

NAAC Re-Accreditation ◀

**'A' Grade
with 3.46
CGPA**



H.R. College of Commerce & Economics



Accredited 'A' Grade by NAAC



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Nagarbhavi, Bangalore - 560 072 India

Provisional Certificate of Accreditation

**The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the**

***H. R. College of Commerce and Economics
Churchgate, Mumbai, affiliated to University of Mumbai,
Maharashtra as
Accredited***

*with a CGPA of 3.46 on four point scale
at A grade*

Date: February 04, 2008

K. S. Rao
Director

NAAC Peer Team

Report on

Institutional Assessment and Re-Accreditation of

H.R. College of Commerce & Economics
Churchgate, Mumbai, Maharashtra State

Section I

General Information

- 1.1 **Name of the Institution:** H.R. College of Commerce and Economics,
Mumbai, Maharashtra
- 1.2 **Year of Establishment:** June, 1960
- 1.3 **Current Academic Activities at the Institution:**
- Faculties/Schools: Commerce
 - Departments/ Centers: Commerce, Economics, Business Management,
Accounting and Finance, Banking and Insurance,
Mathematics & Statistics
 - Programmes/ Courses offered: B.Com.
B.M.S.
B.Com. (Accounting and Finance)
B.Com. (Banking and Insurance)
M.Com.
 - Permanent Faculty Members Sanctioned: 42 Filled: 42
 - Permanent Support Staff Sanctioned: 73 Filled: 73
 - Students UG: 3379 PG: 142 Total: 3521
- 1.4 **Three Major Features in the Institutional Context:**
- An urban, co-educational, post graduate college affiliated to Mumbai University offering mostly job oriented programmes besides several certificate / diploma courses for enriching the curriculum.
 - A reputed higher education institution having linkages with leading industries.
 - ICT enabled teaching-learning, imparting practical training through internships, projects, corporate seminars, field visits, etc.
- 1.5 **Dates of visit of the Peer Team:** January 17-18, 2008

1.6. Composition of the Peer Team:

Chairperson	Prof. C.Thangamuthu Former Vice Chancellor Bharathidasan University Tamil Nadu	Member	Prof. N.V. Narasimham Director, School of Management Studies IGNOU, Maidan Garhi, New Delhi 110 068
Member	Dr. Rajan Varughese Director and Principal Marthoma College of Management and Technology, Asramam Campus, Perumbavoor, Kerala 683 542	NAAC Coordinator	Dr. M.S. Shyamasundar Deputy Adviser, NAAC

Section II

Criterion-wise Analysis



2.1: Curricular Aspects

2.1.1. Curricular Design & Development:

- Some faculty members including the Principal contributed to curriculum design and development through membership in University bodies.
- Curriculum is chosen to meet the market needs of the students and is reflected through the teaching and learning programmes.
- The programme options match with the institutional goals and objectives.
- The various enrichment programmes are designed to enhance the overall development of students.
- The college has designed completely revised curriculum with a number of innovative changes to be implemented under autonomy.

2.1.2. Academic Flexibility:

- Three new UG programme options and one PG programme were introduced over and above the existing programmes during the post accreditation period.
- 19 Certificate Courses are offered in partnership with leading corporates and NGOs.
- The college offers three streams of B.Com. with specialization in (1) Accounting and Finance (2) Banking and Insurance and (3) Bachelor of Management Studies.
- Add on courses leading to certificate, diploma and advanced diplomas in four subjects and Honors' certification.

2.1.3. Feedback on Curriculum:

- Feedback on curriculum from students are obtained through formal questionnaire, from meetings of Academic Council formed for students, Open Forum of students, Open Forum of Students Council and suggestion box.
- The College has mechanism to collect informal feedback from alumni, parents and employers who are involved in bringing recommendations for curriculum development.
- The curriculum was developed and designed for the autonomous status of the college using the feedback received.

2.1.4. Curriculum update:

- The college implements the new syllabi as and when the university revises the curriculum.
- The curriculum is enriched by offering add-on courses, certificate programmes and Honors' certification.
- Faculty visits to reputed universities and colleges abroad provide exposure to improve the pedagogy and curriculum.
- The self-financing programmes are avenues for introduction of updated curriculum in emerging areas.

2.1.5. Best Practices in Curricular Aspects:

- Opportunities provided to faculty members through international exposure in curriculum design and pedagogy.
- Use of industry institution interactions for curriculum updating.
- Institution specific programmes such as Corporate Seminars, Students' Academic Council, Summer School, HR Index and HR Model United Nations are worth emulating.



2.2. Teaching- Learning and Evaluation

2.2.1. Admission process and Student Profile:

- Admission of students through transparent admission process based on merit as per Government and University guidelines following the reservation policy.
- High cut-off percentage indicates the preference of meritorious students to the college.
- Scholarships are provided to students from weaker socio-economic background.

2.2.2. Catering to diverse needs:

- Students' capability is assessed through post admission interviews and marks obtained in qualifying examinations.
- Remedial teaching, peer tutoring and mentoring are offered to assist slow learners.
- Honour's Programme, additional assignments, more library facilities, Achiever' Club, international scholarships and internships are available for advanced learners.
- Tutorial sessions are offered to help the students to improve their academic performance.

2.2.3. Teaching- Learning Process:

- Strategic planning and exercises by the college for training faculty members on instructional methods and teaching plans.
- Teaching-learning and evaluation process enhancement through the functioning of teachers' council, academic calendar, smart manuals, exam manuals and computer and internet applications (ICT application).
- Use of active learning strategies such as teacher and student led seminars, role play, simulation games, case study, poster exercise, project based learning, video films, field work and 'Learning Matrix' (computer assisted learning programmes).
- Use of ICT as a teaching-learning instrument through internet access.

2.2.4. Teacher Quality:

- Selection of faculty as per University and Government norms from among well qualified applicants.
- Enriching teaching-learning of the regular and certificate programmes with a sizable number of highly competent visiting and adjunct faculty, including professionals.
- International programmes, research grants and study leave are initiated for faculty development.
- Teachers regularly participate in refresher courses, orientation programmes, seminars and workshops.

2.2.5. Evaluation process and Reform:

- Evaluation awareness and result analysis are done to assist the students.
- Examination section follows coding system for the efficient conduct of evaluation.
- Grievance redressal mechanism, centralized evaluation of answer books, scantron machine to provide computerized exam results, centralized paper setting and evaluation are some of the reforms in evaluation process.

2.2.6. Best practices in Teaching-Learning and Evaluation:

- Grade improvement programme and evaluation reforms.
- Feedback on question papers is taken.
- Participation of students in the admission process.
- Special effort to help students suffering from Dyslexia in collaboration with an NGO



2.3. Research, Consultancy and Extension

2.3.1. Promotion of Research:

- Research cell is formed to promote research activities.
- Student research projects as part of curriculum are undertaken in BMS & BCom applied courses.

2.3.2. Research and publication output:

- Five faculty members have Ph.D. degree and 14 are pursuing their Ph.D.
- Four faculty members have authored text books; two minor research projects were completed.
- Teachers regularly participate in conferences and seminars.

2.3.3. Consultancy:

- The faculty and students of Advertising, Promotion and Sales Management course undertake consultancy projects and generate funds.

2.3.4. Extension Activities:

- The NSS unit is involved in extension activities such as, blood donation, cleanliness, social awareness campaigns, and camps in villages.
- Students of Rotaract Club, Nature Club and other clubs actively participate in the activities of NGOs such as Pratham, Akanksha, United Way and Maharashtra State Women's Council.
- MOUs with Indian Merchants' Chamber, Bombay Chamber of Commerce, FICCI, CII and National Entrepreneurship Network to facilitate student projects and internships.
- The faculty of the college engages in consultancy assignments for visiting international delegations.

2.3.5. Collaborations:

- Collaborations with local NGOs such as RKD Charitable Trust and AGNI
- KPMG offers \$15000 every year to promote international faculty exchange programmes.
- MOUs with ICICI Bank for online education through 'Learning Matrix'
- Visit/collaborations with a number of universities/institutions in USA, UK, Australia, South Africa, Canada and Singapore.

2.3.6. Best Practices in Research, Consultancy, Extension:

- International collaborations for student internship.
- Faculty and staff members visiting institutions abroad as a part of quality enhancement measure.



2.4: Infrastructure and Learning Resources

2.4.1. Physical Facilities for learning

- Classrooms equipped with teaching learning aids such as computers, LCDs, smart card facility, smart boards and pull down screens.
- Air conditioned conference room, seminar rooms and class rooms, ladies common room, canteen, gymnasium, well equipped computer laboratories and Wi-Fi enabled campus and facilities for extra curricular activities.
- Fully automated office administrative system with time in-out swap machine having biometric facilities.

2.4.2 Maintenance of Infrastructure:

- AMC and Service contract undertaken for computers, air-conditioners, and other equipments.
- Maintenance and Service Centre manned by multi-skilled Class IV employees who maintain the buildings, furniture and equipments efficiently.

2.4.3. Library as a learning resource:

- Partially computerized library with 46,000 books and 86 periodicals and magazines available in the open access system and reading room facility of 24 hrs every day.
- Facilities such as multi media, language and video laboratories, teaching learning material centre, made available for faculty and students.

2.4.4. ICT as learning resources:

- Two computer laboratories of 20 computers each with networked system and broadband internet connectivity and three cyber cells with a total of 20 computers. ICT enabled classrooms, seminar and conference halls.
- Departments have computers with internet facilities.
- Website is updated regularly.

2.4.5. Other Facilities:

- Though the college has no playground of its own, it has tie-ups and sharing arrangements with major sports clubs and coaching facilities.
- Periodic medical check-up for students and staff is provided.

2.4.6. Best Practices in development in Infrastructure and Learning Resources:

- Class IV employees are trained to become multi-skilled workers to support maintenance services.
- Computerized administrative office.
- Canteen run by rehabilitated street hawkers.
- ICT enabled classrooms, seminars and conference halls.
- ICICI sponsored 'Learning Matrix' for programmed online learning and facilities for training in stock trading through the HR Index programme



2.5. Student Support and Progression

2.5.1. Student progression:

- Dropout rate is minimal
- Department-wise destination records maintained
- About 30% of the students proceed for higher studies.
- Awareness programme for CA, CS, IATA, CAT, TOFEL, GMAT
- Pass percentage, first classes and distinctions are quite high.

2.5.2. Student Support:

- Institutional information is available through prospectus, first day handbook, brochure, student courseware brochure on Honour's Programme, placement brochure, college magazine, alumni directory and website.
- Scholarships and freeships provided taking support from Corporate industries
- Institution-industry partnership to promote placement services
- Career Guidance & Placement Cell to pursue industrial internships and to promote placements.

2.5.3. Student Activities:

- Student Associations and clubs such as the college Students' Council, Rotaract Club, Nature Club, CHOICE, GEMS and several others.
- Conducting of World Economics Convention with national and international level participation and prizes won by the students.
- Participation/Prizes in inter-collegiate, regional, state, national and international level sports events such as boxing, rollers trophy squash, tennis, water-polo, swimming and diving, cricket, judo and badminton.
- Prizes secured in a number of inter-collegiate cultural events
- Illustrious alumni are occupying important positions in industries and organizations. The alumni association needs to be further strengthened.

2.5.4. Best Practices in Student Support and Progression:

- Destination survey conducted by the departments.
- Publication of directory of out-going students.



2.6. Governance and Leadership

2.6.1. Institutional vision and Leadership:

- The vision and mission are put into practice through the academic and co-curricular activities.
- Leadership in obtaining autonomy, empowering faculty and international initiatives.
- Faculty support for development by offering travel grants, study leave, ICT oriented additions of infrastructure, and training in administration given to non-teaching staff giving international exposure.
- Special attention for welfare of non-teaching staff.

2.6.2. Organizational Arrangements:

- Committee system of academic administration.
- Practice of maintaining work diary by teachers.
- Student bodies participating in admission process, student leadership for orientation sessions and implementation of anti-ragging measures with student support.

2.6.3. Strategy development and Deployment:

- Data on feedback obtained from students is analyzed and corrective steps are implemented.
- Pioneering efforts to become the first college in Mumbai University to obtain autonomy.
- Preparations are underway to implement the autonomous status.

2.6.4. Human Resource Management:

- Implementation of 360 degree evaluation and application of 'scantron' for teacher evaluation by students
- Training provided to non teaching staff for the skill development

2.6.5. Financial Management and Resources:

- Enlisting the financial support and sponsoring from corporate houses for faculty enhancement programmes
- Generating funds through the conduct of self-financing courses

2.6.6. Best Practices in Governance and Leadership:

- Pioneering efforts in getting autonomy
- Corporate support for academic activities
- Commendable leadership qualities of the Principal evident through a number of initiatives such as curricular innovations and several faculty/student development programmes.
- Linkages and networking with NGOs .



2.7 Innovative Practices

2.7.1. Internal quality Assurance System:

- Vision and Mission statements are reflected through teacher-ward system which provides opportunities for students to solve their personal problems with the assistance of teachers.
- Functioning of IQAC
- Teacher evaluation, Question paper feedback, and Students Academic Council facilitating participation in decision making
- Corporate Seminars, Summer School and summer internships.

2.7.2. Inclusive Practices:

- Socially, economically and differently abled students are offered admission.

2.7.3. Stakeholder Relationships:

- Alumni, corporate world, parents, current students are involved in the strategic planning.

Section III

Overall Analysis

3.1. Institutional Strengths:

- Thanks to better visibility/reputation, good students getting attracted to the college, mostly from better schooling background and also elite/affluent sections.
- Global exposure given to the faculty through their annual visit to Universities in USA/UK/Australia and other countries (sponsored by corporate houses at the initiative of the Principal) particularly on curricular design and teaching-learning.
- A wide-ranging opportunities for students to undergo a variety of career-oriented and skill enrichment certificate and other programmes (including the UGC sponsored Add-on courses) offered in active collaboration with industries (Corporate Seminars, Summer School, Internships, Project works, Online courses, among others)
- Evidence of several pedagogic innovations giving due thrust for student-centered teaching learning use of ICT and preparatory materials for examinations (question bank, course manual, etc.) reflected in good results in examinations; and introduction of a Honours programme for those who want to earn extra credits.

- A special emphasis on training the students in soft skills particularly in event management (student committees/bodies managing admission process and variety of co-curricular and extra-curricular activities), under the inspiring leadership of the Principal.

3.2. Institutional Weaknesses:

- Infra-structural constraint particularly in terms of physical space (as the college is located in a prime location in Mumbai city), resulting in congestion and with limited scope for launching new programmes.
- As the same building is staggeringly used under shift system by the college along with Junior College and Law College of the same management (with total student strength of over 6000 students), time constraint for stretching out academic activities and maximal use of learning resources by the students.
- Library not having computers with internet connectivity for the students to refer to e-Learning resources; need for more computers in the computer centres / labs to adequately cater to the large number of students (space constraint is the main limiting factor)
- Student strength going over 120 in a class, the faculty may find it difficult to give individual attention
- Research profile of the faculty in terms of research projects and publications in professional journals largely lacking.
- Attention of some of the support staff/services (sports, library, and administration) inevitably divided between the Junior college and the college.

3.3. Institutional Challenges:

- Long-term expansion plan for introducing newer academic programmes (including PG/research) challenged by space constraint
- As the college is mostly confined to commerce programmes, the growing challenge of competition from more popular and professional ones such as MBA and other specialised management/services sector oriented programmes.
- Challenge of co-existence of the college with Junior college with all its associated pressure on the facilities/usage.
- Challenge of the current curricular pattern thanks to the policy of the affiliating University (under which the first two year examinations left to be conducted by the college not taken into account for overall grading/classification) likely to possibly weaken the seriousness of teaching-learning in the first two years of the Degree in some of the colleges.
- Challenges as perceived by the college that may encounter the working/operationalising of full autonomy in the college (the college, the first in Mumbai University to be conferred with autonomous status by UGC in March 2007 is yet to take-up/launch autonomy, despite completing full preparations for the same).

3.4. Institutional Opportunities:

- The management running as many as 29 educational institutions in Mumbai city has the potential/opportunity of better networking/optimizing the use of faculty expertise/facilities (may also explore the feasibility of bringing them under the umbrella of a Deemed University)
- Opportunity for bringing out research publications by making the best use of database/field studies of the large number of project works done by the students.
- Opportunity for improving the brand equity of the college through various curricular innovations under the autonomous status, as a pioneer autonomous college of the University region.
- Potential for further exploiting/consolidation of industry connections (which the college has successfully clinched) for designing industry-oriented programmes under collaborative arrangements, under off-campus model.

Section IV

Recommendations for Quality Enhancement

- Autonomy be taken up in right earnest and the improved syllabi and curricular innovations as were well thought out and planned, be implemented as a pace-setter for other subsequent autonomous colleges.
- The feasibility of expansion of the campus (going up vertically or delinking junior college or establishing a satellite campus) be explored.
- While commending the 24-hour functioning of library reading hall, adequate number of computers with internet connectivity be provided for facilitating e-learning.
- The linkage with industries established quite commendably by the college be taken forward to plan for industry-based and partnered programmes on off-campus model; the faculty expertise be also sharpened for providing continuing education to the middle level industry professionals; some on-line modules can be also tried.
- The consultancy services (such as the advertising agency launched by the college) be strengthened/structured, with due incentive system for the faculty/students.
- Taking due advantage of many students coming from families of industry/business background, development of new entrepreneurship through motivation/goal setting and training be given special emphasis by a separate EDP incubation cell, again partnering with some corporate houses.
- Overseas visit by the faculty be used to facilitate long-term academic (collaborative research) linkages including the credit transfer under autonomous set-up
- The research publications of the faculty be strengthened by harnessing the data-base called out from project works of students, among others
- Launching new programmes in the emerging service sector disciplines such as MBA Family Business Management, Event Management, Public Relations, Hospitality, Entertainment, Education Management, Visual Communications, etc. be explored (as agenda for the Perspective Plan, of course, subject to expansion of the campus)
- The cluster college model (now initiated under the style “SIGMA.....”) be expanded and strengthened for the mutual advantage of all the constituent members of the cluster.

Signature of the Peer Team with Date

Prof. C.Thangamuthu (Chairperson)

Dr. Rajan Varughese (Member)

Prof. N.V. Narasimham (Member)

I have read the Report and agree with the Report.

Signature of the Principal with date and seal

Congratulatory Messages on NAAC Re-Accreditation

“Congratulations on H.R. College’s ‘A’ Grade from NAAC and on having the highest score in India! This is a wonderful distinction and is a result of your innovative practices and leadership and the great contribution of your staff and students.”

*Mr. Anil Harish, President
HSNC Board*

“We are thrilled to note that our H.R. College has secured ‘A’ Grade with a CGPA 3.46 from the National Assessment and Accreditation Council. It is matter of great pride & honour for all of us. Please accept our heartiest congratulations and convey the same to all concerned.”

*J.K. Bhambhani
Rector, Hyderabad (Sind) National Collegiate Board*

“Thanks for the photographs and your letter dated February 27, 2008. You are getting co-operation from every quarter mainly because of your dedicated and dynamic leadership.”

*Dr. L. H. Hiranandani
Patron Trustee HSNC Board*

“Congratulations!

I am very pleased to know that under your able leadership your college has re-accredited with ‘A’ grade by National Assessment and Accreditation Council. Indeed, obtaining an ‘A’ grade with CGPA 3.46 on a four point scale is a record in itself! I am sure your teachers, students, non-teaching colleagues and the management must have contributed their might in achieving the set goals of reaching the top!

I take this opportunity to congratulate each one of you once again for having succeeded in obtaining ‘A’ grade.”

*Dr. V.N. Magare
Director, Board of Colleges and University Development
University of Mumbai*

“I am happy that on Re-accreditation, HR has been given ‘A’ Grade by NAAC. My congratulations to you, the Faculty and the students of HR College.”

Dr. Ram Tarneja

“Heartiest Congratulations! Keep it up.”

*Niranjana Hiranandani
Immediate Past President, HSNC Board*

“I am happy to learn from your letter dated 26/02/08, that our college was awarded with an ‘A’ grade and a cumulative Grade point Average (CGPA) of 3.46. I take this opportunity to congratulate you and your team for the same.

Under your guidance now the college could also, look to work to offer a Post Graduation Programme, which in the near future will be need of the Hour. There would be a requirement for working professionals to have the option, to upgrade their knowledge by undertaking a part time post graduation course. If you work and offer a programme, I am sure it will be a World Class Programme and may be an alternate to the programme being offered by Jamnalal Bajaj. Wishing you success in your future endeavours as well.”

Sunish Anand

“Heartiest congratulations on the excellent and outstanding achievement obtained by H.R. College of Commerce on being awarded ‘A’ Grade with a cumulative grade point average (CGPA) of 3.46 by NAAC.

In particular, I am delighted to note that this is the highest score in India amongst all Universities and Colleges accredited so far. The additional distinction of being the 1st college in the University of Mumbai under the revised scheme to be accredited with an “A” Grade also deserves to be commended with “Honours”!!

I am absolutely convinced and have no doubt in my mind that all this would indeed not have been possible but for the phenomenal leadership provided by you yourself both by leading from the front as also by motivating your entire student community and also the teaching faculty.”

*John C. Alexander
Sr. Vice President Business Development*

January 17, 2008



The NAAC Peer Team arrival at HR



Welcomed at HR by Students



Meeting with Principal Dr.(Mrs.) Indu Shahani



Brand HR presentation



HR Index - Mock Stock Exchange



Meeting with Students of BMS



Research Cell



Academia Industry Linkages
Students of Summer School and Corporate Seminars



Post-graduate Department and IQAC



Meeting with faculty of HR in the staff room



Add-on courses Entrepreneurship Cell



Meeting with Class-IV employees

January 17, 2008



The ICT & Desk Top Publishing Department



The HR administrative office



Computer Lab Gr floor



Reporting on Strategic Planning and Faculty Evaluation



Meeting with the Examination Cell



Meeting with Students of BAF & BBI



ICICI Learning Matrix



Meeting with NGOs in Staff Room who work with the College



Checking the documentary evidence



Interaction with Alumni and Parents



An entertainment programme presented by HR students organised by CHOICE



January 18, 2008



International Initiatives a major thrust area for faculty and students of HR College, presentation on Faculty Enrichment Programmes



Meeting student bodies at HR

HR Canteen

Basement Computer Lab



Lunch with President & Members of HSNCB and Industry Leaders

Visting the Library

Meeting with the Sports Council



Meeting with Special Cell (Dyslexia)

Meeting with Students' Council, Rotaract Club & NSS involved in the College Social Responsibility

Sharing the report with Principal

Exit Meeting

January 18, 2008



Principal HR College
Dr. (Mrs.) Indu Shahani



Chairperson NAAC Peer Team
Prof. C.Thangamuthu



NAAC Coordinator
Dr. M.S. Shyamasundar



Handmade articles from NGO associated with HR College
-a token from the college



Review of the two day NAAC Peer Team visit to HR



Excited anticipation - faculty & students



The NAAC Peer Team present their report to Dr. Shahani

