



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

HAPPY VALLEY BUSINESS SCHOOL

VELANTHAVALAM ROAD, VEERAPPANUR, PICHANUR POST,
641105

www.happyvalley.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

An institution is a national asset engaged in creating knowledge community. The purpose of an institution is to create enlightened individuals who will collectively build a prosperous society. Honing the skills of students, making them talented individuals is the primary focus of a teacher. An institution stands on the collective wisdom of students and teachers.

Any business leader or a manager is going to use resources to bring out useful goods and services for the benefit of society. As the users of resources, they have to be prudent and optimal in their approach. Efficient use of scarce resources is the index for effective management.

Happy Valley Business School is one such institution that stands tall in imparting education with values. Knowledge should be useful to the individual in particular and society at large. 'Merit with Ethics' is our motto. Our dream is expressed in our vision statement and the road map to achieve our vision is well captured in the mission statement. Educate to elevate is the basic mantra behind all this.

Vision

'To achieve excellence in providing quality education for creating a knowledge community.'

Mission

The institution continuously strives to foster excellence in students through:

M1: Helping them learn the Science of management in classrooms & reinforcing concepts through experiential learning, coupled with learning the Art of management through corporate interactions.

M2: Exposure to cross- cultural environments.

M3: Unwavering focus on merit with ethics.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A boutique Business school focused only on management education for 15 years .
- Infrastructure meets the academic requirement and student support needs. Air-conditioned gallery

classrooms, 300 seater auditorium, spacious amphi-theatre and fully enabled by wi-fi connectivity. Well maintained bath attached hostel rooms for women and villa hostels for men.

- Indoor and outdoor sports facility, modern gym and a spacious food court
- A separate well stacked , technology driven, library facility with 50% more than required books, 40 national and international journals. E-journals, e-books, Delnet subscription and digital library.
- Business School with a full fledged Obstacle courses facility with trained faculty members.
- Well qualified , well experienced faculty members with more than 150 years of total experience.
- The college has Memorandum of Understanding (MoU) with various organizations for industry -institute interaction, training and placement.
- Tie-up with Course era and edX online platform for upskilling
- Spacious green campus with potential for expansion.

Institutional Weakness

- Most of the students admitted to the institution are from rural background. They lack self confidence and have limited exposure to business environment.
- Being a multi-disciplinary programme, it requires a heavy dose of bridge course especially for quantitative subjects and accounting.
- Some of the students are mentally fragile and require continuous handholding .
- Students are mostly from the states of Tamilnadu and Kerala. The campus, hence lacks multilingual groups.
- Students from Kerala do not show keen interest to take up jobs as their dream destination is the Middle-east.
- There are no International students admitted in the program.

Lack of funding for research from government organisations

Institutional Opportunity

- National Education Policy (NEP-2020) empowers unitary institutions to become multi-disciplinary.
- As a part of expansion, the institution might get a chance to start undergraduate courses, which could become the feeder programme for the main programme.
- With the opening up of possibilities to become an autonomous institution, and the support of MoU and industry partners, courses aimed at future skilling could be introduced for the students.
- Coimbatore is one of the fastest growing cities in India. All the corporates in the business of IT and ITES are investing in this city. Hence the placement opportunities for the students are very high .
- Coimbatore being an educational hub and with it getting a lot of attention from the state and central government, there are chances of getting students from across the country, who have a flair for learning.
- Business ecosystem has become better than ever before and so students who wish to become entrepreneurs will be helped by the natural business climate.

Institutional Challenge

- Affiliating university permits to conduct only conventional MBA degree program.
- All Pass system upto 9th standard in the school education kill their appetite for learning among majority

of students during their formative years. Students are not able to overcome their behaviour and some of them generally become slow learners.

- Unavailability of qualified teachers may pose a threat to the progress of the institution.
- With many jobs available for students, job hopping is imminent. This creates unpleasantness among placement partners.
- Enhancing the communication and employability skills of the students has become a major challenge in the present day industry requirements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Though the curriculum development is in the hands of the university, the course delivery is dependent on the institution. The sincerity and dedication with which the team of teachers come forward to accomplish this assignment is the sign of successful delivery.

As the teachers are all senior members with many years of teaching, they actively participate in the Board of Studies of the university, they are also university examiners for external examinations. Happy Valley Business School offers need based, zero credit, value added certificate programmes in every batch. Teachers take pride in offering such programmes.

Experiential learning is the process followed and Happy Valley Business School stands tall in that aspect. All the students have to undergo practicums, internships and project work during the course of their study. Experiential learning is the best way to reinforce what they have already learned inside the class-room and to understand the connectivity between theory and practice.

The testimony to the best practices are best reflected in the student's feedback taken at the end of every semester.

Teaching-learning and Evaluation

Success of any institution depends on the satisfaction, feedback and reference given by the old students/alumni over a period of time. In the era of social media, everything is transparent and through positive references, people take decisions. Happy Valley Business School enjoys the goodwill of full house admissions.

Happy Valley Business School is known for integrity and committed to not show any bias or discrimination based on caste, gender, statehood, religion and social background. Students are treated with dignity. Opportunities are open to all. Advanced learners, as gifted students, are helped to enhance their knowledge further. Slow learners are always handheld by the faculty members and supported with extra classes and tutorials.

All the study materials are made available in the website and students can access it anytime. Teachers use technology to their advantage to teach, share information and finally to evaluate the students. In all these exercises, 'Learning Outcomes' are the primary focus.

Research, Innovations and Extension

Being a management institution, the focus is on creating either intrapreneurs or entrepreneurs by providing adequate knowledge on contemporary business environment and ecosystem. Though the teachers engage themselves in academic research the focus is given to practical aspects of business and it is disseminated among students.

Happy Valley Business School signed MoU's with Corporates, Trade Associations International Universities and Business Houses outside India. This helps students and faculty members to make frequent excursion to business places and inquire to learn how business is carried out on day-to-day basis. Some teachers based on their interest convert such learnings into a research article.

Extension activities give a different type of knowledge, a new angle of approach and understanding to the students who undertake it. Social immersion through extension activities create social responsibility in their minds and that acts as the catalyst to behave responsibly in every walk of life. International visits ensure cross-cultural learning at a different level.

Infrastructure and Learning Resources

To provide education as a service, requires adequate infrastructure in buildings and facilities. Happy Valley Business School has state-of-art class-rooms, library, seminar hall cum auditorium, amphitheatre, food court and sports facilities including gym and obstacle courses.

The entire campus including the hostels are wi-fi enabled and help students to have seamless access to study materials. Library is automated using Integrated Library Management Systems (NDLI). Faculty members and students have the facility to access study materials from NDLI, e-journals, digital library, reference books, national and international journals, subject books and management related general books.

In addition to 100 MBPS leased line connectivity, other internet providers are also engaged in providing internet connectivity for the benefit of students and faculty members. Technology is provided to all to use it to their advantage of learning and teaching.

Infrastructure facilities are well maintained so that it could be used to the fullest extent.

Student Support and Progression

An institution loses its relevance when the students are allowed to fail in their life due to financial constraints. With a mother hen attitude, Happy Valley Business School, protects its students against all adversities. It is a home away from home for all. Nobody was stopped from appearing for the examinations or taking up placements even if they fail to make fee payments. Covid-19 period revealed the same. College and hostel facilities were thrown open to students without fees for the period.

The college takes up the responsibility of providing group insurance not only to the students but also to the bread winners of the family. Fee concession to the poor and needy is a common occurrence.

MBA degree being a terminal programme by nature, not many students take up higher education. Either they

take up a career in corporates or directly get into business. Therefore, students are developed in that direction.

Holistic education involves not only reading but engaging the students in sports, cultural and social activities. Students are motivated and encouraged to organize such activities by themselves.

Governance, Leadership and Management

Once the vision and mission is envisaged, their organizational structure, governance, leadership and managerial practices are aligned to it. The top management is ably advised by the Governing council. It is an advisory body comprising of eminent businessmen and professionals. Academic freedom is given to all the faculty members and they are allowed to conduct programmes with the approval of the Principal. Two-way communication is always practiced in the institution.

To empower faculty members, they are given positions in many committees, including the Governing council. Faculty members are encouraged to take up research, consultancy and to attend development programmes like seminars, workshops, training programmes etc.,

Internal Quality Assurance Cell (IQAC) has contributed significantly to the institution. IQAC is very vibrant and faculty members contribute to the teaching and development process, keeping quality in mind.

Periodically, financial transactions are monitored internally and externally. The annual audit is carried out by a qualified auditor and the audited statements are made available in the website of the institution.

Institutional Values and Best Practices

Education could be of two types. Education for improving standard of living and education for standard of life. Holistic education covers both the aspects. Happy valley Business School not only encourages quality practices inside the campus but also propagates the same outside the campus.

Gender equity, safety and security, green campus, power saving practices through solar energy and LED lighting, rainwater harvesting, safe drinking water, clean campus, neat rest rooms waste water recycling, solid waste recycling, hygiene practices in ladies' hostels by providing incinerators to dispose sanitary napkins, native fruit bearing trees for the benefit of inmates etc., are some of the best practices which enhances happiness among all.

Happy valley campus is preserved as an eco-sensitive place but user friendly. Special walkways, non-motorised zones, congregation points, barrier free buildings for physically challenged, rainwater harvesting, are some of the additional advantages. This school is blessed with faculty members and students who are socially responsible, law abiding and environmental conscious.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HAPPY VALLEY BUSINESS SCHOOL
Address	Velanthavalam Road, Veerappanur, Pichanur Post,
City	Coimbatore
State	Tamil Nadu
Pin	641105
Website	www.happyvalley.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	T Bina	0422-2656565	9894142404	-	bina.hvbs@gmail.com
IQAC / CIQA coordinator	Santhosh Raja R	0422-2656566	9894013541	-	santhosh@happyvalley.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	17-08-2007

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

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	25-06-2021	12	

Details of autonomy

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

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Velanthavalam Road, Veerappanur, Pichanur Post,	Rural	3.99	3462

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
PG	MBA, Mba	24	UG	English	120	120

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				3				10			
Recruited	1	1	0	2	2	1	0	3	9	1	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				3				10			
Recruited	1	1	0	2	2	1	0	3	9	1	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	2	11	0	13
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	2	11	0	13
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	2	0	0	0	0	0	4
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	0	0	0	9	1	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	37	37	0	0	74
	Female	7	39	0	0	46
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	8	4	7	3
	Female	5	4	3	2
	Others	0	0	0	0
General	Male	36	60	68	61
	Female	32	31	42	50
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		81	99	120	116

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	MBA degree, the program itself is interdisciplinary in nature. Students with a bachelor's degree from any stream are eligible to pursue an MBA degree. MBA as a branch of knowledge is still evolving and developed with an interdisciplinary approach. Commerce, Economics, Psychology, Sociology, Anthropology, statistics, Mathematics, Operations Research, and International Trade are very much an integral part of the MBA discipline.
2. Academic bank of credits (ABC):	Happy Valley Business School is an affiliated institution and not a degree-awarding institution. So, this facility is not applied to this institution

3. Skill development:	As part of the program, a list of managerial skills is imparted to the students. Accounting, Communication, Interpersonal effectiveness, decision making, negotiation, persuasion, and computing skills to work on statistical software, spreadsheets, tally with ERP, Business analytics, intelligence and situation analysis and judgment, project financing, entrepreneurship, etc are some of the skills enhanced during the program.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Culture plays an important role in business. One who is not having sound knowledge of the business environment prevailing within a country may not perform effectively in his profession or business. Indian ethos and values are taught with care for all. Professional ethics and cultural moorings bring a lot of responsibility to the functioning of a business run by a thorough professional. Languages are given importance and the campus is multilingual in nature as the students are from more than one state
5. Focus on Outcome based education (OBE):	Anna university regulation 2017 itself for the MBA program introduced this concept of Outcome-Based Education. Regulation 2021 is also framed by keeping an outcome-based education approach in mind. Program Educational Objectives (PEOs), Program Outcomes (POs), and Course Outcomes (COs) are all clearly mentioned and aligned in the regulation document itself. Normally PEOs and POs are mapped as part of designing the program. Subsequently, POs are taken care of by COs of individual courses offered. Finally, to have clarity PEOs, POs and COs are explained to faculty members by the principal during the faculty meetings. All the course materials are prepared and delivered with the objective of attaining outcomes
6. Distance education/online education:	Happy Valley Business School encourages students and faculty members to pursue a few extra courses offered through MOOC on national and international platforms like SWAYAM, Coursera, etc. Happy Valley Business School has tied up with Coursera to facilitate the students and faculty members to pursue their program of choice. Indeed, it is considered to be a boon for learners as courses are offered in inter-disciplinary and related areas.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
28	28	28	31	31
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
180	219	236	236	237
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
84	84	84	84	84

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
99	119	111	119	117

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	16	17

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	16	17

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 5

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
76.4	185.66	220.47	205.78	196.71

4.3

Number of Computers

Response: 60

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Academic Committee

To ensure academic excellence, there is an academic faculty committee that comprises of all faculty members headed by the Principal. In addition, there is a class committee comprising of subject teachers, student members and the principal as Chairman, in alignment with the guidelines of Anna university. These committees works on ways to improve knowledge sharing and implementation of the suggestions received in the Class committee. These committees are convened twice a semester.

Structure of the Curriculum

The institution is affiliated to Anna University, Chennai and hence the syllabus and curriculum are stipulated by the university, which is diligently followed.

The 2017 PG Regulation brought in Outcome based education through its defined PEO's(05 Nos) and PO's for each course.

The curriculum and syllabi has 14 professional core courses, 31 functional elective courses, 24 sectoral elective courses and 4 Employability Enhancement courses(EEC), which are conducted as practical courses. Summer training /internship and project work are part of the EEC.

All the professional core courses and 4 employability enhancement courses are compulsory for students, while they have choices in elective subjects. A student could choose two functional specialisations with 3 courses in each or could choose 6 courses from a single sectoral specialization. To qualify for a degree, a student should earn 86 credits.

Academic Delivery

Academic calendar is sent by the University and the time table is developed with the number of credits for each course and the required number of hours per week. Subject allocation is done based on the expertise of the faculty members and in the even semester, a faculty member gets only one course to handle apart from guiding student projects.

A comprehensive course file comprising of lesson plan, powerpoint presentations, activity handouts and resources required for the proper conduct of the course is created. COPO mapping is done by the faculty member for their respective courses. The course file has to be approved by the principal to be put into

action. The course file with lecture plan, model question papers, sample answer scripts, cases discussed, result analysis are maintained as documents as a part of the Knowledge management system.

The COPO calculations are carried out based on the performance of students in their internal assessment's tests and end semester examinations. The PEO assessment is done based on established rubrics. This assessment is submitted to the Principal for evaluation and corrective actions if required.

The principal continuously monitors and supports the faculty members with timely suggestions for effective delivery of the subjects through lectures, case analysis, role plays, management games, industrial visits and practicums.

For internal assessment, the question papers are prepared with the help of Blooms taxonomy in mind. All the questions are mapped against CO's and level of difficulty. Finally the CO's are mapped against the PO's for clarity and confirmation. All the question papers prepared for the internal assessments need to be comprehensive and adhere to the requirements of Outcome based education.

File Description	Document
Upload Additional information	View Document

1.1.2

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

Response:

Happy Valley Business School is affiliated to Anna University, Chennai. For all affiliated institutions, academic calendar is given by the university semester-wise during all academic years.

The academic calendar is comprehensive and self-explanatory. The academic calendar is published in the Anna University web portal as well as sent to all the affiliated institutions.

The academic calendar specifies the start and end date of a semester, the working Saturdays and Sundays and the schedule for internal examinations.

Affiliated institutions find it easy to develop their lecture plan once they receive the academic calendar from the university. One who is forewarned is forearmed. As the academic calendar stipulates the start and end dates of a semester, the internal test schedule etc, the coverage of syllabus across weeks could be finalized well in advance. Hence the required number of lecture hours, case studies, activities, outreach programmes, guest lectures, industrial visits, internal assessments etc are planned and seamlessly conducted.

Adherence to the university calendar

There is no possibility for an affiliated institution to deviate from the dates given by the university. The dates are scheduled and internal tests conducted, as mark entry in the web portal will be done on specified dates that closely follow the internal assessment dates. All institutions have to strictly adhere to the time table, curriculum and syllabi prescribed by the university. Any deviation from the institution would affect the academic performance of the student and the university may initiate action on the institution for insubordination.

Freedom within boundaries

The university normally gives multiple time slots for conduct of practical examinations and viva voce. This freedom of choice is available for the affiliated institutions to select the convenient dates for conducting exams. Dates selected have to be intimated to the university and once approved, the external examiners for the conduct of the exam are appointed by the university.

The summer training between the second and third semester is also mentioned in the academic calendar. There are three mandatory review meetings, before the final project approval and submission. Institutions adhere to the same and award internal marks based on the performance of the students.

File Description	Document
Upload Additional information	View Document

1.1.3

Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1

Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**Response:** 100**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 1

File Description**Document**

Minutes of relevant Academic Council/ BOS meetings

[View Document](#)

Institutional data in prescribed format

[View Document](#)**1.2.2****Number of Add on /Certificate programs offered during the last five years****Response:** 23**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	4	5	4

File Description**Document**

List of Add on /Certificate programs

[View Document](#)

Brochure or any other document relating to Add on /Certificate programs

[View Document](#)**1.2.3****Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response:** 69.27**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
126	153	161	161	166

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

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The main function of education is to enrich the character. What is needed today more than anything else is moral leadership founded on courage, intellectual integrity and a sense of values. Since education is a powerful instrument of social change and human progress, it is also a powerful tool to cultivate values in an individual. Therefore, as an institution, there is greater responsibility to impart learning and cultivation of values.

Environmental care, sustainability and governance, gender neutrality, equal work- equal pay, honour for labour, professional ethics, corporate social responsibility, human values etc are a few terms that a business leader should be sensitive about. Insensitiveness to these might lead to unsuccessful companies and a leader's eligibility to lead becomes questionable. Understandably, the classical approach to "Profit Maximization" is challenged by a host of other alternative objectives. Optimization is more preferred to maximization!

The university curriculum integrates ethics, human values, gender sensitivity etc into its various courses.

- The course "Economic Analysis for Business" in the first semester deals with sustainable economic growth and economic cost of growth. Positive and negative externalities are dealt with at length. The issue highlighted is the Social Cost borne by society due to pollution arising due to production. How to reduce these kinds of social costs are taken up for discussions so as to create awareness among students. The course also deals with product market and Factor market imperfections. Issues relating to price discrimination, gender discrimination, racial discrimination and concerns of immigrant workers are the areas where the students are sensitised.
- In the course "Accounting for Management", the topic on Human Resource Accounting exposes the students to how accounting lessens the dignity of a human that clearly does not match the views on organisations that refers to its employees as an "important" asset or resource. Students are taught the importance of treating employees as a source of intellectual capital.

- In the course “Legal Aspects of Business”, students are introduced to concepts like Consumer Protection, Consumer Rights, consumer forums, Grievance redressal etc. There is a Consumer Forum active in the institution. This forum conducts seminars for internal customers and awareness programmes among the general public in nearby villages.
- The second semester has a course “Marketing Management”, which has a chapter on Ethics in Marketing. Students are taught the importance of ethics in product and services marketing.
- In the core course “International Business”, emphasis is placed on ethical issues in International business and students are taught the importance of maintaining ethics in international operations.
- In the course “Strategic Management”, chapters on Corporate Governance and Social responsibility helps students get an overall view on ethical issues relating to all aspects of business.

The Yoga club of Happy Valley conducts Mindfulness and Heartfulness programmes regularly for its students to instil the five facets of **observing, describing, acting with awareness, non- judging of inner experience, and non-reactivity to inner experience.**

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document

1.3.2

Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 48.78

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	16	13	15	13

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

1.3.3

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 99.44

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 179

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) Students

2) Teachers

3) Employers

4) Alumni

Response: A. All of the above

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

1.4.2

Feedback process of the Institution may be classified as follows:

Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrolment percentage (Average of last five years)

Response: 89.33

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
81	99	120	116	120

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
120	120	120	120	120

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2

Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 9.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	8	10	5	2

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The institution admits students through

1. TANCET- The eligibility test and counselling thereafter conducted by the affiliating university, Anna University, Chennai
2. CET- The entrance test conducted by the Consortium of Self Financing Anna University colleges.

The admitted students are a mix of students who are bright and average students. To acclimatize them to the new environment, the students are assigned a mentor in the first week of their entry into the institution. The mentors track the performance of the students based on their degree marks and the feedback obtained by the course faculty. After the first assessment test, students are divided into slow learners and bright students.

Students who score less than 50 marks are identified as those needing support. Support is given in the form of extra sessions with the faculty member, besides provision of notes, important questions etc.,

Bright students are those who fall in the Top 10 in the class after assessment. They are advised to participate in professional society activities, take up courses from Course era and other MOOC courses. They are also attached to corporate mentors. Mentors guide them on exploring careers, setting goals and developing contacts.

File Description	Document
Upload any additional information	View Document

2.2.2

Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 15

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

Normal pedagogical methods are teacher-centric and are usually monologues. At the post graduate level, there requires a paradigm shift in approach to inculcate knowledge and understanding. Andragogy is the right method and is student centric too.

Happy Valley Business School has always been known for its student centric activities to enhance learning experiences. They are as follows:

Collaborative Learning: Collaborative learning happens everywhere – both inside & outside the classroom. Students are formed into groups and they give presentation on academic and general topics, after consultation with faculty members. The resourceful library, Delnet facility, hotspots etc, provides seamless interaction with students and faculty members even after regular college hours.

Some of the noteworthy collaborative learning activities followed in our institution are,

1. **Flip Classroom activities:** Where students are sent to various business organizations, with specific objectives to understand the nuances of business.
2. **Industrial visits:** Domestic and International visits help students to have an exposure to business in a global setting & to observe cross cultural differences in conducting a business.
3. **A Day with HR:** helps the students to learn the HR practices followed in a business organisation and to have a holistic view of human capital in business.
4. **Coffee Pot Meeting:** In 5-star hotels - Taj Vivanta / Radisson Blu / The Residency, Coimbatore exposes the student to acclimatize himself to ambience, business protocols, meeting CEO's / CXO's and experience the standards of excellence typical of a luxury service.
5. **Business simulation games** are conducted with 'Board Games' which simulate real life business situation. It helps students strategize, interact, decide, execute and adjust with the game outcomes.

Interactive Learning

Role plays, case studies, situation analysis, team building games, small talks on current news & storytelling dramatically changes the way students understand business.

Life-skills Learning

To grow into well -functioning adults, students are taught critical & creative thinking, decision

making, adaptability, assertiveness, body language, confidence building, personal grooming etc., through ‘Personality Re-engineering workshops’ ‘Creativity workshops’ & ‘I-Can’ obstacle courses.

Independent Learning

Activities in clubs like Investment club, Marketing club, Movie and Fine arts club and Entrepreneurship Development club promote independent learning. In addition, food carnival, kite carnival, micro business start-ups aid independent learning.

Focused Learning

Certificate programmes in Advanced Excel, Tally, Advanced Business communication & Capital market trading leads to employability enhancement for students.

STUDENT CENTRIC ACTIVITIES AT A GLANCE

Activities	Semester			
	I	II	III	IV
Seminar	ü	ü	ü	
Case study	ü	ü	ü	
Board games		ü		
Flip class		ü		
Out bound	ü			
Group discussion	ü	ü	ü	
Coffee pot meeting		ü		
Industry visit	ü	ü	ü	
International visit			ü	
Internship			ü	
Project				ü
Guest lecture	ü	ü	ü	
PRE	ü			
Team building games	ü			
Community service	ü	ü		
Pre-placement training	ü	ü	ü	ü

File Description	Document
Upload any additional information	View Document

2.3.2

Teachers use ICT enabled tools for effective teaching-learning process.

Response:

“If we teach today’s students, as we taught yesterday’s, we rob them of tomorrow”

To improve the teaching methodology and learning experience, Happy Valley Business School has from the initial years integrated technology in its classrooms. Digitally empowered classrooms have made students more engaged in the classrooms.

The required infrastructure to adopt ICT is available in the institution. All classrooms are fully air-conditioned, fitted with smart boards LCD projectors, and audio facility with internet connection. All faculty members use PowerPoint presentation to share their knowledge with students. Possibility of using internet based activities, videos and games have been enhanced due to the digital tools available.

Google classrooms are used extensively by the faculty members and students to exchange notes, submit assignments and share any important information.

A leased line with capacity of 100 MBPS and a hotspot are sufficient to ensure that the faculty members and students receive uninterrupted 24x7 internet connectivity through wi-fi which allows them to complete their work without wait or travel.

The institution also has a media creation room, complete with green screen, and recorders to enable recording videos for after class preparation learning.

The Institution has a Google Workspace for Education Licenses, which gives access to all the faculty members to use Google Forms, Google Docs, Google Slides, Google Sheets, Google Meet, Google Classroom, Google Sites, Google Dashboard, Google Drive etc.. They are able to collaborate their work online using these facilities. They are able to store students work through Google Drive and /or Google Classroom.

Happy Valley Business School has Microsoft Power Automate (10,000 Licenses). Unlimited Office 365 licenses, unlimited Power Bi Licenses give access to Word, Excel, PowerPoint, One note, Teams, Assignment etc.

Institution has a tie-up with Coursera and edX online platforms to impart training to upskill their knowledge. Teachers are advised to take membership in NDLI, ATAL, E-Shodh Sindhu and Shodh Ganga to improve their knowhow using ICT.

Thus the availability and accessibility to ICT has helped faculty members create blended learning environment and leverage technology to provide more focused and personalized learning to students.

Further, there is transparency across all student related activities as ICT allows real time information tracking of programs. The ERP in the institution helps in data management by collecting, compiling and storing student and faculty related information.

All this is possible, because of the seamless connectivity and availability of ICT tools in the institution.

File Description	Document
Upload any additional information	View Document

2.3.3

Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 18

2.3.3.1 Number of mentors

Response: 10

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2.4.2

Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 45.81

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	7	6

File Description**Document**

List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.4.3

Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 10.65

2.4.3.1 Total experience of full-time teachers

Response: 127.84

File Description**Document**

List of Teachers including their PAN, designation, dept and experience details(Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.5 Evaluation Process and Reforms**2.5.1**

Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The institution has transparent and robust evaluation process. The institution has an exam cell which functions with the following objectives.

Objectives:

- To create transparency in Internal Examination conducted
- To create a smooth flow in the conduct of Internal Examination.

Mechanism of Internal Assessment Test

- There are three continuous assessment tests in every semester as per the Anna University regulation 2017.
- The institution strictly adheres to the examination schedule of the Affiliating university and conducts internal assessment test.
- The Exam cell sends circular regarding the Internal Assessment Test to all the faculty members with exam schedule and they are asked to prepare the Question paper and Question paper Scheme as per the Outcome based education requirement.
- Exam cell posts a circular regarding the Internal Assessment Schedule in the Notice board 5 days prior the exam date.
- The Question papers set by the Subject faculty is scrutinized by the IQAC coordinator.
- The exam cell prepares the Invigilation schedule for the Exams and takes necessary arrangements for conducting the exam.
- The exam cell also prepares and disseminates SOP for Invigilators
- After the completion of the examination the subject faculty need to evaluate the papers based on the Answer key.
- The continuous assessment test papers are distributed among students after evaluation & the subject teacher explains the areas of difficulty, common mistakes committed and specific answers for nebulous explanation.
- After the distribution of papers to the students the marks will be uploaded in the web-based ERP.
- Finally, the Internal Assessment Test marks will be uploaded in the affiliating university COE Portal as per the requirements.
- Question bank is made available in the library which helps the students to critically study for exams.

File Description	Document
Any additional information	View Document

2.5.2

Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

At the institution level, an examination committee is constituted, comprising of a senior faculty member as centre superintendent, other teaching faculty and non-teaching staff as members for smooth conduction of end semester examination. The end semester examination is conducted by university, and the students appear in the institution allotted by the university. Happy Valley is the exam centre not only for its own students but also for a few neighbouring institutions. The institution follows strictly the guidelines and rules issued by the affiliating university while conducting internals and end semester examinations.

For conducting the internal assessment test, a department level coordinator/committee is constituted for smooth conduct of internal assessments.

The continuous assessment test papers are distributed among students after evaluation & the subject teacher explains the areas of difficulty, common mistakes committed and specific answers for nebulous explanation. In case if the students have any discrepancies in the marks awarded, the student can check with the subject faculty and get it immediately rectified.

At University level:

Any grievances related to university question paper like 'out of syllabus', 'repeated questions', 'improper split of marks', 'marks missed', 'wrong question number' during semester exams are addressed to the centre superintendent and the same reported to the university immediately through the University representative.

If students have grievances relating to evaluation of university answer scripts, it is intimated to the subject faculty and head of the department, if necessary, for further action. Students can bring their grievances by applying for the following evaluation procedure:

Re-Evaluation:

Students can apply for re-evaluation of their answer scripts within a week from the declaration of results if they are not satisfied with their results. The results of re-evaluation will be announced as per the university norms.

Challenge Evaluation:

If the re-counting/re-evaluation results are not satisfactory, a student can apply for challenge evaluation within a week after the announcement of the revaluation results. The evaluation process is carried out by two subject experts. Result will be announced before commencement of University Examination and the fees will be refunded to the students if he/she clears the paper. So maximum chances are given to the students to clear the subject. The entire process is maintained transparent and time bound by the university.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The college has clearly stated learning outcomes of the Programs and Courses issued by the affiliating university. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

Program Outcomes:

- PO1: Ability to apply the business acumen gained in practice.
- PO2: Ability to understand and solve managerial issues.
- PO3: Ability to communicate and negotiate effectively, to achieve organizational and individual goals.
- PO4: Ability to upgrade their professional and managerial skills in their workplace.
- PO5: Ability to explore and reflect about managerial challenges, develop informed managerial decisions in a dynamically unstable environment.
- PO6: Ability to take up challenging assignments.
- PO7: Ability to understand one's own ability to set achievable targets and complete them.
- PO8: Ability to pursue lifelong learning.
- PO9: To have a fulfilling business career.

Program Educational Objectives:

- **PEO1:** To have a thorough understanding of the core aspects of the business.
 - **PEO2:** To provide the learners with the management tools to identify, analyze and create business opportunities as well as solve business problems.
 - **PEO3:** To prepare them to have a holistic approach towards management functions.
 - **PEO4:** To motivate them for continuous learning.
 - **PEO5:** To inspire and make them practice ethical standards in business.
- Hard Copy of syllabi and Learning Outcomes are available for ready reference to the teachers and students
 - The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting and staff meetings.
 - Workshops have also been conducted for developing the Programme Educational Objectives and Learning outcomes at institution level
 - The soft Copy of the Syllabi, Course outcomes, Program Outcomes, and Program Educational

outcomes are made available in the institution website.

- A Session on Outcome Based learning is conducted for the students by IQAC during the orientation program.
- The students are made aware about the Course Outcomes through the Lesson plan published in the Google classroom for a specific Course.
- The question paper also carries CO to individual questions and the questions are framed based on the Bloom's taxonomy.
- The question paper also carries COPO Matrix for the question asked in the Internal Test.

File Description	Document
Upload any additional information	View Document

2.6.2

Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Happy Valley Business School adheres to the program outcomes and course outcomes prescribed by Anna university. A combination of direct and indirect methods are used to achieve program outcomes, with most of the direct methods oriented towards the measurement of course outcomes. Aspects of pedagogy, class-activities and assessments help to achieve the course outcomes. Our MBA program for the assessment years follows the Anna University Regulations of 2013 & 2017.

The process map for CO-PO attainment and action plan for the same are as shown below

Program Outcome attainment is evaluated by direct assessment and indirect assessment. Description of the tools used is detailed in the table below.

DIRECT ASSESSMENT:

Direct assessment of attainment of program outcome is done through evaluating the performance of students in Continuous Internal Assessment (CIA) and End semester examination for theory courses. Course outcome for a course is calculated on the basis of students' performance in CIA and end semester examination. 20% weightage is given to internal assessment and 80% weightage given to university examination.

Assessment tools for Direct Measurement Batch (2018-2020)

Sl.NO	Tool	Category
1.	CO Attainment of all theory courses (Internal Exam 1 &2,	<i>Direct</i>

	Model Exam and End Semester Examination)	Assessment (80%)
2.	CO Attainment of all practical courses	

INDIRECT ASSESSMENT:

Pass out Student's feedback survey for POs/PEOs:

An online feedback survey for 2018-20 pass out batch was conducted for POs/PEOs attainment. The specimen copy of questionnaire is given below

Course Outcomes

The assessment tools used to gather the data for evaluation of a course outcome are student's performance in Continuous Internal Assessment tests, Model examination and University examination. Weightage assigned for internal marks is 20 and University examination is 80. During the semester, in periodic intervals, on dates assigned by the COE, marks are uploaded in the University website and at the end of the semester (test) final internal marks are automatically calculated by the portal. End of semester examination will be conducted by the university & after evaluation of the answer scripts, the university publishes the results using the grades given below. The grades are calculated taking into account the total of internal & external marks.

The process of gathering the data and measuring the attainment of CO and PO begins with the CO-PO Correlation matrix. In each course the expected outcomes are also given by the university. Our role therefore is restricted to administering the tests and examinations as per the time-slot mentioned by Anna University.

Record the attainment of Course Outcomes of all courses with respect to set attainment levels.

- **Measuring course outcome attainment through Internal Assessment**
- **Step 1: Setting Standard Level:**
- **Step 2: Setting Attainment Level:**
- **Step 3: Calculation of CO Attainment Level:**
- **Measuring courses outcome attainment through University Examination:**
- **Calculation of Course Outcome**

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3**Average pass percentage of Students during last five years****Response:** 94.6**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
99	119	111	95	109

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
99	119	111	119	117

File Description**Document**

Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)

[View Document](#)

Upload any additional information

[View Document](#)**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.98**File Description****Document**

Upload database of all currently enrolled students (Data Template)

[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 10.84

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
10.75	0.049	0.045	0	0

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

3.1.2

Percentage of teachers recognized as research guides (latest completed academic year)

Response: 16.67

3.1.2.1 Number of teachers recognized as research guides

Response: 2

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3

Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 60**3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	0	0

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
List of research projects and funding details	View Document
Any additional information	View Document

3.2 Innovation Ecosystem**3.2.1**

Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Creating a Knowledge community is the motto of this institution through flowering of minds. Knowledge acquisition, retention, reproduction and application should result in outcomes which are innovative and good enough to solve problems. These are the expectations too of students coming out of the portals of an institution providing higher education.

Companies have moved from being a “learning organization” to an ideating organization”. For students to adapt to this change, they need non-conventional ways to progress in the future. Taking the Road less travelled is what our institution strives for.

The Entrepreneurship Cell(ED Cell) of Happy Valley Business School functions with the following objectives:

- Impart entrepreneurial education/skills amongst students through various trainings programs
- Arrange vibrant interaction with organizations promoting the cause of entrepreneurship.

- Motivate and mentor students to develop their own startups
- Develop business incubators
- To provide a platform for interaction with entrepreneurs

The ED cell begins its task from the orientation programs at the beginning of each semester , where students are initiated into ideation and innovation through exercises in gamification, mind mapping, design thinking etc.

An annual event called Idea to IPO takes the student through different stages of an entrepreneur’s journey- from idea generation to market strategies and finally filing for an IPO.

The institution has an MoU / Membership with

- Yi, Coimbatore
- Laghu Udyog Bharathi(LUB), Coimbatore
- BNI, Coimbatore Chapter

These MoU’s help the students meet and interact with entrepreneurs. Weekly visits are planned to meet entrepreneurs in their workspace. Students are initiated into short term internships and research to learn business from the grass roots.

Laghu Udyog Bharathi(LUB), the tradebody of MSME’s help our students with internships and is a constant source of knowledge dissemination about new products, new markets and new customers. They actively conduct and participate in programmes on business innovation in the campus and in their premises.

BNI members of Coimbatore chapter give opportunities to our students for one-to-one meetings. They visit the campus regularly to interact with students and discuss issues in conducting everyday business and the requirement of innovative solutions in solving them.

The School also promotes incubation of ideas and has given seed capital to in-house start ups.

The institution periodically arranges for seminars and webinars on innovation , entrepreneurship and Intellectual property rights.

Business Model Canvas workshop is conducted every year for students to examine and re align their business plans.

Coimbatore is a fertile place for entrepreneurship and innovation. A city with more than 50,000 MSME’s provide an entrepreneurial ecosystem. The wide industry base in Coimbatore is an added advantage for learners to understand different types of businesses. Observation, participation and interactions provide a perfect system for an business innovation and knowledge transfer.

File Description	Document
Upload any additional information	View Document

3.2.2

Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 21

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	5	5	3

File Description**Document**

Report of the event

[View Document](#)

List of workshops/seminars during last 5 years

[View Document](#)

3.3 Research Publications and Awards**3.3.1**

Number of Ph.Ds registered per eligible teacher during the last five years

Response: 1

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 3

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 3

File Description**Document**

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

[View Document](#)

Any additional information

[View Document](#)

3.3.2

Number of research papers per teachers in the Journals notified on UGC website during the last

five years

Response: 2.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	1	3	1	15

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

3.3.3

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List books and chapters edited volumes/ books published	View Document

3.4 Extension Activities

3.4.1

Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Happy Valley Business School is known for its activities conducted beyond the classroom which benefits both the student community and the society. The Institution has devised methods for holistic development and solving social and environmental issues. Lot of projects were successfully completed during the last five years. Rotaract Club of Happy Valley, Young Indians, Women Empowerment Cell and Entrepreneurship Development Cell have contributed a lot in addressing societal issues in the neighboring areas of Happy Valley Campus. Volunteering in these projects helped students to develop moral values, ethics in the society and social responsibility which is the need of the hour.

The following are the list of activities organized in the neighboring community in the last five years:

- Food for Needy
- Blood Donation Camp
- Health Check Up Camps
- Life Skill Training for Government School Kids in the Neighbourhood
- Awareness on Voting Rights
- Awareness on using Digital Platforms
- Covid Awareness Campaign
- Educating Street Vendors on next level of Entrepreneurial Journey
- Orphanage Visit
- Celebrating Festivals with BPL Community
- Rally on “No Plastic”
- Good Touch and Bad Touch to Secondary School Students
- “Go Green Happy Valley”-Tree Plantation in the Neighbourhood
- Distribution of First Aid Kits and Blankets during Kerala Flood
- Awareness on Global Warming and Green House Effect
- Yoga for Human Well Being in nearby Community
- Session on health and hygiene for Women in the neighborhood

Academic achievement is not the only criteria to gain happiness and attain success in life. In the 21st Century, holistic development is more important. All the clubs which initiate solutions to environmental and social issues conduct regular meetings of the volunteers to decide a plan of action. This action instills curiosity and allows students to learn new things in natural settings. All the projects within and outside the institution have developed the overall personality of the student. The activities conducted by the institution have helped each student to find a purpose for life other than having a successful career. It has created a positive impact on the students and the institution as a whole. It developed student-community relationship, leadership skills and self-confidence. It has motivated students to do more for the neighborhood community. It has created awareness about social well-being and the student’s role in developing the community around him.

File Description	Document
Upload any additional information	View Document

3.4.2

Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 16

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	5	6	3	2

File Description

Document

Number of awards for extension activities in last 5 year

[View Document](#)

e-copy of the award letters

[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 53

3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
18	10	11	8	6

File Description

Document

Reports of the event organized

[View Document](#)

Number of extension and outreach Programmes conducted with industry, community etc for the last five years

[View Document](#)

3.4.4

Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 50.98

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
169	131	108	76	55

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

3.5 Collaboration

3.5.1

Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 34

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	10	1	16	2

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2

Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response:** 15**3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	4	4	1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Infrastructure plays an important role in imparting knowledge. Academic environment could be made more conducive for learning with adequate infrastructure. Seeing is believing and students see the infrastructure initially to form an opinion about the institutions overall delivery and education.

Happy Valley Business school has excellent infrastructure facilities classified into academic, non-academic, support and other facilities.

Infrastructure at Happy Valley Business School includes class rooms, library, auditorium, cafeteria, hostels for men and women, sports facility, toilets and congregation facilities.

ACADEMIC FACILITIES

1. Classrooms

Number of classrooms required	1.
Number of classrooms available	1.
Additional classrooms available	1.

Of the 6 class-rooms, 4 are gallery type classrooms, fitted with LED projectors, Wi-fi enabled, air-conditioned and ergo-dynamically furnished. All classrooms are illuminated with LED lighting and the floor area of each classroom is 1050 sqft, whereas the requirement is only 660 sqft as per norms.

1. Syndicate rooms

There are 2 syndicate rooms each with an area of 600 sqft with all necessary facilities in place.

1. Computer Centre

The computer centre is 1500 sqft in space housing 60 computers and required number of printers as per norms.

1. Library

A well stocked library is housed in 2100 sqft separate building with 80 seater facility, whereas the requirement is only 1000 sqft and 60 seater arrangement.

The digital library facility with substantial online material is available. Subscription to J-gate-journals and being a member of the National Digital library aids students in accumulation of more knowledge.

1. Board Room

A 20 seater air-conditioned board room for conducting short training programs, discussions and meetings are available.

Wi-fi enabled campus

The whole campus including hostel buildings are provided with 24x7 wi-fi connectivity. The study material. Case studies, assignments etc are available on Google classrooms and students have unlimited access to such knowledge sources.

SUPPORT FACILITIES

Faculty cabins

Each faculty member is provided with a work station inside a cabin for focused preparation.

Auditorium

The institution has a 300 seater air-conditioned , LED lit,suitably furnished auditorium, with a fittedLCD projector and a public address system housed in 2500 sqft space.

Seminars, workshops, talk-shows, management meets, guest lectures, cultural shows etc take place in the auditorium.

Amphi theatre

This is a 300seater open air theatre available for students to conduct evening programmes. The facility is used for special lectures, cultural and for screening movies.

Hostel

The boys stay in a 1500 sqft , 3 bedroom villa,. There are 15 villas for use by male students.

There are 3 ladies hostels with spaciousrooms and are all bath attached.

All the hostels areare 24x7 wi-fi connected, with RO drinking water and round the clock security arrangements. There is an ATM facility at the boys hostel.

Guest House

A 1800 sqft villa is allocated for a guest house. Visitors and alumni use this facility during their visit to the campus.

Cafeteria

The cafeteria is spread across a 5000 sqft facility. There is a separate space for both faculty and students to dine .

OTHER FACILITIES

The following facilities are also available for the students and faculty members.

- Gymnasium
- Outbound Training facility
- Basketball court
- ATM facility
- 24 hours security
- RO drinking water in all buildings
- Toilet facilities in all buildings
- Walking corridors paved with floor tiles
- Car & Bike parking
- Two generators for power back up
- Green campus with 272 trees
- Water harvesting facilities

Suitable facilities are made available for students and faculty members to pursue teaching-learning process without any hardship.

Happy Valley Business School is always known for its people centric approach.

File Description	Document
Upload any additional information	View Document

4.1.2

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

Response:

Happy Valley Green Campus is planned with holistic development of students in mind. The true index of a Business School is in developing corporate leaders. Such leaders evolve only when allround inputs are available to them. To support the flowering of minds, Happy Valley has certain facilities for students.

Sports & Games

Happy Valley Business School has facilities to conduct outdoor games like basket ball, volley ball, throw ball, badminton and table tennis.

The indoor games that students play are carrom board, chess and board games.

To learn with a difference, the institution has outbound management games like Australian walk, Acid River, Free Fall etc where learning happens along with fun.

In-house outbound obstacle course

The institution has its own flagship facility called I-CAN, to conduct obstacle courses. These courses help students experience new vistas of human behaviour and feelings. Every student who undergoes this course discovers certain inner qualities and hidden talent in themselves. Leadership qualities, decision making, team building, responsible behaviour, coordination etc are very well displayed during this course.

Gymnasium

A multi-purpose gym with all facilities are available for students. The gym houses equipments like treadmill, elliptical trainer, power gym, bench press, stationary bike, rower, dumbbells etc.

Cultural activities centre

Students celebrate festivals like Diwali, Onam, Pongal and Christmas. The Fine Arts Club organizes cultural evenings twice a semester. Food carnival along with the college annual day is conducted once a year. Kovai Vizha- a region centric mega event , organized by Yi-Coimbatore hosts many cultural events in the campus. All these events happen in the fully air-conditioned auditorium and amphi-theatre in the premises.

Yoga centre

Yoga programmes are conducted by well-qualified yoga trainers available with Happy Valley B School. Programmes on heartfulness, personality engineering , inner engineering etc are conducted in the auditorium and in open spaces available in the campus.

Facilities- Specification

Facilities	Year of Establishment	Area in Sqft
Basketball ground	2011	10000
Badminton ground	2010	2500
Gymnasium	2009	600
Auditorium/Yoga centre	2010	2500
I CAN Outbound Centre	2011	15000
Amphi-Theatre	2011	6000

File Description	Document
Upload any additional information	View Document

4.1.3

Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 5

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document

4.1.4

Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 39.39

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
75.45	34.32	37.95	99.11	28.17

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document

4.2 Library as a Learning Resource**4.2.1**

Library is automated using Integrated Library Management System (ILMS)

Response:

The library is fully automated through Campus ILIB -Version 4.5.0(Computerized Academic Management Processing and Expert System Information Library) software that is installed to accommodate the following activities of the library.

Multi-user centralized Database applications can be accessed. The main objective of the library automation is to speedily dispose library work, establishment of good storage and retrieval system and time and human power saving with quality service.

Library automation reduces the time for cataloguing, circulation and acquisitions. It also helps the student community in the effective use of library with quick retrieval of resources.

It consists of the following modules:

Bar-coding: In an automated environment every document should be unique and searchable. It is done through bar coding. Bar coding facilitates the searching, circulation and systematic shelving of the concerned document. After entering all the details regarding the documents into the database, barcodes are printed on adhesive labels according to the accession number of the document. For this process we using zebra barcode software and zebra thermal printer are used. The polyester barcode label is pasted on the lower bottom of the title page and last page of the book. User ID card contains bar-coded library -reference number of the student and staff.

Circulation Control: The user has to bring the ID card to the library at the time of issue, return, renewal and reservation of resources. The barcode reads his/her identity card. Then the system shows the required details. The process of issue is completed by scanning the barcode label and the issue details sent to the respective user ID. The book details are automatically entered by the barcode reader by reading the barcode label on the title page of the book. When the book is returned, its barcode label is read by the barcode reader and details such as due date, fine details etc. are saved.

Master Module:

The master module consists of user master, book master, journal master, CD's entry master, back volume master, publisher master, vendor master, issue/return and reports. All the data entered can be edited and updated.

Report Management Module:

This module is designed to generate and print a large number of reports such as utilization report, books issued and return report, bibliography reports, book reports categorized by accession number, author, subject, department, supplier and publisher, title, availability etc. It also generates book unique title reports etc.

File Description	Document
Upload any additional information	View Document

4.2.2

The institution has subscription for the following e-resources

- 1.e-journals**
- 2.e-ShodhSindhu**
- 3.Shodhganga Membership**
- 4.e-books**
- 5.Databases**
- 6.Remote access to e-resources**

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3

Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.71

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1.24	1.89	1.87	1.56	1.99

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 28.65

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 55

File Description**Document**

Details of library usage by teachers and students

[View Document](#)**4.3 IT Infrastructure****4.3.1****Institution frequently updates its IT facilities including Wi-Fi****Response:*****Hardware***

- Happy Valley Business School is the first Business School to have provided laptops to all the students since 2007 for them to be IT literate.
- Latest technology – E-Tab was given for learning purpose to each student.
- Projectors (5) are installed in all the classrooms with surround sound system (4.1). One classroom is a smart classroom (Dell) with short throw projector and with Interactive facility & HDMI/Wi-Fi /Lan connectivity.
- The computer lab has 60 computers (Internet ready, with i3 Processor, 128 GB SSD (latest), 4GB RAM speed -30computers) which were recently updated.
- 8 E-Tabs in the Library are used to access Kindle books and Google Playbook and many other apps (Android platform)
- Web cameras (Microsoft HD Cam, Logitech 1080HD cam), Canon Camera, Sony handycam are available for recording which are accessible to both staff and students.
- Studio room and video editing facility available for staff members and students.
- Multi-functional printers are available with scan & photocopy facility. High speed network printer and Epson colour printer are available to satisfy reprographic needs of the students & faculty members and the exam cell.

Software and subscriptions

- Library is equipped with State-of-the-art software with OPAC, remote access and management of book circulation.
- The institution has a Google Workspace for Education Licenses, which gives access to all the faculty members to use Google Forms, Google Docs, Google Slides, Google Sheets, Google Meet, Google Classroom, Google Sites, Google Dashboard, Google Drive etc.. They are able to collaborate their work online using these facilities. They are able to store students work through

Google Drive and /or Google Classroom.

- Happy Valley Business School has Microsoft Power Automate (10,000 Licenses). Unlimited Office 365 licenses, unlimited Power Bi Licenses give access to Word, Excel, PowerPoint, One note, Teams, Assignment etc.
- Institution has a tie-up with Coursera and edX online platforms to impart training to upskill their knowledge. Students and teachers are advised to take membership in NDLI, ATAL, E-Shodh Sindhu and Shodhganga to improve their knowhow using ICT.
- Tally ERP 9, Tora, POM, SAP B1, Chart Nexus, Sofa statistics (SPSS) are available in the lab.
- Value added certification courses are conducted by the faculty members to train students to fulfill the IT industry needs.

Wi-Fi connectivity

- Internet is powered by multiple connections - Readylink with 100Mbps (1:1) and 5 BSNL connections with last mile Fiber connectivity (1 connection with upto 300 MBPS, 3 connections with upto 100 MBPS and 1 connection 60 MBPS).
- MoUs and tie-up's with Reliance Jio gave free data when it was launched. Jio has erected a telecommunication tower which gives uninterrupted (and reachability) telecommunication services. Wi-Fi devices were installed in every floor.
- All the computers are connected with either Lan connectivity or wifi connectivity.
- Wi-Fi facility is provided in the academic building, seminar hall, canteen, classrooms, library ladies hostels and boys hostel buildings.
- Future ready connections will be available to view OTT channels.

File Description	Document
Upload any additional information	View Document

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 3

File Description	Document
Student – computer ratio	View Document

4.3.3

Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 16.08

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
17.83	26.35	28.11	33.04	27.63

File Description	Document
Upload any additional information	View Document
Audited statements of accounts	View Document

4.4.2

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

Response:

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities such as classrooms, labs, library, and other support facilities in the institution.

The maintenance of physical, academic and support facilities are carried out under the supervision of the estate manager. He ensures that the house keeping staff clean the premises and maintain it neat and tidy.

Classrooms:

All the classrooms are cleaned on a daily basis and is monitored by the estate manager. The Head of the institute, HOD and teachers also monitor the cleanliness and ensure that the cleanliness is maintained in

the class rooms. Class rooms along with necessary ICT are utilized as per the class time table.

Preventive maintenance is carried out at the end of each semester to ensure that the air-conditioners, chairs, tables, lights, fixtures and all electronic equipment are ready for use when the students come in the next semester. However, any issues arising during other days are brought to the attention of the estate manager and it is instantly taken care of.

Library

The librarian is in charge of the library. She ensures that the house keeping staff maintains the library clean and fit for use every day.

The librarian has a few core responsibilities:

- Procurement of books: Procurement of books is initiated by inviting the requirement of books from faculty members. The CEO, Principal and HOD also contribute to the selection of textbooks and reference books. The final list is approved by the Principal. The same procedure is followed for the purchase of subscription of journals and magazines.
- The automation in the library captures the students data when using the library. Automation process has led to simplification and quick retrieval and sharing of resources.
- Librarian with supporting staff have been appointed to maintain the library. They focus on the availability and utilization of library resources in teaching and learning process. At end of the academic year, stock verification is done. Librarian prepares the report on the same and utilization of books by the students and staff.

Computer Laboratory

The laboratory has one faculty member who is the lab in-charge. He is responsible for the maintenance and upgradation of the systems. Any teacher who wishes to use the lab for practical purpose or if conducting short term courses, should inform the lab in charge after getting prior permission from the Principal. The students who wish to use the lab should write their details at the gate register before entry into the lab.

Physical stock verification is carried out to verify working/nonworking/missing equipments etc. . In case of issues of maintenance vendors are called for service. Preventive maintenance and performance monitoring is carried out to maintain and upgrade the laboratory with necessary equipments from time to time to cope with change in the syllabus.

Sports Facilities and Gym

The estate manager looks after the sports facilities and the gym. The sports facilities are used during free times, during weekdays and weekends. The gym equipments are used by the male and female students during designated times fixed by the institution. Any faulty equipment is brought to the notice of the estate manager and he in turn submits a proposal for maintenance and rectification to the Principal.

The security maintain a vigil 24 hours , with physical presence and with the help of CCTV's to ensure that all is well.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 2.07

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
3	7	1	0	12

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2

Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 58.25

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
81	99	120	235	120

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3

Capacity building and skills enhancement initiatives taken by the institution include the following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4

Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 66.32

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

2020-21	2019-20	2018-19	2017-18	2016-17
127	138	151	169	148

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

5.1.5

The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1

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

Response: 39.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
57	45	45	32	41

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2

Average percentage of students progressing to higher education during the last five years

Response: 3.03

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 3

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 40

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	1	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	1	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 21

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	16	0	4

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

5.3.2

Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Students have active representation on academic and administrative bodies and committees of the Institution.

Class Committee: Class committee comprise of student members representing both bright and weak students, along with faculty members handling the courses, HOD and the Principal. The Class Committee provide feedback on all aspects of the programme and various courses. Class Committee meetings are held twice in each semester.

Rotaract Club: This club is formed to meet the social needs of the community. The Rotaract club has a formal induction programme presided over by the president of the parent Rotary club. Students take on various roles as a part of Rotaract club and conduct a lot of events .

Yi Club: The Yi Club of Happy Valley is run by students- 19 member team who take in-charge of different verticals.

Cultural and Sports Committees: The Fine Arts club comprises of members who have committees separately for cultural activities and sports. They help in planning and executing all events in the institution.

Hostel Administration Committee: The institution gives autonomy to the students to manage the hostel affairs, especially food management. The committee which has representatives from both men and women ,from Tamilnadu and Kerala, decide the menu and ensure that all students are happy with food.

Adhoc committees are formed for special occasions and events that happen throughout the year. Students are chosen in rotation , so that all get a equal chance of management.

In all the committees , it is ensured that there is an equal proportion of men and women and they work under the guidance of a faculty coordinator.

File Description**Document**

Upload any additional information

[View Document](#)**5.3.3**

Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 23.6

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	24	46	22	26

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Happy Valley Business School Alumni Association having its registered office at Happy Valley Business School premises is a full-fledged office for alumni was initiated in the year 2009. The alumni committee meets once a year.

One of the main purpose of Happy Valley Business School Alumni Association is to support a network of former and present students.

Alumni Association objectives are as follows:

- Ø Alumni Members act as mentors for the students.
- Ø The association strengthens alumni, by providing opportunities for cooperation and communication.
- Ø The association creates a strong network between alumni and institute. The association supports the pursuit of academic excellence at the institution.
- Ø The Alumni Association provides a platform for sharing their intellectual, cultural, career and professional experiences not just with the present students but also among themselves as they belong to various batches of MBA.

Happy Valley Business School and its alumni, enables all to connect and engage with each other. Happy Valley Business School Alumni Association members serves its institution in terms of being a member in the curriculum designing board, arranging internship and placements, knowledge sharing in form of

speakers during alumni lecture series. They actively participate in cultural and others events at Happy Valley Business School.

Lifelong learning happens at Happy Valley Business School Alumni Association because of the access to the Happy Valley Library's physical resources, along with online resources such as e-magazines, budget reviews and corporate reports. Alumni Association releases newsletter once in a year to showcase the heights reached by Alumni Members. The members of alumni association participate in creating Knowledge Highway.

Alumni Members contribute in terms of knowledge sharing which is more valued than monetary sharing. **The Institution recognizes Best Alumni Members as Pride of Happy Valley during Alumni Meetings.**

File Description	Document
Upload any additional information	View Document

5.4.2

Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The true index for prosperity of the country is not only measured by its **Gross National Product (GNP)** but also by **Gross National Happiness (GNH)**. This would be impossible without creating a knowledge community.

With this in mind, the vision was formulated '**To achieve excellence in providing quality education for creating a knowledge community.**'

To realize our vision the mission statement laid emphasis to achieve merit with ethics. Unanimity of the above thoughts led to crystallizing the **mission statements** as below.

The institution continuously strives to foster excellence in students through:

- **Helping them learn the Science of management in classrooms & reinforcing concepts through experiential learning, coupled with learning the art of management through corporate interactions.**
- **Exposure to cross - cultural environments.**
- **Unwavering focus on merit with ethics.**

Nature of Governance: The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Governing Body delegates authority to the CEO and Principal who, in turn share it with the Head of the Department and other faculty members.

Any requirements for reorienting activities to align with the mission and vision is obtained from all the stakeholders through periodic meetings and feedback from the IQAC. Industry inputs are also collected periodically.

Perspective/Strategic Plan

The policies of governance with the support of stakeholders are as below:

- Building infrastructure that is required.
- Supporting teaching – learning process with technical teaching aids(ICT)
- Retention of teaching and non-teaching staff members.
- Providing guidance and autonomy for teachers.
- Maintaining conducive working climate
- Facilitating students academically.
- Enhancing students' placements.

- Creating healthy and safe academic environment for students and teachers.
- Networking for industry – institute interaction.
- Creating and encouraging opportunities for professional development.
- Creating Centres of excellence
- Being a model institution par excellence.

The above policies were framed based on the inputs given during deliberations in meetings conducted for this purpose involving stakeholders of the institution. Its implementation is monitored by the top management, Governing Council, CEO, Principal and HOD of the institution & executed by the CEO and his team.

Faculty in Decision making

Decentralization and collective decision-making happens in the various sub processes indicated below:

1. Admissions
2. Alumni Relations
3. Academic Administration
4. Social outreach programmes
5. Library Services
6. Networking – Hardware, Software Management
7. Student Activities Clubs (YI, CII etc)
8. Website Management

In all the above, while policy is top-down, the facilitation of policy is bottom-up. The approved budget is communicated to faculty through meetings which demonstrates the financial and administrative transparency that prevails at the B-school besides the utilization of powers.

Initiatives related to placements, admissions, research and other important areas are discussed with the faculty. The efficiency of the process has resulted in successful placements and expanding the admission base.

The overall style and leadership exhibits transparency in decision making and promotes collaborative decision making.

File Description	Document
Upload any additional information	View Document

6.1.2

The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The governance of the college is participative and decentralized with operational authority, as given below:

- The CEO and Director of the institution is given authority to oversee the academic schedule, and ensures smooth functioning of the B-school.
- Faculty members are a part of the Governing council and other committees of the institution.
- The HoD is given the autonomy to prepare time table, make adjustments of lectures, if required, decide and allot slots for extra classes, coaching and conducting class tests with the approval of the Director.
- The departmentation is made on the basis of functional areas and is headed by senior professors. Other faculty members are a part of the functional departments. This helps in having a healthy competition among departments to improve overall performance of the institution.
- Various committees for different academic and non-academic activities, functions with autonomy based on the decisions and guidelines given by the faculty coordinator with prior permission from the HoD with the approval from the Director of the institution.
- The library has a separate building and a qualified librarian, who decides the schedule for the issue of books, purchase of books, communication with book sellers and publishers, arranging book display, stacking and seating arrangements with consent and prior approval from the HoD and the Director of the institution.
- The canteen committee comprises of representatives from boys and girls. Deputy Warden under the chairmanship of the Director takes care of the food and catering service to the students and faculty members both in the canteen and in the hostel mess.

An instance of a case showing decentralization and participative management is described below:

Faculty members are given in-charges for various events/committees. They are given the freedom to decide the plan of action for the year. The plan proposal after getting the necessary permissions from the CEO and Principal is executed with all the necessary financial and infrastructure support.

An assistant Professor, who has been given the responsibility of Corporate connect, conducted a mega entrepreneurship meet ‘Sangamam’ in January 2021. He was given complete functional autonomy to conduct the same. All infrastructural and financial support was extended to him and the programme turned out to be a successful one.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic / Perspective plan is effectively deployed**Response:**

The institution has strategic plans for the following,

- Funded projects from Government
- Creating and implementation of MoU's
- Establishing collaborations
- Research & Consultancy
- Accreditation of the program
- Obtaining autonomous status
- Infrastructure augmentation
- Library enrichment
- Sports and fitness facilities
- Outbound training program
- Centre of excellence
- Nodal centre for management and faculty development.
- Expansion of programs in business studies and related disciplines
- Faculty and student exchange programmes
- Continuous improvement in quality placements
- Developing an innovation ecosystem and creating more entrepreneurs
- Institutional Social Responsibility

One of the desirable outcomes of the strategic plan was collaborating with institutions for MoU's.

The institution signed MoU's not only with inter state educational institutions but also with corporates and Laghu Udyog Bharthi(LUB) a Pan India association for MSME's. This resulted in students getting access to more than 50000 MSME's. It also helped in bringing entrepreneurs to the campus for interactions, Management Development Programmes, assisting students in internship and placements.

Collaborations also resulted in an offer for projects totalling upto Rs.10 lakhs. This helped the faculty members to learn from the industry and take the learning to the classroom for the benefit of the students.

File Description	Document
Upload any additional information	View Document

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Happy Valley Business School was established in 2007 and the institution has been functioning under the

directions of the Board of trustees, Governing council , CEO and the Principal.

GOVERNING COUNCIL:

The Governing Council has a judicious mix of members from academic and corporates. The Management entrusted the Governing Council members to guide the academic head and her members.

Functions and Responsibilities

- The council members are responsible for the supervision of general administration of the institution, by approving recruitment and selection of personnel.
- They help in planning the financial budgets for every year.
- They ensure the strategic alignment of the functioning of the institution with that of the vision and mission formulated.
- To provide leadership, direction, guidance, and coordination of all the academic activities in compliance with the affiliated university
- To create an organization culture and climate which fosters student and teacher growth.
- To initiate all the developmental activities, monitor the progress and report to the Superiors.
- To conduct internal, end and other examinations
- Develop and support a high degree of student morale through curricular and extracurricular activities.
- Hold regular staff meetings for the purpose of discussing educational and administrative matters.
- Maintain records and files, and the preparation and submission of reports as required.

Head of the department

- The role of the Head of the Department is to provide strong academic leadership.
- Be responsible for the preparation of timetable, class lists and schedules, and supervision schedules and be responsible for their functioning.
- Maintain the general discipline of the students and staff of the Department.
- Appoint Class committees, Class Advisors, Faculty Advisors, etc

IQAC

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes
- Dissemination of information on the various quality parameters of higher education
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles
- Acting as a nodal agency of the college for coordinating quality-related activities, including adoption and dissemination of good practices

- Development and maintenance of institutional database through MIS for the purpose of enhancing the institutional quality

1. Class Tutor

- Maintain a database of all the students
- Monitor and document students' attendance and progress
- Arrange for Mentor-Mentee meetings, class committee meetings and other committee meetings
- Maintain proper records of course work, log books and other records

List of other Committees in the Institution

- Admission Committee
- Alumni Activities Committee
- Anti-Ragging Committee
- Discipline Committee
- Sexual Harassment committee
- Examination Committee
- ICT/ E- Learning, NPTEL, MOOCS Committee
- Infrastructure and Maintenance Committee
- Accreditation Committee
- Extension activities committee

Service Rules

Service rules relating to the teaching and non-teaching staff are given in employee handbook of the institution,

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3

Implementation of e-governance in areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

- Employee Provident Fund for teaching and non-teaching staff.
- 100% Registration fee, traveling allowance for attending career enrichment programs.
- 5 Days medical leave with salary per annum.
- Personal loan, festival advance and salary advance from the management is available for the teaching and non-teaching employees in case of emergencies.
- Management sponsored recreational tours for the staff and their family members.
- Twenty days on-duty for participation in Faculty Development programmes, research activities and University assignments like paper valuation, external invigilation and external experts for viva voce.
- Opportunities for International exposure
- Twelve days of casual leave
- Maternity leave.
- 20 days of summer vacation and 10 days of winter vacation leave.
- Canteen facilities and ATM facility in hostel premises.
- Group health and accident insurance.
- Free transport facility.
- 24x7 wi-fi facility
- Staff residential quarters
- 24 hours power back up
- Blazers, Uniform shirts and t-shirts distributed every year to the faculty members

File Description	Document
Upload any additional information	View Document

6.3.2

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

Response: 51.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	14	2	1	2

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3

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

Response: 9.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	8	7	9

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4

Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 97.65

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	16	15

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5

Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Performance appraisal is done once a year. Key Result Areas (KRA's) are used as a tool to measure performance. KRA's are customized according to the role and designation of faculty members. The KRA's serve as a guide to faculty members in ensuring excellence in academic delivery.

The key result areas identified for appraisal are:

- Quality of course work
- University results
- Student's end semester feedback
- Article publications
- Special lectures (internal and external)
- Organizing both internal and external programmes
- Quality of Projects guided
- Mentoring
- Administrative work

The Director and Head of Department analyse the performance of faculty members based on the above criteria.

The purpose is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

The salient features of the performance appraisal system are as follows:

Teaching Staff

1. The performance of each faculty member is assessed according to the Annual Self Assessment Appraisal form .
2. The filled appraisal form is checked and verified by the Head of the Department, followed by the IQAC coordinator and the Director.
3. The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment.
4. Promotions are based on the score . The faculty members are informed well in advance of their

due promotion and feedback is given to all the faculty members on areas of improvement.

Non-Teaching

Non-Teaching Staff are also assessed through annual confidential reports and annual performance appraisal. The various parameters for staff members are assessed under different categories i.e. character and habits, abilities, capacity to do hard work, discipline, reliability, relations/co-operation with superiors, colleagues, students and public.

These evaluations serve a significant role in assessing job performance.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

Happy Valley Business School is run by Happy Valley Charitable Trust , a registered trust established in 2006. The trust has only a single institution – Happy Valley Business School.

The Institution has an established mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance.

Since its inception, every year the financial accounts are audited by a qualified chartered accountant and income tax returns were duly filed with the income tax department.

Happy Valley Business School is a self-financing institution and gets no grants from the state or central government. It has to generate its own resources for its requirement. The annual income of the institution depends on the number of students admitted during that particular academic year.

Before the commencement of every financial year, principal submits a proposal on budget allocation, to the management . The tentative budget is prepared for the regular expenditure on items like salary, transportation costs, electricity bill, building maintenance, consumables for internal exams, approval fees to AICTE, affiliation fees to Anna University, Chennai, library expenditure, faculty and student development, promotional activities, insurance, fuel etc.

The expenses will be monitored by the accounts department as per the budget allocated by the management and submitted to the CEO periodically.

Investment on assets like buildings, equipment's, fittings and facilities are also prepared for the entire year for appropriation of available funds towards various requirements.

Other than the Board of trustees, the Governing council gives broad guidelines about the capital expenditure. All expenditure is done within a framework and is tabled during the meeting with the trustees.

The audited statements are submitted to the Board of trustees and the Governing council for reference. After that, the audited statements are posted in the institution website to fulfill the mandatory requirement of AICTE. The audited statement is also submitted to AICTE along with other documents during extension of approval. A copy of the same is submitted to Anna University too as a part of compliance.

File Description	Document
Upload any additional information	View Document

6.4.2

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

6.4.3

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Since its inception in 2007, Happy Valley Business School, has been a self -financing institution and hence has to generate its own resources to meet out the expenditure on various items and also for further investments on assets for expansion.

Mobilization of funds

The funds are mobilized from the tuition fees, hostel fees and other fees. The income from such sources vary from year to year depending on the admissions. As an institution located in a Tier 2 city, the scope for generating funds through other sources like research, consultancy etc is limited. For almost all the MoU partners, any consulting work carried out is obligatory in nature. In spite of this disadvantage, the institution explores alternative ways to generate funds through research and consultancy , which has begun to see results.

Since resources are limited and requirements are huge, careful rationing of funds for various purposes is done with due diligence.

An annual budget is prepared for the appropriation of funds based on the inputs from the Principal who in turn collects it from the faculty members. The budget is scrutinized by the board of trustees and governing council.

Optimum Utilization of funds

The CEO monitors the utilization of funds for both recurring and non- recurring expenses such as salary, electricity, consumables, maintenance etc. Salary for teaching and non-teaching staff is one of the major item of expenditure. Staff and student welfare expenditure is given priority. Library and computer centre are areas which require constant attention and financial support. Some of the items of recurring expenses are salaries for housekeeping, security, industrial visits, promotional activities expenditure, conduct of programs, international visits for students etc.

Quotations are sought from suppliers for the purchase of books, journals, equipments , computers etc. The quotations are scrutinized based on parameters of brand, quality and price before the decision is made. Care is taken to see that the expenditure lies within the estimated budget. In cases where the expenditure is exceeded, management permission is sought. The financial statements are audited by certified auditors and submitted to the Governing council and Board of trustees.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Happy Valley attempts to create a knowledge community through a persistent focus on imparting quality education, through its innovative, comprehensive education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that comprehend all aspects of the Institute's functioning. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in overall performance of the Institutions.

The IQAC mainly focuses on:

- Realizing the Mission and Vision of the institution.
- Defining the POs institutionalizing the quality policies
- Documenting the quality assuring strategies
- Continuous improvement in the strategies after thoroughly assessing the attainment.
- Redefining the new goals and observing the attainment level.

The IQAC at Happy Valley Business School was constituted on 10.07.2017. Since then, the IQAC cell has been focusing to develop on the following objectives:

- To ensure continuous improvement in the entire operations of the institution.
- To improve the quality of teaching and research by organizing various faculty development programs time to time.
- To provide inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak.
- To emphasize the importance of Outcome Based Education.
- To develop a quality system for conscious, consistent and programmed action to improve the academic and administrative performance of the institution.
- To promote measures for driving institutional functioning towards quality enhancement and institutionalization of best practices.
-

The IQAC has immensely contributed in the implementation of quality assurance strategies and processes at all levels. The Institute's IQAC regularly meets every three months.

The two examples of practices institutionalized as a result of IQAC initiatives are as follows:

E- Governance Implementation:

The IQAC led efforts to the successful implementation of technology in the Institute's administrative functioning through web-based ERP developed by an internal team. The web-based ERP helps to reduce the work load of the teaching and administrative employees in the institution. Automation of admission, financial and examination processes, upgradation of Wifi and LAN facilities, have significantly contributed to an enhanced quality of teaching-learning experience.

Implementation of Outcome Based Education

The Institute's IQAC has successfully implemented outcome-based education and also set a standard in teaching and learning. CO Outcomes, PO Outcome and PEO outcomes are calculated for every passing out batch based on direct assessment and indirect assessment

File Description	Document
Upload any additional information	View Document

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

(For first cycle - Incremental improvements made for the preceding five years with regard to quality

For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

After establishing the IQAC in the institution, the committee started working towards quality education and inculcating quality culture among the students and staff. The IQAC has also contributed towards institutionalizing the quality assurance strategies and developed various processes as follows:

- The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.
- The Academic calendar is prepared in advance adhering to the Anna university academic calendar, displayed and circulated in the Institute and strictly followed.
- Implementation of Outcome-based learning education in each program.
- Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MoUs, etc.
- To implement and enhance the use of ICT tools to strengthen the teaching-learning process
- IQAC periodically reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes:
 - **Academic Calendar:** Based on the University Academic calendar the Institution schedules the academic calendar well in advance at the start of the year with ample time frame for not only the regular teaching-learning process but also to accommodate the various events like seminar/ guest lecture/ workshops/ FDP's/ flip- class learning and many more.
 - **Preparation of lesson plan for each semester:** The lesson plan is prepared by the faculty members for all the subjects they teach in that particular semester. Enriching the curriculum with guest lectures, experiential learning, flip classroom, mini projects, assignments and case study.
 - **Evaluation of teachers by students:** The institution has a feedback system to evaluate the teachers by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, attitude, strengths and weaknesses & difficulties faced in the subject, give a clear idea about the problems faced by the students. Principal and management also monitor the feedback system and take appropriate corrective actions.
 - **Student learning outcomes:** The institution monitors the performance of the students regularly. It has specified procedures to collect and analyse data on student learning outcomes. The following points are adopted by the institute in this context:
 - 3 - Internal Tests
 - Assignments
 - End Semester Examination
 - Indirect Assessment (Exit Feedback Survey)
 - PO Assessment
 - Gap Identification and Action Taken Report
 - **Effective internal examination and evaluation systems:** Institute maintains an effective internal examination and evaluation system.
 - **Academic and Administrative Audit:** The institution conducts an annual extensive academic and administrative audit and the feedback on the same are provided.

File Description	Document
Upload any additional information	View Document

6.5.3

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Happy Valley Business School aims to create a safe and violence-free educational atmosphere for all, irrespective of diversities in identities of gender, sex, caste, class, ethnicity, language, race, disability and sexual orientation. It also advocates a zero tolerance policy against sexual harassment.

The Principle of Gender Equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution grants Equality to Women, Equal access to Participation and decision making of women in social, political and economic life .

From having 3 % of women students in the first year of inception in 2007, to 40% of women students in the current batch, women in Happy Valley and in higher education have come a long way.

All students are considered and treated equal once they step into the institution. Both inside the class and outside the class, the women students are treated with respect and the male students are sensitized to the women students in their class by lectures during the orientation. All activities in the class like group discussions, case study presentations ,games, flip class activities, internships etc have equal participation of both men and women . There is no discrimination between the genders and are treated on par with each other during any internal and external programmes.

The following facilities are available for women students in the institution:

Safety and security

The girls are housed in hostels which also houses a lady warden who is available 24x7, These hostels have cameras fitted in all strategic locations and have security guards posted at the entrance of the hostels apart from securitymen at the main entrance.

Counselling

The women students are attached to mentors who act as counsellors to solve students problems. There is a sexual harassment cell to look into issues arising if any. The principal follows an open door policy and any student could walk in with any grievance ay any time. A suggestion box is also placed for the students to represent any problem.

Common Rooms

Common rooms are available for the girl students. They can rest in case they feel unwell. This common room is also used a reading room where students get together to read newspaper, magazines etc., Guest houses are provided exclusively for male and female students, alumni, parents if they wish to stay in the

campus for a brief time.

d) **Women empowerment Cell**

The institution has a women empowerment cell- Adya which conducts programmes on women empowerment. The girls in turn meet women entrepreneurs and empower them to think big and scale up their business.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy**
- 2.Biogas plant**
- 3.Wheeling to the Grid**
- 4.Sensor-based energy conservation**
- 5.Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Waste management systems are in place at Happy Valley Business School.

Bio waste

Bio waste is categorized into bio-degradable and bio-nondegradable waste.

Bio-degradable wastes include food wastes, canteen waste, wastes from toilets etc. Canteen waste in the form of un used / cut vegetable waste , food waste collected in bins, waste water from washing vessels are used in the bio-gas plant available at the canteen . Bio-gas is used for cooking food and the bio-waste is used for plants.

Liquid Waste Management

The waste from the toilets are collected in septic tanks where soil is separated from brown water. The brown water, thus collected , after passing through a series of tanks and natural sand filters is used for irrigating the trees in the campus. Periodically, the soil from the septic tank is taken away by the panchayat waste management vehicles.

Non-biodegradable wastes include plastic, tins and glass bottles etc.

Bins are placed in locations which aid easy disposal by those wishing to dump plastics, tins and glasses.

There is no bio medical waste, other than sanitary napkins used by the students in the ladies hostel. To manage this waste , sanitary napkin incinerator machines are used manage and maintain health and hygiene.

The institution produces a little paper waste. Paper wastes from academic blocks, library, administrative office, hostels etc., are disposed through vendors. The waste is properly stacked in designated place and later disposed through vendors for proper waste management. As much as possible, the institution resorts to digital means of communication to reduce the usage of paper.

Happy Valley is a green campus trees shed huge quantity of leaves on the path ways and other open areas. These dry leaves are collected to develop bio-waste compost which is used as a manure for plants and trees.

E Waste

E-Waste disposal does not happen within the campus. All discarded computers, laptops, equipments, printers and electric bulbs are given to e-waste collectors

Hazardous Waste

Hazardous waste is waste that is likely to be a threat to health or the environment like cleaning chemicals, acids and laboratory chemicals

This being a management institution, the waste produced is not hazardous in nature.

File Description	Document
Link for Geotagged photographs of the facilities	View Document

7.1.4**Water conservation facilities available in the Institution:**

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5**Green campus initiatives include:**

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit
- 2.Energy audit
- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7

The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Happy Valley Business School stands for unity and inclusiveness. Since its inception in 2007, the students admitted are from Tamilnadu and the neighbouring state of Kerala.

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, it does not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities. The students and faculty members co-exist in harmony.

The initiatives to promote harmony are :

Festivals are celebrated with pomp and gaiety. Festivals like onam, Pongal, Diwali, Christmas and Ramzan are celebrated with equal zest and all students enjoy the festivities and partake in activities.

A Food Carnival is conducted once a year. This brings out not only the culinary skills, but also tolerance, acceptability to different food tastes and oneness to work as a team.

Birthdays are another occasion where , without exception everybody's birthdays are celebrated. Faculty members and all students come together to cut the birthday cake and wishes pour in for the birthday boy/girl.

The institute is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy and instilling communal harmony in the nearby village.

Extension activities are conducted as a part of the Rotaract club of Happy Valley so as to provide a holistic education for all students. A government school is adopted and the children are taught English by the students of Happy valley.

Women Empowerment club, 'Ädya' with the help of students empowers women by helping women entrepreneurs to scale up.

Blood donation camps have been regularly conducted as a part of Yi activity, where students and faculty members donate blood voluntarily.

Free eye camps are conducted in the nearby villages in association with a leading hospital-The Eye Foundation, who tests and also does free operations for the people in the nearby village. Students are volunteers who go and announce the dates of camps and help them through the testing process.

Student **volunteers visit orphanages** to spend time with the young children and give colour to the dreams of children. They help them plan their education based on the likes and interests.

Special days like **International yoga day , world environment day , Earth day etc.**, see participation of all students – yoga for all or planting saplings or dispersing seedballs in different geographical locations.

Around **40 % of the faculty members** are from the neighbouring state and this also brings in regional , linguistic harmony and cross-cultural enrichment.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Happy Valley Business School sincerely believes that education should enlighten individuals. Duty of students is to first be empowered and then empower those around them, thereby creating a knowledge community.

All citizens should be law abiding citizens and practice ethical ways of living. Students in the first week in the institution , during the induction period are oriented on values, rights and duties.

Anti-Ragging Campaign

Every student is oriented on the evils of ragging. They are made aware of what constitutes ragging and shown videos of the same. They are made to understand that all students are their friends, brothers and sisters and ragging menace will not be permitted in the institution and they become anti-ragging ambassadors. Hence, treating people with respect and accepting every human as a part of the extended family is well ingrained into their thoughts and is reflected in their words and deeds.

Voting Campaign

During public elections, students reach out to the neighbouring community and create awareness that **voting** builds a healthier nation & strengthens democracy. They urge the voters to exercise their right to vote.

Swatch Bharath Abhyan

On the date of launching of the Swachh Bharat Abhiyan, the Prime Minister had stated that every student will play the most important role in spreading and promoting the cleanliness in the whole of India and declared that every student of India is the brand ambassador of Swachh Bharat Abhiyan.

Awareness of keeping the environment clean was done by our students with campaigns. They visited the nearby villages to create Swachh Bharat Awareness and had discussions on problems confronting them if the surrounding is not neat.

Child Safety Campaigns

Student volunteers of the Yi chapter of Happy Valley frequently carry out child safety programmes to amplify voices to help address issues of violence, abuse and exploitation. The campaign called “Masoom” aims at protecting children from sexual abuse and our students visit nearby government schools to interact with the students. They are trained to train children about good and bad touch.

Life skill training for School kids

“Catch them Young” is the philosophy behind this programme. Student volunteers visit schools and teach them morals, values and benefits of hardwork through games and stories.

Covid safety and Vaccine drives

Student volunteers conducted awareness campaigns on the importance of masks and physical distancing during covid and the need to get vaccinated. Most of the villagers were reluctant to get vaccinated. Students encouraged the villagers to get vaccinated and safeguard their lives .

Flood relief for the needy

When the neighbouring state of Kerala suffered due to floods, our faculty members and students with the support of the management distributed blankets, emergency medicines, toiletries, dress materials etc.

The values of compassion, empathy and sharing that students had and taught were witnessed during these occasions.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11

Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Happy Valley Business School celebrates all events which are celebrated locally, nationally, and internationally. Students get motivated and become more responsible by organizing and celebrating such events and festivals. Some of the important days of celebrations are listed below:

International yoga day.

It is the event conducted like a festival by the students under the guidance of faculty members, as some of the faculty members and students are yoga enthusiasts. They look forward to the day and organize the event on June 21st every year. Normally, this is not conducted as a one-day event, some series of yoga and meditation programs are conducted on different dates and the yoga day is the culmination of all.

Teachers' day.

A teacher is gifted when he or she gets adoring students. Students are gifted when they get inspiring teachers. Students at Happy Valley Business School arrange a separate meeting to invite and honor faculty members. September 5th of every year is like a Thanksgiving Day by the students for the teachers.

International Women's Day.

Every girl child is a born mother and they are celebrated and remembered for their contribution on March 8th of every year. Happy Valley Business School celebrates this day every year with a lot of festivities since half of the students are girls. This day marks the day of women power.

Diwali.

Diwali is a national festival and it is celebrated in campus with fun, festivities and food, A lot of fun games are organized for the students and teachers. Like any other event, Diwali celebrations give more joy and hope. Since it is a festival of lights, everyone, irrespective of religion participates in the

celebrations.

Pongal.

Pongal festival is celebrated for various reasons. It is a harvesting festival in Tamil Nadu. During Pongal celebrations, generally, people worship nature like the sun god and thank their cattle and fellow workers for their contribution. Pongal is a very colorful festival celebrated by wearing traditional dress. Students try to perform folk arts and conduct festive games.

Onam

Coimbatore is a border town with the state of Kerala and the Onam festival is celebrated for years. This is a state festival in Kerala. Students both boys and girls make 'Poo Kalam' with colorful flowers inside the auditorium. This festival is also known for Sadhya: The vegetarian food feast and 'Pulikali'- Dance In the costume of imitating a tiger. This festival is also celebrated by wearing the traditional dress of Kerala by all.

Christmas and New Year.

Christmas and new year mark the end of the year and the beginning of a new one respectively. Everyone joins the celebration without any hesitation. Students have fun by wearing Santa Claus masks and costumes. As part of the celebration students cut cakes and distribute it to everyone.

Independence and Republic Day.

These two days are celebrated to promote patriotism and unity amongst all.

File Description	Document
Link for Geotagged photographs of some of the events	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practices – I

Title : Social Laboratory Model – Experiential learning through serving the local business community.

Objective :

The main objective of this practice is to serve the local business community. Coimbatore district of Tamil-N?du is well known for micro enterprises, MSMEs and large listed corporates. This gives ample

opportunity for students to interact with industry at various levels to learn management practices and to test what they have learnt from the local micro enterprises. 'Social Laboratory model is yielding great results from the time it was initiated.

The Context :

Coimbatore is the best place for a Business School because it is an industrial city, medical hub, a city known for around one hundred engineering colleges and an equal number of arts and science colleges, IT hub, tourism centre and a thriving agricultural centre. Coimbatore and adjoining Tirupur are bustling entrepreneurial cities, well recognised in the industrial map of the world.

A student who pursues management education has a lot of support system in place. Experiential learning through 'social laboratory model' is easy to practice. Trade associations like Confederation of Indian Industries (CII), Young Indians (YI), Business Network International (BNI), Coimbatore Productivity Council (CPC), National Institute of Personnel Management (NIPM), are all ready to engage the students in their respective member organisations without any reservation.

Students after getting an exposure to business practices are encouraged to deal with local micro enterprises to promote their business.

The Practice :

The Social Laboratory model is a well-established practice now. To facilitate the model, industrial support is mandatory. Happy Valley Business School has signed Memorandum's of Understanding (MOU's) with

- Confederation of Indian Industries (CII),
- Young Indians (YI),
- Business Network International (BNI),
- National Institute of Personnel Management (NIPM) and
- Laghu Udyog Bharati (LUB) for the same.

The science of management is taught inside the classroom while a student learns the art of management by continuous interaction with the industry. Theoretical frame work, tools from decision sciences, macro business environment and scientific thinking are all part of the classroom learning essential for developing inquisitiveness on business models and practices. Concept reinforcement and confirmation happens when the students visit industries.

Constant interaction with businessmen removes the gap between theory and practice. Customisation of ideas and creative problem-solving abilities form in students layer by layer. That is the time students question the status quo and try to build new models with the help of teachers, fellow students and industry experts.

Students with such learning are motivated to engage with fledgeling micro-enterprises in the local area in a meaningful way to promote their business. Students visit micro-businesses in the adjacent villages of Pichanur, Navakkarai and Ettimadai. They share their knowledge of business technology. Seeing success through application of ideas encourage them to take up new assignments without hesitation.

The Social Laboratory model:

Knowledge is just a potential power, until it is put to use. Business is the subset of the society and any new knowledge should be tested there for validation.

Discussion - Diagnosis :

Discussion and diagnosis of local business problems are done in the classroom with the interaction of industry experts. Students try to identify the cause of the problem to address it.

Some of the problems identified were:

- Inability to use technology to their advantage.
- Unimpressive visual merchandising.

- Failure in brand building.
- Cost control and cost reduction
- Waste Management

Design - Implementation :

The first step leads to the second step which is action orientation. Possible solutions to business challenges are implemented with the businesses in the vicinity, after explaining the same to the business owners. Possible solutions for problems identified are:

- Creating QR code for small business owners.
- Educating micro-business owners on payment gateways like G-pay, Paytm etc.
- Retail display of products
- Waste minimization and waste disposal
- Educating on Economic Order Quantity (EOQ) and Inventory control.

Feedback - Reflection:

The appropriateness of the ideas implemented were tested periodically and necessary repositioning of strategies were incorporated after discussions with faculty members and industry experts.

Impact – Evidence of Success :

Social Laboratory Model gives an opportunity to the students to

- Think critically,
- Be creative and to customize knowledge,
- Inquisitiveness about new developments
- Learning to align the business with the trend in the business environment,
- Identifying sunrise sectors
- Use of technology

The model is about 'Learning by Doing' and is a win – win situation for students and society.

Obstacles Faced:

Business dynamics changes every day, whereas syllabus changes once in 3 years. There is a definite gap between theory and practice. During initial days of industrial training and interactions, students find it difficult to customise their knowledge as per the requirement of the problem. Micro enterprises fear change. Some of them lack formal education and so exhibit reluctance to use management technology to their advantage.

All these problems are solved through continuous interaction with the stakeholders concerned.

Resources Required:

Frequent visits to industrial sites require transport support from the institution. The annual membership fee for some of the associations are very high and borne by the institution. Faculty members have to accompany the students for better guidance and, they have to work for longer hours, to ensure the focus is on experiential learning.

Obviously, resources required are time, money and experienced faculty members.

Contact Details

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Best Practices – II

Title: Promoters of Gross National Happiness.

The Context:

Quantitative growth along with qualitative development opens up a life of prosperity. Education should not only ensure standard of living but should also improve the standard of life. A Master's degree in Business Administration (MBA) deals with business. The classical objective of business is to maximize profit. But at the same time, **Satisfaction Maximization** is the goal of every individual. Balancing these dichotomous expectations is the success of a business leader.

Every individual can create positive externalities through his words and deeds. Happiness is a state of mind and ensuring a smile in every face is an act of nobility.

Any surplus creates happiness. As a B-School, beyond producer and consumer surplus, that which gives the maximum happiness to the students is **Community Surplus. Environment, Social, Governance (ESG) is an inextricable part of life** and Happy Valleyians have long strived to address those issues. **Community projects** can in the long run create value and improve the society. Improvement in the society and its people instills happiness, for which we could take the credit.

Objectives and practices:

- The main objective of this practice **is to create corporate leaders** who can bring down the negative externalities, **cut down social cost and deliver more value**. Education without value is dangerous and an incomplete mission.
- To promote **prosperity of the society by creating wealth and spreading happiness**.
- To groom each and every student who moves out of the Happy Valley portal to be a **messenger of happiness and generator of wealth**. Happy Valley is a place for flowering of minds aimed at creating knowledge community. Merit with ethics is our way forward.

The Practice:

To serve beyond the call of duty, is possible with a positive attitude. Good health ensures good mind. To ensure the wellness of body and mind, the institute conducts a lot of programs from the first day of the commencement of the MBA program.

Starting the day with **meditation and prayer** is a routine practice. **It is conducted by students** and participated by teachers. A day well begun is always more productive. **Power yoga, courses on Business ethics, Indian ethos and values ensure cultural moorings**.

Obstacle courses conducted with the help of special infrastructure created inside the campus instill self-belief, sharing and caring, team participation and a great sense of achievement and ultimate happiness.

Extension activities through Rotaract club, Young Indian (YI) chapter and Roadies club bring out the best in human behavior among students. Our students are involved in:

- **Educating government school children on life skills**

- **Visiting orphanages and houses of underprivileged to provide hope and faith in the future**
- **Spreading financial literacy among rural workers**
- **Child safety and women safety awareness programs**
- **Afforestation drive**
- **Green brigade movement**
- **Save soil and save water propaganda drive to protect the future generation**
- **Conducting carnivals and cultural activities**
- **Conduct rural sports activities**

All these activities help the students to be a part of the society. They participate with a deep sense of involvement to understand the needs of people, to preserve nature and appreciate life. The feel of giving back to the society and mother nature gives them enormous amount of joy and removes the dark side of a human mind. Happiness is highly contagious and every happy person acts as a goodwill messenger.

Obstacles faced/ Problems encountered:

By nature, human beings seek happiness and at Happy Valley we take one step forward to spread more happiness. Where flowers can spread fragrance, people can spread happiness to all. It is time to re-cultivate the habit of caring and sharing in the real world. The joy of giving needs to be glorified once again. By practice, students realize that when shared, the joy is doubled and from then, students love to be part of such initiatives.

Impact of practice/ Outcome:

Initial rapport building takes some time. Once the students see happiness on the faces of underprivileged, students are more involved with social service. There is a sea change in their value perception. The same students come back to see the progress of the native people even after completing their studies. Students engaged in community service will never become wrong doers. Indeed, they emanate kindness and care.

Resources required:

Time is the biggest resource constraint and there is, financial constraint. Between assignments, after hours of class room studies and during weekends, students engage themselves with community service with the active support of the institute. The institution sponsors their trip, food and other contingencies.

Contact Details

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Website	: www.happyvalley.in

File Description	Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

INSTITUTIONAL DISTINCTIVENESS

As businesses are driven more by external forces, classrooms can't always capture the complexity of the professional workplace and business world.

Happy Valley Business School has always been engaged in **Immersive experiential learning a.k.a Action Learning**, whereby students **“learn by doing”**. In place of repetitive learning, experiential learning involves actively using skills of critical thinking, problem solving, decision-making and by reflecting on their experience.

Immersive learning helps students in :

1. Reflection, critical analysis and synthesis.
2. Taking initiative, making decisions, and being accountable for the results.
3. Giving opportunities for students to engage intellectually, creatively, emotionally, socially and physically.
4. Crafting a learning experience that includes the possibility to learn from natural consequences, mistakes, and successes.
5. Bringing new information in the application of ideas to the general shop of knowledge.
6. Combining different ideas to create hybrid ideas.

Happy Valley Business School follows the Kolb's cycle of learning.

A student moves through a spiral of immediate experience, that leads to observations and reflections on the experience that he goes through outside the four walls of the classroom. These are linked to theories

already learnt in the classrooms and a new or altered understanding of the concept emerges.

The students are engaged in the process of immersive learning through the activities mentioned below:

Concrete Experience

The student is forced to involve in situations which helps understand business first hand. The student is generally open-minded as this is the first interaction with the business world. He approaches the problems with an open mind and tries to relate to what is taught in the classroom only later. All experiences are documented and certain experiences are shared with the other students too.

The initial experiences that a student goes through are:

- **Internships- Real time and paid**
- **Global immersion through visits and lectures**
- **Industrial Visits**
- **Business Labs for marketing, finance and behavioural science**
- **ICAN – In house outbound leadership games**

Reflective Observation

The student understands ideas about business from others point of view. He is more often a patient listener or/and follows instructions which , after the task is completed helps him form his own opinions about the experience and its associated learning.

The below mentioned activities help him reflect:

- **Meet the CEO**
- **Social impact Extension Activities**
- **Networking opportunities with entrepreneurs and MoU partners**
- **Community initiatives**

Abstract Conceptualizations

A student combines theories learnt in the classroom with the experiences that he has had outside and tries to connect theory with actual practice.

Typically used activities are listed below:

- **Illustrative and Critical Instance Case discussions**
- **Personality Re engineering bootcamps**
- **Design Thinking and Creativity workshops**
- **Business and Management Simulation games**
- **John Mullins- Business Road Test workshop**
- **Career focussed short term courses**

Active Experimentation

Students apply what they learned in the experience to other situations. They use theories to solve problems and make decisions. The goal is to test the concepts in different and new situations to discover ways to improve.

This is done in:

- **Real Time market survey projects**
- **Investment Practicums**
- **Flip class room activities**
- **Coffee pot meetings with CEO's**

Such programmes have created a rich learning experience that brings both personal and professional value beyond academic curriculum. Such activities have not only provided students the opportunities to lead and learn, but has opened doors to build relationships and networking opportunities.

File Description	Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

The true index for the greatness of a business school is not just in how many English-speaking job seekers it has produced: but in how many business leaders originated from that institution. Happy Valley Business School always aims at grooming business thought; leaders who could become job providers rather than job seekers.

Most of the programs conducted in the institution are designed based on this idea. Meet the CEO, Coffee pot meetings with entrepreneurs and corporate leaders at star hotels, participate in CII, YI, NIPM, and BNI meetings, etc. are all given ample opportunities for students to learn from business leaders through discussions, interactions and observations.

The industry base of Coimbatore is very wide and global in standards. Textiles, motor pumps, engineering, construction, IT, ITES, Health care, education, logistics, poultry, Agri and allied industries, bakery, and food processing are some of the most thriving industries Coimbatore is known for. It is a natural advantage for students to get exposed to various industries.

Concluding Remarks :

ESG (Environment, Sustainability and Governance) is the new buzz word in business. Happy Valley Business School started practicing these concepts from the date of inception in 2007.

The barren land was converted as a beautiful green campus by the faculty members and students of various batches. Now this green campus is good enough to become a micro-climate zone. Land and water are preserved through food waste and other waste management practices. It has become a sanctuary for birds, flowers, butterflies and other avian visitors bringing more joy to the inmates and visitors.

Sustainability comes with certain frugal practices. Food and water are not wasted here. Rain water harvesting recharges the bore wells. Trees preserve green water.

There is no colourful attitude shown among people and there is no scope for discrimination against anybody. The school follows open door policy for teachers and students. It is a Ragging free campus and senior students take responsibility to help their juniors to perform.

Governance is an all-important practice required for survival and growth. Transparency is practiced in every aspect of transaction. Faculty members enjoy academic freedom and are aware of their roles and responsibilities. Institution is blessed to have such a governing council where its members take ownership in guiding the institution to grow.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Observation accepted as per supporting documents</p>																				
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 131.41 Answer after DVV Verification: 127.84</p>																				
6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>14</td> <td>13</td> <td>16</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>16</td> <td>15</td> </tr> </tbody> </table> <p>Remark : Observation accepted because input cannot exceed 12, as per the EP metric 3.2.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	13	14	13	16	15	2020-21	2019-20	2018-19	2017-18	2016-17	12	12	12	16	15
2020-21	2019-20	2018-19	2017-18	2016-17																	
13	14	13	16	15																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	12	12	16	15																	

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	14	14	16	17

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	16	17