SELF-STUDY REPORT

Submitted

to

National Assessment and Accreditation Council (NAAC), Bangalore

By

St.Francis Institute of Management & Research (SFIMAR)

Borivali, Mumbai-400103

2015

St. Francis Institute of Management and Research

Approved by AICTE and affiliated to Mumbai University
(An ISO 9001-2008 certified Institute)

Mt. Poinsur, S.V.P. Road, Borivali (West), Mumbai-400103 Tel.: 28917089 / 28958403 / 28929156. Fax: 28906567
E-mail : info@sfimar.org   Website : www.sfimar.org

To,

The Director,
National Assessment and Accreditation Council,
P. O. Box No. 1075, Nagarbhavi,
Bangalore -560072, Karnataka, India

Dear Sirs,

Re: Submission of Self-Study Reports (Ref: LOI with Track ID MHCOGN23885 accepted on April 20, 2015. Self-Study Reports uploaded on our website www.sfimar.org on 18th September, 2015)

St Francis Institute of Management and Research (SFIMAR) is part of the St. Francis Group of Institutions in Mumbai. SFIMAR, currently in its 14th year of providing high quality management education, carries on the Franciscan tradition of providing access to a socially-relevant, world class education. It aims to transforms students into business leaders who will use ethical and sound management principles for the common good, and creates opportunities for them to engage in service and leadership.

By aspiring for and working towards accreditation, SFIMAR is demonstrating to all stakeholders that it is working hard to ensure its programs and services meet quality standards, its planning and resources are sufficient to achieve its purposes, its activities are conducted with integrity. Continued attention to curriculum enrichment, promoting student success, research and entrepreneurship, ensuring institutional capacity and effectiveness, and planning for the changes in technology and higher education, is among our Institute's top priorities. Participating in this
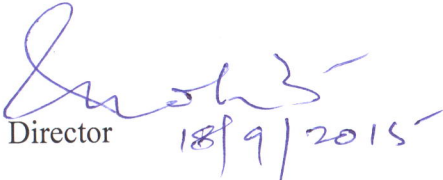
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review process has helped us to focus our ongoing discussions about maintaining institutional standards of excellence in all these areas.

Please find attached, the detailed document containing information on our Institute, to facilitate the Accreditation Review process.   The Institute welcomes the opportunity to explain our internal quality and assessment processes, how well our students are learning and how we can more effectively meet students needs. We appreciate the reviewers time and effort to read our attached document, and we will be happy to respond to further inquiries and especially to demonstrate our progress at the onsite review.

Thanking you and best regards

Director   18 | 9 | 2015

Encl: NAAC Self Study Reports

Director
St. Francis Institute of Management & Research
Mount Poinsur, S.V.P. Road,
Borivali(W), Mumbai - 400 103.

St. Francis Institute of Management and Research

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E-mail : info@sfimar.org   Website : www.sfimar.org

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that _St. Francis Inst. of M&R_ (Name of the institution) fulfils all norms
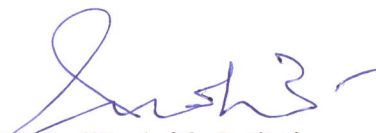
1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: 18/9/2015
Place: Mumbai

Principal/Head of the Institution
(Name and Signature with Office seal)

Director
St. Francis Institute of Management & Research
Mount Poinsur, S.V.P. Road,
Borivali(W), Mumbai - 400 103.

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E-mail : info@sfimar.org   Website : www.sfimar.org

Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the Institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the Institution

Dr. S.S Mohanty

Director- SFIMAR

Director
St. Francis Institute of Management & Research
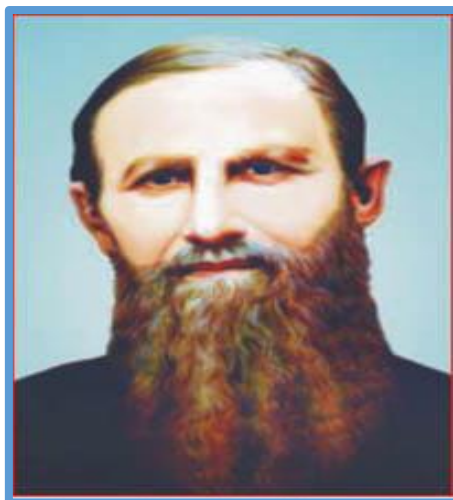Mount Poinsur, S.V.P. Road,
Borivali(W), Mumbai - 400 103.

Place: Mumbai

Date: 18/9/2015   **College Seal**

Our Congregation Founder

Bro. Paulus Moritz

Founder - CMSF
(June 29, 1869 – November 19, 1942)

St. Francis Group of Institutions are run by the Franciscan Missionary Brothers, an International Congregation headquartered at Borivali (West), Mumbai.

Rev. Brother Paulus Moritz of Germany has founded the Congregation of the Franciscan Brothers in the year 1901 with the vision of reaching out to the poor and the less privileged.

St. Francis Group of Institutions in Mumbai are a chain of Catholic Minority Educational Institutions located in the western suburb of India's Financial Capital Mumbai. St. Francis Group of Institutions have today become a pride of Mumbai and India's most sought academic community for its focus on excellence in value based education and beneficial & educative extracurricular activities.

Today, after 114 years of its inception the Franciscan Brothers continue their commitment of training young minds and finding solutions to address tomorrow's challenges.

Congregation President

Rev. Bro. Jose Valliara

Our Chairman

Rev. Bro. Alphonse Nesamony

Our Director

Dr. Subhransu S. Mohanty

<u>Awards & Accolades</u>

SFIMAR received

"The Most Upcoming B-School Award 2015"

by

ASSOCHAM

Awards & Accolades

SFIMAR was adjudged as 3rd Joint Winners for

"Best Educational Quality Enhancement Team (BEQET)

President Award 2014"

by NCQM, Mumbai

Awards & Accolades

SFIMAR was awarded 3rd Place for

"Best Placement Brochure Award 2011"

at

19th BSA & Dewang Mehta B-School Awards

Preface

St. Francis Institute of Management & Research (SFIMAR) was established in the year 2002 by the Society of the Congregation of Franciscan Brothers. This Society of Franciscan Brothers was founded in 1901 with the vision of reaching out to the poor and the less privileged. The Society is promoting KG to PG education culture and has established various institutions under its umbrella, one such establishment is St. Francis Institute of Management & Research (SFIMAR) providing quality business education.

SFIMAR is an AICTE approved Premier Management Institute affiliated to University of Mumbai. It is also recognized under Section 2 (f) & 12 (B) of UGC Act 1956.

SFIMAR received ISO 9001:2008 Certification in 2007 from Det Norske Veritas (DNV) for implementing 'Quality Management System'. Since then it has been continuously improving and maintaining the same. At the national level, SFIMAR was awarded "The Most Upcoming B-School Award 2015" by ASSOCHAM. SFIMAR was also adjudged 3rd Joint Winners for "Best Educational Quality Enhancement Team (BEQET) President Award 2014" by NCQM, Mumbai.

SFIMAR has completed 13 glorious years of its outstanding performance as a Management Institute of high social and economic influence. It offers 2 years full-time Masters of Management Studies (MMS) programme with an intake of 120 every year and offers 5 specializations i.e. Finance, Marketing, Human Resources and Information Technology & Operations.

The Institute also offers 2 years full-time Post Graduate Diploma in Management (PGDM) programme with an intake of 60 every year which offers Functional & Sectoral specializations.

It also conducts 3 Years part-time Masters of Marketing Management (MMM) & Masters of Financial Management (MFM) programmes with an intake of 30 each every year.

SFIMAR ensures 100% results, consistent 100% placement, continuous Institute-to-Industry (I2I) interaction and training in a 'Gurukul environment'. SFIMAR's remarkable infrastructure with well-equipped classrooms & computer centres, Wi-Fi enabled campus, updated laboratories and rich library resources provide every opportunity for students to make the most of their time in campus.

The campus is drawn together by its commitment to a set of core values, including integrity, honesty, personal accountability and respect for others.

SFIMAR aims to churn out highly competent management professionals with a commitment to result oriented work, a perennial zest for learning, a quest for excellence, an open mind and the universal ideals of honesty, dignity and mutual care. SFIMAR aims to mould leaders who make a difference in the world through a motto of "Service through Enterprise".

Supporting to our success is a team of dynamic, skillful and resourceful faculty that creates a deep understanding of business through its research. Our faculty has made the classrooms at SFIMAR a special place where learning is an intense and interactive experience for our students. The experience goes beyond simply imparting skills, tools or knowledge. It also develops the foundation for a lifetime leadership in a challenging and rapidly changing world. SFIMAR's Research Centre conducts research in areas of entrepreneurship, business, services and community development to supplement the post graduate education and render advisory services. The Research Centre strengthens SFIMAR's resources and attracts the talent that contributes to intellectual capital worldwide.

SFIMAR encourages participation in co-curricular and extra-curricular events for overall personality development of the students. Students are counselled on all academic and career related developments through professional counsellors. SFIMAR has a strong alumni network and has a registered alumni association. The achievements of our alumni in diverse organizations and positions of leadership throughout the world are testimonies to our commitment to this mission. SFIMAR has always taken an initiative in uplifting the needy in terms of literacy, hygiene and social awareness. The SFIMAR community is associated with orphanages and conducts many Institute Social Responsibility (ISR) & University of Mumbai's Department of Lifelong Learning and Extension activities through which it contributes a smaller share in giving back to the society.

I acknowledge the efforts of our NAAC Accreditation Team Members for meticulously compiling relevant data, documents and presenting them in a very lucid manner. I do hope that this will meet the requirements of the accreditation body and accord necessary accreditation.

I also assure that SFIMAR is ready to meet any requirements, supporting documents, clarifications and any other details as considered necessary by the accrediting body.

Sincerely,

Dr. S .S .Mohanty
Director-SFIMAR

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EXECUTIVE SUMMARY

A. EXECUTIVE SUMMARY

I. INTRODUCTION

Established in 2002, by "The Society of the Congregation of Franciscan Brothers, St Francis Institute of Management and Research (SFIMAR) imparts professional education in the field of Business Management. It is approved by AICTE, New Delhi and has been granted permanent affiliation by University of Mumbai. SFIMAR is also recognized under Section 2 (f) & 12 (B) of UGC Act 1956. SFIMAR offers Full-time Master of Management Studies (MMS) and Part-time Master in Marketing Management (MMM)/Master in Financial Management (MFM) programmes affiliated to University of Mumbai. It also offers Full-time Post-graduate Diploma in Management programme approved by AICTE. These programmes offer specializations like Marketing, Human Resources, Finance, Operations and Information Technology.

It's an ISO 9001:2008 Certified Institute since 2007 and it adheres to high quality standards in all its activities and operations.

This report has been prepared for the purpose of seeking accreditation for our Institute's Management Programmes. SFIMAR's desire for accreditation stems from the Institute's commitment to its 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." By aspiring for and working towards accreditation, SFIMAR is demonstrating to all stakeholders that it is working hard to ensure its programmes and services meet quality standards, its planning and resources are sufficient to achieve its purposes, its activities are conducted with high level of commitment and integrity.

The Institute received a Minority Status Certificate (MSC) by the National Commission for Minority Educational Institutions (NCMEI), Govt. of India.

The Institute is also active member of various Minority & Management Forums.

II. SFIMAR's STRENGTH

A. Strategic Management Aligned with Mission

SFIMAR is guided by its Mission to impart value-based education that will transform students into global business leaders who would lead the world by example and excel through innovation, an entrepreneurial spirit and a humanitarian attitude. The Mission statement is also aligned with the Congregation of Franciscan Missionaries unique mission and character, with its overarching goal of applying teaching and research to the common good and creating opportunities for students to engage in service and leadership.

Arising from the Mission statement, the Institute has developed its Strategic Plan which is approved by the Governing Council of the Institute. The Institute's strategic directions outline how it will achieve its Mission. Some of the broad strategic directions that form the basis for SFIMAR's priorities and actions are summarized below:-

- ✓ To create a dynamic and safe learning environment committed to excellence in value-based management education;
- ✓ Ensure that policies are in place to provide fairness and transparency of process;
- ✓ Offer programmes that meet the emerging needs of industry and provide employment opportunities for a broad range of students;
- ✓ Recruit and retain faculty who have a passion for and commitment to teaching and learning;
- ✓ Incorporate international learning experiences in the curriculum, to foster an understanding of diversity and global workplaces;
- ✓ Encourage creative application through Research and Entrepreneurship Development.
- ✓ Capacity-building to achieve its Mission, by engaging students, employees, alumni, community members and organizations in the governance and growth of the Institute;
- ✓ Ensure that technology and information systems are adequate to support its Mission; and
- ✓ Act responsibly by committing to environmental integrity and sustainable development.

B. Adequate Infrastructure and Proper Resources Management

i) Location and facilities

SFIMAR's strategic location in Mumbai, the country's financial and business hub, coupled with the vast area of its campus, is clearly an asset in terms of networking opportunities and students placements with established business houses. The Institute has ample space to expand within its current physical boundaries. Any expansion plan is approached with a commitment to long-term planning to provide a sustainable community, well-coordinated campus-community-industry partnerships, and a physical environment that supports the academic mission, while ensuring the right ecosystem for students to learn and flourish.

The Institute has a state-of-the-art learning environment, auditoria, computer labs, excellent library facilities, cafeteria, fitness and recreation halls. The requirements for educational technology have been met through continuous upgradations to the Information Technology infrastructure, provision of Wi-Fi internet for students and faculty throughout the campus, facilitating course content and research material through distribution of written, audio, video materials, use of online teaching aids by faculty. There is a well-designed network of Integrated Computing Laboratories. The Institute protects the security, confidentiality and integrity of its students' records and maintains special security measures to protect and back up data.

1) Financial self-sufficiency, Resources allocation and management

The Institute is self-financed. Its long-term planning process guides its annual budget development. It has carried out detailed analysis and modeling of various enrollment scenarios to estimate revenue and expense estimates that will be paired with academic plans, to consider faculty recruitment proposals and target investments to support growth.

Major themes in the budget plan include the following:

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

It is intended that through carefully managed growth, the Institute can improve its financial situation while simultaneously accomplishing several important goals laid out in the Strategic Plan, including international academic collaboration, investing in new areas of research and increasing campus diversity and the reach of its management education through more enrolments from outside the city and region's limits.

ii) Environmental Consciousness

The Institute promotes environmental consciousness by having a more sustainable campus both environmentally and economically through investing in solutions for building management, planting of trees, conservation of natural resources by water harvesting, waste management, and use of renewable energy resources. A Green Audit is conducted by the Environmental Committee of the Institute.

iii) Strong Governance Structure

The Institute has a sense of purpose, vision, leadership and planning. By firmly entrenching the concept of values, ethics, good governance and service to community across all its programmes, it ensures that its students aspire towards ethical leadership and sustainable practices in their workplace and community.

The Board of Governors at the apex level, bears the responsibility of strategic supervision of the Institute, apart from fulfilling statutory obligations. In addition, the Board carries the responsibility of approving the strategic plans and internal policies to institute adequate controls for achievement of the set objectives and compliance with rules and regulations.

The Institute's Founding Body- Congregation of Missionary Brothers of St. Francis of Assisi – has delegated some key responsibilities to the Executive Committee of the Institute which includes some of the Governing Council members, experienced educators and leading industry representatives. Through this two-tiered inter-linked governance process, a wholesome balance has been created between the need for focus and executive freedom, and the need for supervision, control and checks and balances of all activities and transactions. Shared governance between the Governing Board, the Management and faculty ensures that the highest standards of excellence are adhered to in teaching, research and community service. A number of internal committees exist within SFIMAR, which involve faculty, students, the administration, industry experts, who contribute to the Institute's planning and decision-making process.

The Management encourages and supports involvement of the staff by involving them in various departmental meetings. SFIMAR also supports staff to design/ suggest changes in the existing processes for efficient use of resources. SFIMAR strongly believes in participative management.

iv) Proper Planning and Accountability

SFIMAR's top management has identified certain key areas which are drivers of organizational change, in turn contributing to student success and the Institute's growth. These include faculty scholarship, innovation in academic programmes, enhancing corporate connections, placement success, adopting relevant technology, institutional governance and sustainability. The top management meet regularly to examine work flows and administrative processes in order to identify potential efficiencies and help set work priorities to meet the goal of better resource stewardship. From such meetings, preliminary suggestions emerge for potential reorganization of work processes and unit reorganizations. Relevant Committees have Charters that explicitly delegate responsibilities and authority.

v) Well-defined Quality Policy

SFIMAR's Quality Policy is stated below:

"SFIMAR is committed to the endeavour of transforming students into Global Business Leaders by continual improvement in its services through a student-centric approach, innovations in our pedagogy and rigorous selection, development and upgradation of its faculty while meeting the regulatory & statutory requirements."

The Institute engages in ongoing and integrated planning and evaluation processes that incorporate a systematic review of its mission, goals and outcomes, resulting in continuous improvement in institutional quality. All core programmes and activities of the Institute incorporate quality guidelines into their process, have effective assessment procedures which are regularly monitored by the Director and Chairman.

At Department Levels, Programme Heads implement quality assurance practices through department faculty and staff. ISO Awareness training is carried out by external consultants to train the new staff about the Quality framework in the Institute, and implementation of the quality assurance procedures at individual as well as departmental levels.

Since it's a requirement under NAAC, the Institute has set up an Internal Quality Assessment Cell (IQAC) in May 2015 at overall Institute Level in order to periodically review and assess various quality standards, procedures, practices and outcomes, though an Internal Quality Management (IQM) system is in place as early as 2007 under the ISO 9001:2008 quality standards requirements.

vi) Detailed Policies, Adequate Transparency and Disclosures

The Institute has in-depth policies/ procedure manuals for student enrolment, faculty and staff recruitment, discipline, code of conduct, administrative procedures, financial management, business continuity processes. These have been developed in compliance with University/ AICTE / DTE and other statutory requirements and standards. The Institute has policies on the responsibility and authority of faculty in academic and governance matters.

It ensures active participation of the faculty in the decision-making process as it has the Programme Heads on the Academic Committee, as well as the faculty members as representatives on various internal committees. The Institute's Mandatory Disclosure document is also available on the website.

The admission eligibility and enrolment criteria are advertised in leading newspapers and the website, well in advance of the closing dates. The Prospectus of various programmes contains information on courses, fees, refunds, examination schedules, assessment procedures, marks verification, placement success, etc. These are distributed to the students at the time of enrolment for the programme and also available on the website.

Grievance Redressal Committee, Anti-ragging Committee, College Women Development Cell have been constituted internally, which include student representatives. Important guidelines/policies pertaining to Anti-ragging, anti-capitation fee, grievance redresssal, prohibition of sexual harassment on the campus, are also posted on the Institute's website.

vii) Knowledge Management, Research and Innovation

Our centers for Excellence, Research, Mindfulness, Entrepreneurship, support the Institute's teaching, research, stakeholders and community engagement efforts. They also shape the student experience by imparting essential components of a managerial mindset such as:

SFIMAR makes technological investments to enhance classroom pedagogy, enable faculty to experiment with multiple tools and approaches, while extending teaching materials and knowledge-sharing to learners beyond the campus location.

The Institute's top management has initiated steps to use information technology platforms to create an advanced cloud-based knowledge management system. These include web calendar, research repositories and document sharing platform.

It has also implemented various online systems and procedures for managing core processes such as general administration, academic programme development, collaborative research and teaching techniques. A campus and beyond ERP solution is currently being implemented to further improve efficiency and create various interactive cloud-based repositories in order to share information across various stakeholders.

Assessment Tools using performance indicators for the curriculum; co-curricular and extra-curricular activities; online surveys and online feedback are already in use.

The Institute has taken a holistic view on IT capabilities and processes. These include information sharing, data security and an effective response plan for business recovery and resumption. Education, technical control and patching, encryption, network monitoring, response mechanism, testing are activities carried out by the Department.

viii) Engagement with the broader community

SFIMAR engages with the broader community through its various councils, committees, various external and internal programmes, Institute-to-Industry (I2I) interaction, Institute Social Responsibility and Mumbai University's Life-Long Learning and Extension activities. The Institute's management, faculty, staff and students as a collective whole, engage themselves in various ways with the broader community.

a)   Student engagement

Students apply business management knowledge outside of the classroom in business plan competitions, integrated management projects, internships and through local and international study trips.

Working directly with the business community, the Career Management Centre offers students career development activities such as mock interviews, career search, communication skills, on-campus career fairs. Alumni Association events are organized to provide students with an opportunity for students to network with alumni who can assist them as mentors or provide job-leads, references or letters of recommendation. The replication model replicates a real life corporate scenario on the campus. The model is based on the working relationship between students and the corporate. Companies outsource modules of their Marketing, Administrative and Financial analysis projects to the students.

b)   **Faculty engagement**

Faculty members are encouraged to attend short duration courses, Faculty Development programmes, training, seminars, workshops, conferences within India and abroad. MDP programmes and Eminent Speaker Series conducted at the Institute, provide an opportunity to them for knowledge-sharing. Every year the Institute organizes an international research conference PATTH which serves as a platform for the Faculty members to demonstrate their research capabilities. The Institute also encourages Faculty members to get consultancy assignments and participate in entrepreneurship ventures through its industry-academia network. SFIMAR faculty are provided with supervisory support for their research papers to be published in national and international journals.

c)   **Institute-level engagement**

The Institute has been interacting actively with academic and industry associations across the country. It is a member of a number of professional associations. To expand students access to international programmes, it has established collaboration with Assumption University, Bangkok, Thailand and is currently in the process of establishing collaborations with a number of Indian and overseas higher educational institutions of repute.

It has representatives from Mumbai University and other leading management institutes on some of its advisory committees. It invites experts from the corporate sector to address its students as part of a knowledge enhancement process. These efforts have helped SFIMAR to improve its brand image and ensure placement success for its students.

The positive impact of all the Institutional effectiveness efforts, has resulted in SFIMAR getting recognition in the form of:

1. National Award for Best Upcoming B-School by ASSOCHAM, in 2015;

2. Best Educational Quality Enhancement Team (BEQET) Award for 2014 from National Center for Quality Management (NCQM);
3. University of Mumbai's Department of Lifelong Learning and Extension conferred SFIMAR with a Letter of Appreciation as Best Participating B-School in Extension and Community Development projects; and
4. Many awards and recognitions by individual Faculty and students.

ix) Innovative Learning and Teaching

a)   Curricula Management and Development

For all its management programmes delivery and support services, under the supervision of the Director and as approved by the Academic Council, the Institute (i) identifies and describes purposes that link to the Institute's mission (2) specifies the learning expectations and operational objectives; (3) identifies experiences and activities that relate directly to those expectations and objectives; (4) evaluates the extent to which expectations and objectives are met; (5) uses the evaluations to work towards excellence in student learning and support services. This process is systematically followed across all programmes, thus providing a transparent decision-making and performance measurement process, in a continual effort to enhance student learning. The Institute has the liberty to develop and manage its PGDM Course Curriculum, however, it has very little flexibility in developing and managing the curriculum for the MMS course as it is framed by the Boards of Studies with the approval of the Academic Council of the University.

The Institute follows the curriculum designed by the University of Mumbai. At the start of every academic year, the departments chalk out an academic calendar which includes lecture hours, topics to be taught and other co-curricular activities to be organized during the year. The Director of the Institute initiates discussions with the facilitators and Faculty members to allocate subjects that the Faculty members are qualified to teach, at the beginning of the semester. Post-allotment of the subjects, the Faculty members are provided with a consolidated 'Academic Kit' which has all the necessary documents required for teaching. Faculty members prepare their Session Plans and Course Material and submit them to the Programme Executive. The compatibility of the course material with the syllabus is checked by the Programme Head and the Director before commencement of the semester. 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.

b)   **Curricula Enrichment and Alignment with Industry and Society's Needs**

The Institute aims to impart knowledge that enables the all-round development of the students for enhancing their careers and encourages them to contribute as responsible citizens in a rapidly changing and diverse global community. Moreover the Institute aims at enhancing the employability of the students by offering the best Faculty members, infrastructure and self-development activities.

To supplement the University's Curriculum, various initiatives are taken by the Institute which are as follows:

- ✓ Transformational activities are conducted. These include eminent speaker series, guest lectures, thought leadership programme, lead by example programme, debates, group discussions, books reviews, presentations, business plan, role plays etc. Such activities enhance employability of the students by improving confidence and soft skills;

- ✓ Additional classes in business communication, general awareness, aptitude training, etiquette classes and various employability enhancement training sessions are organized to supplement the university curriculum. Basic and Advanced Excel training and personality grooming sessions are also carried out;

- ✓ Student's Progress is also monitored by Mentoring Faculty Members, from the first to the final semester;

- ✓ Students are motivated by the Faculty members to write articles on general topics, research articles, academic articles, etc. The Institute has its own publications Jharokha (annual magazine) and the SFIMAR Review (Research Journal). The Congregation of the Franciscan Missionary Brothers also publishes a quarterly newsletter "Sower". to enable students enhance their writing skills through contributions in the above mentioned publications;

- ✓ Industrial visits are arranged by the Institute every year separately for MMS/PGDM programme and Part-time programme students;

- ✓ Provisions for Performing Arts Cell, Women's Cell and the Abhimaan Club as forums for community development and extension activities encourage students to be better citizens; and

- ✓ Efforts are made by the Institute to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, Heritage and cultural Consciousness, etc.

x) Intellectual Contributions, Research and Development

a)   Faculty research activities

The Institute encourages inter-disciplinary sharing of the knowledge and research in order to build the comprehensive body of knowledge for use by both the Faculty and the students. The Institute has adopted the concept of 'Research Development Value Chain (RDVC)' promoted by its Director in order to achieve the above objectives. The implementation of the concept and research work carried out by the Faculty members are discussed in the Research Development Committee. The Committee periodically approves and monitors all the research activities to ensure that the research undertaken in the respective field is in alignment with modern business management trends. The RDVC concept is further extended to students wherein they conduct project /research work either on campus or as part of their internship within the research areas/topics selected by their Faculty and industry mentors. This is an important feature of the student's research training as such collaboration can advance skills that are important to independent inquiry and promote other desirable outcomes such as learning related and cognitive skills, creativity, analytical skills. Students develop their own ideas, make effective oral presentations of their research findings and also communicate their ideas or research effectively in writing.

b)   Student research

A major emphasis is laid on academic research which includes research design, data collection and analysis, application of various research methods and research presentation.   The Institute also focuses on action-oriented research that leads to new learning, class room discussions, academic publications and later becomes a pool of knowledge that benefits the society and community at large.

For example, the 'Summer Xcellence' Projects undertaken by our students in recent years indicate that the students worked on management projects that use innovative products and the latest technologies. Projects undertaken by our students ranged from digital solutions used in mobile payment banking systems, to marketing strategies using social media for market research, revenue enhancement and customer retention; procurement processes, B2B vendor management, quality and asset management systems, HR processes, employee engagement solutions, research on the banking sector, credit risk, investor education tools, IT asset monitoring, implementing standard operating procedures and information security software that ensure smooth operations and business continuity. Feedback received on our students' performance, from the companies which hosted them for these projects, was very positive.

In order to give due recognition to the spirit of inquiry and creativity of management students, ANVESHI- a National Level Paper Presentation Competition is organised. Students from Universities and affiliated Colleges in India participate to discuss the emerging issues and to explore their thoughts and ideas to achieve a variety of perspectives and thus contribute to the development of the society. The Faculty members are also actively involved in guiding the students on the live industry projects under the Replication Model initiative of the Institute.

xi) Excellent Pedagogy, Teaching Quality and Effectiveness

a)   Pedagogy, Competencies and Teaching Methods

SFIMAR deploys superior pedagogy, innovative teaching methods and latest technology in imparting course curricula, while inculcating in its students sense of values, community service, social inclusion and sustainable business practices. It aims at transforming students into ethical and compassionate management leaders who can function effectively in a globally competitive business world and contribute to the betterment of the economy, society and environment. The Institute had 'Innovations in Higher Education' committee which has recently been rechristened to 'Innovations & Development for Excellence in Academics (IDEA)' in order to develop innovative pedagogy reflecting on the changing dynamics of management education landscape globally. The Committee has recently implemented a concept of 'Curricula and Teaching Methodology Development Value Chain' in which Faculty members interact with external Faculty or academic scholars and industry practitioners to obtain valuable assistance and guidance on issues related to curricula and pedagogy, most recent trends in delivery of academic matter and content, significant research trends and industry practices.

Faculty are trained to understand the Institute's expectations and quality standards. Faculty employ a wide variety of teaching methods, including lectures, case-method teaching, simulations, role-plays, individual and team presentations, quizzes, exams, group-work, research projects. SFIMAR makes technological investments to enhance classroom pedagogy, enable faculty to experiment with multiple tools and approaches, while extending teaching materials and knowledge-sharing to learners beyond the campus location. Faculty utilize video, interactive content, web tools and other technology. They have access to the Institute's vast library resources and are assisted on IT-enabled information processes, by the professionally qualified IT team on the Campus. They recommend course upgradations and improvements, advance participant-centered learning, and carry out grading and assessment. The IT Department work collaboratively to support faculty to advance the use of online technology in teaching.

b)   **Faculty effectiveness in Teaching**: is measured through a review of the Programme Outcomes that indicate the extent to which the prescribed Programme Learning Objectives have been met. Online feedback of faculty members by students are conducted regularly during the middle of a semester as well as towards the end of the semester. The Director of the Institute evaluate the online feedback received from the students and counsel Faculty members in order to improve teaching and delivery methods, so that they become more effective from the learning perspective. The Director also interacts with students in order to understand their difficulties in certain areas and advise the Faculty members accordingly to improve upon them.

c)   **Student Standards for achievement**: are measured through student retention, their fulfilling graduation requirements within the prescribed time frame, grades obtained, maintaining academic integrity under the Code of Conduct which requires students to act fairly and honestly. For example, there is an Academic Review Committee appointed to hear cases of suspected student misconduct or violation of standards and principles of scholarly integrity. Students are assessed through University exams, internal evaluation (periodical class tests, lab assignments, presentations, assignments, viva-voce, mid-term class test), etc. Feedback about our students is also obtained from corporate personnel who have recruited them on the basis of their competencies and practical application of curriculum.

d)   Assessment of Learning

The basic set of processes used for quality assessment of programmes include the following:

1.   Assessment Model
Academic programmes are assessed using an outcome-based assessment model which specifies:
- the programme objectives which are aligned with the needs of the stakeholders;
- the programme intended learning outcomes aligned with the University's intended learning outcomes; and
- the course intended learning outcomes aligned with the programme intended learning outcomes.

This ensures an integrated curriculum process for the programme as well as the expectations of the stakeholders.

2. Assessment Tools

Programme outcomes are directly assessed using performance indicators set out by the affiliated authority and internally by the Director of the Institute for which periodic assessments through exams or tests are carried out within the scope of the curriculum. Programme objectives are indirectly assessed through feedback/ surveys that measure the perceptions of stakeholders about the success of the programme graduates.

3. Self-evaluation and improvement planning

The Programme owner uses the data of the direct and indirect assessments to prepare a self-evaluation report and produces an improvement plan.

4. Feedback mechanism and implementation

Depending on individual faculty needs, the Director may provide coaching/advice to the faculty and Programme Heads to empower them to become more effective instructors. Advice or support provided could include:
- ✓ Class observation
- ✓ Classroom presentation strategies
- ✓ Instructional strategies coaching
- ✓ Course evaluation

Advice and counsel in the areas of pre-term planning, within-term troubleshooting and post-term reflection

xii) Promoting participants success- Students, Faculty and Staff

a) Students Success

Students success is defined qualitatively in terms of the student experience as a whole. Along with traditional classroom-based competencies, we strive to ensure that our students develop leadership skills, global perspectives and prepare for life-long learning. We want our students to be ethical, innovative researchers, leaders in the creation of new knowledge, excellent communicators, teachers, mentors and achievers who are successful in collaborative and entrepreneurial ventures. We invest in this model of success through excellence in classrooms, technology tools, enrichment courses, co-curricular activities, community building, student support and financial assistance.

Faculty and staff are engaged in a series of initiatives for students to engage both inside and outside the classroom, such as:

Collaborative classwork: requires teamwork with other students and collaboration on projects, papers and presentations.

Business plan competitions/summer project/ internships - Faculty serve as advisors to the students for business case/ intercollegiate quiz competitions etc. Students learn the fundamentals of dealing with an integrated business problem and present their findings and recommendations to a panel of corporate experts who critique them and provide feedback. Students learn real-life work skills and test possible career paths during their internships.

Management consultancy projects- Students and faculty work together on a consulting project from their client that may span multiple functional areas. This requires teamwork, guidance from faculty, client interaction, concept integration.

Peer-To-Peer Teaching Style involves students teaching other students. A peer tutor concept boosts the classroom learning process and makes it more interactive and interesting. Having a tutor who is on the same age level as them also helps in bridging the learning gaps among students.

Student organizations – Students take on a leadership/ advisory role by serving as participating members on some internal committees. They also assist in alumni and other social events organized within the Institute. This provides them an opportunity to develop their leadership skills and learn about management, conflict resolution, diversity and inclusion.

Bridging the Knowledge Gap -To bridge the knowledge gap of the enrolled students and to enable them to cope with the programme of their choice, slow learners are identified, remedial classes organized, simplified versions of books recommended to them, concept clarification, problem solving exercises, orientation courses and special tests are conducted for them.

Student Mentoring - SFIMAR ensures extensive mentoring and coaching for its students. Each student is allotted a Mentor for the informal transmission of knowledge, social capital, and the emotional support perceived by the student as relevant to work, career, or professional development. Extensive Mentoring allows the mentee to explore new ideas with confidence.

All mentoring activities and interactions between individual mentors and mentees are recorded in a standard format and monitored.

Lifelong Learning and Extension Programme – This is monitored through separate guidelines of UGC. There are 2 types of projects the students carry out during their 2 year term- Vocational Career Oriented Projects and Community Oriented Projects.

The objectives of introducing these projects are to enhance employability of the students, help them develop marketable work skills, enable them to apply classroom knowledge for the benefit of community, make them aware of social problems in society and find solutions for them.

Student's Employability Enhancement Programme' SFIMAR has initiated this Project to bridge the gap between the demands of the corporate and the supply of the in-house talent. The expectations and the competency requirements of the corporates have to be matched with the operational knowledge, capabilities and skills of the students to facilitate recruitment, selection and quality job performance. A number of new initiatives such as Corporate On-boarding, ABC (Appearance, Body Language and Communication), training in functional aptitudes, etc. have been initiated to improve the employability of students.

Special Needs services
Students with special needs are provided with user-friendly services such designated parking spaces, lifts, ramps, provision of scribe and extra time for exams.

Economically weaker sections are provided concessions in tuition fees and assisted in obtaining scholarships.

Student Health, Wellness and Counselling Services- SFIMAR has first-aid equipment, recreational spaces, a fitness center, counselling and psychological services on the campus. It conducts sports tournaments, meditation and mindfulness programmes.

b)   Promoting Faculty and Staff Members Success

The Institutional Culture promotes solidarity among the Faculty and the stake holders of the Institute through its various monetary and non-monetary benefits. The Top Management along with the Heads of the Programmes exhibit fairness and curb discrimination to instill understanding and commitment among the Faculty members. Participation and involvement of the Faculty is ensured by the cohesive organization structure, inclusive management practices and by the motivational spirit of the management.

The Physical facilities and events of the Institute facilitate sharing, socializing and fellowship among the stake holders. Academic guidance, generous support and research advice are provided to the Faculty members by the Top Management. The management is focused on the professional development of its teaching and non-teaching staff members, and continuously tries to motivate its employees for the same. Annually, at least two FDP programmes are organized by the Institute, for faculty development.

The Institute encourages Faculty members to pursue their Ph.D. A proper support system is provided by the Institute for the same. Faculty are also provided with supervisory support for their research papers to be published in national and international journals. Every year the Institute organizes an international research conference PATHH which serves as a platform for the Faculty members to demonstrate their research capabilities.

The Institute organizes International Industrial Visits to enhance global exposure in the areas related to academics, industry structure and global culture.

Faculty are also given opportunities to interact with the company mentors of summer trainees to focus on practical applications of theories to enhance their teaching. The Institute also encourages Faculty members to get consultancy assignments through its industry-academia network.

Different Staff Development Programmes are organized for non-teaching employees. The Institute organizes training sessions, like computer software training- to acquaint the non-teaching staff with the latest techniques. The Institute provides support to its non-teaching staff to pursue higher studies by giving financial and non-financial aid.

The Institute publishes all the staff achievements in its newsletter, annual report, website, research journals etc. to encourage professional development. It provides letters of appreciation, monetary and non-monetary awards for outstanding achievements /participation. It maintains a collegial atmosphere and sense of community through celebration of festivals, Founder's Day, Teacher's Day, important National Day events, etc.

All new academic and non-academic staff are given an orientation training on Institute-specific issues and policies such as shared governance, code of conduct, shared values, community service, performance evaluation and advancements to tenure, best practices and campus resources for effective teaching and service.

III. SFIMAR'S WEAKNESSES

The Institute's relatively short history can present a disadvantage in terms of fund-raising and enlarging the Institute's donor base. Difficulty in providing adequate financial support and scholarships to student entrepreneurs for their start-ups is a disadvantage, since the Institute does not receive UGC/ State/ University funding.

The Institute leverages its reputation for having a collegial culture in its high-quality academic programmes. It has deliberately kept its programmes modest-sized so that it can maintain a healthy teacher: student ratio and deliver more personalized service – a valuable approach in an increasingly commoditized MBA market. Most full-time faculty teach in all the three MBA programmes. In the light of recent MBA enrollment decreases across the State, the Institute has not yet made plans to offer its programmes at other locations. This reduces its ability to optimize course preparation by existing faculty and enhance its student enrolments and revenue.   It also limits the cultural and intellectual diversity among its student population to Mumbai and surrounding regions. However, this is not a significant weakness in view of the fact that the Institute has a locational advantage and access to some of the largest corporate houses in Mumbai and as well as nearly 100% placement track record. The Institute needs to increase its funding for research activities from new contracts and grants. Allocating dedicated faculty team for research development activities, or reducing the teaching load per faculty member, as a trade-off for the extra time needed for research on an ongoing basis, has yet to be implemented. As of now, it allows 15 days additional leave to faculty for research-based activities and it also bears the travel costs for faculty who have to present papers at overseas locations. Since the new MMS regulations implemented require an additional 4 months internship during the last semester, we expect this weakness will also turn into a blessing in disguise.

IV. SFIMAR'S OPPORTUNITIES

The Institute has been planning for growth and preparing for a changing environment in management education. SFIMAR has prepared a roadmap with short, medium and long-term time horizons of diversifying revenue, increasing efficiency through optimal resource utilization, maintaining sustainable growth and development.

In order to improve the quality of management education, its delivery mechanism and outcome as well as SFIMAR's position among peer group and industry through collaborations, consulting and advisory, faculty exchange, networking, media relationship, a number of initiatives have been proposed for the next five years and some of them have already been implemented.

These are as follows:-
- ✓ E-governance & Streamlining of Administrative Process;
- ✓ Instant access to Strategic & Departmental Data;
- ✓ Institutional Activity Planning using Web Calendar;
- ✓ Software Application for noting the minutes of meetings;
- ✓ Website Upgradation and Redesigning;
- ✓ The Student Information System (SIS);
- ✓ Online Feedback System;
- ✓ Improvement in current curricula's pedagogy, students' overall development, improvement in the students' performance and placement standards; and
- ✓ Faculty development and academic enhancement activities

SFIMAR has set up a full-fledged Entrepreneurship and Business Incubation Zone (SFIMARebiz) which will accelerate startup incubation and growth opportunities for entrepreneurs, focus on industry connections, provide an array of supportive networking and learning opportunities and access to a pool of venture capital investors. The aim is to incubate creativity and innovation, and transform them into a tangible reality, as well as encourage young entrepreneurs to improve their skills and explore their potential. It will add to their knowledge in order to be able to establish successful and sustainable businesses that will have a positive impact on the community as a whole, and will play a role in contributing to the national economy.

SFIMAR's Executive Management and faculty are reviewing the prospect of offering some online and hybrid learning programmes in niche specializations that are likely to witness need for human capital in line with the country's developmental initiatives.

The Institute has already implemented Moodle (Modular Object-Oriented Dynamic Learning Environment) which is a free open-source learning management system.

The faculty are exploring the creation and use of online teaching materials. Online education can be used to achieve a wide range of objectives such as reducing the cost of education, increasing access and diversifying the Institute's programme offerings and revenue and has a social outreach mandate.

The Institute has already implemented an ERP system. It is also planning to expand its e-initiatives to create a digital platform which will encourage the integration of knowledge and skills over time and through various courses and activities with curriculum maps. It will maintain data from tests, surveys and observations which can be used to assess student achievement of learning outcomes and evaluate their progress through transition points. In turn, this will drive improvement initiatives by faculty and the management. Providing a unified system for collecting student and programme data will facilitate creation of online data rooms to which faculty, staff and students can be given selective access to information, for monitoring progress and for decision-making.

SFIMAR's Chairman and Director have identified certain key practice areas to drive organizational change, which directly impact student success and the Institute's growth. These include faculty scholarship, innovation in our academic programmes, enhancing corporate connections, placement success, adopting relevant technology, institutional governance and sustainability.

The campus has ample room to expand within its borders to accommodate additional classrooms for new programmes. Any expansion is approached with a commitment to long-range planning to preserve the environment, create secure, connected, and sustainable places that enhance student success.

Each educational initiative will be linked to a specific action agenda and communicate the Institute's commitment to institutional excellence to both internal and external stakeholders. The intended outcomes are an organizational culture of trust and integrity, accountability and leadership, fair and transparent servicing of student and employee needs, promotion of financial and economic resilience/ stability for both the Institute and broader economic system, safeguard the reputation and Institute's brand of excellence and ethical service, promote an internal environment that engages in open dialogue, open to challenges, willing to escalate and address divergences from set standards.

V. SFIMAR'S CHALLENGES

Competitive forces will continue to challenge our Institute in future, including the increasing number of MBA programmes available in Mumbai and world-wide, as well as a general decline in demand for part-time MBA programmes witnessed since last year. This makes it critical that SFIMAR maintains and refines its strengths, including engagement by high-quality, research-focussed faculty and delivery of highly relevant cutting-edge courses that meets the needs of students and employers.

To offset the challenge of competition from institutes with comparable quality of offerings, SFIMAR has focused on carrying out strategic communication, messaging, market positioning, advertising, marketing and communications support for student recruitment, and to manage alumni engagement and fund-raising events. SFIMAR is at the initial stages of developing collaborations with reputed overseas academic institutions.

A particular challenge is that significantly increased resources must be invested to enroll and develop a pool of more diverse students. Moreover, greater attention would have to be focussed on support for efficient mechanisms for admission, enrolment process, demand prediction, cultural fit and oral and written comprehension of English for students in need of such assistance.

In the event that the Institute could garner sufficient financial resources to expand to other locations, it would need to ensure that quality of facilities and available services in all locations are comparable and provide the same high-quality experience for both students and faculty as it does at its current campus in Mumbai.

Since the Institute has a small number of full-time faculty, coverage ratios would have to be proactively managed during faculty leave, vacant positions and other contingencies. Maintaining teaching coverage with appropriate number of faculty by qualification status across multiple programmes, resource allocation and consistency with SFIMAR's overall mission and goals will have to be reviewed at each stage of any new proposal development.

If the Institute targets to increase enrolments, it will intensify a need for more teaching space as well as inquiry into teaching technologies that require less space.

SFIMAR is considering offering some relevant programmes online, to diversify its revenue, extend its reach to students outside the city, and offset the disadvantage of lack of physical presence and facilities. While considering online and hybrid teaching models, the Institute's management has the challenge of ensuring that its faculty and staff do not lose sight of the teaching/learning partnership in management education, the value of the small classroom environment and maintaining quality and service standards.

Visionaries of St. Francis Group of Institutions

Director Dr.S.S.Mohanty felicitating Smt. Manisha Chaudhary, Hon. MLA

PROFILE
OF THE
INSTITUTION

B. Profile of the Affiliated/Constituent College

1.   **Name and Address of the College:**

Name	St. Francis Institute of Management & Research
Address	Gate No. 5, Mount Poinsur, S.V.P. Road, Borivali (W) Mumbai 400 103
City	Mumbai Pin : 400103 State: Maharashtra
Website	www.sfimar.org

2.   **For Communication:**

Designation	Name	Telephone with STD	Mob - ile	Fax	E-mail
Director	Dr.S.S.Mohanty	O: 022 28939638	998-722-5321	022 28906567	director @ sfimar. org

3.   **Status of the Institution:**

    a)   Affiliated College   √
    b)   Constituent College   ☐
    c)   Any other   ☐

4.   **Type of Institution:**

    a)   **By Gender:**

        i)   For Men   ☐
        ii)   For Women   ☐
        iii)   Co-education   √

    b)   **By Shift:**

        i)   Regular   √
        ii)   Day   ☐
        iii)   Evening   ☐

5. **It is a recognized minority institution?**

   Yes √   No ☐

   If yes specify the minority status (Religious/linguistic/any other) and provide documentary evidence

   Religious – Roman Catholic

6. **Sources of funding:**

   Government ☐
   Grant-in-aid ☐
   Self financing √

7. **a)** **Date of establishment of the college: 18/7/2002**

   b) **University to which the college is affiliated/or which governs the college (If it is a constituent college)**

   University of Mumbai

   c) **Details of UGC recognition:**

Under Section	Date, Month & Year	Remarks
i. 2(f)	5/3/2013	Un-aided, self-financing and permanently affiliated to Mumbai University.
ii. 12(B)	5/3/2013	-same as above-

   (Enclosed certificate of recognition u/s 2(f) and 12(B) of the UGC Act)

d) Details of recognition/approval by statutory/regulatory bodies other than UGC

Under Section/ Clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year	Validity	Remarks
1. AICTE	MMS	7/4/2015	2015-16	Yearly
2. AICTE	PGDM	7/4/2015	2015-16	Yearly
3. AICTE	MMM/MFM	7/4/2015	2015-16	Yearly

(Enclosed the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy on its affiliated colleges?

Yes √   No ☐

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

Yes ☐   No √

9. Is the college recognized

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

Yes ☐   No √

b.   for its performance by any other governmental agency?

Yes ☐   No √

If   Yes   Name   of   the   agency   _____   and   Date   of recognition_____

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

Location	Urban
Campus area in sq. mts	12060.60
Built up area in sq. mts	4731

11.   Facilities available on the campus or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities   √

- Sports facilities

    Playground   √
    Swimming Pool
    Gymnasium   √

- Hostel:
* Boys' hostel

i.   Number of hostels: 1
ii.   Number of inmates: 27 out of 48 Occupied
iii.   Facilities   :   Beds, Cupboards and tables
* Girls' hostel
i.   Number of hostels: 1
ii.   Number of inmates: 12 out of 26 Occupied
iii.   Facilities   :   Beds, Cupboard and tables

- Residential facilities for teaching and non-teaching staff   : No
    - Cafeteria   :   Yes
    - Health Centre   :   Yes
    - Facilities like banking :   Yes
    - Transport facilities   :   No
    - Animal House   :   No
    - Biological waste disposal: No

- Generator or other facility for management/regulation of electricity and voltage: No
    - Solid waste management facility: No
    - Waste water management: No
    - Water harvesting   :   Yes

12.   Details of programmes offered by the college

Academic Year (2014-15)

S. No	Programme	Name of the Programme /Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/approved Student strength	No. of students admitted
1.	Post-Graduate	MMS (full time)	2 years	Graduation	English	120	121
		MMM (Part-time)	3 years	Graduation	English	30	10
		MFM (Part-time)	3 years	Graduation	English	30	24
2.	PG Diploma	PGDM (Full time)	2 years	Graduation	English	60	50

Academic Year (2015-16)

Sr. No	Programme	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/approved Student strength	No. of students admitted
1.	Post-Graduate	MMS (full time)	2 years	Graduation	English	120	120
		MFM (Part-time)	3 years	Graduation	English	30	24
		MMM (Part-time)	3 years	Graduation	English	30	13
2.	PG Diploma	PGDM (Full time)	2 years	Graduation	English	60	22

13.   Does the college offer self-financed Programmes?

Yes   [√]   No   [   ]

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

Yes	√	No		Number	1

15.   List the departments:

Faculty	Departments	UG	PG	Research
Management			√	

16.   **Number of Programmes offered under:**

a.   annual system

b.   semester system | 2 |

c.   trimester system | 1 |

17.   **Number of Programmes with**

a.   Choice Based Credit System | 3 |

b.   Inter/Multidisciplinary Approach

c.   Any other

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

Yes   No | √ |

19.   **Does the college offer UG or PG programme in Physical Education?**

Yes   No | √ |
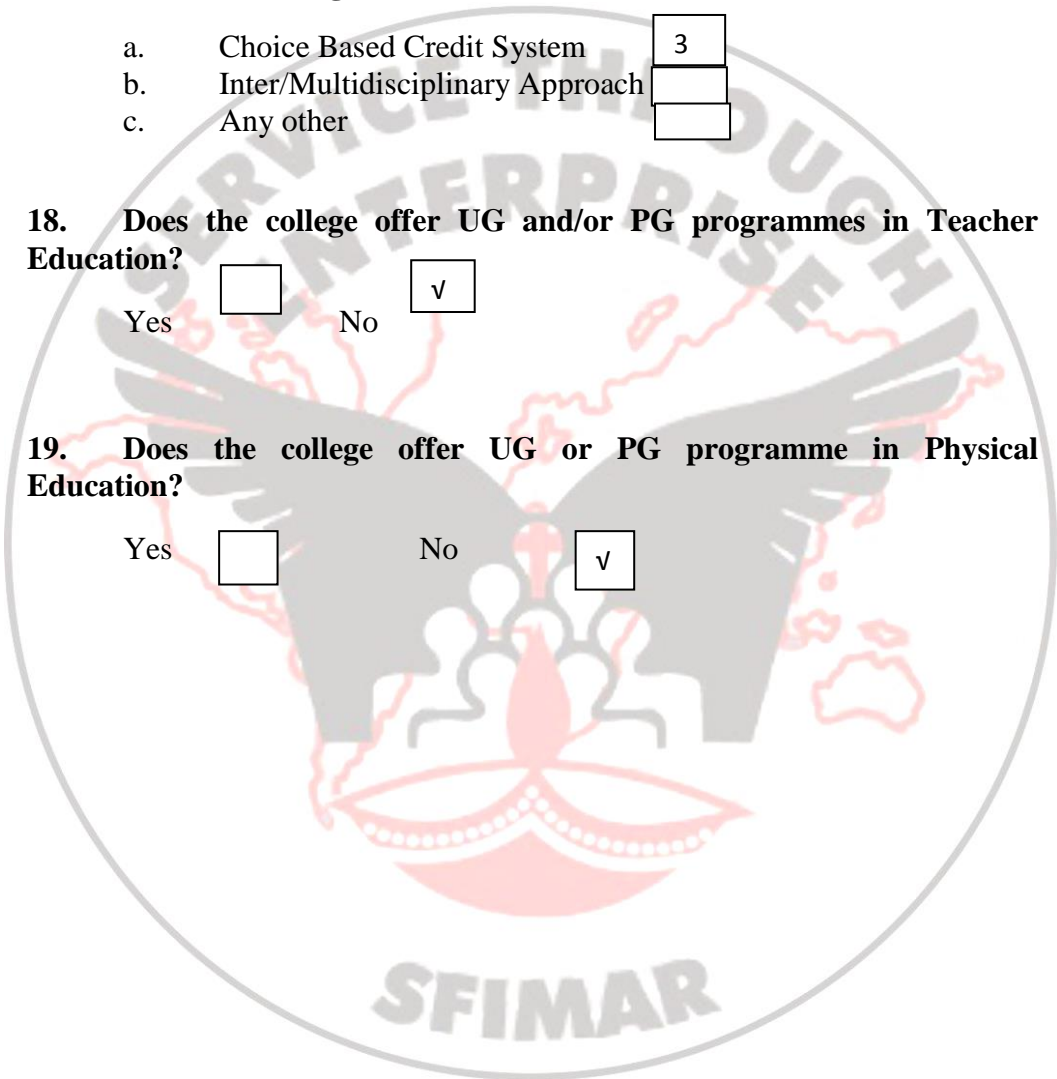
20.   Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate		Assistant					
	M	F	M	F	M	F	M	F	M	F
Sanctioned by the UGC/University/State Govt. (Recruited)	-	-	1	2	4	9	-	-	-	-
Yet to recruit										
Sanctioned by the Management/society or other authorized bodies (Recruited)	3	-		-	4		13	10	2	-
Yet to recruit										

Team @ SFIMAR

21.   Qualifications of the teaching staff:

Highest qualifications	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc./ D.Litt.							
Ph.D.	Dr.S.S. Mohanty Dr.Thomas Mathew		Dr. G Ramesh	Dr. Natika Poddar Dr. Sulbha Raorane			5
M.Phil						Ms. Sujeesha Naidu Ms. Vasudha Rao	2
PG					Mr. Vaibhav Kulkarni Mr. Kiran Rodrigues	Ms. Shilpa Peswani Ms. Vaishali Kulkarni Ms. Simmi Prasad Ms. Sinimole K.R.	6

Temporary Teachers

Ph.D						Dr. Smita Jesudasan	1
M.Phil					Col.Venkat Raman		1
PG	Mr.Amit Das				Mr. Jestin Johny Mr. Jackson John Mr. Pushkar Parulekar Mr. Tushar Panigrahi Mr. Paul Alukal	Ms. Sanchayita B. Ms. Renita D'souza	8

Part-Time Teachers

Ph.D.							
M.Phil							
PG					Mr. Devendra Bhatt Mr. Ravi Derhgawen Mr. Shripad Kulkarni Mr. R Mr. Krishnan Mr. Sumit Jain Mr. Prashant Shelar Ms. Ritu Gopal Ms. Aparna Kanchan Mr. Pankaj Matpal		9

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

20

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

MMS

Categories	Year 1 (2014-15)		Year 2 (2013-14)		Year 3 (2012-13)		Year 4 (2011-2012)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	1	-	1	-	-	-	1	-
ST	-	-	-	-	-	-	-	-
OBC	1	-	1	-	2	1	1	-
General	26	31	32	25	26	31	34	24
Others	35	27	25	36	28	33	30	31

PGDM

Categories	Year 1 (2015-16)		Year 2 (2014-15)		Year 3 (2013-14)		Year 4 (2012-2013)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	-	-	-	-	-	-	-	-
ST	-	-	-	-	-	-	-	-
OBC	-	-	-	-	-	-	-	-
General	16	7	30	20	31	19	22	15
Others	-	-	-	-	-	-	-	-

MFM &MMM

Categories	Year 1 (2014-15)		Year 2 (2013-14)		Year 3 (2012-13)		Year 4 (2011-2012)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC								
ST								
OBC								
General	23	10	19	11	30	15	30	18
Others								

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

Type of students	UG	PG	M.Phil	Ph.D.	Total
Students from the same state where the college is located	N/A	178	-	-	178
Students from other states of India	N/A	4	-	-	4
NRI students	N/A	-	-	-	-
Foreign students	N/A	-	-	-	-
Total		182	-	-	182

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

UG [   ]   PG [3.35%   ]

26. Unit Cost of Education

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

a) Including the salary component*

b) Excluding the salary component*
Note: '*' pertains to flagship MMS Programme

1.47 lacs
51,700

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

Yes ☐   No ☑

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

a) MMS   1:15
b) PGDM   1:15
c) MMM/MFM   1: 15

29. Is the college applying for

Accreditation: Cycle 1 ☑   Cycle 2 ☐   Cycle 3 ☐   Cycle 4 ☐

Re-Assessment: ☐

30. Date of accreditation * (applicable for Cycle 2, Cycle3, Cycle4 and re-assessment only)

Cycle 1: ____✓_____   Accreditation Outcome/Result
Cycle 2: _____   Accreditation Outcome/Result
Cycle 3: _____   Accreditation Outcome/Result

31. Number of working days during the last academic year

271

32. Number of teaching days during the last academic year
(Teaching days means days on which lectures were engaged excluding the examination days)

Total days from Jul to December 2014-   138 days (approx.)

Total days from Jan to Apr 2015 -   101 days (approx.)

Total teaching days during the last academic year - 239 days (approx.)

33. Date of establishment of Internal Quality Assurance Cell (IQAC)
IQAC _____04/05/2015_____

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

AQAR   (i)   _____
AQAR   (ii)   _____
AQAR   (iii)   _____
AQAR   (iv)   _____

35. Any other relevant data (not covered above) the college would like to include.

35.1 St. Francis Institute of Management & Research (SFIMAR) is an ISO 9001: 2008 certified Institute since 2007 and it maintains high quality standards in every aspect. The external audit by Det Norske Veritas (DNV) was successfully completed on 24th June 2015 and the ISO 9001: 2008 Certification was renewed for 1 more year (2015-16).

35.2 SFIMAR has been awarded the prestigious ASSOCHAM's 'Most Upcoming B-school in 2015' award for National Excellence in Education.

35.3 SFIMAR also received the Best Educational Quality Enhancement Team (BEQET) Award for 2014 from National Council of Quality Management (NCQM).

35.4 University of Mumbai's Department of Lifelong Learning and Extension conferred SFIMAR with a Letter of Appreciation as Best Participating B-School in Extension and Community Development projects.

CRITERIA-WISE

ANALYTICAL

REPORT

C. CRITERION 1: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

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

Vision

To 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.

Quality Policy

SFIMAR is committed to the endeavor of transforming students into Global Business Leaders by continual improvement in its services through a student-centric approach, innovations in our pedagogy and rigorous selection, development & upgradation of its Faculty while meeting the regulatory & statutory requirements.

Motto

Our motto is **"Service through enterprise"**

Arising from the Vision and Mission statement, the Institute has developed its Strategic Plan which is approved by the Governing Council of the Institute. Its revised Strategic Development Plan for the year August 2014 to July 2024 contains a summary of accomplishments since inception, as well as a road-map for its new initiatives. The Institute engages in ongoing, integrated and research-based planning and evaluation processes that incorporate a systematic review of its mission, goals and outcomes, result in continuing improvement in institutional quality and demonstrate that the Institute is effectively accomplishing its mission. These strategic planning efforts have produced a set of principles to operationalize the Institute's Mission and has resulted in streamlining of administrative efforts, all oriented to greater Institutional Effectiveness.

The Institute's strategic directions outline how it will achieve its Mission. Some of the broad strategic directions that form the basis for SFIMAR's priorities and actions are summarized below:-

- ✓ To create a dynamic and safe learning environment committed to excellence in value-based management education.
- ✓ Ensure that policies are in place to provide fairness and transparency of process;
- ✓ Offer programmes that meet the emerging needs of industry and provide employment opportunities for a broad range of students;
- ✓ Recruit and retain faculty who have a passion for and commitment to teaching and learning;
- ✓ Incorporate international learning experiences in the curriculum, to foster an understanding of diversity and global workplaces.
- ✓ Encourage Research and Entrepreneurship Development.
- ✓ Capacity-building to achieve its Mission, by engaging students, employees, alumni, community members and organizations in the governance and growth of the Institute;
- ✓ Ensure that technology and information systems are updated continuously in order to improve performance and governance and are adequate to support its Mission;
- ✓ Act responsibly by committing to environmental integrity, sustainable development and future societal needs.

The vision, goals and the quality policy of the Institute are transmitted to the students by the efforts of the Faculty by means of curriculum and through the student orientation programmes. They are displayed at strategic locations within the premises and are also communicated to the students and other stakeholders through the official website of the Institute at www.sfimar.org, the Institute brochure and newspapers published every year at the time of admission, during the time of Induction/Orientation and counseling and also through various meetings with the students and staff.

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

St Francis Institute of Management and Research (SFIMAR) offers MMS, Part-time programmes (MMM/MFM) affiliated to University of Mumbai and the PGDM programme approved by AICTE. These programmes offer specializations like Marketing, Human Resources, Finance, Operations and IT. Being affiliated to the University of Mumbai, the syllabus and the guidelines for MMS, Part-time programmes (MMM/MFM) are laid down by the University of Mumbai. However, the PGDM syllabus is developed in-house by the Institute, based in the Model Curriculum of AICTE in consultation with Faculty member & Director.

In case any change in the existing curriculum is warranted as per the industry requirement or as per the express need of the students, the same is incorporated. The subject content is then revised based on the students' interest, in consultation with the Programme Head and Director.

In all its programmes, at the start of every academic year, the concerned departments prepare their academic calendars in consultation with the programme heads which include lecture hours, topics to be taught and other co-curricular activities to be organized during the year. The Director discusses, reviews and approves the academic calendars and allotment of subjects. The Faculty members are provided with a consolidated 'Academic Kit (provided in Annexure 1)' which has 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.'
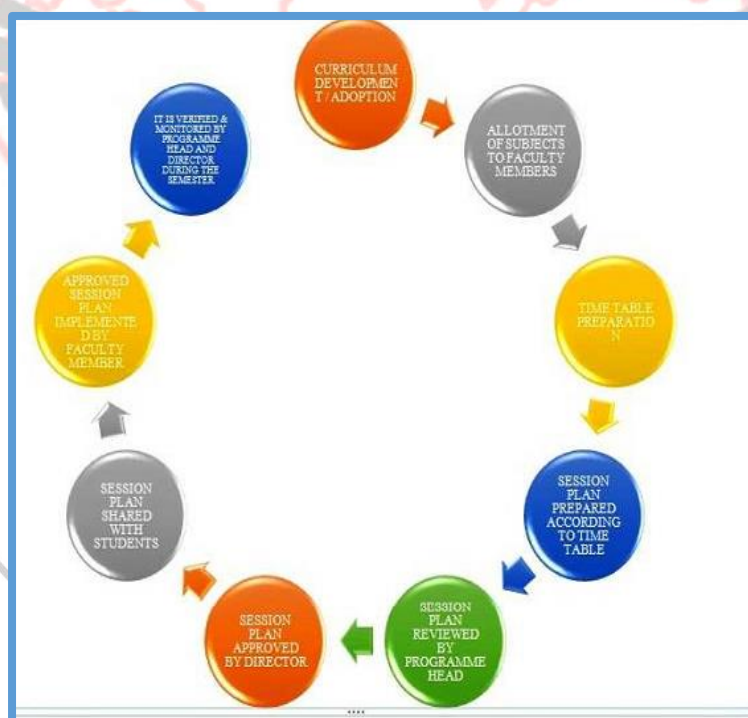
Fig 1. Academic Process

The above mentioned process is also verified by the internal auditors of ISO.

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

The University of Mumbai has involved the Institute's Faculty members in the restructuring of the MMS syllabus in the recent past. Many of the faculty members are in the University Course Syllabus Committee and the Institute has also taken initiatives in the past to function as a nodal centre for new syllabus development. The University also organized a workshop on 'Life Long Learning' and other seminars for acquiring skills for the effective translation of the curriculum by the Institute.

The Institute prepares an Academic Calendar (provided in Annexure 2) that specifies the curriculum to be taught by a Faculty, duration of each session and the dates of commencement of examinations. The Institute regularly receives circulars, letters and emails from the University regarding the modifications in the curriculum. The Director briefs 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.

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

Several initiatives have been taken by the institution for effective curriculum delivery.

For all its management programmes and support services SFIMAR
- ✓ identifies and describes purposes that link to the Institute's mission
- ✓ specifies the learning expectations and operational objectives;
- ✓ identifies experiences and activities that relate directly to those expectations and objectives;
- ✓ evaluates the extent to which expectations and objectives are met;
- ✓ uses the evaluations to work towards excellence in student learning and support services. This process is systematically followed across all programmes, thus providing a transparent decision-making and performance measurement process, in a continual effort to enhance student learning.

The Institute offers support for effective teaching through programmes like pedagogical Faculty Development Programmes or Management Development Programmes where industry personnel participate in the training programmes.

Such programmes are conducted by a dedicated Faculty team under the guidance of the Director of the Institute.

The Institute encourages the Faculty members to attend conferences, seminars and workshops that focus on the effective delivery of the curriculum. It has policies in place that provide financial assistance for faculty members to travel to regional, national and international meetings to present papers. It encourages and recognizes faculty members research efforts through letters of appreciation and monetary rewards. It has the policy of allowing faculty members to take leave of absence to participate in activities that clearly are important for professional development. The details of training undergone by Faculty are provided in Annexure 3.

The Institute has an up-to-date Library Information Resource Centre (LIRC) which helps the Faculty members develop their delivery, content and style. SFIMAR is equipped with state-of-the-art computing facilities to supplement classroom pedagogy.

The courses offered by the Institute have been updated and made relevant in accordance with the University curriculum (both theoretical and practical components) to ensure the development of practical skills based on theoretical knowledge. Problem solving exercises, field studies/visits, case studies, surveys and excursions including industrial visits, international visits, hands-on experience and projects ensure skill development in relevant subject-areas of study.

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

The Institute is in touch with its affiliated university, regulating authority and industry through both formal and informal meetings on an ongoing basis. Many new concepts, ideas, delivery methods are deliberated in these meetings.

The major modes of interaction are listed as follows:

- ✓ Weekly Guest Lectures by the practicing Industry persons.
- ✓ Interactions by Faculty members and students with Industry personnel.
- ✓ Industrial visits - Local, National and International.
- ✓ Workshops and conferences through joint participation of the Faculty members and the industry.
- ✓ Participation of industry personnel in the Academic Advisory Council and Placement Advisory Council of the Institute.

- ✓ Projects/dissertation work completed as a part of Summer and Winter Internship under the joint guidance of the Faculty and experts from the industry.
- ✓ Visiting Faculty members/professors with corporate background
- ✓ All concerned Faculty members select specific projects in the area of their expertise under the Research Development Value Chain Concept and assign it to the students.
- ✓ Training of Corporate On-boarding with the organization SS& C Globe Op.
- ✓ Undertaking live projects as a part of Replication Model by group of students under the guidance of Faculty members.

The details of Guest Lectures conducted and industry visited are provided in Annexure 4.

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

Some of the Institute's Faculty members were part of the Mumbai University Syllabus restructuring process and are also members of the Local Management Committee of other institutions affiliated to the University of Mumbai.

Currently one of the Institute's Faculty is a member of the ad-hoc board of studies under the recently formed Faculty of Management Studies of the University of Mumbai.

The Institute, being affiliated to the University of Mumbai, does not have much say in directly designing the curriculum, as the curriculum is developed by the PG Boards of Studies and approved by the Academic Council of the University.

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

The Institute has developed the PGDM Programme in-house which is a 3 Dimensional Programme covering core functional areas, industry and sector specializations.

Programme Development Process

The Programme was developed through a very rigorous process covering the followings:-

✓ Idea-gathering process through Working Groups of faculty and student representatives.

✓ Selecting courses/ projects which will enhance the overall student experience.

✓ Faculty members have to identify the specific learning outcomes for their courses/ project activity.

✓ Faculty working groups check these against the learning outcomes for the curriculum of which the courses/project activity are a part.

✓ The framework for Programme delivery - in terms of articulating expectations for Student Learning and the Grading Procedure- gets reviewed by ISO Internal Quality Management Team and Internal Quality Assessment Cell (IQAC) before implementation. (More details on IQAC under Response 2.3.2)

✓ Instructors are asked to describe the learning experiences that they provide for students to learn what is expected. Based on their own experience and common understanding within the profession, faculty working groups evaluate the extent to which curricular experiences result in the type of learning they expect of students.

✓ The detailed proposal for the New Programme/ Course is prepared by the Academic Team/Proposing Faculty Member, approved by the Director .This proposal is then presented to the Governing Council for the final approval.

✓ The proposal is placed to the Academic Council for final approval.

The above process ensures that the integrity of Programme Quality is maintained for internally developed courses and views of all stakeholders- viz. students, faculty, Management and Board- are considered.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The Institute is able to analyze the achievement of the curriculum objectives in the course of its implementation by the following ways:

Outcome Based Curriculum Objectives:

The objectives are framed course-wise and are achieved through fulfilling specific outcome-based attributes which are appended below:

a) Business Management knowledge
b) Communication
c) Critical Thinking
d) Analytical ability & Problem solving
e) Research-based approach
f) Project Management
g) Usage of modern tools & techniques
h) Life-long Learning
i) Value-based education and Social Responsibility
j) Entrepreneurship development
k) Leadership
l) Decision-making ability

In all the above areas a student-centric outcome-based approach is followed which is quantified and measurable. By monitoring the session plan for the purpose of ensuring fulfillment of the above mentioned attributes and to avoid deviations in the sessions. University examination results: The examination scores of the individual and the consolidated results are analyzed and tabulated.

Internal Assessment:

For MMS and Part time, Evaluation is divided into two components for each Subject i.e. Continuous Internal Evaluation (CIE) carrying weight of 40% and Term end Examination carrying weight of 60%. The students are internally assessed by the Subject's Faculty members through internal assessment conducted per semester and other assignments on their curriculum understanding.
The general understanding and behavior of students is also analyzed through mentorship initiatives.

For the PGDM Programme, Evaluation is divided into two components for each Subject i.e. Continuous Internal Evaluation (CIE) carrying weight of 50% and Trimester End Theory/ Practical Examination carrying weight of 50%. The Faculty member has the prerogative of deciding on the method and frequency of CIE which may consist of a combination of Periodical Class tests, Lab assignments, Presentations, Assignments, Viva-Voce and Mid-term Class Test. The methods are only illustrative.

The Faculty may opt for any other method of CIE which he / she deems fit taking into account the nature of the subject, after consultation with the Programme Head and Director.

Corporate feedback: Feedback about our students from the corporate personnel who have recruited them on the basis of their competencies and practical application of curriculum.

Student Feedback: Online feedback of faculty members by students are conducted regularly during the middle of a semester as well as towards the end of the semester. The Director of the Institute evaluate the online feedback received from the students and counsel Faculty members in order to improve teaching and delivery methods, so that they become more effective from the learning perspective. The Director also interacts with students in order to understand their difficulties in certain areas and advise the Faculty members accordingly to improve upon them.

The documents related to stakeholders' feedback are presented in Annexure 5.

1.2 Academic Flexibility

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

St Francis Institute of Management and Research offers certificate courses that are very useful to students for better career opportunities. The Institute conducts various certification programmes such as follows:-

S. No	Year	Name	Association/Collaboration	Duration
1	2012-13	SAP Certification	SAP	01 Month
2	2012-13	BSE Certification	BSE	3 Months
3	2012-13	Digital Marketing	Dr. Ram Kishen	2 days
4	2012-13	Certificate Programme in Retailing (CPR)	Retailers Association of India	3 months
5	2014-15	MS-Excel Certification	Mr. Shwetank Rewatkar	3 Days
6	2014-15	Certificate on Alternate Investments	SSC & Globe OP	01 Month

Table 1: List of Certifications

The objectives of conducting such courses are
i) To develop students skills as per the needs of work place;
ii) To help the students to develop academic and transferable skills, including innovative thinking, communication, presentation and teamwork;
iii) To inculcate in students leadership skills necessary to manage organizational change.

The Records of Certification Programmes are presented in Annexure 6.

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

The Institute follows the curriculum prescribed by University of Mumbai and the Model Curriculum given by AICTE. Therefore, the twinning/dual programmes are not available as yet. The MoU with Assumption University, Bangkok is being renewed and processed.

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

(a) Range of Core / Elective options offered by the University and those opted by the Institute.

Second semester MMS students take elective specializations as Financial Management, Marketing Management, Human Resource Management, Operations and Information Technology which, are available at the Institute. In PGDM, students have the option of additional industry and sector electives. For Part time Programmes, the specialization courses commence from the fourth semester onwards within Finance and Marketing disciplines.

(b) Choice Based Credit System and range of subject options

University prescribed Credit Based Semester Grading System (CBSGS) provides electives from which specific subjects are to be chosen both for the full-time MMS and part-time MMM/MFM programmes. SFIMAR PGDM Credit-Based Trimester Grading System (CBSGS) provides electives from which specific subjects are to be chosen.

(c) Courses offered in modular form

Courses offered in modular form are not applicable to University of Mumbai.

(d) Credit transfer and accumulation facility

Credit transfer and accumulation facility is applicable and has commenced from the 2013 -14 academic session for MMS, from 2012-13 for Part-time MMM/MFM and PGDM programmes.

(e) Lateral and vertical mobility within and across programmes and courses

Lateral and vertical mobility within and across programmes and courses is not available for MMS or PGDM programmes. However for a part-time student who has been awarded a Post graduate Diploma of Mumbai University (DMS) in any Discipline he / she will be exempted from the first year of the three years Masters Degree Programme and will be permitted to enter the course for the Second year.

(f) Enrichment courses

The Institute conducts various enrichment programmes such as the 'Thought Leadership' and 'Lead by Example', Eminent Speaker Series under its Centre of Excellence, Corporate On- boarding training and Institute to Industry (I2I) interaction through Industrial Visits, which helps students to acquire practical exposure, gain business awareness, self-confidence; improve their computing skills and aptitude in their functional areas. Courses offered by the Institute on Business Communication, General Awareness, Etiquette, Aptitude Tests, Moral and Ethical Values, Mindfulness etc. helps students to develop their personality holistically, and act morally and ethically through their talks and their behavior.

All these programmes are student-centric, meant to up-skill the students and improve their employability as well as to inculcate in them life-long learning.

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

The Institute is affiliated to University of Mumbai on a Permanent Unaided Basis. Therefore all the courses that the college offers are self-financed. They are as follows:

(a) Master of Management Studies (MMS) Full Time Two Years programme.
(b) Part-Time MMM and MFM Part-time Three years course.
(c) PGDM Full time Two years programme

(d) Admissions are carried out for both the programme (MMS and PGDM) as per the directions of Directorate of Technical Education through entrance exam conducted by DTE (In the case Part-time programme, the admissions are carried out as per the guidelines given by the University of Mumbai.

(e) Curriculum for the MMS/Part-time courses are prescribed by University of Mumbai.

(f) Curriculum for the PGDM is designed by the Institute on the basis of the model curriculum developed by AICTE.

(g) Qualification of Teachers are as per UGC/AICTE.

(h) Salaries are as per 6th Pay Commission.

(i) Fees structure is decided by Shikshan Shulka Samiti (SSS), Govt. of Maharashtra.

The Institute Brochure and three Programme Brochures are presented in Annexure 6.

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

The Institute offers various skill development activities to the students in order to enhance the students employability in regional and global markets. Every week, one day is earmarked for such skill development activities. It is referred to as a Transformational Activity. It includes Club Activities, Debates, Group Discussions, Book Reviews, Presentations, etc. There are three clubs - Finance, Marketing and the HR Club functioning in the Institute. Various programmes/activities like Role plays, Presentations and Guest Lecture /Speaker Series are organized by these clubs. Additionally, the 'Thought Leadership' and 'Lead by Example' conducted every week are meant to provide additional skills to the students.

Weekly GD's conducted for Students

SFIMAR has well defined its graduate attributes under following three areas, namely:

Knowledge	Skills	Attitude
Business Management knowledge	Communication	Life-long Learning
Research	Critical Thinking	Value-based education and Social Responsibility
Project Management	analytical ability &Problem solving	Leadership
Entrepreneurship development	Usage of modern tools & techniques	
	Decision making	

Table 2: Programme-wise Graduate Attributes

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

The provision for the flexibility of combining the conventional face to face and Distance Mode of Education for students to choose the courses/combination of their choice is not available at University of Mumbai both in the case of MMS as well as Part time (MFM/MMM), neither it is available for PGDM.

1.3 Curriculum Enrichment
1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?
The Institute aims to impart knowledge that enables the all-round development of the students for enhancing their careers and encourages them to contribute as responsible citizens in a rapidly changing and diverse global community. Moreover the Institute aims at enhancing the employability of the students by offering the best Faculty members, infrastructure and self-development activities.

The Institute has developed many supplementary programmes in order to integrate the academic programmes with it goals and objectives which are as follows:

- (a) Every Saturday, transformational activities are conducted. These include guest lectures, debates, group discussions, books reviews, presentations, business plan, role plays etc. Such activities enhance employability of the students by improving confidence and soft skills.

- (b) Similarly additional classes in business communications, general awareness, aptitude training, etiquette classes and CMCs training sessions are organized to supplement the university curriculum. Basic and Advanced MS-Excel training and personality grooming sessions are also carried out.

- (c) 'Thought Leader' programme to enhance the student's knowledge of current thought-provoking topics, improve their deliberation on the subject matter and retention capacity. The programme underlines directional guidance to the students to prepare them for answering questions in placement interviews on recent topics and trends in their area of specialization.

- (d) 'Lead by Example' programme picks up small cohorts of students in various niche areas, based on their aptitude and attitude and provides them specialized advanced level training in those niche areas so that they can excel as well as lead and guide other students.

- (e) Student's Progress is also monitored by the Mentoring System through which Faculty Members know the progress of the students from the first to the final semester in terms of academics, co-curricular and extracurricular activities, sports, attendance, behavioral aspects, counseling done, etc.

- (f) Students are also motivated by the Faculty members to write some articles on general topics, research articles, academic articles, etc. The Institute has its own publications Jharokha –Institute's Newsletter and the SFIMAR Review (Research Journal). The Congregation of the Franciscan Missionary Brothers also publishes a quarterly newsletter "Sower" to enable students enhance their writing skills through contributions in the above mentioned publications.

- (g) Industrial visits are arranged by the Institute every year separately for MMS/PGDM programme and Part time programme.

- (h) Provisions for Women's Cell and the Abhimaan Club as forums for community development and extension activities encourage students to be better citizens.

The Records of All CMC Training Programmes, Thought Leader Programme, Lead by Example Programme and Mentoring Programme are presented in Annexure 7.

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

To meet the dynamic need of the employment market, the Institute has enriched and organized its curriculum from an application perspective, so that students get direct industry exposure and on-the-job training. These programmes include internships, industry guest lectures, eminent speaker series, though leadership, lead by example, replication model, etc.

The Records of Association with Industries, MDP conducted, and Online Examination (DEPD) are presented in Annexure 8.

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

Efforts are made by the Institute to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, Heritage and cultural Consciousness, ICT etc. in support of the curriculum by the way of organizing related activities and spreading awareness which are as under:

a) Gender Issues

The Women's Development Cell of the Institute takes care of the rights of women both students and staff. The Institute has formulated the College Women Development Cell (CWDC) in accordance with the requirements of the University of Mumbai. The Objectives of CWDC is to implement the directions of the University of Mumbai in general and to deal with women developmental activities and complaints/cases of sexual harassment in particular. If any such complaint is in relation to the Management /Director/Member of the CWDC, the same shall be dealt with by the CWDC of the University.

b) Climate change

The focus is on the environmental issues which have caused climatic changes. Many Initiatives have been taken in this area which includes a lush green campus: Regular tree plantation activities, usage of Solar panels in the building.

c) Environmental Education

St Francis of Assisi is the Patron of Ecology who loved and fostered the nature and environment. St Francis Institute of Management and Research considers him as a role model for the environment education. In order to carry on his work, certain specific activities were carried out which are as follows:

- ✓ Create awareness about the natural environment, the ISR club of the Institute - Abhimaan carries out regular activities on the campus. One such activity is the conservation of energy by switching off electricity supply on the campus for one hour in support of the global mission of energy conservation.
- ✓ The syllabus prescribed by the University has a subject 'Environmental Management' which focusses on creating awareness of environmental issues amongst the students.
- ✓ For conservation of electricity each staff room or class room has a central switch for disconnecting the supply of all the connections in that room.
- ✓ The Institute focuses on reduced use of paper. Most of the communication amongst the Faculty members is through institutional e-mail which reduces paper work.
- ✓ In unavoidable circumstances both sides of the paper are used. Also rough pages are used as print outs to reduce paper consumption.
- ✓ The Institute has well equipped computer and language labs which are used for conducting online aptitude and other tests to reduce paper work.
- ✓ Student feedback through ERP is also helpful for reducing paper work.
- ✓ The Waste water harvesting system of the Institute is used for watering the green areas of the Institute.
- ✓ Instead of presenting bouquets to guests/ visiting Faculty, saplings are presented to create awareness about the environment.

d) Human Rights

Various committees constituted by the Institute cater to issues regarding Human Rights violations. They are as follows:-

i. Anti-Ragging

As per Maharashtra Prohibition of Ragging Act 1999, an anti-ragging Committee consisting of 10 members has been constituted by SFIMAR in order prohibit ragging in any form.

ii) Grievance Committee

Students Grievance Committee has been constituted in order to review students' grievances related to their complaints on various academic and non-academic matters such as grievances related to attendance, assessment, victimization, charging of fees, conducting of examinations, harassment or misconduct by colleague students or teachers etc. and redress them.

iii) Anti-Capitation Committee

The practice of fairness in admission is followed at the Institute through the Anti-Capitation Committee in order to prohibit out of turn favour is done to any students by accepting any capitation fee. Complaints regarding capitation fee can be filed with this Committee.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?
a) Moral and ethical values
b) Employable and life skills
c) Better career options
d) Community orientation

For the holistic development of students, the Institute has taken the following initiatives:

a) Moral and Ethical Values
i) The Institute conducts various programmes such as Mindfulness, Discourse by Brahma Kumaris and other religious leaders on various areas of personality development through which students are motivated to act morally and ethically through their talks and their behavior.

ii) As a part of the internal evaluation, the Institute emphasis on earmarking exclusive marks for the behavioral issues of every student evaluated by the Faculty members.

b) Employable and Life Skills.
i) The Career Placement center is working throughout the year to inculcate employable and life skills by training, placement drives and arranging guest lectures by prominent personalities.

ii) Seminars, general awareness, aptitude, etiquette classes and mock tests are conducted regularly to enhance employability of students for example, to develop the spirit of independent inquiry and proficiency in communication through group experiences, the Thought leader programme has been started by the Institute.

It gives students an opportunity to discuss topics, formulate clear and significant arguments and persuasively defend them through discussions, formal oral presentations, in written assignments.

(iii) Alumni mentoring where a group of Alumni members assist in grooming the students by introducing them to practical aspects of how to conduct themselves at interviews, gain a better understanding of diversity, multicultural and multinational work environments, etc. This makes them more confident and prepared from the employability point of view.

iv) Feedback from recruiters and industry personnel as well as from the Placement Advisory Council are also taken to enhance employability and life skills of the students.

c)   Better Career Options
i) The Career Management Center (CMC) continuously works to add new companies in the recruiters list from the manufacturing, services and trading sectors each year to offer better career options to students.

(ii) CMC also conducts sector analysis for students who are focused towards a particular sector under each specialization.

(iii) Guest Lectures and Seminars are also conducted by the Institute to make the students aware of new career opportunities.

(iv) CMC also displays all the career opportunities available to students on the notice board regularly.

(v) Testimonials and guidance notes given by successful students are displayed on the notice board.

(vi) CMC has initiated an Alumni Connect programme in which the alumni from various industry sectors working on different profiles are invited for knowledge sharing. During both the semesters, the Director of the Institute along with the head of CMC interact with students and discuss the availability of career opportunities in various fields such as financial services, Research and IT etc.

(vii) An Entrepreneur Cell has been established with the objective of developing entrepreneurs amongst the Management students.

d) Community Orientation. Various community oriented activities are conducted by the ISR club – 'Abhimaan' of the Institute as follows:-

1. Visit to village Mulgaon in Badlapur District.
2. A Health checkup camp was also organized in the same village by the Institute through the PHC of the village.
3. Regular visits are made to Orphanages, Home for Senior Citizens and Destitutes.
4. A Cyclathon was organized in association with the Borivali Rotary Club
5. Besides the above, the Institute is one of the active participants of Mumbai University's Department of Lifelong Learning and Extension (DLLE). Under the DLLE programme it has taken up issues such as child abuse, working women's development etc.

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

The Institute takes regular feedbacks from stakeholders like students, Faculty members, industry and alumni to make the curriculum better. Some examples are:

(a) Feedback was given by the Faculty members whether the specialization should commence from second semester rather than third semester to University. That suggestion was accepted unanimously by the University in new revised syllabus structure which has really enhanced the value of MMS/Part-time in the area of specialization.

(b) Alumni Association- Feedback from alumni members is obtained on curriculum during alumni meeting and in such meeting, the alumni had given the feedback for including Financial Modeling subject for the finance specialization students. This was executed when the suggestion was forwarded to the Board of Studies (BoS) of the University of Mumbai.

(c) A combined group SMS messages for the all the important matters pertaining to students was initiated and has been implemented successfully.

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

The Institute follows an outcome-based model in all its student related activities which are quantifiable and measurable. Feedback is taken from the students for every activity.

Feedback from other stakeholders is analyzed and corrective measures are initiated not only to enhance the quality of the enrichment programmes but also to maintain it.

The Institute has an Academic Advisory Council and Placement Advisory Council comprising of the Chairman, Director, all the programme heads, external members from University of Mumbai, IIM, Ahmedabad and from Industry practitioners. These Councils also suggest measures to monitor and evaluate the quality of enrichment programmes.

The Records of feedback taken from students on various enrichment programmes, Records of minutes of Academic Advisory Council and Placement Advisory Council are presented in Annexure 10.

1.4 Feedback System

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

It has been a constant endeavor of the institute to make the curriculum more effective and efficient as per the current needs of the industry and other stakeholders. Our Institute was the nodal center for the 'Zone Five' committee meeting for MMS curriculum revision in the year 2013. Some of our Faculty members have also been a part of the last revision made in the curriculum. The inputs given are mainly based on the expectations of the industry from the students and how these could be incorporated in the current system.

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

Yes. At the end of every semester in case of MMS (Full Time/ Part Time) and trimester in case of PGDM an online student feedback is taken by the Institute. Since the current academic year, this has been increased to twice in each semester of MMS and trimester of PGDM programmes. Students also give feedback related to guest lectures and other academic and non-academic events. The feedback is shared with the Faculty members during their appraisal process to improve the teaching learning process.

MMS (Full Time/ Part Time) are Mumbai University affiliated courses. PGDM which is an autonomous course is upgraded regularly depending on the requirements of the students and the industry. In PGDM, concepts such as sectorial specialization are used to have customized curriculum as per the requirement of all the stakeholders concerned. Sectoral specializations are used within functional specialization to provide more insights to the student in their area of interest.

The Snapshots of Online Students' Feedback are presented in Annexure 11.

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

The Institute introduced the PGDM programme in 2012. The rationale for introducing the new programme was to introduce an in-house curriculum that is concurrent, dynamical and meets changing industry requirements. There were five courses which were offered to MMS/PGDM Full time students in the form of workshops. These workshops were introduced as add-ons for additional knowledge in the specializations other than the syllabus.

Criterion 2- Teaching, Learning and Evaluation

2.1 Student Enrolment and Profile

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

The Institute is affiliated to University of Mumbai and is regulated by the Directorate of Technical Education (DTE), Maharashtra. DTE conducts the admission test to MMS and the admission is carried out through MAH-MBA/MH-CET. The Institute follows instructions of DTE issued for the admission process in the case of MMS and PGDM. In the case of Part-time programme, the Institute follows University of Mumbai guidelines for admission. Admission process is publicized by providing and distributing Prospectus, through displays on the Institute's Website and through Advertisement in Regional/National Newspapers, Magazines and Periodicals. The Admission process is very transparent as it is clearly communicated to the stakeholders through SFIMAR website, brochures and publishing the merit list as per the norms prescribed by the competent authority. The refund policy is also outlined in the same information sources.

2.1.2 Explain in detail the criteria adopted and process of admission to various programmes of the institution

The allocation of seats in the Institute is done in accordance with rules provided by Directorate of Technical Education (DTE), Maharashtra Govt. Minority and Institutional level seats are allotted to those who have cleared any of the entrance tests acceptable under DTE eligibility criteria provided such students meet the minimum academic qualification criteria. Admission is open to all students irrespective of their region, caste, religion, gender etc.

The details of Guidelines by DTE on criteria adopted and process of admission to various programmes of the institution are presented in Annexure 12.

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

Following are the details of percentage of graduation marks in respect of students admitted at entry level:-

S. No	Nomenclature	Min %	Max %
1	For admission at entry level for MMS/PGDM	50	100
2	For admission at entry level for Part time (MFM/MMM)	Graduate in any discipline with minimum two years' work experience (Supervisory / Executive level)	100
3	details of marks scored in MH-CET for admission in entry level of each course for the year 2014-15	85.96 percentile	91.13 percentile
4	Score in the Merit for Part time (MFM/MMM	50%	75%

Table: 3 Programme-Wise Eligibility Criteria

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

✓ Yes, the Institute has a mechanism to review the admission process annually which is elaborate and transparent.
✓ The PGDM and Part-time programmes do not participate in the CAP Process of DTE. All the seats for the PGDM and Part-time programmes are open category seats. The students are selected through a combination of Group Discussions, Personal Interviews and Personality Tests.
✓ The Admission forms are verified and the records are collected together with other documents.

The Records of Institute's new admission process. Record of Merit list, 16PF Test and GD&PI are presented in Annexure 13.

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

SFIMAR is a religious Minority Institute and hence has 51% of the seats reserved for the same. Reservation policy is applied to all the courses as per the guidelines of the state government.

Admission Intake

Minority Seats	61
Institutional Seats	24
Centralized Admission Process (CAP) seats	35
Total	**120**

J&K Quota Seat (as per availability)   01   (over   and   above   the allotted institutional intake)

In PGDM programmes, students are mostly admitted based on merits and hence reflect diversity and inclusion.

Women

Women constitute a large proportion of the students seeking admission to the Institute. All the necessary amenities are provided to them. Also policies related to sexual harassment against women, gender sensitization and enabling healthy relationships are informed to them.

Differently-abled

The Institute follows the guidelines of Directorate of Technical Education (DTE) in admitting the students who are differently-abled and also provides all the facilities which are applicable to them.

Economically Weaker Sections.

For economically weaker section, the institute extends from time to time the following:

- ✓ Some concessions in tuition fees and continuous follow-up on the academic progress of such students.
- ✓ Extension of time in the payment of fees, instalment payment system in the fees.

Scholarship

Scholarship is given to deserving students, as per the guidelines of the Central & State government. An exclusive staff is entrusted to monitor the scholarship matters and to assist the concerned students. With the above measures in place, the Institute demonstrate/reflect the national commitment to diversity and inclusion.

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

Trends.

i) In the case of MMS programme, the Institute admitted 121 (120 + 01 J&K quota) students against 120 seats in academic year 2014-15. In spite of more than 30% MBA/MMS seats remaining vacant in the State of Maharashtra, our Institute's full quota was achieved as usual. In the case of Part-time MMM and MFM Programme the number of students admitted remains more or less same, while in the case of PGDM, the number of students admitted has decreased in line with the general trends in Maharashtra.

Remedial Measures.

As a precautionary measures considering the overall depletion in demand, various value-additions are being planned in addition to the curriculum offered by the University.

2.2. Catering to Diverse Needs of Students

2.2.1How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The Institute has the facilities to cater to the needs of differently-abled students. Provision of Elevator, Extra Time and Scribe during Examination as per University Guidelines, Counselling etc. has been provided to enable /support /motivate to the physically Challenged students to some extent.

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

Yes for MMS/PGDM/Part time. Before the commencement of the programme, preparatory classes are organized in specific subjects. These preparatory classes gives the students, especially those from non-business/commerce disciplines, a good foundation to be at par with other students for the basic learning standard required during the regular sessions.

Apart from the preparatory classes, the students are also provided orientation on the various aspects pertaining to their learning process, such as, (a) Academic activity including the evaluation process; (b) Library and Information Resource Center; (c) Computer Lab; (d) Events/Club/Forums Activities; (e) Mindfulness Center; (f) Mentoring System; (g) Career Management Center; and (h) Administrative/Discipline/Code of conduct.

Interaction of the Programme head, faculty members and Director with the students before the commencement of the teaching programme helps in assessing the knowledge base and skills of the students. The merit and performance of students in qualifying examinations and their early career, also helps in assessing the students' knowledge and skills before the commencement of the programme

Details of the preparatory classes and orientation programme before the commencement of regular sessions are provided in Annexure 14.

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

To bridge the knowledge gap of the enrolled students and to enable them to cope with the programme of their choice, the following strategies are drawn and deployed by the institution:
- ✓ Slow learners are identified.
- ✓ Concept clarification and problem solving exercises.
- ✓ Remedial classes are organized for such slow learners.
- ✓ Simplified versions of books are recommended to them.
- ✓ Revision of topics and special tests are conducted for them.

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

The Institute sensitizes its staff and students through various issues such as gender, environment, and financial inclusion. Brief description about each is appended below:

(a) Gender Issues
The Women's Cell of the Institute takes care of the rights of women—students, faculty and staff.

List of Activities undertaken by CWDC @ SFIMAR

(i) Entrepreneurship: Organized a Guest lecture on "Kaun Banega Entrepreneur - Woman Entrepreneur" by Ms. Susan Josi, Managing Partner of Sorento Pharma on 8th March 2014.

(ii) Organized a Poetry Competition on International Woman's Day i.e. March 8, 2014

(iii) Felicitated all female alumni and female guests on "Sampark 2014" the Annual Alumni Meet of SFIMAR on March 8, 2014 by giving them a special wooden key chain engraved "Happy Women's Day" on it.

(iv) CWDC Awareness Campaigns by displaying posters & banners in and around the campus

(b) Environmental Education and Climate change
There is a need to focus on environmental issues which have caused climatic changes. Initiatives taken in this area are as follows:

- ✓ SFIMAR has maintained the lush green campus for reducing the adverse effects of pollution which may cause climatic changes.
- ✓ Regular tree plantation activities are conducted by the Institute on the occasion of Independence and Republic Day.
- ✓ The Institute is using Solar panels in one of the building to establish conservation of energy through solar power.
- ✓ To create the awareness about the natural environment informative the ISR club of the Institute namely 'Abhimaan' carries out regular activities on the campus. One such activity is the Switching of all the lights on a particular day and time in support of the global mission to conserve energy and thus protect environment.
- ✓ Syllabus prescribed by University has a subject - Environment and Management- which is focusing on creating awareness about environmental issues amongst the students.
- ✓ For conservation of electricity, each staff room or class room has a central switch for disconnecting the supply of all the connections in that room. It helps in energy conservation.
- ✓ The Institute focuses on reduced use of paper. Most of the communication amongst the faculty members happens through institutional e-mail which reduces paper work.
- ✓ It also encourages maximum usage, both sides printing as well as reuse of papers as rough sheets.

✓ The Institute has well equipped computer and language labs which are used for conducting online aptitude and other related tests due to which, paper work is reduced.
✓ Students feedback is also taken online through ERP, which is helpful for reducing paper work.
✓ Waste water harvesting system of the Institute is used for watering green areas of the Institute
✓ Instead of presenting bouquets to guests/ visiting faculty saplings are presented to create awareness about the environment.

c)   Inclusion (Financial)

For economically weaker section, the Institute extends from time to time the following:

i)   Some concessions in tuition fees continuous follow up with such students.
ii) Extension of time in the payment of fees, instalment payment system in the fees.

Records of activities carried out by CWDC, records of activities carried out by Abhimaan Club are presented in Annexure 15.

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

The advanced learners are identified through mentoring, a process called Lead by Example (LBE). The Institute also identifies special educational/learning needs through direct interaction with advanced learners and on the basis of feedback of the Faculty concerned. The Institute responds to their special educational/learning needs by taking the following measures:

✓ Special books of more advanced level are recommended to them.
✓ Advanced MS Excel training programme.
✓ Quiz, debates, Workshop/seminars on advanced topics are identified and resource person for the industry is identified to cater to the needs to the learner.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

The Institute collects data and information on the academic performance of the students at risk of drop out from class lectures, class tests, and mid-term and End term examinations. Such data is used to make strategies to improve the academic performance of the slow learners, and minimize their dropout rate by taking following measures:

i)   **One-to-One Mentoring System:** The Institute monitor academic performance of students through a one-to-one mentoring system in which each faculty members mentor a small number of students on a regular basis. The Director of the Institute has provided definitive criteria on how to mentor and evaluate students' academic progress. Mentors are required to assist student with the following, depending on individual needs:

- ✓ Assessment of challenges and strengths
- ✓ Academic planning (this could include prescribing an individual course enrollment sequence with both near-term (short tutorials) and longer-term credential milestones
- ✓ Study skills recommendations (life-skills courses and declared courses of study linked to career pathways)
- ✓ Resource information and referrals
- ✓ Remedial Session
- ✓ Supplementary examination
- ✓ More Assignments
- ✓ Personal, Academic counselling
- ✓ Follow-up sessions for progress monitoring and mentoring

The Director holds the Mentor-Mentee Committee Meeting once a month and updates the Innovation and Development for Excellence in Academics (IDEA) once in a quarter, on its outcome. The purpose of this mentoring systems is to provide academic and moral supports to weaker students who were most likely to be lost through attrition.

ii) **Academic Review Committee:**

Additionally, the Director also monitors the attendance and performance of students in the Academic Review Committee meeting held every month. Faculty will use early warning signals/ early-intervention (such as slippage in attendance and academic progress) and recommend the student for an appointment with the Director and the Student Counselor. In some serious cases of attritions, Director asks the students to meet him with their parents and counsel the parents as well.

For the students from the economically weaker section, the need is identified through counselling by the Management and the decision in terms of planning for payment options and other finance related issues are taken care by the Management.

2.3 Teaching – Learning Process

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

The Academic Calendar is prepared by the individual Programme Heads of the MMS, PGDM and Part-time programmes in consultation with the faculty members and the Director. The same Academic Calendar is published in the Institute's prospectus and website before the beginning of the academic session every year. It provides a yearly plan for the students, teachers and parents. Each department functions according to the session plan prepared at the department level. A copy of the teaching plan is submitted to the Program head and Director for their suggestions and approval. A Timetable is prepared semester wise for MMS and Part-time Programmes and trimester wise for PGDM Programme and is displayed on the notice board. The Institute follows the ISO Standard Guidelines in preparing academic calendar, teaching/session plan as well as their evaluation and monitoring.

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

Among others, the IQAC (Internal Quality Assessment Cell) in the Institute ensures effective implementation of teaching-learning process. IQAC provides the necessary oversight for the Institute in its quest to create a 'learning community' that includes mentored and collaborative participation by stakeholders. IQAC has designed a focused course of action that addresses well-defined issues directly related to improving student learning.

It not only assesses implementation of the approved curriculum, but goes a step further to ensure that all learning activities should lead to developing the students' intellectual curiosity, flexibility, and depth. IQAC's function encompasses people, process and technology. IQAC meetings encourage knowledge sharing between faculty and staff, and is instrumental in embedding a quality assurance culture within the Institute.

The IQAC suggests many teaching aids for effective learning like simulations, management games, book presentations etc. Faculty are also sent for workshops in the areas of simulations and management games to effectively make use of such innovative aids. The IQAC also suggests changes to teaching patterns and skill-set development of students based on feedback received from corporates through the CMC (Career Management Center). Training programmes are conducted for students to make them ready for the corporate world.

Through one such initiative, a Corporate On-boarding Programme was developed with Globe-Op SS&C to train students of Second Year Finance and offer them certifications as well as final placements in their company.

Knowledge management and knowledge sharing play an important role in the success of implementing and sustaining organizational culture which is applicable to quality assurance (QA). It is observed that there is a strong relationship between motivation and knowledge sharing through the IQAC coordination committee's regular meetings. The IQAC meetings help in embedding the knowledge sharing into "routine" work processes. Moreover, organizing the IQAC knowledge-sharing meetings and "Programme Self-Evaluation Reports Meeting" are used to help the management identify faculty and staff directly responsible for contributing to knowledge sharing within the QA field and for recognizing their hard work and efforts. This recognition is done through Letters of Recognition/ Awards to faculty/staff that play a key role in achieving an integrated result of all the steps involved in the programme maturity process. These events have a significant impact on improving competition and embedding the QA culture. The IQAC uses the following tools for evaluating quality of Programmes and Courses:-

i) Assessment Process

a) Existing Academic programmes: are assessed using an outcome-based assessment model which specifies the Programme Educational Objectives PEOs (aligned with the needs of the stakeholders), Programme Intended Learning Outcomes PILOs (aligned with the University Intended Learning Outcomes), and Course Intended Learning Outcomes CILOs (aligned with the PILOs).

b) For New Programme / Course Ideas, the framework for Programme delivery - in terms of Articulating expectations for Student Learning and the Grading Procedure-   get reviewed and vetted by IQAC during the Programme Approval process prior to placing it to the Academic Council for approval and implementation. ((Refer response 1.7 – for details on new programme/course approval process).

c) IQAC uses a range of student work to examine (i) the effectiveness of the learning experiences and (ii) the standards being applied by the teacher. Through survey data/ requested feedback, students describe learning experiences and faculty members may be called upon to explain these responses to the IQAC members.

i)   The Programme Maturity Scale

The Programme Maturity Scale is incremental and measures the success towards fitness of purpose and integrates that with the needs of the stakeholders. At least one meeting annually on the agenda of the IQAC meeting, includes a discussion regarding the level of progress made by each Programme, in relation to the 6-step progressive maturity criteria below (graded 1 to 6, with 6 being the highest level of maturity achieved):

1) Outcomes specified: - Programme specifies outcomes, objectives, etc.
2) Stakeholders involvement: - Stakeholders involved in programme decisions.
3) Assessed and Reviewed: - Programme assessed through direct and indirect measures.
4) Programme Improved: - Programme improvement actions realized and improvements measured.
5) Programmes benchmarked to industry standards: - Programme enhancements are incorporated so as to align to industry requirements and standards.
6) Impact Realized: - Impact on stakeholders and society measured and verified (e.g. through placement record, employers feedback on students placed, feedback during internship training).

IQAC Policy and Procedure Manual and Documents pertaining to IQAC meetings are presented in Annexure 16.

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

The Institute provides ample opportunities to students wherein they can participate in Group Discussions, Debates and Seminars, which brings out their interactive, collaborative and independent learning skills and aptitude. The Institute has promoted a student-centric culture among its faculty and staff by emphasizing the concepts of Learning Facilitator, Classroom Supporters and Resource Providers. Facilitating professional learning opportunities among faculty members is a role played by the Director and Programme Heads. The Director plans faculty members professional development with a greater focus on latest trends in industry, by using a back-mapping model. This begins with identifying latest industry developments, faculty members current level of knowledge and skills in the target areas, and types of learning opportunities (seminars, conferences related to those target areas) that different groups of faculty may benefit from.

The Institute's programme coordinators also function as Classroom Supporters, working alongside faculty to implement new ideas, often by demonstrating a topic, or observing and giving feedback. Along with classroom supporters, the Library and IT Department serve a valuable role as Resource Providers. They assist students with instructional materials, supplementary readings, books, lesson or unit plans, and assessment tools.

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

The Institute nurtures creativity and analytical skills among students by engaging the students in classroom written assignments, case discussions and projects that encourage strategy development. The pedagogy of the courses are focused on industry needs and needs of the society at large. They also develop entrepreneurial skills in students. The pedagogy consists of role plays, presentations, case studies, simulations etc. that help the students develop critical thinking.

Beyond the basic concepts and analytical approaches, the faculty guides the discussions in the direction which helps students gain an appreciation of how to integrate these ideas into an effective management process. The discussions and projects include corporate responsibility, ethical issues in managing corporate information resources, strategies for managing financial portfolios. Corporate governance challenges are also integrated into case discussions in the managerial accounting class.

Students get an opportunity to present their ideas or research, formulate clear and significant arguments and persuasively defend them, through the modes of formal oral presentation, in discussions and through written assignments and essay questions.

To enhance creativity and competitive spirit, students are deputed to participate in various competitive events within the institution/inter-collegiate/ University/State/National level. Various Group discussions, debates and seminars are organized in which students explore new ideas and also get a chance to listen to the expert views of eminent professionals.

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

The use of modern multi-media teaching aids like multimedia LCD projectors, Internet enabled computer systems are employed in class room instructions. The students are encouraged to use computer software packages like SPSS for analysis of the experimental data collected/acquired by them. There is also an intranet server present in the Institute where students can access eBooks, Lecture slides, assignments and past projects of students. The Institute has computer labs where lectures are conducted and students are exposed to various other software. There is also a language lab and digital library available to students. The Institute subscribes to various database software like Capitaline and ProQuest.

The Institute's Information Technology Department provides access to a core set of service to faculty, staff and students via an IT account that grants single sign-on access to email, instructional management software, student records, personal network storage space, a portal, and computer labs. Personal network space for securing and sharing documents and hosting web pages is easily available using a mapped drive from offices, computer labs, using a secure FTP connection. All academic and administrative departments also have shared server space for easy file sharing and storage. The IT Department has professionally qualified faculty who work in collegial relationships with faculty on specialized class-related or research projects. The faculty use interactive tools such as discussion boards and some assessment management tools.

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

The Institute conducts lectures and seminars by both industry and academic experts on various issues every week in which faculty members and students are encouraged to participate. Additionally, a Speaker Series is conducted every month in which industry top management speaker of eminence deliberate on various management topics. National and International Educational tours are also conducted every year. The students and the faculty are encouraged to participate in seminars, conferences to enhance their knowledge. For example, the Pathh Conference is organized annually by SFIMAR for scholars and experts providing them a platform to present their research ideas.

The 'Chanakya in You' MDP programme was organized by SFIMAR in 2014 to inculcate an understanding of how existing concepts can be creatively applied in management practices.

The students are also encouraged to read magazines, journals and research publications through J-Gate, ProQuest, N-List and other relevant sources which are made available to them through the Library. Faculty development Programmes are conducted within the campus in relevant areas of management education to enhance the knowledge and skills of the faculty.

The Institute also has 2 in-house programmes viz. TLP (Thought Leadership Programme) which is a weekly discussion on a general awareness/ current happening topics and LBE (Lead by Example) programme which is a specialized training imparted to students in areas of their functional specialization. Through participation in such Programmes the students additionally develop (i) Personal management skills- develop self-awareness, a spirit of independent inquiry, solving problems analytically and creatively (ii) Leadership skills- coaching, counseling and supportive communication; motivating others, managing conflict (iii) Group skills- empowering and delegating; teamwork.

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

The Institute takes every initiative for addressing the academic, psycho-social and personal needs of the students. There is an in house counselor to help cater to the needs of students.

Also the Institute has a mentoring system for all students with faculty allotted to each student in their specialization area. For specific student needs which have been identified as requiring concerted focus and attention, remedial programmes are conducted every year by the Institution. For the purpose of professional guidance, different agencies are invited by the institution from time to time. The CMC guides students on career choice, job opportunities and in developing their personality.

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

Innovative teaching is practiced in the following subjects

Sr. No	Subject	Methodology
1	Communication	Learning through movies
2	Organizational Behavior	Through Cases related to Management Best Practices
3	Economics	Newspaper discussions and presentations
4	Organizational Effectiveness & Change	Book Reviews
5	Marketing Management	Simulations
6	Retail Management	Live projects
7	Financial Accountancy	Tally Software and Videos

Table 4: Innovative Teaching Practices

The Institute encourages the teachers to keep themselves abreast of the latest developments in their respective fields. During the past 3 years, faculty members have attended many training programmes to help them gain exposure to latest developments and impart the same to the students. Faculty are encouraged to use computers, Internet and library resources to enrich their teaching. The Institute also provides training for use of computers and the latest software so that they can themselves create modern teaching aids to be used in their classrooms. From time to time the faculty adopts approaches/methods such as seminars, conferences and special lectures.

The Institute also conducts regular bi-weekly meeting of Innovations and Development for Excellence in Academics (IDEA) in order to encourage faculty to develop new case studies, management games and pedagogy.

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

The Institute's library has subject-wise arrangement of books belonging to different themes and specialization both in hard and digital copies. There is also an online repository of 6000 books through N-List.

The Institute library has also subscribed to magazines, journals and research publications as well as database softwares like J-Gate, ProQuest, N-List and Capitaline. The Library has a high-speed data communication link, workstations, access for notebook computers and power outlets at each seat which provides easy access to information.

Professional librarians provide instruction to students learning how to do research. Librarians also take questions by phone and by email. Students and faculty can meet with subject specialist-librarians for in depth one-on-one instruction for assistance in accessing research related resources. Library hours of the Institute are 8.00 am to 8.00 pm form Monday to Saturday and 11.30 am to 5.00 pm on Sundays in order to provide library access as per students' convenience.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes, elaborate on the challenges encountered and the institutional approaches to overcome these.

The Institute follows a well-defined academic calendar which is published in the prospectus of the various programmes of the Institute. The Faculty members follow a well-defined lecture schedule which is prepared under the approved Session Plan format as per the ISO requirements and is made available online for easy access.

The Programme Co-coordinators provide administrative support to programme operations. Any cancelled lectures are recorded in the session plan monitoring format and rescheduled. The Institute has not faced any challenges in completing the curriculum within the planned time frame and calendar.

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

Feedback of subjects taught by faculty is taken at the end of every semester and trimester from the students and the same is conveyed to the faculty by the Director, after which remedial measures are suggested for improvement.

In the yearly performance appraisal, training programmes to improve the competency of the faculty are mapped out and the faculty are sent for training programmes in their respective specialization areas. The quality of teaching is also assessed through regular surveillance carried out by the Director through the CCTV cameras installed in the classroom. The results of the examinations also throw light upon the depth at which the Faculty has taught the subject.

2.4   Teacher Quality

2.4.1   Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Recruitment and Selection of Teaching Faculty
The top management reviews the changing requirements of the curriculum at the beginning of every academic year, the existing number of teaching Faculty and forecast the required number to meet the demand of teaching Faculty. The forecast considers the number of teaching Faculty to be appointed in a specific area of specialization and at a specific level of designation. The recruitment and selection of teaching faculty is done in consonance with the regulations and guidelines set forth by Mumbai University, UGC and AICTE, such as approval of advertisement by Mumbai University, screening of candidates based on their qualifications and experience, interview by a selection committee and so on.

The selected candidates are then presented before the Governing Council for approval. A list of candidates appointed along with the copy of the Selection Committee Report (7 page report for each selected candidate) and copy of the advertisement is sent to the Concol Section of the University of Mumbai for approval.

Retention of the Teaching Faculty
The teaching Faculty is retained through monetary and non-monetary benefits such as salary as per UGC 6th Pay Commission and University of Mumbai, annual increment of 3%, Gratuity, etc. In addition to the above, Rs. 3,30,000 per annum is allotted for faculty members for undertaking various research projects, Rs. 15,000 per annum for participating in seminars and conferences, apart from reimbursing expenses of annual medical tests up to a prescribed limit.

While faculty members are encouraged to take leaves to maintain work-life balance, they are also eligible to encash maximum of 120 days of leave at the time of retirement on attaining the age of superannuation from the Institute. Faculty members also get 30 days Privilege Leave and 21 days of Extraordinary Leave for participating as Moderator/Speaker of National or International Conferences/Seminars/Workshops or presentation of papers in addition to Casual Leave and Sick Leave. The Faculty members are also granted 10 days special study leave in a year to pursue doctoral programmes and research and special leave of 20 days for consultancy work. They are encouraged to undertake consultancy assignments and be involved in Management Development Programmes for their professional growth. The working hours are relaxed for the Faculty during the summer.

In order to encourage them and for their professional growth, the faculty are offered appreciation letters, given recognition for the excellent work performed by them and their achievements, publications, awards won, conferences/seminars attended/participated are published in SFIMAR Research Review – Journal of St Francis Institute of Management and Research, Jharokha - SFIMAR Students Newsletter and uploaded on the college website.

They are wished and greeted on their through a Bulk Messaging System. Faculty get-togethers and picnics are conducted, Birthday's wishes are sent via SMS and they are given gifts for their service on Teachers Day and Christmas Day, in order to reinforce that they are part of a family.

SFIMAR Revised HR Policy Manual, Copy of AICTE & Mumbai University Guidelines are presented in Annexure 17.

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

SFIMAR has adopted student-centric methodology that aids in teaching new programmes and modern areas of study.
- ✓ Continuous up-gradation opportunities are provided to the Faculty to undergo various courses and studies in their specialization area.
- ✓ The Faculty members are encouraged to attend/participate in Training programmes, Faculty Development Programmes, Conferences, Workshops and Seminars to facilitate learning in new areas of study.
- ✓ The Faculty Members are allowed to be Members of the Professional Bodies and Associations.

- ✓ Guest lectures are organized frequently with subject experts from the industry so that the students and Faculty get a practical exposure of the industry and the market.
- ✓ Local and international visits to industries and academic institutions are organized every year to enable the faculty and students interact with foreign companies.
- ✓ Research Development Committee Meetings are organized every fortnight to enhance Faculty's knowledge in their subject matter and current issues, increase their research aptitude, improve their collaboration with the corporate and reputed academic institutions through consulting and advisory work, participation in seminars, workshops and conferences, MDP and FDP, overseas Faculty exchange and academic collaborations.
- ✓ Curricula and Teaching Methodology Development Value Chain facilitates the Faculty involvement with external Faculty or academic scholars, industry practitioners associated with reputed and highly accredited universities, B-Schools and other academic institutions, research organizations and reputed companies to obtain valuable assistance and guidance on issues related to curricula and pedagogy, most recent trends in delivery of academic matter and content, significant research trends and industry practices.
- ✓ Innovation and Development for Excellence in Academics Meetings are held every fortnight to create and build awareness among Faculty members about the advanced technologies, innovative pedagogies and best practices in higher education that can be adopted to enhance the quality and efficiency in planning and delivery of content.

Outcomes
- ✓ The Teaching Faculty is competent to teach the new curriculum and courses introduced by the University of Mumbai and enhance their quality.
- ✓ There is an Industry-Institute linkage that has provided Faculty and Students with broader horizons of learning and knowledge that gets transformed to experiential learning.
- ✓ There in an increase in the number of research papers published and presented in national/international journals and seminars/conferences.

Minutes of RDC Meeting, IDEA Meeting, Details of research papers published and awards received, List of Seminars/Conferences/ Workshops/ FDP attended by Faculty are presented in Annexure 18.

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

a)   Nomination to staff development programmes.

Academic Staff Development Programmes	Number of Faculty nominated
Refresher courses	1
HRD programmes	8
Orientation programmes	3
Staff training conducted by the university	3
Staff training conducted by other institutions	15
Summer / winter schools, workshops, etc.	14

Table 5: Faculty Nomination for various development programmes

A List of staff development programmes is presented in Annexure 19.

b) Faculty Training programmes organized by the institution to empower and enable the   use of   various tools and technology for improved teaching-learning.
   ✓ Teaching learning methods/approaches - Time Management & Student Centric Teaching / Learning, How to write and communicate effectively, Advanced Excel, Mindfulness, Statistical Tests in SPSS, Management Games as an Effective Pedagogy in Management Education.
   ✓ Handling new curriculum - Business Communication, Introduction to Mutual Funds, Chanakya in You, ISO Quality Systems, Basics of MS Excel.
   ✓ Content/knowledge management - Analysis and Interpretations using SPSS, Google Drive, Cloud Computing, Fundamentals of SPSS, Intermediate MS Excel, D-space.
   ✓ Selection, development and use of enrichment materials - Unity consciousness, Case Study Approach as pedagogy in Management Education.
   ✓ Assessment - Online Examinations.
   ✓ Cross cutting issues - Investment Awareness & Financial Planning, Essentials of Modern Living, Gender Equality, and Right to Information.
   ✓ Audio Visual Aids/multimedia - Videos and Movies Presentations, MS PowerPoint Presentations.

- ✓ Open Educational Resources – Moodle (Modular Object-Oriented Dynamic Learning Environment)
- ✓ Teaching learning material development, selection and use -Analysis and Interpretations using SPSS, Quality Management System ISO 9001-2008,
- ✓ Lessons by BrahmaKumaris on Stress Management, Life-Work Balance, Lifestyle Management.

c) Percentage of Faculty invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies -
25% (Full – Time Faculty)
Percentage of Faculty participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
75% (Full – Time Faculty)
Percentage of Faculty presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies
46% (Full – Time Faculty)

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

- ✓ The Management has sanctioned an amount of Rs 15000/- in a financial year that may be utilized by Faculty members for attending/participating in Conference/Seminar/Workshop within the city or country and research activities.
- ✓ The Faculty is granted 10 days special study leave in a year to pursue doctoral programmes and research.
- ✓ The Faculty is entitled to Extraordinary Leave of 21 days for participation as Moderator/Speaker of National or International Conferences/Seminars/Workshops or presentation of papers.
- ✓ The Faculty is also granted Duty Leave for attending/participating in specialized programmes, industrial engagements, consultancy and advisory services, etc.

Chairman Bro. Alphonse & dignitaries inaugurating Research Conference

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

The awards received by the Teaching Faculty are appended below:–

Sr. No	Name of the Faculty	Title of the Award	Level	Organization	Year
1.	Dr. Subhransu Mohanty	3rd Prize of the Best Educational Quality Enhancement Team President Award 2014	National	National Centre for Quality Management, Mumbai.	2015
2.	Dr G Ramesh	Rashtriya Gaurav Award Post Graduate Recognized Teaching Faculty	National State	India International Friendship Society, New Delhi. University of Mumbai	2009 2015
3.	Dr.Natika Poddar	Post Graduate Recognized Teaching Faculty 3rd Prize for Research Paper Presentation	State Internatio nal	University of Mumbai Sterling Institute of Management and Research, Navi Mumbai in association with JJTU, Rajasthan.	2015 2015
4.	Dr.Sulbha Raorane	Rashtriya Gaurav Award Post Graduate Recognized Teaching Faculty	National State	India International Friendship Society, New Delhi. University of Mumbai	2012 2015

5.	Prof. Sinimole K.R.	Dr. Sharad Joshi Outstanding Management Research Paper Award	International	SAMSHODHAN Trust, Pune.	2012
6.	Dr.Smita Jesudasan	2nd Best Paper Award	International	Nirma University, Ahmedabad.	2015
		3rd Prize of the 9th Best Educational Quality Enhancement Team President Award 2014	National	National Centre for Quality Management, Mumbai.	2015
7.	Ms. Vasudha Rao	Member – BOS, System Management,	State	University of Mumbai	2014
8	Dr.Smita Jesudasan	Best Research Award 2015	Institutional	St. Francis Institute of Management & Research (SFIMAR)	2015

Table 6: Faculty Awards & Recognition

The Institutional Culture promotes solidarity among the Faculty and the stake holders of the Institute through its various monetary and non-monetary benefits. The Top Management along with the Heads of the Programmes exhibit fairness and curb discrimination to instill understanding and commitment among the Faculty members. Participation and involvement of the Faculty is ensured by the cohesive organization structure, policies and motivation of the management.

The Physical facilities and Events of the Institute facilitate sharing, socializing and fellowship among the stake holders. Academic guidance, generous support and Research advice are granted to the Faculty members by the Top Management, Heads of the Programmes and peers for improving the their performance and elevate the Institute's reputation through the Research Development Committee Meetings, Curricula, Teaching Methodology Development Value Chain and Innovation & Development for Excellence in Academics Meetings.

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

The Institute is fortunate to attract faculty members who are committed to the highest standards of teaching and scholarship. The Institute has an online feedback system to capture feedback on Faculty performance from its students and external Peers. The evaluation is conducted every semester for the MMS, Part-time MMM/MFM and every trimester for the PGDM students. The summary of the evaluation is shared with the Faculty by the Director and Chairman through a personal discussion where the points for improvement and learning are suggested. Such feedback throws light on impact on students learning and understanding as well as on subject organization, reference materials, assignments given to students, etc. Depending on individual faculty needs, the Department Head and/or Director may provide coaching/advice to the faculty to empower them to become more effective instructors in the areas of presentation strategies and pre-term planning, and post-term reflection.

2.5   Evaluation Process and Reforms

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

The ISO procedure manual of the Institute describes the evaluation process in detail. Similar procedure and process has been adopted in IQAC Procedure Manual also. The evaluation process is communicated to all the Faculty members through faculty meetings. An academic kit containing the evaluation process is also given to all the Faculty members. The students are given detailed information regarding the examination and evaluation process in the induction programme. Session plan containing the evaluation process is discussed with students by the Faculty members at the beginning of the semester. Apart from these, copies of the syllabus are kept in the college library and regular announcements are posted on the notice board.

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

All evaluation reforms of the University are adopted and effectively implemented as per the guidelines issued by the authority from time to time. Evaluation reforms of the University such as Digital Exam Paper Delivery (DEPD) system of examination, scaling down of internal marks, revaluation of answer scripts, the grading system of marks instead of percentage, etc. are adopted and effectively implemented as per the guidelines issued by the University authority from time to time.

Following initiatives are taken by the Institute for the improvement of evaluation process.

1. Examination committee   was set up for better handling of the examination process and to preserve the evaluation documents.
2. Appointment of IFS(internal flying squad)
3. Examination Committee meetings pre-examination and post examination.

The University Guidelines on Credit Based Semester Grading system are presented in Annexure 20.

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

An Examination and Attendance Committee comprising of Faculty members and office staff was formed to conduct the examinations, to frame guidelines for the evaluation process and also to improve the quality in the process. The Committee takes care of the effective implementation of any initiatives regarding the evaluation process. The Committee meets regularly to monitor the proceedings with an objective of continuous improvement in quality.

The Examination and Attendance Committee takes care of the internal examinations and University examinations. Structure of the Committee is as follows:

S. No	Name of the Member	Position in the Committee
1	Dr. Subhransu Mohanty	Chief Controller of Examinations
2	Dr. G Ramesh	Chairperson
3	Prof Vasudha Rao	IT Coordinator
3	Prof Sujeesha Naidu	Member – MMS
4	Dr. Natika Poddar	Member- Part time (MFM/MMM)
5	Prof Jestin Johny	Member- Part time (MFM/MMM)
6	Dr Sulbha Raorane	Member- PGDM
7	Prof Kiran Rodrigues	Member – PGDM and Member Secretary
8	Mrs. Sailee Deshpande	Member- General Admin
9	Ms. Reeba Mathew	Member – Part time Admin
10	Ms. Bloswita	Member – MMS Admin

Table 7: Members of Internal Exam Committee

The Examination Committee meeting minutes are presented in Annexure 21.

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

The Institute follows the credit based Grading system developed by University of Mumbai. Formative evaluation approach implies monitoring the students learning at frequent intervals to provide an immediate feedback to improve the ongoing process of teaching & learning. This concept is implemented through:

Internal assessments: Internal assessment of the students is carried out as per the regulations of the University.

Mid Semester Examination: The Institute conducts Mid-semester test in an online/offline format through Periodical Class tests, Presentation by the students, Group discussions and Quiz related to subjects. The results are announced by the concerned Faculty members on completion of the evaluation and a copy of the mark sheet is kept with the Academic programme executive for record purpose.

In the case of MMS/Part time, the summative approach is a continuous evaluation of the teaching learning process from the beginning of each Semester and cumulative scores are calculated with a weight of 40 % at the end of each semester.

Semester end examinations are conducted at the end of every semester which has a weightage of 60%. In the case of PGDM, the cumulative scores are calculated with a weight of 50% at the end of each trimester, and trimester end examinations are conducted at the end of every semester which has a weightage of 50%

University Examinations: The University examinations are conducted as per the rules, regulations and guidelines issued by the University of Mumbai from time to time. The University communications are put up on the notice board for the students information.

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

As per the University guidelines(the Credit Based Semester Grading system), the criteria taken into consideration for awarding the internal marks (MMS and Part time) which has a weightage of 40% are:

- ✓ Periodical class tests / Mid Semester Exam - 20 Marks,

- ✓ Assignments/ Presentations throughout the semester – 10 Marks,
- ✓ Attendance and active participation in routine class instructional deliveries –05 Marks.
- ✓ Overall conduct as a responsible student- 05 marks

Periodical class tests: In a Semester, a maximum of three internal tests are conducted out of which, the best two test marks are considered for the final grading. After correction of each of the class tests, the concerned subject Faculty hands over the answer books to the students for verification of the marks.

Presentation and Assignment: Individual or group assignments / presentations/ projects / case studies are given to students. The Faculty evaluates the students communication skills, ability to work in the group, leadership skills and the independent learning ability.

Attendance: As per the University guidelines marks are allotted for attendance.

Overall conduct as a responsible student: As per the University guidelines marks are allotted for overall conduct.

PGDM

Evaluation is divided into two components for each subject i.e. Continuous Internal Evaluation (CIE) carrying weight of 50% and Trimester End Theory / Practical Examination carrying weight of 50%. The Faculty member has the prerogative of deciding on the method and frequency of CIE which may consist of combination of Periodical Class tests, Lab assignments, Presentations, Assignments, Viva-Voce and Mid-term Class Test. Methods are only illustrative, Faculty may opt for any other method of CIE which he / she deems fit, taking into account the nature of the subject and after consulting the Programme Head and Director.

The details of Evaluation Procedures are presented in Annexure 22.

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

Business Management knowledge: Acquire knowledge in the area of global business management with an ability to analyze, interpret and integrate with a system oriented approach.

Critical Thinking & decision making: Analyze, evaluate and interpret business information and situations for effective decision making using structured tools and techniques.

Project Management: Implement Project Management tools & techniques in day-to-day business applications for project planning, scheduling resource allocation and risk management.

Usage of modern tools & techniques: Demonstrate proficiency in the use of modern technology for business applications, research and communication process.

Communication: Communicate using the advanced oral and written communication skills necessary for success in the business environment.
Research: Collect, interpret and analyze existing and/or original research using quantitative and statistical tools and use the same in the decision-making process.

Analytical ability & Problem solving ability: Analyze the interrelatedness of market, economic, social and political trends and their impact on a global environment. Also analyzing the strategic planning process, develop and assess strategic plans. Reason analytically and apply theory across interdisciplinary boundaries to solve problems and create innovative solutions.

Entrepreneurship development: Developing the mindset, skills, competencies and experiential learning that enable students to function as entrepreneurs or as productive members of emerging entrepreneurial firms.

Life-long Learning: Demonstrate the value of personal and professional development, community service and life-long learning.

Value-based education and Social Responsibility: Exhibit responsible decision-making and personal accountability, demonstrate a commitment to social justice. Understanding how social, spiritual and ethical issues affect individual thinking and organizational strategies, structures, and systems.

Leadership: Demonstrate an understanding of group dynamics and effective teamwork, Develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others.

S.No	Graduate Attributes	Attainment
1	Business Management knowledge	Examination (Internal and Semester end)
2	Communication	Presentations and assignments
3	Critical Thinking & decision making	Case studies and projects
4	Analytical ability & Problem solving ability	Problems, Case studies and projects
5	Research	Live Projects and Internship
6	Project Management	Projects and assignments
7	Usage of modern tools & techniques	Use of software's like SPSS, MS office, digital Library Real time software Using Google cloud services Online library databases and journals
8	Life-long Learning	Extension projects including social projects.
9	Value-based education and Social Responsibility	Mindfulness Centre, Through Club activities (Mindfulness, Abhimaan)
10	Entrepreneurship development	Entrepreneurship cell (Prerna) conducts various activities and seminars
11	Leadership	Participating in the organization of various curricular and co- curricular events
12	Decision making ability	Through management cases and problem solving

Table 8: Attainment of the Graduate Attributes

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

Grievance regarding evaluation at external exam of the university has to be addressed by the student to the University through proper channel within a given period of time and the result of the grievance is conveyed to the student by the University through the Institute.

Internally at the Institute level, if there is any grievance, the student submits an application to the Director which is taken up by the Examination Committee for its redressal.

2.6 Student Performance and Learning Outcomes

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

    a) Yes, the Institute follows outcome based learning for all the programmes. These are stated in the Session Plan as Learning Objectives. Each lecture covering a topic has a defined Objective, which is mentioned in the particular Session Plan.

    b) Learning Objectives are made available to the students by the concerned Faculty at the beginning of the Session.

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

The Institution monitors and communicates the progress and performance of students through the following ways:

    (a) Mid tests/Class tests conducted periodically

    (b) The results of the tests are communicated through display of results in notice board.

    (c) The progress of each student is monitored through a mentoring system

Result Analysis

The students of the Institute gets good pass percentage and also 1st class/O grade in almost all the Internal and University Exams. The table provided below is an ample proof of the scholastic level of our students.

Best Project Recognition for students

Full-time Programme-wise pass percentage in the last four years

Batch	2011-13	2012-14	2013-15	2014-16 (current batch) Results of First year
MMS				
No of students appeared	121	120	120	116
Number of students passed	121	120	119	116
Pass Percentage	100	100	99.2	100
PGDM				
No of students appeared		37	50	50
Number of students passed		34	49	48
Pass Percentage		91.89	98	96

Note: The PGDM batch commenced in Year 2012.
Table 9: Pass Percentage of Full-Time Programmes

Part time (MFM/MMM)

Pass Percentage			
Course	2012-13	2013-14	2014-15
MFM/MMM	91.48%	90%	90%
"O" Grade Students			
Course	2012-13	2013-14	2014-15
MFM/MMM	4	6	9

Note: During A.Y. 14-15 Institute's had 3 students in "O" grade category Second year (Sem II) out of total 7 students among 865 appeared students in overall Mumbai University.

Table 10: Pass Percentage of Part-Time Programmes

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

a) In order to facilitate the achievement of the intended Learning Objectives, the following strategies are structured:

   ✓ At the commencement of every academic year, the syllabus and time table is prepared by the Programme Head in consultation with the respective facilitators and all Faculty members teaching the respective subject. Learning Objectives are very clearly defined in the Session Plan.

   ✓ Setting questions which help to assess the extent of achieving the learning objectives.

   ✓ Give assignments and cases for assessing the extent to which learning objectives have been achieved.

   ✓ Learning objectives are also assessed during the presentations, discussions, class participation and performance of students in various competitions.

b) Tutorial Sessions (remedial sessions) are organized for each subject. Weak students are given more attention in these sessions to enhance learning.

c) Getting reliable feedback information for assessment: This enables the Institute to continue improving the teaching-learning process.

d) Course grades, marks, syllabus, examination/test papers, performance in tutorials, in-class activities, students feedback, suggestion boxes, survey and evaluations form part of total quality management teaching processes to establish the quality standards.

e) With the feedback information, students get a clear idea of how well they are meeting the subject outcomes, they understand the quality of their work and what needs to be improved.

f) Faculty members in turn, can identify gaps and variations from students' feedback, analyze the instructional process and plan how to improve quality of knowledge dissemination.

g) The faculty members can use the feedback to refine and improve course goals, the way activities and tests are structured, the accuracy and quality of printed and distributed materials with clarity of explanations in all content specifications.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

a) The Institute makes numerous efforts to ensure that qualities in students are enhanced for acquiring quality jobs. Some such initiatives are as under:
 - ✓ Soft Skill Development through activities such as communication skill development, group discussions, and presentations.
 - ✓ Training by CMC for group discussions, personal interview and aptitude tests.
 - ✓ Professional teaching for clarifying concepts and principles.
 - ✓ Workshops on Business etiquette, personality development and appropriate behavior.

b) To inculcate the spirit of entrepreneurship – In order to enhance the entrepreneurship skills, an Entrepreneurship Club 'Prerna' has been established in the Institute.

c) To inculcate the research culture among students they are motivated to write research papers and present the same at various conferences and seminars under the guidance of Faculty members. At the Institute level, a national level research paper presentation competition called ANVESHI is organized every year through which the students are encouraged to participate and compete with other college students.

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

a) The data collected in the form of marks, quality of presentations, discussions and solution of cases serves as the basic guides for outcomes pertaining to academics.

b) After completion of half of the syllabus, a mid-term test is conducted. Based on the results weaker students are identified, and special tutorials are arranged for them.

c) The analysis of the data and feedback of students helps to identify gaps in the learning objectives.

d) The mentoring system also helps faculty members to keep a close eye on students' progress and performance.

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

Following measures are adopted by the college to ensure monitoring and achievement of learning outcomes:

    a) Continuous Internal Evaluation (through class tests, presentations, assignments and attendance) and term end evaluation.

    b) Regular communication through telephone calls and emails/ letters to parents.

    c) Assessing and analyzing the results of examinations conducted under specialization-wise add-on courses / workshops.

    d) Obtaining and analyzing feedback from company recruiters.

    e) Obtaining and analyzing feedback from soft skills trainers regarding the progress of the students

    f) Analyzing the results of placement oriented aptitude tests

2.6.7. Does the institution and the individual teachers use assessment / evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If yes, provide details on the process and cite a few examples.

Yes. The assessment / evaluation outcome of a student gives an indication of his / her performance through the final grading awarded to him / her.

7 Point Scale for POST GRADUATE Courses			
Range of Scores	Grade	Grade Point	CGPA range
75 & above	O	7	6.5 - 7
70 - 74.99	A	6	5.5 - 6.49
65 - 69.99	B	5	4.5 - 5.49
60 - 64.99	C	4	3.5 - 4.49
55 - 59.99	D	3	2.5 - 3.49
50 - 54.99	E	2	2 - 2.49
< = 49.99	F (Fail)	1	< 2

Fig 2: 7 Point Grading System

Example, in the case of MMS and Part time, a student X scores 35 / 40 in the internal assessment (this includes measuring the achievement of learning objective) and scores 50 / 60 in the term end assessment in a subject which has total credit point of 2.5, then the total score of the 85 /100 is converted into a grade point of 7 and is multiplied with the credit point of 2.5. The outcome score 17.5 is the final score for that particular subject. A similar exercise is carried out for the other subjects as well.

Assuming that the final score of all the subjects taken together is 122 points , this score is divided by the total credit points of all the subjects, say, 20 points. The Grade Point Average works out to 6.1 points. This GPA is equivalent to Grade "A" in the grade scale of O, A, B, C, D, E and F based on the 7 Point Scale prescribed by the University of Mumbai, as shown in the figure.

3. Criterion III - Research, Consultancy and Extension:

3.1 Promotion of Research

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

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

The Institute has an internal Faculty Research Center that undertakes multi-dimensional research projects. However, it is not an approved research center of the affiliating university or any other agency/organization. The Institute has applied for a Ph.D. Research Centre affiliated to University of Mumbai and preliminary requirements for the same have been completed.

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

Yes, the Institute accords due priority for research and applies the RDVC (Research Development Value Chain) concept where research forms an integral component of the Faculty's work in a collaborative manner and includes students' summer and winter projects also.

According this concept, each faculty member is required to identify his/her core broad area of research and accordingly work in that direction by assigning students smaller research/live projects within those areas. Faculty members undertake research on a wide range of topics pertaining to current business requirements.

The Research Development Committee (RDC) deals with the review of all research activities conducted by the Faculty members. The committee periodically approves and monitors all the research activities to ensure that the research undertaken in the respective fields is in alignment with modern business management trends. The Research Development Committee (RDC) meets fortnightly and reviews the research work undertaken by the Faculty members.

The Composition of the Research Development Committee is as follows:

Sr. No.	Name	Role
1	Bro. Alphonse Nesamony	Chairman
2	Dr. Subhransu S Mohanty	Director
3	Dr. Thomas Mathew	Research Advisor
4	Mr. Augustine Kurias	Executive Committee Member
5	Prof. Shilpa Peswani	Member Secretary
6	All Faculty members	

Table 11: RDC Committee Members

Recommendations of RDC:

- ✓ Faculty members to publish at least 2 high quality research papers;
- ✓ Each Faculty is to be trained on Research Methodology, Thesis writing and various software used for research application;
- ✓ Faculty members to take-up minor/major research projects for societal development; and
- ✓ Best research work to be awarded annually with a memento and cash prize of Rs. 5,000.

Implementation:

- ✓ In order to promote research and encourage Faculty to get involved in research publications, book publications, presentations of papers in seminars and such research related activities the Institute sanctions leave of absence as 'On Duty' for the above purpose & Study Leave for those pursuing their M.Phil programmes & doctoral programmes (PhD).
- ✓ The Institute regularly conducts Faculty Development Programmes for its Faculty members on research methodology, Use of SPSS Software etc.
- ✓ RDC on a fortnightly-basis provides guidance to the Faculty members who intend to join Ph.D. and M.Phil programmes. Guidance is provided in selecting recognized universities, research area, scope of the research, etc.

Impact:

Research is one of the main areas of focus and is an important activity of the Institute. Besides providing administrative assistance that facilitates research related activity in the Institute, the Research Center of SFIMAR also documents the status of research projects and maintains a list of Faculty publications. The Center publishes all the research activities of SFIMAR through its bi-annual Research Journal, SFIMAR RESEARCH REVIEW. Additionally, the Faculty members regularly publish their work in reputed refereed National and International journals. The focus of publishing quality research papers and articles is emphasized and 10- 15 quality research papers are published annually by the Faculty members.
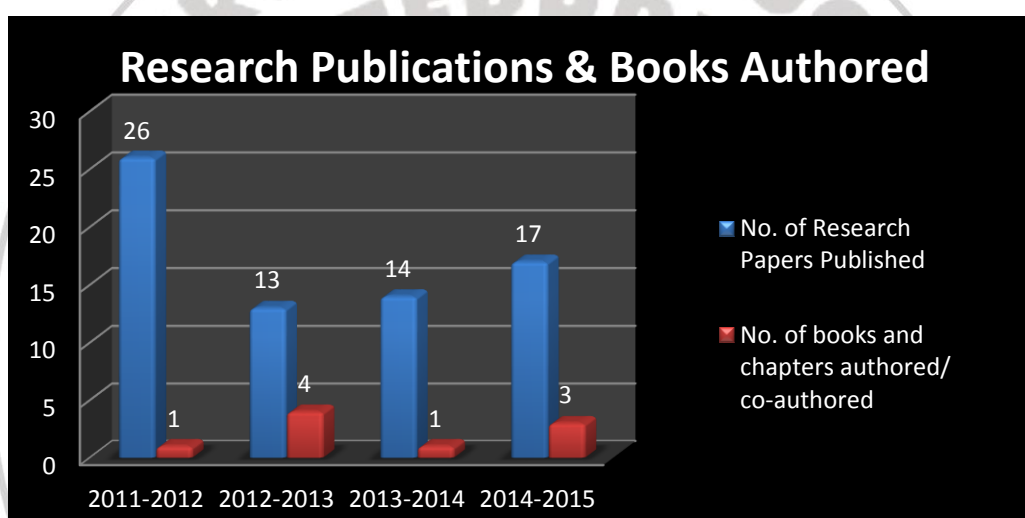
Chart 1: Publications by Faculty Members (Year-Wise)

Quality of teaching and learning is enhanced with the increase in number of Faculty members getting enrolled for Ph.D. Programmes and completing it.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?
- **autonomy to the principal investigator**   **YES**
- **timely availability or release of resources**   **YES**
- **adequate infrastructure and human resources**   **YES**
  Air-Conditioned Research Center with reading and computational facilities is available in campus. Admin & Support staff maintains the documents and files related to research activities
- **time-off, reduced teaching load, special leave etc. to teachers** **YES**
  Faculty members are deputed and granted on-duty leave to take up various research activities in collaboration with Universities and Institutions of national/international importance whenever required.

- **support in terms of technology and information needs** **YES**
- **facilitate timely auditing and submission of utilization certificate to the funding authorities** **YES**
- **any other**

The Institute has applied for a Ph.D. Research Center affiliated to University of Mumbai and preliminary requirements for the same have been completed. The Institute is currently working on research proposals for availing the research grants.

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

The Institute is committed towards developing scientific temper & research culture and aptitude among students. For achieving the same, the Institute undertakes the following initiatives:

- ✓ The Institute has constituted a Research Development Committee to plan and execute different measures necessary to promote research culture among the Faculty.
- ✓ It accords highest priority to promote and encourage Faculty and students take up cutting-edge research relevant to the industry.
- ✓ A Research Development Value Chain Concept has been promoted for collaborative research among faculty and students.
- ✓ The Institute promotes the publication of the In-House Journal 'SFIMAR Research Review'.
- ✓ The Institute hosts National level research paper competition annually namely "Anveshi" for promoting research among students. Also encourages students to participate in such competitions at inter-collegiate level.
- ✓ The Institute also encourages students to participate in research projects competition related societal development like "Munijan" – Annual Research Project Competition organized by University of Mumbai.
- ✓ Faculty members allot rural development research projects to students as a part of their curriculum.
- ✓ Students are encouraged to take up empirical research studies during their Summer Internship and Special studies Projects.
- ✓ Students undertake research projects as a part of Replication Model where they are required to work on specific areas for an organization.

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

- ✓ Every Faculty in the Institute guides students projects at the Master's Level.
- ✓ Faculty members are encouraged to take up projects with other educational & sister institutions. E.g.:-Market potential study for Mechatronics Course in Bachelors of Engineering for SFIT.
- ✓ Regular involvement in research-related activities have led Faculty members to understand latest business research areas. Some of the Faculty members have taken-up these areas as their research topics at M.Phil / PhD level study.
- ✓ Faculty members are also involved in guiding students for various research competitions at inter-collegiate and national level contests.

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

The institute takes initiatives to work on capacity building and imbibing a research culture by organizing two annual research conferences 'Pathh' for Faculty members and 'Anveshi' for Students. The Institute also invites Guest Faculty to deliver lectures on Research Methodology & Statistical Methods for students & Faculty members

A. National / International Conferences for Faculty:

Pathh – An international Research seminar is organized annually in association with University of Mumbai. The details of the themes of the Research Conference during the past 4 years are as follows:

Sr. No.	Conference	Conference Date	Theme
1	Pathh 2015	6th Feb 2015	Creating Sustainable Business Models.
2	Pathh 2014	7th Feb 2014	Innovative and Successful Business Models in the Emerging World.
3	Pathh 2013	8th & 9th Feb 2013	India of my Dreams at 2050.
4	Pathh 2012	4th Feb 2012	Innovative Strategies & Systems for Effective Higher Education.

Table 12: Year-wise Themes of Pathh – International Research Conference

B. National / International Conferences for Students:

The Institute annually hosts a national level research paper competition "Anveshi" for promoting research among students. Students are encouraged to participate in such competitions at inter-collegiate level.

C. Other Trainings & Workshops organized by Institute:

- ✓ The Institute had organized a Case study writing workshop by Dr. Thomas Mathew, former Director – SFIMAR in 2013.
- ✓ Regular Book Review presentations by Faculty members for building their research capacity.
- ✓ Organized SPSS training for all the Faculty members every year.
- ✓ Organized MS-EXCEL (with Solver) training for students to understand the statistical methods of testing research data.
- ✓ Faculty members are encouraged to attend research seminars & conferences.

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

Faculty members at SFIMAR are involved in research activities at individual/collaborative level. The Institute has senior Professors in both academics and industry in all the core areas of management such as Finance, HR, Marketing, IT and Operations. The Faculty has requisite expertise in the fields noted against each and have guided /guiding many students in these areas.

S.No	Prioritized Research Area	Area of Expertise
1	Management Studies	✓ Financial Management ✓ Investment Management ✓ Marketing Management & Social Media ✓ Human Resource Management & Development ✓ Mentoring & Support ✓ Corporate Social Responsibility ✓ Enterprise Risk Management
2	Entrepreneurship	✓ Entrepreneurship Management ✓ Entrepreneurial Skill Development

3	Technology Management	✓ Knowledge Management ✓ Automation for Operational Efficiency ✓ Cloud Computing
4	Education	✓ E-learning ✓ E-governance ✓ Knowledge Management in B-Schools
5	Extension Learning	✓ Social Issues ✓ Gender Sensitization ✓ Society Development

Table 13: Focussed Research Areas

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

The Institute has invited many researchers of eminence to interact with Faculty and students of the institute in various forums.

Details of Guest Lectures conducted in campus

S.No	Academic Year	No. of Guest Lectures hosted in Campus
1	2014-2015	36
2	2013-2014	34
3	2012-2013	14
4	2011-2012	36

Table 14: Guest Lecture Details (Year-Wise)

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

✓ Seven Faculty members have availed 'Study leave' as per the Institute's policy in order to complete the Course work for PhD, i.e., About 35% of Faculty members have availed this facility in the last 5 years.

✓ The Faculty has been utilizing the 'On Duty' facility granted by the Institute for the purpose of attending trainings/ seminars / conferences/ Faculty and Management Development Programmes.

- ✓ Faculty Members are granted Extra-ordinary leave (EOL) of 21 days for attending international research seminars and conferences as resource personnel or panelists.
- ✓ Dr. G Ramesh, Programme Head –MMS was granted 2 months special leave for attending IIM- Indore FDP.

Impact of the Provision to improve the quality of research:

- ✓ The Institute has seen a rise in the number of faculty members registering for Ph.D. due to the availability of leave.
- ✓ The faculty members also avail support & guidance from researchers of various other universities Nationally & Internationally while pursuing their Ph.D. which leads to transfer of knowledge thereby improving the quality of research.

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

A major emphasis is laid on academic research which has practical implications, such as:

The 'Summer Projects' undertaken by our students in recent years indicates that the students worked on management projects that use innovative products and the latest technologies. Projects undertaken by our students ranged from digital solutions used in mobile payment banking systems, to marketing strategies using social media for market research, revenue enhancement and customer retention; procurement processes, B2B vendor management, quality and asset management systems, HR processes, employee engagement solutions, research on the banking sector, credit risk, investor education tools, IT asset monitoring, implementing standard operating procedures and information security software that ensure smooth operations and business continuity.

Feedback received on our students performance, from the companies which hosted them for these projects, was very positive. The Faculty members are actively involved in guiding the students on the live industry projects under the Replication Model initiative of the Institute.

Details of the industry projects undertaken through the Replication Model

Sr. No.	Year	No. of Students in the company	Company Name
1	2015	2 students	Slim.in
2	2015	2 students	Neilson India
3	2014	2 students	Nexus Consultancy
4	2014	3 students	Magnet Technologies
5	2013	8 students	Tagin Technologies
6	2013	2 students	Magnet Technologies
7	2013	2 students	Gyaantech - IT Consulting
8	2013	3 students	Cleartrip
9	2013	4 students	Innoworth

Table 15: Projects Details – Replication Model

The institute also publishes a bi-annual research journal 'SFIMAR Research Review' which gives an opportunity to both the staff and students to publish their research work.

3.2 Resource Mobilization for research

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

Approximately, 5% of total budget is earmarked for research related expenditure. The provision is made under Faculty Development Programme and the Student Development Programme.

It is spent for organizing conferences and seminars for Faculty members and students, FDPs, reimbursement to the Faculty members and students for paper publication in research journals, publishing of Research Journal of the Institute, subscription to research journals and research publications, honorarium to the Research Dean, subscription to international journals and attending research related workshops.

The details of research budgets and spending for last 3 years are presented in below & also in Annexure 23.

						(in Rupees)	
		2012-13		**2013-14**		**2014-15**	
Sr. No	**Particulars**	**Budget**	**Actual**	**Budget**	**Actual**	**Budget**	**Actual**
1	Attending seminars, conferences & paper presentations	300,000	88,139	300,000	116,900	300,000	194,089
2	SFIMAR Research Development meeting expenses & Honorarium paid to Research Dean	700,000	612,000	700,000	618,000	715,000	618,500
3	Pathh & Anveshi (Research Seminars of Faculty members and students)	100,000	91,629	100,000	47,384	115,000	77,585
4	Research journals, newspapers, publication & software subscription	650,000	558,050	600,000	412,880	750,000	444,555
5	Summer Excellence (Students Summer Project Competition)	50,000	32,053	50,000	19,169	50,000	22,340
6	Seed money for Faculty Members	250,000		275,000		300,000	

7	Research Journal Publication (SFIMAR Research Review)	50,000	28,650	75,000	48,300	50,000	28,400
	Total	2100000	1410521	2100000	1262633	2280000	1385469
	% of Total Budget allocated to research in the Institute	5%		5%		5%	

Table 16: Research Budget

3.2.2 Is there a provision in the institution to provide seed money to the Faculty for research? If so, specify the amount disbursed and the percentage of the Faculty that have availed the facility in the last 4 years?
The Institute has made a provision of 3 lakhs rupees as seed money for research projects carried out by Faculty members. No Faculty member has availed of this facility so far.

3.2.3 What are the financial provisions made available to support student research, projects by students?
a) Students undertake research projects during their Summer and Winter internships, which are mostly financed by companies where they carry out such project. The Institute compensates the Faculty members for all expenses incurred while travelling and guiding students. Cash prizes are given to Summer Excellence winners.

b) Anveshi (Research Paper Presentation Seminar of Students) winners are given cash prizes for encouraging research oriented thinking.

c) In the 'Replication Model', projects are given by companies to the Institute. These are completed by the students in consultation with Faculty members. The Institute and the students share the consultation fee on a 10:90 basis.

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

The Institute encourages inter-disciplinary sharing of the knowledge and research in order to build the comprehensive body of knowledge for use by both the Faculty and the students. Faculty members of the Institute, from different departments, have jointly conducted such research & published papers.

The 3 main interdisciplinary topics chosen at the Research Review Committee / Research Development Committee of the Institute are:

a) Corporate Social Responsibility: A paper on Corporate Social Responsibility has been jointly published by two Faculty members, one from Marketing and the other from Finance specialization

b) Risk Management: A paper in Enterprise Risk Management in Banks has been jointly published by two finance Faculty members and one Marketing specialization Faculty member.

c) Financial Inclusion: A paper 'Leveraging Financial Inclusion for Economic Growth of India' has been published jointly by a Finance Faculty along with an IT Faculty.

For future study, Faculty members are undertaking following multidisciplinary research areas:
1. Study of Opportunities & Challenges in Indian Automobile industry
2. Solid Waste Management

The Institute has developed a Cloud platform for creating research repositories by the Faculty members to share the same with students and other Faculty members. This platform lays the foundation for collaboration and facilitating access to inter-disciplinary research ideas.

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

Most of the courses taught in the Institute include projects which can be completed using library and IT labs. Faculty members design the project outline and lay down project submission deadlines. Systematic Schedule is prepared for summer and winter research projects. These projects cater to industry requirements and are knowledge application oriented. Within the time span, students have to complete the projects and submit them. This ensures optimal usage of the equipment and research facilities of the Institute.

The Institute promotes Research amongst Faculty members through its bi-monthly Research Development/Review Committee and encourages the Faculty members to use the research facilities of the Institution. The Institute provides regular training to Faculty members on SPSS and Viper from research perspective. Advanced Excel training is provided to students. The Institute has earmarked a Research Lab with the latest hardware and application software facilities to promote research in the Institute.

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

No, so far, the Institute has not so far received any special grants or finances from industry or other beneficiary agency for developing research facility.

3.2.7 Enumerate the support provided to the Faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last 4 years.

The University Grants Commission (UGC) provides financial assistance to eligible colleges which are included under Section 2(f) and declared fit to receive central assistance (UGC grant) under Section 12 (B) of UGC Act, 1956 as per approved pattern of assistance under various schemes. The Institute has been approved under section 2F & 12B under UGC for research grants and for attending paper presentation, conferences and seminars conducted abroad. Mumbai University granted minor research of Rs.30, 000/- for a research project initiated by Prof. Sulbha Raorane on 'Factors for Globalizing Indian Enterprises'.

3.3 Research Facilities

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

- ✓ Appropriate Infrastructure is made available for research activities.
- ✓ The Institute has taken efforts to facilitate research activities through the development of infrastructure such as separate reading space & well established library with Wi-Fi facilities.
- ✓ The Institute also has a well-equipped 'Library Information Resource Center' with 12000+ books and 60 National and International journals in Management.
- ✓ The Institute encourages and motivates students and Faculty members towards research by providing prolonged access to the library facility. The faculty are allowed to borrow books to facilitate their research endeavours.

- ✓ The Institute invests in continuous upgradation of the library facilities with e-journals such as latest books to support the changing trends and methodologies used in research.
- ✓ Exclusive cabins are provided to all the Faculty members to aid in uninterrupted research & extension work.
- ✓ The Institute has N-List subscription that is extended not only to Faculty members but also students for their knowledge enrichment
- ✓ The Institute promotes BYOD (Bring Your Own Device) concept where students and Faculty bring their devices and institute's network services are extended to them through Wi-Fi Network.
- ✓ Access to institutional intranet DSPACE is available where students and Faculty can refer to other research projects and e-repository.
- ✓ Online journals and databases in different disciplines for Faculty, staff and student are also available 24x7 to conduct research.
- ✓ The Institute also subscribes to research publications from other educational institutes and reputed bodies.

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

- ✓ The Institute has proposed a Ph.D. Research Centre affiliated to University of Mumbai and preliminary requirements for the same have been completed.
- ✓ The Institute has hosted a Cloud repository for sharing research ideas and updates amongst Faculty members using Google Web Services. It has a plan to develop a repository that can be accessible by students and other research scholars.
- ✓ The Institute intends to recruit Research Associates to undertake and assist Faculty members in various research initiatives.
- ✓ The Institute currently has a software subscription of SPSS Version 15 & Version 17 with limited number of licenses. It has a plan to procure the campus-wide software subscription for all the students and research scholars on campus.
- ✓ The Institute has hosted one Lab of 80 Machines with the SPSS application installed for statistical analysis of research data. It plans to upgrade the lab machines to latest configuration desktops.

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

The Institute is recognized under Section 2 (f) & 12 (B) of UGC Act 1956, which makes it eligible to avail grants from the regulatory bodies like UGC,AICTE,AIU etc. The Institute is currently working on research proposals for availing research grants. The Institute is affiliated to University of Mumbai and organizes Annual International Research Seminar in association with the University. Mumbai University allows use of its logo on various promotional material for conducting annual research seminar.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?
- ✓ Students & research scholars are sponsored for attending various training programmes conducted by other reputed institutes & organizations.
- ✓ Attending Research Conferences is also paid for by the Institute. Travelling Allowance in some cases is reimbursed to research scholars.
- ✓ The Institute has N-List subscription that is extended not only to Faculty members but also to students for their knowledge enrichment which is accessible outside campus.
- ✓ Research scholars have external access to the following research Web Portals

  - Shodhganga
  - Researchgate
  - Academia

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?
SFIMAR LIRC has deployed the best cutting edge technology to create customer delight in every transaction. It is Wi-Fi enabled so that resources / products can be accessed anywhere and at anytime within the campus. Through its various services and information products for various user groups LIRC has proactively met the changing needs of our community.

The library offers in-depth reference services and materials on all important business management areas.

LIRC Collection

Sr. No.	Particulars	Volume	Title
1	Books	12000+	010993
2	CD's/DVD's	000726	000615
3	Project Reports	002450	002435
4	Bound Volumes	000661	000480
5	Journals National	000060	000060
6	News Papers (Dailies) Subscribed		000012

Table 17: LIRC Collection Details

a. DSpace: Institutional Repository LIRC uses DSpace Open source software (on Intranet). **URL: 192.168.2.243/dspace**

b. Online Catalogue (Web OPAC): To access above all resources users can log on to the following **URL: 192.168.1.230/w27**

c. Online Databases:
    i. N-List   http://nlist.inflibnet.ac.in
    ii. ABI/Inform   http://search.proquest.com
    iii. J-Gate   http://jgateplus.com/search
    iv. Capitaline   https://www.capitaline.com

(All of the above databases can be accessed within the campus network i.e. campus intranet). Institute has N-List subscription that is extended not only to Faculty members but also students for their knowledge enrichment

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

The Institute has hosted a Cloud repository for sharing research ideas and updates amongst Faculty members using Google Web Services. The library is well-equipped with research and reference books and journals and the computer labs have latest software to carry out research work.

3.4 Research Publications and Awards
The faculty members and students of the Institute have demonstrated significant contribution towards research through their publications and awards received in national and international conferences.

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

- **Patents obtained and filed (process and product)**   **NIL**

- **Original research contributing to product improvement**   **NIL**

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

Faculty members and students are involved in many applied research projects through the Institute's Abhimaan Club (Social Responsibility initiatives) and through Mumbai University's Department of Lifelong Learning and Extension activities. Two of the faculty members have documented the activities undertaken by the Abhimaan Club under a research study "Abhimaan - An Institute Social Responsibility Initiative by SFIMAR - A step for the 1000 miles community journey", presented at a Conference at Utah Valley University, Salt Lake City, USA. The DLLE activities undertaken by faculty members and students have applied research implications towards many issues such as child abuse, status of working women, etc. benefiting the community at large.

- **Research inputs contributing to new initiatives and social development**

The Institute's International Research Conference 'Pathh' which is organized annually in association with University of Mumbai has a deep orientation towards new initiatives and social developmental issues such as Creating Sustainable Business Models (2015), Innovative and Successful Business Models in the Emerging World (2014), India of my Dreams at 2050 (2013) and Innovative Strategies & Systems for Effective Higher Education (2012).

Faculty members have worked on many areas related to new initiatives and social development. One of such areas is related to financial inclusion in which two of the faculty members have made a comparative research study 'Leveraging Financial Inclusion for Economic Growth in India', which has special significance to the PM's new financial inclusion drive under the Jan Dhan Scheme.

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

Yes. The college publishes a bi-annual Journal under the name SFIMAR RESEARCH REVIEW, with an ISSN number, which is in association with the University of Mumbai. The Journal was launched in the year 2005 to explore and disseminate research in various fields of management. SFIMAR RESEARCH REVIEW is receiving tremendous appreciation and response from all its stakeholders and it is trying to improve its reach. It will soon be indexed in the premier databases and undergo Impact Factor assessment in the near future. It will also be accessible through citations referred on Google Scholars. Authors are given publication guidelines as per the publication policy of the Institute, which focuses on innovative and action-oriented business research. All the articles and research papers, case studies etc. received for publication are sent for double blind review by a review board and upon receiving a satisfactory report from the review panel, included in the publication. The Editorial Board of the in-house journal consists of eminent personalities and professors from varied fields. Some names on the Editorial Advisory and Review Panel in addition to Institute Faculty are mentioned below.

Editorial Board members of SFIMAR Research Review

Sr. No.	Name	Designation
1	Dr. Subhransu S Mohanty	Director & Editor-in-Chief, SFIMAR
2	Dr. Thomas Mathew	Research Advisor, SFIMAR
3	Dr. Sulbha Raorane	Sr. Core Faculty & Editor, SFIMAR
4	Ms. Sinimole K. R.	Faculty, SFIMAR

Review Board members of SFIMAR Research Review

Sr. No.	Name	Designation
1	Bro. Alphonse Nesamony	Chairman, SFIMAR
2	Mr. Augustine Kurias	Executive Committee Member, SFIMAR
3	Dr. L. M. Dani	Adjunct Professor, KPB Hinduja College of Commerce
4	Dr. M. G. Shirahatti	Chairman, Board of Studies in Mgmt., University of Mumbai
5	Dr. Dilip S. Patil	Director, DLLE, University of Mumbai
6	Dr. Shirish Sangle	Professor, NITIE
7	Dr. D. K. Srivastava	Professor, NITIE

Table 18: Editorial Board – SFIMAR Research Review (SRR)

3.4.3 Give details of publications by the Faculty and students:

Our students and Faculty members have published research papers in reputed national / international journals.

Sr. No	Particulars	In the Last 4 years (2011-2015)
1	Faculty Publication	70
2	No. Of Papers Published in Peer Reviewed journals (National /International)	20
3	Number of publications listed in International Database	10
4	Monographs	1
5	Chapters in Books	--
6	Books Edited/Authored/co-authored	9
7	Books with ISBN/ISSN number with details of publishers	3
8	Citation Index	----
9	SNIP	----
10	SJR	----
11	Impact Factor-range/average	Ranging from 1 to 4
12	h-index	----

Table 19: Publications by Faculty

List of Publications of Research Papers and Books by Faculty is presented in Annexure 24.

3.4.4 Provide details (if any) of
A. Research awards received by the Faculty:

- ✓ Prof. Sinimole has received Dr. Sharad Joshi Outstanding Management Research Paper Award' instituted by SAMSHODHAN Trust, Pune for her paper "Evaluation of the efficiency of National Health Systems of the Members of WHO", (2012).
- ✓ Dr.Smita Jesudasan was Awarded 'Highly Commended' for the Ph.D. Thesis - Financial Performance Evaluation of Nationalized Banks in India from Bharathidasan University, 2014.
- ✓ Dr.Smita Jesudasan bagged the 2nd best paper award at Nirma University International Conference of Management in Jan 2015 for her paper 'Linkage between performance of intellectual capital and financial performance of commercial banks in India'.

✓ Dr. Natika Poddar bagged 3rd Best Research Paper award at the HCRDS Conference held in Jan 2015 at Nerul for her paper 'Study of correlation between disinvestment and improvement in financial performance of Indian PSEs'.

B. Recognition received by the Faculty from reputed professional bodies and agencies, nationally and internationally-

✓ Prof. Pushkar Parulekar was invited as a Speaker at a National Conference organized by Bedekar Inst. of Mgmt, Thane.

✓ Dr.Sulbha Raorane and Dr. Natika Poddar are members of the Editorial board of various Research Journals.

✓ Prof. Vasudha Rao has been appointed as Member of Adhoc Board of Studies in Systems Management for University of Mumbai for 3 years w.e.f Nov 2014, which deals with curriculum development and other management related areas.

✓ Dr. G Ramesh was invited as a Speaker at the World Retail Conference held at Singapore

✓ Dr. G Ramesh attended a panel discussion & presented a paper at the ICDE Conference held at Utah Valley University, Salt Lake City, USA

C. Incentives given to Faculty for receiving state, national and international recognitions for research contributions:-

RDC annually reviews the papers published by Faculty & rewards the Faculty who perform well in the area of business research. Faculty members who have received recognition or awards at national and international level are appreciated by the RDC. The Institute recognizes the Faculty members who have successfully completed their Ph.D. and M.Phil programmes during institutional events and Faculty meetings. These recognitions are also published in the Institute's newsletter "Jharokha".

3.5. Consultancy

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

The Institute is a member of a number of industry bodies such as ASSOCHAM, BCCI, AIAI, BMA, etc. at both national and state levels through which the Institute – to- Industry (I2I) interface is established. It interacts with the members of these associations on a regular basis. The Institute has inducted industry representatives at various advisory levels such as, the Governing Council, Academic Advisory Council and Placement Advisory Council, in order to share their suggestions on various academic and placement related matters.

Its faculty members and students also participate in various conferences and seminars conducted by the industry associations. It also invites eminent persons from the industry and these associations to deliver lectures on various management topics. The Institute – to- Industry (I2I) interface is also brought about through offering consultancy to SMEs and alumni (clients) who have become entrepreneurs. Meetings are conducted with these clients for understanding their needs. The Institute then offers its expertise for fulfilling these needs. If the client is satisfied with the expertise, an MOU is signed between the client and SFIMAR. SFIMAR then keeps in regular touch with the client till the completion of the entire project. Additionally, the Placement department plays key roles in continuously interacting, establishing and maintaining the database of companies who patronize the Institute regularly for the placement of students.

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

Consultancy Policy

Any member of the faculty at St. Francis Institute of Management & Research (SFIMAR) is permitted to perform limited consulting services for companies, subject to the terms of Consultant's employment relationship with SFIMAR and the applicable policies and procedures of SFIMAR.

a) The Consultant will seek the approval of the Director / Chairman before taking up any project.

b) The Consultant will provide advice and assistance to the Company in his or her area of expertise.

c) The Consultant shall render services hereunder at such times and places as shall be mutually agreed by Company and Consultant.

d) The purpose of the Consulting is to provide a periodic review and advice relevant to certain Company matters. The Consultant will not have any fiduciary obligation to the Company, but instead a contractual one; the Consultant's role is to provide independent advice uninfluenced by commercial concerns; His service as a Consultant does not permit him to be an advocate for Company or its products in any forum, public or private.

e) The Company will not provide the Consultant with any employee benefits, including without limitation any employee stock purchase plan, social security, unemployment, medical, or pension payments.

f) The Consultant shall not publicly divulge, disseminate, publish or otherwise disclose any Company Confidential Information without the Company's prior written consent, which consent shall not be unreasonably withheld; and Consultant shall not use any such Company Confidential Information for any purposes other than consultation with the Company.

g) Upon termination of the Agreement, or any other termination of Consultant's services for the Company, all records, drawings, notebooks and other documents pertaining to any Confidential Information of the Company, whether prepared by Consultant or others, and any material, specimens, equipment, tools or other devices owned by the Company then in Consultant's possession, and all copies of any documents, shall be returned to the Company, except that the Consultant may keep one copy of all documents for his or her files.

h) The remuneration for the consultant will be 60% of the total amount received by the Institute as consultation fees.

i) The consultancy payment is made to the Institute.

j) 20 days are provided to each faculty member for consultancy work.

The Institute encourages the staff to utilize their expertise for consultancy services. Currently the expertise is advocated by the Career Management Centre (CMC) which has access to industry.

SFIMAR Consultancy Rules 2014 Annexure 25.

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

The Institute encourages the staff to utilize their expertise and available facilities for consultancy services by providing 60% share of the fees to the concerned faculty members who bring in consulting projects.

Faculty members are allowed unlimited access to all the facilities available on the campus. In respect of assignment directly obtained by the institute, suitable portion of the revenues generated is shared with the faculty. These measures have brought good results and have resulted in several consultancies.

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

Sr.No	Consultancy area	Year	Revenue Generated
1	Marketing & Promotions	2011-12-13	8200
2	Training and Development	2012-13	9700
3	HRM	2013-14	12500
4	Information Technology	2013-2014	10600
5	Education	2013-14-15	11000
6	Market Research	2014-15	20000
7	Skill Development	2014-15	13000

Table 20: Revenue Details - Consultancy

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

The Faculty members who works on any consultancy project gets 60% of the consultation fee paid by the client. The rest is retained by the Institute for infrastructure development and for creating a conducive atmosphere for consulting, entrepreneurship, research and other academic purposes.

3.6 Student Engagement Activities

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

St. Francis Institute of Management and Research has the following committees, (a) The Life Long Learning and Extension Cell (LLLE), (b) The College Women Development Cell (CWDC) and (c) Institutional Social Responsibility Club (ABHIMAAN), through which it encourages and engages students in activities that promote good citizenship, service orientation and holistic development.

The Life Long Learning and Extension Cell, established in the year 2013, is continuously working on projects under the guidance of 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-neighborhood-community network.

Details of which are as follows:

Year	Projects	Activity	Institution/ Organization
2014	SWS	Survey	Western Mumbai
	PEC	Skill Development Program	St. Francis Boys Home
2015	SWS	Survey	Western Mumbai
	CSDE	Career Fair	St. Francis High School (ICSE)
	PEC	Child Abuse Workshop	St. Francis High School (ICSE) & (SSC)

Table 21: CWDC Projects undertaken in 2014-2015

The College Women Development Cell (CWDC) carried out many activities which were aimed at empowering women. The year-wise Activities conducted are

Year	Activity
2011-2012	• Awareness programme – Session on "Legal provisions for issues of college girls" by Nominated Police personnel of the local area. • Ponds Workshop of Grooming Inner Beauty and personality enhancement on 28 March 2012. • Corporate Grooming workshop by Panache studio at SFIMAR Campus – Trainer Ms. Tanvi Bhatt. • International Woman's Day Celebration on March 8, 2013 – Set up a stall of Axis bank for Zero balance account facility for girls with special ATM card with various offers.
2012-2013	• International Woman's Day Celebration on March 8, 2014 - Guest Lecture on "Kaun Banega Entrepreneur" by Ms. Susan Josi – Entrepreneur & Managing Partner of "Sorento Pharma" D. Key chain embossed with "Happy Woman's Day" Gifted to all female students/ employees and alumni in campus. • Conducted Personal grooming workshop –Sari Draping: by Panache studio at SFIMAR Campus – Trainer Ms. Tanvi Bhatt. • Corporate & Business Etiquettes Training By Image Consultant Ms. Jainee Gandhi. • Workshop by Ponds: Grooming Inner Beauty and personality enhancement.

| 2014-2015 | • Celebrated International Women' Day by Conducting- Guest Lecture on "The Essentials of Modern Living" conducted by Ms. Niraja Masurkar, GM, Cannon Hygiene Pvt. Limited.
• Personality Grooming: Appearance, Body language & Communication (ABC) Workshop by Wasan knowledge Hub for Students & Employees.
• Coordination & Implementation of feminine hygiene services by Cannon Hygiene Pvt. Ltd.
• BMA Women leadership conference on "Women, Work and Will to lead" was attended by CWDC members. |

Table 22: CWDC Activities conducted in 2011-2015

St. Francis Institute of Management and Research has been a regular participant in 'MUNIJAN' the social initiative of the University of Mumbai that aims to bring about positive changes in the society at large by involving students in a series of constructive socially responsible activities. In all the years that the Institute participated, students have qualified among the Top 10 teams for their innovative ideas and activities related to the theme of 'MUNIJAN'. Details are presented below:

Year	Theme	Student Team Topic
2014	Child Trafficking	Awareness against Child Trafficking
2012	Education	Victimless crime
2011	Sustainable Development	Foresighters

Table 23 A: Themes for Munijan Competition

Institute's Social Responsibility- Abhimaan Club's activities in last 4 years are listed below:

| 2010-11 | • Health Camp in the Institute
• Cyclothon for creating awareness of air and noise pollution
• Distribution of cloth bags to school children with a letter parents to avoid the usage of plastic.
• Showing awareness videos to school students. |

2011-12	- Blood Donation Camp. - Visit to Ashadeep, AIDS affected children. - Tree Plantation Drives. - Visit to Shantidaan, Missionaries of Charity of Mother Teresa. - Visit to Mulgaon Village primary school, hospital, small scale Businesses for rural development and donations. - Visit to Old Age Home.
2012-13	- Blood Donation Camp Visit to Ashadeep, AIDS affected children. - Visit to Shantidaan, Missionaries of Charity of Mother Teresa. - Visit to St. Francis Orphanage. - Walkathon to create Eye Donation Awareness.
2013-14	- Blood Donation Camp. - Visit to Ashadeep, AIDS affected children. - Tree Plantation Drives. - Visit to Shantidaan, Missionaries of Charity of Mother Teresa. - Visit to St. Annes Orphanage. - Free medicines to hospital. - Donation for Hut making for a poor family Rs 5000
2014-15	- Blood Donation Camp. - Visit to Ashadeep, AIDS affected children. - AIDS awareness Morcha. - Swachh Bharat Abhiyaan at Shivaji Nagar slum area, Borivali. - Financial support given to a heart patient Rs 30000 - Every month Rs 12000-15000 is spent on destitute patients at Bhagwati and Municipal Hospital and Shatabdi Municipal Hospital monitored by our Executive Committee Member - Tickets sold on behalf of an NGO which supported a Blind organization - SFIMAR partly funded a rural village school expedition (Mysore) which was initiated by SFIAD
2015-2016	Rs 100000 generated through faculty /staff and dispersed to an alumni as a medical help.

Table 23 B: Activities conducted by Abhimaan Club

Reports on various activities conducted by CWDC, Reports of Various Projects undertaken by Abhimaan Club and Reports of Various Projects completed under LLLE are presented in Annexure 26.

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

The Institute has constituted various Cells and Committees such as The Life Long Learning and Extension Cell (LLLE), The College Women Development Cell (CWDC) and Institutional Social Responsibility (ABHIMAAN) that comprise of Faculty and Students. In the course of the activities conducted by these Cells and Committees, students are taught to be responsible towards the community which in turn would culminate into good citizenship values and equalities.

The Life Long Learning and Extension Cell submits to the University the First and Second Term Training Reports and Consolidated Students Performance Reports that summarizes in a structured and detailed manner the attendance, number of hours put in (120 hrs. compulsory) and various activities conducted by each student.

The CWDC seeks participation of both male and female students for the prevention of sexual harassment of women and to conduct other social activities. The Abhimaan Club works not only with the core committee members but also with the MMS, PGDM students and alumni for various services for social cause.

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

All stakeholders are encouraged to voice their opinions through a feedback system and their participation in various councils and committees. These councils and committees are as follows:-

- ✓ Periodic Reviews in Academic Advisory Committee Meetings
- ✓ Periodic Reviews in Executive Committee Meetings /Governing Council Meeting
- ✓ Periodic Reviews in Faculty Meeting
- ✓ Periodic Reviews in Research Development Committee
- ✓ Periodic Reviews in Innovation and Development for Excellence in Academics(IDEA)
- ✓ Institution Feedback
- ✓ Faculty Feedback
- ✓ Periodic Alumni Association Interactions
- ✓ Periodic Reviews in Placement Advisory Committee
- ✓ Feedback from Corporates about the summer and final placements

The views and suggestions made by the various stakeholders in these platforms and through the feedback systems are actively considered by the management and implemented.

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

The members of The Life Long Learning and Extension Cell (LLLE), The College Women Development Cell (CWDC) and Institutional Social Responsibility Club (ABHIMAAN) meet and plan the activities to be undertaken at the beginning of the academic year.
The activities carried out in the previous years are reviewed and new activities are planned accordingly to encourage more involvement of students and for better outreach. Participation of students in programmes organized by various societies ensures their involvement in extension and outreach programmes.

Budgetary details for Life Long Learning & Extension Cell of St. Francis Institute of Management and Research are as follows:

Particulars	2013-14	2014-15
Paid to the University	16,000	8,300
Less Expenses		
Remuneration to the Faculty	6,000	2,000
Travelling Expenses (approx.)	1,500	600
Activities Expenses (approx.)	500	2,598
Miscellaneous Expenses (approx.)	700	35
Balance	7,200	3,067

Table 24 A: Budget Details – LLE Activities

The College Women Development Cell is funded by the Institution itself. The Faculty in Charge gets the expenses sanctioned by the Chairman of the Institute as and when required, and a record is maintained in the Accounts Department of the Institute.

The Treasurer of the Abhimaan Club has a corpus amount that is collected through voluntary donations of the students for conducting social events. The treasurer of Abhimaan Club accounts for all receipts and expenses incurred in carrying out a social event.

Budgetary details of Abhimaan Club are as follows:

Particulars	2011-12	2012-13	2013-14	2014-15
Donations raised				
Op Balance	**2947**	**1420**	**9500**	**11923**
Money raised for orphanage donations	3700		2450	750
Refund from college republic day	2720			684
Collection for eye surgery		20210		
Donation for Ashadeep visit			2100	730
Expenses incurred				
Expenses at orphanage	2700			
Republic day	2905			
Walkathon	1517			684
Blood Donation	825	1125	58	1005
Paper Bags making		345		
Banner for Eye Check-up camp		450		
Donation for eye surgery		10210		
Expenses at Ashadeep			2069	517
Swachh Bharat Abhiyaan				700
Closing Balance	**1420**	**9500**	**11923**	**11181**

Table 24 B: Budget Details – Abhimaan Club

The impact of all extension and outreach activities on students development is mentioned under sub-clauses of 3.6.7.

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

The Life Long Learning & Extension Cell Faculty coordinators supervise and participate in the community level activities along with students. They also participate in Training programmes and workshops conducted by the Directorate of Lifelong Learning and Extension, University of Mumbai. The Extension Faculty members of St. Francis Institute of Management and Research have received Appreciation Letters from the DLLE for the academic year 2014-15.

Students participating in the Extension activities are awarded 10 marks for their performance by the University of Mumbai which acts as a motivational factor. The Abhimaan Club Faculty coordinators supervise, guide and participate in the social activities.

The sense of accomplishment of successfully completing the activity undertaken motivates students and Faculty members to actively participate in the upcoming programmes as well.

The Appreciation Letters received from various organizations are presented in Annexure 27.

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

The Life Long Learning Extension Cell carried out the SWS projects in the years 2013-14 and 2014-15. Students conducted a survey of status of women from all economic and social backgrounds, residing in the Western Mumbai Region. A Career project was undertaken where students met different professionals and organized a career fair for St. Francis ICSE School.

A feedback was taken from students and parents who attended the programme. The Population Education Club (PEC) group has conducted skill development sessions for underprivileged and orphan boys residing in St. Francis Boys Home. The PEC group has also conducted Child Abuse Awareness Workshop for school children in St. Francis SSC & ICSE School.

By participating in 'MUNIJAN', students have conducted various surveys under the chosen topics. The Victimless Crime Project in the year 2012 focused on providing educational facilities thereby making a positive difference in the lives of underprivileged women sex workers and their children of the red light areas in Mumbai. During a visit to the St. Francis Orphanage, our students communicated at a personal level with the boys.

This gave the boys an outlet to vent out their anxieties. It also made our students realize how good their life was as compared to others around. A career guidance session was conducted for orphan girls of St. Annes Orphanage. This workshop was conducted by Abhimaan Club coordinators with the objective to help the girls make the right choice of further studies to pursue their career ambition. The workshop also opened up new career options for the girls.

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

The ISR activities help to enhance personality development and communication skills of the students. Students are becoming more sensitive to social issues. The activities also aid in inculcating positive human values, encourage interaction, support and networking amongst students and improve their ability to recognize the needs of the society and work towards it. These also help the students to develop into ethical business managers and entrepreneurs who put society before profits.

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

The College's Life Long Learning Extension Cell Activities involves community-based projects like Population Education Club (PEC), Survey of women status (SWS) and Career projects. The Life Long Learning Extension Cell has carried out the SWS project in the year 2013-14 and 2014-15 wherein students conducted a survey of status of women of all economic and social backgrounds, residing in the Western Mumbai Region. Around 1600 women from all strata of society were surveyed by 40 Students in the year 2014-15. Under the Career project students met different professionals, organized career fair for St. Francis ICSE School. 400 students and parents visited to Career Fair, 2014-15. The PEC group conducted Skill Development Sessions for underprivileged and orphan boys residing in St. Francis Boys Home in the year 2014 and also conducted Child Abuse Awareness Workshop for 800 school children in St. Francis SSC & ICSE School in the year 2015. Under the ABhimaan Club activities, parents of the students of ICSE school children were sent letters requesting them to avoid usage of plastic bags and use cloth bags for shopping.

In Mulgaon Village, the entire rural visit was coordinated by the Abhimaan Club coordinators along with consultation and an approval from the Gram Panchayat of the village. This enhanced the level of participation and presence of the local people in the Village Temple where the students conducted shows to create awareness of the Family mishaps due to Alcohol and Smoking. Our Annual Eye Donation Awareness campaign is in association with Rotary Club Borivali, which is a known body delivering social services. As a proactive response to the Government's call, Swachh Bharat Abhiyaan was initiated by SFIMAR in association with Mahila Mandal of Shivaji Nagar in 2015.

The AIDS Awareness Morcha was in association with an NGO who reported to Mumbai Jilha AIDS Niyantran Sanstha supported by Brihmamumbai Municipal Corporation. As SFIMAR was a part of the initiative taken by the government, people listened to what was conveyed to them through the AIDS Awareness Drive.

Thus SFIMAR ensures the involvement of the community in its outreach activities while contributing to community development.

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

SFIMAR has various constructive relationships with other institutions of the locality through workshops, camps, walkathon, awareness drives, social activities, donations, surveys etc., under its various outreach and extension activities.

List of those Institutions is as follows-

1. St. Francis Boys school (SSC)	10. Wasan knowledge Hub
2. St. Francis ICSE school	11. Rotary Club of Borivali
3. St. Francis Boys Home	12. Yuva Club
4. Ponds Institute	13. Borivali Blood Bank
5. Panache Studio	14. Bhagawati Municipal Hospital
6. Axis bank	15. Environment cell authorities of Borivali
7. Sorento Pharma	16. Dada Dadi Park, I C Colony
8. Image Consultant	17. St Annes Girls High School
9. Cannon Hygiene Pvt. Limited	18. Mumbai Jilha AIDS Niyantran Sanstha

Table 25: List of Institutions - Extension Activities

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

SFIMAR has received many awards and appreciations for extension activities and contribution to the social & community development. The List is given below:

✓ The DLLE of University of Mumbai organizes intercollegiate Festival UDAAN where our students received 1st Prize in research convention.

- ✓ Appreciation letter from St. Francis **SSC** school for conducting child abuse workshop
- ✓ Appreciation letter from St. Francis **ICSE** School for conducting child abuse workshop
- ✓ Appreciation letter from St. Francis ICSE School for conducting career fair.
- ✓ Appreciation Letters for Extension Faculty for commendable work from DLLE.
- ✓ Appreciation Letter for the College from DLLE.
- ✓ Letter of appreciation from the government school at Mulgaon village for donating computer systems, books and teaching the students vedic maths.
- ✓ Certificate of appreciation from Bhagwati Hospital Blood Bank to every student who donated blood during the Blood donation Camp.

Clause 3.7 Collaborations

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

The Institute collaborates and interacts with various institutes and industry bodies in order to promote research activities, such as:

Organizations	Life Membership	Protection of the rights of Minority Institutes
Forum of Minority Management Institutes	Life Membership	Protection of the rights of Minority Institutes
Forum of Management Institutions	Life Membership	Protection of the rights of Management Institutes
Association of Indian Management Schools	Life Membership	Representing and updating info on Management Schools vis-à-vis industry
Bombay Management Association	Member	Same as above plus notices on important educational seminars for B-Schools students & faculty
All India Association of Industries	Member	Same as above

Xavier Association of Management Institutes	Life Membership	Represent all India development on B-Schools and defending in various court cases on account of adverse govt policies
Indian Merchant Chamber	Member	Updation on B-School and industry subjects
All India Association for Christian Higher Education	Life Membership	Represent cases in courts particularly Minority Religious Institutes
AIMS Test For Management Admissions	Member	Participation of Institute in Entrance Exam 'ATMA'
Association of Management Of MBA/MMS Institutes	Life Membership	Conducts CET Examination and represents in court against B-School injustice
The Associated Chambers of Commerce & Industry of India	Member	Industry link of B-School largely affect latest development on industrial front affecting employment
Bombay Chamber of Commerce and Industry	Member	Wide variety of information on industry, commerce, labor, policies of Government
Education Promotion Society For India	Life Membership	Knowledge sharing in the area of various activities updating of information affecting management institute and representing mgt institutes in important cases
Christian Chamber of Commerce & Industry	Life Membership	Representing interests of industry and educational establishments of Christian denomination

Table 26: List of Collaborations/Memberships

The Library of SFIMAR has collaboration with the following institutes.

1. **DELNET** (Development of Library Network): SFIMAR has an access to DELNET database through the World Wide Web wherein there is a facility of inter library loan.
2. **TISS** (TATA Institute of Social Sciences): The membership of TISS library also enables the Institute for inter library loan.
3. **INFLIBNET** (Information for Library Network) & NLIST: It is an Autonomous Inter-University Centre of UGC, India. This membership enables the SFIMAR library access 6000 Journal and 90000 e-books.

The Membership documents of collaborations are presented in Annexure 28

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

a) Globe up Financial Securities (India) Private Limited: This Memorandum of Understanding (MOU) on Corporate-On-Boarding programme on Alternative Investments.
b) Bombay Stock Exchange – The MOU was signed in the year 2011-13 to run a stock exchange certification course in the campus.
c) Retail Association of India - The MOU was signed in the year 2012 to run a certification course in the campus.
d) MOU with National Institute for Securities Markets (NISM), ICICI Securities Learning Academy and some universities/institutions at national level and abroad are currently being pursued.

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

The Institute gets active support from the industry in placement, academic and other related matters. It also involves industry participants in its replication project model which replicates a real life corporate scenario on the campus. The model is based on the working relationship between students and the corporates. Companies outsource modules of their Marketing, Administrative and Financial analysis projects to the students.

The students have already completed projects for companies like Nexus, Tagin Technology, Magnet Technology, Cleartrip and many Retail and Market Research companies. The Institute has developed an office in the campus, 2nd floor Room, No. 203, for the students to work on the replication projects they get from industry.

Currently, the Institute is planning to establish academic, research, consulting, entrepreneurship and business incubation centers through active support from various industry participants.

3.7.4. Highlighting the names of eminent scientist/participants who contributed to the events: provide detail of national and international conference organized by the college during the last four years)

PATHH – An International Research Conference
The Institute organizes an International Research Conference "Pathh" every year. PATHH aims to enhance and strengthen the research and entrepreneurial spirit among the Corporate and Academic fraternity. Since change is inevitable in today's fast moving dynamic universe, it is not only necessary to keep abreast of the happenings around us, but also to visualize the foreseeable future and steer the students in the right direction. Eminent people from the industry and academia attend the conference. For 2014-15 the theme of the conference was "Creating a Sustainable Business Model".

List of Eminent Speakers at Pathh for the last 4 years is presented in Annexure 29.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MOUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages.

Curriculum development/enrichment: SFIMAR has entered into MOU with Globeop which has resulted in the introduction of courses which will cover:
 i. Overview of Alternative Investment Industry/Global Capital Market
 ii. Practical aspects of Equities, Processing F&O
 iii. Processing Derivatives
 iv. Asset Accounting
 v. Derivatives Valuation
 vi. Regulation & Solutions

Internship/on-the job training: The replication model adopted by the Institute helps students get a hands on experience on dealing with day to day problem of the business world. Many companies have given live project to the students to work on.

Summer Placements: All the students of MMS and PGDM compulsorily undertake paid Summer placements. St Francis Institute of Management and Research is involved in contributing to the community through its ISR Club - Abhimaan. Every year a number of activities are carried out by the Staff and Students of SFIMAR. The details of the same are appended in Clause no.3.6.3.

3.7.6 Detail on the systematic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations. Any other relevant information regarding Research, Consultancy and Extension which the college would like to include

In order to improve the quality of management education, its delivery mechanism and outcome as well as to consolidate Institute's position among peer group and industry through collaborations, consulting and advisory, Faculty exchange, networking, media relationship, a number of initiatives have been implemented. To ensure this SFIMAR regularly holds meeting of Research Development Committee and Innovation and Development of Excellence in Academics (IDEA). The Institute's aim is to share leadership and management opportunities expertise with a wider audience, enhance research and consultancy opportunities, through collaboration and partnership with the global business and academic community. SFIMAR faces a challenging higher-education landscape and with the various activities mentioned above is prepared to face them.

SFIMAR is in the process of setting up a full-fledged Entrepreneurship and Business Incubation Zone (SFIMARebiz) which will accelerate startup incubation and growth opportunities for entrepreneurs, focus on industry connections, provide an array of supportive networking and learning opportunities and access to a pool of venture capital investors. The aim is to incubate creativity and innovation and transform that into a tangible reality, as well as encourage young entrepreneurs to improve their skills and explore their potential. It will add to their knowledge in order to be able to establish successful and sustainable businesses that will have a positive impact on the community as a whole, and will play a role in contributing to the national economy.

Criterion: 4. Infrastructure & Learning Resource
4.1 Physical Facilities
4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

To facilitate effective teaching and learning, the management constantly improves the existing facilities to the needs of current academic requirements. The management offers support to any infrastructural requirements as and when required. The Institute collects feedback on infrastructure from its stakeholders and executive academic members. The management is committed to expand infrastructure to meet the current needs of the institution. Yearly budgets are allocated for infrastructural development and maintenance of the campus The Classrooms are air-conditioned and very spacious.

They are ergonomically designed for participative learning and are well equipped with all necessary audio-visual facilities such as microphones, LCD projector, speakers etc. SFIMAR is equipped with state-of-art computing facilities to complement classroom pedagogy. SFIMAR LIRC has deployed the best cutting-edge technology to support the teaching, learning and research activities of the Institute using the state-of-the art library and information services.

Currently, the Institute is in the process of constructing a 7-storey modern building in order to accommodate all future needs.

4.1.2 (A) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, and tutorial spaces.

The Classrooms are air-conditioned and spacious. They are designed for participative learning and are equipped with all the necessary audio-visual facilities such as microphones, LCD projector, speakers, Color mikes etc. The Assembly Hall is acoustically designed air-conditioned auditorium has a seating capacity of 250, stands ideal for hosting various cultural activities and functions. Various MDP's and training programmes are conducted in SFIMAR's designed assembly hall and conference rooms. The Board Room caters to the management requirement for conducting Faculty meeting, Corporate-Faculty interaction and various other management related functions. The Common Room for Boys and Girls are gender-specific for the students. These rooms are used for discussions, interacting with each other and to relax and revitalize after their busy lecture schedules.

(B) Extra-Curricular activities - sports, outdoor and indoor games, gymnasium, auditorium, NSS, NSC, Cultural activities, Public speaking, Communication skills, Extra-Curricular activities Facilities

The Institute has gymnasium for students and Faculty members with latest equipment. There is spacious playground for outdoor games like cricket, volleyball, football and badminton. Institute has independent sports area having Indoor game facilities like chess, carom and table tennis. Institute has an auditorium with the capacity of 600 students in which cultural activities are organized. Management-oriented and motivational movies are shown to students under the movie club. The Institute has the latest technological audio system to aid students in public speaking, which in turn helps in improving their communication skills. The cultural club (MALAY) and the Adventure club organize cultural and adventure trips every year.

4.1.3 How does the Institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/ augmented and the amount spent during the last four years (enclose the master plan of the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any)

SFIMAR's promoters and management recognize the need to provide and maintain facilities appropriate to the wide-ranging needs of the Institute. The planning process consists of the development of a Master Plan, a short-term 5-year plan for facilities, construction and renovation, and a plan for strengthening preventive maintenance.

This has been included in the Institute's Strategic Plan to ensure their active consideration and appropriate priority. As a non-funded Institute, capital and operating Funds for the Institute's academic and administrative buildings mainly comes from fees and support assistance from the Congregation of Franciscan Brothers. Expansion/renovation projects are identified through multiple sources starting with a request from Programme Heads to the Director and Chairman about their current and projected space needs consistent with the academic /course enrichment strategic planning goals. There is an independent assessment of building conditions by Management which identifies critical needs. Priorities are established by the Institute's Local Managing Committee on various infrastructure and facilities related matters and put forth before the Governing Council for approval.

SFIMAR Infrastructure facilities

Sr.No	Type of Rooms	Blocks
1	Classrooms	Eight
2	Tutorial Rooms	Five
3	Computer labs	Five
4	Library/Digital Library	Two

Table 27: Infrastructure Details

The development of infrastructure is a continuous process and is upgraded as per the academic requirement. The infrastructure is developed in order to support academic and student development activities. The campus is well laid out with separate hostel for boys and girls, faculty rooms, tutorial rooms, sports area, recreational facilities, canteen and vehicle parking.

The infrastructure requirement is as per the standard AICTE rules and regulations. Campus development activities are guided by the Institute's underlying principle to maintain its academic, recreational and residential spaces on the campus site itself so that all are within walking distance from one another.

This in turn, strengthens the sense of community, pushes parking to the perimeter, and preserves the human scale of the campus.

Sr.No	Details	Area Details
1.	SFIMAR Campus	Area 12,060.6 Sqmts
2.	The Academic Building of ground + Third floor with built up area.	Area 4731.21 Sqmts
3.	Hostel Built up Area Boys Hostel Built up area Girls Hostel Built up area	Area 1801.44 Sqmts Area 564.50 Sqmts
4.	Director's Bungalow	Area 133.83 Sqmts

Table 28: Campus Area in Sq. Mts

Future Expansion

Future Plans	Description
Academic Advancements	
New programmes	The Institute aims at being up-to-date with the industry and providing courses for the same in order to produce future leaders.
Autonomous Status	The Institute targets to attain an autonomous status to run its courses.
Certification Courses	The Institute looks to provide specialized certificate courses for the students to keep up the industry requirements.
Institute Par Excellence	To Strengthen Post-graduate teaching programmes in order to encourage excellence in management education.
Infrastructural Expansion	
New Building	The Institute has already got an approval from the Governing Council for constructing a new 7-storey modern building which will centralize and house a number of additional facilities, such as: - Centralized Library - Computer Centre - Centralized Administration and Placement Office - A modern auditorium - A few modern seminar and lecture halls - An Entrepreneurship and Business Incubation Zone (SFIMARebiz) - Health Club and Recreational facilities - Visitors lobby and Information Desk

Table 29: Institute's Future Expansion Plan

Expenses for the last four years

(Amounts in Rs)

Sr. No	Particular	2011-12	2012-13	2013-14	2014-15
1.	Building	25,29,592	29,33,090	11,93,123	27,46,930
2.	Furniture	Nil	2,42,000	4,62,225	68,343
3.	Equipment	2,00,480	2,85,307	1,81,075	2,34,167
4.	Computers	2,66,237	3,46,979	2,84,215	2,50,251

Note: The above figures includes expenses of MMS, PGDM and Part- time Programmes

Table 30: Expenses towards Maintenance (2011-2015)

Optimal Usage of Physical Resources

The academic schedule prepared at the commencement of the academic year gives detailed information of the physical infrastructure utilized for academic and non-academic purposes throughout the year for various Institutional Activities. The Faculty in-charge of the various non-academic activities is required to maintain the Google Calendar that is shared with all members. This contains the details of the time and the place where the activity will be conducted and thus aids in optimum planning and utilization of the infrastructural resources.

Layout Plan and all Infrastructure related documents including expansion plan are presented in Annexure 30.

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

The Institute permits the students use of the elevator for movement within the college, with a barrier-free ramp. Special toilet facility for the physically challenged for both boys and girls is available on the ground floor. The Institute provides canteen food service within the Institute itself for these students.

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

SFIMAR provides a well-furnished hostel equipped with all modern amenities for its students with 24*7 high speed wireless connections. The Institute has also provided lockers to students to keep their valuables & baggage.

There is a Cafeteria that functions within the campus maintains high level of hygiene and provides quality catering facilities for the students and staff at moderate rates. There is a well-equipped fitness Centre is available in the campus with latest modern equipment. Students are encouraged to work on their physical fitness. A range of facilities are available for indoor and outdoor games within the campus. SFIMAR encourages the spirit of sportsmanship. Annual competitions are conducted for sports and cultural activities on the vast playground. Security is ensured around the clock for the safety of the campus and students. Security personnel are provided with the Gate-keeper room for efficient functioning. The first aid kit is available at the hostel for boys and girls during the time of any emergency. Common T.V, Aqua guard, solar water heaters, Washing machine, Ironing Apparels facility are also provided to hostel residents. Intercom facility is provided for the Hostel Boys and Girls.

Hostel Building layout and facilities details are presented in Annexure 31.

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

The Institute has a tie up with Karana Hospital which is just adjacent to the campus. The hospital offers services at discounted rates to students, faculty and staff members of the Institute. First aid kits are maintained in the Institute and hostel in case of emergency. Faculty and staff Members can avail Free Annual medical checkup sponsored by the Institute.

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

IQAC
Internal Quality Assurance Cell is located on the first floor with adequate storage facilities for all quality management related documents regarding ISO 9001:2008 and NAAC Accreditation initiatives.

Grievances Redressal Unit
Students Grievances Committee for grievances redressal of student related issues has been constituted in the Administrative office.

Women development Cell

Women development cell is located in the 1st floor faculty cabin. Rules and regulations have been passed prohibiting sexual harassment in the campus. Strict disciplinary action will be taken against anyone indulging in sexual harassment of women in the campus.

Counselling and Career Guidance

The Institution has appointed a counsellor for the students to advise on stress management, depression, motivation, orientation at the Institute decisions. The Career Management Center is the liaison between our highly diverse talent pool of students, alumni and employers. The CMC handles the entire placement process. Some of the services offered to students through CMC are: Career Mapping, Corporate Grooming, Soft skill development, Resume writing, GD and Interview preparation, Internship and consulting opportunities and Alumni Networking.

Canteen

The Cafeteria that functions within the campus maintains high level of hygiene and provides quality catering facilities for the students and staff at moderate rates. The cafeteria specializes in Indian and Chinese cuisines. It serves as a mess for students residing in the hostel. The cafeteria is operational until 10pm for hostel students.

Safe Drinking water facility

Safe drinking water coolers are installed on every floor for Faculty, staff and students. Water coolers are also installed in students' hostels. Periodic maintenance of the same is done as per the requirement.

Auditorium

Our acoustically designed air-conditioned auditorium has a seating capacity of 600. It is ideal for hosting various cultural activities and functions. Various MDPs and training programmes are conducted in SFIMAR's well laid out seminar hall and conference rooms.

4.2 Library as a Learning Resource

SFIMAR Library and Information Resource Center (LIRC) has deployed the best cutting edge technology to proactively met the evolving needs of faculty and students. It aims to support the teaching, learning and research activities of the Institute by providing innovative world-class information services. It has over **12,000+ books** on various aspects of management studies. In addition, the LIRC boasts of over 100 **Indian and International journals** in print form and more than 3000 **e-journals** available through online databases.

It also has varied collection of **Audio Visual** materials in the form of Audio-Video Cassettes, CD-ROMs and DVDs. It subscribes to **5 online databases** that provide access to Industry/ Company/statistical information. Library has become a member of **INFLIBNET N-LIST Consortia**, through which it can access about **6000 peer reviewed e-journals and over 97000 E-Books** from reputed publishers and institutions.

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

Yes, there is a Library Advisory Committee (LAC) comprising of 10 members with the librarian as its Secretary. The Committee is responsible for all the decisions regarding library matters. Members of the Library Advisory Committee are chosen judiciously to represent all the streams.

Sr No	Name	Role	Department
1	Bro. Alphonse Nesamony	Chairman	Chairperson
2	Dr. Subhransu Mohanty	Director	Director
3	Dr. M F Kumbar-Librarian	Secretary	Library
4	Dr. Thomas Mathew	Advisor	Dean-RDC
5	Dr. G Ramesh	Member	Marketing
6	Prof. Tushar Panigrahi	Member	Finance
7	Prof. Vaibhav Kulkarni	Member	HRM
8	Prof. Vasudha Rao	Member	Operations
9	Prof. Vaishali Kulkarni	Member	IT
10	Dr. Natika Poddar	Member	Representing Part time

Table 31: LAC Members

Library Committee lays down sound policies and regulations related to the functioning of the library; makes budgetary provisions for procurement of books, periodicals and other reading materials; provides necessary guidance with regard to library infrastructure, library facilities and library services.

The following significant initiatives have been implemented by the Committee to render the library, student/user friendly:

✓ The library has been fully air conditioned.
✓ A new Reading Room furnished with tables, chairs and counters has been created for the students (2nd Floor).
✓ A separate Periodical section has also been created in the library.
✓ Special help is rendered to students preparing for competitions.
✓ Old question papers of internal tests and final exams in all the subjects are made available to the students through DSpace.

- ✓ Copies of syllabus prescribed by the university, with question-wise division of marks etc. are also available to students for ready reference through DSpace.
- ✓ Library is opened even during holidays for preparation for competitions, debates etc.
- ✓ The library staff keeps the faculty and the students updated regarding its latest acquisitions by displaying the acquired books on New Arrivals display.
- ✓ The new titles are displayed on the display boards in the library.
- ✓ The information regarding new arrivals is also given through the email alerts.
- ✓ Kindle Application has been installed to read the e-books.
- ✓ INFLIBNET N-List Programme

The LAC Meeting Minutes are presented in Annexure 32.

4.2.2 Provide details of the following:

Sr No	Particulars	Available
1	Total area of the library (in Sq. Mts.)	494.47Sq Mtrs
2	Total seating capacity	120 (Ground Floor and 2nd Floor)
3	Working hours (on working days, on holidays, before examination days, during examination days, during vacation)	Working hours on working days, 8.00AM to 8.00PM. Sunday 11.30AM to 5.30PM and the library remains closed on SFIMAR holidays.
4	Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)	There are air-conditioned reading rooms are available for MMS, PGDM and Part-Time students and teaching members. Individual Reading Carrels area available next to Journals section. Virtual Library for browsing and relaxed reading. It serves as an IT zone for accessing e-resources
	Floor Plan Layout, Rules & regulations are presented in Annexure 33.	

Table 32: LIRC Details

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

Library is equipped with both physical and digital Library or Learning and Information Resource Centre (LIRC). Students and staff are entitled to use the services and stock of all library resources. Library keeps updating the resources based on demand of global research environment, faculty and student community. There is dedicated pool of staff for the management and distribution of books in the library.

Our website is the gateway to a rapidly increasing range of online databases, subject guides and other electronic services, including the library catalogue and over 12000+books. Most of these are accessible within the campus. We also hold significant range of resources in other media, including video cassettes, DVDs, slides and hard bound dissertations of previous students.

Digital Databases of available resources is in the Library.

Amount Spent on Various Library Resources

(Amounts in Rs)

Library Holding	2011-12		2012-13		2013-14		2014-15	
	Num-ber	Cost	Num-ber	Cost	Num-ber	Cost	Num-ber	Cost
Text /Ref Books	1754	908260	211	66295	560	252817	614	318476
Journals/ Periodicals	110	250000	68	65000	62	58000	62	60000
e-resources (databases)	3	526534	2	267416	2	280986	3	332876
CD's/DVD	78	00	12	00	13	00	61	15000
News Papers + DELNET other Inst membership etc.	11	37000	11	48000	11	48000	11	60000

Table 33: LIRC Expenditure for Resources

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

OPAC (Online Public Access Catalogue)	The Online Public Access Catalogue (OPAC) has been facilitated to the students, faculty and library staff. The OPAC is accessible from 10 computers in the Library premises. The Web OPAC is also available on our College website. Users can search remotely the list of books with their own key words. The OPAC will be accessed by all the users and through library home page or given URL. http://192.168.1.230/w27
Electronic Resource Management package **for e-journals** **&** **Company Database**	The e-journals and database are accessed through the websites of the publisher individually. Library has subscribed Databases, e-journals package to motivate the researchers, students, and faculty. Presently library is having the following e-journals databases. 1. J-Gate 2. ProQuest online Journals database and 3. Capitaline (Company Information Database) 4. Legal Pundit 5. N-List
Federated searching tools to search articles in multiple databases	The online journals and database, we subscribe, are accessed by logging on to their websites. However, we use meta search engines, which acts as federated search engine, in catering the information.

Library Website	The Library's presence on our College website (www.sfimar.org) is sufficiently covered as one of the main menus.
	Following Library features are covered in the website
	1. About LIRC
	   a. Library Timing (Working Hours)
	   b. LIRC Team
	   c. LIRC Advisory Committee

	2. LIRC Resources (Collection)
	    a. Online Catalogue (Web OPAC)
	    b. DSpace: Institutional Repository
	    c. Online Databases
	3. LIRC Services
	    a. LIRC Rules and Regulations
	4. List of useful resources Websites: Free and Open Sources of Information
	5. Gallery

In-house/remote access to e-publications	The e-resources like online journals and online database are accessed remotely by the faculty. The access to such e-resources, as well as CDROMs and DVDs, has been given to the students and faculty in the Library through NAS (http://192.168.2.243/dspace)
Library automation **Library automation**	The Library is fully-automated with SLIM21 software and all latest supporting technology. The following three prominent sections are automated which are the thrust areas for computerization. Library House-Keeping Operations The technical section is fully computerized which comprises of Acquisition, Cataloguing, Indexing, Abstracting, Serial Control, and Stock Verification modules. **Circulation Desk** The charging (Issue) and discharging (Return) of documents at circulation desk is also computerized. Online Public Access Catalogue (OPAC) Ten computers are dedicated exclusively for OPAC wherein the students and teachers retrieve the bibliographic details of the documents to locate the books. However, the OPAC is also accessible from 10 computers in the Library premises. For the remote users, the Web OPAC is also available onto our College website.
Total number of computers for public access	10PC's are in library and 270 PC's are available at campus (Computer Laboratory) and all the resources made easily accessible to the user's community on intranet.

Total numbers of printers for public access	02 Printer and 02 Scanner (Canon MP258 & HP DeskJet F4288 All in One)
Internet band width/ speed 2mbps 10 mbps 1 gb (GB)	Internet bandwidth of 8MBPS 1:1 fiber optics leased line is available.
Institutional Repository	Users community can access the Institutional Repository using http://192.168.2.243/dspace. In this Institutional repository, users can access Syllabus, Question Papers, Articles, Year book, some important video lectures and e-books etc.
Content management system for e-learning	The Library is planning to have Content Management System to deliver e-learning tools and source. (Moodle has already been implemented and is currently under test run).
Participation in Resource sharing networks/consortia (like Inflibnet)	SFIMAR Library has membership with: 1. DELNET, New Delhi 2. Tata Institute of Social Sciences, SDTM Library, Mumbai 3. N-List: National Library and Information Services Infrastructure for Scholarly Content. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. The authorized users from colleges can now access e-resources and download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre. N-LIST programme, providing seamless access to the e-resources (6000+ e-journals and 97000+ e-books)

Table 34: Services & Facilities - LIRC

4.2.5 Provide details on the following items:

Average number of walk-ins	50-60 per day
Average number of books issued/returned	20 per day
Ratio of library books to students enrolled	25:1
Average number of books added during last three years	350
Average number of login to opac (OPAC)	20-30 per day
Average number of login to e-resources	15-20 per day
Average number of e-resources downloaded/printed	05-10 per day
Number of information literacy trainings organized	2 times in a year
Details of "weeding out" of books and other materials	The detailed procedure for weeding out of books and other materials are attached as an appendix.

Table 35: Usage Statistics - LIRC Resources

4.2.6 Give details of the specialized services provided by the library

Manuscripts	No
Reference	The reference queries of the readers and faculty including the research students are effectively handled by the Librarian and Assistant Librarian. We also provide teachers, working in other colleges, with the facility of accessing books from the library.
Reprography	The reprography service is provided to the users.

ILL (Inter Library Loan Service)	SFIMAR Library has membership with 1. DELNET, New Delhi and 2. Tata Institute of Social Sciences, SDTM Library, Mumbai. The Library caters ILL service to the adjacent College libraries of St. Francis institutes.
Information deployment and notification (Information Deployment and Notification)	This is delivered via e-mail and posting relevant information on our Library notice board.
Download	Staff and students are allowed to download information on current issues as well as the back issues of the journal articles to enhance their knowledge. The Internet facility is given to all the readers and they are free to download educational materials.
Printing	Printing service is facilitated to the faculty and students can avail this service through computer laboratory.
Reading list/ Bibliography compilation	The bibliographic service is catered, on-request, to the faculty and students. The bibliography is generated through the library software (SLIM21).The faculty and students can also refer the bibliography by using the Online Public Access Catalogue (OPAC). The library provides the reading list depending on the demand. Subject-wise Bibliography is provided to the faculty on request.
In-house/remote access to e-resources	The remote access to online journals and Capitaline database is given to the faculty. In-house access to the said resources is given to the students also. The library only accesses the Newsletter (online) published by DELNET and accesses INFLIBNET's IndCat (bibliographic database of Doctoral Dissertations submitted to Indian Universities).

User Orientation and awareness	Students at the entry level are provided special orientation programme about the rules and regulations for using library resources, Special training is provided on use of internet, E-resources and Multimedia etc. Staff are also provided orientation on the use of facilities. The Library conducts User Orientation to the students every year.(beginning of the semester)
Assistance in searching Databases	The Library staff assists the faculty and students in effectively accessing the e-resources.
INFLIBNET/IUC facilities	SFIMAR LIRC is the part of INFLIBNET N-List programme.

Table 36 : Other Services at LIRC

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

The following support is provided by the Library staff:

Excellent Library service and information service (right from issue/return, reissue of books and handling research queries). Providing excellent library facilities for all the students and faculty members (sufficient books, proper seating and reading facility, proper arrangement of books, borrower's card [Identity Card], OPAC, Internet facility, cleanliness, etc.)

Student-supported initiatives (like on-site issue of books, overnight issue of reference books; helping vernacular medium students to borrow extra books for improving their reading and writing skills in English; catering special service to physically challenged students; documenting question papers in e-form, procurement of reader-recommended books etc.). Assisting the users in locating the required document, computer operation, accessing the Internet and online information to support e-learning.

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

The library staff extends the help required by visually and physically challenged persons. As a special case, all the physically challenged students are given sufficient number of books and also an extended period for borrowing the books. The library is situated on the ground floor which will be convenient for the users. Library staff are prompt in giving Personal Assistance to the differently abled persons to find their desired book or information.

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

Yes. The library gets feedback (both formal and informal) from its users. The suggestions, complaints (critical comments) and requirements are noted down and accordingly the actions are taken to improve the service and facilities of the library. The formal feedback is analyzed using the basic statistical tools and the result or the findings of the same are recorded. Appropriate action is taken to sustain and improve the quality of library service and facilities.

The details of feedback on Library and Information Resource Centre is provided in Annexure 34.

CRITERIA 4.3: IT INFRASTRUCTURE

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

a. Number of computers with Configuration (provide actual number with exact configuration of each available system)
   - ✓ 250 Computers Exclusively for Students installed in 6 Labs
   - ✓ 25 Computers installed across campus in classrooms, conference rooms, Library, Language Lab & MDP rooms
   - ✓ 23 Printers, 02 Scanners, 01 Copier and 01 MFD (Print, Copy)
   - ✓ 24 LCD projectors installed across campus in classrooms and labs
   - ✓ 09 UPS for the Server as power back-up

Well-Equipped Computer Centre

Detailed Configuration of Computers

S.No	Type	Quantity	Model	Vendor/ Company	Description/ Configuration
1	Desktops	**235**	Corporate PC G41	Zenith	Intel Dual-Core 3.2 GHz 2GB RAM 320 GB HDD
2	Desktops	**40**	HP3090DTP	HP	Intel Dual-Core 3.6 GHz 2GB RAM 500 GB HDD
3	Laptops	**18**	Y450/Y550/ Z50-70	Lenovo	Intel Core 2 Duo 2.2 GHz 3GB RAM 320 GB HDD
4	Laptops	**4**	Pavilion	HP	Intel Dual Core 2 GHz 3 GB RAM 250 GM HDD
5	Netbook	**1**	S10-3s	Lenovo	Intel Atom Processor N475 3 GB RAM 250 GB HDD
6	Laptop	**1**	C-700	Compaq	Intel Processor

Table 37: Detailed Computer Configuration

List of Servers

S.No	Type	Quantity	Vendor/Company	Usage
1	Xeon E5 Server	**01**	IBM Server	For hosting ERP
2	RADIUS Server (Primary & Secondary)	**02**	Desktops upgraded to Server	Wi-Fi Server
3	Tally Server	**01**	Desktops upgraded to Server	Accounting Module
4	Anti-Virus Console Server	**01**	Desktops upgraded to Server	related updates & monitoring
5	NAS Server	**01**		Data Storage in LIRC
6	Capitaline Server	**01**	Zenith Desktops upgraded to Server	e-journals
	Total	**07**		

Table 38: Server Details

Network Details

Service Provider:	Reliance Communications
Bandwidth:	8 Mbps
Network Type:	Fibre Optic – Dedicated Leased Line
Compression Ratio:	1: 1
Classrooms, Labs & Offices	LAN
Hostel & Campus	Wi-Fi Enabled

Firewall/ Threat Management System

S.No	Type	Quantity	Model	Vendor/Company	Description/ Configuration
1	Unified Threat Management System	1	100 iNG	Cyberoam	Firewall, Network Management, Web-Filtering, IPS etc

b. Computer-student ratio: **1:2**

c. Stand-alone facility: All the computers are networked

d. LAN facility: All the Labs, Classrooms and Departments are connected through LAN with LAN messenger

e. Wi-fi facility: Entire campus is Wi-Fi enabled with wired backbone in all the labs, departments & faculty rooms.

f. Licensed software

Software Details

- ✓ SFIMAR has a Microsoft Campus Agreement for Office 365, Microsoft Azure, Windows 7 OS, Windows Servers 2012 Licenses, Office Professional Licenses etc.
- ✓ SFIMAR also has developed a Student & Alumni Portal – Catering to their Placement needs.
- ✓ Institute has implemented Online Student Attendance System for effective monitoring, using Google Cloud Services.

✓ Institute Activity & Meeting Calendar is maintained in e-form using Google Calendar application and shared using Google Web Services with all the faculty & departments.

✓ SFIMAR has also developed a web-based institutional feedback evaluation system.

✓ The Institute is in process of developing a Cloud Repository for Institutional & Functional Research Areas

✓ The Institute encourages use of Open Source software like Kindle e-book reader, FoxIT Reader, Open office, Typing Master Pro, IPMSG, Small SEO tools – Online Plagiarism Checker, Viper Client Anti-Plagiarism Software, Skype etc. among students and faculty.

✓ The Institute has successfully implemented Digital Exam Paper Delivery System (DEPDS) with Watermarking functionality as governed by University of Mumbai for receiving e-papers for University Exams.

✓ The Institute has 6 well-equipped Labs for conducting various software trainings & workshops

✓ The Institute has well-devised IT Policy that governs the use of hardware, software & network resources within the entire campus.

g. Number of nodes/ computers with Internet facility: 275 Desktops + 25 Laptops

h. Any other:

✓ SFIMAR promotes its Institutional development activities and events through its Website sfimar.org

✓ Institute has its own mailing client hosted through Gmail Server.

✓ Use of Wireless Telephony System in CMC Dept. for enhanced operational efficiency.

✓ Entire Campus is under CCTV Surveillance System which is accessible to authorized personnel of the Institute.

S.No	Type of Software	Quantity
1	System Software	6
2	Application Software	29
3	Free & Open – Source Software	5
4	Anti-Virus Licenses	350

Table 39: Software Details

List of Hardware & Software Annexure 35

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

Dedicated Lease-line of 8 MBPS bandwidth (fiber optic line) with Compression Ratio 1:1 &Wi-Fi networking caters to all the Labs and departments.

Every Faculty Member is provided a Laptop with internet facility.

SFIMAR encourages BYOD concept where students and employees are allowed to get their electronic computing devices and Institute's hi-speed network services are deployed on their devices.

Hostel Building is Wi-Fi enabled which allows students to access the Institute's Network Services 24x7.

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

Upgrading of infrastructure is an ongoing process at SFIMAR. Modern IT& ICT equipments are installed in all the Labs/Departments and are also made available as per requirements.

Proposed Technological Up-gradations:-

1. Campus Integration Software – ERP and new Interactive Website Development
2. E-Library implementation
3. Moodle has already been implemented and is currently under test run.

Campus Integration Software – ERP and new Interactive Website Development, E-Library and Moodle implementation files are presented in Annexure 36.

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

Year- wise budget details

S.NO	Academic Year	Budget Proposed In Rs. Lakhs	Expenses (Purchases, Maintenance, Up-gradations etc.) In Rs. Lakhs
1	2012-2013	36,00,000	32,00,000 Approx.
2	2013-2014	20,00,000	10,00,000 Approx.
3	2014-2015	28,00,000	8,00,000 Approx.
4	2015-2016	36 ,00,000	Current Year

Table 40: IT Dept. Budget (2011-2015)

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

To facilitate the teaching-learning methodology, effective modern ICT resources like LCDs, 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. ICT devices like computer, internet, TV, Educational CDs are also made available to Faculty members and students. Faculty members use power-points, virtual videos, various online databases and analytics software, web-enabled projects and assignments, online case-study, simulation exercise, role play for the better delivery of their course/elective.

The Institute has implemented Systems Lab for IT students where they are given practical exposure to various Software like MS-Access, MS-Project, MS-Visio, Online Resources like Google AdWords, Web Designing etc.

The Institute is also actively involved in Community Service Initiatives and has conducted 3 Batches of Computer Literacy Workshops for Sr. Citizens, where faculty, staff & students undertake various training activities. IT Dept. ensures that students and faculty members have easy access to all the on-line teaching-learning resources.

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

Every Faculty Member is provided a Laptop with internet facility. Quality audio-video systems and projectors are installed in classrooms & tutorial rooms that enhance the teaching-learning process. Faculty very often uses application software such as MS PowerPoint, Media players etc. in classrooms for lecture delivery. 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. 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 trainings on various software MS-Excel, MS-Visio, MS.Powerpoint, SPSS, Digital Marketing & Advertising etc. which are regularly conducted by our faculty members in the Labs. The Institute has implemented digital library for accessing the digital resources which are available to faculty and students for research & development activities. In addition, the Institute provides 24 x 7 access to intranet and internet to all the users viz. faculty, students staff, guests, and visitors. The Institute has Information Technology professionals who carry out a diverse range of activities including teaching regular accredited IT courses, facilitators for using classroom technology aids, training, database administration, hardware and software maintenance and security. The Institute protects the security, confidentiality and integrity of its students records and maintains special security measures to protect and back up data. All employees of the Institute who access Institute information systems through an assigned domain account must acknowledge the Acceptable Use Policy for Faculty/Staff. They are also required to sign a confidentiality agreement. No access to student academic information is allowed without the approval of the designated authority in the Institute. Physical security measures are in place for student academic records. Limited distribution of passwords/ proximity cards are issued to appropriate IT personnel to gain access to the machine room where servers and backup equipment exists.

Student records are stored in the Administrative Office for three years and thereafter transferred to the archives. The Records Room is equipped with adequate security features. Business continuity standards are revised and disaster recovery plans tested as per regular pre-planned schedules. Administrative departments are involved in this process by defining the continuity requirements and verifying the test results of such procedures.

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

The Institute is a member of INFLIBNET which is part of National Knowledge Network. We also have the N-LIST subscription for our Student & Faculty members for accessing 18 Journals and 80000 e-books.

4.4 Maintenance of campus Facilities

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

(Amounts in Rupees)

Sr. No	Particular	2011-12	2012-13	2013-14	2014-15
1.	Building	25,29,592	29,33,090	11,93,123	27,46,930
2.	Furniture	Nil	2,42,000	4,62,225	68,343
3.	Equipment	2,00,480	2,85,307	1,81,075	2,34,167
4.	Computers	2,66,237	3,46,979	2,84,215	2,50,251

Note: Expenses for the last four years.   *The above figures includes expenses of MMS-PGDM- Part- time Courses

Table 41: Financial Resources for Maintaining Campus Facilities

The Institute makes sure all the tangible and intangible assets are used optimally over the years. The Institute makes sure sufficient funds are available for infrastructural requirements.

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

The Maintenance in-charge prepares the preventive maintenance schedule in the month of April every year after analyzing the breakdown registrar as a soft copy in the approved format. The breakdown analysis is done bi-annually (Jan – July) for approval and necessary action if any.

- ✓ A complaint form is filed in case of grievances regarding equipment/utility and dropped in the complaint box which is maintained by the Maintenance in-charge.

- ✓ Maintenance is done in one of the following ways :
  - Carrying out maintenance by in-house capability
  - Carrying out maintenance by calling approved service provider

Analyze the breakdowns of utilities annually and take necessary action accordingly in consultation with management.

4.4.3 How and with what frequency does the Institute take up calibration and other precision measures for the equipment/ Instruments?

The Institute prepares a yearly maintenance schedule and annual review for the same is done by the Management. The annual maintenance contracts are maintained as per requirement.

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

The whole Institute building has continuous electric supply. The Institute receives regular water supply from the local municipality. The Institute has large water reservoir which caters to the need of the college. As an additional source of water, the college has access to the ground water.

The Institute has sensitive equipment such as Computers, Printers, Biometric attendance machine; CCTV equipment, Water pumps, Water Purifiers, Photocopier machine, professional camera etc. Professional experts from outside are consulted about their safety, upkeep and repairs. Training is also provided to the support staff of the Institute in taking care of such equipment.

Criterion 5: Student- Support & Progression

5.1. Publication

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

The Institute publishes the updated Course Prospectus of MMS, PGDM and Part-time (MMM/MFM) programmes annually providing information on:

1) Admissions - Eligibility Criteria for applicants, Selection and Qualifying Criteria, Fee structure, Cancellation and Refund policy, Curriculum, List of documents to be submitted at time of admission.
2) Faculty details comprising of Core, Visiting and Adjunct Faculty.
3) Infrastructure of the Institute.
4) Career Management Centre - Summer and Final Placement details.
5) List of Industry Guest Speakers, Co-curricular and Extra-Curricular activities, Corporate Interface Activities, Events, Clubs, forums and Alumni Association etc. at SFIMAR.
6) Ordinances, Regulations and Rules and Institute's Discipline.
7) Academic Calendar.
8) Any new initiatives taken by the Institute for improving the students' academic curriculum delivery and teaching-learning methodology and overall personality development

The Admissions are carried out as per the guidelines prescribed by the DTE. The Institute enforces the Ordinances, Regulations and Rules as prescribed by competent authorities. The Institute has constituted an Anti-Ragging Committee and Grievance Committee for grievance redressal for students.

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

The Institute does not have Institutional Scholarships so far. However, in deserving cases, fee concessions are given based on academic merit and after assessing the economic background of the student.

The details of students' who have availed scholarships/freeships are presented in Annexure 37.

5.1.3 What percentage of students receives financial assistance from State Government, Central Government and other national agencies?

Statement of Scholarships received by the students of St. Francis Institute of Management & Research.

Sr. No.	Year	Merit Cum-Means – Ministry of Minority Affairs	SGS (State Govt.)	EBC	Social Welfare	Percentage
1	2014-15	28	5	3	4	33%
2	2013-14	49	11	-	-	50%
3	2012-13	22	-	-	3	21%
4	2011-12	-	-	1	1	0.8%

Table 42: Details of Scholarships received by SFIMAR Students

5.1.4 What are the specific support services / facilities available for?

Students from SC/ST, OBC and economically weaker sections –
Tuition fees of SC/ST students is reimbursed by Social Welfare Department of Govt. of Maharashtra. Tuition fees of OBC/EBC students is reimbursed by Social Welfare Department of Govt. of Maharashtra/ Regional Office Joint DTE.

Students with physical disabilities:
Following facilities are provided for students having physical disability:

- ✓ Lift
- ✓ Ramp
- ✓ Extra time during exam
- ✓ Special provisions in Wash rooms/toilets
- ✓ Canteen facility available in college building
- ✓ Medical Facilities on campus
- ✓ Sick room in the campus

Overseas Student: - There are no overseas students

Students to participate in various competitions / National and International.
- ✓ Provision of Exclusive Faculty coordinator
- ✓ Motivational support
- ✓ Guidance & Training from the Faculty members
- ✓ Financial Aid for participation
- ✓ Academic Support

Following Medical assistance is provided to students:
- ✓ Health insurance etc.
- ✓ First Aid Kit
- ✓ Group Insurance Scheme "Yuva Raksha"
- ✓ Doctor on Call
- ✓ Tie-up with Karuna Hospital nearby
- ✓ Sick room facility in the campus

Organizing Coaching classes for competitive exams:

The Institute regularly organizes online coaching classes for building up the financial aptitude, logical reasoning and general knowledge of students which are essential for their performance in any written test conducted by employers.

Skill development (spoken English, Computer Literacy etc.)
Skill development for the students is undertaken through various activities in the following areas: - Communication Skills, Personality Grooming, Technical Training including use of computers, Word, Excel, Power Point, specialized financial and research databases, Aptitude tests, public speaking, etc. conducted by the Institute on a regular basis.

Support for "Slow Learners"
Remedial sessions are conducted by the respective subject faculty members after completion of the first class test. The slow learners are student are identified. Mentoring sessions, counselling and extra support on the subject knowledge are provided to slow learners.

Exposure of students to other Institution of higher learning / corporate / business house etc.
- ✓ Corporate On-Board Training – Globeop
- ✓ Visits to National / International Institutes/Universities.
- ✓ Industrial visits
- ✓ Live projects
- ✓ Certification courses

Publication of student magazines

SFIMAR publishes its publications: "Jharokha". Students are motivated and encouraged to write articles in these magazines. Students are also a part of the publications editorial team.

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

SFIMAR plays the role of a catalyst in the development of students to become entrepreneur. The Institute has an entrepreneurship cell- PRERNA to develop and nurture the entrepreneurial spirit among the students with the objectives of:

1. Conceptualization of business ventures
2. Creation of a data bank of entrepreneurship cases
3. Interaction with entrepreneurs
4. Execution of micro ventures by incubating them
5. To provide information about various entrepreneurial ventures & opportunities available.

SFIMAR conducts an array of activities for entrepreneurial development such as:

1. Organizing workshops on entrepreneurship development.
2. Organizing Management Development Programmes.
3. Conducting panel discussions of entrepreneurs and providing young entrepreneurs a platform to share their experiences in front of students.
4. Conducting lectures of eminent entrepreneurs on a regular basis.
5. Conducting Business Plan competition at inter and intra collegiate level.
6. Providing live projects to the students with the startups ventured by SFIMAR alumni.
7. SFIMAR is also in process of forming its incubation centre for the students.

The above-mentioned efforts have resulted into 16 startups by the SFIMAR students in various business sectors like Information Technology, Event Management, and Civil Construction etc.

The details of entrepreneurial activities are presented in Annexure 38.

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

The Institute is known for maximum participation in sports, cultural and other co-curricular activities like Quizzes, debates and extempore activities in college/intercollegiate/university level. A professor is appointed to liaison with other colleges and universities to participate in activities and events. The brochure and handouts of various events are described on the notice board of the Institute. Students who participate are reimbursed their participation fees and are also felicitated at the Annual function of the college.

The documents pertaining all extra-curricular and co-curricular activities for the last 3 years are presented in Annexure 39.

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

The College has five faculty members qualified in NET/SLET. Students who are interested in these areas are sent to these faculty members for guidance. For other competitive exams, special sessions are organized as per the requirements of students.

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

- ✓ SFIMAR has a well-defined mentoring system to mentor/ counsel students on academic and non-academic aspects by the faculty members.
- ✓ SFIMAR has also appointed a qualified Professional Counselor to counsel students on personal and psycho-social aspects.
- ✓ These have been described in detail in response 2.3.7

The details of Counselor's documents are presented in Annexure 40.

5.1.9 Does the Institution have a structured mechanism for career guidance & placement of its students? If "yes", details on the services provided to help students identify job opportunities & prepare themselves for interview, and percentage of the students selected during campus interviews (List the employers and the programmes).

Yes. The Institute has a structured mechanism for career guidance and placement of students. SFIMAR has a Career Management Centre (CMC), managed by three staff members who manage and coordinate for the placement process as per the defined Placement Department Policy and Procedure for students' Summer and Final Placements. CMC is the liaison between our highly diverse talent pool of students, alumni and employers and shares a mutually beneficial relationship.

CMC provides facilities/services/opportunities to the students to help them in their placement such as Career Counseling, Personality Grooming on – Appearance, Body Language & Communication, Skill Development, Resume Writing, GD & Interview Preparation, Alumni Mentoring, Networking opportunities to students with alumni & Corporate, Summer Internship/Live Projects, Corporate on Boarding and Participation in Job fairs.

CMC meticulously maintains the Database of Companies specifically recruiting MBA Graduates and it is regularly updated for any changes. Alumni database is also maintained and updated regularly and extensively utilized for placement related activities. CMC staff helps companies for their promotion in the campus for placement purpose and handles the entire placement process along with Placement Leaders. Records are maintained in both soft and hard copies as per the CMC Procedure. Besides this CMC staff prepares the placement brochure and pitch relevant companies by calling and personally meeting Sr. HR Executives who are responsible for the recruitment. The relevant vacancies published in the newspapers or received from informal sources are shared with the students through Emails.

The CMC Procedure, Placement Policy. Records of Career Counseling, Records of Grooming /Training Sessions, Record of Mentoring Sessions – Alumni Connect, Live Project, Company Database, Alumni Database, In campus/ Off Campus Placement Record, List of Recruiters for Summer & Final Placement are presented in Annexure 41.

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

Yes, the Institute has a student grievance redressal/student council to take care of students' requirements and issues.

List of grievances /complaint reported and redressed year-wise:
2011-2012: Canteen hygiene issues
2012-2013: Requirement for gymnasium
2013-2014: Class room sound system problem
2014-2015: Food quality /variety/pricing regarding Canteen food

5.1.11. What are the Institutional provisions for resolving issues pertaining to sexual harassment?

To resolve the issues pertaining to sexual harassment the Institute has established College Women Development Cell (CWDC) in accordance with University of Mumbai. The constitution of the CWDC is in accordance with the norms of University of Mumbai and the members are nominated by the Management. Male members are also a part of CWDC.

The Chairperson, along with the team members gives a Presentation about the CWDC, its objective and previous year activities to the First Year students and selects the student members of CWDC as per the students' interest. The student members serve for two years and the term for the other members is three years. CWDC members conduct various activities in each Semester to create awareness in the campus. Women's Day on March 8th is celebrated with a lot of zeal and enthusiasm. Since inception, there has been no occurrence of any sexual harassment.

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

Yes, the Institute has an Anti-Ragging Committee which was set up on October 16, 2014 comprising of eight members including students and staff members. SFIMAR has no recorded incidences of any ragging, on account of the congenial atmosphere prevailing in the campus.

5.1.13 Enumerate the welfare schemes made available to students by the Institution.

Following welfare schemes are made available:

- ✓ Group Insurance scheme.
- ✓ Availability of Counselor to deal with any personal / emotional problems.
- ✓ Doctor /Hospital arrangement in case of emergency, sick room facility.
- ✓ Scholarship for the eligible students.
- ✓ Gymnasium & aerobics.
- ✓ Extended library and Computer centre hours.

5.1.14 Does the Institution have a registered Alumni association? If yes, what are its activities and contributions for Institutional, Academic & Infrastructure development?

Yes. The Institute has a registered association as SFIMAR Alumni Association

Objective of SAA:

The objective of SAA is to develop and strengthen the bond between SFIMAR and the alumni of the Institute. The Managing Committee promotes and provides services for SFIMAR and its alumni, establishing a mutually beneficial relationship between them, by encouraging their professional growth and develops a spirit of fraternity among alumni thus binding them closely together.

The Managing Committee meetings are held bi-annually in the Institute premises and decisions are taken in the interest of the development of Alumni and current students. Placement Assistance, Infrastructure development and inputs are taken for academic up-gradations based on industry demand.

The composition of the Committee is as follows: Chairman- Chairman of the Institute; President – Director of the Institute; Secretary – Registrar; Treasurer - Controller of Accounts; Advisor – Administrator; Convener- Manager Corporate Relations & Placement; Vice president-Alumni Member, Vice-Secretary- Alumni Member. Besides the Managing Committee meetings, the Institute also holds Annual General Meeting wherein all the Alumni members are invited to attend.

The Institute has started felicitating the Alumni members by giving SFIMAR RATNA Award for Corporate Excellence and Entrepreneurship Excellence in the Annual General Meeting (Sampark).

Facilities to Alumni: Alumni members get an access to all the campus facilities, as and when they require. They are also invited to participate in the Institutional events like Graduation Ceremony, Annual Day, etc.

Besides the above, the Institute plays a key role in making them remain connected through Face Book which is an interface between Institute, students & alumni. An Alumni Web portal and Alumni Newsletter are recently being promoted by the Institute for better interaction and for sharing relevant Job Opportunities.

Records of all Alumni activities are already presented in Annexure 41.

5.2 Student Progression

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

Student progression	%			
	10 - 12	11 – 13	12 - 14	13-15
UG to PG	We only conduct Post Graduate Management Programmes.			
PG to M. Phil.				
PG to Ph.D.				
Employed	97	97	94	97
Campus selection	3	3	6	3
Other than campus recruitment				

Table 43: Year-Wise Student Progression Details

Records of students' progression are presented in Annexure 42.

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

Programme-wise detailed pass percentage in the last four years has already been provided under Clause 2.6.2. The Table below provides a summary of the same:

Pass Percentage			
Programme/Year	**MMS**	**PGDM**	**PART-TIME (MFM/MMM)**
2011-13	100%	NA	91.48%
2013-14	100%	91.90%	90%
2014-15	99.20%	98%	90%
2015-16 (current batch) Results of First year	100%	96%	NA

Note: Data on the pass percentage of other Institutes under the same University is not available.

Table 44: Programme-wise Pass Percentage of Students

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

The Institute has taken following Initiatives to achieve higher level of employment year by year:

Academic Year	2014-15	2013-14	2012-13	2011-12
Initiatives taken	Tie up with Job Fair Agencies for e.g. TATA Docomo Rendezvous	General Aptitude Training based on company's selection process by industry expert.	Specialization mentors allotted for the students' development and specialization knowledge assistance	Student Centric Approach: Sector Analysis -To assist them profiles from desired industry sector

Workshop on Appearance, Body Language & Communication (ABC) by reputed Professionals.	Tie up with Job Fair Agencies for e.g. TATA Docomo Rendezvous	Guest Lecture on Effective Paper Reading	THE BOOT CAMP -Three Days Residential Sensitivity Programme.- Personality enhancement Programme		
Insight on different Job profiles in various industry sectors - Alumni connect	Training on Financial Aspects by Professional Trainer.	Workshop on Strategies to crack GD and PI	Sharing of Life Journey	CEO's Week CFO's Week CPO's Week	To encourage students to face the challenges of life
Aptitude Training based on company's selection process by industry expert.	Effective Paper Reading- Guest Lecture by Professionals	Workshop On Assertiveness	Self-Managed Teams (SMTs) - Developing Leadership Qualities		
Corporate On boarding: Tie-Up with recruiters for e.g. SS&C Globe Op	Workshop on Leadership Skills By Achievers Academy	Personal Grooming Workshop by HUL	Aerobics were conducted for the right balance of a sound mind, a benign soul and a healthy body. Hence, besides the multiple educational and self-development exercises, SFIMAR is keen to ensure that its students are fit enough to fight the challenges they face. Students are provided with enough opportunities to build on their physical fitness and embark on a healthier path.		
Training on Financial Aspects by Professional Trainer.	Workshop on Resume writing	Resume Writing Training by Corporate Expert	Personalized Mentoring of students by Faculty.		

The Aptitude Test Portal - Online Vikalp taken for students to practice and analysed the Performance	MOCK GD & PI Practise Sessions for students	Personal Grooming workshop for Boys and Saree draping workshop Girls by Corporate Trainer	Regular Guest lecture by Corporate Experts on Resume Writing and Dressing Sense.	
Remedial Measures for weaker students	Mentoring By Faculty	Mentoring by Alumni	Excel-Dashboard Training	Career Guidance and GD and PI	Live project with industry (Weekly Placement Strategy for HR)

Table 45: Initiative undertaken by SFIMAR for higher Employability

SFIMAR encourages its students to apply for teaching as well as non-teaching positions through the proper channel.

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

- ✓ Remedial sessions
- ✓ Mentoring from the faculty members is provided consistently in all aspects related to their personal and academic areas.
- ✓ Psycho-social counselling for those who feel stressed due to some problems through a trained and professional counsellor.
- ✓ Sufficient time is given to appear for the supplementary exam.
- ✓ Allow students to appear for the supplementary exams in case of any genuine medical problems.
- ✓ SFIMAR seeks parents' guidance to support their wards.

5.3 Student Participation and Activities

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

SFIMAR has a well-defined two-fold process of preparing and implementing its event calendar. In the beginning of every year an event calendar is prepared in consultation with all the faculty members in the faculty meeting. Faculty coordinators are selected for the given events for that particular year. Registration for all the events from all the students is taken through well-structured registration process where each students has to select one event as per his/her choice for the co-ordination purpose. The student event registration activity is carried out after the admission process. Event calendar with the student registration details is then circulated to all the students and faculty/staff members. In this way SFIMAR ensures the participation of all the students in all the events to make it more student-centric.

Games and sports activities such as Football, Volleyball, Table Tennis and Badminton are available to students.

The details of events, club and all other activities are provided in Annexure 43.

SFIMAR EVENT CALENDER LIST 2015-2016

Sr. No.	Event	Month of the Event
1	Induction Programme –Genesis	August 2015
2	Summer Excellence	August 2015
3	SAMPARK- Alumni Meet	January 2016
4	PATHH- ANVESHI	February 2016
5	SFIMAR Graduation Day	February 2016
6	ANNUAL DAY-LUMINANCE	March 2016
7	Alumni Connect	2015 (September, October, November) February 2016
8	Exuberance	January 2016
9	Fresher's Party (Full-time & Part-time)	August, 2015

Table 46: Event List 2015-2016

FORUMS & CLUBS

Sr. No.	Forum/ Club Name
1	Finatics (Finance Team)
2	Nirmiti (Marketing Team)
3	Renaissance (HR Team)
4	Abhimaan
5	PRERNA- Entrepreneurship club
6	Sports Club
7	Adventure Club
8	Film Screening
9	Malay Club First year students only (Fine Arts, Performing Arts)
10	Green Club

Table 47: Clubs & Forums @ SFIMAR

INDUSTRIAL VISIT

International education Tour (optional for students)	September 2015 (2nd year students)
Local Industrial Visit	September 2015 (1st year students)
Local IV (Part-time)	August 2015 (All batches)

Table 48: Proposed Industrial Visit for A.Y 2015-2016

5.3.2. Furnish the details of major student achievements in co- curricular, extracurricular and cultural activities at different and cultural activities at different levels university/ state/ Zonal /National/international. Etc. for the previous four years.

The following is the list of some events and activities that students have participated in, and the achievements:

1. **Event Name: Chakravyuh**
Organizing Committee/Organization: Lala Lajpatrai Mgmt College

2. Event Name: Tata Finance Quiz
Organizing Committee/Organization: Tata Mutual Fund & Derek O'Brian

3**. Event Name: AIMA – Chanakya Online Business Simulation**
Organizing Committee/Organization: AIMA

4. **Event Name: Business Standard Quiz**
Organizing Committee/Organization: Business Standard

5. **Event Name: Business Standard Best B-School Project**
Organizing Committee/Organization: Business Standard

6. **Event Name: BMA Financial Inclusion Seminar**
Organizing Committee/Organization: BMA & JBIMS

7. Event Name: Oppsession – Operations
Organizing Committee/Organization: Durgadevi Saraf Management Institute
8**. Event Name: HR Conclave**
Organizing Committee/Organization: Durgadevi Saraf Management Institute
9. Business Standard Quiz- Western Region Zone Finals
10. Welingkar Cricket Tournament

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

The Institute conducts an Alumni meet every year which helps network with alumni who have graduated from the Institute. They provide vital feedback about the current happenings in the Industry. This feedback is conveyed to the faculty who use it to discuss and impart these happenings to the students through the Mentor-Mentee programme of the Institute. This alumni network also helps the current students to interact with alumni who are working in diverse fields and areas. The Institute has also started an Alumni Connect Programme for the students who are currently studying which is one-on–one interaction with alumni who are working so that they can provide an in-depth understanding to students in their specialization areas.

The Institute has also started a programme in association with GlobeOp S&C to impart training to finance students studying in the college in the areas of alternative investments and also on successful completion of the training, students are absorbed in the company.

SFIMAR also seeks feedback from the employers after Summer and Final placement on academic and behavioural aspects of the students. This feedback is analyzed and used for quality improvement of students.

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

The Institute publishes a student newsletter /magazine called Jharokha on annual basis, where students are encouraged to write poems and articles. The Institute also publishes its annual research Magazine called SPANDAN where students are encouraged to write and publish their research papers. Students are actively involved on the editorial board of both the publications. Students are also actively involved in placement brochure preparation.

The copies of In-House Publications by students 'Jharokha' and 'Spandan' are presented in Annexure 44.

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

Yes. The Institute has well-structured Student Council constituted as per the guidelines of the University.

The student representatives for Student Council are selected as per the recommendations given by the Programme Heads in consultation with the Director. The selection of students' representatives is based on their performance, attendance and overall involvement in various co-curricular and extra-curricular activities.

Structure : Chairman and Director of the Institute, Faculty Member, President- Student, Secretary- Student and total six Student members representing MMS, PGDM and PART-TIME. This Council is funded by the Institute.

5.3 6 Give details of various academic and administrative bodies that have student representative on them.

SFIMAR has the following committees where students are active committee members:

- ✓ Anti-ragging committee
- ✓ CWDC (College Women Development Cell).
- ✓ Canteen Vigilance Committee
- ✓ Student Council
- ✓ Placement Committee Council

5.3.7. How does the institute network and collaborate with the alumni and former faculty of the institution. Any other relevant information regarding student support and progression which the college would like to include.

SFIMAR has a registered SFIMAR Alumni Association (SAA). It conducts one Annual General Meeting and bi-annual Managing Committee Meetings of SAA. The Institute has a Career Management Centre which actively networks with alumni. The Institute has also started 'Alumni Connect' Event since 2014, through which the Alumni play an important role in mentoring and guiding our current students. SFIMAR's alumni are a valuable source of information for improving the quality of education in the Institute.

They know what skills are needed for a line of work and offer guidance about the requirement of a profession that should be taken into consideration in order to update the courses of study. Alumni also help students find internships and jobs, provide references or letters of recommendation to prospective employers. They are able to give our students an idea of what to expect during a recruitment process, interview questions, interview etiquette, tips on adapting to the organization culture etc. For our current students, such get-togethers give them an opportunity to work with the Alumni Association. They get a chance to participate in alumni event-planning, network with former students and get a jump-start on job-hunting by contacting alumni. The Institute also invites accomplished alumni in industry, to conduct lectures and workshops on topics in their area of expertise. The Alumni are also provided access to SFIMAR library and computer resources. SFIMAR networks with its former faculty members by inviting them for guest lectures and for conducting workshops in their specialized areas.

SFIMAR collaborates with its former faculty members by appointing them as visiting and adjunct faculty members. SFIMAR provides temporary accommodation, library, computer and auditorium facilities to these former faculty members. The Institute also conducts Exit Interview for outgoing faculty members to take suggestions for institutional improvement.

Criteria 6: Governance

6.1. Governance, Institutional Vision and Leadership

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

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.

Characteristics of the Mission

a. **Values:**-Developing and inculcating the right values through application of moral and ethical standards to management decisions. For example, the student is taught through case studies how ethical judgement enters into business decisions. They also develop awareness of ethical issues in areas related to career choices.

b. **Excellence: -** Pursuing excellence and scholarly rigor in our teaching, research and service to society and adopting sound organizational processes and metrics to measure progress.

c. **Entering the realm of successful B-schools:** through innovation in our management programmes, by faculty development, engaging more with the University, academia and enhancing corporate connections, in order to upgrade curriculum in line with industry needs.

d. **Lead by Example**: - Creating an environment of Leading by Example by providing all employees and student leaders with the required level of training, autonomy, and incorporating accountability.

e. **Encouraging entrepreneurship** by prioritizing and allocating adequate resources for creating learning environment conducive to independent inquiry, research, mentoring and collaboration.

f. **Developing socially responsible corporate citizens**: through involvement in projects that use sustainability principles to benefit business, environment and community.

g. **Addressing needs of the society through a humanitarian attitude:**
St Francis Institute of Management and Research is involved in the contribution to the community through **its ISR Club - Abhimaan**.

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

Top Management

The Quality Policy of the Institute has been designed by the top level management who are members of the Governing Council. The Governing Council consists of people from various spheres like education, industry, philanthropy, Law and Legislation etc. in addition to the Institute's Chairman, Director and Registrar. The Institute is ISO 9001:2008 certified since 2007.

SFIMAR's Governing Council is committed to the Institute's vision of providing excellent value-based management education and to transform students into competent business leaders with an innovative and entrepreneurial mind-set.

The Mission statement articulates the Congregation of Franciscan Missionaries unique mission and character, with its overarching goal of developing leaders to use ethical and sound management principles for the common good, and creating opportunities for students to engage in service and leadership. The Quality Policy has been designed in line with the Vision and Mission of the Institute. The Director ensures that the Quality Policy is appropriately and strategically implemented with the assistance of all faculty members and staff.

The Quality Policy of SFIMAR is stated below:

"SFIMAR is committed to the endeavour of transforming students into Global Business Leaders by continual improvement in its services through a student-centric approach, innovations in our pedagogy and rigorous selection, development & upgradation of its faculty while meeting the regulatory & statutory requirements."

The Director

The Director of the Institute in consultation with the Chairman has developed the Institute's Strategic Plan which is approved by the Governing Council. It is updated periodically and speaks with a renewed voice to commitment to quality in teaching, research, innovation and entrepreneurship, while also prioritizing institutional sustainability and expanding community outreach. All core programmes and activities of the Institute incorporate ISO quality guidelines into their process since 2007, have effective assessment procedures which are regularly monitored by the ISO Internal Quality Management (IQM) Team and Director. They are also periodically reviewed and assessed by the Internal Quality Assurance Cell (IQAC) since May 2015.

The basic set of processes used for quality assessment of programmes by the Director include the followings:

Assessment Model

> Academic programmes are assessed using an outcome-based assessment model which specifies:

> ✓ the programme objectives which are aligned with the needs of the stakeholders;

> ✓ the programme intended learning outcomes aligned with the University's/AICTE intended learning outcomes; and

> ✓ the course intended learning outcomes aligned with the programme intended learning outcomes.

This ensures an integrated curriculum process for the programme in alignment with the expectations of the stakeholders.

Assessment Tools

- ✓ Programme outcomes are directly assessed using performance indicators set out by Director and also the Programme Heads, for which periodic assessments through exams or tests are carried out within the scope of the curriculum.

- ✓ Programme objectives are indirectly assessed through feedback/ surveys that measure the perceptions of stakeholders about the success of the programme graduates.

Self-evaluation and improvement planning

The Programme heads use the data of the direct and indirect assessments to prepare a self-evaluation report and produces an improvement plan.

Knowledge Management and IT tools

The Institute's Director has initiated steps to use information technology platforms to create cloud-based knowledge repositories. Knowledge management system, e-portfolio system and document management system are being adopted by the Institute in a phased manner to manage core processes such as academic program development, research output and teaching techniques.

Online session plans, Institute's activities calendar, assessment tools using performance indicators for the curriculum, and surveys and online feedback have already been initiated by the new Director in 2014 and are in use currently. An enterprise-wide ERP system is currently being implemented to fully integrate all academic, placement and administrative processes. Additionally, a web-based system that serves quality assurance processes is being actively considered for implementation. It will include a Programme Information Repository containing updated information about the learning outcomes for all programmes offered by the Institute. Monitoring and Reporting Tools that can transform raw data into charts and graphs will help in identifying and correcting negative trends so that a culture of continuous improvement and quality assurance can be maintained. It will provide an active and open channel that supports knowledge sharing both horizontally between academic units and vertically with the top management, to implement solutions and best management practices.

The Chairman and Director of the Institute monitors the quality standards in the execution of all these activities through various mechanisms like:

Details about IQAC's functions). The Institute's ISO standards monitoring is also done by IQAC from May 2015. It ensures that ISO standards and requirements are met.

It ensures a strong validation to quality standards required to be maintained by the Institute for continuous ISO 9001:2008 certification.

- ✓ Academic Advisory Council Meetings
- ✓ Placement Advisory Council Meetings
- ✓ Research Development Committee Meetings
- ✓ Innovations and Development for Excellence in Academics (IDEA)
- ✓ Feedback from stakeholders
- ✓ Networking with professional bodies to imbibe and adopt best practices in management education

The Faculty

At Department Level, Programme Heads implement quality assurance practices with the help of well laid out procedures. Implementation of Quality policy is ensured through student-centric activities, innovative pedagogies, high level of industry-institute interaction, faculty development programmes and training and development programmes for students and faculty members. The involvement of faculty members and their contribution also plays a vital role in maintaining high quality standards in each and every activity of the Institute.

6.1.3. What is the involvement of the leadership in ensuring:

a) The policy statement and action plans for fulfillment of the stated mission?

Institutional Governance is an essential element in attaining, enhancing and retaining confidence of the Institute's stakeholders, regulators and the public which is laid down by the Board of Governors through delegated power to the Executive Committee in which the Chairman and the Director are active members.

The Director in consultation with the Chairman and the Local Managing Committee, implements the governance standards through the structure of setting objectives, formulating policies and strategies, controlling and monitoring performance while ensuring compliance with regulations in letter and spirit, promoting a culture of transparency through disclosures and commitment to highest ethical standards.

The leadership at the Institutional management level are involved in chalking out policies and action plans for fulfillment of stated mission and for continuous organizational development. Fulfillment of the stated mission is well monitored under ISO 9001: 2008 quality policy activities.

b) Interaction with stakeholders?

The Institute's management interacts with its stake holders in the following mentioned way:

Students:

The Management interacts with its students through various committees where students act as representatives. Top Management also takes feedback from the students regarding academics and institution. This feedback is analyzed, gaps are identified and measures for the improvement are taken.

Faculty and Staff members:

The Top Management interacts with its Faculty and staff members through various meetings. SFIMAR Management believes in open door policy in communicating with the employees. The Management also encourages faculty and its staff members to provide their feedback about the Institute on various parameters.

Parents:

The management interacts with the parents during counselling sessions, during the Graduation Ceremony and in case of any disciplinary issues parents are called for the discussion.

Alumni:

There is constant interaction between the management and the alumni through the Alumni Connect Programme and Sampark- Annual Alumni Meet. The Management also interacts with the alumni through SFIMAR's Registered Alumni Association.

Corporate:

The Institute interacts with the corporates through:
- ✓ Visit to corporate during summer while the students complete their summer internships.
- ✓ Corporate managers are invited on a regular basis to interact with the students.

- ✓ Management Development Programme.
- ✓ Guest lectures and Workshops by eminent top level corporate personnel.
- ✓ Corporate on board programmes.
- ✓ Tie-ups with corporate bodies for certification programmes.

Society:

St Francis Institute of Management and Research is involved in the contribution to the community through its ISR (Institute Social Responsibility club –Abhimaan and through Mumbai University's Department of Lifelong Learning and Extension (DLLE) work. Every year a number of activities are carried out by the Students and Staff of SFIMAR under ISR club umbrella like. Visit to Orphanages, Walkathon-Eye Donation Campaign, Blood Donation Drives, Afforestation Campaigns, Rural Visits for rural empowerment & rural development, AIDS Awareness Campaign, Global Warming Awareness Drive etc. Similarly, a number of projects are undertaken by the faculty and students under the DLLE activities.

The Director plays a pivotal role in providing direction and guidance in all the above mentioned interactions.

c) Policy and planning?

Institutional Governance is an essential element in attaining, enhancing and retaining confidence of the Institute's stakeholders, regulators and the public. It lays down the relationship and responsibilities between the Board of Governors, the Executive Committee and Executive Management (Local Managing) Committee of the Institute through the structure of setting objectives, formulating strategies and policies, controlling and monitoring performance while ensuring compliance with regulations in letter and spirit, promoting a culture of transparency through disclosures and commitment to highest ethical standards.

The following bodies are involved in planning and implementing of policies.

- ✓ The Board of Governors
- ✓ The Executive Committee
- ✓ The Local Management Committee
- ✓ Academic Advisory Council
- ✓ Placement Advisory Council
- ✓ SFIMAR Alumni Association

The Board and the Executive Council study the need analysis and implement policies and procedures which are beneficial to the growth of the Institute along with the wellbeing of the stake holders.

d) Reinforcing the culture of excellence?

SFIMAR encourages the culture of excellence on a continual basis through following activities:

- ✓ By conducting Training and Development programmes for faculty /staff members and students on academic and behavioral aspects for skill set development.
- ✓ By implementing Academic Enhancement Value Chain activities.
- ✓ By implementing Curricula and Teaching Methodology Development Value Chain activities.
- ✓ By providing students sufficient placement opportunities in various industrial sectors.
- ✓ By motivating students to participate in co- curricular and extracurricular activities at intra-collegiate/ intercollegiate/ state/national level.
- ✓ By encouraging students to take active part in SFIMAR events, forums, clubs, Publications, Institute Social Responsibility and Extension activities.
- ✓ By nurturing students for academic and personality development through Thought Leadership programme, Lead by example programme, Sessions on Mindfulness.
- ✓ By designing and implementing fair HR policies for employees.
- ✓ By enabling faculty members for Research Development.
- ✓ By promoting Life-Long Learning
- ✓ By continuously reviewing and modifying internal processes, procedures and technology in order to maximize efficient resource utilization.
- ✓ By setting up higher goals targeting student success and improve the brand image of the Institute.

e) Champion organizational change?

The Governing Board and senior management focuses on inculcating values, mission, ethics, strategy and conduct by ensuring that there is consistency among strategy, business model, target outcomes, incentives, performance assessment, desired conduct and values, to support the behaviour and outcomes the Institute wants. Governance and Accountability, Performance Incentives, and Staff Development are three major areas in the institutional framework, through which such outcomes are implemented.

Faculty and frontline staffs who deal with students on a regular basis are provided internal training to be 'culture champions' acting as role models for those around them. They have a leadership role in creating transparency on internal best practices, and knowledge sharing on the Institute's progress, have the main accountability for escalating grey areas of issues for resolution. They in turn implement the Lead-by-Example Programme for students to develop the leadership skills and mindset of the latter, to reflect the Institute's values and mission. The Executive Management are the second line of defense with an ownership role, setting standards, monitoring and providing advice to the first line. The third line of defense has oversight role, with sufficient operational independence and a clear mandate to examine adherence to standards. This is performed by the Internal Quality Assurance Cell.

There is robust and comprehensive data to identify alignment with conduct and values by the functional units and individuals. Annual appraisals take into account exemplary behavior or breaches of organizational conduct, values and principles- based on which, penalties / rewards are appropriately awarded. Appraisals also consider how functional units results are achieved, as opposed to the achievement of the results themselves. Feedback from students, industry, media, and regulators is also considered.

The intended outcomes are trust and integrity, accountability and leadership, fair and transparent servicing of student and employee needs, promotion of financial and economic resilience/ stability for both the Institute and broader economic system, safeguard the reputation and Institute's brand of excellence and ethical service, promote an internal environment that engages in open dialogue, open to challenges, willing to escalate and address divergences from set standards.

SFIMAR's Chairman and Director have identified certain key practice areas to drive organizational change, which directly impact student success and the Institute's growth. These include faculty scholarship, innovation in our academic programmes, enhancing corporate connections, placement success, adopting relevant technology, institutional governance and sustainability.

The senior management meet regularly to examine work flows and administrative processes in order to identify potential efficiencies and help set work priorities to meet the goal of better resource stewardship. From such meetings, preliminary suggestions emerge for potential reorganization of work processes and unit reorganizations.

The implementation of e-governance and ERP server are an example of improving efficiency and increasing accessibility of students and faculty, to relevant online records. The comprehensive oversight role of IQAC for assessment of existing and new programmes under the 6-phase programme maturity scale, as well as monitoring that quality standards and policies of the Institute have been met, underlines the Institute's commitment to implementing change initiatives under defined metrics of measurement.

Efforts are made by the Institute to integrate the cross-cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, Heritage and cultural Consciousness, ICT etc. This helps the students adapt to different cultures and global business workplaces.

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

Decision-making regarding designing and implementing policies and action plans at SFIMAR has been broadly divided into two levels. The Board of Governors (the Governing Council) at the apex level, bears the responsibility of strategic supervision of the Institute, apart from fulfilling statutory obligations. In addition, the Board carries the responsibility of approving the strategic plans and internal policies to institute adequate controls for achievement of the set objectives and compliance with rules and regulations.

The Institute's Founding Body- Congregation of Missionary Brothers of St. Francis Assisi - has delegated some key responsibilities to the Executive Committee of the Institute which includes some of the Governing Council members, experienced educators and leading industry representatives. Through this two-tiered inter-linked governance process, a wholesome balance has been created between the need for focus and executive freedom, and the need for supervision, control and checks and balances of all activities and transactions.

The Institute level Policies are reviewed by the Director in consultation with the Faculty and Staff members and sent to the Chairman for any changes if necessary. The Chairman in turn approves the changes, or if needed places it before the Executive Council or the Board of Governors for their sanction.

Policies for the day-to-day functioning of the Institute are monitored under ISO9001: 2008 framework. All the action plans and policies are adapted in the form of procedures, job responsibilities, forms and formats under ISO 9001:

2008 framework .All Policies are monitored by the Director along with the Faculty Facilitators on a regular basis.

The Governing Council meets at least 4 times in a year to review and approve the budget, operational details, quality of programmes, schedules and other academic, administrative and financial matters, Faculty recruiting, Faculty development, students academic performance, placement, infrastructure and contribution to community etc.

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

The top management of the Institute oversees the issues of availability, collegiality, integration and development of faculty and staff into the total teaching, learning and research environment of the Institute. It works with faculty and professional associations to identify and share effective and innovative teaching practices that include the use of technology. It develops and approves programme objectives and expected outcomes that are aligned to organizational goals, strategic plans and required university/AICTE guidelines. Faculty members exhibit leadership in multiple, sometimes overlapping ways. The top management encourages its faculty, to embrace the principle of mentorship both as a privilege and responsibility, by appointing them to assist in activities which enhance student success outside the formal classroom setup. From established feedback loops and assessment procedures, the top management carefully and thoroughly looks for significant relationships among programme attributes, teacher characteristics and student achievement. It then makes informed decisions about what works and what needs to be changed.

The top management works collaboratively with the Programme Heads in making final decisions regarding implementation of each Course's session plan. It considers the availability of resources, the need to build on strong programmes and strengthen weaker ones. A new course/ activity is approved only when the top management is convinced that the need and quality are established. The top management studies recommendations from Programme Heads regarding the quality and academic rigor of the programme, adequacy of the size and expertise of faculty to administer the programme, adequacy of facilities and budgets, placement prospects for the graduates.

The top management is committed to employing faculty sufficient in number, professional qualifications and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its management programmes and other co-curricular activities wherever delivered.

New faculty and Department Heads are provided induction /orientation workshops which offers information, policies, and resources, including sessions designed to assist in the understanding of the faculty review process and in mentoring newly appointed and junior faculty. The top management conducts investigation, consultation, analysis and deliberation in order to recommend ways to advance the excellence, contributions and vitality of management education at SFIMAR.

Merit and promotion processes for faculty are designed by the top management. It ensures that there are defined performance measurement indicators to evaluate faculty and staff performance.

6.1.6 How does the college groom leadership at various levels?

Under shared governance, the Executive Management of the Institute has delegated to the Programme Heads, responsibility for courses and curricula of all the management programmes. They are assisted by other faculty in the department. The Management has provided participating or supporting roles to the faculty members. Participating faculty are those members who are actively engaged in the Institute's activities beyond teaching responsibilities.

Participating faculty members usually satisfy the following criteria:
    a. Full-time employees with a standard teaching load of 16 hours per week.
    b. Regular participation and attendance at faculty meetings
    c. Some of the area where faculty members are expected to excel during the academic year:
        i) Academic and career advising to students
        ii) Serve on institutional committees that connect the Institute to industry
        iii) Serve on departmental or university committees
        iv) Serve as editorial board or committee member of peer-reviewed journal
        v) Active engagement in research activities
        vi) Active involvement in faculty development activities
        vii) Active participation in curriculum and pedagogy development
        viii) Active engagement in consultancy activity.

Participating Faculty are expected to contribute to educational effectiveness by facilitating students' achievement of programme learning objectives through delivering the subject curriculum, advising theses and dissertations, serving on qualifying and comprehensive examination committees, and other activities related to the Institute.

The Director periodically reviews the extent of participation and recommends corrective actions. Supporting faculty members (usually visiting faculty) primary responsibility is instruction. They are occasionally invited to attend meetings of the faculty.

The Institute has a policy for grooming leadership at various levels for all its staff. The Administrative staff has also been given responsibilities to organize events and cultural programmes to enhance their leadership skills. Staff members also participate in workshops, lectures and Management Development programmes conducted by professional bodies, other educational institutes and corporates.

Leadership qualities at student level are developed by involving them in various events, clubs and forums as student organizers. The Thought Leader Programme and Lead by Example Programme have been implemented since the past 1 year. Leadership grooming of students is also done through involving them as student representatives on committees such as the Canteen vigilance committee, College Women Development cell, Anti ragging committee etc.

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

The Institute has well defined job profiles incorporated in ISO9001: 2008 Quality Manual. As per the Institute policy all the Programme Heads are given the authority to frame the departmental objectives. These objectives are monitored and reviewed separately in IQAC meetings, ISO audit and in various faculty and staff meetings.

The Institute also carries out delegation of authority and monitoring of these activities through different committees to decentralize the functioning through a participative organization structure. These committees/Forums are functional in different institutional areas:

Academic Advisory Council: Review and Enhancement of Curricula, Pedagogy, new programme development, co-curricular development, academic collaborations and tie-ups, selection of visiting Faculty, industry guest lecturers, academic exchange, dual programme, student quality and intake, industry visits, international visits and any other activities related to students (wisdom, values, personality and soft skill development) and programmes for them.

Innovation and Development for Excellence in Academics (IDEA) Committee: This Committee takes care of all Faculty related advancement activities such as research, Pedagogy, Faculty Development Programme, Faculty Exchange, Knowledge Management, Technology, etc.

The Research Development Committee: To encourage research activities among faculty members and students, and long term growth of the Institute through research activities and take decisions related to research activities.

Internal Quality Assurance Cell (IQAC): NAAC, NBA, ISO, internal programmes/activities assessment review and feedback implementation follow-through any other accreditation or ranking related matters.

IT and Business Continuity Committee: This Committee is responsible for deciding all IT requirements, development and procurement of information systems, monitoring IT activities, handling security issues, backup plans related to continuity of operations etc.

Selection & Appointment Committee: This Committee is involved in reviewing and proposing manpower requirements, selection and appointment of teaching and non-teaching staff. This Committee consists of Top Management, Executive Board representatives and faculty members

Grievance Redressal Committee: This Committee is responsible for looking into Faculty, staff regarding their service conditions or rules and regulations, and students' grievances regarding admission, refund of fees, hostel, etc., and their redressal.

Anti-Ragging Committee: This Committee is responsible for looking into incidents related to ragging and sexual harassment among students with a view to prohibit, prevent and eliminate the scourge of ragging and sexual harassment including conduct of any student or students indulging in indecent, indiscipline and rowdy activities within the campus or outside and prescribe punitive and corrective measures. .

College Women Development Committee: This Committee deals with gender-biased cases, sexual harassment and any other such related cases within the campus.

SFIMAR Alumni Association: The SFIMAR Alumni Association is a registered Society consisting of ex-students of the Institute and acts as a platform for exchange of views and opinion on various matters related to the development of the Institute, feedback, fund-raising, employment trends and placement activities.

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

The Institute includes its faculty and staff in the decision making process by involving them in various committees as per the chart below:
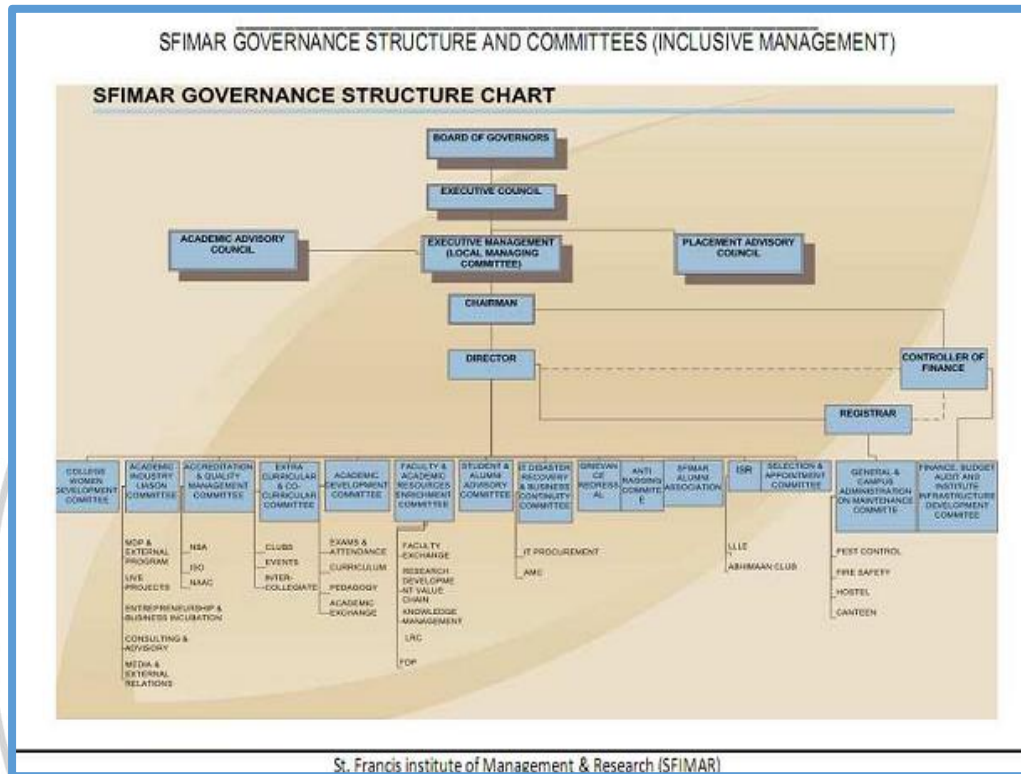
Fig 3. Governance Structure

6.2 Strategy Development and Deployment

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

Yes, SFIMAR has a well-defined Quality Policy stated in 6.1.2.

The Quality Policy of the Institute has been formulated in line with the Vision and Mission of the Institute and it is a guiding force to design and implement the plan of the Institute. The Quality Policy has been developed by the top management of the Institute. The Quality policy was discussed with the stakeholders and experts. After incorporating the view of all the stakeholders and experts on the board the Quality policy was finalized and approved by the Governing Council of the Institute.

The Quality Policy is driven mainly through the IQAC and the ISO9001:2008 quality framework. The Chairman, Director, all the faculty and staff members are responsible for the effective implementation of Quality policy in the Institute through the roles and responsibilities delegated to them.

It is compulsory for all the employees to undergo IQAC and ISO training certification programme conducted by the Institute. The IQAC- Quality Policy is reviewed and monitored by Internal auditors as well as they are vetted by the external ISO auditors. It is also reviewed by the Management on a regular basis. The Quality Policy is well displayed in the campus at various locations to make aware and educate the stakeholders about the Management concerns. It is also uploaded on SFIMAR's Intra server- DSPACE through Quality Manual System document.

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

Keeping pace with the paradigm shift in the global management education space, SFIMAR is continuously revisiting its resources, processes, programmes and quality standards and realigning them towards better and faster delivery in order to excel as a pioneer Management Institute in India and meet fast-changing industry demand. In view of the above, a strategic roadmap has been prepared for SFIMAR with short, medium and long-term time horizons of achieving and maintaining sustainable growth and development. In order to improve the quality of management education, its delivery mechanism and outcome as well as SFIMAR's position among peer group and industry through collaborations, consulting and advisory, Faculty exchange, networking, media relationship, a number of initiatives have been proposed for the next five years and some of them have already been implemented. These are as follows:-

- ✓ E-governance & Streamlining of Administrative Process
- ✓ Instant access to Strategic & Departmental Data
- ✓ Institutional Activity Planning using Web Calendar
- ✓ Software Application for noting the minutes of meetings
- ✓ Website Upgradation and Redesigning
- ✓ The Student Information System (SIS)
- ✓ Online Feedback System
- ✓ Improvement in current curricula's pedagogy, students' overall development, improvement in the students' performance and placement standards.
- ✓ Faculty development and academic enhancement activities

A copy of the detailed Institutional Development Plan is presented in Annexure 45.

6.2.3 Describe the internal organizational structure and decision making processes.

The day-to-day management of the Institute is with the Executive Management (Local Managing Committee) of the Institute headed by the Chairman. The Director of the Institute reports to the Chairman. The Director oversees the academic and operational matters of the Institute. Faculty and staff report to the Director. The various Faculty and Administrative sub-committees report to the Director. Certain administrative matters such as Campus Management, Maintenance, and interaction with the University of Mumbai, AICTE and DTE on non-academic matters are handled by the Registrar of the Institute. The Registrar reports directly to the Chairman/Director. Matters related to Finance, Budget and Audit are handled by the Controller of Finance who directly reports to the Chairman. The infrastructure for running the programmes is being provided by the Society of the Congregation of Franciscan Brothers. The activities and expenses of the Institute are budgeted and approved by the Board of Governors and the Executive Committee. Disbursement is done on the basis of approved procedures in a transparent manner. The audited accounts of the Institute are seen and approved by the Board of Governors of the Society. The administrative activities of the institute are decentralized. All the departments are given adequate freedom and autonomy to plan and execute their activities, to ensure maximum value-addition to the students. Also, the staff members are encouraged to have an active participation in every sphere of students' development.
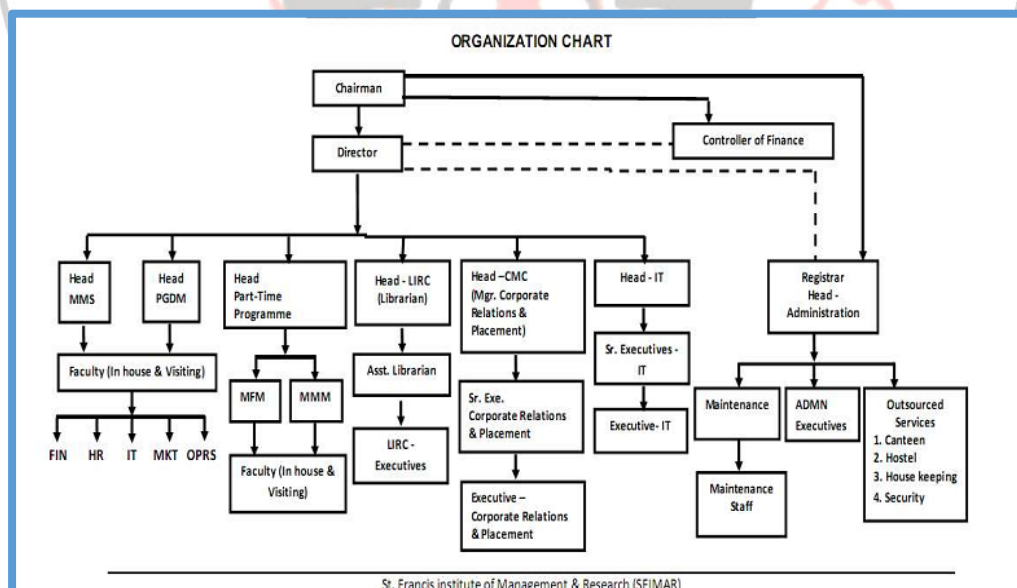
Fig 4. Organization Chart

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

Teaching & Learning

SFIMAR has developed and implemented a number of strategies to improve quality in teaching and learning process. These are regularly discussed and reviewed in the Innovations and Development for Excellence in Academics (IDEA) Committee meetings.

The Teaching-Learning strategies are also incorporated into IQAC quality standard framework in the form of procedures, evaluation criteria, pedagogy, teaching learning plan etc. SFIMAR strategies related to Teaching & Learning are based on different attributes like:

Communication, Critical Thinking, Analytical ability & Problem solving, Research-based approach, Project Management, Usage of modern tools & techniques, Life-long Learning, Value-based education and Social responsibility, Entrepreneurship development, Leadership ,Decision-making ability.

- ✓ Different techniques used for implementation of above mentioned attributes are through:
- ✓ Implementing suitable pedagogies.
- ✓ SFIMAR makes technological investments to enhance classroom pedagogy, enable faculty to experiment with multiple tools and approaches, while extending teaching materials and knowledge-sharing to learners beyond the campus location. Faculty members utilize video, interactive content, web tools and other classroom techniques. The IT Department works collaboratively to support faculty to advance the use of online technology in teaching. It has recently implemented Moodle (Modular Object-Oriented Dynamic Learning Environment) which is a free open-source learning management system or e-Learning platform for the benefit of faculty and students. It has also implemented Google-based Cloud Resources Repository for online storage of academic resources and better knowledge management.
- ✓ Conducting training in the area of academics and behavioural aspects.
- ✓ Organizing activities for Leadership development.
- ✓ Conducting meetings of Academic Advisory committee to get insights about the latest trends in higher education and benchmarking indicators.
- ✓ Enhancing Industry Institute interaction.
- ✓ Improving quality of programme/course offerings and student success, through IQAC review meetings

✓ Studying new concepts evolving in the management education landscape and evaluating their suitability for implementation in the Institute's context, through IDEA meetings.

Research & Development

At SFIMAR the RDVC (Research Development Value Chain) concept has been implemented wherein each faculty member selects his/her core area(s) of research and involves other faculty members and students as well in a collaborative manner. The faculty members are also encouraged to work with external faculty and industry experts. The Research Development Committee reviews overall research activities on a fortnightly basis. The Committee approves and monitors all the research activities to ensure that the research undertaken in the respective field is in alignment with modern business management trends.

Faculty members undertake research on a wide range of topics pertaining to current business requirements. They discuss their research topics and career advancement with the Institute's Director and Research Advisor. Senior faculty members often work with junior faculty on course and curriculum development and provide guidance on developing a research agenda. The Research Advisor and the Director review drafts of research material and provide their inputs for improvement.

The Faculty Reading Group Programme encourages intellectual discussion and exchange on important new books of general interest to a number of faculty members. Besides providing administrative assistance that facilitates research related activity in the Institute, the Research Center of SFIMAR also documents the status of research projects and maintains a list of Faculty publications. The Center publishes all the research activities of SFIMAR through its bi-annual Research Journal known as the SFIMAR RESEARCH REVIEW. SFIMAR Faculty members regularly publish their work in reputed refereed national and international journals. Faculty-mentored student project / research work either on campus or as part of their internship, is an important feature of the student's research training as such collaboration can advance skills that are important to independent inquiry and promote other desirable outcomes such as learning related and cognitive skills, creativity, analytical skills. Students develop their own ideas, make effective oral presentations of their research findings and also communicate their ideas or research effectively in writing.

Community engagement

St Francis Institute of Management and Research is involved in the contribution to the community through its ISR Club-Abhimaan and through Mumbai University's Department of Lifelong Learning and Extension (DLLE) programmes. Every year a number of activities are carried out by the Staff, Students of SFIMAR. The details of the same have already been mentioned under Clause 3.6.4 to 3.6.10.

Human resource management

The following steps are taken for quality improvement through the human resource strategies of the Institute. The teaching Faculty is retained through monetary and non-monetary benefits as mentioned in the Revised SFIMAR HR Policy Manual with effect from 1st August, 2014. This has already been mentioned under Clause 2.4.1 with reference to retention policy and practices.

Industry interaction

SFIMAR has various strategies to increased industry interaction such as:
- ✓ Making students industry-ready through industry-required training and industry-based practical assignments.
- ✓ Encouraging Industrial Research & Consultancy.
- ✓ Summer and Winter Projects.
- ✓ Organizing Workshops, conferences, seminars with joint participation of the faculty and the industries.
- ✓ Participation of experts from industry in curriculum development, guest lectures, eminent speaker series.
- ✓ Arranging visits of students and staff members to various industries.
- ✓ Professional consultancy by the faculty to industries.
- ✓ Live projects.

The replication model replicates a real life corporate scenario on the campus. The model is based on the working relationship between students and the corporate. Companies outsource modules of their Marketing, Administrative and Financial analysis projects to the students. The students have already completed projects for companies like Nexus, Tagin Technology, Magnet Technology, Cleartrip, Retail and Market Research companies.

The Alumni Connect is organized with an objective of increasing interactions and networking between SFIMAR ALUMNI & Final Year MMS & PGDM Students. The aim is to host grooming sessions conducted by the Alumni for the Final year Students for facing corporate challenges.

The alumni also share their experiences and expertise to help students launch themselves in the corporate world.

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

The feedback from all the stakeholders is taken and analyzed by the top management for improvement in the required area.

Regular meetings with faculty /staff members, Local Management Committee and various in- house committees are held and minutes are made available to the top level management for the decision making. Information is also made available to the Top management through internal and external audit reports. Periodic meetings with the Top Management are held to make them aware about the Institute's short term as well as long term plans.

All the procedures related to feedback, performance appraisal, selection and admission of staff and students, HR policies are well documented under IQAC as well as under ISO9001: 2008 QSM and can be made available upon request.

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

As mentioned under Clause 6.1.8, the management has formed various committees in which faculty and staff are involved in improving the effectiveness and efficiency of the institutional processes.

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

Following resolutions were made by the Management Council in the last Year:

- ✓ Appointment of the new Director. Status:- Implemented
- ✓ Promotion of some Faculty Members and Appointment of new Faculty members. Status:- Implemented
- ✓ Approval for new building structure. Status:- Implemented
- ✓ Approval of New Strategic development plan for the Institute. Status:- Implemented

- ✓ Installation of CCTV on the campus as per the directions given by the local police. Status:- Implemented
- ✓ Initiate NAAC Accreditation process. Status:- Implemented
- ✓ To Release of 1 acre land for SFIAD. Status:- Implemented
- ✓ To acquire 2 acres of land for Incubation Centre at Vasai, Mumbai, jointly with St. Francis Institute of Technology. Status:- Implemented

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

Yes, the University does not prohibit an affiliated institution for obtaining autonomy. However, we have not yet applied for autonomy which will be our next step after obtaining NAAC accreditation.

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

The Institute has the following Committees to attend to and resolve grievances /complaints:
- ✓ Grievance Committee
- ✓ Anti-Capitation Committee
- ✓ Anti-Ragging Committee
- ✓ CWDC(College Women Development Cell)

The Institute has also installed a suggestion box in the premises to collect the suggestions/ complaints from the students. SFIMAR also maintains Students' Complaint Register in the to note the complaints regarding canteen. The complaints received are discussed in the respective committee meetings and also during IQAC and ISO Management Review Meetings.

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

No

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

Yes. The Institute has a mechanism for analyzing student feedback.
The Institutional feedback is taken on the following parameters:
- ✓ Provision of adequate knowledge & information about the course
- ✓ Faculty members are well equipped with course know-how & methods of training are adequate
- ✓ Support in Research development
- ✓ Support in personality development.
- ✓ Infrastructural Support – Library, Computer Lab, Administration
- ✓ Placement assistance
- ✓ Canteen facilities

Feedback from students provide information to the Management about students' perceptions of the quality of instruction, the quality of the course content, opportunities for students to participate in class. The feedback is discussed with the Management and necessary action is taken to improve areas that receive low ratings. The analysis of feedback is documented under the IQAC and ISO 9001:2008 procedures.

6.3 Faculty Empowerment Strategies

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

The management is focused on the professional development of its teaching and non-teaching staff members, and continuously tries to motivate its employees for the same.
- ✓ The Institute continuously holds different workshops and training programmes on ANOVA, SPSS, Advanced Excel Training, cloud computing etc., related to research methodology to encourage research papers from faculty.
- ✓ Faculty are also provided with supervisory support for their research papers to be published in national and international journals.
- ✓ Faculty members are encouraged to attend short duration courses within India.
- ✓ Every year the Institute organizes an international research conference PATTH which serves as a platform for the Faculty members to demonstrate their research capabilities.
- ✓ The Institute provides support to its non-teaching staff to pursue higher studies, attend seminars and workshops by giving financial and non-financial aid.

✓ As part of developing classroom teaching, the management sanctions an amount of Rs.15000/- in a financial year to each permanent Faculty for attending/participating in conference/seminar/workshop within the city or the country.

✓ Every Faculty member regularly attends different workshops, seminars, conferences, etc.

✓ The Institute publishes all the staff achievements in its newsletter, annual report, website, research journals etc. as an initiative to encourage professional development.

✓ The Institute also encourages Faculty members to get consultancy assignments through its industry-academia network.

✓ The Chairman and Director of the Institute have also attended many conferences, seminars and workshops in which concurrent management education related issues were discussed

6.3.2. What are the strategies adopted by the institution for Faculty empowerment through training, retraining and motivating the employees for their roles and responsibilities they perform?

At SFIMAR, Faculty members are always provided with different types of FDP programmes for their development. Annually, at least two FDP programmes are organized by the Institute. Also different Staff Development Programmes are organized for non-teaching employees. Faculty members are sent for seminars/workshops/conferences related to their field for further development of their teaching skills. The Institute encourages Faculty members to go for short term courses and pursue their Ph.D.

A proper support system is provided by the Institute for the same. The Institute organizes International Industrial Visits to enhance global exposure in the areas related to academics, Industry structure and global culture so as to develop motivation to replicate the observations. Faculty are also given opportunities to interact with the company mentors of summer trainees to focus on practical applications of theories to enhance their teaching. The Institute organizes different training sessions, like computer software training - to acquaint the non-teaching staff with the latest techniques.

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

Performance appraisal forms are designed and every year self-appraisal is completed by each staff. Feedback is taken from the students on the basis of teaching, support and co-operation. Also peer review and departmental review is taken.

The appraisal form takes into consideration the teaching part, cooperation with other departments, involvement in extra-curricular and co-curricular activities, analysis of results, research work done, etc. to cover each and every type of performance. The self-appraisal form goes to the Director for his remarks and then is further reviewed by the Chairman. The Director interacts with all the staff and discusses areas of improvement based on the appraisal report and action follows.

6.3.4. What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The Director meets the employees individually and discusses the feedback. He guides them in the areas to be improved and a chance is given to perform.

Decisions taken are on the lines of—

Guidance for improvement and self-development of faculty
- ✓ Specific training programmes given as per the requirement for the improvement of their shortcomings.
- ✓ Development of interpersonal relationship.
- ✓ Motivating to present national and international research papers.
- ✓ Image-building and competency visibility.
- ✓ Year on year 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 effectiveness of a candidate's teaching, reviewers consider multiple criteria including the candidate's command of the subject and ability to organize and present a topic with force and logic. Evaluations and comments solicited from students regarding teaching effectiveness for all courses taught.
- ✓ Listing of any awards of formal recognition for distinguished teaching, research, contributions of national/ international significance in the field of management education.

6.3.5. What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefits of such schemes in the last four years?

The Institute has many welfare schemes for their teaching and non-teaching staff, such as:-

- ✓ Financial and non-financial support to the teaching and non-teaching staff members for pursuing higher education (Concession in tuition fees to its staff members to pursue in-house part-time courses to improve their knowledge and skill set, paid study leave etc.)
- ✓ Financial support for attending seminars/conferences/workshops etc.
- ✓ Annual medical checkup for faculty and staff.
- ✓ Brahmakumari Sessions and Mindfulness Sessions for Faculty, staff and student to cope up with stress, pressure, work-life balance, etc.
- ✓ Hygiene for women (automatic sanitary pad vending machine, sanitary napkin disposable unit, etc.)
- ✓ Availability of microwaves and intercom facility in the Faculty rooms
- ✓ Canteen facility with variety of food with properly maintained hygiene
- ✓ Parking facility, tea and snacks during different programmes, etc.
- ✓ Festival celebration, like Onam, Dandiya, Christmas, etc.
- ✓ Television in college lobby and hostel lobby.
- ✓ Leave-encashment
- ✓ Aerobics facility

6.3.6. What are the measures taken by the institution for attracting and retaining eminent faculties?

Competitive salaries are given to attract and retain the good employees. To retain eminent faculties, the Institute provides incentives and promotion which keeps the employee motivated and creates a stimulating atmosphere. The Institute also provides various financial support to faculty and encourages them to attend conferences, seminars, workshops as well as to conduct applied research. The annual turnover ratio of the employees is very low.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

SFIMAR is a self-financed Institute. It has a sound financial position and demonstrated financial stability to support the mission of the Institute and the scope of its programmes and services.

This statement is supported by financial information provided in the Institute's audited financial statements which show a fairly consistent pattern of growth in revenue, expenditure and net assets.

Every year during March the management asks for the budget from various department heads, programme heads and event coordinators for the upcoming academic year. It is preceded by sound planning and is subject to sound fiscal procedures. The Governing Council approves these budgets.

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 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 programme support (admissions, library, student services, staff).
All purchases of stationary are done based on the requirement and current inventory in place. Also a record of outgoing stationary is maintained.

The Management has always instructed all the stakeholders to make effective and efficient use of resources such as water and electricity carefully for better financial stability.

If for some exceptional events the budget is not submitted in the month of March it is submitted by the event coordinator at least a week before the event. All the expenses incurred during the event are checked by the top management/ Accounts department through the original copies of bills. If there are any miscellaneous expenses such as local travel by a public transport, it is taken into consideration.

The Budget for 2015-16 is presented in Annexure 46.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Internal audit is done by members of the Trust or external members every year. These members are authorized by the President of Society of the Congregation of Missionary Brothers of St. Francis Assisi.

External audit is done by auditor Natvarlal Vepari & Company. It is done once in six months. Last audit was done in May 2015. There were no major objections from the auditor. The compliance report is given by the auditor once in year after the end of the financial year in March. (Auditor's report dated 25th June 2015 for the financial year 2014-15 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 deficiencies.

The Internal Audit and External Audit Documents are presented in Annexure 47.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Being a self-financed Institute fees taken from the students as per the recommendations of Shikshan Shulka Samiti is the main source of income for the Institute.
As a part of effective use of financial resources, surplus money if any, is kept by the Institute in the bank fixed deposits. Regular interest on the same is a supplementary source of income for the Institute.

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

Institute offers Full-time MMS course, Full-time PGDM course and Part-time MMM/MFM course. Income statements are as per these courses from year 2012 to 2015. Only for PGDM course it is available from 2013 to 2015 since the course stated from 2012-13. Audited Income and Expenditure Statement of Academic and Administrative Activities of the Previous Four Years are available with the Institute.

If there was any deficit it was funded by Society of the Congregation of Franciscan Brothers.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

As of now the Institute is completely self-financed so there is no additional funding from outside.

6.5.1 IQAC

a). Has an institution established an Internal quality Assurance Cell (IQAC)? If yes, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance process?

Yes, SFIMAR has formed its Internal Quality Assurance Cell (IQAC) in May 2015 to improve the academic and administrative performance of the Institution.

The SFIMAR IQAC consists of the following members:

Sr. No	Category	Members
1	Chairperson	Dr. S.S. Mohanty, Director SFIMAR
2	Administrative Officers	Mr. Louis Vaz, Ms. Sangeeta Varma
3	Faculty Members	Dr. G. Ramesh Dr. Sulbha Raorane Dr. Natika Poddar Mr. Vaibhav Kulkarni Ms. Sanchayita Banerjee Mr. Pushkar Parulekar Mr. Jackson John Dr. M. F. Kumbar
4	Member from the Management	Bro. Alphonse Nesamony, Chairman, SFIMAR
5	Two Nominees from local society, students and alumni	Bro. Mathew Thekkemury Bro. K.C Joseph Mr. Sandesh Dhawale Mr. Anand Vayda
6	Two Nominees from employers/ Industrialists/ Stakeholders	Mr. Ashok Patil (please check the name and their position and company's name should also be given) Mr. Richard Quadros Ms. Sailee Deshpande
7	IQAC Coordinator	Ms. Vaishali Kulkarni

Table 49: Details of IQAC Members

SFIMAR is also an ISO 9001: 2008 certified Institute by DET NORSKE VERITAS since 2007. SFIMAR has its own Internal ISO Audit team comprising of MR (Management Representative and Internal auditors). The SFIMAR ISO team acts as a Quality Assurance Cell for improving and maintaining quality at the academic and non-academic level on a continual basis.

The Structure of SFIMAR Quality Assurance Cell: As on 16th Aug 2015 is as follows:-

List of ISO auditors- 2015-2016				
Sr. NO.	**Department**	**Auditee**	**Auditor**	**Co-Auditor**
1	**Academics**			
A)	MMS	Prof. G. Ramesh	Ms. Vaishali Kulkarni	Ms. Sinimole KR
B)	PGDM	Dr. Sulbha Raorane	Dr. Natika Poddar	Ms. Smita Jesudasan
C)	Part-Time	Dr. Natika Poddar	Ms. Vasudha Rao	Mr. Tushar Panigrahi
2	**Administration**			
A)	Admin Office(MMS-PGDM and Par-time)	Bro .K.C. Joseph, Mr. Vaz, Dr. G. Ramesh, Dr. Natika Poddar, Dr. Sulbha Raorane,	Dr. G . Ramesh	Mr. Pushkar Parulekar
B)	Maintenance	Mr. Sabu V.R.	Ms. Sujeesha Naidu	Mr. Jackson John
C)	Security - Outsourced	Mr. Sabu V.R.	Dr. M.F. Kumbar	Mr. Jestin Johny
D)	Housekeeping- Outsourced	Mr. Sabu V.R.	Dr. Natika Poddar	Ms. Selma B

E)	Canteen	Mr. Sabu V.R./ Kiran Rodrigues	Dr. M.F. Kumbar	Mr. Jestin Johny
F)	Hostel	Mr. Sabu V.R/ Bro. K.C Joseph	Ms Sangeeta Varma	Mr. Jackson John
3	**Management**	Chairman- Bro. Alphonse Nesamony, Director- Dr S S Mohanty	Ms. Vaishali Kulkarni	Ms Sangeeta Varma
4	**CMC**	Ms. Sangeeta Varma	Ms. Sujeesha Naidu	Ms. Simmi Prasad
5	**Library**	Dr. M.F. Kumbar	Mr. G. Ramesh	Ms. Sanchayita Banerjee
6	**Computer Lab**	Mr. Prakash Lalwani	Ms. Vasudha Rao	Ms. Renita D'Souza
7	**Management Representative**	Ms. Vaishali Kulkarni	Ms. Sangeeta Varma	

Table 50: Internal Team of ISO Auditors

Two internal audits and one external audit by DNV are conducted each year. All the departments in the Institute are covered under ISO 9001: 2008 quality management system.

In the beginning of the year every department defines departmental objectives for the audit period. These objectives along with the procedure are audited by the internal and external auditors. After each audit review, the procedures and forms / formats are upgraded, if required. The Institute has included the feedback system from all the stakeholders in the ISO procedures to improve the quality of academics and non-academic areas.

Internal and external audit review reports are discussed in the MRM (Management Review Meeting) with Management and Staff members for deciding the corrective actions and effective measures for observations and non-compliance.

Quality Policy of SFIMAR:

'SFIMAR is committed to the Endeavour of transforming students into Global Business Leaders by continual improvement in its services through a student centric approach, innovations in our pedagogy and rigorous selection, development & upgradation of its faculty while meeting the regulatory & statutory requirements'.

We have already provided details on the IQAC Policy and Procedure Manual in Annexure 16. The details of external ISO 9001:2008 Quality Policy, Procedures and Audit reports are presented in Annexure 48.

b) How many decisions of the IQAC have been approved by management / authorities for implementation and how many of them were actually implemented?

From the date of formation of IQAC (May2015), two meetings have been held and decisions on quality improvement have been taken in academic and administration areas. These issues have been discussed with the management and implemented in accordance with ISO procedures.

Following decisions have been taken in IQAC Meetings:
1. Campus Integration through education ERP system
2. Implementation of E-learning s/w MOODLE (already implemented and is currently under test run) for students/ Faculty use
3. Implementation of Management games / Simulation games for MMS-PGDM students
4. Finalization of Monitoring Template
5. Preparation of Mindfulness Activity calendar
6. Implementation of New Programme/Activity assessment process, and programme maturity scale (initiated and under review)
7. Comprehensive feedback mechanism and implementation process
8. Implementation of integrated solution linking student assessment, student activity monitor and online knowledge resources

C) Does the IQAC have external members on its committee? If so, mention any significant contribution by them.

Yes. SFIMAR IQAC has external members on its Committee. These external members include alumni, local society members, employers and stakeholders. The suggestions given by these external members are considered for improving the existing functioning of the Institute. Every year, along with IQAC meetings, the Institute conducts one external audit by the external auditors from DNV (DET NORSKE VERITAS).

During the external audit all the departments are audited and corrective measures are suggested by the external auditors. These corrective measures are executed and a report is sent to DNV.

D) How do students and alumni contribute to the effective functioning of the IQAC?

The SFIMAR IQAC committee consists of representatives from existing students and alumni who are involved in decision making on various institutional development issues. Suggestions given by the alumni and students are considered and implemented for improvement in areas like placements, live projects, career counseling by alumni, curriculum development etc. Contributions to the effective functioning of the IQAC from students and alumni are also received through a feedback mechanism devised by the institute. An Academic and Institutional Feedback is regularly taken from the students and alumni. This feedback is analyzed and non performing areas are identified. Corrective measures are applied to bridge the gaps and correct the deviations identified the analysis.

E) How does the IQAC communicate and engage staff from different constituents of the institution?

The Teaching as well as non-teaching staff members from all the departments are involved in the IQAC committee and ISO audit process as committee members, auditors and auditees for the internal and external audits. Communication regarding IQAC meetings, audit sessions, audit training and MRM Reports is done through notices and group emails. All Departmental procedures and QSM are uploaded on the Institute's intra server DSPACE. IQAC internal audit is conducted every quarter, or more frequently if required.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and non-academic activities? If yes, give details on its operationalization.

Yes, the Institute has an integrated framework for quality assurance of the institutional activities under IQAC procedures and standards which are also aligned to ISO 9001: 2008 quality standards.

All academic activities are planned in the beginning of the academic year under various quality procedures laid down by the Institute and are well documented.

These are covered by procedure manuals for each and every programmes' academic related areas such as

- ✓ Academic Procedures for MMS, PGDM and Part time-MFM & MMM
- ✓ Administrative procedure
- ✓ Library Procedure
- ✓ Placement procedure
- ✓ Top management Procedure
- ✓ Computer Lab Procedure
- ✓ Maintenance Procedure
- ✓ Outsourced Activities Procedure

All non-academic activities are also planned according to the procedure manuals and are well documented.

- ✓ Administrative Procedures
- ✓ Maintenance Procedures
- ✓ Outsourcing Procedures
- ✓ Extra-curricular and co-curricular activities and procedures.
- ✓ Training and development Procedures

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If yes, Give details enumerating its impact.

Yes. Regular training sessions are conducted for the staff members for the effective implementation of the Quality Assurance procedures by an ISO consultant.

Two different types of training sessions are conducted for the Quality Management System:

ISO Awareness training - To introduce to the new staff the Quality framework in the Institute and implementation of the quality assurance procedures at individual as well as departmental levels.

Internal auditors training- Provided to experienced staff to become internal auditors and conduct internal audits for improving the quality of the Institute with their rich academic and administrative experience.

6.5.4 Does the institution undertake Academic audit or other external review of the academic provisions? If yes, how are the outcome used to improve the institutional activities?

Yes. The Institute conducts external academic audit by DNV and its consultants every year for maintaining its ISO 9001: 2008 quality standards certification since 2007. In addition to it, it has external members from society, industry and other academic institutions in its Governing Council, Academic Advisory Council, Placement Advisory Council and Local Managing Committee in which suggestions and recommendations for improving academic activities and standards are deliberated and given adequate consideration for implementation by the Executive Management. The Institute also has a sound feedback system encompassing all its stakeholders whose feedback reports are analyzed and gaps or weak areas are identified. The Executive Management implements measures to improve upon the weak areas immediately.

The academic audits are conducted by AICTE & University of Mumbai periodically to assess the institutional development & academic development activities

6.5.5 How are the internal quality assurance mechanism aligned with the requirements of the relevant external quality agencies/regulatory authorities?

All the activities regarding the requirements of the relevant external quality agencies/regulatory authorities like AICTE, UGC, DTE etc. are incorporated in the internal quality assurance procedures as well as in the ISO procedures. They are regularly monitored through Internal and External audits. These procedures are modified as per the changes in the procedures/rules and regulations of the external authority bodies.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations & outcome.

Mechanisms used to review the teaching learning process:
  i) Implementation of Session plans prepared by Faculty members and their monitoring by Programme Heads.
  ii) Faculty Feedback and Performance Appraisal
  iii) Meetings of Academic Advisory Committee and Meetings of **Innovation & Development for Excellence in Academics (IDEA)** Committee
  iv) IQAC Meetings
  v) ISO Internal and External Audits

Above mentioned activities are monitored by the Director and actions are taken against deviations from defined controls. All the above mentioned activities are incorporated in the IQAC and ISO9001: 2008 Quality Standard Frameworks.

a) Structure of the session plan and their operations

Pedagogy:

The pedagogy adopted for inculcating the learning process including additional hours for the students to accumulate credit points (15 hrs. for 100 marks subject and 3 hrs. for 50 marks subject apart from the session hours of 45 hrs. and 27 hrs. for 02 credits and 01 credit subjects respectively) is as follows:

Sr. No	Pedagogy	Hours Allotted for 02 Credits/01 Credit
1	Lectures (Sessions as per session plan)	45 hrs. /27 hrs. (Kindly strike out whichever is not applicable)
Select other pedagogies from the below list that will be adopted apart from the lectures complementing learning for 15 hrs. /03 hrs. as indicated above and indicate an estimated duration.		
2	Class Activities like quiz, debates, Role play, etc.	
3	Case Studies and Discussion	
4	Assignments	
5	Watching Educational and Informative Videos	
6	Real-time Projects in various industrial verticals (Live Projects)	
7	Presentations	
8	Reading (Library Activity)	
9	Group Discussion	
10	Participation in academic and extra – curricular activities,	
11	Fieldwork	
12	Any Other	
	Total Hours of Learning	**60 hrs. / 30 hrs.**

Table 51: Evaluation Criteria for Full-Time/ Part-Time Programmes

Evaluation Plan:

End-term examination	:	60/30 Marks
Internal	:	40/20 Marks
Mid-term examination/Periodical class tests held in the given semester	:	20/10 Marks
Presentations throughout the semester	:	10/05 Marks
Attendance and Active participation in routine class instructional deliveries	:	05/03 Marks
Overall Conduct as a responsible student, mannerism and articulation and exhibition of leadership qualities in organizing related academic activities.	:	05/02 Marks
Total	:	100/50 Marks

b) **Teaching-Learning through Co-curricular and Extra Curricular Activities:**

SFIMAR conducts following co-curricular and extra-curricular activities to build the leadership and managerial qualities among the students:

c) **Teaching learning is enhanced through**:

- ✓ Experiential learning
- ✓ Live projects
- ✓ Replication projects
- ✓ Research projects
- ✓ Simulation software
- ✓ Library Hours for extra and co-curricular reading
- ✓ Development of research papers and presenting them in the annual research seminar 'ANVESHI'.
- ✓ Interactive learning

d) **Continuous review is taken about the teaching learning process through**:

- ✓ Session plan monitoring
- ✓ Student Feedback
- ✓ Faculty meetings
- ✓ Regular review of Mentoring System
- ✓ Regular Meetings on Innovations and Development for Excellence in Academics
- ✓ Internal Placement Committee meetings
- ✓ Academic Advisory council
- ✓ Placement Advisory council
- ✓ Corporate feedback

6.5.7 How does the institute communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Quality assurance policies, mechanisms and outcomes are communicated to internal and external stakeholders through:

Quality Policies, QMS (A document of Quality management System), audit reports, audit schedules, audit outcomes, IQAC meetings' review etc. are uploaded on D-SPACE, institute's intra server and are made available for the stakeholders' reference. Session plans which include pedagogy mechanisms and expected outcomes are discussed with the students in the beginning of the semester. At the end of each semester a faculty feedback is taken to review the outcome. Basic orientation about the quality management system of ISO 9001: 2008 is given to the students and parents through the induction programme.

Criteria 7: Environment, Innovation & Best Practices

7.1 Environment Consciousness

St. Francis Institute of Management and Research (SFIMAR) is environmentally conscious and committed to the conservation, sustenance and promotion of environment-friendly practices. The Institute is driven towards making optimum use of natural resources without harming the ecological make-up in and around its vicinity. The management, staff, and students are constantly sensitized towards environmental issues through orientation programmes and awareness campaigns. St. Francis Institution of Management and Research promotes eco-friendly strategies through the 3R formula of 'Reduce, Reuse, and Recycle'. Constant efforts are made to get the campus and its vicinity as close to mother-nature as possible. The institute aims to achieve the 4th R, i.e. 'Responsible' citizens of the society. Similarly we groom our students and staff members to become responsible towards conserving the environment.

7.1.1. Does the Institute conduct a Green Audit of its campus and facilities?

Yes, a green audit of the campus and its facilities is conducted yearly. The audit is conducted by the 'Environmental Committee' of the Institute which comprises of representatives from the management, staff, and students.

The scope of the audit is to monitor, record, and control the consumption of energy (electricity), water and paper consumption. Documents of the same are maintained. The committee also maintains record of the 'green cover' in the campus. Recommendations of the committee are then used for the betterment of 'green initiatives' of the Institute.

The Green Audit Checklist and Report is provided in Annexure 49.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

The following initiatives are taken by the Institute to promote environment consciousness and eco-friendliness on campus, among its staff members and students:

Energy conservation
Energy saving practices like switching-off lights, fans, air conditioners and computers when not in use. Students are regularly informed of the importance of not wasting electricity. Similarly, there are vigilant security guards who regularly monitor classrooms or areas in the Institute to switch-off any unused lights, fans, air conditioners or computers.

CFL bulbs and tube lights are used for lighting purpose wherever possible. Computers with LED or LCD monitors which are more power-efficient are used in all computer labs. No CRT computers which is not power-efficient are used in the Institute.

Buildings in the campus are constructed in such a manner that there is ample natural illumination and aeration, especially in the corridors, stairways, etc. Air conditioners are used at 22-24 degrees Celsius at all times.

Electrical appliances of power-saving ratings are installed and used wherever possible.

Use of Renewable energy

Keeping in mind that our country has ample sunlight throughout the year, the Institute has installed solar panels in the campus hostel, on its terrace. This is used for heating water, which is used by hostel inmates.

Water Harvesting

Rain water harvesting technology is practiced on the campus.

Rain water from various areas on campus, reaches a huge harvesting tank through pipes which help in elevating the ground water table.

This water is used for various purposes like watering trees and plants in the gardens or otherwise, general washing and cleaning purposes on campus.

Efforts for Carbon Neutrality

To reduce carbon footprint, the Institute regularly creates awareness through campaigns and posters for energy conservation and limiting energy usage and emissions through transportation used by people on campus.

Awareness is created about using public modes of transport by word of mouth. Likewise a sizeable number of staff and students use public transport for daily travelling. Walking is also encouraged for those living in the vicinity of the college, for similar reasons, as also for fitness.

The installation and usage of solar panels for heating water in the hostels is a demonstrable step in using renewable energy which helps reduce our carbon footprint.

Similarly, through energy conservation practices like judicious use of electricity through electricity-saving practices outlined earlier, the Institute further strives to reduce its carbon footprint.

Plantation

The Institute boasts of a 'green campus' in the midst of a concrete jungle like Mumbai. A notable step in this regard is the planting of at least five new trees on campus, every year, to maintain and increase greenery and add positively to the balance of nature. Students, who are members of the Environmental Committee of the Institute, lead the way in various 'go green' initiatives like tree plantation drives, awareness about conserving forest areas and mangroves and gardening activities in college.

Voluntary student groups are then formed who take part in these activities on campus. As of July2015, there are approximately 102 trees.

Waste Management

E-waste management –The Institute has a provision for the appropriate disposal of the minimal e-waste generated on campus. All e-waste is collected and sent to sister concern Institutes of the Franciscan group of institutions for re-use as much as possible, or for further processing. E-waste generated on campus is never dumped mindlessly in or around the campus.

Organic waste management – Organic waste generated on campus is managed efficiently through an initial segregation process, which is collected by Brihanmumbai Municipal Corporation (BMC) for further processing.

Non-degradable waste management – Non-degradable and recyclable waste like plastic waste, cans and tins, glass bottles, etc. are collected in separate bins designated for the same and sent for recycling. The Institute discourages any littering on the campus of any kind of waste, organic or recyclable matter. Regular awareness and signboards suggesting the same are displayed on various areas on the campus. Use of plastic bags of micron size below the legal minimum permitted level are banned on campus. Likewise, use of jute, cloth or paper bags is encouraged. For all events on campus, recyclable paper bags are specially printed and used, even for gifting purpose at such events for guests and dignitaries.

Others

Paper Consumption – In line with its environment-friendly approach to usage and consumption of natural resources, the Institute follows a similar approach to paper consumption. Various activities on campus like online exams, online feedback systems, mail signatures and e-communications are examples of 'paper-free' systems developed. Day-to-day regular communication is via. Mails through the internet or using the Institute's intranet messaging system. Paper used for printouts, officials formats and letters, urgent non-mail circulars, etc. is of eco-friendly, recyclable material, "manufactured using environmentally sustainable practices" as printed on the manufacturer's packaging label.

7.2 INNOVATIONS

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

SFIMAR deploys superior pedagogy, innovative teaching methods and latest technology in imparting course curricula, while inculcating in its students sense of values, community service, social inclusion and sustainable business practices. It aims at transforming students into ethical and compassionate management leaders who can function effectively in a globally competitive business world and contribute to the betterment of the economy, society and environment. The Institute had 'Innovations in Higher Education' committee which has recently been rechristened to 'Innovations & Development for Excellence in Academics (IDEA)' in order to develop innovative pedagogy development reflecting on the changing dynamics of management education landscape globally. The main objective of this meeting is to review and explore tools to improve effectiveness of management education and to improve teaching–learning process in the Institute.

The IDEA team comprises of -

1. Representative from SFIMAR Executive Committee

2. Chairman – SFIMAR

3. Director – SFIMAR

4. All the Faculty and Staff Members

The innovative practices of SFIMAR are described in the ensuing paragraphs.

Holistic Development of Students

SFIMAR has conducted Sensitivity Training and Boot Camps to assess the emotional intelligence level, strengths and weaknesses of students and provide personalized attention to their grooming. It also regularly conducts various programmes on personality development, moral values, ethics, corporate social responsibility, personal presentation and business etiquette. The Institute runs mindfulness programmes for developing a sense of sincerity, focus and concentration among students. It also hires renowned salons and designers for the physical grooming of the students.

Students are also groomed through extracurricular clubs formed by them. These clubs aim at discovering their creativity, presence of mind, leadership qualities and team spirit while some of them test their physical fitness.

Students learn essential management skills through physical activities like trekking to various destinations.

Mindfulness Centre

The Centre works at the intersection of neuroscience, mindfulness and positive psychology. This training cultivates greater self-acceptance, sharpness of mind and a sustained inner ability to counter stress. By changing the way of thinking and feeling about challenging situations new solutions and opportunities can be arrived at. Regular workshops and sessions by expert speakers are arranged at the Institute for all Faculty, staff, and students.

Thought Leadership Programme

The idea of 'Thought Leadership' programme introduced by the Institute is to enhance the student's knowledge of current thought-provoking topics, ideas generation, and their deliberation on the subject matter, communication skills. The programme underlines directional guidance to the students to prepare them for answering questions in placement interviews on recent topics and trends in their area of their specialization.

Lead By Example

The 'Lead by Example' programme picks up small cohorts of students in various niche areas, based on their aptitude and attitude. These students are provided specialized advanced training in those niche areas to excel and lead other students. Faculty members and the Placement Department are extensively involved in conducting mock interviews and group discussions for all the students. Corporate recruiters have been brought in to train the students in these two aspects.

Anveshi – Student Paper Presentation Contest

In order to give due recognition to the spirit of inquiry and creativity of management students, ANVESHI - a National Level Paper Presentation Competition is organised. This endeavour is taken to provide a platform to the potential researchers and scholars to demonstrate and further hone their skills. The event is expected to be a liaison of corporates, academicians and students.

Students from Universities and affiliated Colleges in India participate to discuss the emerging issues and to explore their thoughts and ideas to achieve a variety of perspectives and thus contribute to the development of the society.

Research Development Value Chain

The Faculty team within a particular field of specialization identifies few areas of research which are relevant to the current industry trends. The Faculty team then assigns literature review, data collection work among its members and creates a repository. They discuss the problem and analyse the study.

Replication model

The replication model replicates a real life corporate scenario on the campus. The model is based on the working relationship between students and the corporate. Companies outsource modules of their Marketing, Administrative and Financial analysis projects to the students. The students have already completed projects for companies like Nexus, Tagin Technology, Magnet Technology, Cleartrip, Retail and Market Research companies.

Academic Enhancement Value Chain

While this programme is mainly meant for improving Faculty quality and developing their research, consulting and other related interests, it is also believed that some of the outcomes of this programme (research development value chain) will benefit students as their summer internship and winter projects through this value chain.

Alumni Connect

The Alumni Connect is organized with an objective of increasing interactions and networking between SFIMAR ALUMNI & Final Year MMS & PGDM Students. The aim is to host grooming sessions conducted by the Alumni for the Final year Students for facing corporate challenges. The alumni also share their experiences and expertise to help students launch themselves in the corporate world.

Faculty development and academic enhancement activities

This includes programmes to enhance the Faculty's knowledge in their subject matter and concurrent issues, to increase their research aptitude and improve their collaboration with industry personnel and reputed academic institutions. This is made possible through consulting and advisory work, participation in seminars, workshops and conferences, MDP and FDP, overseas Faculty exchange and academic collaborations.

Curricula and Teaching Methodology Development Value Chain

Under this programme, the Faculty members are involved with external Faculty or academic scholars, industry practitioners associated with reputed and highly accredited universities, B-Schools and other academic institutions, research organizations and reputed companies to obtain valuable assistance and guidance on issues related to curricula and pedagogy, most recent trends in delivery of academic matter and content, significant research trends and industry practices.

Consulting, Advisory and Entrepreneurship Development Activities

These three aspects demand expertise, time and a coaching attitude from the Faculty. The Faculty members provide consulting and advisory services to industries on specific areas of operations on a regular basis. Short-terms certificate programmes are conducted in HR, Operations, Finance, Marketing by Entrepreneurship and Business Incubation Centres.

Certificate Trainings

SFIMAR emphasizes on Certificate trainings that complement classroom learning. A number of certification programmes on Project Management, Digital Marketing, Management Accounting, Investment awareness, Certification Programme in alternative investments, Financial Markets, Products and Institutions, Advertising and Media Planning, Emerging Trends in HR, etc are being conducted.

Film Screening Club

The Film Screening Club selects award winning Movies, Short Films, Documentaries etc. based on management concepts and screens them for MMS & PGDM Students. The Movies screened by the club are followed by a detailed discussion focusing on the learning's from the movie. The Club promotes experiential learning and Edutainment.

Peer-To-Peer Teaching Style

SFIMAR encourages the Peer-to-Peer Tutoring style that involves students teaching other students. A peer tutor concept boosts the classroom learning process and makes it more interactive and interesting. Having a tutor who is on the same age level as them also helps in bridging the learning gaps among students.

Student Mentoring

SFIMAR ensures extensive mentoring & coaching for its students. Each student is allotted a Mentor for the informal transmission of knowledge, social capital, and the emotional support perceived by the student as relevant to work, career, or professional development. Extensive Mentoring allows the mentee to explore new ideas with confidence. All mentoring activities and interactions between individual mentors and mentees are recorded in a standard format and monitored.

Lifelong Learning and Extension

The Scheme of Lifelong Learning and Extension is monitored through separate Guidelines of UGC from its subsequent five year plans and funds allocations. There are 2 types of projects the students carry out during their 2 year tenure.

        a) Vocational Career Oriented Projects

        b) Community Oriented Projects

The objectives of introducing these projects are -

- ✓ To enhance employability of the students.
- ✓ To provide an opportunity to the students for development of marketable work skills.
- ✓ To give an opportunity to the students to apply classroom knowledge for the benefit of the community (Lab to Land).
- ✓ To make the students aware of social problems in the community and
- ✓ To enable the students to find their socio-cultural roots.

Programme Plan and Implementation (2011 – 2014)

Tools Applied	2011 – 12	2012 - 13	2013 – 14
Group Discussion and Mock Personal Interviews (Holistic Student Development)	1 week training in a year	1 Week Training, Twice in a year	Per semester two weeks training
General and Functional Aptitude Tests and Training (Holistic Students Development)	Once in a week in III Semester	Once in a week in III Semester	Once in a week in II and III Semester
Technical Training	3 Sessions	4 Sessions	5 Sessions
Alumni Interaction	4 Sessions	5 Sessions	5 Sessions – Specialization and Sector wise
Personality Grooming and Development	4 Sessions	4 Sessions	4 Sessions
Boot Camp	1	1	1
Sensitivity Training	-	1	1
Mentoring	One-to-One for all students once a week	One-to-One for all students once a week	One-to-One for all students once a week
Anveshi – Student Research Paper Presentation Contest	Once in a year	Once in a year	Once in a year
Profile Discussion	-	-	III Semester
Awareness Sessions in Job Profiles	-	Two general sessions in III Semester	Two specialization sessions in III Semester
Replication Projects	-	3	5
Lifelong Learning and Extension Activities	-	4	6
ISR Activities	8	10	12

Table 52: Programme 1 Plan & Implementation

Innovative programmes initiated in AY 2014-15

Programme	2014 – 15
Thought Leader Programme	Specialization wise – Weekly
Lead by Example	Niche specialization, for 2nd Year students
Mindfulness	Twice in a semester

Table 53: List of Innovative Programmes

The goal is to ensure that all who enter the portals of the Institute are respected, supported and expected to be successful. Going forward, the Institute's aim is to share leadership and management expertise with a wider audience, enhance research and consultancy opportunities, through collaborations and partnerships with the global business and academic community. SFIMAR faces a challenging higher-education landscape. But because of the professionalism, innovative pedagogy, continuously evolving practices and high enthusiasm and commitment, we are confident we can succeed in advancing our Institution to the pinnacle of excellence. Innovation is therefore a value-differentiator for the Institute, compared to other management education providers.

7.3.1.1 Title of Practice: Replication Model

Objective

1. To enhance decision making skills with respect to work execution.

2. To bring a sense of work discipline in the students with a sense of responsibility and accountability

3. To enhance leadership skills

4. To develop application-oriented learning within the students using technology.

5. To enhance strategic planning and execution skills and learn to map gap analysis, if any.

The Context

Sending students out to visit companies for completing their assignments and internship has been followed and practiced by almost all B-Schools in their pedagogy. This model tries to reverse that idea. The replication model replicates a real life corporate scenario on the campus. The model is based on the working relationship between students and the corporate.

Here companies join hands with SFIMAR in getting their work done through the students. The company sends a representative or allocates tasks directly from its head office. The students accomplish these tasks using resources provided by the college and the company.

Each student is given a job profile and a set of tasks he/she would need to accomplish. Each student is paid by the company for the project completed.

A report on each completed project is made by the students and submitted to the Institute.The basic idea is the direct exposure and interaction of the students with corporate personnel without any intervention of the Institute and understanding the various facets of practical work life.
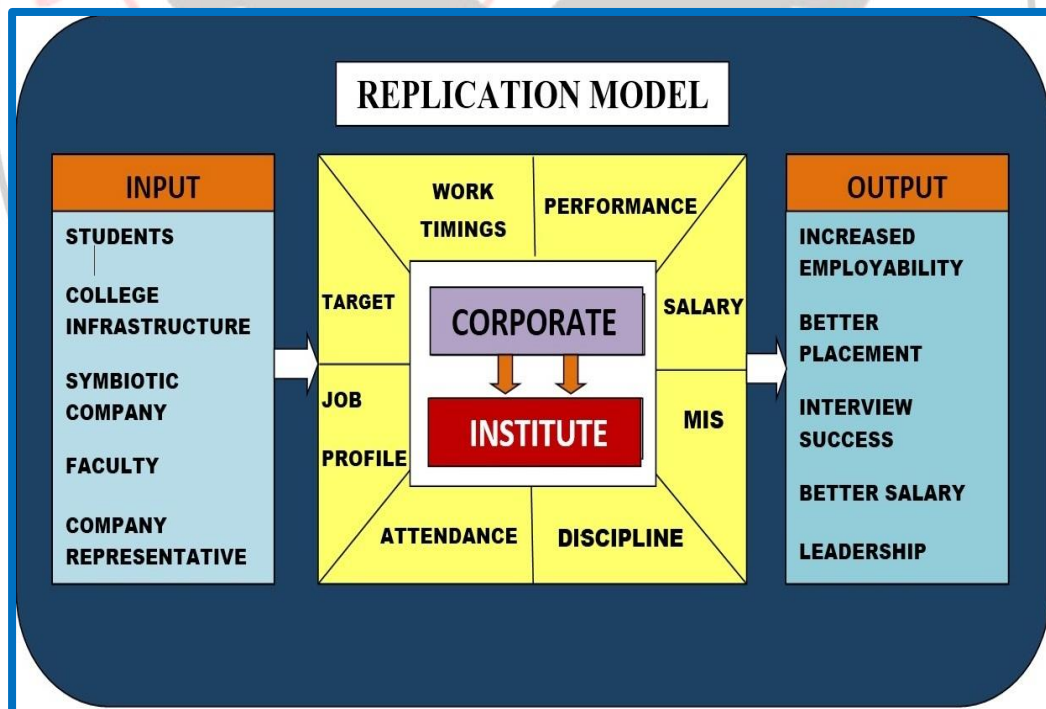
Fig 5. Replication Model

Learning Outcomes:-

a) Decision Making: Day to day decisions with respect to the execution of the work can be taken confidently.
b) Discipline: Working under real time managers in a real corporate like scenario, would bring about the necessary discipline required at any workplace amongst the students.
c) Leadership skills: With a healthy work environment and competition there is definitely a scope for emergence of leadership amongst the students.
d) Technical knowhow: Working in a specific replication model, e.g. a banking model, would give the students adequate knowledge with respect to the technicalities involved in a banking job.
e) Strategic planning: Day to day practical assignment given would require planning on part of students. Students working in teams use brainstorming session and strategically plan every assignment given to them.
f) Transformation in Thinking: There is bound to be a change in the way the student would think about his /her career, long term and short term goals once he/she undergoes the process in the replication model.
g) Personality Development: Getting an exposure to the corporate life while studying, and that too on a daily basis for a period as long a year will bring about a distinct change in the students personality, owing to the responsibilities laid upon them and the accountability of their acts in that one year.

Evidence of Success

Students who participated in various replication projects have appreciated the projects executed as it provided them with immense work knowledge which they are now able to use fruitfully in their jobs. Additionally, the companies, for which they worked for, have also issued letter of appreciation for the projects completed by the students. So the model is a win-win for the Institute, students and companies.

Details of ongoing and completed projects

Year	Company	Nature of Project	Total number students involved
January 2013	Innoworth Technologies Pvt. Ltd	Market Research.	4
February 2013	Cleartrip .com	Data Analysis	3
May 2013	Gyaantech - IT Consulting, Technology and Application development	RFID Implementation	2
June 2013	Magnet Tehnologies Pvt. Ltd	IT applications Development & Digital Marketing	2
October 2013	Tagin Technologies	Digital Marketing , Market Research & MIS development	8
Feb- 2014	Nexus Consultancy	Training & Development.	2
June 2014.	Magnet Technologies Pvt. Ltd.	IT applications Development & Digital Marketing	1
Jan 2015	Neilsen India	Market Research	2

Table 54: Replication Model – Project Details

Problem Encountered and Resources Required

To date, there have been no problems encountered in executing these projects as whenever the students required any guidance for project completion, the Faculty assisted them. Resources in the form of computer systems, internet connection and Faculty guidance are provided to the students.

7.3.1.2 Title of Practice: Student's Employability Enhancement Programme
Objective

1. To provide training in Technical, Communication and Leadership skills with a focus on enhancing cognitive abilities through a variety of academic and non-academic programmes.
2. To nurture students to be entrepreneurs or successful managers for the growth of any organization.
3. To foster the overall personality of the students.

To summarize, the objective of this practice is to enhance the overall development of the students by equipping them with the requisite skills required by the corporate sector and inculcating in them ethical values in life and responsibility towards society and environment.

The Context

SFIMAR has initiated the Project 'Student's Employability Enhancement Programme' to target the growth and development of the students to ensure success in their career. It aims to bridge the gap between the demands of the corporate and the supply of the in-house talent. The expectations and the competency requirements of the corporate have to be matched with the operational knowledge, capabilities and skills of the students to facilitate recruitment, selection and quality job performance. The students have to be groomed with a holistic view to exhibit corporate citizenship behavior towards organization, society and environment.

The benefits aimed at are –

1. Increased number of placements
2. Positive feedback from the Corporate
3. Referrals from the Alumni
5. Improvement in the Personality of Students
6. Inculcate ethical and social values in the students
7. Exhibit entrepreneurial, leadership, technical and communication skills in the work place

Causes for adopting this practice:
1. Casual approach towards placement and career
2. Loss of individuality and slow development of personality
3. Lack of confidence, communication and technical skills
4. Lack of current and in-depth knowledge of business and contemporary events
5. Dilemma about the choice of specialization
6. Confusion about the Job profiles

The evolving solutions are aimed at improving the contemporary knowledge of the students; to increase awareness of specialization-sector wise job profiles and to groom their personality to be ethically and socially responsive and responsible towards organization, society and environment.

The experimenting solutions are conducted for the students in the areas of Functional Specializations- Finance, Human Resource, Marketing, Information Technology and Operations to build expertise and knowledge and employability skills. The programmes conducted also intend to improve their personality with a holistic view in the current scenario of pressures and stress.

Tools Applied:

1. Group Discussions and Mock Personal Interviews
2. General and Functional Aptitude Tests and Training
3. Newspaper Reading
4. Sector Analysis
5. Technical Training
6. Alumni Interaction
7. Personality Grooming and Development
8. Boot Camp
9. Sensitivity Training
10. Mentoring
11. Replication projects
12. DLLE Activities
13. ISR Activities
14. Thought Leadership Programme
15. Lead by Example Programme
16. Mindfulness

Plan and Implementation:

Tools Applied	2011 - 12	2012 - 13	2013 – 14
Group Discussion and Mock Personal Interviews	1 week training in a year	1 Week Training, Twice in a year	Per semester two weeks training
General and Functional Aptitude Tests and Training	Once in a week in Semester III	Once in a week in Semester III	Once in a week in Semester II and III
Sector Analysis	For all students- they became more demanding	Only for experienced students	Only for experienced students and for focused in any specific field to work
Career Counseling	-	In Semester I	In Semester I
Technical Training	3 Sessions	4 Sessions	5 Sessions
Alumni Interaction	4 Sessions	5 Sessions	5 Sessions – Specialization and Sector wise
Personality Grooming and Development	4 Sessions	4 Sessions	4 Sessions
Boot Camp	1	1	1
Sensitivity Training	-	1	1
Mentoring	One-on-One for all students once a week	One-on-One for all students once a week	One-on-One for all students once a week
Anveshi – Student Research Paper Presentation Contest	Once in a year	Once in a year	Once in a year
Newspaper Reading	Once in every week	Once in every week	Once in every week
Profile Discussion	-	-	Semester III

Awareness Sessions in Job Profiles	-	Two general sessions in Semester III	Two specialization sessions in Semester III
Replication Projects	-	3	5
DLLE Activities	-	4	6
ISR Activities	8	10	12

Table 55: Programme 2 Plan & Implementation

Experimenting Solutions:

Tools Applied	2014 – 15
Thought Leader Programme	Specialization wise – Weekly
Lead by Example	Niche specialization, 1 every Semester
Mindfulness	Weekly

Table 56: Experimenting Solutions

Evidence of Success

The students have improved their knowledge in the general and functional areas of management and business through the techniques of Group Discussion, Aptitude Tests, Newspaper Reading, Sector Analysis, Technical Training and Anveshi. They have become more focused in life towards their career and goals through Alumni Interaction, Mentoring, Personality Grooming and Development, Sensitivity Training and Boot Camp. Their individuality and overall personality has grown as an outcome of these initiatives.

The students are aware of the current trends in the business, industry and economy.   The realization that they have to be a 'perfect fit' for the organization is achieved. The morale and individuality of the students is boosted. They get a live illustration of the organization's job profile through the replication projects.

The students have gained knowledge and expertise in their interested functional domains and are ready to exhibit the applications in the work place setting. They have become more purposeful and self-confident in life and sport a serene outlook towards career goals and life's pressures.

The benefits to the students are –

1. Application of Theory to Practice in business organizations
2. Significant Improvement in Students Resume
3. Gain Good Reference from the Faculty and Staff
4. Boosting Employment Prospects
5. Financial Benefits of Earning
6. Self-realization of the world of work
7. Accelerated personal maturity
8. Articulate skills and achievements
9. Increase in the network of contacts

The benefits to the Corporate are –

1. Supply of available talent who can contribute new ideas to the company.
2. Additional pool of resources and value to the organization
3. Gain additional recruitment through referrals
5. Enable students to gain employability skills

The benefits to SFIMAR are –
1. Elevating the Institutes profile
2. Augmenting positive contact with employers
3. Form a part of Industry-Institute Interaction
4. Feeling of Sense and pride that the students are well employed

Tangible Benefits

The tangible benefits are –
1. Application of Theory to Practice in business organizations for the students
2. Significant Improvement in Students Resume
3. Gain Good Reference from the Faculty and Staff
4. Financial Benefits of Earning for the students
5. Increase in the network of contacts for the students
6. Additional pool of resources and value to the organization
7. Gain additional recruitment through referrals for the organizations
8. Increased Placements to the Institute.

Intangible Results:

The intangible results are –
1. Boosting Employment Prospects for the students
2. Self-realization of the world of work for the students
3. Accelerated personal maturity of the students

4. Articulate skills and achievements for the students
5. Supply of available talent who can contribute new ideas to the company.
6. Enable students to gain employability skills
7. Elevating the Institutes profile
8. Augmenting positive contact with employers
 9. Form a part of Industry-Institute Interaction
10. Feeling of Sense and pride that the students are well placed

Problem Encountered and Resources Required / Future Scope
The programme has been systematically planned and executed which has helped the Institute and the Programme Coordinators actively plan the tasks with the assistance of all Faculty members. Extra time and efforts on behalf of the faculty is of utmost importance. Constant motivation to the students is a key to success of this practice.

The scope for the future is –

1. To transform the students into organizations assets

2. To facilitate top-notch managers and entrepreneurs

3. To be good citizens and able members of the society.

Contact Details

Name of the Principal: Dr. S.S. Mohanty

Name of the Institution: St. Francis Institute of Management & Research

City: Mumbai   **Pin Code:** 400103

Accredited Status: - LOI accepted on 20th April 2015

Work Phone: +91 22 28917089 Extn: 106   **Fax:** 022-2890 6567.

Website: www.sfimar.org   **E-mail:** director@sfimar.org

Mobile: 9987225321

EVALUATION REPORT OF THE DEPT.

St. Francis Institute of Management and Research

Approved by AICTE and affiliated to Mumbai University
(An ISO 9001-2008 certified Institute)

Mt. Poinsur, S.V.P. Road, Borivali (West), Mumbai - 400103 Tel.: 2891 7089 / 2895 8403. Fax: 2890 6567
E-mail : info@sfimar.org   Website : www.sfimar.org

D. EVALUATION REPORT OF
THE DEPARTMENTS/PROGRAMMES

Since our Institute is involved in imparting Full-Time Management Programmes (MMS & PGDM) and Part-Time Management Programmes (MFM/MMM) only, the details of these management programmes, faculty profiles, student-teacher ratio, infrastructure facilities, research related resources etc. are already covered under the Profile of the Institution and also in the main SSRs.

Hence, we have not repeated the same information under this requirement. However, if there is a requirement still, kindly let us know and we will be obliged to provide the same.

Sign:

Dr.S.S.Mohanty

Director-SFIMAR

Director
St. Francis Institute of Management & Research
Mount Poinsur, S.V.P. Road,
Borivali(W), Mumbai - 400 103.

College Seal

Place: Mumbai

Date: 18/09/2015

STATUTORY APPROVALS

All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)

7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

F.No. Western/1-2450736954/2015/EOA

Date: 07-Apr-2015

To,
The Secretary,
Tech. & Higher Education Deptt.
Govt. of Maharashta, Mantralaya,
Annexe Building, Mumbai-400032

Sub: Extension of approval for the academic year 2015-16

Ref: Application of the Institution for Extension of approval for the academic year 2015-16

Sir/Madam,

In terms of the provisions under the All India Council for Technical Education (Grant of Approvals for Technical Institutions) Regulations 2012 notified by the Council vide notification number F-No.37-3/Legal/2012 dated 27/09/2012 and norms standards, procedures and conditions prescribed by the Council from time to time, I am directed to convey the approval to

Regional Office	Western	Application Id	1-2450736954
		Permanent Id	1-413851051 ·
Name of the Institute	ST. FRANCIS INSTITUTE OF MANAGEMENT AND RESEARCH	Institute Address	MT. POINSUR, S.V.P. ROAD, BORIVLI(W) MUMBAI 400 103, MUMBAI, MUMBAI SUBURBAN, Maharashtra, 400103
Name of the Society/Trust	SOCIETY OF THE CONGREGATION OF FRANCISCAN BROTHERS	Society/Trust Address	MT. POINSUR, S.V.P. ROAD, BORIVLI (W) MUMBAI 400 103,MUMBAI,MUMBAI SUBURBAN,Maharashtra,400103
Institute Type	Unaided - Private		

Opted for change from Women to Co-ed	No	Opted for change of name	No	Opted for change of site	No
Change from Women to Co-ed approved	Not Applicable	Change of name Approved	Not Applicable	Change of site Approved	Not Applicable

To conduct following courses with the intake indicated below for the academic year 2015-16

Application Number: 1-2450736954*

Note: This is a Computer generated Letter of Approval.No signature is required.

Letter Printed On:28 September 2015

Printed By : ae3612011

All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)

7th Floor, Chandralok Building, Janpath, New Delhi- 110 001
PHONE: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-India.org

Application Id: 1-2450736954			Course	Full/Part Time	Affiliating Body	Intake 2014-15	Intake Approved for 15-16	NRI Approval status	PIO Approval status	Foreign Collaboration Approval status
Program	Shift	Level								
MANAGEMENT	1st Shift	POST GRADUATE	MASTERS IN FINANCIAL MANAGEMENT	PART TIME	Mumbai University, Mumbai	30	30	NA	NA	NA
MANAGEMENT	1st Shift	POST GRADUATE	MASTERS IN MANAGEMENT STUDIES	FULL TIME	Mumbai University, Mumbai	120	120	NA	NA	NA
MANAGEMENT	1st Shift	POST GRADUATE	MASTERS IN MARKETING MANAGEMENT	PART TIME	Mumbai University, Mumbai	30	30	NA	NA	NA
MANAGEMENT	1st Shift	POST GRADUATE DIPLOMA	POST GRADUATE DIPLOMA IN MANAGEMENT (GENERAL)	FULL TIME	None	60	60	NA	NA	NA

Note: Validity of the course details may be verified at www.aicte-india.org>departments>approvals

The above mentioned approval is subject to the condition that ST. FRANCIS INSTITUTE OF MANAGEMENT AND RESEARCH shall follow and adhere to the Regulations, guidelines and directions issued by AICTE from time to time and the undertaking / affidavit given by the institution along with the application submitted by the institution on portal.

In case of any differences in content in this Computer generated Extension of Approval Letter, the content/information as approved by the Executive Council / General Council as available on the record of AICTE shall be final and binding.

Strict compliance of Anti-Ragging Regulation:- Approval is subject to strict compliance of provisions made in AICTE Regulation notified vide F. No. 37-3/Legal/AICTE/2009 dated July 1, 2009 for Prevention and Prohibition of Ragging in Technical Institutions. In case Institution fails to take adequate steps to Prevent Ragging or fails to act in accordance with AICTE Regulation or fails to punish perpetrators or incidents of Ragging, it will be liable to take any action as defined under clause 9(4) of the said Regulation.

Dr. Avinash S Pant

Application Number: 1-2450736954*

Page 2 of 3

Note: This is a Computer generated Letter of Approval.No signature is required.

Letter Printed On:28 September 2015

Printed By : ae3612011

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002

UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

ज्ञान–विज्ञान विमुक्तये
SPEED POST

February, 2013

The Registrar,
University of Mumbai
M.G. Road, Fort
Mumbai – 400 032
Maharashtra

05 MAR 2013

Sub: Recognition of College under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

I am directed to refer to your letter no. PG/2/ICD/2012-13/35465 dated 21.12.2012 on the above subject and to say that it is noted that the following college is **un-aided/self financing** and **permanently** affiliated to **University of Mumbai**. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head '**Non-Government** College teaching upto **Master's** Degree':-

Name of the College	Year of Establishment	Remarks
St. Francis Institute of Management and Research, S.V.P. Road, Borivali – 400 103, Mumbai, Maharashtra.	2002	As the College is charging fee as per State/University norms and a certificate in this regard has been received in UGC. The College would also be eligible to get grant for all UGC schemes related to teachers and students only as per the decision of the Commission dated 8th July 2011.

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(Raksha Pahwa)
Under Secretary

Copy to:-

1. The Principal, St. Francis Institute of Management and Research, S.V.P. Road, Borivali – 400 103, Mumbai, Maharashtra.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Higher Education, Shastri Bhawan, New Delhi - 110 001.
3. The Principal Secretary, Tech. & Higher Education Deptt., Government of Maharashtra, Mantralaya, Annexe Building, Mumbai – 400 032, (Maharashtra).
4. The Deputy Secretary, UGC, Western Regional Office (WRO), Ganeshkhind, Poona – 411 007, (Maharashtra).
5. Publication Officer (UGC-Website), New Delhi.
6. Section Officer (FD-III Section), UGC, New Delhi.
7. Guard file.

True copy attested

23/3/2015

Director
St. Francis Institute of Management & Research
Mount Poinsur, S.V.P. Road,
Borivali(W), Mumbai - 400 103.

(Sunita Gulati)
Section Officer

The Director,

St. Francis Institute of Management

and Research,

Mt. Poinsur, S.V.P. Road,

Borivali (West),

Mumbai – 400 103.

Sir / Madam,

I am forwarding herewith University stamped receipt No. **7415** dated **20/10/2014** for Rs.**1,50,000/-** in words (Rupees One lakh fifty thousand only) received towards the **Continuation** of affiliation fee for **MFM & MMM** degree course for the academic year 2015-16.

Yours faithfully,

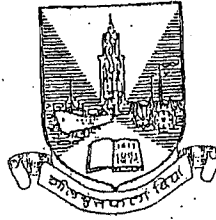Superintendent
Post-graduate Studies Section

True copy
of the original.

18/9/2015

DIRECTOR
ST. FRANCIS INSTITUTE OF
MANAGEMENT & RESEARCH
Mt.Poinsur, S.V.P. Road,
Borivali(W), Mumbai - 400 103

University of Mumbai

No. PG/2/ICD/2012-13/4187
Mumbai-400 032.
20th July, 2012.

The Director,
St. Francis Institute of
Management & Research,
Mt. Poinsur, S.V.P. Road,
Borivali (W),
Mumbai - 400 103.

Sir /Madam,

'With reference to your letter dated 11th April, 2012 requesting to grant the permanent affiliation for teaching of the course of study for **Master of Management Studies (MMS)** degree course from the academic year 2010-2011, I am to inform you that the Academic Council at its meeting held on 26th September, 2011, vide item No. 8.1 considered the report of the Local Inquiry Committee and resolved as under:-

"i was resolved that the report of the Local Inquiry Committee constituted for St. Francis Institute of Management & Research, Mt. Poinsur, S.V.P. Road, Borivali (W), Mumbai- 400 103 for permanent affiliation for teaching of the course of study of **Master of Management Studies (MMS)** degree course from the academic year 2010-2011 be accepted.

Further, that the aforesaid continuation of affiliation is granted subject to condition that the college authorities gives an undertaking in writing that they will fulfill the conditions mentioned in the report to the satisfaction of the Academic Council:-

1. That they will appoint the following staff in accordance with the qualification and procedure, if any, prescribed in that behalf by the University.
   Teaching staff, Director, 4 requisite number of Professor's, Associate Professor etc. under AICTE norms."

In pursuance of the resolution of the Academic Council, I am directed now to inform you that the St. Francis Institute of Management & Research, Mt. Poinsur, S.V.P. Road, Borivali (W), Mumbai has been granted **Permanent Affiliation** for the teaching of the course of study of **Master of Management Studies (MMS)** degree course from the academic year 2010-2011.

Yours faithfully,

DEPUTY REGISTRAR
Post Graduate Studies

True copy of the original

15/9/2015

DIRECTOR
ST. FRANCIS INSTITUTE OF
MANAGEMENT & RESEARCH
Mt. Poinsur, S.V.P. Road,
Borivali (W), Mumbai - 400 103

Photo Gallery

Dr. A.P.J Kalam, former President – India visits St. Francis Group of Institutions

Dr. M.A.Khan, Registrar-University of Mumbai inaugurating Gradution Ceremony

Hon. MLA Shri Vinod Ghosalkar graces Republic Day Celebrations at SFIMAR

Bishop Bosco Penha being felicitated at Sr. Citizen Computer Training - SFIMAR

St. Francis Institute of Management & Research (SFIMAR)

An ISO 9001:2008 Certified Institute, Approved By AICTE & Affiliated to University of Mumbai
A Premier B-School offering Full-Time & Part- Time Management Programmes
Gate No. 5, Mt. Poinsur, SVP Road, Borivali (W), Mumbai 400 103,
Maharashtra, India. Tel.: 022 28917089 Ext.: 110/114/145
Website: www.sfimar.org Email: info@sfimar.org