding environment and CDM training has been contemporary & relevant to meet the aspirations of the participants as well as demands of the environment.

62. CDM seeks to renew the vision statement from where, the mission, aim, objectives, tasks etc will flow out.

63. **Command & Control**. The Command & Control arrangements at CDM are under revision & are likely to be finalised soon.

64. **Comprehensive Security**. CDM aims to build a layered security system using technology and human resources. Case for allotment of DSC platoon is being progressed vigorously to implement the same. Technological solutions are being implemented in a phased manner.

65. **Enhanced Capacity, Reach & Visibility**. Govt sanction for the strength of 150 for HDMC course has recently been received. Infrastructure needs to be created to correspond with the participants' strength of 150 with the required accretions to manpower and budgetary allocations.

6. Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution

with seal:

Place: Secunderabad

Date: 24 Sep 2015

Section C : Appendices

- | |
|--|
| <ol style="list-style-type: none">1. Assessment Indicators2. Glossary |
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Appendix 1 : Assessment Indicators

Assessment Indicators

Criteria 1 – Curricular Aspects (150, 150, 100)

Key Aspects	Assessment Indicators
1.1 Curriculum Design and Development (Universities and Autonomous Colleges) (50, 50)	1. Curriculum design is aligned with the institutional goals and objectives.
	2. Curriculum design and development is done through a well defined process.
	3. Curricula developed/ adopted have relevance to the local/ national/regional/global developmental needs.
	4. Employability & entrepreneurship, pursuit of higher knowledge, overall development of students are major considerations in the design and development of the curriculum.
	5. Developing global competencies is evident in the curriculum design.
	6. Consultation with academic experts, industry/ employment sector / alumni / other stakeholders within and outside the institution is effectively done for developing the curricula.
	7. Leadership is provided to affiliated colleges (if applicable) for enriching the curriculum by encouraging skill development, need based programmes, etc.
1.2. Curricular planning and implementation (For affiliated colleges) (20)	8. The vision, mission and objectives of the institution, are communicated to the students, teachers, staff and other stakeholders.
	9. The institution develop and deploy action plans for effective implementation of the curriculum
	10. Teachers receive support (procedural and practical) for effectively translating the curriculum and improving teaching practices.

The bracketed figures indicate the weightages for the criterion/key aspect. The figures given are sequenced to start with University, Autonomous Colleges and end with Affiliated / Constituent Colleges.

Key Aspects	Assessment Indicators
	11. The institution ensures effective curriculum delivery and transaction.
	12. The institution interact with beneficiaries such as industry, researchbodiesandtheuniversityforeffective operationalisation of the curriculum.
	13. Staff members contribute to the development of the curriculum by the University. (No. of Staff / Departments represented on the Board ofStudies, Records of feedback obtained from stakeholders and suggestions made to the University)
	14. Institution has mechanisms to analyse /ensure that the stated objectives of curriculum are achieved in the course of implementation.
1.3. Academic Flexibility (50, 50, 30)	15. The institution offers a number of program options leading to different degrees, diplomas and certificates (UG/ PG/ PG Diploma/ Diploma Certificate).
	16. The curriculum offers a number of elective options / Choice Based Credit System (CBCS).
	17. A number of new programs and program combinations are available to meet the needs of the students and the society.
	18. Options are available to students for acquiring additional skills and supplementary / enrichment courses along with their regular curricula. (Eg. UG degree + a Certificate, PG degree + a diploma and so on).
	19. The institution provides for inter-institutional credit transfers.
	20. The institution follows a semester system.
1.4. Curriculum Enrichment (30, 30, 30)	21. The institution revises the curriculum at regular intervals and analyses the impact. <i>(for Universities)</i>
	22. The curriculum provides adequate scope for introducing programmes in emerging thrust areas/interdisciplinary areas. <i>(for Universities)</i>

Key Aspects	Assessment Indicators
	23. The institution takes initiative and supplement the University's Curriculum
	24. Institution integrates the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum
	25. Institution enriches and organizes the curriculum to enhance the experiences of the students to cope with the needs of the employment market
	26. All learners have access to value-added programmes, including communication skills / soft skills.
	27. Institution monitors and evaluates the quality of the enrichment programmes being offered.
1.5. Feedback System (20, 20, 20)	28. Structured feedback from students is an essential component in the curricular design and development process. <i>(for Universities)</i>
	29. Structured feedback from stakeholders and students is obtained for enriching the curriculum
	30. The institution draws on the feedback from national and international faculty.
	31. Inputs from affiliated colleges are an essential part of the feedback system <i>(for Universities)</i> .

Criteria 2 – Teaching-learning and Evaluation (200, 300, 350)

Key Aspects	Assessment Indicators
2.1. Student Enrolment and Profile (10, 30, 30)	1. The admission process of the institution is widely publicized and is transparent.
	2. The institution has periodic reviews of its enrolment profile and the outcomes are used for improvement of the process.
	3. The institution has an inclusive admission policy catering to diverse student groups.
	4. The institution implements the statutory reservation policies.
2.2. Catering to Student Diversity (20, 40, 50)	5. The institution organises orientation programmes / induction programmes for freshers.
	6. The institution assesses the learning levels of the students, after admission and designs programmes for advanced learners and slow learners.
	7. The Institution analyses the academic growth of differently-abled students and provides tutorials for needy students.
	8. The institution fosters an inclusive academic ambience.
2.3. Teaching-learning Process (50, 100, 100)	9. The institution meticulously plans and organizes its teaching schedule.
	10. Student centered methods are an integral part of the pedagogy adopted by the faculty.
	11. Experiential learning, participative learning, problem solving methodologies are used for enhancing learning experiences.
	12. The institution has formal linkages with national agencies like NMEICT to promote blended learning.
	13. Latest technologies are used by the faculty for effective teaching. (e-learning resources OER's, NPTEL etc.)
	14. The learning environment is conducive for critical thinking, creativity and scientific temper

Key Aspects	Assessment Indicators
	<p>15. The institution follows a system of mentor-mentee to meet the academic and personal needs of students.</p> <p>16. The institution gives due recognition to innovative and creative contributions of its faculty and students.</p> <p>17. Projects / field experiences are integrated into the learning programmes.</p> <p>18. Feedback on the evaluation of teachers is leveraged for improvement of the quality of teaching-learning process.</p>
<p>2.4. Teacher Quality (50, 60, 80)</p>	<p>19. The institution has adequate, well qualified faculty.</p> <p>20. Diversity in the recruitment of faculty is encouraged.</p> <p>21. The institution facilitates the participation of its teachers in teacher recharge programmes.</p> <p>22. The institution ensures that teaching positions against sanctioned posts are filled in reasonable time.</p> <p>23. The institution adheres to UGC/ State Govt. norms for faculty recruitment and promotion.</p> <p>24. The institution organizes induction and in-service academic development programmes for its faculty.</p> <p>25. The institution attracts distinguished faculty for appointment as emeritus / distinguished professors. (for Universities and Autonomous Colleges)</p> <p>26. The faculty are encouraged to demonstrate creativity and innovation in teaching.</p> <p>27. The institution facilitates mobility of its faculty through exchange programmes.</p>
<p>2.5. Evaluation Process and Reforms (40, 30, 50)</p>	<p>28. The institution disseminates the evaluation processes to all its stakeholders.</p> <p>29. The institution adheres to the academic calendar for conduct of examinations.</p> <p>30. The institution ensures timely declaration of results. (for Universities and Autonomous Colleges)</p>

Key Aspects	Assessment Indicators
	31. Reforms in the examination procedures and processes have positively impacted the examination management system. <i>(for Universities and Autonomous Colleges)</i>
	32. Transparency and security of evaluation system is ensured.
	33. Technology is effectively used in the examination management process.
	34. The institution has an effective mechanism for redressal of grievances pertaining to examinations.
2.6. Student Performance and Learning Outcomes (30, 40, 40)	35. The graduate attributes of the institution are clearly defined /articulated
	36. The institution ensures that its various programmes and activities help achieve the stated graduate attributes.
	37. The institution encourages all its departments to clearly state the learning outcomes of its programmes.
	38. The achievement of intended learning outcomes is central to the pedagogical and assessment processes of the university.
	39. The institution has mechanisms in place to analyze short falls in achievement of learning outcomes and suggest improvement measures.
	40. New technologies are deployed by the institution to enhance student learning.

Criteria 3 – Research, Consultancy and Extension (250, 150, 150)

Key Aspects	Assessment Indicators
3.1. Promotion of research (20, 20, 20)	1. The institution facilitates its faculty to undertake research by providing research funds (seed money).
	2. Provision for research facilities in terms of laboratory equipment, research journals and research incentives are made available to the faculty.
	3. The institution encourages and promotes a research culture (eg. teaching work load remission, opportunities for attending conferences etc.).
	4. The faculty are encouraged to undertake research by collaborating with other research organizations/ industry.
	5. Faculty are given due recognition for guiding research.
	6. The institution has research committees for promoting and directing research.
	7. The institution encourages the establishment of specific research units/ centers by funding agency / university.
	8. The institution has a well defined policy to promote research in its affiliated / constituent colleges (<i>for universities</i>).
	9. Workshops/training programmes/sensitization programmes are conducted by the institution to promote a research culture on campus.
	10. The institution facilitates researchers of eminence to visit the campus as adjunct professors (<i>for universities</i>).
	11. The institution has a good percentage of faculty who have utilized sabbatical leave for pursuit of higher research in premier institutions within the country and abroad.
3.2. Resource Mobilization for Research (20, 20, 10)	12. Financial provisions are made in the institution's budget for supporting students' research projects.
	13. The institution takes special efforts to encourage its faculty to file patents.

Key Aspects	Assessment Indicators
	14. Projects sponsored by the industry / corporate houses are availed by the institution.
	15. The institution receives quantum of research grants from external agencies for major and minor projects.
	16. The institution has recognised Research Centres. (National and international, eg.UGC, ICSSR, ICHR, ICPR, DST, DBT, UNESCO, UNICEF).
3.3. Research Facilities (30, 20, 10)	17. Efforts are made by the institution to improve its infrastructure requirements to facilitate research.
	18. The institution has a University Science Instrumentation Centre (USIC) <i>(for universities)</i> .
	19. Residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research fellows of various academies and visiting scientists (national/international) are available.
	20. The institution has a specialized research centre/ workstation on-campus and off-campus to address the special challenges of research programmes.
	21. The institution has centers of national and international recognition/repute.
	22. Research facilities are enhanced through research projects.
	23. Significant faculty involvement in research is evident.
3.4. Research Publications and Awards (100, 20, 20)	24. The institution has an official Code of Ethics to check malpractices and plagiarism in research.
	25. Interdepartmental / interdisciplinary research projects are undertaken.
	26. The institution has instituted research awards.
	27. Incentives are given to the faculty for receiving state, national and international recognition for research contributions.

Key Aspects	Assessment Indicators
	<p>28. Research awards and recognition are received by the faculty and students from reputed professional bodies and agencies.</p> <p>29. Output in terms of M.Phil, Ph.D. students is significant.</p> <p>30. The institution has received research recognition and awards (including patents).</p> <p>31. The institution's research has contributed to the industry's requirements/ productivity.</p> <p>32. A significant number of research articles are published in reputed/ refereed journals.</p> <p>33. The institution has published books and proceedings based on research work of its faculty.</p> <p>34. The institution is acclaimed for its research as evidenced by metrics such as Citation Index, Impact Factor, h-index, SNIP, SJR, etc.</p>
<p>3.5. Consultancy (20, 10, 10)</p>	<p>35. The institution publicizes the expertise available for consultancy services.</p> <p>36. The institution renders consultancy services to industries.</p> <p>37. The institution renders consultancy services to Government/Non-Government organizations/ community/ public.</p> <p>38. Resources (financial and material) are generated through consultancy services of the institution.</p> <p>39. Mutual benefits accrued due to consultancy.</p> <p>40. The institution has an official policy for structured consultancy.</p>
<p>3.6. Extension Activities and Institutional Social Responsibility (40, 50, 60)</p>	<p>41. The conduct of extension activities is promoted by the institution.</p> <p>42. Need-based extension programmes are organised.</p> <p>43. Students and faculty participate in extension programmes.</p> <p>44. NSS/NCC activities are organized.</p>

Key Aspects	Assessment Indicators
	45. Awards and recognitions have been received for extension activities.
	46. The impact of extension activities on the community goes through a cycle of evaluation, review and upgrading the extension programmes.
	47. Partnerships with industry, community and NGOs for extension activities are established.
	48. The institution has a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles.
	49. The institution is cognisant of its Institutional Social Responsibilities (ISR).
	50. All constituents of the institution are made aware of its ISR.
3.7. Collaborations (20, 10, 20)	51. The institution has linkages for various activities such as faculty exchange, student placement, etc.
	52. The linkages established by the institution have enhanced its academic profile.
	53. Specific examples of linkages to promote curriculum development, internship, on-the-job training, faculty exchange and development, research, etc.
	54. The institution has MoUs with institutions of national/ international importance/ other universities/ industries/ corporate houses etc.
	55. Institute-industry interactions have resulted in the establishment / creation of highly specialized laboratories / facilities.
	56. The impact of the institutional collaborations are formally reviewed.

Criteria 4 – Infrastructure and Learning Resources (100, 100, 100)

Key Aspects	Assessment Indicators
4.1. Physical Facilities (30, 30, 30)	1. The institution has adequate facilities for teaching-learning.
	2. The institution provides necessary facilities for laboratories. (Furniture, fixtures, equipment and good laboratory practices)
	3. The institution has adequate facilities for general computer education of students.
	4. Infrastructural facilities are augmented from time to time.
	5. Infrastructure facilities are being utilised optimally.
	6. Additional facilities for sports and extra-curricular activities (gymnasium, swimming pool, auditorium etc.) are provided.
	7. Health services for students, teaching and non-teaching are provided by the institution.
	8. The institution facilitates active academic participation of physically disabled students by providing the necessary facilities.
4.2. Library as a Learning Resource (20, 20, 20)	9. The library has adequate physical facilities such as reading room, reprography, internet.
	10. Number of book titles per student (in the central library) excluding book bank is greater than 80.
	11. The library is stocked with adequate number of journals (national + international) and other library resources (i.e. CDs/ cassettes, etc.).
	12. Library resources are augmented every year with newer editions and titles.
	13. The library operations (issue of books, getting the necessary references, etc) are effective and user-friendly.
	14. The Library Advisory Committee is responsible for the effective functioning of the library.

Key Aspects	Assessment Indicators
	15. The library collects feedback from users and incorporates the suggestions for its enhanced functioning.
	16. The library is computerized and networked with other libraries.
4.3. IT Infrastructure (30, 30, 30)	17. The institution frequently upgrades its IT facility and has latest computing facilities – hardware and software.
	18. The faculties are provided with the requisite facilities for preparation of computer aided teaching learning material.
	19. The institution is connected with the National Knowledge Network and other such facilities.
	20. Budget provision is made for purchase, upgrading and maintenance of computers.
4.4. Maintenance of Campus Facilities (20, 20, 20)	21. The institution has a budget for maintenance of the facilities available on the campus – physical facilities and academic support facilities.
	22. There are established procedures and systems for maintaining and utilising physical and academic support facilities – library, sports complexes, computer, classrooms etc.
	23. The funds allocated for maintenance of infrastructure are utilised in total for the planned activities.

Criterion 5 - Student Support and Progression (100, 100, 100)

Key Aspects	Assessment Indicators
<p>5.1 Student Mentoring and Support (40, 40, 50)</p>	1. The institution has an independent system for student support and mentoring (<i>for universities</i>).
	2. Adequate student welfare measures (scholarships, freeships, insurance, etc.) are provided by the institution.
	3. Personal enhancement and development schemes – coaching classes for competitive examinations, career counseling, soft skill development, etc. are available to the students.
	4. Information about the institution is publicly accessible.
	5. The institution has an international students cell to cater to the requirements of foreign students (<i>for universities</i>).
	6. Student participation in co-curricular and extra-curricular activities is encouraged.
	7. The institution has a placement cell which helps to identify job opportunities and develop entrepreneurship skills.
	8. On-campus interviews are an essential mechanism to ensure student placement (<i>for universities</i>).
	9. The Alumni Association contributes significantly to the development plans of the institution.
	10. The institution has a mechanism for timely redressal of student greivanaces.
	11. The institution has an anti-ragging committee which monitors student interactions effectively.
	12. Specific student support is provided for SC, ST, OBC, PWD and economically weaker sections of society.
	13. The institution has a mechanism for prevention of sexual (gender) harassment.

Key Aspects	Assessment Indicators
5.2 Student Progression (40, 40, 30)	14. The progression of students in various programmes of the institution is regularly monitored.
	15. The institution makes special efforts to reduce its dropout rate and increase its pass percentage.
	16. The institution facilitates and monitors timely submission of Ph.D./D.Litt./D.Sc. theses: <i>(for universities)</i>
	17. The institution has a successful track record of students appearing and qualifying in competitive examinations.
5.3 Student Participation and Activities (20, 20, 20)	18. The institution has a range of games, extra-curricular activities which contribute to overall development of students.
	19. Feedback from students is used for planning and developing support services.
	20. Active student participation through Student Councils is encouraged.
	21. Students are represented on academic and administrative bodies of the institution.
	22. Institution facilitates for students to publish materials like catalogues, wall magazines, institution magazines, etc. <i>(for Autonomous Colleges and Affiliated/Constituent Colleges)</i>
	23. Student participation in state, national and international level sports events is encouraged.

Criteria 6 – Governance, Leadership and Management (100, 100, 100)

Key Aspects	Assessment Indicators
6.1. Institutional Vision and Leadership (10, 10, 10)	1. The vision, mission and goals of the institution are in tune with the objectives of higher education.
	2. The governance of the institution is reflective of an effective leadership.
	3. The institution practices decentralization and participative management.
	4. The institution provides academic leadership to its affiliated colleges. <i>(for Universities)</i>
	5. The institution formulates its strategic planning and interacts with stakeholders.
	6. The institution monitors and evaluates its policies and plans.
	7. The institution grooms leadership at various levels.
	8. All decisions of the institution are governed by management of facts, information and objectives.
6.2. Strategy Development and Deployment (10, 10, 10)	9. Perspective plan document is an important component of the institution's strategy development and deployment process.
	10. The institution has a well defined organisational structure with effective processes developed for all its major activities.
	11. The institution has an effective feedback system involving all stakeholders.
	12. The institution has a well defined Quality Policy and deployed with a systems perspective.
	13. The institution has an action plan and schedules for its future development.
	14. The institution has an effective Grievance Redressal Cell.

Key Aspects	Assessment Indicators
	15. Management and monitoring of the affiliated colleges is effectively handled by the institution.
	16. Student Satisfaction Survey is an integral input factor for all policies of the institution.
6.3. Faculty Empowerment Strategies (30, 30, 30)	17. The institution takes sustained interest in recruitment and promotion aspects of its employees.
	18. The institution adheres to GOI/ State Govt. policies on recruitment (access, equity, gender sensitivity and physically disabled).
	19. The institution has an effective welfare mechanism for teaching and non-teaching staff.
	20. The institution ensures transparent use of Performance Appraisal Reports.
	21. The institution conducts programmes to enhance the competency of its faculty and non-teaching staff.
	22. Performance budgeting is a core planning activity used by the institution for informed decision making.
	23. The institution incorporates gender auditing to enhance inclusiveness.
	24. Effective welfare mechanisms of the institutions are available to its teaching and non-teaching staff.
	25. The institution conducts programme for professional development of its staff.
	26. Impact of Academic Staff College programmes forms an important feedback for improvement of programmes. <i>(for Universities)</i>

Key Aspects	Assessment Indicators
6.4. Financial Management and Resource Mobilization (20, 20, 20)	27. The institution has adequate budgetary provisions for academic and administrative activities.
	28. Optimal utilization of budget is strictly adhered to by the institution.
	29. Monitoring financial management practices through internal audit is evidenced in the institution's financial health.
	30. The institution maintains a Reserve and Corpus fund.
	31. The institution has conducted internal and external audits are regularly conducted.
	32. The institution and leadership takes initiatives for mobilization of resources.
6.5. Internal Quality Assurance System (30, 30, 30)	33. Academic audit of departments and its impact is an important quality initiative of the institution.
	34. The institution has an effective quality management and enhancement systems.
	35. The institution reviews its teaching learning process, structure, methodologies of operations and learning outcomes at periodic intervals.
	36. Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing quality assurance strategies and processes.
	37. External members contribute significantly in the functioning of the IQAC.
	38. Autonomy to academic departments is encouraged.

Criteria 7 – Innovations and Best Practices (100, 100, 100)

Key Aspects	Assessment Indicators
7.1. Environment Consciousness (30, 30, 30)	1. Green audit.
	2. Promotion of eco-friendly campus.
	3. E-waste management.
7.2. Innovations (30, 30, 30)	4. Open ended – peer team members to identify the characteristics of the innovation.
7.3. Best Practices (40, 40, 40)	5. Open ended – peer team membersto decide on the efficacy of the practice.

Appendix 2 : Glossary

Glossary

Academic audit	:An exercise which serves to provide assurance that the delegated responsibilities for quality and standards of academic provision are being appropriately discharged.
Academic calendar	:The schedule of the institution for the academic year, giving details of all academic and administrative events.
Academic flexibility	:Choice offered to the students in the curriculum offering and the curriculum transactions.
Accreditation	:Certification of quality that is valid for a fixed period, which in the case of NAAC is five years.
Assessment	:Performance evaluation of an institution or its units based on certain established criteria.
Assessors	:Trained academics or experts who represent NAAC on peer teams.
Benchmarks	:An example of good performance that serves as a standard for comparison of one's own performance. It is a technique in which an institution measures its performance against that of the best of others. ¹
Beyond syllabus scholarly activities	:Participation in academic activities beyond the minimum requirements of the syllabus.

¹ COL (2009), Quality Assurance Tool Kit : Distance Higher Education Institutions and Programmes, P 328

- Blended learning** : A mixing of different learning environments such as traditional face-to-face classroom methods with modern computer-mediated activities.
- Bridge course** : A teaching module which helps to close the gap between two levels of competence.
- Carbon neutral** : A term used to describe fuels that neither contribute to nor reduce the amount of carbon (measured in the release of carbon dioxide) into the atmosphere.
- Catering to student diversity :** The strategies adopted by institution to fulfill the needs of a heterogeneous group of students.
- Choice based credit system** : A mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG / PG programme. It is popularly known as the cafeteria model.
- Citation index** : The number of times a research papers it is referred to by other researchers in refereed journals and is a measure of validity of its contents.
- Co-curricular activities** : Activities, which support the curriculum such as field trips, display of academic achievements, quiz, debate, discussion, seminars, role-play, etc.
- Collaboration** : Formal agreement/ understanding between any two or more institutions for training, research, student/ faculty exchange or extension support.
- Completion rates (course/programme)** : The ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.²

² *Ibid*, P 329

Constituencies	:All the academic, administrative and support units of the institution.
Counseling	:Assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.
Course outlines	:List of the course modules, similar to a table of contents in a book or the outline used for writing papers. The outline defines the scope and content of the course.
Course schedule	:Details of classes being offered, its time, location, faculty, and its unique number which students must know in order to register. The course schedule is published prior to the commencement of registration for each semester / session.
Criteria	:Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation as identified / defined by NAAC.
Curriculum design and development	:Process of defining the contents of units of study and usually obtained through needs assessment, feedback from stakeholders and expert groups. Curriculum design and curriculum development are procedures which are closely linked to the description of learning outcomes.
Cycles of Accreditation	:An institution undergoing the accreditation process by NAAC for the first time is said to be in Cycle 1 and the consecutive five year periods as Cycle 2, 3, etc.

Dare Database - International

Social Sciences Directory : Provides access to world wide information on social science, peace, and human rights research and training institutes, social science specialists, and social science periodicals.

Dual degree :Pursuing two different university degrees in parallel, either at the same institution or at different institutions (sometimes in different countries), completing them in less time than it would take to earn them separately.

EBSCOhost :Is an online reference resource with designed to cater to user needs and preferences at every level of research, with over 350 full text and secondary databases available.

Elective courses :A choice available to students to select from among a large number of subjects.

Emerging areas :New areas of study and research deemed important to pursue. These areas may have been identified by national agencies or international bodies.

Enrichment courses :Value added courses offered by institution for student empowerment. They enhance the curriculum by amplifying, supplementing and replacing such parts or features as have become ineffective or obsolete.

Evaluation process and reforms :Assessmentoflearning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system.

Extension activities :Theaspectofeducation,whichemphasizes neighbourhood services. These are often integrated

with curricula as extended opportunities intended to help, serve reflect and learn. The curriculum-extension interface has educational values, especially in rural India.

Faculty development program : Programs aimed at updating the knowledge and pedagogical skills of faculty.

Feedback

- a) formative and evaluative comments given by tutors on the performance of individual learners. ³
- b) evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.
- c) response from students, academic peers and employers for review and design of curriculum.

Financial management

:Budgeting and optimum utilization of financial resources.

Flexibility

:A mechanism through which students have wider choices of programmes to choose from, as well as, multiple entry and exit points for programmes / courses.

Gender Audit

:A tool and a process based on a methodology to promote organizational learning at the individual, work unit and organizational levels on how to practically and effectively mainstream gender.

Graduate Attributes

:Qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes noy onlyinclude, but go beyond, the disciplinary

³ *Ibid*, P 331

expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.⁴

Green Audit :The process of assessing the environmental impact of an organization, process, project, product, etc.

Grievance redressal :Mechanisms for receiving, processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived.⁵

***h*-index (Hirsch Index)** :An index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist's most cited papers and the number of citations that they have received in other publications. The index can also be applied to the productivity and impact of a group of scientists, such as a department or university or country.

Human Resource Management :The process of assessing the human power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.

⁴ Bowden et. al. 2000 from http://www.curtin.edu.my/T&L/doc/Graduate_Attributes.pdf

⁵ COL, *OpCit*, P 331

Humanities International

Complete

:A comprehensive database covering journals, books and reference sources in the humanities. This database provides citation information for articles, essays and reviews, as well as original creative works including poems and fiction. Photographs, paintings and illustrations are also referenced.

ICT

:Consists of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services.⁶

Impact factor (IF)

:A measure of the citations to science and social sciences journals. The impact factor for a journal is calculated based on a three-year period and can be considered to be the average number of times published papers are cited up to 2 years after publication.

Incinerator

:Waste destruction in a furnace by controlled burning at high temperatures.

Infrastructure

:Physical facilities like building, play fields, hostels etc. which help run an institutional program.

**Institutional Eligibility for
Quality Assessment (IEQA)**

:Eligibility granted to an Affiliated / Constituent colleges which are seeking assessment and accreditation for the first time.

**Institutional Social
Responsibility (ISR)**

:Focuses on the institution's responsibilities to the public in terms of protection of public health, safety

⁶ World Bank <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION>

and the environment, the public ethical behaviour and the need to practice good citizenship.

Interdisciplinary Study : An integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.⁷

Internal Quality Assurance System (IQAS) : Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic and administrative excellence.

Leadership : Term used for setting direction and create a student-focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities.

Learning outcomes : Specific intentions of a programme or module, written in clear terms. They describe what a student should know, understand, or be able to do at the end of that programme or module.

Library as a learning resource: The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.

⁷ *Ibid*, P 332

New technologies	:Digital tools and resources (hardware and software) and their application in the field of education. ⁸
Open educational resources	:Educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute. ⁹
Optimum utilization of infrastructure	:The infrastructure facilities are made available to the student for their maximum utilization. e.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary programs.
Organizational structure	:The structure and functions of an institution to coordinate academic and administrative planning.
Outreach activities	:Is the practice of conducting local public awareness activities through targeted community interaction. They are guided by a local needs assessment.
Participative management	:Refers to an open form of management where employees are actively involved in the institution's decision making process.
Perspective development	:Is a blue print regarding the objectives and targets of long term growth.
Physical facilities	:Infrastructure facilities of the institution to run the educational programs efficiently and the growth of the infrastructure to keep pace with the academic growth of the institution.

⁸ *Ibid*, P 333

⁹ *Ibid*

Program options	:A range of courses offered to students to choose at various levels leading to degrees/ diplomas/ certificates.
Promotion of research and research support system	:The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties.
Remedial courses	:Courses offered to academically disadvantaged students in order to help them cope with academic requirements.
Research	:Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.
Research grant	:Grant generated/ received from different agencies by the institution for conducting research projects.
Research output	:Quality research outcome beneficial for the discipline, society, industry and dissemination of knowledge including theoretical and practical findings.
Resource mobilization	:Generation of funds through internal and external sources such as donations, consultancy, self-financing courses and so on.
Scopus	:The world's largest abstract and citation database of peer-reviewed literature and quality web sources.
SJR (Scimago Journal Rank)	:This takes three years of publication data into account to assign relative scores to all the sources (journal articles, conference proceedings, review articles, etc.) in a citation network (Journals in SCOPUS database).

SNIP (Source Normalized Impact per Person)	: Is the ratio of the source's average citation count per paper in a three year citation window over the "citation potential" of its subject field.
Stakeholder relationship	: Affiliation and interaction with groups or individuals who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization.
Strategic Plan	:A specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals. ¹⁰
Strategy development	:Formulation of objectives, directives and guidelines with specific plans for institutional development.
Student profile	:The student community of the institution, their strength and the diversity in terms of economic and social strata, location and other demographic aspects such as gender, age, religion, caste, rural/ urban.
Student progression	:Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.
Student support	:Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.
Teacher quality	:A composite term to indicate the qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.

¹⁰ *Ibid*, P 337

- Teaching-learning process** : Learner-centered education through appropriate methodologies to facilitate effective teaching and learning.
- Twinning programmes** : An arrangement between two institutions where a provider in source country A collaborates with a provider in Country B to allow students to take course credits in Country B and/or in source Country A. Only one qualification is awarded by the provider in source Country A. Arrangements for twinning programs and awarding of degrees usually comply with national regulations of the provider in source Country A.
- Web of Science** : An online academic citation index designed for providing access to multiple databases, cross-disciplinary research, and in-depth exploration of specialized subfields within an academic or scientific discipline.
- Weightages** : Taking cognizance of the different types of educational institutions, differential scores are assigned to the criteria and key aspects.

*For Communication with **NAAC***

Prof. A. N. Rai

Director

National Assessment and Accreditation Council

(An Autonomous Institution of the University Grants Commission)

P.O. Box. No. 1075

Nagarbhavi, Bangalore - 560 072

Phones : +91-80-2321 0261/62/63/64/65

Fax : +91-80-2321 0268, 2321 0270

Website : www.naac.gov.in

