



RISE WITH EDUCATION

College of
Management
Studies

SIES College of Management Studies (SIESCOOMS)

Institutional Perspective Plan – 2018 to 2023

Name of the Committee Members	Designation
Dr. A.K Sengupta	Director and Planning Mentor
Dr. S.V Vishwanathan	Managing Committee Observer
Mr. Chandrashekhar	Registrar
Dr. Nishi Kaul	Senior Faculty Member, HR
Dr. Parag Amin	Head, Marketing
Prof. Vatsala Bose	Faculty Member, Marketing
Dr. Nitin Vazirani	Head, HR
Dr. Madhavi Dhole	Head, Finance
Prof. Manoj Bagesar	Faculty Member, Finance
D. Anup Palsokar	Head, Computer Applications
Dr. Neha Chopde	Faculty, Computer Application
Ms. Rachana Jadhav	Member Non-Teaching Staff
Mr. Sunil Waghmare	Member Non-Teaching Staff

1. SIESCOOMS Today

The SIES College of Management Studies (SIESCOOMS) was established in 1995. SIESCOOMS envisages providing quality management education for the nascent professionals, the dynamic future managers for the 21st century. SIESCOOMS's foundation maps its roots to the rich tradition of South India Education Society (SIES), one of the oldest and value-based educational trusts that run a number of educational institutes in the city of Mumbai and Navi Mumbai. Located on a sprawling campus at Nerul, the academic hub of Navi Mumbai, SIESCOOMS boasts of one of the best physical infrastructures and academic ambience befitting a modern B-school.

Ever since its inception, academic programs of the institute have enjoyed full support and patronage of corporate sector and other stakeholders. Today SIESCOOMS holds a place of distinction among premier business schools in India.

The institute as a deliberate policy endeavor to map its performance through:



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- a) Highly committed group of qualified and experienced faculty enjoying respect and recognition in academic community and corporate sector forming an enviable part of our academic team. Our faculty have drawn on their passion for teaching, their experience in working with organizations worldwide, and insights gained from their research to educate generations of leaders who have shaped practice of business in every industry.
- b) Research is at the core of SIESCOMS. The institute is also known for being one of the most innovative business schools always doing something new and creative, either in product or process.
- c) Placement track record has always been phenomenal. The Institute has a strong corporate networking and is engaged in organizing several Management Development Programs (MDPs) and Consultancy Activities.

The most important aspect is to identify the important stakeholders before any strategic plan is formulated. The most important stakeholders of the institute include:

Internal	External
Students	Alumni
Faculty	Recruiters
Non-teaching staff	Corporate at large
	NGO's / Society

The strategic plan includes some discussion / inputs from all the stakeholders as above primarily as members of the committee that was formed to draft the strategic plan of the institute.

2. PEST Analysis in Brief:

- a. **Political:** Many of the Indian institutions are influenced by the political dictate; education is no exception to this. India after 1968/69 did not have any comprehensive Education Policy. The new Education Policy of 1986 (and amended in 1992) tried to bring some focus but it failed in a big way because of political interference. This is particularly true for technical & professional education that includes management education. Therefore, we see in India many management institutions being set up by the political leaders either in their own name or that of their relatives. India has in fact seen very few true educational entrepreneurs. Indian higher education and more particularly technical education has suffered largely due to the political apathy on one side and lack of clear focus on education on the other. It is higher education that creates the true character of a nation through innovation and spirit of free thinking and entrepreneurship. Some of the countries of the world like USA or UK are today what they are because of the focus and investment in education. This being not the case in India, India does not have any institute in the higher education sector including



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management education that can be compared with the best in the world. Barring IIMs that too older 4 IIMs, the other Indian management institutions do not stand anywhere compared to their global counterparts. Then there are lots of complexities and contradictions in Indian political system that has impacted Indian higher education. For example, the contradiction between concepts like access, inclusiveness and quality has sometimes created contradictory conditions affecting Indian higher education including management education.

- b. Economic:** Though growth rate of India in recent years has come down, it still remains one of the fastest growing countries of the world. Services sector is contributing maximum to GDP (More than 50 per cent). This is followed by the manufacturing sector. Reforms are however at slower pace and that has slowed down India's global outlook as well as pace of inflow of FDI / FII. Jobs creation therefore has been hit to a great extent. The services sector is the largest employer of MBA graduates and it is likely to be so. The economic slowdown has however hit the number of opportunities and that is one of the biggest challenges before the MBA educators. This has shaken the MBA market and many institutes are finding it difficult to sustain and thus are closing their outfits. Economic scenario is thus having a serious impact on MBA education.
- c. Social and Legal:** Indian society is very diverse and pluralistic in nature and it needs MBA graduates having a broad mindset who can manage diversity of culture as well as religion. It calls for different approach to MBA education. The Legal regulation and a corollary thereof in India for education is quite complex. Education comes under the Concurrent List of Constitution and therefore governed both by Central as well as state Government. Further the regulation is more control oriented rather than development focused. This calls for a very difficult regulatory scenario. However, things are improving with increasing focus on globalization and over next 5 to 10 years the country might see evolution of a better regulatory control with accreditation and quality gaining more focus.
- d. Technological:** This is one of the crucial drivers of education and likely to play a major thrust. While on one side, the need for access will drive more on-line courses (on par with global concept of MOOC), on the other there is going to be revolutionary changes in the internal teaching-learning processes due to the impact of technology. There is likely to be more technology driven (on-line driven) and more use of technology in all aspects of education including delivery, search of learning tools, availability of knowledge base and assessment. Those institutions that use technology with clear focus and vision are likely to become more competitive.



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The overall analysis shows that changes in the various facets of external environment are likely to play a major impact on education players at large and management education in particular. The impact on management education will be even greater as this is one of the last legs of education producing the managers for the corporate sector who are going to face similar challenges for their survival and growth. The challenges before management education are therefore going to be enormous.

3. SWOT Analysis of SIESCOOMS:

Strengths:

- a. Reputation: Strength of the parent brand that is well-known in the city of Mumbai.
- b. Faculty Quality: Highly qualified and experienced faculty contributing to the quality of education.
- c. Infrastructure: Adequate infrastructure, modern classrooms & learning facilities
- d. Industry Connections: Strong ties with local industries leading to valuable internships, placements, and guest lectures.
- e. Alumni Network: An active and engaged alumni network, it can provide mentorship and job placement opportunities for current students.

Weakness:

- a. Location: Not located in suburbs of Mumbai
- b. Lack of Recognition: Relatively unknown brand outside Mumbai on national basis, leading to less visibility compared to its achievements
- c. Competition: Several management colleges resulting in competition for student enrolment.
- d. Lack of International Exposure: Limited international partnerships or exchange programs hindering students' exposure to global perspectives.

Opportunities:

- a. Online Learning: Embracing online education can enable the college to reach a broader audience and offer flexible learning options.
- b. Flexibility: Flexibility in operation and in teaching/ pedagogic approach
- c. Industry Collaborations: Strengthening ties with industries can give exposure for more improved placement and internship opportunities for students.
- d. Global Partnerships: Forming international collaborations can provide students with exposure to global business practices and cultures.
- e. Entrepreneurship Initiatives: Offering programs that support entrepreneurship can cater to students interested in starting their own businesses.



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Threats:

- a. Regulatory Changes: Changes in educational regulations or accreditation standards could impact the college's operations.
- b. Threat of New Institutes: New entrants, both domestic as well as foreign players could lead in decrease of enrolment.
- c. Technological Disruptions: Rapid technological changes may require continuous investments in updated resources and teaching methodologies.
- d. Changing Industry Needs: Failing to align with changing industry requirements might lead to challenges in placing graduates in relevant roles.
- e. Increase in Competition: Competition from existing players due to changes in infrastructure and providing of advanced aids.

4. Strategic Roadmap Ahead for next 5 Years:

As stated in earlier paragraphs, the emerging scenario is going to be extremely challenging. There is going to be increased competition from existing as well as new players. Apart from reinforcing and consolidating gains, there is no other alternative than to be **innovative and doing different things** and / or **doing the same things in a different way**. The **core competency** in terms of acceptance of being a reasonably good & acceptable institute (through the optimum base of faculty) has been achieved. What is needed is to make **incremental improvements** in the defined processes and take conscious efforts to remain **ahead of the competitors**.

In view of the above, the short term and long-term goals as well as plans of the institute have been identified.

Short-Term Academic Objectives (up to 1 year)

Sr. No.	Action Plans	Objectives
1	Making pedagogy of the program more application based through cases and activities (on-going basis)	Making students equipped with more employable skills and competencies
2	Introducing activities focusing on research by students (on-going basis)	Inducing research and analytical acumen among students
3	Recruiting / developing a greater number of academically qualified faculty members	Upgrading faculty qualification and competencies
4	Conduct of at least 2 faculty development programs (FDPs) and 2 staff development programs (SDPs) in association with SIES School of Learning and Leadership	Upgrading skills of faculty and staff



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	Development	
5	Introducing newly adopted ERP based teaching-learning facility for all subjects of the program	Moving towards IT integration with teaching-learning processes

Long-Term Academic Objectives (5 years)

Sr. No.	Action Plans	Objectives
1	Aiding up-gradation of faculty qualification and recruiting more academically qualified faculty	Achieving a ratio of 70:30 for academically & professionally qualified faculty
2	Ensuring publication of research articles / papers published in national & international journals and working papers and each area of specialization to have at least one publication	Improving faculty contribution in research and thereby build intellectual capital of the institute
3	Putting through all faculty members for at least one training program (in 5 years)	Improving faculty competencies in soft skills as well as functional domain
4	Increase in in-take of MMS and MCA programs	To increase MMS from 120 to 180 and MCA from 60 to 120.
5	Establish Phd Research Centre affiliated to University of Mumbai	Making available resources and guidance for prospected research scholars.

Short-Term Non-Academic Objectives (up to 1 year)

Sr. No.	Action Plans	Objectives
1	Activities proposed: Conducting at least 2 national / international conferences, 1 CEO conclave, 1 business plan competition, 1 corporate / student-centric event per year	Improving visibility of the institute / program
2	Increasing the internet bandwidth to 100 MB	Providing better browsing experience to faculty and students on internet



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3	Upgrading the current website with a new user-friendly website	Making the institute website more attractive and user friendly
4	Creating a grievance redressal+ mechanism at the institute whereby all student complaints are addressed within a maximum period of 48 hours	Improving response time on complaints from the stakeholders (students)

Long-Term Non-Academic Objectives (5 years)

Sr. No.	Action Plans	Objectives
1	Automating backend processes and digitizing records	Improving accessibility and availability of historical information in digitized format
2	Automation of admission process	Improving efficiency of admission process
3	Explore tie-ups with local housing colonies / residential premises (for hostel purpose)	Developing hostel accommodation for outstation students
4	Improving quality of placement effectiveness	Improving the average salary by at least 20 per cent

Short-Term Financial Objectives (up to 1 year)

Sr. No.	Action Plans	Objectives
1	Near full intake capacity utilization for the program	Achieving financial viability of the program



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