



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ST. FRANCIS INSTITUTE OF MANAGEMENT AND RESEARCH (SFIMAR)

**ST. FRANCIS INSTITUTE OF MANAGEMENT AND RESEARCH GATE NO-5, MT.
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Francis Institute of Management and Research (SFIMAR), Mumbai, was established in 2002 by the Society of the Congregation of Franciscan Brothers to impart quality education in the field of Business Management. St Francis Institute of Management and Research is approved by AICTE, New Delhi and the Directorate of Technical Education Maharashtra. SFIMAR is an ISO 9001:2015 Certified Institute since 2007 and recognized under Sections 2 (f) and 12 (B) of UGC Act 1956. The Institute received a Minority Status Certificate (MSC) from the National Commission for Minority Educational Institutions (NCMEI), Govt. of India. The Institute is also an active member of various Minority and Management Forums.

SFIMAR offers a Full-time 2-Year Master of Management Studies (MMS) and a 3-Year Master Degree in Management (Financial Management and Marketing Management) Programmes affiliated to the University of Mumbai. SFIMAR also offers Full-time Post-graduate Diploma in Management (PGDM) programme approved by AICTE. The MMS programme offers specializations in Marketing, Human Resources, Finance, Operations and Information Technology. The PGDM programme offers specializations in Marketing, Human Resources, Finance and Operations. It also offers sectorial specialisations in multidisciplinary areas.

SFIMAR has a lineage of 120 years of successful Social Entrepreneurship with 'The Congregation of the Missionary Brothers of St. Francis of Assisi'. The Congregation of the Missionary Brothers of St. Francis of Assisi, established in 1901 in India, is an International Congregation of Religious Brothers. The Congregation's primary purpose is to render service to all strata of humanity and empower them.

The Congregation on envisioning a professional higher education Institute registered a Society, namely, 'Society of the Congregation of Franciscan Brothers', to establish St Francis Institute of Management and Research. They intended to cater to the needs of the society for professional Higher Education in Management and transform the students into global business leaders and entrepreneurs. The motto of the Congregation is 'Service through Enterprise.' The Society believes in participative and democratic decision-making processes and apex organizational support for the enterprise. This approach of managing its Institution has been instrumental in promoting teamwork and developing high ownership levels amongst the stakeholders.

Vision

To flourish as a seat of learning of international standards for developing an entrepreneurial class of value-based industrial leaders empowered with techno-managerial competence to sustain innovation for building global business of the future.

Mission

To enter the realm of globally successful B-schools by imparting value-based education for creating responsible and thoughtful citizens who would lead the world by example and excel through innovation, an entrepreneurial spirit and a humanitarian attitude.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Student Support

- Student Skill Development Programmes (SSDP) are conducted to make the students employable.
- Excellent and updated knowledge resource centers: Information Technology. infrastructure and Library and Information Resource Center (LIRC). Knowledge Management Repository has been implemented to aid all the stakeholders.
- Dedicated Centers for Excellence, Research, Mindfulness, Entrepreneurship and Incubation to teaching, research, stakeholders and community engagement efforts.
- International MOU with Ottawa University has led to implementing the Study Abroad programme on Business Ethics and Servant Leadership for four weeks in US.
- Experiential learning activities such as simulation, live projects, outbound training, hands-on training for SPSS, MS Excel are a way of life at SFIMAR to facilitate learning by doing.
- Effective Community Outreach / ISR engagement through activities of the 'Abhimaan Club' and Mumbai University's DLLE activities for community development.

Innovation

- Research Development Committee (RDC) and Innovation and Development for Excellence in Academics (IDEA) meetings are conducted monthly to develop the Institute's research aptitude, consultancy, and effectiveness.
- The Institute has established its distinctive Student-Centric Approach modeled in the form of a Space Rocket, and acquired a Copyright of the 2D Artistic Work of the Model and implemented the Rocket Insignia of the copyrighted design in the 2019-2020.
- Establishment of MHRD Institutes's Innovation Cell in 2019-20.

Faculty Support

- The Institute's research publications, 'SFIMAR Research Review' and 'Spandan,' facilitate publication of indigenous management research among faculty members.
- Research Incentives and Awards for publications in reputed journals.
- Support for Continuing Education Programmes (CEP), Self Directed Learning Initiatives for upskilling Faculty and Staff.

Industry-Academia engagement

- Industry Institute interaction has been enhanced through the guest lectures and eminent speaker series by the corporates, participation of the students, faculty and staff members in the events organized by management forums, professional bodies, placement activities of the Institute, industry and corporate representatives in various governing, academic and administrative bodies of SFIMAR.
- Consultancy assignments have been undertaken on competency assessment/ development.

Alumni engagement

- Alumni Awards have been bestowed for corporate excellence and entrepreneurship to reward alumni for their achievements.

Modern Infrastructure and Quality Management System(QMS)

- State-of-art Infrastructure
- Adopted QMS in 2007 and currently ISO 9001:2015 certified

Institutional Weakness

- Mobilization of major Grants from Government and Private sources for research.
- Involvement of Full-Time teachers in consultancy and high-impact research activities.

Institutional Opportunity

- Streamlining output of International MOUs with Binary and Ottawa University to ensure participation in student exchange and faculty exchange programmes.
- Tie-ups with Government, Government bodies, forums and professional bodies to facilitate student entrepreneurship.
- Expanding the activities and outcomes of the Incubation Centre (SFIMAR ebiz).
- Increase participation in community outreach programmes, adopt a village, Govt. initiatives such as Digital India and green energy initiatives.
- Introducing collaborative programs with NPTEL, Industry, Professional Bodies and Management Forums by offering Certification Programmes to students.
- Design and development of Massive Open Online Courses (MOOCs) by faculty members to facilitate blended teaching-learning.
- Design, development and delivery of executive management programmes to working professionals.

Institutional Challenge

- Developing the Brand Equity of the Institute.
- Competition with other Management Training Institutions for good students.
- Revamping the syllabus to incorporate the latest management trends and corporate requirements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Francis Institute of Management and Research (SFIMAR) is affiliated with the University of Mumbai, Maharashtra. The institute follows the curriculum designed by the University of Mumbai for the full-time MMS and Three Years Master degree programmes (MFM/MMM) and that of the Board of Studies for PGDM programme, with inputs from various stakeholders.

In addition, SFIMAR monitors the gaps between the curriculum and the corporate needs and organizes value addition activities for the students to make students job-ready. Furthermore, the institute often conducts Long-Term and Short-Term Certification Programmes for students for upskilling them. Moreover, the institute updates the curriculum as per industry needs and various suggestions received from the members of the Academic Advisory Council for the benefit of the students.

Effective Curriculum planning and delivery are ensured with the help of programme heads and faculty members. Choice Based Credit Systems have been implemented fully to provide flexibility to the students to improve their potential and make them entrepreneurial and employable. Experiential Learning initiatives like Project-Based Learning, Summer Internships, and Winter Projects are also a part of the curriculum to give the students' Industry exposure. In addition, courses relevant to Gender sensitivity, Professional ethics, Human Values, and Community Outreach are integrated into all programmes.

To bridge the industry and academia gap, the institute has implemented workshops and certification programmes to boost the students' knowledge and skills by providing hands-on exposure for career and professional growth. The students undergo courses on financial modeling, youth leadership, people skills, digital marketing, alternative investments, etc. In addition, field Trips, International tours, guest lectures, and eminent speaker series are organized to provide industry exposure to the students.

Periodic Feedback from all the stakeholders is collected, analyzed for the enrichment of the curriculum. Their suggestions and recommendations have been implemented. The action taken report monitors the implementation status of the recommendations for the student's academic improvement. The Feedback Analysis and ATR reports are also shared with the stakeholders and displayed on the institute's website.

Teaching-learning and Evaluation

St Francis Institute of Management Research adheres to the University of Mumbai, AICTE and DTE, to conduct its affiliated and autonomous management programmes. The Institute has a transparent admission process that provides a fair opportunity for all sections of society to pursue their dreams of higher education in the management domain.

An Academic Calendar is prepared before the commencement of the academic year, incorporated in the Programme Brochures and uploaded on the Institute website for reference. In addition, an academic Kit is shared with the faculty members. Accordingly, session plans are prepared and monitored to impart the basic and advanced concepts of the subjects to the students.

The Institution has a well-established IQAC cell that monitors all the institute's quality initiatives to create a conducive environment for teaching-learning. In addition, the Institute invests in faculty members with Ph.D. qualifications. It encourages in-house faculty members to pursue higher studies as a part of upskilling themselves to keep up with the industry and students changing requirements.

The Institute is equipped with projectors and Modern ICT tools to make teaching and learning innovative and interactive. Lecture schedules and Examinations are conducted as per the planned academic calendar. Student grievances are addressed timely; Programme Outcomes are assessed using direct/indirect assessment methods. Teaching-learning processes are continually based on students' results and students' Feedback.

The Institute encourages students to pursue online courses that help in upskilling students. Websites like Coursera, Swayam, NPTEL, Google Academy, etc., are widely preferred for pursuing online courses. In addition, slow learners are supported through mentoring and counseling sessions to overcome their hurdles and perform well in academic areas. In contrast, advanced learners are involved in Peer-Assisted Teaching to help other students.

Outcome-based education has been implemented for the MMS and PGDM Programme since 2016-17 and 2019 – 20 for the Three-year Programme. The Institute has endeavored to reach higher levels of Course Outcome attainments and Programme Outcomes. The gaps between the threshold and attained levels are monitored, and actions are taken to reduce the gaps. The ATR is uploaded on the website of the institute.

Research, Innovations and Extension

The Research Development Committee (RDC) reviews research activities conducted by the Faculty members and meets fortnightly. SFIMAR'S research policy fosters the research culture among faculty members by providing- incentives and awarding the best teachers. Established ethical guidelines ensure a quality research publication in national and international journals listed in Scopus/Web of Science and ABDC. In 2019-20,

SFIMAR established a research center and introduced Ph.D. Management programme, which is affiliated with the University of Mumbai. Several research publications - 'SFIMAR Research Review,' and 'Spandan,' Annual International Research Conference - 'Pathh,' and Annual Paper Presentation - 'Anveshi' have contributed to the entrenchment of research culture among faculty and students. Students are encouraged to write research papers and participate in various research competitions, which has brought laurels to the Institute.

The Institute's Entrepreneurship and Business Incubation Zone (SFIMARebiz) facilitate entrepreneurship and creativity among individuals. The Career Management Centre (CMC) at SFIMAR constantly communicates with companies to get live projects to enhance student's skills and make them 'employable.'

Introduced in 2015-16, the *Eminent Speaker Series* invites senior management professionals from the industry to share their experience and knowledge with students. The Innovations and Development for Excellence in Academics (IDEA) meets every month to discuss and review innovative teaching methods to make students learn most effectively. DSpace- the Institutional Repository provides the users remote access to the syllabus, question papers, articles, video, lectures, e-books and other e-resources, including online journals and databases. The Institute's alumnus shares their industry experience and knowledge through Alumni Connect, enabling students to prepare for the corporate world's tough challenges.

Extension activities and community outreach programmes are a fundamental part of the value-based education system at SFIMAR. 'Abhimaan Club,' the Institute's Social Responsivity initiative, engages in social welfare and community development activities. Blood donation, social visits, rallies, awareness campaigns are an integral part of the program. Besides this, the active participation in Mumbai University's Department of Lifelong Learning and Extension has enabled students to develop a humanitarian attitude and be socially responsible citizens. The activities of CWDC and the green club have facilitated an 'empowered and green' learning environment at SFIMAR.

Infrastructure and Learning Resources

The Institute has adequate infrastructure facilities and learning resources on campus for effective execution of the teaching-learning processes. The main campus building has four floors which accommodate classrooms (including a smart classroom) where the various programs are taught, computer labs, auditorium and seminar halls, a Ph.D. Centre, and a Language lab. All the classrooms, labs, and seminar halls are ICT-enabled. There are administrative offices on separate floors for the various programs, the Chairman and Director offices, cabins for faculty members, and a placement centre (CMC). These facilities manage and monitor the overall academic and placement grooming of the students. A counseling centre with counselors available also takes care of their mental health and holistic development. Besides this, the Institute also has various indoor and outdoor sports facilities, a fitness centre, canteen, restrooms, and common rooms for males and females, which are also differently-abled friendly.

The library at SFIMAR, the Learning and Information Resource Centre (LIRC), is equipped with physical and digital learning resources, accessible through ILMS and MyLoft app. The online journals and databases are accessed by logging on to MyLOFT web/mobile app. The library is partially automated with Enterprise Resource Planning System and various supporting latest technologies like Dspace, MyLOFT, People Counting System and Urkund plagiarism software. 'CAMPUS ERP SYSTEM' (EduTech) is the software used in the library, a multiplatform, multilingual, client server-based software.

I.T. infrastructure is spread over all the academic departments, library, gymkhana, hostels, and administrative sections of the college. These facilities are continuously upgraded to meet the demands generated by introducing new curriculum, laboratories, office management software (ERP) and university systems. The campus is WIFI enabled.

SFIMAR has a well-established system for maintaining and utilizing physical, academic, and support facilities like library and I.T. labs. SFIMAR has been an ISO 9001:2015 certified Institute. There are policies and procedures in place for the departments and their functions. The Maintenance department of SFIMAR handles the maintenance, general and otherwise, of the campus and its facilities.

Student Support and Progression

Through educational, co-curricular, and extracurricular activities, SFIMAR students are actively involved in the planning and implementing many initiatives linked to their development. St. Francis Institute of Management and Research plays a catalyst to inculcate managerial qualities in students like team management, understanding the essence of group dynamics, developing leadership qualities, and many more. Students also gain confidence while participating and coordinating various events and activities. At the beginning of every academic year, students join voluntarily and coordinate the event/activity. For every activity, faculty and/or staff members are assigned to facilitate and guide students. Students are also encouraged to participate in intercollegiate competitions at local, university, regional, and national levels for their overall holistic development. The presence of dedicated committees such as the Anti-Ragging Committee, Grievance Redressal Committee, Student Development Committee, College Women Development Cell, College Development Committee, Placement Committee, Hygiene Committee etc., ensure that students are well cared for, and get a platform to express their views for the development of the Institute.

SFIMAR's Alumni are an asset to the Institute. The Alumni Association is an integral part of the Institute and plays a significant role in the holistic development and growth of the Institution. Throughout the year, they contribute in various forms by actively participating in grooming activities, mentoring, advisory forums, institutional developmental activities and assisting placement cell by sharing internship and final placement job opportunities.

Governance, Leadership and Management

SFIMAR is guided by its mission to provide value-based education that will transform students into global business leaders by continuously improving its services through a student-centered approach, pedagogical innovations, and rigorous faculty selection, development, and upgradation while adhering to regulatory and statutory requirements. SFIMAR's Governing Board believes in participative and democratic decision-making processes. This approach to managing its Institution has been critical in fostering teamwork and developing high ownership levels among stakeholders.

Today, organizations seek candidates with a positive attitude toward learning and progressing, a responsible mindset, thoughtful leadership skills, excellent computing and communication skills, and business-specific technical skills. The Career Management Center of SFIMAR tries to bridge the industry-academia gap through training students on soft skills, technical skills, certification programmes as per industry requirements and rigorous alumni involvement.

SFIMAR is highly focused on the physical and mental well-being of its employees. Every year, the Institute organizes health check-up camps, provides group accident insurance facilities, financial aids for refresher courses, advance salary in case of a medical emergency, conducts FDPs and SDPs, and other support to its employees.

The Institute conducts internal and external financial audits regularly to ensure optimum utilization of funds. The Institute mobilizes funds mainly through fees and other means such as consultancy, interest income from fixed deposits with the bank, and funds from well-wishers. There is a system of 360-degree feedback mechanism in the Institute, which serves as the basis of its continual development.

Since quality enhancement is a continuous process, the IQAC has become a part of the Institute's system and plays a vital role in quality enhancement and sustenance goals. IQAC has developed a system for conscious, consistent and catalytic improvement in the overall performance of SFIMAR. It ensures that the academic and administrative process of SFIMAR is systematic and transparent for effective governance through the audits conducted twice a year under the framework of ISO 9001:2015 Quality Standards.

Institutional Values and Best Practices

SFIMAR is committed to transforming students into global leaders by continual improvement through a student-centric approach. Institute provides an inclusive, disable friendly, barrier-free environment to all its stakeholders. The Institution has a prescribed code of conduct for students, teachers, administrators, and other staff and conducts periodic programmes to make them aware of their rights and accountabilities. Institute sensitizes its students and employees of the constitutional obligations through various cells and committees. Institution celebrates various national and international commemorative days, events and festivals to create harmony towards cultural, regional, linguistic, communal socio-economic and other diversities.

SFIMAR promotes green practices where environmental-friendly practices and education come together to foster sustainable and eco-friendly practices on campus. The Institute maintains a lush green campus with regular tree planting activities to reduce the adverse effects of pollution. Driven by the vision of campus sustainability, our Institute is also dedicated to protecting and promoting environmental resources through renewable energy, awareness drives, energy conservation, water harvesting, etc., while maintaining campus quality of life.

SFIMAR is focused on achieving a 100% final and summer placement by bridging the industry-academia gap. The Institute identifies relevant training for students on soft skills and technical proficiency, including various certifications, thus significantly enhancing employability skills and scaling up students' placements with premium recruiters. Besides, the Institute has initiated many tie-ups with industry and deeply involved its distinguished alumni in the holistic development of the Institute. This approach has raised the confidence level of students leading to placement in renowned companies, descent pay packages and consistent patronage of old and existing recruiters.

SFIMAR consistently inspires students and provides a platform for developing technical skills, interdisciplinary research, entrepreneurship development, and ethical and human values. For Excellence and Continual Improvement of students, SFIMAR also focuses on Learning through Innovation and Entrepreneurship. The Institute Tag Line "Enlightening Minds Defining Leaders" was designed by batch 2015-2017. The Institute has established its distinctive Student-Centric Approach modeled in a Space Rocket and has acquired a Copyright of the 2D Artistic Work of the Model design in the Academic Year 2013-2014.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. FRANCIS INSTITUTE OF MANAGEMENT AND RESEARCH (SFIMAR)
Address	St. Francis Institute of Management and Research Gate No-5, Mt. Poinsur, SVP Road, Borivali (W), Mumbai 400 103
City	Mumbai
State	Maharashtra
Pin	400103
Website	www.sfimar.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Harish Kumar S. Purohit	022-28929156	9136121195	-	iqac@sfimar.org
IQAC / CIQA coordinator	Smita Jesudasan	022-28958403	7506269256	-	smita@sfimar.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	18-07-2002			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	05-03-2013	View Document		
12B of UGC	05-03-2013	View Document		
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	13-06-2020	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

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	St. Francis Institute of Management and Research Gate No-5, Mt. Painsur, SVP Road, Borivali (W), Mumbai 400 103	Urban	2.89	10666.9

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	MMS,Management	24	Graduation	English	180	139
PG	MBA,Management	36	Graduation	English	30	22
PG	MBA,Management	36	Graduation	English	60	44
Doctoral (Ph.D)	PhD or DPhil,Management	72	Post Graduation	English	8	8

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				5				11			
Recruited	2	1	0	3	1	4	0	5	6	5	0	11
Yet to Recruit	0				0				0			

Non-Teaching 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				25
Recruited	10	15	0	25
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				3
Recruited	3	0	0	3
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	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	1	4	0	0	3	0	11
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	6	1	0	7

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		34	20	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	231	9	0	0	240
	Female	153	5	0	0	158
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	5	1	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	3	1	0
	Female	1	0	1	1
	Others	0	0	0	0
General	Male	65	76	67	65
	Female	53	36	61	55
	Others	0	0	0	0
Others	Male	50	51	56	56
	Female	55	58	45	47
	Others	0	0	0	0
Total		224	224	231	225

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
189	191	192	207	225
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	4	4	4

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
484	480	485	434	403
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

2019-20	2018-19	2017-18	2016-17	2015-16
84	79	79	79	79

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
218	216	210	174	191

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	25	22	21	21

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
21	25	22	21	21

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 16

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
253.84	231.44	206.70	190.02	182.25

4.3

Number of Computers

Response: 305

NAAC

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:

St Francis Institute of Management and Research (SFIMAR) offers MMS, a Three-Years Master Degree in Management (MFM/MMM) affiliated to the University of Mumbai, and the PGDM programme approved by AICTE. These programmes offer specializations such as Marketing, Human Resources, Finance, Operations, and IT. The syllabus and curriculum guidelines for MMS and Three-Years Master Degree in Management (MFM/MMM) are laid down by the University of Mumbai. The institute develops the PGDM syllabus based on the Model Curriculum of AICTE in consultation with Members of the Board of Studies, Director & Faculty members. The institute has well-structured Outcome-Based Education (OBE) processes for implementing and delivering the curriculum to make the students socially committed, employable, research and entrepreneurship oriented.

At the start of every academic year, all the programme departments, in consultation with the Programme Heads, prepare their academic calendars and timetable, including lecture hours, topics to be taught, and other co-curricular activities to be organized. The Director discusses, reviews, and approves the academic calendars and allotment of subjects. The timetable and other relevant documents are displayed on the department notice boards.

NAAC

Weblink: <http://sfimar.org/naac/images/1.1-Academic-Curriculum-Delivery-Process.png>

The institute prepares a detailed Academic Calendar that specifies the semester/trimester duration, curriculum to be taught by a faculty, the time of each session, and the commencement of examinations. Furthermore, the institute regularly receives circulars, letters, and emails from the university regarding the modifications in the curriculum. In the PGDM Programme, any change in the existing curriculum is warranted as per the industry requirement and as per the express need of the students. The changes are incorporated after discussion with the respective board of studies. Finally, the revisions in the curriculum are proposed to the academic council, and after approval, the syllabus is introduced in the programme.

The faculty members are provided with a consolidated 'Academic Kit' with all the necessary documents required for teaching. Faculty members prepare their Session Plans and Course Materials accordingly. The Director plans the training programmes, student development activities, and other academic activities for the semester based on the departmental plans and inputs from the faculty.

Programme Outcomes (PO), Course Outcomes (CO), and syllabi, weightage of internal and external examinations are communicated through the brochure and the website. In addition, the faculty members maintain a course file in tune with the attainment of course outcomes. Furthermore, industrial visits, Viva, case study discussions and seminars, workshops, weekly guest lecture series, and alumni lecture series have been organized regularly to make the learning student-centric.

The University of Mumbai has involved the Institute's Faculty members in restructuring the MMS syllabus in the recent past. The Director briefs the Programme Head about the changes and ensures that they have been effectively implemented. Thus, the Faculty members receive all kinds of support from the University and the Institute for understanding the curriculum.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE**Response:**

The Academic Calendar is designed in-line with the quality objectives of the institute monitored by the IQAC Cell. The Academic Calendar for all three programmes is prepared before the commencement of the academic year by referring to the academic calendar released by the University of Mumbai. The Academic Calendar outlines commencement of semester/trimester, Mid-Term Exam Dates, Internships, Field Visits, International study tours to be organized, End Term Examination Dates, end of formal teaching sessions, etc. Also, a Guest Lecture and Viva Roster are designed along with Academic Calendar. Every academic year consists of two semesters for university-affiliated programmes and three trimesters for the PGDM programme. Students are informed about the same through orientation programmes organized at the beginning of every semester/trimester by respective departments.

CIE Process

Each Faculty Member evaluates the student continuously through the semester/trimester adopting various methods as indicated in the approved session plan. However, methods are only illustrative, and the faculty member opts for any other approach taking into the nature of the subject in consultation with the Programme Head and Director. The Approved Session plan includes Project-Based learning, Assignments, Presentations, Class Tests/Viva-Voce, Mid-Term Examination. In addition, faculty also motivates students to participate in extra-curricular and co-curricular activities contributing to their overall personality development.

For the MMS programme, each course/subject has two evaluation components which are internal assessment & semester-end exams. Each subject is for 100 marks, of which 40 marks are for internal assessment & 60 marks are for written examination conducted at the end of the semesters.

The evaluation criteria are: -

End Term Examination	60
Internal Assessment	Marks
Project/Presentation/Roleplay etc.	15
Class Test	10
Assignment +Viva	05+05
Attendance and CP	05
Total (Internals)	40
Total Marks	100

The evaluation in the PGDM programme is based on continuous assessment in the form of assignments, presentations, field study reports, etc., which carry 50% weightage, and Trimester End examinations carry a weightage of 50%.

Evaluation Pattern is:-

Particular	Marks
Trimester End Examination	50/25
Internal Assessment	Marks
Discussion/Viva	10/5
Class Assignments	10/5
Project/Field Work	10/5
Class Test	10/5
Library Reading	10/5
Total Internals	50/25
Total Marks	100/50

For Three-Years Master Degree in Management (MFM/MMM), each subject is of 100 Marks which is divided into 40 Marks of Internal Assessment and 60 marks of the End-Term Examination, prescribed by the University of Mumbai.

Internal Assessment includes Lab assignments, Presentations, Assignments, Viva-Voce, Midterm Class Test, Project-Based Learning /Fieldwork, Roleplays, Active participation, and Attendance Quiz

Evaluation Criteria is:-

Evaluation	Weightage	Evaluation Component	Duration
Midterm/ Class Test	20%	Online/Offline MCQs, Subjective Questions	1 Hour
PPT/ Roleplay/Quiz etc.	10%	Group Activity	Throughout Semester
Attendance/CP	05%	Managerial Skills	
Assignment	05%	Knowledge Testing	

End Term Exam Assessment and Process

End Term Examination has 60% Weightage for University-affiliated programmes and 50 % weightage for PGDM Programme. The examination consists of subjective and descriptive-type questions and is as per the curriculum and syllabus. The average pass percentage is set at fifty percent (50%) for all subjects. Passing in each internal assessment and End term is 50% separately.

File Description	Document
Upload Additional information	View Document
Link for 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: A. All 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
Any additional information	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: 4

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: 29

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2019-20	2018-19	2017-18	2016-17	2015-16
10	09	05	02	03

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	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:** 33.79**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
246	276	136	53	82

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:****MMS Programme**

The institution integrates cross-cutting issues relevant to Gender, Environment, Sustainability, Human Values, and Professional Ethics into the curriculum in many ways. The institute prioritizes the courses related to these issues prescribed by the university, such as Business Ethics and Environment Management, etc. The MMS Syllabus also offers organizational behaviour course in its semester one addressing behaviour, lifestyle, and culture. The institute also offers value-added courses like Soft Skill Development, Pre-placement Training, Verbal and Logical Skills, etc. In addition, different clubs of the institute engage in various activities related to these cross-cutting issues.

Gender Sensitivity

The College Women Development Centre (CWDC) of the Institute provides training in Yoga, Self Defence Skills in association with Maharashtra Police, Prevention of Sexual Harassment Sessions, etc. Thus, the institute guarantees equal opportunities for all the students without considering their gender in Students.

Department of Lifelong Learning and Extension (DLLE) Activities, University of Mumbai

MMS Students participate in DLLE Activities like Health Check-Up, Poster competitions, Career Guidance Workshops, etc. Students also get credit points for participating in these activities.

Environment and Sustainability

The Institute campus is full of greenery and a conducive environment. The infrastructure is eco-friendly with environment-friendly devices and equipment. Knowledge about the environment and its importance is imparted through various specialized courses such as Business Environment /Environment Management are offered to the MMS student.

PGDM Programme

Institute has added the following subjects relevant to cross-cutting issues in the PGDM curriculum

- Management of Corporate Social Responsibility in India & Abroad
- Business Environment and Ethics
- Human Resources Management
- Entrepreneurial Perspective & Social Entrepreneurship

Professional Ethics and Human Values

Under DLLE, the institute also conducts the following activities which are relevant to cross-cutting issues. In addition, it organizes various extension activities through DLLE like Health check-up camp, Cancer awareness camp, Poster making competition, street play, women's day celebration, career guidance workshop, etc.

Three-Years Master Degree in Management (MFM/MMM) Expert sessions on "Segregation of Dry

Waste and Wet Value "as a part of Swachh Bharat Abhiyan are arranged for students, faculty, and staff to create awareness. In addition, a rally on the plastic ban was organized to create awareness amongst the public. Students participated in large numbers in Rally; Students also performed street play.

Other Cross-Cutting Business Issues are explained through courses like Project Management, International Business, Organizational Behaviour, etc.

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
Any additional information	View Document

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

Response: 8.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	21	20	16	07

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
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest

completed academic year

Response: 81.4

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

Response: 394

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: 89.58

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

2019-20	2018-19	2017-18	2016-17	2015-16
216	224	231	225	179

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
240	240	240	240	240

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: 79.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
64	65	63	64	63

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:

MMS Programme

Strategies for Advanced Learners

Students identified as 'advanced' are 'challenged' with progressive curricular and co-curricular tasks. These tasks include completing online courses (MOOC, NPTEL, Swayam and Coursera), extensively using e-platforms and e-resources, and presenting papers in Seminars and Workshops. They are further encouraged for research by giving them financial support and cash awards, medals and merit certificates, and other recognition. These students are chosen on a priority basis to represent the college at National and State level competitions. They are also selected as peers in Peer Assisted Learning for slow learners.

Strategies for Slow Learners

Slow learners are identified in each subject based on mid-evaluation and given special/remedial classes by the teachers concerned. The other remedial measures taken by the institute are mentioned below. In addition, Peer Assisted Learning (PAL) is also adopted wherein the advanced learners work as peers. Teachers take special/extra lessons to bridge the knowledge gaps of these students.

Slow learners are motivated to engage in activities of various clubs to increase their involvement in academic and co-curricular activities. Group assignments and multiple projects are given to slow learners. Personal counseling/Mentoring and motivation are provided to slow learners by their respective mentors. Focused one-on-one interactions are held with parents to involve them in the learning process of their wards actively.

PGDM Programme

ENCOURAGING Advanced Learners:

Advanced Learners are those whose academic performances are consistent.

The students who exhibit research aptitude are encouraged by faculty members to write research papers and present them in conferences. In addition, the students are awarded certificates for participation and winning.

They are further encouraged by the faculty members and mentors by involving them in activities such as –

1. PAL learning

2. Nominated for Inter-Collegiate competition such as Best summer project presentation, etc.
3. Nominated to represent the institution in select Inter-Collegiate Co-curricular and Extra-curricular activities.
4. Opportunity to develop their leadership skills

ENCOURAGING SLOW LEARNERS :

Slow learners are identified by the respective subject faculty members based on their class participation, performance, and the test conducted for students.

Assistance to Slow Learners

The institute provides equal importance in taking care of weak students. Some of the assisting activities are as follows –

1. Arrangement of remedial sessions
2. Peer to Peer learning
3. Monitoring by the respective mentors
4. Mentoring and Counselling by Alumni

PAL learning

SFIMAR encourages a Peer-to-Peer Tutoring style that involves bright students assisting their peers.

Mentoring

SFIMAR ensures extensive mentoring and coaching for its students. Extensive Mentoring allows the mentee to explore new ideas with confidence.

Three Years Management Degree Programme (MFM/MMM)

Slow learners/ Late Joinees to the course are identified in the programme.

To enhance student's learning capabilities and bridge their knowledge gaps following strategies are drawn and deployed by the institution:

- Concept clarification and problem-solving exercises.

- Remedial classes are organized.
- Simplified versions of books are recommended. Revision of topics.
- Personal & Academic counseling.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 23:1

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:

The institution has created a student-centric learning environment by adopting Outcome-Based Education (OBE), teaching-learning methods, ICT-enabled teaching-learning, and conventional methods.

MMS Programme

As a part of Cooperative Learning, students are divided into small groups. They are encouraged to teach other students in a particular subject area, with the conviction that “*to teach is to reinforce learning.*” Case study discussions, presentations, industrial visits, project-based learning, Simulation exercises, and Bean games are methods used and provide an activity center learning atmosphere. Project work taken up by the students is usually related to real-world problems or/and functional area concepts. Industrial visits and field trips have become an integral part of curriculum delivery. Co-curricular Forums Like Finatics, Nimiti, and Renaissance conduct various subject-specialization-based Finance, Marketing, and HR domain. Group discussions, debates, and Viva/quizzes are conducted regularly by the subject faculty members.

PGDM Programme

The institute adheres to the syllabus designed in consultation with the Board of Studies PGDM.

Preparatory Sessions: Students come from diverse academic backgrounds; hence conducting preparatory sessions brings homogeneity in understanding. Theoretical concepts and basics of IT, fundamentals of Accountancy, fundamentals of Statistics, Vedic Mathematics, and Basic Excel are imparted to strengthen their knowledge.

Orientation Programme:

The purpose of the orientation program is to acquaint students with the institute's policy, procedures, system, and guidelines. In addition, students are guided about the pattern of PGDM Academics, examination, curricular and extra-curricular activities, and general guidelines about expected behavior from them on the campus.

Student engagement (Capacity Enhancement)

Extra classes in business communication, aptitude training, Basic and Advanced Excel training, general awareness, grooming and etiquette classes, and various employability enhancement training sessions are organized.

Data Modelling Techniques

Data Analytical skills are imparted to students through hands-on workshops. In addition, introducing subjects like Business Data Analytics, Market Research, Market Analytics, HR trends -Process Design and Automation are added to the trimester curriculum.

Project-Based Learning: To leverage the advantages of this teaching-learning method, our institute has been using a 'Project Based learning approach' in its pedagogy since 2016-2017.

Case Analysis: This method assists students in identifying typical business problems and devise appropriate solutions in specific functional areas of management.

Summer Project: PGDM students have to undergo Summer Internship in a company at the end of their first academic year. They are required to submit a single project report of 200 Marks after the completion of their Internship.

Winter Project: Winter project period is October to Feb, around the last two trimesters of the program.

Three Years Master Degree in Management (MFM/MMM) Pedagogy used for Participative learning

1. Experience sharing
2. Case Study Method
3. Group Discussion Method
4. Debates

5. Group Assignments

6. Roleplays

7. Book Review Presentation

8. Quiz

9. Online Test/Surprise Test, Online Training

10. Short Film Screening

11. Industrial Visit and Discussion on Recent Research & Publications are also some initiatives undertaken for Part-Time Programme students as a part of experiential learning.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

Adequate modern ICT resources like LCDs and Digital Slates are used as teaching aids for Lecture delivery & imparting knowledge. The students are also encouraged to use these devices while making their assignments and presentations. In addition, ICT devices like computers, the internet, TV, Educational CDs are also made available to Faculty members and students.

Faculty members use PowerPoints, Media Players, Live Streaming videos, various online databases and analytics software, web-enabled projects and assignments, online case-study, simulation exercise, and role-play to better their course/elective.

The institute has implemented Smart Classroom for enhanced teaching-learning experience and implemented Systems Lab for IT students. As a result, they are given practical exposure to various Software like MS-Access, MS-Project, MS-Visio, Online Resources like Google AdWords, Web Designing, etc.

Every Faculty Member is provided a laptop with an internet facility. In addition, quality audio-video systems and projectors are installed in classrooms & tutorial rooms that enhance the teaching-learning process.

Further, Online databases and e-resources like ProQuest, Capitaline, and J-Gate, etc., are regularly used by faculty. Students are also encouraged to use these databases & e-resources for their projects and presentations. In addition, the institute has subscribed to Proprof Online examination software which is

extensively used by faculty for conducting class tests, quizzes.

The institute encourages real-time training on various software MS-Excel, MS-Visio, MS-PowerPoint, SPSS, Digital Marketing & Advertising, etc. Our faculty members regularly conduct these in the Labs. In addition, the institute has implemented a digital library for accessing the digital resources available to faculty and students for research & development activities.

Campus Integration Software – Enterprise Resource Planning System (ERP)

Enterprise Resource Planning System is operational for Staff, Students, Faculty, and Administrators with User Logins. ERP introduces a complete decision support system integrating all the institute departments with an interconnected modular approach. The modules are ready to use for various Institute departments and give the user freedom to access the essence of the system with proper inter modular data exchange and data sharing for administrative control.

All teachers use ZOOM, MOOCs, WebEx, and MS Teams to interact with the students. Besides this, students are encouraged to obtain certifications from Coursera, Google Analytics Academy (Google Analytics for Beginners and Advanced Google Analytics), and IBM Cognitive Class (Blockchain Essentials).

Being an NPTEL Local Chapter, we encourage our students to join courses offered on this platform. Therefore, students register and complete courses offered by NPTEL.

These measures and facilitation have resulted in successful implementation and completion of regular coursework in all Programmes (MMS, PGDM, Three Year Master Degree Programme) and facilitated students to complete their capacity-enrichment / enhancement courses.

As an example, the following capacity-enrichment / enhancement courses/certifications were undertaken by our students:

- Online Courses through Coursera Web Platform
- Google Analytics Advanced Course
- Google Analytics Beginners Course
- Google e-commerce analytics
- Blockchain Essentials
- Cognitive Class.ai
- MOOCs Courses
- NPTEL Courses

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**Response:** 23:1**2.3.3.1 Number of mentors****Response:** 21

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
Any additional information	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:** 39.69**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**

2019-20	2018-19	2017-18	2016-17	2015-16
10	12	09	07	06

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: 7.05

2.4.3.1 Total experience of full-time teachers

Response: 148

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:

MMS Programme

Each subject is of 100 Marks which is divided into 40 marks (Internal Assessment) and 60 marks (End Term Assessment).

The method of evaluation for Internal Assessment and its constituents are given below.

Sr No.	Evaluation	Weightage (40%)	Evaluation component	Duration	Frequency
1	Midterm Class Test	10%	Concept Testing	1 hour	1 per semester
2	Project Based Learning/ RolePlay/ Presentations/ Experiential learning/ Testing	15%	Group activity	Throughout Semester	1 per semester

3	Viva	05%	Concept Testing	1 hour	2 per semester
4	Attendance and class participation	05%	Managerial skills	Throughout Semester	Spread across semester
5	Assignment	05%	Knowledge Testing	Throughout Semester	Minimum 1 Assignment

PGDM Programme

For the PGDM Programme, Evaluation is divided into two components for each subject, i.e., Trimester End Theory Examination carrying the weight of 50% and Continuous Internal Evaluation carrying the weight of 50%. The method of evaluation and components of Continuous Internal Assessment is given below.

Sr. No	Internal Evaluation Method	Weightage (50%)	Evaluation component	Frequency
1	Class Tests	10%	Online or Offline Mode. Test on concepts and subject knowledge	1 to 2 hours depending on the subject expert
2	Active Participation in Class Assignments	10%	Knowledge Testing	1 to 2 hours depending on the subject expert
3	Completion of Home Assignment & Library Reading	10%	Knowledge testing and application	20 Hours
4	Active Participation in Discussion, viva, and class etiquettes	10%	Concept testing and leadership skills	Throughout the trimester
5	Project, Field Work, and any other activity	10%	Group Activity	Throughout the trimester

Three-Years Master Degree in Management (MFM/MMM)

Under the Credit Based Grading System for MFM/MMM Semester-End Examinations, every subject shall be divided into two parts:

For Subjects of 100 Marks, the Evaluation Criteria is as follows:

- Semester-End Examinations: 60 Marks
- Internal Assessment: 40 Marks

The method of evaluation and constituents for Continuous Internal Assessment is given below

Sr No	Evaluation	Weightage (40%)	Evaluation component	Frequency
1	Midterm Class Test	20%	Online /Offline concept based MCQs, Subjective based	1 hour
2	Presentation/Roleplay/Quiz	10%	Group activity	Throughout the Semester
3	Attendance & overall participation	05%	Managerial skills	Throughout the Semester
4	Assignment	05%	Knowledge Testing	Throughout the Semester

The Internal Assessment components of each programme are explained below.

1. Mid Term Class Test:

Each programme has a midterm class test as an internal testing mechanism to monitor the progress of students. The tests are conducted during the semester, and the marks are displayed to the students to complete the test.

2. Presentations/ Role Plays/ Projects / Reports/ Experiential Learning:

Subject faculties may assign either one of these based on the requirements of their respective subjects. A report or presentation will be submitted as a part of the completion of this component.

3. Assignments:

Assignments are given to students through the course of the semester/ trimester to check their understanding of the subject.

4. Viva:

Viva is conducted as per the roster prepared for each term to test the conceptual clarity of students concerning the given subject.

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:

The mechanisms to deal with the examination-related grievances have been laid out in the examination policies of the respective departments. Therefore, the examination policy of all the programs has a mechanism to handle grievances.

Grievance Redressal System: The examination committee is responsible for the smooth conduct of the examination and for solving any queries that may arise during or after the examinations.

Master of Management Studies (MMS) & Three Year Master's Degree in Management (MMM/MFM) Examination Policy

During the examinations, the faculty concerned should be accessible or available on the phone on the examination day of their paper. In case of any problem in the question paper, they have to clarify to the students.

After the examinations, the faculty member concerned is required to collect the answer sheets from the administration office and update the examination register. The faculty should submit the answer papers duly assessed to the office as the Exam Chairperson/Programme Head is notified via mail. Under the Credit-based grading system, a learner has to obtain a minimum of 50% of marks in aggregate consisting of internal and external components as per the standard of passing.

Moderation of answer sheets will be done on a select basis. First, the external moderator must be given an appointment letter with the terms and conditions mentioned. Then, 10% of the total answer sheets are evaluated by a moderator and not more than 20%.

Revaluation of answer books means assessing the marks awarded in the answer book again. The rules for revaluation are well-defined in the exam policy and communicated to students during orientation.

PGDM Examination Policy

During the examination, if there are any errors in the question paper, students raise their grievances to the Senior Supervisor. The Senior Supervisor further approaches the respective faculty members and gets the required correction done. After examination, the answer scripts of students go through a process of moderation before the declaration of results. However, the learner to pass a course shall have to obtain a minimum of 50% marks individually and an aggregate of 50% for each course. The course consists of Continuous Internal Evaluation & Trimester End Examination.

External moderators do the moderation. However, in the absence of external moderators due to certain exigencies or time constraints, internal moderators can do moderation at the discretion of the PGDM Controller of Examinations.

Revaluation of answer books means assessing the marks awarded in the answer book again.

The Rules for Revaluation Are As Follows:

1. A student can apply for revaluation; if they are not satisfied with the marks awarded, they may independently apply for revaluation in the prescribed form within the prescribed period and in the manner

prescribed.

2. This revaluation facility shall be for theory papers only.

3. The revaluation of the answer book shall not be permitted in respect of the marks awarded to examinations/tests conducted for internal marks

File Description	Document
Any additional information	View Document
Link for 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:

Programme Outcomes (POs) and Course Outcomes (COs) have been formulated for all the three programs in the institute. Program Outcomes (POs) represent the graduate attributes formulated as per Washington Accord and adopted by the National Board of Accreditation. The Program Outcomes are uploaded on the institute's website and Institutional Repository, DSpace, for reference by the faculty members and students.

Course Outcomes (COs) are statements that describe essential learning that students should achieve and can reliably demonstrate at the end of a course. The Course (learning) outcomes define the knowledge, skills, and behavior that a student should demonstrate. The course outcomes for each course are prepared by the faculty member addressing most of the appropriate levels of Bloom's Taxonomy incorporating cognitive, affective, and psychomotor domains of learning. They are modified in case of updation in the Curriculum or revised as per the need from time to time.

MMS Programme: The University of Mumbai gives the Course objectives and syllabus of each course to be conducted in that semester. Subject faculty members looking at the syllabus prepare the course outcomes for each subject, respectively. The same is then communicated to students during lectures through the respective session plans of their subjects. The syllabus is made available in the library, college intranet, and the MMS department for students.

PGDM Programme: The PGDM Program prepares its syllabus through its Board of Studies. The syllabus has objectives mentioned which the concerned subject faculty members then modify. The same is then communicated to students during lectures through the respective session plans of their subjects. The syllabus is made available in the library, college intranet as well as in the PGDM department for students

Three-Years Master Degree in Management (MFM/MMM)

The University of Mumbai gives the syllabus of each course to be conducted in that semester. Subject faculty members looking at the syllabus prepare the course outcomes for each subject, respectively. The same is then communicated to students during lectures through the respective session plans of their subjects. The syllabus is made available in the library, college intranet as well as in the Three-year programme department for students

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

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

Response:

Course Outcome is evaluated based on students' performance in internal assessments, term-end, and university examination of a course. Internal assessment contributes 40%; term-end and university assessment contribute 60% to the total attainment of a CO for the MMS and Three Year Master Degree Programmes and 50% end-term and 50% Internal assessment for the PGDM Programme. The programme attainment is measured by computing 80% of the total direct assessment of course outcomes and 20% of the indirect attainment.

MMS/MFM/MMM Course Outcomes Assessment

Direct Assessment: Weightage 80%

Assessment for all the subjects is done semester-wise according to the specialization curriculum. The assessment process is divided into two parts i.e. Internal assessment and Term-End Examination Assessment. There are some subjects for which the University of Mumbai conducts exams. Forty percent weightage is given for Internal Assessment, and sixty percent weightage is given for Term End/University Assessment.

PGDM Course Outcomes Assessment

NAAC

Direct Assessment: Weightage 80%

Assessment for all the subjects is done trimester-wise according to the specialization curriculum. Subjects are of 100 marks or 50 marks (half weightage papers) total assessment. The assessment process is divided into two parts:

NAAC

Internal Assessment:

The course outcomes are assessed by students' performance in Class tests, Projects, Assignments, Presentations, class participation, and Viva. For a four-credit paper of 100 marks, each assessment tool carries ten marks, making it 50 marks for Internal assessment. Each assessment total has five marks each for a two-credit paper of 50 marks. Thus, it gives a total of 25 marks for internal evaluation.

NAAC

Rubrics Assessment (MMS/PGDM/MMM/MFM)

A rubric is a scoring guide with criteria for evaluating students' work in direct relation to one or more of the PO's and a rating scale indicating differing levels of performance. Rubrics provide clear information to students about what is expected from them enhancing students learning. SFIMAR has adopted rubrics for the Continuous Internal Evaluation (CIE) of the students to achieve the course outcomes and programme outcomes for all the programmes

Indirect Assessment for All the Programmes: - Weightage 20%

Course Completion Survey:

Course Completion Survey is taken at the end of the semester/ trimesters for all the subjects. This survey

relates to the skills and knowledge that students acquire in their respective courses.

Student Satisfaction Survey:

At the end of academic year, the students need to undergo a satisfaction survey to express their understanding of the course and it's related to programme outcomes by pursuing academic and non-academic activities. It will help in understanding the progression that a student undergoes over a while. It also allows the institute to redesign its strategies to meet the gap, if any. Indirectly, this helps to understand how the programme objectives could be attained for implementing effective outcome-based learning. This applies to all the academic programmes offered at SFIMAR.

Once the above values are computed, a gap analysis is conducted, and a Plan of action for the next academic year is devised and implemented to achieve better CO and PO attainment for effective implementation of an Outcome-based learning system.

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: 96.97

2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
216	214	188	170	190

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

2019-20	2018-19	2017-18	2016-17	2015-16
218	216	210	174	191

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
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.63	
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: 1.64

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)

2019-20	2018-19	2017-18	2016-17	2015-16
0.75	0	0.89	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: 19.05

3.1.2.1 Number of teachers recognized as research guides

Response: 4

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: 12.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	0	0

3.1.3.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	3	3	3

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	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:

The Institute has created an ecosystem for innovation, including an incubation center and other initiatives to create and transfer knowledge.

Incubation center

The Institute has an Entrepreneurship and Business Incubation Zone ("SFIMAREbiz") to facilitate entrepreneurship and creativity among individuals. It has been set up with the following objectives:

1. To foster entrepreneurial spirit and empower aspiring minds to pivot concepts and ideas into great money-spinners.
2. To assist incubatees through specialized services, e.g., Patenting, "Copyright," arrangement of venture capital and angel funding, etc.

3. To provide access to office facilities, lower the cost of operation and let the company focus on its mission.

4. To reach out to these budding entrepreneurs, provide training, mentorship and networking opportunities.

Live projects

Live projects enable students to work in real-time situations. These projects provide hands-on experience on any ongoing work in a company. A live project provides training to students to gain real work expertise before getting hired. The Career Management Centre (CMC) at SFIMAR gets live projects, so the students become employable at the end of the programme. Some of the companies that provided Live Project opportunities were Paper Boat (Hector Beverages), McDonald's Corporation, Future Group and HomeTown.

Speaker Series

The Institute, in keeping with its practice of 'Sharing Experience, Enriching Knowledge,' has been organizing the Eminent Speaker Series since 2015-16. Senior management professionals from different verticals are invited to share their experience, enriching knowledge among students' nurturing traits of future business leaders. Thus, it facilitates the contribution of the Institute's vision.

Alumni Connect

This is a networking event for Alumni and current first and second year students. Every year, it is conducted to guide second year students on industry trends and prepare them for final placements. It guides the first year students on the choice of specialization and managerial skill sets. The experience sharing sessions help the students with relevant information to be corporate ready.

DSpace

The Library is fully automated with Enterprise Resource Planning (ERP) System and various supporting latest technologies like DSpace, the Institutional Repository. The user community can access the Institutional Repository using <http://192.168.1.6:8080/jspui>. In this repository, users can access the syllabus, question papers, articles, essential video lectures, e-books, e-resources, including online journals and online databases remotely. Access to such E-resources and CDs and DVDs is given to students and faculty through Network Access Storage (NAS - CD Server).

IDEA Meeting

The Institute conducts a regular monthly meeting of Innovations and Development for Excellence in Academics (IDEA) to encourage faculty to develop new and innovative teaching methodologies to teach the students in the most effective way to make them conceptually strong. All the activities are discussed in the IDEA meeting for peer review.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 17

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	4	4	5	3

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	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: 0.75

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: 4

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
URL to the research page on HEI website	View Document

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

Response: 1.36

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	9	4	7	0

File Description	Document
List of research papers by title, author, department, name and year of publication	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: 0.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	0	2	3

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

The Institute is guided by St. Francis of Assisi, the Patron Saint of Ecology, for his love for nature and the environment. The Institute also carries out the ethos 'Service through Enterprise' of its Founders - Society of the Congregation of Franciscan Brothers, which has a strong societal-responsibility dimension in its agenda.

SFIMAR insists that all the students participate in various activities related to social issues through various clubs. The institutional social activities are deployed through the social club 'Abhimaan,' the Lifelong Learning and Extension Projects under the Department of Lifelong Learning and Education (DLLE), Mumbai University, Green Club and College Women Development Cell (CWDC).

The 'Abhimaan Club' objective is to create a sense of responsibility among the students and sensitize them towards social issues. Every year the club organizes a blood donation camp wherein the students and people living in nearby areas participate. The club has observed AIDS Day to create awareness about the disease amongst students and the community and collected donations for the afflicted. The club endeavored to collect donations for senior citizens and create awareness of their problems in the community. Awareness of eye donation camp was held on the campus. It has conducted activities like collecting donations for orphanages, sensitizing the community about plastic use, and keeping the environment clean. Under Swachh Bharat Abhiyan, it has conducted activities like cleaning the surrounding areas and making people aware of cleanliness.

SFIMAR actively participates in DLLE activities to promote the values of human development among the students, provides a forum for the exchange of ideas, and creates social awareness and commitment among students towards society. The activities conducted include visits to orphanages, 'prevention of child abuse' workshop, poster making competition on the relevant social issues like 'role of women in modern society,' 'save the environment,' etc. The Institute has organized health checkup camps in association with Wockhardt Hospital for all stakeholders. A cancer screening camp was organized in association with HCG Cancer Hospital for people of surrounding areas. SFIMAR hosted 'UDAAN,' the annual fest of DLLE Mumbai University, twice in the last five years.

The objective of the green club is to encourage students and people living in nearby areas to live a green lifestyle, resource conservation and preventing air, water and environmental pollution. Plantation drives were organized to inculcate habits to go green and help keep the environment clean. The club members have undertaken activities to make people aware of the ill effects of the extensive use of plastics.

SFIMAR's CWDC addresses issues related to gender discrimination and recommends measures and policies for gender equality. The cell has undertaken awareness programs on gender sensitization, women's rights, and women empowerment. The Institute has conducted several events related to the 'prevention of sexual harassment at workplace' by eminent speakers. 'International Women's Day' is celebrated on 8th March every year for accelerating gender parity.

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: 4

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.

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	0	1	0

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: 75

3.4.3.1 Number of extension and outreach 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

2019-20	2018-19	2017-18	2016-17	2015-16
15	18	17	12	13

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
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 63.79**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**

2019-20	2018-19	2017-18	2016-17	2015-16
450	200	327	181	303

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

3.5 Collaboration**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 55**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
14	15	10	10	6

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
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response:** 42**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**

2019-20	2018-19	2017-18	2016-17	2015-16
15	10	9	5	3

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
Any additional information	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:

Classrooms and Learning Facilities

SFIMAR hosts 16 air-conditioned classrooms/tutorial rooms and seminar halls. All the classrooms have high speed internet connectivity of 100 Mbps. Each classroom is equipped with a projector, whiteboard, audiovisual sound system, and podium facility for a conducive teaching-learning experience. The classrooms are dedicated to all the currently offered programmes. The classrooms are well ventilated, and adequate space is available for class activities and personality development.

IT Infrastructure and Computing Facilities

SFIMAR's campus is WI-FI enabled, allowing students and faculty to use network resources from any part of the campus. There are 305 computers exclusively for students installed in six labs, libraries, and classrooms. In addition, projectors are installed in each classroom and lab, and a web-conferencing solution is installed in the MDP room for online meetings and webinars. Other computing facilities like printers, scanners, headsets, presenters, digital slates are also available to students and faculty. Faculty members are issued laptops for preparing their sessions and complete other administrative work allotted. In addition, the Computer Centre at SFIMAR is fully utilized for various consulting/extension activities like hosting entrance exams like CAT, MH-CET, CMAT, etc. All the desktops are networked and interconnected on Local LAN. File transfer can be done using IP Messenger. SFIMAR also has implemented its email server with each faculty member and dept head having an official email address to communicate.

SMART Classroom

The institute has implemented Smart Classroom for enhanced teaching-learning experience and implemented Systems Lab for IT students. As a result, they are given practical exposure to various Software like Tableau, R Studio, MS-Project and, Online Resources like Google AdWords, Web Designing, etc. The Smart lab is installed with EPSON interactive EB-536WI, 60 computers assisted with Lenovo desktop fitted by latest I5 processor along with 8GB RAM and 1TB hard disk.

The institute encourages real-time training on various software MS-Excel, MS-Visio, MS-PowerPoint, SPSS, Statcraft, Tableau, Digital Marketing, etc. Our faculty members regularly conduct these in the Labs. Furthermore, students have access to websites like Swayam and NPTEL for upskilling themselves. In addition, the institute has implemented a digital library for accessing the digital resources available to faculty and students for research and development activities.

Ph.D. (Research Lab)

The Ph.D. research Lab hosts 42 computers with SPSS, Statcraft, and R Software installed for research activities. Thus, the students, along with the faculty, can conduct research work in their respective fields.

Language Lab

Language Lab is a tool designed for teaching the English language. It helps students learn pronunciation, accent, stress, and all other aspects of the phonetics of a language and is installed with an Audio Setup and Projector.

Auditorium and Seminar Hall

SFIMAR's acoustically designed air-conditioned auditorium has a seating capacity of up to 600 persons (402.76 sq. m.) and is ideal for hosting more extensive cultural activities & functions. The seminar hall has a seating capacity of up to 350 persons (231.1 sq. m.). In addition, various MDPs and SSDPs (Student Skills Development Program) training programs, seminars, and conferences are hosted regularly.

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

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

Response:

Sports Facility

Sports in the Institution play a central role in preparing students holistically and face challenges in the competitive spirit. It helps in building a spirit of teamwork and harmony in the students. The students are provided with excellent facilities and encouraged to participate in tournaments and have a winning attitude. The institute promotes sports activities for inculcating healthy sportsman spirit among the students. A well-laid playground is available for outdoor sports activities.

a. Indoor Sports Facility

A dedicated Indoor facility like a chess area, room for playing carom and table tennis is provided by the institute. The students can play after college lecture hours so that the regular courses are not disturbed. The most attractive is the chess area where the students spend most of their leisure time.

- Table tennis, chess, carom is available for all students during working days.

- A unique floor chess area with life-size chess sets on the 1st-floor terrace.

b. Outdoor Sports Facility

SFIMAR ground facilities include two badminton courts and one volleyball court, which can also be used for box cricket. Various sports equipment are available with the sports in-charge for college students, staff, and faculty during the working days. For hostel students, sports equipment's are available with the hostel warden. Recreational facilities such as badminton, cricket, and volleyball are available from 5-7 pm (college working days). SFIMAR also has a shared and excellently maintained football ground located in the vicinity of the campus, a shared infrastructure resource with the other nearby St. Francis Group of Institutions.

Gymnasium

SFIMAR has a well-equipped gymnasium measuring 56.10 sq. m. available on the campus with modern equipment. Before or after lecture hours, students can use the facility to build on their physical fitness and embark on a healthier path.

Auditorium and Seminar Hall – For cultural events

SFIMAR's acoustically designed air-conditioned auditorium has a seating capacity of up to 600 persons (402.76 sq. m.) and stands ideal for hosting more extensive cultural activities and functions. The seminar hall has a seating capacity of up to 350 persons (231.1 sq. m). Various inter and intra-collegiate cultural and indoor sports and games, yoga sessions, and celebrations for multiple occasions are held in SFIMAR's auditorium and seminar hall.

Common Rooms for Boys and Girls

The Common Room for Boys and Girls are gender-specific for the students. These rooms are used for discussions, informal interactions and to relax and revitalize after their busy lecture schedules.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 7.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
23.40	21.76	21.45	3.32	11.27

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 at SFIMAR called the Learning and Information Resource Centre (LIRC), is equipped with physical and digital resources, accessible through ILMS and MyLoft app.

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of Automation
Campus ERP	Partially	2.0	June 2016
SLIM Software	Partially	21	March 2009

OPAC (Online Public Access Catalogue)

The Web OPAC is accessible on/off-campus through the SFIMAR website- library tab. Users can also search and reserve the list of books remotely. The OPAC can be accessed by all the users and through the

library home page or URL. <https://192.168.1.3>

Electronic Resource Management package for e-journals & Company Database

The Library has subscribed to Financial Databases, E-journals package to motivate the researchers, students, and faculty. Presently the Library has the following E-journals databases.

1. J-Gate (E-journals)
2. ProQuest – ABI Inform (Business Journals)
3. Capitaline (Company Database)
4. N-List (E-Journals, E-Books and Audiobooks)
5. Legal Pundits (Legal database – till 2016-17)

Library Website

The Library tab on the college website www.sfimar.org provides detailed information about the offerings and resources available to the students

In-house/remote access to e-publications

The remote login access software, MyLoft web/mobile app at SFIMAR LIRC, serves as an effective tool for accessing e-resources for the user community of faculty members, staff, researchers and students. The features appreciated by users are clean reading with no clutter, the facility that highlights text for reading later or summarizing, an audio feature that helps in multitasking. Real-time sync of research in mobile and web app helps the user to access resources anywhere anytime. It also facilitates library staff to send notifications to users. (<https://app.myloft.xyz>). Access to E-resources like CDs and DVDs have been given to the students and faculty/staff in the Library through Network Access Storage (NAS - CD Server). (<http://192.168.1.9>).

Library automation

The Library is partially automated with Enterprise Resource Planning System (2016 till April 2020, SLIM software – 2015-16) and various supporting latest technologies like Dspace, Edmodo, MyLoft, People Counting System and Urkund plagiarism software. The following four major sections are automated, which are the thrust areas for computerization -

1. Library House-keeping Operations
2. Circulation Desk

3. Online Public Access Catalogue (OPAC)

4. Library footfall

Total number of computers for public access

20 PCs are in the Library and 305 PCs are available across the campus and all the resources are accessible to the user's community on an intranet.

Institutional Repository

The user community can access the Institutional Repository using URL <http://192.168.1.6:8080/jspui> (IP based). In this Institutional repository, users can access Syllabus, Question Papers, Articles, video lectures, policies, procedures, MoUs, e-books etc.

Participation in Resource sharing networks/consortia (like Inflibnet)

SFIMAR Library has membership with

1. Developing Library Network (DELNET)
2. N-List: National Library and Information Services Infrastructure for Scholarly Content.
3. National Digital Library (NDL)
4. Tata Institute of Social Sciences, SDTM Library
5. Urkund Plagiarism Software

File Description	Document
Upload any additional information	View Document
Paste link for 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: 5.56

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)

2019-20	2018-19	2017-18	2016-17	2015-16
5.61	5.47	6.52	5.41	4.77

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
Any additional information	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: 80.99

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

Response: 409

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:

IT infrastructure is spread over all the academic departments, library, fitness centre, hostel, and administrative sections of the institute. These facilities are continuously upgraded to meet the demands generated by stakeholders and interested parties. The up-gradation is in the form of hardware updating, the addition of terminals, addition of bandwidth, buying licensed software's, replacement by high capacity cables (CAT 6 cable for internal LAN and OFC for longer distance), and service provider to keep substitute open, the extension of continuous power supply facility, etc.

About 305 desktop computers are connected to the institute LAN. Whenever needed, the configuration of machines in departments like Information Technology (IT), Labs, Class Rooms, and other departments are upgraded as per AICTE requirements. Presently these machines have a high-end configuration as I3 Processor, 8 GB RAM, 500 GB HDD. Networking of these terminals is done using 24 port switch, D Link router. As the campus is divided into different departments and new facilities have come up in the last five years, other LANs were set as required. Backup in the form of Individual UPS is available for Critical terminals (500 KVA) and UPS for Server Room (> 2 KVA).

Office automation exists for the last decade by using Windows-based facilities to handle students' data, exam data, accounting operations, and university requirements. It has helped the administrative and academic sections to generate the required output, which is, in turn, helping the digitalization at all levels.

'CAMPUS ERP SYSTEM' (EduTech) is the software used in the library, a multiplatform, multilingual, client server-based software. It provides a highly versatile and user-friendly Online Public Access Catalog (OPAC) for simple and advanced search, available to all the departments connected on LAN with the library.

Campus Integration Software – Enterprise Resource Planning System (ERP)

Enterprise Resource Planning System is operational for Staff, Students, Faculty, and Administrators with User Logins. ERP introduces a complete decision support system integrating all the institute departments with an interconnected modular approach. The modules are ready to use for various Institute departments and give the user freedom to access the essence of the system with proper inter modular data exchange and data sharing for administrative control. All teachers use ZOOM, WebEx, and MS Teams to interact with the students. Besides this, students are encouraged to enroll in MOOCs from platforms like Coursera, Google Analytics Academy, and IBM Cognitive Class. Being an NPTEL Local Chapter, we encourage our students to join courses offered on this platform. Therefore, students register and complete courses offered by NPTEL. The College has had an active website for more than a decade. It was developed and maintained by an IFW Technocraft Pvt. Ltd. with maintenance support. Institute also has a strong presence on social media platforms and has its own Youtube channel to host various webinars and summits.

Augmentation of Internet connectivity

Service Provider	No. of Connection	Bandwidth	Year of Purchase
Adtech Solutions	1	8 MBPS	2016
Adtech Solutions	1	4 MBPS	2017
Joister	1	50 MBPS	2017
Allied	1	50 MBPS	2018

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

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 2:1

File Description	Document
Upload any additional information	View 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:** 4.85**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)**

2019-20	2018-19	2017-18	2016-17	2015-16
18.87	16.45	9.99	5.79	3.30

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	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:

St. Francis Institute of Management and Research has a well-established system for maintaining and utilizing physical, academic, and support facilities like library and IT labs, monitored continually by IQAC and ISO Team.

SFIMAR was awarded ISO 9001:2000 certification for implementing “Quality Management System” by Det Norske Veritas (DNV) in 2007, assuring consistency of imparting quality management education through robust academic and allied systems. Currently, SFIMAR is ISO 9001:2015 Certified Institute which focuses on continual improvement in imparting quality management education services. The main objective of ISO implementation is to improve the institute’s functioning and meet the stakeholders’ expectations.

ISO has devised an SOP for all the departments and processes followed within the campus. In addition, it focuses on Academic Departments, Supporting Departments like Library, IT Labs, Maintenance, and Placement; it also covers outsourced activities functioning within campus like the cafeteria, hostel, and security services.

Established Systems for Maintenance Dept.

The maintenance department handles the general campus maintenance and housekeeping activities and follows the SOP with proper monitoring mechanisms. The Maintenance procedure explains the detailed department procedure, the purpose, scope, responsibilities, work environment, and list of records to be maintained. It also has an approved list of forms and formats used by the department. The objective of the Maintenance department is to monitor and control outsourced Services of SFIMAR. Monitoring is done through Annual Maintenance Contract and Control through periodical vendor valuation/ revaluation. The work environment’s scope includes the institute’s physical infrastructure, facility management, and outsourced housekeeping and Security services. Finally, the action plan is mentioned objective-wise for the department. There are a total of six objectives, and respective action plans to achieve the same. The risk

assessment sheet explains the severity of the risk relevant to the department and its frequency and occurrence. Risk calculation is accordingly mentioned in the sheet for every year. In addition, there is the Risk Register which outlines the risk description, category of risk, implications of the risk, frequency, risk level, mitigation, and contingency steps. Furthermore, the Maintenance Dept. has a Preventive Maintenance schedule, also called the Department Planner, prepared month-wise, describing the activities under various AMC's and their frequency for a given year. There are also checklists for House Keeping that include details of washroom cleaning and general cleaning schedules month-wise and date-wise. The institute has a definite and systematic mechanism for the maintenance and upkeep of such facilities. Some of them are maintained by an Annual Maintenance Contract (AMC) given to concerned agencies; external agencies maintain some on-demand as needed. The others are supported by the facility members of the Institution and skilled staff like plumbers, carpenters, and electricians appointed by the management.

Established Systems for LIRC

SFIMAR Library Department (LIRC) handles supports the academic departments on campus and manages the utilization of related services and resources such as books, journals, etc. The Librarian is the head of SFIMAR Library, and as per ISO 9001:2015 requirements, the following policies and procedural documents are in place and used by the department:

The library procedure explains the detailed functioning of the library, including the purpose, scope, responsibilities, work environment, references, definitions, abbreviations in use, list of records to be maintained, and retention period of the documents. In addition, it also describes input sources of activity, input (individual accountable), responsibility areas, output/ reference record, the receiver of the output, and the predefined KPI for performance measurement of respective activities outlined. The procedure format also enlists relevant forms and formats. The Risk Assessment sheet explains the severity of the risk relevant to the library, its frequency, and its occurrence. Risk calculation is accordingly mentioned in the sheet for every year. The Risk register outlines the risk description, category, implications, frequency, risk level, mitigation, and contingency steps. The book collection is kept relevant and current by the annual stock verification process, which involves barcode scanning, vacuum cleaning, and arranging books on shelves. The staff weeds books not in use for more than five years and, on faculty, suggestions replaced with new editions. The stock verification report is shared with the management. Objectives are monitored twice in a year. Users' feedback is taken annually, and the suggestions given by the users are implemented wherever necessary post-approval of the Library Advisory Committee. The user induction program is conducted to familiarise users with the collection and services, rules, and regulations of LIRC.

Established Systems for IT Labs

A technical person has been appointed for regular maintenance of IT infrastructure on the campus. In addition, a 'maintenance register' is maintained wherein the staff members' complaints regarding repairs and maintenance of various facilities on the campus are registered. These are attended by concerned technical persons regularly.

The lab procedure explains the detailed functioning of the lab, including the purpose, scope, responsibilities, work environment, references, definitions, abbreviations in use, list of records to be maintained, and retention period of the documents. In addition, it also describes input sources of activity, process owner details, responsibility areas, output/ reference record, the receiver of the output, and the predefined KPI for performance measurement of respective activities outlined. The procedure format also enlists relevant forms and formats. The Risk Assessment sheet explains the severity of the risk relevant to the lab, its frequency, and its occurrence. Risk calculation is accordingly mentioned in the sheet for every year. The Risk register outlines the risk description, category, implications, frequency, risk level, mitigation, and contingency steps.

The following table depicts the schemes for maintaining some significant facilities in the campus either by an AMC or by some external agency on-demand basis and its typical frequencies.

Facility Details	Type	Frequency
Website	AMC	Yearly or as per need
Desktop	INHOUSE	Yearly or as per need (Inhouse Technical Support)
Laptop	INHOUSE	Yearly or as per need (Inhouse Technical Support)
Printer	AMC	Yearly

File Description	Document
Upload any additional information	View Document
Paste link for 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: 13.49

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)

2019-20	2018-19	2017-18	2016-17	2015-16
78	69	41	58	61

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: 0.51

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)

2019-20	2018-19	2017-18	2016-17	2015-16
03	1	5	2	1

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships 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: 32.74

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

2019-20	2018-19	2017-18	2016-17	2015-16
140	161	165	128	152

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: 74.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
140	161	165	128	152

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: 0

5.2.2.1 Number of outgoing student progression to higher education during last five years	
File Description	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: 0

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				
2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	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				
2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	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: 41

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.

2019-20	2018-19	2017-18	2016-17	2015-16
8	9	12	8	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
Any additional information	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 at SFIMAR are actively involved in the planning and deploying several programs related to their development through curricular, co-curricular, and extracurricular activities. These co-curricular and extracurricular Clubs and the Student Development Activities provide the platforms for their engagement and representation in decision making.

A Committee leads each forum/platform constituted of students and a few teachers to oversee and coordinate the activities. The students manage coordination and conduct of the activities after due discussion in Committee meetings.

Students are members of Statutory Committees, and their contribution is to present views and make decisions on behalf of students. In this context, concerns are raised about student welfare and demands, if any.

To address the unique needs of the students, several subject-specific Clubs / Forums are functioning within the campus, through which students organize their programs.

Such programs include:

- FINATICS (Finance Forum): MOCK STOCK COMPETITION
- Nirmiti (Marketing Club): Marketing events & Competitions
- Malay Club- Fine Arts Competition, Performing Art Competition
- Green Club: Tree Plantation
- Film Screening Club
- Renaissance (HR Forum)
- Prerna Club for entrepreneurship

Some specific events organized by students and faculty coordinators include:

- Induction, Graduation Day, Annual Day,
- Speaker Series, Exuberance (annual inter-collegiate fest),
- Patth (International Research Paper Competition for teachers)
- Anveshi (Student Intercollegiate Research Paper Presentation Competition)

Students take the initiative in programs that can co-exist with their curricular activities and can also be managed with the desired outcome.

The Committees in which student representation and decision making are evident -

1. Student Development Committee
2. Hygiene and Cleanliness Committee
3. Grievance Redressal Committee
4. Anti-Ragging Committee
5. College Women Development Cell

By working in these committees, students are motivated to contribute and get their voice in decision-making. It gives them etc. Due to their high level of involvement, they are appreciated and awarded with certificates on Annual Day.

Objectives

- Opportunities to learn management skills like working in teams (team management), time management, stress management, handling resources, decision making
- To make them job-ready and be prepared for the industry.

Process of inclusion of students in Committees

- During the induction/orientation program, Programme heads briefly explain events, clubs, forums, committees, and activities in which students can participate through self-nomination.
- Students can self-nominate themselves in two or more events and two clubs, where they showcase their management skills and talents.
- After the commencement of the first-year classes, students are given a notification to join clubs/events.
- Committees are formed on a first-come-first-join basis
- Each event/club/forum/activity is managed by faculty/staff coordinator(s) who facilitates students to carry out the coordinated tasks.
- Students are given certificates of appreciation for their enthusiasm in performing the roles of leader and manager.
- Students take the initiatives to communicate about various activities to intended people, gather sponsorship (for MDP/Exuberance/Speaker Series, etc.), and coordinate and execute the tasks.
- A closing meeting is also conducted at the end of every activity to discuss learnings and opportunities for improvement

Outcomes

- Experiential learning
- Demonstrate proficiency in soft skills such as communication, leadership, team building, etc.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 14.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
11	19	17	13	11

File Description	Document
Upload any additional information	View 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:

The Alumni Association of the Institution, '**SFIMAR ALUMNI ASSOCIATION (SAA)**,' was registered in 2008. Two Managing Committee meetings and one Annual General Meeting (AGM) of the SAA are conducted every year.

The Alumni Association achieves its objectives through regular meetings, hosting annual events, reunions, and Alumni Connect programs with the current batch of students. In addition, Alumni are also members of various advisory meetings, a platform where they can share their knowledge, ideas, and experiences.

The placement department of SFIMAR is also in regular touch with them through social media, email, and phone.

Contribution of the alumni association to the Institution

Alumni take part in the holistic development of their alma mater by getting involved in various activities regularly:

1. Alumni Association Meetings: These meetings are organized by the Joint

Secretary Alumni association in consultation with the convener of SAA.

During these meetings, alumni members update the management, faculty, and Career Management Centre about the latest corporate news, new skills and academic requirements for the revision/inclusion in the curriculum. They also update about the expected sectors coming out with job openings.

2. Mentoring sessions: The identified alumni members are invited to guide 1st year students on choosing a specialization and mentor the 2nd year students on the company and profile-specific selection process.

3. As Project-Guides: Senior alumni members are involved as summer internship guides for the students. They offer internship projects in their own companies and guide them. They guide students on other company's projects too.

4. As Judges in Events and Competitions: The alumni members with five-plus years of experience are invited as judges in various events. E.g., Summer Excellence

5. Guest Lectures: Identified alumni members having five years or more experience in a specific domain are invited to share knowledge with students.

6. Group Discussion: Senior alumni from the HR field are involved in conducting Mock GDs for students and train them as per the industry requirements.

7. Mock Interviews: Many senior alumni members are invited from various industry sectors to train students to handle personal interviews effectively.

8. Alumni as Motivators: Alumni also sponsors awards like the 'Best Business Plan' and 'Best Readership.' Alumni give these awards during the Annual Day of the institute.

9. Alumni as Trainers: Alumni members are deeply involved in training students on technical and soft skills.

10. Assistance in Placement: Alumni members regularly connect with placement staff and share Live projects, Summer internships, and Final placement opportunities for the students.

11. Guidance in Infrastructural Development of the Institute: E.g., in the development of Website, Application, Web-portal, etc. Alumni having expertise in that area are invited, and their guidance is taken as per their experience.

12. SFIMAR Alumni Association has sanctioned Rs 2.5 lakhs as monetary contributions towards the “Kerala Distress and Flood Relief Drive” in Trivandrum on 21st August 2018

File Description	Document
Upload any additional information	View Document
Paste link for 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
Link for 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:

Vision

To flourish as a seat of learning of international standards for developing an entrepreneurial class of value-based industrial leaders empowered with techno-managerial competence to sustain innovation for building the global business of the future.

Mission

To enter the realm of globally successful Business Schools by imparting value-based education for creating responsible and thoughtful citizens who would lead the world by example and excel through innovation, an entrepreneurial spirit, and a humanitarian attitude.

SFIMAR is guided by its mission to impart value-based education that transforms students into global business leaders. SFIMAR, through continual improvement in its services through a student-centric approach, pedagogy innovations, rigorous selection, development, and up-gradation of its faculty meeting the regulatory and statutory requirements. The mission objectives include Values, Excellence, Entering the realm of successful B-schools, Lead by Example, encouraging entrepreneurship, developing socially responsible corporate citizens, and addressing society's needs through a humanitarian attitude.

In consultation with the Chairman and the College Development Committee members, the Director governs and implements quality standards of academic activities. Objective formulation, designing various policies and promotion strategies, devising controlling and monitoring mechanisms to ensure compliance with regulations in letter and spirit, promoting a culture of transparency through disclosures and commitment to the highest ethical standards.

To keep pace with the paradigm shift in the global management education domain, SFIMAR continuously revisits its resources, processes, programmes, and quality standards and realigns them towards better and faster delivery to excel as a pioneer Management Institute in India. A strategic roadmap is designed for SFIMAR with short, medium, and long-term time horizons of achieving and maintaining sustainable growth and development.

To enhance SFIMAR's position among peer groups and industry, various activities like collaborations, consulting and advisory, Faculty exchange, networking, media relationship, and several other initiatives are proposed in the plan. Various initiatives are proposed to improve the quality of management education, its delivery mechanism, and outcomes. Some other Highlights of the Road Map are as follows: -

- Enhancement of research and consultancy in various disciplines of management.
- Implementing E-Governance using ERP for admissions, student's assessment, examinations, results declaration, employee leave application, student's attendance, etc.
- We intend to strengthen the alumni network through alumni association meetings, alumni awards for corporate excellence, entrepreneurship and distinguished alumni, alumni get-together, etc.
- SFIMAR Entrepreneurship and Business Incubation Zone ("SFIMARebiz") to hone students' entrepreneurial skills.
- Web up-gradation and redesigning for a dynamic user interface
- Online feedback system conducted for faculty feedback, student satisfaction surveys for the Institute, Programme, Library, placements, canteen, etc.
- Faculty Development and Professional development activities, research awards, etc.
- Quality standards and accreditation through ISO, NBA, and NAAC

The management of St. Francis Institute believes in the participative and democratic decision-making process. This approach of managing the Institute has been instrumental in promoting teamwork and developing a high level of ownership amongst the stakeholders.

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

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

Response:

Case Study on Implementing ISO 9001:2015 through Decentralization and Participative Management at SFIMAR

At SFIMAR, Decentralization of responsibilities, participative management practices has led to better process effectiveness. These practices also have given a sense of inclusion to all faculty and staff members. As a result, the assigned committee heads of respective activities undertake an appropriate decision-making approach. SFIMAR practices decentralization, participative management when it comes to implementing quality initiatives within the Campus.

SFIMAR was awarded ISO 9001:2000 certification for implementing “Quality Management System” by Det Norske Veritas (DNV) in 2007, assuring consistency of imparting quality management education through robust academic and allied systems in place. Currently, SFIMAR is ISO 9001:2015 Certified Institute which focuses on continual improvement in imparting quality management education services.

NAAC

At SFIMAR, the academic audit is conducted periodically under the framework of ISO 9001-2015. The academic audit is undertaken for MMS, PGDM, and 3 Years Master Degree Programmes and supporting departments. SFIMAR has a dedicated team of trained internal auditors for ISO 9001-2015 Standard. The Internal Audit is conducted at the end of each semester (i.e., December and May). In addition, the ISO-DNV auditors drive the external audit in June every year. The overall Audit process is monitored by an ISO coordinator appointed by top management.

The quality management system is controlled and monitored by the ISO coordinator appointed by the Institute. The ISO coordinator plans the Internal Quality Audit Schedule, conducted Half-Yearly with the appointed trained internal auditors and process owners.

First, the DNV Consultant train the Internal Auditors for the Awareness of the Standard, followed by the Internal Auditors training to handle the audit process internally. The auditors are a mix of faculty and staff members. Process owners are the auditees who face the audit and are responsible for implementing the procedures and SOP related to the ISO standard of the area/function/department they are handling. In addition, they all conduct the Internal Quality Audit and document the respective departments' findings.

Academic Procedures for all the programmes and supporting departments like Computer Centre, Library, Placements, Admin, Outsourced Activities are well defined in the Quality Systems Manual of the Institute. In addition, each Department Maintains records related to Department Objectives and Monitoring, Department Calendar and Monitoring, Risk Register, Opportunity Register, New Initiatives, Audit Observation Sheets, Department Budgets, Statutory Approvals, etc.

After each audit (internal and external), the audit observation sheets are prepared with:

- Category of Finding
- Analysis of Basic Cause of Non-conformity (NC),
- Corrective Action to Eliminate the cause of NC
- Deadline for Implementation
- SFIMAR's Internal Auditor Verification/ Closing Observations/ NC and date of closure

Decentralization, the delegation of power, and collective decision-making is also enhanced through the involvement and participation of the faculty in the various committees. The list of the faculty members in the committees is detailed in the SFIMAR Activity and Event calendar prepared before the commencement of the academic year.

The participative Management and Decentralized approach have always been practiced in adopting and implementing Quality Management Systems (QMS) within the Campus.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Strategy Development and Deployment – Career Management Centre (Training & Placements)

Objective: To achieve 100 % final and summer placement by bridging the industry-academia gap by training students on soft skills and technical proficiency, enhancing their employability skills, and scale-up students' placements significantly with premium recruiters and pay packages.

Need: B-School placement activities allow the students to get interviewed for challenging roles that pay a competitive salary by reputed and relevant organizations. Simultaneously, the employers get privileged assistance to select business school graduates capable of making immediate contributions to their organizations. Organizations are looking for candidates with a positive attitude to learn and progress with the employing organization, responsible mindset, thoughtful leadership skills, excellent computing and communication skills, and business-specific technical skills. Since the freshly enrolled students come from diverse academic backgrounds and conceptual knowledge gained during the management programme is not adequate to meet the employers' expectations, there is a need for holistic development and capacity building to bridge the industry-academic gap.

Plan: To bridge the industry-academia gap SFIMAR had the below-mentioned action plan:

1. Training students on Soft Skills
2. Training students on Technical Skills and Certifications as per the industry requirement
3. Tie-ups with corporate for training and recruitment -'Corporate Onboarding Programme.'
4. Tie-ups with HR consultancies on a non-monetary basis
5. Rigorous Alumni Involvement

Implementation: The Career Management Centre (CMC) has very meticulously implemented the action plan as below:

1. **Training on Soft Skills:** CMC has specifically designed a Training Program viz. "Student Skill Development Program (SSDP). This program is a basket of essential training and is updated every year by including the required training programs based on the HR feedback and need basis. These training programs are conducted in association with corporate, alumni, faculty members, and CMC

staff.

2. **Training on Technical Skills and Certifications:** As per the industry requirement, the Institute conducts various certifications and technical skill programs, e.g., Financial Modelling, Advance Excel, Digital Marketing, HRMS, Project Management, etc.
3. **Tie-ups with corporate for training and recruitment:** SFIMAR has associated with its largest recruiter SSandC Globeop. Senior representatives from the organization visit campus and train students of finance specialization of 2nd year on technical aspects of various job profiles. They deliver this program in the form of a certificate course viz. Certificate in Alternate Investment Industry (CAII). They recruit from the participants of this certification program. This certificate course also helps the student understand the corporate functioning of GlobeOp, and hence it is also known as the 'Corporate Onboarding Programme.' Offered by GlobeOp to students of SFIMAR.
4. **Tie-ups with recruiting consultancies:** SFIMAR has a tie-up with recruiting consultancies that give a mileage to CMC in getting leads for the placement.
5. **Rigorous Alumni Involvement** – SFIMAR has a strong alumni network, and alumni members are closely associated with their alma mater. CMC Dept. arranges various networking programs with the current students viz. Alumni connect, mentoring, knowledge sharing sessions, mock interviews, group discussions, etc.

Outcomes

1. Good Pay Package offered to our students.
2. Increased confidence in students about their employability skills
3. Consistent patronage of old and existing recruiters

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for 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:

The Governing Body of SFIMAR believes in participative management practices, supports democratic decision-making process, and apex organizational support for the enterprise. This approach of managing its Institution has been instrumental in promoting teamwork and developing high ownership levels amongst the stakeholders.

The Governing Council governs the Institute's Academic, Administrative, and financial matters. It looks over Quality of Programmes, Schedules, Academic, Administrative, Faculty recruitment, Faculty

Development, Research and Consultancy, Students Academic Performance, Industry-Institute Interaction, Placement, etc.

The Executive Committee takes care of the Strategic Planning and operational details of the Institute - Service Rules, Property Matters, Security/Housekeeping/Cafeteria contracts, Campus Maintenance, Hostel, Infrastructure, and Contribution to society.

The College Development Committee (CDC) meets to review and suggest reformative steps required for curricular, co-curricular, and extracurricular activities to strengthen the Programme. This committee operates at the college level to discuss all developmental activities and implement the directions of the University of Mumbai.

The Academic Advisory Committee is responsible for guiding, regulating, and maintaining curriculum, teaching, research, and examinations w.r.t the Academic Programmes offered at Campus.

Placement Advisory Committee facilitates an industry-academia think-tank that deliberates on institutional supply, industry demand, employment trends concerning specific management fields. It also assists the Institute in its drive towards designing and offering programmes suitable to future industry needs and improving the placement standards and compensation packages.

The Director oversees the academic and administrative matters of the Institute. The faculty members and non-teaching staff report to the respective Departmental Heads, Programme Heads, and Director. Specific administrative issues, such as Campus Management, Maintenance, and interaction with all statutory bodies on non-academic matters, are handled by the Registrar of the Institute.

The delegation of power and Decentralization flows from the Director of the Institute to the Programme Heads, Departmental Heads, and all other heads of the committees. The Programme Head, Academic Co-Ordinator, the Facilitators, Mentors, and Faculty members ensure that all the activities required for the attainment of the Programme are well-managed and executed. Their collective involvement fortifies the teaching-learning process and enhances the employability of the students. Decentralization, delegation of power, and a collaborative decision-making approach are also improved with faculty participation in the various committees. SFIMAR Activity and Event calendar prepared before the commencement of the academic year clearly mentions the faculty member and committee details that need to be coordinated.

Policies, appointment and service rules, procedures

Service Rules are well-defined in the HR policy of the Institute. The top management developed the policies in discussion with Faculty, Staff, Students, Parents, Alumni, Governing Council, and Executive Committee members. HR policy is available for reference on the Institute's Website, Institutional Repository – DSpace, and available in the administration office for easy access to faculty, staff, and students. Information. All relevant information on rules, policies, and procedures are communicated to employees and students via Notices, Circulars, email, and SMS.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	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:

Physical and Mental Wellbeing of Employees

Every year SFIMAR organizes Health Check-up camps for all its employees and students. In addition to

that, all the teaching and non-teaching staff members of the Institute get reimbursement for blood tests and other primary diagnostic tests.

For better mental health and to guide the employees and help them know their strengths, weaknesses and help them overcome various hurdles faced by them, SFIMAR provides a counseling facility to all its employees and students.

Group Insurance Facility

SFIMAR also provides a group accident insurance facility to all its staff.

Provision for advance salary

In case of any medical emergency with any employee's family member, SFIMAR provides an advance salary option to all its employees.

Financial aid for refresher courses

For career enhancement and comprehensive development of the skillset of its staff, SFIMAR provides financial assistance to all its full-time faculty and staff members for attending Seminars, Conferences, Workshops, and refresher courses organized by other reputed institutes and organizations.

Provision for leave for study purposes

SFIMAR encourages all its employees to acquire higher degrees for their career growth and knowledge enhancement. It also provides study leave for its permanent employees who wish to study further and gain higher qualifications.

Laptop and Computer for staff

SFIMAR provides laptops or Desktop computers to all its faculty and other department staff as per their requirement to deliver their services more effectively and efficiently.

Promotes Research and Publication

For promoting research culture among its faculty members, SFIMAR provides monetary rewards to the

faculty members who have written good quality research papers and have published the same in the reputed research journals.

FDPs and SDPs for Staff

The management is focused on the professional development and upskilling of its teaching and non-teaching staff members and continuously motivates its employees. Annually, at least two FDP programmes are organized by the Institute.

Different Staff Development Programmes are organized for non-teaching employees by organizing training sessions, such as computer software training- to acquaint the non-teaching staff with the latest technologies. In addition, SFIMAR provides letters of appreciation and monetary awards for outstanding achievements /participation.

File Description	Document
Upload any additional information	View Document
Paste link for 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: 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
21	25	22	21	21

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:** 3.8**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**

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	3	2	7

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:** 15.32**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**

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	6	2	1

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:

Faculty Performance appraisal and development system

Each faculty member completes the self-performance appraisal form at the end of each academic year. Subject Feedback is taken from the students based on teaching, support, and cooperation. Also, peer review and departmental reviews are considered for faculty performance evaluation. The appraisal form considers the teaching part, coordination with other departments, involvement in extracurricular and co-curricular activities, analysis of results, research work done, etc., to cover each type of performance. The appraisal form is submitted to the Director for his remarks, and then it is further reviewed by the Chairman. Finally, the Director interacts with all the faculty members individually based on components of the appraisal form, recognizes the performance, acknowledges their contribution, advises on areas of improvement if necessary, and action follows.

The Director meets the faculty individually to discuss the training required by individual faculty members for their area of expertise.

Appraisal Discussion also focuses on: -

1. Training programs that the faculty need for the improvement of their shortcomings.
2. Development of interpersonal relationships.
3. Motivating faculty members to present national and international research papers.
4. Image-building and competency visibility.
5. Improvement in teaching guidance, etc.

Recommendation for promotion

- Evidence of high quality in teaching, research aptitude, and publications, participation in decision-making committees of the Institute, leadership abilities are some of the essential criteria considered for recommending promotion.
- In judging the teaching effectiveness, a mid-term review of the classroom teaching-learning process is done. At the end of the semester/trimester, structured feedback is taken. In addition, evaluations and comments from students are solicited regarding teaching effectiveness for all courses taught.
- List of any awards of formal recognition for distinguished teaching, research, contributions of

national/ international significance in management education.

- The internal promotion system is based on the Career Advancement Scheme, which evaluates faculty based on Classroom Teaching, Examination Duties, Innovative Pedagogies adopted, Mentoring Students, Participation in Co-Curricular Activities, Professional Development Activities, etc. In addition, parameters like research Publication in Journals, Book Publication or Chapter in Book, Research Projects, Research Guidance, Awards, Fellowship, Development of E-Learning Material, Contribution to Society and Good Conduct are also highlighted in the career advancement scheme.

Non-teaching Staff Performance appraisal and development system

The management conducts staff Performance Appraisals every year. It is done based on the following parameters:

Evaluation by the Head of the Department Once a Year Weightage:25%

Self-Appraisal Once a Year Weightage :25%

Evaluation by the Appraising Authority- Once a Year Weightage:25%

Peer / Student Feedback Once a Year Weightage :25%

The promotion policy of staff is based on the Appraisal Criteria mentioned above and interviews by management.

Process of Staff Performance Appraisal

- Evaluation by the Head of the Department by 1st Week of May of every year
- Self Appraisal by May 15th of every year
- Evaluation by the Appraising Authority by May 20th of every year
- Discussion with Staff on Appraisal by May 30th of every year
- Decision by the appraising authority by 1st week of June of every year.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The internal financial audit is done by members of the Trust or external members every year. These members are authorized by the President of the Society of the Congregation of Missionary Brothers of St. Francis Assisi. There were no objections in the internal audit for the financial years from 2015-16 to 2019-20. The Society of Congregation of Franciscan brothers has certified that SFIMAR has well-maintained books of accounts, and all connected accounts are in proper order.

Auditor Natvarlal Vepari and Company do the external financial audit for SFIMAR Accounts annually. The latest financial audit was completed in October 2020. No significant objections or were observed in the audit. The auditor gives the compliance report at the end of the financial year. Auditor's report dated December 15th, 2020, for the financial Year 2019-20 is available with the Institute. The Institute has complied with all the necessary audit and accounting standards, and there is no unqualified audit opinion and no significant audit objections.

The dates of the financial audit are as follows:

Financial Year	Internal audit from date to date	External Audit from date to date
2015-16	07th April 2016 to 15th April 2016	18th August 2016 to 10th September 2016
2016-17	05th April 2017 to 11th April 2017	20th August 2017 to 15th September 2017
2017-18	09th April 2018 to 16th April 2018	22nd August 2018 to 12th September 2018
2018-19	07th May 2019 to 14th May 2019	31st July 2019 to 10th September 2019
2019-20	20th May 2020 to 27th May 2020	21st September 2020 to 12th October 2020

The detailed audit report is uploaded on the website of the Institute.

File Description	Document
Upload any additional information	View Document
Paste link for 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:** 4.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
0.68	2.20	0.41	0.95	0.15

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Being a self-financed Institute, fees taken from the students as per the recommendations of the Fee Regulatory Authority are the primary source of funding for the Institute. Institute has full-time MMS and PGDM courses. It also offers 3 Years Master Degree in Management (MFM/MMM) and a Ph.D. in Management Studies affiliated with the University of Mumbai. Income and expenses statements are as per these courses from the financial year 2015-2016 to 2019-20.

As part of the effective use of financial resources, surplus money is preserved by the Institute in the banks in fixed deposits. In addition, regular interest on these deposits is a supplementary source of funding for the Institute.

The Institute also earns funds from consultancy activities for some of the leading companies in India, such as Oil and Natural Gas Corporation (ONGC), National Thermal Power Corporation (NTPC), Aditya Birla Capital, and Bharat Electronic Limited (BEL).

Other minor fund-generating sources are inter-collegiate events like Exuberance, international research conference PATHH, Eminent Speaker Series, FDP's and MDP's conducted by the Institute.

The Institute also gets some income from re-examination fees, sale of application forms for its Institute seats, and autonomous courses.

If there is any deficit, it is taken care of by the Society of the Congregation of Franciscan Brothers (parent body).

Optimal utilization of resources

Optimal utilization is ensured through earmarked budgets, careful spending, and accountability for all expenditures incurred.

The management ensures that all the stakeholders make conservative use of resources such as water and electricity carefully for financial saving.

Every Department is required to submit the Budget copy to the management. This activity is done annually at the end of the financial year; this would help prepare expenses for the upcoming academic year. Then, the Governing Council, after careful examination, approves these budgets.

The Institutional Budgets are submitted by the event coordinator at least a week before the event. The top management/Accounts department checks all the expenses incurred during the event through the original copies of bills. If there are any miscellaneous expenses such as local travel by public transport, it is considered.

The Institute's long-term planning process guides its annual budget development. Major themes in the budget plan include the following:

- Attract and retain the best faculty,
- support teaching enhancement skills and research activities,
- expand the use of technology,
- maintain the quality and environment of the Campus and its facilities,
- additional faculty salary support by way of annual increment,
- address faculty/staff salary competitiveness,
- expand faculty training support,
- provide adequate program support (admissions, library, student services, staff).

All purchases of stationery are made based on the requirement and current inventory in place. Also, a record of outgoing stationery is maintained

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

Practice 1 – Student Skill Development Programme (SSDP)

Need

A Master's degree does not suffice the affirmation of an offer letter to the students. Moreover, the conventional activities of the management programme do not empower the students with a progressive attitude, sound business acumen, leadership, and technical skills that corporates seek in their workforce.

A Master's degree curriculum needs to be supported with employability and transferable skills to empower students to achieve a progressive attitude, sound business acumen, leadership, and technical skills that industry seeks in their workforce.

Plan

SFIMAR has specifically designed the *Student Skill Development Programme* incorporating a meticulous and structured approach to training its students to make them fit, flexible and adaptable for industry and society. In addition, the overall development of the students is monitored; activities that lead to enhancing student's employability are organized and build them up to discharge their societal responsibility.

Implementation

The CMC Department designs a training calendar with inputs from the corporates/industry, alumni, faculty, and students. The training calendar includes the thrust areas of building the students' competency levels concerning Knowledge, Skills, and Attitude to enhance their employability skills. Weekly sessions are organized as per the slots allocated in the respective programme timetable. The training programs are scheduled throughout the year with the help of industry personnel, management experts, and alumni to promote skill development. Some of the SSDPs include Excel Training, Resume Writing, Body Language, Report Writing, Email Writing, Verbal and Non-Verbal Communication, GD Etiquettes and Assessment, Mock GD, and PIs.

Outcomes

1. Good Pay Package.
2. Improvement in student's employability skills.
3. Consistent patronage of old and existing recruiters.
4. Better feedback from the recruiters about student's competency levels.

Practice 2 – Outbound Training

Need

Outbound training facilitates Experiential Learning, wherein groups of students are taken away from the Campus into the outdoors and are assigned challenging tasks that need to be completed within a given time frame. It makes students gel with each other, understand the diversified cultures and values of the Institute. In addition, the environment provides an opportunity for interaction through various activities that hone their managerial qualities, such as time management, group dynamics, and soft skills.

Plan

The Institute initiated outbound training for students from the academic Year 2017-18. They are taken to the *Rambhau Mhalgi Prabodhini (Uttan)*, where they participate in various indoor and outdoor group activities. This experience gives students to bond together, communicate and work in teams and lead activities based on learning with fun.

Implementation

Sr. No.	Academic Year	Dates	Class
1	2017 - 18	1.11.2017 and 2.12.2017	MMS First Year
2	2017 - 18	22.11.2017	PGDM First Year
3	2018 - 19	3.11.2018 and 1.12.2018	MMS First Year
4	2018 - 19	15.11.2018	PGDM First Year
5	2018 - 19	3.2.2019	MMM/MFM
6	2019 - 20	1.2.2020 and 8.2.2020	MMS First Year
7	2019 - 20	20.11.2019	PGDM First Year
8	2019 - 20	26.1.2020	MMM/MFM

Outcomes

1. Learning from Doing
2. Team building
3. Leadership and decision making attributes
4. Imbibes problem-solving ability and creativity

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

Institutional Review 1 – Feedback from Academic Advisory Council and Placement Advisory Council

Two Year Master of Management Programme (MMS) and Three Years Master Degree in Management (MFM/MMM) are university-affiliated programmes. However, the Institute does not have any autonomy incorporating change as per current industry requirements, thereby creating an industry-academia gap. This gap is identified through the feedback obtained from the Academic Advisory Council and Placement Advisory Council of the Institute during the yearly review meeting.

The gaps identified are –

- Logical Reasoning
- Global Perspectives on lifelong learning
- Entrepreneurship
- Technical and Functional Skills
- Knowledge
- Leadership and Team Building
- Research and Data Analysis

Plan and Implementation

Certification Programmes and Workshops are organized to bridge the industry-academia gap in collaboration with Corporates and in-house faculty members.

- Certificate in Alternative Investment Industry (CAII) by SS&C GlobeOp
- RIO+24 War and Peace- IDRC India Certification Program
- RIO + 25 Water - UN Water Action Decade India Program
- Foundation of Equity and stock trading in association with ICICIdirect.com and NISM
- Youth Leadership Programme (YLPS) in association with TISS
- Financial Modelling in association with Fore Vision
- Internet of Things (IoT)
- Data Visualization
- R Programming
- Project Management
- Human Resource Management System
- Advanced MS–Excel Training
- Financial Statement Analysis
- Digital Marketing

- GST (Goods and Service Tax)
- IT Skills for Management
- French Language
- Graphics Training
- Cambridge English Certification

The certification programs to be conducted are identified and form part of the Student Skills Development Programme (SSDP) calendar to enhance the students' employability skills. The SSDP calendar is monitored frequently for the conduct of the workshops and certification programs.

Outcomes

1. Utilize appropriate resources to collect business data that translates into information for decision-making.
2. Use the information, management concepts, systems, and tools needed to obtain, evaluate, and disseminate information for decision-making.
3. Conduct research to understand client needs and business decisions and use appropriate leadership skills and styles to maximize employee productivity.
4. Exercise critical and creative thinking to improve the decision-making process.
5. Use quantitative measurements to solve business problems
6. Practice awareness of ethical and social responsibilities to multi-cultural, team-oriented, rapidly changing environments.
7. Use effective communication skills to promote working in teams

Institutional Review 2 – The IDEA (Innovation and Development for Excellence in Academics) meeting

The IDEA meeting of SFIMAR conducted monthly endeavors to review and explore tools to improve higher education effectiveness and improve the teaching-learning process in the Institute. Teaching and learning initiatives are discussed in the IDEA meeting for peer review, and other faculties are involved during the presentation or any other assessment activity.

Plan and Implementation

Faculty members adopt various pedagogies to make the teaching-learning process exciting and ultimately making students conceptually strong. Following are the innovative teaching and learning methodologies that the faculty members of SFIMAR applied in the previous five years –

Street-play

Students developed a Public Relation (PR) campaign for functional areas scripting a street play. The theme of the street play was "Ped Lagao Jeevan Bachao," and it was performed by the SFIMAR students in various malls located across the suburbs of Mumbai City.

Green Yatra, an NGO, sponsored the t-shirt and promoted the activity on Facebook. A real-time PR activity was also undertaken during the event. As a result, students understood how a PR campaign is developed, challenges faced, coping with them, and designing solution strategies.

Bean Game

There is never enough money available to fulfill all one's needs and wants. Bean Game has been designed to help the students understand their priorities. Participants are divided into groups of a minimum of 2 and not more than 5. Each individual/group receives 20 beans and a set of spending category sheets. The individual/group must decide how to spend their "income" on various life circumstances, values, and goals. Each item has a set number of squares, indicating how many beans are needed to "pay" for that item. This game helps the students experience a 'fad.' They understand the importance of planning and preparing the budget.

Project-Based Learning Pedagogy

Project-based learning is a student-centered pedagogy. It is believed that students acquire more profound knowledge through active exploration of a subject through field study and research. This approach was introduced in the Institute's IDEA Meeting in Academic Year 2016-17. All the faculty members gave their valuable inputs to build the PBL execution procedure and evaluation pattern. The evaluation criteria are well mentioned in the session plan at the beginning of the academic year. Continuous evaluation is carried out periodically to monitor the project execution. A detailed structure/process of the project is provided to the students at the beginning of the term with a proper timeline to document the project's progress. At the end of the project execution, the project is evaluated based on report submission and a formal presentation.

Outcomes

1. Fosters critical thinking and problem-solving skills
2. Facilitates development of leadership, communication, team building, and time management skills.

File Description	Document
Upload any additional information	View Document
Paste link for 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: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	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:

SFIMAR ensures and believes in providing equal opportunity for all. Therefore, the gender ratio of staff and students in the Institute gives both men and women equality of opportunity. The following table gives the details about the gender ratio of last five years in the Institute —

Year	2015-16		2016-17		2017-18		2018-19		2019-20	
	M	F	M	F	M	F	M	F	M	F
Staff	51%	49%	54%	46%	54%	46%	56%	44%	51%	49%
Student (MMS)	52%	48%	54%	46%	54%	46%	50%	50%	48%	52%
Student (PGDM)	68%	32%	48%	52%	48%	52%	48%	52%	50%	50%
Student (MMM/MFM)	62%	38%	61%	39%	59%	41%	81%	19%	70%	30%
Student (Ph.D.)									25%	75%

Equal gender leadership roles and representation in all student activities is ensured by:

1. Appointing two Class Representatives (one boy and one girl).
2. Boys and Girls, both are considered as Committee Members of Students' Clubs.

Counseling

A certified counselor is appointed specially for students. At the time of admissions, appropriate counseling is done for students (and parents if necessary) to make them aware of the facilities available for the safety of their wards. Counseling is offered during the mentoring sessions also, wherein, if required, a lady mentor is assigned to address issues of a lady student

Other Activities and Facilities: -

- Students of PGDM and MMS Programme actively participate in various activities conducted by the SFIMAR DLLE group coordinated by Dr. Sulbha Raorane. For example, Gender-Equity Awareness sessions are conducted regularly on campus; activities like theme-based poster-making

competitions on 'Women Empowerment are organized, and best posters are put up for display.

- The Institute provides a well-equipped gym with Unisex timing for boys and girls to promote equality and respect for women.
- Hostel facilities are provided for outstation Boys and Girls with a full-time warden with proper security and vigilance and recreational facilities for boys and girls.

Specific facilities provided for women:

1. Safety and security:

The Institute has made all the necessary provisions for women's safety and security, like installing CCTV cameras across the campus, security checks at the Institute's entrance. Also, various Committees like Internal Complaint Committee, Anti-ragging Committee, Student Grievance Redressal Committee, College Women Development Cell are constituted, responsible for ascertaining gender equity, safety, and grievance redressal.

2. Common Rooms:

The Institute has a separate girls' common room equipped with the requisite facilities for hygiene and safety. In addition, the college has installed Bell A50- a vending machine consisting of sanitary napkins for ladies' staff and girl students in the washroom.

College Women Development Cell (CWDC)

Gender equity also reflects in the Institute's faculty and administrative staff, where responsible positions in college functioning are assigned irrespective of gender. In addition, members of all Committees include almost equal representation of both genders. Also, in the CWDC, a significant proportion of females are part of the managing committee.

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: B. 3 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:

The waste generated on the campus mainly comes from the Canteen (biodegradable), used / waste paper, and e-waste from computers and other electronic devices.

Vermicomposting is used to treat biodegradable waste, for which a vermicompost pit is designed and implemented on the campus. 30 Kg of vermicompost is generated monthly and is used to fertilize plants and trees on campus. Wastepaper is also shredded and added into the vermicompost pit. Disposal of e-waste is an annual activity outsourced to an external vendor/agency. The agency is authorized to collect and dispose of the e-waste. Annually, 30 - 50 Kg of e-waste is disposed approximately.

Liquid waste is treated through the municipal drainage system. Since the Institute has no wet labs, it does not generate hazardous, radioactive material or biomedical waste. The Institute has had a biomedical waste management contract with Cannon Hygiene for the past few years. The 'Feminine Hygiene Care' ensures that all feminine hygiene waste will be collected and disposed of in a legally accepted manner with the aid of the Feminine Hygiene Care Service Units. The service also ensures that the waste deposited will be

sanitized with the help of the advanced sanitizer made from natural substances and active in both liquid and vapor phases.

File Description	Document
Any other relevant information	View 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
Link for 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: 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
Link for any other relevant information	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
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
Link for 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:

Though SFIMAR is a Christian Religious Minority institution, our students, staff, and faculty members are from various religious and language backgrounds.

A dress code is compulsory for students on campus to instill a sense of professionalism and belongingness and bring about a feeling of equality. Furthermore, all promotion of togetherness is achieved by students' participation in various clubs and institutional activities. In these ways, an inclusive educational environment is created for keeping up with our motto, "Enlightening Minds, Defining Leaders."

SFIMAR honors and celebrates various religious and cultural festivals such as Onam, Dandiya, and Christmas, with active participation from faculty, students, staff, and management.

SFIMAR's community engagement includes its ISR Club- 'Abhimaan' and Mumbai University's Department of Lifelong Learning and Extension (DLLE) Programmes. These Programmes, in which our staff and students are involved, include blood donation camps, visits to the orphanage on Independence Day and Republic Day. Under the DLLE Programme, it has taken up issues such as child abuse, working women's development, etc. In addition, the cultural club (MALAY) arranges many activities every year.

Institute ensures equitable treatment to all the stakeholders through Committees such as Anti-ragging Committee, Internal Complaints Committee, SC/ST Welfare Committee, Grievance Redressal Committee, College Women Development Cell, and College Development Committee.

The Institute celebrated the “Vigilance Awareness Week: Elocution Competition” between October 29 and November 3, 2018. The topic was “Eradicate corruption, build a new India.” It had activities such as The Integrity Pledge and Elocution Competition. All the faculty and staff members attended the event. “All present took the Integrity Pledge” for the event. Eighteen students participated in Elocution Competition.

College Women Development Cell had arranged a talk on women's well-being on April 5, 2019. Attendance was mandatory for all female employees and students. The talk's objective was to proactively provide a platform for women to improve their physical health, emotional, and overall well-being.

All faculty and staff members abide by an inclusive human resource policy uploaded on the website for better transparency.

Every year Institute celebrates the annual day “Luminance,” in which students performance showcases the cultural, regional, linguistic and communal diversity of India. Institute celebrates two-day Inter-Collegiate Fest - ‘Exuberance,’ which features music and dance performances, management games, sports, and hosts various other activities that help students showcase their talents and management abilities.

Institute has a well-equipped infrastructure to carry out all these activities.

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

Imparting value-based education is a part of SFIMAR's mission. The mission statement is displayed on various campus locations and through Institute publications to imbibe it in the stakeholders' minds continuously.

SFIMAR has the following Cells and Committees, through which it encourages and engages students in activities that promote good citizenship, service orientation, and holistic development.

1. The Life Long Learning and Extension Cell (LLLE)

The Life Long Learning and Extension Cell, established in 2013, continuously work on projects associated with the Directorate of Lifelong Learning and Extension, University of Mumbai. The Extension Projects such as Population Education Club (PEC), Career Projects, Status of Women Survey (SWS), Annapurna, and Entrepreneurial Projects have promoted institution-neighbourhood-community network

2. The College Women Development Cell (CWDC)

Institute has actively functioning CWDC, which organizes speeches by renowned ladies on themes such as "Be Bold for Change," "Each for Equal." It had also conducted "Women of Substance Competition - Corporate Power Dressing and Power Thinking."

3. Institutional Social Responsibility Club (ABHIMAAN)

To motivate and create strong awareness among the student's community on the importance of blood donation, the ABHIMAAN club organizes a blood donation drive every year, as indicated in the following table:

Academic Year	Date
2015-16	November 19, 2015
2016-17	November 24, 2016
2017-18	October 9, 2017
2018-19	November 30, 2018
2019-20	November 19, 2019

Five of our PGDM students, along with Mr. Nilesh Mahadeshwar from PGDM Administrative department, donated blood for the mother of Prof Dr. Sulbha Raorane on April 20, 2019.

4. Green club

As responsible citizens who care about the environment, Institute has a “Green club” which has carried out many activities over the years. Some of the prominent ones are

Date	Activity
November 25, 2016	Tree Plantation Activity
October 28, 2017	Tree Plantation Drive
February 16, 2018	'Nursery Management' by Mr. Bharat Soni (Managing Director Go Green Nursery Private limited)

5. Hygiene and Cleanliness committee

As per the circular from the Government- (Bombay Municipal Corporation), following segregation of Dry and Wet waste as a part of Swachh Bharat Abhiyan by all the citizens /organizations. SFIMAR contributed to this noble cause by creating awareness amongst students of MMS I year, faculty members, staff, support staff about segregation of Dry and Wet waste, its objective, and importance on September 11, 2018. In addition, a talk was conducted by Mr.Gurashish Sahni -Swachh sustainable solutions private limited.

6. Mindfulness Centre

SFIMAR believes Mental health is essential to our overall well-being. The Institute conducts various Programmes such as Mindfulness, Discourse by Brahma Kumaris, and other religious leaders on multiple areas of personality development. Students and employees are motivated to act morally and ethically through their talks and their behaviour. Mindfulness centre had arranged a motivational Seminar by Bro. Guillermore Simo (Spain) February 28, 2018. The topic for the session was ‘Tools for Self-Leadership.’

On Independence Day in 2016, Institute had organized an essay writing competition on the topic "Relevance of 70 years of Independence in today's Context". Moreover, after Flag Hoisting on Republic Day and Independence Day, other activities arranged are Tree Plantation, Singing of Patriotic Songs, acts, and speeches by students to remember freedom fighters' sacrifice.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	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:

Every year, the Institute celebrates various national and international days

Date	National and international days celebrated by SFIMAR every year
26th January	Republic Day of India
8th March	International Women's Day
21st June	International Yoga Day
15th August	India's Independence Day
5th September	Teachers Day

Other than the above mentioned days, the Institute has celebrated

Date	Significant days celebrated by SFIMAR
26th July 2019	Kargil Vijay Diwas
15th October 2018	Maharashtra Reading Day

18th 2017	November	Founders day
11th 2018	November	National Education Day

Each commemorative day is celebrated officially and as per protocol on the campus. Besides the official protocol, a significant/relevant activity is organized such that it appends to the significance of the day.

Besides Flag Hoisting Independence Day, Flag Unfurling on Republic Day other activities are done on these two days include Tree Plantation, Singing of Patriotic Songs by students, Small Plays, acts and speeches by students to remember freedom fighters and their sacrifice. There is a motivational talk by a senior person who has seen the evolution of India post freedom. There was an essay writing competition "Relevance of 70 years of Independence in today's Context" to celebrate 70th Independence Day on 15th August 2016.

International women's day is celebrated with speeches by eminent ladies and events on themes such as "Be Bold for Change"," Women of Substance Competition - Corporate Power Dressing & Power Thinking" "Each for Equal".

On the occasion of International yoga day, there are physical exercises carried out on Yoga MAT. There are sessions by Yoga expert Mr. Gautam Utekar on 'Yoga and Mind Power'. On the occasion of International yoga day, during one of the year's , a session by Bramhakumaris was arranged for faculty and staff members.

Every year on the occasion of teacher's day, Director and Chairman wish and thank teachers for their contribution towards the institute. On 5th September 2017, there were surprise celebrations in the institute for teachers followed by lunch at Master Chef Restaurant in Dahisar.

Every year institute celebrates the following events and festivals

Month	Event/ Festival celebrated by SFIMAR

September	Onam Celebration
October	Navaratri Celebrations
December	Christmas Celebration

Every year on the occasion of Onam faculty, staff and students are requested to come in traditional attire, amongst other things there are activities such as singing of Thirunam Song, Onam traditional dance, Onam Message and Distribution of Payasam.

There is a Dandiya night celebration during Navaratri every year. The Dress Code for the event is Gujarati attire. Best dancer, Best Couple and Best Dress awards are given every year. There is Gujarati food served at the end of the event.

Every year there are two Christmas celebrations - one only for faculty and staff and the other one is for everyone including students. The event starts with a Cake cutting with carols followed by Christmas greeting and messages. There is Christmas gift distribution to faculty and staff members every year. The event ends with lunch or dinner in case of student celebrations.

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	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:

CASE: 1: BUILDING SUSTAINABLE ECO-FRIENDLY GREEN CAMPUS

St. Francis Institute of Management and Research (SFIMAR) is environmentally conscious and committed to conserving, sustenance, and promoting environmentally friendly practices. The management, faculty, staff, and students of our Institute are constantly made aware of environmental issues through orientation

Programmes and awareness campaigns. SFIMAR maintains a lush green campus with regular tree plantation activities to reduce the adverse effect of pollution. Students are encouraged to become a part of SFIMAR Green Club and promote a clean and green environment in and around the Institute. The campus has excellent landscaping and many medicinal plants and fruit trees like mango, coconut, jackfruit, breadfruit, chikoo (Sapota), teak wood, drumsticks, neem, berry, etc.

CONCEPT

The green campus concept helps an institution redefine its environmental culture and develop new paradigms by creating sustainable solutions to humanity's ecological, social, and economic needs by wiping out the wasteful inefficiencies and using conventional energy sources, adopting appropriate disposal handling and effective management of environmental-friendly resources.

OBJECTIVES

The unique natural setting and distinctive ecological heritage of our SFIMAR Campus adds beauty and provides perfect ambiance towards our business students' scholarly pursuits. Driven by the vision of campus sustainability, our Institute is committed to protecting and promoting environmental resources while ensuring the quality of life on the campus.

Accordingly, the objectives of our Institution towards building eco-friendly green campus practices are:

- To create an eco-friendly environment for sustainability in the pursuit of higher education in business and management
- To institutionalize sustainable solutions through instruction, teaching, research, innovation, and extension activities concerned with an eco-friendly green campus.

ECO-FRIENDLY GREEN CAMPUS PRACTICES

Plantation Drive

SFIMAR is committed to making the campus greener and eco-friendly and undertakes conscious efforts towards building a sustainable, eco-friendly green campus amid a concrete city like Mumbai. A remarkable step undertaken in this regard is the planting of at least five new trees on campus every year to make our campus healthier, greener, and more inspirational place. As a result, medicinal and other commercially valuable plants have been already planted at our campus by Green club members of our Institute. Newly planted saplings are number-tagged, and height measurement is done regularly, and the information is shared with DTE through emails.

Awareness Drives

Green Club students undertake "Go green Initiatives" like awareness campaigns towards plantation and preservation of trees, which helps to reduce the carbon footprint. To create deep-rooted awareness, students showcased street plays with the aid of 'Green Yatra'- a Mumbai-based NGO, at various shopping malls in the Mumbai suburbs to create awareness of the importance of tree plantation and preservation.

In association with Green Yatra, Institute's ISR Club—Abhimaan and the Hygiene committee of SFIMAR organized a rally in the Borivali area on "No use of plastic bags." It was followed by an activity wherein plastic bags/bottles were collected. In exchange, all those who deposited the plastic bags/bottles were provided with an environment-friendly cloth/paper/non-plastic bag.

Use of Renewable Energy

The installed solar system helps immensely keep our campus clean and saves money. Furthermore, solar energy is a clean and renewable alternative to make our campus pollution-free, virtually inexhaustible, safe, and efficient. Keeping in mind that our country enjoys ample sunlight throughout the year, our Institute has installed sixteen solar panels in the terrace of our hostel buildings to supply hot water to the inmates of hostels.

Water Harvesting Technology

Being conscious that scarcity of good quality water has become a significant cause of concern, SFIMAR undertook several measures towards implementing rainwater collection technology. As a result, appropriate solutions are implemented in premises to collect and disseminate rainwater used for colossal harvesting. The rainwater from the terrace of the college building is collected through vertically-kept water pipelines. These pipelines are on the exterior walls of the building at the backside. These pipelines then connect to the main channel kept horizontally under the earth, leading to the filter tanks purifying the filtering system's rainwater. Finally, the purified water is conveyed to the huge harvesting water well. This rainwater collected through water harvesting technology is being used for various purposes like watering the trees and plants of our Institute gardens to keep the campus evergreen.

Waste Management

The canteen of the Institute generates wet waste regularly. Other than canteen waste, there is also recyclable garden waste. All garden wastes are routinely put in a shredder machine and placed in two pits, along with canteen waste, to make compost. It is then used in the garden as fertilizer. It also gives the plants some organic manure and manages solid wet waste generated on the campus.

The Institute follows a 'paper-free culture regarding paper consumption in line with environmentally friendly requirements. Various activities on campus like online exams, online feedback systems, mail signatures, and e-communications are examples of 'paper-free systems designed and implemented to fulfill the above objectives into fruition.

Energy Conservation

LED bulbs and tube lights are used for lighting purposes wherever possible. Computers with LED or LCD monitors, which are more power-efficient, are used in all computer labs. Buildings at our campus are constructed to have ample natural illumination and aeration, especially in the corridors, stairways, etc. Electrical appliances of power-saving ratings are installed and used wherever possible.

Health and Hygiene

Supply of safe drinking water: At our campus, the quality of drinking water supplied to the occupants complies with required standards. The entire campus is a non-smoking space, thereby ensuring the health and safety of all its occupants. Adequate fresh air ventilation provides a pleasant environment and saves on energy. On-site badminton, table tennis, Gym, and cricket ground facilities enhance the physical fitness of building occupants. Pathways inside the campus are well maintained. The Institute's "Sick Room" is readily available to take care of the students reporting physical illness at any point of time during the class hours with the First-Aid tools.

Other activities by SFIMAR Green Club

At regular intervals, the members of the club (both staff/faculty and students) conduct meetings where they discuss the activities done, brainstorm on what new could be done, and how to share responsibilities related to the same. Members discuss required changes or develop new ideas, which are informed to the campus manager and then implemented on his instruction. The positive outcome has been magnificent when seeing the final landscape. Students are highly energetic in trying out new things, and as a result, the Hydroponic System was initiated once where students made a trial run, with the help of iurbanfarmer.com, and grew spinach. In addition, visits and Guest Talks are organized for students to learn about the importance of greenery management, plantation and plant maintenance.

CHALLENGES ENCOUNTERED

While the concept of upkeep and maintaining an eco-friendly campus is worth mentioning, there are many more challenges by mobilizing financial investment, material deployment, and skilled labour resources. Moreover, the integration and execution of all such activities demand sound planning and

meticulous administration.

Many technical activities require expert advice and counsel. For example, the research on the hydroponic system had to be stopped because of sudden nationwide lockdown, as it requires utmost care. However, the positive outcome has been magnificent when seeing the final landscape. No wonder they are rewarding and enriching the beauty of the campus.

OUTCOME/EVIDENCE OF SUCCESS

The success of Campus sustainability initiatives is evident by having a glance at our vast green campus. No doubt, the eco-friendly green campus always promotes a sound learning environment with natural lighting and conservation of energy, resulting in a brighter ambiance. Green buildings ensure water and energy conservation and provide a pleasant atmosphere, essential to human beings' sound mental and physical health. The carefully nurtured vegetation is a visual treat and speaks volumes of our Institute's eco-friendly culture. The green campus concept helps our Institution redefine its environmental culture and develop new paradigms by creating sustainable solutions to human beings' environmental, social, and economic demands.

CASE: 2: UNRIVALLED FINAL PLACEMENTS

The thrill of reaching a destination at the end of a long journey is unparalleled by any other feeling. Placements produce the same kind of excitement and happiness in St. Francis Institute of Management and Research (SFIMAR) students. SFIMAR is dedicated to enhancing its students' employability & leadership skills and assisting them in meeting their goal of getting a decent job by the end of two years full-time MBA program.

OBJECTIVES

SFIMAR's prime objectives are to develop its management students according to industry needs and achieve cent percent placements for all the registered students with CMC, following the Institute's placement policy.

The Institute achieves this objective by enhancing students' employability skills, providing ample job opportunities, creating awareness regarding available career options, and acting as a bridge between students, alumni, and employers. The Career Management Centre (CMC) at SFIMAR is focused on achieving this objective, from the start of the academic year, including preparing the placement brochure,

organizing grooming programmes, career counseling, internships, and final recruitments. The efforts are focused on giving the best to its students and assisting them to achieve their goals.

CONTEXT:

Placement activity is an important & essential activity for the Institute as well as for the students. For quality placements, the significant challenges faced were as below:

- 1.Lack of appropriate skills among the students
- 2.Little involvement & support from Alumni
- 3.Volatile market situations
- 4.Specific demands of the employers.

Keeping all the above challenges in view, CMC has developed a 5-pronged approach as mentioned below:

- 1.Making student corporate ready – includes well-defined 'Student Development Program (SSDP).'
- 2.Alumni Immersion– includes Alumni involvement in various activities.
- 3.Industry Tie-ups – includes various tie-ups strengthening lead generation for placement
- 4.Corporate Onboarding – includes MoU with corporate for training the students & then taking them onboard.
- 5.Resilient Connect with Industry – includes the involvement of industry experts in various committees and other activities of the Institute.

Besides, many events and activities are conducted at the institute level to enhance the students' academic acumen and leadership skills, leading collectively to the unrivalled placement year by year.

THE PRACTICES

Making Student Corporate Ready

To meet this challenge, the CMC department identifies the gap between industry and academia. This gap is bridged by the 'Student Skill Development Program (SSDP).' The corporate training as identified in SSDP is beyond the academic syllabus and gives an extra edge to the core curriculum. This program is focused on enhancing our students' employability traits, enabling them to get a decent job in the industry, leading to increased employer satisfaction. CMC keeps a close track of students and arranges remedial sessions for weak students regularly.

Alumni Immersion

SFIMAR aims at increasing alumni engagement with the campus via a series of events during the academic year. CMC acts as a platform between the illustrious alumni and their alma mater, giving the current students and the alumni members a chance to develop positive synergies and grow together in this process. Some of the alumni engagement events at SFIMAR are mentioned as below:

- 1.SFIMAR Alumni Association (SAA)
- 2.Institute meetings
- 3.Grooming
- 4.Project-Guides
- 5.Judges in Events
- 6.Guest lectures
- 7.As Motivators
- 8.Placement
- 9.Alumni Chapters
- 10.Alumni Meet

Industry Tie-ups

An impressive placement record allows SFIMAR to demonstrate the strength of its industrial tie-ups. By collaborating with the industry's big firms, placement consultancies, reputed trainers & training companies, SFIMAR provides its students with a learning experience that gives them a much-needed impetus to excel in this professional world of management.

Corporate Onboarding

Recruiting companies usually raise concerns about the students' lack of domain knowledge and required skill set as per their requirements. The Institute has a 'corporate onboarding' program to combat this issue wherein the companies can train the students before recruitment. The companies prepare a curriculum that extensively covers the domain knowledge and relevant professional skills that allow students to acclimatize to the company's work culture. By creating such a holistic program, businesses recruit students who qualify as 'finished products and don't need further investment in training.

SFIMAR has signed an MOU with the below-mentioned two companies viz.

- 1.GlobeOp Financial Services (India) Pvt. Ltd.
- 2.GlobeOp Financial Services Technologies (India) Pvt. Ltd

These are the largest recruiters of SFIMAR.

Resilient Connect with Industry

Effective Networking has a strong positive influence on the Placement process of an institute. The Institute focuses on developing fruitful relationships with Industry leaders, Corporate HR, Alumni members, Corporate Institutions, Associations & forums. These, in turn, become an excellent source of live projects, internships & job opportunities for the placement of our students. Renowned corporate leaders are a part of SFIMAR's Governing Council, Placement Advisory Committee, Academic Advisory Committee, Board of Studies Meetings, Guest Faculty, and judges in various events. Their valuable inputs are taken to updates the curriculum as per the latest trends and placements. CMC Staff is well connected at social media platforms for the networking purposes

EVIDENCE OF SUCCESS

The success of the initiatives taken to improve the placement scenario at SFIMAR is evident by the below comparative analysis made for the last five years.

1. Cent percent Summer and Final Placement in accordance with placement policy.
2. Increase in Salary packages year by year
3. Increase in the number of companies patronized year by year
4. Increase in the number of Recruitments made by a company year by year
5. Increase in the number of regularly visiting companies year by year
6. Initiation & Increase of Pre- Placement Offer year by year.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

The placement department observed the constraints to implement the identified activities for achieving successful placement. These problems were tackled effectively by communication and the support of management. The major constraints were as below:

1. Lack of focused approach among students for getting a job: Very few students had a structured approach, passion, clarity of academic concepts, application of subject knowledge and preparedness for the selection process of the company.
2. Lack of interest in students in attending training –: Sr. Alumni members played a significant role in making students realize the importance of the desired skill set and the proper preparation to succeed in interviews during mentoring sessions.
3. Appropriate Training Programs & Effective Trainers: The gap between academia and industry was identified with the inputs of corporate experts, H.R. feedbacks and suggestions of senior alumni members. A capsule of relevant training ' Student Skill Development program (SSDP)," was evolved in A.Y. 2015-16. It got enhanced year by year. Trainers were identified from senior alumni having expertise in that domain and professional trainers through other resources.
4. Fund for the training of students: The Institute's management is kind enough to provide funds to conduct all the training programs for students. It is a part of the department's budget now.

BEST PRACTICE WE WOULD LIKE TO FOLLOW

SFIMAR has the vision to have an automated web-based placement platform to strengthen the placement process and save time. The software should be generating real-time reports for better analysis and understanding, thus enhancing the productivity of the CMC department leading to better placements.

File Description	Document
Link for any other relevant information	View Document
Link for Best practices in the Institutional web site	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:**

SFIMAR consistently inspires students and provides a platform for technical skill development, interdisciplinary research, Entrepreneurship development, Ethical and Human value development. SFIMAR also focuses on Learning through Innovation and Entrepreneurship when it comes to Excellence & Continual Improvement.

Learning through Innovation & Entrepreneurship:

The Vision of the Institute “Service through Enterprise” focuses on developing entrepreneurial spirit amongst the students. It also emphasizes on Value-based Education, Interdisciplinary Research, Techno-Managerial Competence, and Sustainable Business Development.

The Institute has established its distinctive Student-Centric Approach modeled in the form of a Space Rocket, unique and exclusive to our Institute; it has also acquired a Copyright of the 2D Artistic Work of the Model design in the A.Y 2013-2014.

SFIMAR has also undertaken the Trademark process of its newly designed Institute Logo and Anveshi Logo in the year 2019-2020.

The Institute has also hosted an innovative competition where students have brainstormed and designed the Institute Tag Line “Enlightening Minds Defining Leaders” in the Year 2015-2016

Objective

To develop an entrepreneurial spirit among students by fostering innovation. Students explore primary

skills like independent thinking, risk-taking ability, and problem-solving skills when entrepreneurship is part of their curriculum.

Initiatives adopted to Promote Innovation and Entrepreneurship

SFIMAR hosts the Centre of Excellence to nurture and encourage budding entrepreneurs' development in the business and technology space. It crucially works on developing the young minds to explore innovation and thus laying the stones for entrepreneurship. In addition, it hosts guest sessions and workshops in the area of entrepreneurship and innovation. Prerna Club at SFIMAR also encourages students to incubate projects in selected domains, guiding them for seed money and infrastructure based on their credentials. SFIMAR also hosts Institution Innovation Council (IIC) to promote innovation in the Institution and build an innovative ecosystem on the campus.

SFIMAR also has signed an MoU with Binary University, Malaysia, since November 2017. Binary University is the first specialist university for Management and Entrepreneurship.

Following are the areas covered under the MoU

- Student & faculty exchange programs;
- Cooperative/collaborative research projects;
- Exchange of publications;

SFIMAR has also tied up with Atal Incubation Centre – Rambhau Mhalgi Prabodhini (AIC – RMP) on July 30, 2019, to promote and support Entrepreneurship Development among its students and Alumni.

Salient Features of the MoU:

- Developing joint programs to support entrepreneurship, innovators, and startups.
- Mentoring, industry expertise, and investor networks to the extent possible.
- Organizing training programs for students /alumni

Evidence of Success

SFIMAR launched the “SFIMAR RATNA Awards” in the field of Entrepreneurship for its Alumni who excelled in business and professional discipline in the A.Y. 2013-14.

Objective of the Award: To recognize outstanding achievement in a business and professional discipline by our Alumni and honor Alumni's accomplishments in their respective professional fields or leadership in Business and Entrepreneurship and exceptional contribution to their communities.

The methodology followed for the Declaration of the Award:

- 1.The concept paper, including objectives and parameters for the award, is reviewed in the Alumni Association Meeting of the Institute; for changes, if any, and then shared with alumni members well in advance, and they are encouraged to apply or nominate.
- 2.The potential candidates submit a write-up backed with the supporting documents as a soft copy

and the scanned documents of certificates and awards/ recognitions received at the official email id, i.e., alumni@sfimar.org.

3. A panel of judges from Corporate, successful Entrepreneurs and the Education field select the winners.
4. The winners are awarded a trophy and a citation by the management.

Entrepreneurial Excellence Awards - Last 5 Years:-

Academic Year	Event Date	Awardee Name	Programme	Batch	Venture Organization	Designation
2015-2016	12/03/2016	Mr. Dnyandev Warade	MMS	2008-10	Sankalp Foundation	Director
2016-2017	28/01/2017	Mr. Hardik Sunil Shah	MMS	2006-08	Business Karma Solutions LLP	Founder
2017-2018	24/01/2018	Mr. Hitesh Jain	MMS	2002-04	Swaraj Holidays	Proprietor
2018-2019	19/02/2019	Mr. Mohan Wanve	MMS	2002-05	Quantime World Pvt. Ltd.	Director
2019-2020	The event was scheduled but could not be organized as the pandemic lockdown was declared on March 16, 2020					

SFIMAR Entrepreneurship and Business Incubation Zone (“SFIMARebiz”) was inaugurated on October 9, 2015. It provides a platform for business Startups to develop their ideas into commercially viable products. 24X7 Lab facilitates the students to work on innovative project ideas. Students are involved in idea generation, prototype development, and testing, promotion activities with these startups.

The list of Start-up operating in the SFIMARebiz Zone are:-

S.NO	Company Name	Name of the Student	Programme	Year	Product/Services Offered
1	Yastu Enterprises LLP	Mr.Hiten Modi, Managing Partner	3 Years Master Degree in Management (MFM)	2016-2019	Building automation systems like CCTV, Attendance Systems, etc.

NAAC

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Awards and Accolades:

Institutional:

SFIMAR, right from inception, has strived for excellence and continual growth in all its academic activities and social endeavours. During the assessment period, SFIMAR has received the following awards and recognition:

- 'Higher Education Management College of the Year 2017' for innovative pedagogy. Higher Education Review Magazine
- 'Gold' Category for participation in AICTE - CII Survey 2017
- Winner of the *BCCI Office Safety Award* on 16th October 2018.
- Top Private Educational Institutions in India 2019 Business Connect.
- Consistent appreciation from the University of Mumbai for organizing 'Annual Festival *Udaan*' for the colleges affiliated to the University of Mumbai in 2016 (15 – 16 January) and 2020 (1 and 3 February).
- Appreciation from Indian Development Foundation for participation in *Students Leadership Programme* during January – March 2019.
- Appreciation from the Indian Association for the Blind towards white cane contribution.

Faculty and Staff Members:

- Dr. Natika Poddar - Distinguished Management Faculty Award and Research Excellence Award
- Mr. Jackson John - I2OR National Eminent Young Researcher Award 2020
- Mr. Pushkar Parulekar – Best Research Paper Presented at the International Research Conference, SIFICO 2019.
- Ms. Sanchayita Banerjee - Best Research Paper Award at Vishleshan
- Col Venkatraman - The Best Paper Award at The Conference on Leadership
- Ms. Vasudha Rao - Most Influential Women in Academics Award 2020
- Mr. Akhilesh Yadav - Best Research Paper Award at Pathh, International Research Conference 2018
- Ms. Sangeetha Varma - World HRD Congress 2018; 100 Top H.R. Tech Minds Award
- Mr. Prakash Lalwani - Leadership Excellence Award for Facility Management and I.T. Infrastructure Management at Leadership Award Summit 2015

Consultancy

The expertise of our faculty members is also evident through their consultancy assignments for external organizations. Consultancy assignments have been undertaken on competency assessment/development for Bharat Electronics Limited, NTPC Ltd, Oil and Natural Gas Corporation, Aditya Birla Health Insurance and Welspun India. The Faculty members who have undertaken consultancy assignments are: –

1. Dr. G Ramesh
2. Dr. Mohan Mathew
3. Col. Venkat Raman
4. Mr. S.C. Kalia

This has helped in enhanced knowledge transfer to students through experience gained by the faculty members.

Concluding Remarks :

SFIMAR's intention for reaccreditation emerges from the Institute's commitment to its vision. By aspiring for and working towards accreditation, SFIMAR demonstrates to all stakeholders that it is persevering to ensure its programmes and services meet quality standards. Its planning and resources are adequate to achieve its purposes, and its activities are conducted with a high level of commitment and integrity.

The Institutional activities carried out are student-centric and aim for the holistic development of the students. They are in tune with the national development and social development goals. Instilling socially acceptable values in students and business ethics for developing responsible citizens forms the priority of all value add-ons and programme offerings of SFIMAR. Faculty members, as a handholding exercise, support the students through mentor-mentee interactions and personal counselling.

Students are given special assistance during the admission, academics, examination and placement process. Classmates and friends collaboratively inspire each other to participate in and organize various clubs and forums at SFIMAR. They abide by the motto of 'All for one and one for all.'

The learning environment at SFIMAR, with its state-of-the-art classrooms, computer labs, library, seminar and recreation halls, gymnasium, cafeteria, indoor and outdoor games arena, supports the students' learning curve to make them learn and perform to their full potential. St Francis Institute of Management and Research commits itself to support a learning environment for the management programmes accessible and inclusive to a diverse mix of students. This is achieved due to the efforts put in by the management, faculty, staff, students and other stakeholders. The roadmap designed by NAAC has been instrumental in the pursuit of success.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
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 : 184 Answer after DVV Verification: 148</p>																				
3.4.2	<p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p> <p>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. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>1</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Observation accepted and edited accordingly</p>	2019-20	2018-19	2017-18	2016-17	2015-16	3	2	1	1	2	2019-20	2018-19	2017-18	2016-17	2015-16	1	2	0	1	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
3	2	1	1	2																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	2	0	1	0																	
4.4.1	<p>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)</p> <p>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) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18.87</td> <td>16.45</td> <td>9.98</td> <td>5.79</td> <td>3.30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18.87</td> <td>16.45</td> <td>9.99</td> <td>5.79</td> <td>3.30</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	18.87	16.45	9.98	5.79	3.30	2019-20	2018-19	2017-18	2016-17	2015-16	18.87	16.45	9.99	5.79	3.30
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5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

5.1.2.1. Number of students benefitted 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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	1	5	2	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
03	1	5	2	1

Remark : Unable to find (fee concession given)in Statments of account

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19	24	25	25	19

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	19	17	13	11

7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1675 986 1792"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1868 986 1984"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	5	4	4	4	4	2019-20	2018-19	2017-18	2016-17	2015-16	4	4	4	4	4
2019-20	2018-19	2017-18	2016-17	2015-16																	
5	4	4	4	4																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
4	4	4	4	4																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during</p>																				

last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
84	77	77	77	77

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
84	79	79	79	79

2.3

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
216	214	188	170	190

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
218	216	210	174	191