SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SIES COLLEGE OF MANAGEMENT STUDIES

SIES COLLEGE OF MANAGEMENT STUDIES, SRI. CHANDRASEKARENDRA
SARASWATI VIDYAPURAM, PLOT 1E, SECTOR 5, NERUL NAVI MUMBAI - 400
706
400706
www.siescoms.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

South Indian Education Society (SIES) was established in 1932 by a group of likeminded persons from various fields such as academicians, corporates, judiciary and entrepreneurs. The society started with a primary school in suburban Mumbai and during the last 75 years it has established total 12 institutions from Primary to Post Graduate programs

All the institutions under the society are highly reputed with 3 of them having A & A+ NAAC Accreditation (3 cycles).

SIES College of Management Studies (SIESCOMS) was established in 1995 in the upcoming education hub, Nerul, Navi Mumbai. It has been rated among the 1st quarter by credible ranking agencies. SIESCOMS is affiliated to Mumbai University and offers two Post Graduate programs affiliated to the University and 3 Post Graduate Diploma programs approved by AICTE.

The Post Graduate Diploma Management (PGDM) program is accredited by Accreditation Council for Business Schools and Programs (ACBSP) also ISO 9001-2008 certified.

SIESCOMS started Master of Management Studies (MMS) with 3 specializations namely Marketing, Finance and Human Resource and presently the program has 5 specialization viz : Marketing, Finance, Human Resource, Operations and Systems.

SIESCOMS introduced Master of Computer Applications (MCA) in 2001. The following Post Graduate Diploma programs approved by AICTE were introduced in 2006

1. Post Graduate Diploma in Management (PGDM)
2. PGDM(Pharmaceutical Management)
3. PGDM(Biotechnology)

The student strength of University affiliated programs went from 60 to 450 over the years. The total strength of University and PG programs rose from 60 to 840.

Vision

To be one of the preferred Business Schools in India.

Mission

Imparting Quality and Holistic Education for Developing Socially Responsible Business Managers and Technocrats.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. SIES College of Management Studies (SIESCOMS) is promoted by the South Indian Education Society (SIES), and educational trust which has been existence since 1932 and well known in the city of Mumbai
2. Proactive Management (Society)
3. Committed faculty and staff
4. Ever growing infrastructure & learning facilities
5. Emphasis on value based education.
6. Consistently high placement record.
7. Located in the Educational hub of Navi Mumbai
8. Promotes gender equality in work culture
9. Conventional programs supplemented by programs in Pharmaceutical and Biotechnology Management
10. Good number of visiting faculty from the industry teaching in various programs in the institute and bridging the industry academia gap
11. Excellent corporate linkage

Institutional Weakness

1. Administrative delay on the part of civic bodies in procedures hampering the civil infrastructure and development of the institute
2. Curriculum Development linked to affiliating body course structure.
3. Inability to avail funds from central funding agencies

Institutional Opportunity

1. Autonomy in academic initiatives
2. Autonomy in operations at institutional level (as a part of dynamic and flexible trust)
3. Flexibility in teaching / pedagogic approach
4. Scope of strengthening international placement and high-end placement in specific sectors like FMCG, Consulting, etc
5. Scope of distance mode education

Institutional Challenge

1. Technology advances and their integration.
2. Resource mobilization

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum at the institute is designed and developed to achieve academic excellence and professional skills of students. In addition to the University designed curriculum, the institute emphasizes industry-institute interaction through field visits / projects, guest speakers, international faculty and case studies.

Utmost care is taken to ensure design of curriculum making it customer centric and industry specific. It is designed considering feedback from all stakeholders. PGDM curriculum is reviewed on an ongoing basis by deleting / adding new subjects / electives.

Institute faculty / alumni / corporate are involved in curriculum design. Curricular planning and implementation is being done through various other means like new certificate courses, internships, summer projects, research projects, workshops, etc.

Various certificate courses have been introduced to enhance employability of students. Some recently introduced courses include Business Analytics, Advance Excel, Six Sigma, and Psychometric Certification. Institute invites international faculty to provide international insight to students on certain topics / areas. The institute also offers foreign language to enhance the international competitiveness of students.

The institute offers flexibility and freedom for the electives to the students as per their aspirations. New electives are offered based on changing market demands. Students can also opt for on-line projects or week-end projects to enhance their skills.

The institute is having well established feedback system through which it interacts with students and other stakeholders including corporate / recruiters regarding curriculum and pedagogy. Suggestions obtained through this mechanism are discussed at various forums and necessary actions are taken for implementation

Teaching-learning and Evaluation

The institute is a diverse institution with an average of 11 per cent students and 56 per cent teachers coming from other states. They come from engineering, science, commerce, management, arts and computer applications backgrounds. Average student enrolment is 99% with an approximate 50:50 gender ratio. Students seeking loans and / or housing are put in touch with various agencies.

The institute is a linguistic minority institution. Students from other reservation categories are admitted through centralised state admission process.

The institute emphasises learning through diverse methodologies including case studies, activities, simulation, projects and assignments, extracurricular and NGO / CSR activities, summer internships and skill learning. Other features include online test modules, remedial classes and tutorials, alumni and corporate mentoring and professional counselling. There is a LMS used by majority of the teachers and various online resources made available to students.

More than 1/3 of the institute faculty are Ph.Ds. and the faculty student ratio is around 1:15. Students are allotted mentors, wherever possible, majority of these mentors being institute teachers.

40-45 per cent of total marks are evaluated through internal continuous evaluation using projects, assignments and presentations. Some courses like NGO and CSR assignments, skill based tasks, etc., evaluations are minimum competency tests.

The examination results are, by and large, declared within 45 days and related grievances are handled at various levels. The learning outcomes are measured through executive placements, industry and student feedback. The average passing percentage is 99 per cent for all courses put together.

Research, Innovations and Extension

- Adequate provision is in the budget for research
- Provision is also made in the budget for infrastructure needed for active research including plagiarism software
- Subscription of e-Journal like J- Gate , ProQuest
- Research Cell is constituted including external expert
- Every faculty is provided necessary ICT facilities for research
- Research cell jointly with IQAC organizing workshops/seminars for identifying areas of research
- Total number of publication 89 by affiliated program and 102 by autonomous program
- Research policy manual is in place
- Some faculty members are involved in dual based research
- Student research is encourage through IDEA research and skill linked immersion program
- Entrepreneurship Incubation Cell is in place
- SIESCOMS conducts a number of external activities through CSR department
- The institute has adopted a village" Khairpada" and a School
- Under CSR bore well and electricity facility is provided to village Khairpada
- Institute has established linkages with the 15 corporate as well as 14 international institutions for various types of academic collaboration including faculty / student exchange, among others.
- SIESCOMS publishes five journals are as under

- SIES Journal of Applied Finance and Accounting, ISSN 2394-8353
- SIES Journal of PHARMA-BIO Management, ISSN 2321-9688
- IDEA Research ; A Research Initiative by SIESCOMS Students, ISSN 0976-1977
- Prerna : Inspiring Social Change ; A helping hand is all it takes (Journal on Social Issues) ,ISSN 2319-989X
- SIES Journal of Management, ISSN 0974-2956
- Journal of Information Technology and Computer Applications, ISSN 2348-5469

Infrastructure and Learning Resources

The institute has more than adequate physical facilities for teaching-learning processes in terms of classrooms, seminar rooms, computer labs and tutorial rooms. This is besides the simulation room for stock market trading and incubation centre. The institute also has sufficient facilities for extracurricular activities by students. These include auditorium, gymnasium, amphitheatre, playground (on sharing basis), yoga and meditation centre, among others. The total campus area of the institute is wi-fi enabled (45 mbps) and majority of the class rooms have installed projectors.

The institute has a well-stocked library with more than 34,000 books, journals, both domestic as well as international, a number of on-line journal database like Ebsco, IEEE, JGate, etc. having more than 7,500 journals. The library also has an integrated library management system. The library subscribes to various e-journals as desired by the regulators.

The institute has a well-equipped computer centre and 6 computer labs. The total number of computers for use by students is 240 for 300 students. The library has latest and updated version of different types of modern and relevant software.

The institute has defined processes and systems for campus maintenance and management. The campus management is centralized but there is a nodal person at the institute who coordinates the same. Adequate provision is made on an annual basis towards this purpose.

Student Support and Progression

The Institute has a fully functional placement cell with a good placement record for all programs. The grievances of the students are looked into by a specially created grievance cell. Guidance is provided to the students not only by a qualified external counsellor but also through the assigned faculty mentors.

The institute has internal and industry experts who prepare students for employment related processes. Since an MBA program is generally a final qualification that most students opt for, very few students follow up on higher education or competitive higher education exams.

The Student Council of the institute is a body representing the students and is a bridge between management and students. It is empowered to conduct programs that help the students. Being an institute that has a vision of creating socially responsible managers, the institute promotes value based education such as corporate social responsibility and NGO projects. Sahayog Committee, the student driven social committee, carries out events that create awareness about social issues. There are student committees which conduct internal cultural and academic events, competitions, etc. Various clubs including drama, music and oratory, are created for extracurricular activities. The external committee is responsible for identifying students to participate in competitions at national and international level.

A good number of alumni support the institute by offering summer internships and final placements to students. The annual alumni meet tries to build a bridge between present and past and facilitate active involvement of the alumni with the institute.

Governance, Leadership and Management

The vision and mission of the institute is clearly defined and communicated to all stakeholders. The institute practices decentralization and participative management; a case in point is addition / deletion / modification in the existing subjects being done through democratic and participative manner. The institute has a well-defined organogram specifying roles of various leadership positions.

Institute has a well-defined mechanism for drawing strategic plan and its implementation. An example of perspective / strategic plan and deployment can be demonstrated through the process of getting accreditation of the PGDM program from Accreditation Council for Business Schools and Programs (ACBSP), USA. The institute website and Moodle are the e-governance modalities. All major decisions / actions are discussed, debated in various forums / committees and then final decisions are taken. Welfare schemes are in place for both teaching and non-teaching staff. Institute provides financial support and opportunity to faculty members for attending conferences / workshops / developmental training programs. There is a well-defined performance appraisal system in place. Institute conducts internal and external audits regularly. The institute receives grants

from multiple bodies.

The institute is primarily dependent on fees for resources and makes optimal utilization of it though of late, efforts are being made to move to non-fee income. Two significant contributions of IQAC have been development of Rubric and LMS-Moodle. Two examples of teaching / learning reforms in recent times are summative viva and campus to corporate program. Periodically the institute undertakes various quality assurance initiatives to remain relevant.

Institutional Values and Best Practices

The institute is committed to maintaining an equitable balance between genders and various activities are undertaken on constant basis. The institute is also committed to creating environmental consciousness and sustainability. It endeavours to implement alternate energy resources and conscious efforts are made towards waste management.

The institute recognizes needs of the differently-abled and has made attempts towards making the institute conducive for such stakeholders.

The institute has made several efforts towards engaging and contributing to the local community.

The institute is committed to maintain ethical practices and has a code of conduct for both students and staff. During the course of the academic year, the institute engages in conducting various activities to increase consciousness about national identities / symbols / fundamental duties / rights of Indian citizens and social initiatives like Swachha Bharat Movement.

The institute makes constant endeavours towards inclusion of human values and professional ethics in students in multiple ways.

Two best practices are Idea Research and CSR initiatives that have been appreciated by all.

The institute has the vision to become one of the preferred business schools and its mission is to develop business managers and socially responsible citizens. One such effort is the NGO internship undertaken by all the management students in the first year. The other one is formation of Sahayog Committee, a student body which functions under the CSR department and focusses on activities for all socially relevant issues. The institute has also adopted a village 90 kms away for its overall development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIES College of Management Studies
Address	SIES College of Management Studies, Sri. Chandrasekarendra Saraswati Vidyapuram, Plot 1E, Sector 5, Nerul Navi Mumbai - 400 706
City	Navi Mumbai
State	Maharashtra
Pin	400706
Website	www.siescoms.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	A.K. Sen Gupta	022-27708333	9323018415	022-2770837 9	sies@siescoms.edu
IQAC Coordinator	Suhas Tambe	022-61083404	9821128103	022-2404323 2	suhastambe@siesc oms.edu

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes
If Yes, Specify minority status	
Religious	
Linguistic	Tamil Linguistic
Any Other	

Establishment Details	
Date of establishment of the college	31-05-1995

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	University of Mumbai	[View Document](#)

Details of UGC recognition	
Under Section	**Date**
2f of UGC	
12B of UGC	

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	10-04-2017	12	

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	SIES College of Management Studies, Sri. Chandrasekarendra Saraswati Vidyapuram, Plot 1E, Sector 5, Nerul Navi Mumbai - 400 706	Urban	0.73	8297

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
PG	MMS,Management	24	Graduate	English	240	239
PG	MCA,Mca	36	Graduate	English	180	162

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2				7				19
Recruited	0	2	0	2	4	3	0	7	5	14	0	19
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				2				5				21
Recruited	2	0	0	2	2	3	0	5	7	13	0	20
Yet to Recruit				0				0				1

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				31
Recruited	21	10	0	31
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	4	2	0	1	5	0	14
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	1	0	4	7	0	12

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	24	1	0	25

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	148	32	0	0	180
	Female	174	54	0	0	228
	Others	0	0	0	0	0
Certificate	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	226	12	0	0	238
	Female	160	3	0	0	163
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	3	0	0
	Female	1	0	0	0
	Others	0	0	0	0
General	Male	70	54	14	0
	Female	38	36	11	0
	Others	0	0	0	0
Others	Male	36	45	16	0
	Female	29	36	12	0
	Others	0	0	0	0
Total		174	174	53	0

3. Extended Profile

3.1 Programme

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

Response : 1357

Number of self-financed Programmes offered by college

Response : 5

Number of new programmes introduced in the college during the last five years

Response : 1

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
385	401	415	427	417

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

2016-17	2015-16	2014-15	2013-14	2012-13
398	398	398	398	398

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

2016-17	2015-16	2014-15	2013-14	2012-13
156	181	191	181	178

Total number of outgoing / final year students

Response : 887

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
28	28	28	27	28

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

2016-17	2015-16	2014-15	2013-14	2012-13
28	28	28	27	28

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
28	28	28	28	28

Total experience of full-time teachers

Response : 336

Number of teachers recognized as guides during the last five years

Response : 3

Number of full time teachers worked in the institution during the last 5 years

Response : 32

3.4 Institution

Total number of classrooms and seminar halls

Response : 22

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

2016-17	2015-16	2014-15	2013-14	2012-13
494.7	415.31	399.82	320.83	476.38

 Number of computers

Response : 660

Unit cost of education including the salary component(INR in Lakhs)

Response : 1.29

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.43

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Planning

The curriculum planning for programs offered by the Institute is as under:

1. **Mumbai University affiliated programs:**

   1. Master of Management Studies (MMS)
   2. Master of computer Applications (MCA)

The curriculum is as prescribed by the Mumbai University.

1. **Autonomous Programs**

   1. Post Graduate Diploma in Management (PGDM)
   2. Post Graduate Diploma in Management (Pharmaceutical Management)
   3. Post Graduate Diploma in Management (Biotechnogy management)

   - The curriculum for Autonomous Programs are designed and developed by the institute benchmarking with best practices.
   - Inputs obtained from leading institutes are improvised based on the feedback received from the stakeholders namely, Recruiters and NGOs, Students, Alumni, Faculty etc.
   - A task force consisting of senior faculty and representatives from corporate is constituted to firm up an exposure draft which is placed before the Board of Studies for their suggestions.
   - The constitution of Board of Studies comprises of about 10 numbers drawn from Industry, alumni and senior faculty.
   - The final draft of the curriculum is submitted to Director for implementation.
   - The curriculum is reviewed and updated yearly and comprehensive review of curriculum under taken once in three years

Delivery Mechanism

The delivery mechanisms include class room teaching, case studies, seminars / workshops / interaction with corporate, interaction with alumni, internships (summers & capstone), outbound activities, skill-linked internship projects (SLIPs), Mock GD and PIs for placements, NGO projects, committee work, participation in internal & external events, mentoring services by faculty, Wi-Fi environment, and access to library, yoga & mediation classes.

- New curriculum introduced for 2013-14.
- Curriculum updation- 2014-15, 15-16 and 16-17.

Feedback Mechanism

Feedback is obtained from major stakeholders namely Students, Alumni, and Recruiters, Corporate, NGOs etc. Parameters are rated on a scale of 1 to 10 (1 being the lowest and 10 being the highest). Parameters rating less than 6 are identified as an area for improvement for corrective actions/ remedial measures. Generally, feedback is obtained yearly except students' feedback which is obtained half early.

- **Student academic feedback** parameters include program relevance, curriculum adequacy, pedagogy satisfaction, value addition, application of theory and concepts and overall rating.
- **Alumni feedback** parameters include interaction quality with the institute, satisfaction on mentoring and grooming sessions, rating of skill and attitude of existing students, relevance and curriculum satisfaction, overall rating.
- **Recruiters feedback** parameters include students rating, programs curriculum coverage, domain knowledge, analytical skills, soft skills, preparedness for recruitment and overall rating of institute and students.
- **Corporate other than recruiters and NGOs** feedback parameters include quality of students, soft skill and overall rating of institute and students.
- **Curriculum Implementation**

New curriculum introduced - 2013-14.

Curriculum updation- 2014-15, 15-16 and 16-17.

- Teaching methodology made more interactive and practical oriented - activity-based teaching and teaching with practical inputs.
- Skill-Linked Internship Project (SLIP) introduced in 2013.
- Institute guidelines and core values shared with students.
- Students' involvement in a research module –"IDEA Research" for developing analytical skills.
- Creation of entrepreneurship cell for developing entrepreneurial skills among students.
- Introduction of CSR course

File Description	Document
Link for Additional Information	[View Document](#)

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 20

1.1.2.1 **Number of certificate/diploma programs introduced year wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	4	3	5

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 11.43

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	6	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years

Response: 4.57

1.2.1.1 How many new courses are introduced within the last five years

Response: 62

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 2

File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 49.69

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
296	293	162	130	121

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

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

There are various types of course conducted at SIES College of Management Studies (SIESCOMS) that address issues mentioned in the clause.

Some of these courses / activities are as under:

1. **Women Development Cell (WDC)** organizes various activities / short-term workshops particularly for women students on women empowerment, laws and other mechanisms related to prevention of sexual harassment at work place. This is important as all our students are finally going to be absorbed in corporate sector.
2. The institute has a **half-credit course on CSR** taught to all Management students. This to imbibe **human values** and **social sensitivity** among students. This is followed by practical exposure given to all management students by having **1-week internship** with **an NGO** where the students work in the field and learn social issues. This exposure is primarily aimed to imbibe **human values** among

the students.

3. Under the banner of **Sahayog Committee (the NGO committee),** the institute organizes several play lets, skits that bring out the issue of gender sensitivity. This happens on a regular basis.

4. The course on **Business Strategy** has 2 full sessions (6 hours duration) that talks of business strategy and dimensions related to **sustainable development including environmental stability** encompassing **Social Development Goals (SDGs).** There used to be exclusive course (for MMS program) on environmental management from 2012 to 2016.

5. Vision of the institute is to create socially sensitive managers. Hence, all the courses have some component (20-30 per cent) that talks about **human values / perspective of ethics in business decision making**. Besides, the institute has a full course (of 30 hours duration) in PGDM program that is dedicated to business ethics, human values and corporate governance.

1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years

Response: 36

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 36

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 100

1.3.3.1 Number of students undertaking field projects or internships

Response: 809

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 4.19

2.1.1.1 Number of students from other states and countries year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
15	15	13	22	21

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 95.96

2.1.2.1 Number of students admitted year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
417	427	415	401	385

2.1.2.2 Number of sanctioned seats year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
420	433	438	420	420

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 75.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
255	244	301	367	336

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

- The institute assesses the learning levels of students after admission through informal interactions and through Peregrine testing.
- Based on their scores and impressions of the learning levels, teachers devise and adapt their session plans accordingly.
- For very weak students bridge classes are organised to enhance their knowledge.
- Psychometric testing is also conducted for students
- The institute has also a language laboratory for students with communication difficulties. This laboratory is open to access during the working hours of the institute as well as on holidays and a couple of hour s in the evenings.
- Peer teaching is encouraged under the supervision of a faculty.
- Students found to excel are encouraged to write research papers along with faculty and are given opportunities to present in various research conferences as well as participate in external competitions.

2.2.2 Student - Full time teacher ratio

Response: 14.45

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.25

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
Institutional data in prescribed format	<u>View Document</u>

2.3 Teaching- Learning Process

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

Response:

The institute uses several student centric teaching-learning processes as part of the delivery of the academic program. This has two objectives:

- Involve the students in the teaching-learning process. b) Inculcate a practical approach.

In a post-graduate institution, integration of knowledge and skills becomes extremely important hence; these **student centric methodologies** assume significance.

Some of the important teaching-learning methods used by the institute in this regard include:

- **Case study method**: It teaches from the experience of a particular company in a given context to bring out theoretical concepts. It is a globally tested method of experiential learning. SIESCOMS extensively uses case study method in all its courses.

- **Activity-based teaching**: This pedagogy includes active participation in various activities, through which students experience a given situation and theoretical concepts are brought out.

- **Simulation based teaching**: In this methodology in the students actively participate in a given activity, take decisions and learn the concepts. SIESCOMS has a tie-up with **Stock Market Simulation Model** supported by Bombay Stock Exchange (BSE) that gives a hands-on exposure to the students towards trading in stock markets.
- **Skill Linked Immersion Project** training which involves the learning of behavioural and specialist skills. This is done in two parts 1 and 2.

- **Projects / Assignments**: Besides tests, a substantial part of internal evaluation entails working on group assignments / projects. The students learn while working in a team of their peers. Some of these projects are in-house and give immense practical knowledge to students.

- **Participation in Extra-Curricular Activities**: One of the objectives of our institute is to prepare the students for the corporate world and therefore, students need to look beyond knowledge & skill and go in for developing attitude. This attitude comes from participation in various activities within

and outside the institute. The institute has a number of **student committees** and all students are prompted to become member of some committee or the other. The active participation in the committees helps in developing several right attitudes like leadership, communication, working in a team, negotiation, networking, among others. This is a strong student centric pedagogy followed by the institute. Students are encouraged to participate in external events as well as organise events for outside students for which they raise their own funds.

- **Working with NGOs**: For the management programs the institute has a specific scheme under which they are required to work with a NGO for a week. They have to go on field and work as volunteers with under-privileged/neglected sections of the society and community. This sensitises the students to the social reality and helps them to become **socially sensitive managers**.

- **Summer/final internship**: This is possibly the biggest learning opportunity for the students where they work in a company for a fairly long period (8-10 weeks), work on a given project, and apply the learning to solving the practical problems. This enables them to put into practice all their knowledge and they are better prepared for the corporate world.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 85.71

2.3.2.1 Number of teachers using ICT

Response: 48

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 14.45

2.3.3.1 Number of mentors

Response: 56

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

- Being a higher education institute, the primary learning objective of our institute is to create the right blend of creative thinking and decision making ability in our students making them more employable and take up positions of responsibility in the corporate world.
- In the above context, SIESCOMS has **adapted the delivery of the course curriculum** to hone the innovative and creative skills of the students in the following ways:
  - Assignments that provoke and stimulate innovative thinking among students.
    - For example, in the subject of marketing strategy, students are divided in groups and given an assignment of conceptualizing a marketing strategy of a company they will help them to understand strategies of products and their variants and also customer acquisition in the market.
    - Or they are given an assignment to work a turn-around strategy of a company whose market share is continuously falling.
    - Similarly, in a course like decision making, the students are given a hypothetical scenario of some amount say, Rs. 100,000 in cash, given certain variables and asked to make investment planning. The students are encouraged to think out of the box not bound by any logic and rationale. This generates tremendous excitement among students as they are prompted to think wildly to be successful in terms of financial gain.
  - In the case of MCA students are asked to implement software engineering principles and design software such as leave management, timetable preparation, mark sheet generation etc. The implementation and customisation of MOODLE has been facilitated by the participation of MCA students.

- Students are actively encouraged to participate in various extra-curricular activities / NGO internship and other new ways of learning that encourage the student to think in a slightly different way. For example, the ISR/CSR activities / NGO participation prompts the students to think in different ways (**may be more** inclusive **way**).

- One of the most innovative ways followed by the institute during last few years has been **Skill-Linked Immersion Program (SLIP)** wherein students are asked to identify a skill in a domain and advised to develop the skill through own initiative and thinking. There are no formal classes (for 1 week) when this exercise goes on. This self-driven initiative forces the students to work by themselves and develop a skill and submit a project report which is evaluated by the institute. This new pedagogy has been appreciated by all students.
- Similarly most of the courses taught in MCA are accompanied by project work which are completed under faculty supervision and expose students to practical challenges and finding solutions in each course.

2.4 Teacher Profile and Quality

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

Response: 99.29

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 49.58

2.4.2.1 Number of full time teachers with Ph.D. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
18	16	15	11	9

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	

2.4.3 Teaching experience of full time teachers in number of years

Response: 6

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 10.03

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	4	1	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 67.14

2.4.5.1 Number of full time teachers from other states year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
19	20	19	18	18

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Based on the results obtained from assessing the students learning, our institute has taken several steps to improve its educational processes so as to improve the learning outcomes. In the past 3 years, some of the specific program improvements are as follows

All Programs

- Introduction of online test modules
- Outlining of question paper patterns
- Defining rubrics for all kinds of evaluations.
- Remedial classes/tutorials for needy students
- Alumni/Corporate Mentorship Program has been started under which students are attached to a corporate mentor (who may be an alumnus).
- Special grooming sessions for placement
- Appointment of a student counselor

MMS and PGDMs

- Skill Linked Immersion Program (SLIP) to improve the overall behavioral aspect of the students. SLIP-I involves inviting experts to conduct workshops, training, games/activities, SLIP-II is done to enable students to learn and practice a domain specific skill.
- Idea Research- The basic objective is to build the analytical and research acumen of the students.
- Common Minimum Competency (CMC) - With the objective of ensuring that the students from non-management backgrounds are provided inputs so as to bring them at par with other students, the CMC was introduced. Under this, special classes in the subjects of Accountancy, Economics and Statistics are provided to such students.

- A course on Corporate Social Responsibility has been introduced with the objective of building social sensitivity among students.
- Entrepreneurship Cell has been set up through which various activities are conducted each month to inculcate the spirit of entrepreneurship among students.
- Mock Personal Interviews are conducted for students by external experts so as to provide a "real-life" experience of appearing for an interview to students and to help them assess their preparedness. Special sessions are conducted for students wherein key improvement areas are discussed.

MCA

In addition to the Entrepreneurship Cell and Mock Personal Interviews discussed above,

- Training sessions on "Basics of Computer Science" are conducted by the faculty members to prepare the students to face technical interviews by employers.
- External evaluation is done for all projects.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

All courses have internal and external evaluation components.

MCA

Internal**:**

- Assessment for theory courses consists of two tests (T1 and T2) .The final marks should be the average of the two tests.
- Tests are conducted during the semester after completion of 40-50 % of the syllabus and 90-95 % of the syllabus. Every practical session is assessed and students are graded on their performance and attendance. This constitutes Term Work. Students are informed of their marks upon completion of corrections.
- In tune with the guidelines issued by the University of Mumbai from time to time, all internal evaluations are up to 20% of the total marks for all theory courses.
- For Laboratory courses the internal component is referred to as term work. A student is evaluated on the basis of the his/her performance in the laboratory sessions

MMS

Assessment for this program is specified by the University and is as follows:

- Internal 40% and Semester end exam 60%

- Internal assessments are conducted on regular basis and comprise of one scheduled test (after completion of 40-50% of the syllabus), assignments/projects/presentations, class participation and attendance. While the tests check the level of knowledge as well as understanding of application of knowledge of each course / subject, the projects / assignments test the ability of the students to apply the principles / theories in practice. Marks for attendance and participation are intended to ensure good presence and attention in class. Students are given feedback about their performances.

PGDM

- Internal assessments are conducted on regular basis and comprise of one scheduled test (after completion of 40-50% of the syllabus), assignments, projects, presentations, etc. While the tests check the level of knowledge as well as understanding of application of knowledge of each course / subject, the projects / assignments test the ability of the students to apply the principles / theories in practice Students are given feedback about their performances.

Assessment process for Value-added courses

- SLIP- Students are provided special trainings/workshops/activities on behavioural and skill aspects. At the end of the module, they are assessed internally.
- NGO/CSR Project- Students pursue a 1 week NGO/CSR project by being placed at an NGO. At the end of the period, they submit a project report and appear for a viva which is an internal

assessment.

- Mock Personal Interview- Students are provided special grooming to prepare them for placements. As a part of the same, they are required to appear for a Mock PI which is conducted by a panel of internal/external experts.
- Summative Interview- Students appear for a summative viva so as to test their Knowledge, Skills and Attitude. This is conducted at the end of the semester.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

For any examination related grievances, the students can approach the examination committee whose members are the Chairpersons, Deans, Associate Controller o f Exams and Controller of Exams (CoE)

The contact and escalation points are as follows-

Prime Escalation Points

Level Prime Escalation Points

- Program Chairperson / Functional Dean (for 2nd year)
- Controller of examinations (CoE)
- Director

Process:

- The student will first take up the matter with the Chairperson (for first year) and concerned Functional Dean (for the second year) as these are the persons designated by the institute as the first point of redressal.
- The Chairperson or the Dean, as the case may be, is required to take up the matter for the purpose of redressal by contacting the Controller of Exams. The Chairperson / Dean is expected to keep the student informed about the development in the matter.
- However, if the matter is not sorted out to the satisfaction of the student or no decision is taken within a period of 15 working days, the student has the right to take up the matter with the CoE who is vested with sufficient authority to take the decisions, if necessary, in consultation with the Director.
- However, as a last resort, the student can approach the Director which is the last leg for any complaints redressal mechanism at the institute level. In extra-ordinary cases, the student can, however, approach the Managing Council of SIES for autonomous courses or the Grievances Cell of the University in the case of University affiliated courses.
- However, in case the matter is grave and likely to be of serious nature / consequence, the student

can directly approach the Director by overstepping all other escalation points

- The overall contacts as well as escalation points are fairly well defined and communicated to the students formally at the time of their induction.

Contact Co-ordinates:

- Director of the Institute: Dr. Bigyan P. Verma (8097045216) bigyanv@sies.edu.in
- CoE: Dr. Suhas Tambe (9323018415), suhastambe@siescoms.edu
- Registrar: Mr. R Chandrasekhar (9323039357) rcs18@rediffmail.com
- PGDM Chairperson: Prof. Pankaj Srivastava (9323415874) pankaj.srivastav@siescoms.edu
- PGDM (PM and BM) chairperson: Dr.Chitra Ramanan (9323652205) chitra.ramanan38@gmail.com
- MMS chairperson Prof Vatsala Bose(9920976603 vatsalab@sies.edu.in
- MCA chairperson Dr. Anup Palsokar (9323235840) anup@siescoms.edu
- Women's empowerment Cell: Dr. Sharmila Mohapatra (9930122055) sharmila@siescoms.edu
- Dean (General Management) Dr. Sharmila Mohapatra (9930122055) sharmila@siescoms.edu
- Dean (Marketing) Dr. Parag Amin (9820424420) parag@siescoms.edu
- Associate Dean (Finance) Dr. Madhavi Dhole (7506648828) madhavidhole@gmail.com
- Dean (Operations) Prof. Vilas Chaudhari (8805812166) vilas.chaudhari@siescoms.edu

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

Response:

- The academic calendars for each semester of every program are defined at the beginning of each semester.
- Start dates and closing dates for each semester for every program are specified.
- Examination dates are specified (except for those University examinations conducted by the University) and faculty are advised with respect to the last dates of lectures as well as completion of internal evaluations,
- Additional classes are arranged when there is a loss of teaching time due to public holidays or enforced breaks on account of unforeseen contingencies.
- All calendars are communicated to all stake holders through email.
- Class representatives coordinate with Chairpersons/Deans and the Dean (Academics)/ Deputy Director for the schedules.
- Respective Deans /Chairpersons hold regular meetings with concerned faculty regarding completion of classes as well as completion of internals.
- In the case of University programs, the dates for submission of fees and exam forms and examination dates are communicated to the students and the faculty so that they can abide by the University instruction and all procedures with respect to the university are completed as per norms well in advance.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

1. **Management Program common objectives**

• The students, by the end of the program
    1. Would have adequate knowledge, skills and competencies and also gathered attitude for suitable employment in the corporate / other sectors at the entry level of Managerial / Executive position.
    2. Would become socially responsible citizens.
    3. Programmes are structured in a logical manner and are designed to achieve the following broad level objectives
    4. Understanding basic nuances of statistics, research methodology and related areas specifically needed for analysis of any business problem
    5. Providing an insight into business economics to understand and analyse the complexity of business environment.
    6. Understanding legal framework and tax related issues applicable for business.
    7. Get acquainted with various business strategies and fundamental principles of management and develop application ability of the same to business scenario
    8. Introducing various ethical and corporate governance issues related to business decision making.

• **Specialization Specific Outcomes**
    1. **Finance Specialization**
        1. In addition to the above mentioned broad objectives, students pursuing this specialization would be able to
        2. Undertake financial analysis of a business entity
        3. Apply costing / pricing principles and financial modelling techniques in various business scenarios.
        4. Manage finances of a business entity including cost of capital, working capital, long-terms loans, etc.
        5. Understand nuances of Banking, Financial Services and Institutions sector including capital markets.
    2. **Marketing Specialization**
        1. In addition to the above mentioned broad objectives, students pursuing this specialization would be able to
        2. Apply basic sales & marketing principles to a product / brand and also in special sectors like rural marketing, social media marketing, advertising, international marketing, etc.
        3. Understand & analyse sales & marketing strategies of various businesses in different sectors
        4. Understand nuances of market research in different sectors

    1. **HRM Specialization**
        1. In addition to the above mentioned broad objectives, students pursuing this specialization

would be able to

2. Understand nuances and related applications of basics OB & HR principles & theories
3. Apply HRM principles, laws and theories in different situations (including talent acquisition, talent management, talent development, controlling attrition, etc.)
4. Understand nuances and related applications of industrial / labour laws in Indian scenario

2. **Operations Specialization**

1. In addition to the above mentioned broad objectives, students pursuing this specialization would be able to
2. Apply basics of operations management like vendor management, inventory management, production planning and control, production engineering, logistics management, quality management etc.
3. Understand nuances and related applications of Supply Chain Management including cross border trade flows and international supply chain
4. Apply operations management principles and practices to service sectors besides manufacturing.

MCA program

- The students by the end of the program would have adequate knowledge, skills and competencies and also gathered attitude for suitable employment in the corporate / other sectors. The program not only includes subjects that give a good grounding in the IT concepts, but also includes management oriented papers, thus preparing the students to be more competent to face the dynamic corporate world
- Please refer website for additional information www.siescoms.edu

File Description	Document
Link for Additional Information	[View Document]()

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

All Program outcomes are measured as follows

- Final Placement- At least 80% students in each program must get placed
- Feedback from recruiters on student's preparedness for recruitment- with an average rating of at least 6.5
- Feedback of recruiters on Institute and its students with an average rating of at least 6.5
- Feedback of recruiters on Program syllabus and Coverage with an average rating of at least 6.5
- Feedback of the Students on the Program-This must be at least 6.5 in the feedback

PROGRAM SPECIFIC OUTCOMES

MMS and PGDM

- Summer Internship: Each student undertakes 8-9 weeks of summer internship at the end of the 1st year, in the area of specialization. This is evaluated based on project report and viva.

  ○ The median score of students in Summer Internship must be at least 65

- Mock Personal Interview- Students are provided grooming for placements, for which they appear for a Mock PI conducted by a panel of experts.
  ○ The median score of students in Mock PI must be at least 65
- Capstone Project- Students undertake Capstone project concurrently in their 2nd year. A detailed report is submitted by the students after which they are evaluated based on presentation and viva.

  ○ The median score of students in Capstone Project must be at least 65

Value added courses.

- Common Minimum Competency (CMC)
  ○ The median score of students in Minimum Competency Module (Economics, Statistics and Accountancy) must be at least 65
- Summative Viva-
  ○ The median score of students in Summative Viva must be at least 65

- NGO/CSR Project- All students of MMS/PGDM programs have to spend 1 week on a NGO/CSR project, submit a project report and appear for a viva.

  ○ The median score of students in this must be at least 65

MCA

Term Work

- The MCA students have to undergo a term-work in every course (Theory / Laboratory) in each semester.
- The Theory work is evaluated on the basis of two internal tests and the students are awarded the average of these two tests.
- Laboratory courses term work is granted on the evaluation of the students during the laboratory sessions based on understanding of the problem to be executed / coded , technical skills and problem solving approach.

Project work

- Students have to complete projects , integrated in the Laboratory courses and are evaluated by external examiners.
- The students have to complete two Mini-Projects during the course, under the guidance of faculty .

-

- The University has prescribed two Laboratory courses per semester covering a wide variety of subjects from basic programming to database design and mobile application development.

Internship Projects

- Students complete a Six months full time internship which gives every student an opportunity to experience a live work environment as well as preparing them for responsible roles in the IT industry.

Course Outcomes

- All course outcomes are evaluated based on the modes of internal evaluation (20%) and external evaluation (80%). Students must have minimum passing scores in internal and external evaluations separately.

Mock PIs and Aptitude Training

- Students are groomed for placements through Mock PIs and aptitude training.

2.6.3 Average pass percentage of Students

Response: 92.95

2.6.3.1 Total number of final year students who passed the university examination

Response: 145

2.6.3.2 Total number of final year students who appeared for the examination

Response: 156

File Description	Document
Institutional data in prescribed format	

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years

Response: 82.21

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
37.68147	0.0	0.0	14.82	29.71

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 12.5

3.1.2.1 Number of teachers recognised as research guides

Response: 7

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.19

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

Response: 6

File Description	Document
List of research projects and funding details	[View Document](#)
Supporting document from Funding Agency	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

SIESCOMS has always been striving for providing best quality education in the realm of management to its student community. With a view to nurture talent and inculcate entrepreneurial skills, SIESCOMS has been doing several innovative practices since past several years.

Entrepreneurship Development cell (EDC) - In view of the changing employment scenario and increased competition, it was felt that the focus has to shift from developing "Employment seeking" students to "Employment generators". With this intention SIESCOMS EDC has set up an Incubation center in 2015.

Mission of the EDC is to encourage and felicitate entrepreneurial skills and Ideas across all disciplines and establish collaborations with Industries and entrepreneurs to guide our students. The incubation center is the final lap of the journey.

The EDC in association with the incubation center is involved in the following activities:

1. Nurturing the entrepreneurship acumen among the students through various programs
2. Conduct of business plan competition and also allowing the students of the entrepreneurship club to participate in external competitions
3. Providing the facility of entrepreneurship for a period of 1 year by giving them sitting space, allowing institute facilities to have small meetings with their clients, etc., allotting academic / corporate mentors to the students occupying the incubation centres, trying to get them loan facility, wherever possible, facilitating their meets with clients, tie-up with other bodies like Start-up Saturday, HEF, among others.

Till date approximately 40 students has taken benefits and started their journey of entrepreneurships.

The policy of Incubation Centre is uploaded. The details of the students becoming entrepreneurs during last 3 years are also appended.

There are several other initiatives taken by the institute to inculcate the spirit of innovation among students. Some of them include:

1. Launch of idea research initiative to imbibe research acumen among 1st year students
2. New initiative of Skill-Linked Immersion Project to give the students an insight into a particular and unique skill-set

3.Several competitions on an-going basis to develop the holistic personality of the students

4.Constant focus on developing lateral thinking among students

File Description	Document
Any additional information	[View Document](#)

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 459

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
61	93	97	114	94

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
List of Awardees and Award details	[View Document](#)
e- copies of the letters of awards	[View Document](#)

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 3

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)

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

Response: 0.49

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

2016-17	2015-16	2014-15	2013-14	2012-13
21	22	8	11	6

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 0.48

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

2016-17	2015-16	2014-15	2013-14	2012-13
17	6	11	23	10

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The institute has one of the strongest mechanisms among the business schools in India to drive social sensitivity among students through several extension activities. It starts with Vision of the institute that mentions **creation of socially responsible managers**. Some of the actions in this regard include:

1. SIESCOMS has a dedicated **CSR department** headed by a full-time faculty.
2. The institute runs the CSR initiatives in **3 different ways**:

1. Having an intensive **1 week field work with NGOs** that is mandatory for all autonomous management programs. This is preceded by ½ credit course on CSR. This exercise is aimed at inculcating social sensitivity among students about the reality of India. Hence, the focus is on working as volunteers with NGOs in community (and not CSR department of corporate).
2. Institute has a student committee called **Sahayog Committee** that drives all student driven social activities in the campus. This committee conducts several activities in the community on a **continued manner** throughout the year. These include:

- Organizing workshops / seminars on social issues.
- Organizing social activities like blood donation camps, performing flash mobs / skits on social issues, organizing marathon on relevant issues, spending time with senior citizens in local community, working on field with various NGOs in the community on a continuous basis, participating with other NGOS in some noble activities (like donation of clothes / books in collaboration with Goonj, etc.) etc.

1. The institute under its own unique **Institutional Social responsibility (ISR)** is involved in **two different types of activities in community**:

1. The students and faculty of SIESCOMS teach the **children of SIES Veda Pathasala in the campus**. There are around 20 plus boys who live within the campus and take up both formal school education as well as Veda studies totally free of cost. These students are from economically backward strata and stay at dormitories. The students of SIESCOMS teach computing skills and personality development to them on the weekends. The idea is to induce the management students to help the next generation (from poorer sections) to become better citizens thereby, contributing to social development.

ii. The institute has adopted a **village Khairpada** about 90 kms away from the institute. The village is dominated by Adivasis, has a population of around 240 plus and people are landless agricultural labourers.

The institute out of its own funds (contributed by the trust SIES) has created the following facilities:

1. **Modern digital school** for the children
2. **Installing bore well** along with water purifier to provide drinking water
3. Installing around **15 electric poles** to bring electricity to the village

The objective is to create a modern school in the state of Maharashtra. The project is currently going on.

All the above have significantly contributed to social sensitivity among our students and made them better managers. We may add that SIESCOMS is one of the few business schools that have an annual exclusive journal in the space of social parlance called **Prerana**.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 26

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	8	5	2	3

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 217

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry,community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc.,year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
82	39	33	35	28

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 10.83

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
82	39	33	35	29

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 20

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	8	5	2	0

File Description	Document
Copies of collaboration	
Number of Collaborative activities for research, faculty etc.	

3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	8	5	2	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institute has more than adequate space for teaching-learning purpose compared to the requirement prescribed by the regulators i.e. AICTE.

The various areas available to SIESCOMS are given hereunder:

Instructional Area

Item Details	Required area in sqm as per norms	Number available	Available ar
Area of computer center	150	1	178.34
Library and reading room	100	1	295.88
Classrooms	726	12	1136.67
Tutorial rooms	132	4	203.44
Computer lab	264	6	275.74
Seminar Hall	528	5	624

Administrative Area

Item Details	Required area in sqm as per norms	Number available	Available ar
Principal / Director Office (2 rooms)	20	2	35.1
Board Room	20	2	93.83
office all Inclusive	300	3	300.31
Department Offices	40	2	47.4
Cabins for Head of Departments	20	2	31.47
Faculty Rooms	270	Adequate	355.18
Central Stores	30	2	77.39
Maintenance	10	1	25.93

Housekeeping	10	1	11.2
Pantry for staff/ Faculty common room	10	1	11.12
Examination Control Office	30	1	51.48
Training and Placement Office	50	2	34.45
Other (Store)	Additional	3	10.02
Other (incubation) center	Additional	1	38.18
server	Additional	2	22.55
Additional space	Additional	1	34.03

Amenities Area

Item Details	Required area in sqm as per norms	Number available	Available ar
Toilets (Ladies & Gents)	350	Adequate	322.11
Boys Common Room	100	1	108.1
Girls Common Room	100	1	108.56
Cafeteria (including centralized canteen)	150	3	687.28
Stationery Store & Reprography	10	1	13.5
First Aid cum Sick room	10	1	13.34

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

Response:

The institute has adequate facilities for sports, games and cultural activities. The details are as under:

1) **Auditorium** with a seating capacity of 180. Used for all various internal events, competitions like debate, dance, songs etc. (Approximate area: 201.94 sqm).

2) **Parking open slot** in front of the institute used for cultural meets, alumni meet and other group entertainment activities (Approximate area: 1188 sqm)

3) **Open Amphitheatre** used for various types of student activities and entertainment programs, skits etc. (Approx. area: 300sqm)

4) **Yoga and Meditation Centre** (shared facility in the campus) used for meditation, yoga and other similar activities. (Approximate area: 977sqm). It can accommodate more than 300 students at a point in time.

5) **Gymnasium** used by both Boys and Girls (Approximate area: 160.88 sqm)

6) **Open Playground** shared facility in the campus) used for all outdoor sports and sports competitions (Approximate area: 1825sqm)

File Description	Document
Any additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 22

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 42.65

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
59.49	80.80	291.00	261.29	131.24

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The SIESCOMS Library has a well established Intergrated library Management Syetems.

Since June 2003 till 1st January the data was maintained "Librarian Libsuite 5.6 Version" . However from the 1st January till the present date Koha Cloud Base Library Management Software is utilised and has an AMC Purchased by Informatics Pvt. Ltd.

The SIES College of Management Studies library is Fully Automation on Cloud Base.

Automation is fully applicable but while utilizing it, it will done phase wise to understand the nature of the work and then it becomes operational. Some issues eg. Entry generated of the students in bulk, is done by the back end support system of the Informatics for Koha software.
Through ILMS Students can access the Web Opac at their own location or any location in the globe. They can access their own circulation A/c too. Though they will aware the current existing collection of the library, availability of books, their books dues, past reading books history, etc.

File Description	Document
Any additional information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Collection of rare books, manuscripts, special reports or **any other knowledge   resource for library enrichment**

Provide the description of library enrichment which includes :

- Provide OPAC with personalizes a/c and p/w to access existing collection and own circulation

details from any location in globe
- New Arrivals updating
- Conducting the Yearly Books Exhibition
- Conducting HBR Webinar for Students (10.06.2014)
- Member of National Digital Library (NDL)
- NPTEL access available
- Book Bank Scheme available for the Economically poor students
- Life Membership of MALIBNET
- E- Resources available of Shodhganga, J-gate, IEEE, Ebsco, Prowess, IBID,etc.
- 34000 Total Books collection, 12,276 E-books
- On line Jnls; EBSCO (7000),IEEE (169), J-gate Plus (125)
- Databases ; IBID, Prowess for Library enrichment.

File Description	Document
Any additional information	[View Document](#)

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 21.09

4.2.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
23.11	21.89	27.25	13.86	19.33

File Description	Document
Audited statements of accounts	[View Document](#)
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 10.17

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 88

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT Infrastructure
Each staff member has been alloted a dedicated computer.

The laboratories have total 240 computers spanned across 7 Computer Labs connected in LAN with

Internet and Prniting facilities.
The institute has two lines for Internet facility from Aircel (35 MBPS) and Sify (10 MBPS).
The Staff Rooms, Administrative Office, Director Office and Library are connected with the LAN facility.
The Internet facility is available for all staff and students in campus.
Institute is equipped with Wi-Fi facility.
For ease of access, the entire campus has been made Wi-Fi enabled with 27 Wi-Fi acces points spread over the entire campus thus enabling the student to browse the web from a location convenient to them.
The Internet bandwidth has been progressively increased from 128 kbps to 45 Mbps as the need arises.

4.3.2 Student - Computer ratio

Response: 1.23

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: 35-50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
494.7	415.31	399.82	320.83	476.38

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	
Audited statements of accounts.	

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

Response:

Policy for Maintaining and Utilizing Physical, Academic and Support Services Computer Laboratory:

The primary responsibility of the System Administrator will be to ensure that all computer installations including hardware, software, servers, Wi-Fi system, are kept in perfect working condition with down-time

being kept to the minimum so that consumers (mainly students & faculty) are not inconvenienced. System Administrator is also required to ensure that only licensed versions are kept and installation of any type of pirated version (by any users like students, etc.) is not permitted under any circumstances. An entry register needs to be maintained at each computer lab so that the entry is restricted and monitored. The System Administrator is required to ensure that both the computers and all other hardware are phased out and replaced with new ones in sequence by providing for it in the capital budget. Blocking of the undesirable sites / chats is a must. He is also required to develop a disaster management system through the data copy of the important files in periodic intervals of not exceeding a week in soft format and keeping them away from the computer lab.

Library:

The duty of the Librarian and other library staff is to ensure discipline within the library including upkeep of the library resources including books, journals, other reports, etc. CCTVs to be installed at vital points within and outside the library. Proper anti-pesticide treatment should be done at periodic intervals to maintain the books and other resources in the right condition. The library committee should be formed to ensure new books / other resources are purchased in accordance with needs / requirement of all stakeholders. The library should maintain an entry register to monitor the entry of users. No Entry in the library without a valid library / identity card or with bags, etc. in order to avoid loss of library books. Food item is not allowed inside library.

Classrooms and Other Physical Resources within the Institute:

A staff member of the institute is specifically assigned the responsibility to ensure that all assets in the classrooms / office / other places within the campus are maintained properly which include writing boards, benches & chairs, air-conditioners, LCDs, etc. If any asset requires repair the person in charge is required to get in touch with the central purchase department through raising a work order (within the approved budget) and get the needful done. The assigned person also needs to replace old assets in phases, getting other consumable like pens, sketch pens, dusters, etc. replenished whenever needed.

General Campus Maintenance: is managed by an Estate Department at the Nerul campus of SIES, headed by Director Administration and an Estate Manager. The general campus maintenance is outsourced as under:

- **Agency for Cleanliness** of the entire campus including the institutes and their classrooms, areas including opens space, parking lots, playground, gymnasium, mediation hall and other facilities in the campus.
- **Security Agency** for all types of security issues for the entire campus round the clock.

File Description	Document
Link for Additional Information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 1.44

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	0	10	4	3

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 14.21

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
46	63	71	59	52

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

    1. For competitive examinations
    2. Career counselling
    3. Soft skill development
    4. Remedial coaching
    5. Language lab
    6. Bridge courses
    7. Yoga and meditation
    8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 37.96

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

2016-17	2015-16	2014-15	2013-14	2012-13
157	163	125	159	171

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years

Response: 91.1

5.1.5.1 Number of students attending VET year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
366	373	388	376	358

File Description	Document
Details of the students benifitted by VET	[View Document](#)

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 99.9

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

2016-17	2015-16	2014-15	2013-14	2012-13
156	181	190	181	178

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 3.21

5.2.2.1 Number of outgoing students progressing to higher education

Response: 5

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)

Response: 9.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	0	1

5.2.3.2 Number of students who have appeared for the exams year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
9	6	6	4	4

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

5.3 Student Participation and Activities

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

Response: 62

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

2016-17	2015-16	2014-15	2013-14	2012-13
14	7	7	12	22

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The **Student Council** of SIESCOMS is the apex body of a few elected Students in the College which officially represents the entire student fraternity. The purpose is to ensure better communication between the various bodies of the institute and the students. It is one of the mediums to contribute towards meeting the mission of the institute in terms of imparting holistic education to budding business managers.

In addition to planning events that contribute SIESCOMS spirit and community welfare, the student council is the voice of the student body. They help share student ideas, interests and concerns with the school wide community. The council also promotes, organizes and executes activities that encourage student pride and the SIESCOMS spirit. It provides a platform for student expression, and a forum for aiding in the solution of problems and helps identify and help solve problems encountered by students in

the institute. It enables students across all full time courses to be a strategic partner with the Management, in imparting management education to the students and to communicate its opinion to the school administration on any subject that concerns students and on which the council wishes to be consulted. It helps students hone and develop their leadership skills, imbibe team thinking acumen and learn the ability to handle responsibilities of higher levels.

Student Council formation Process:

Round one: Online applications are invited. Shortlisted students are invited for round two.

Round two: Interviews of shortlisted by panels made up of one Alumni Student Council, one Faculty and three Senior Student council members. Shortlisted candidates go to round three.

Round three: Election Process held parallelly for PGDM, Pharma, Biotech, MMS, MCA and AIMA programmes. Names of short-listed students announced in the respective classes just before the elections. Candidates individually address the students before the voting begins. Each class election is monitored by a presiding officer.

Once constituted the council elects its own office bearers.

File Description	Document
Any additional information	[View Document]

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 12

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	14	10	13	7

File Description	Document
Any additional information	[View Document]
Number of sports and cultural activities / competitions organised per year	[View Document]
Report of the event	[View Document]

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

SIES College of Management Studies (SIESCOMS) has a vibrant alumni connect through voluntary association of alumni chapters in city of Mumbai, Pune, Bengaluru and even a chapter at Dubai & Middle East.

The institute has an alumni strength of more than 2,000 connected through Google groups. The groups are maintained program-wise.

The central alumni meet christened as **La Melange** is held at the campus every year. Chapter meets are also held as and when the institute senior faculty go to those places. For example, the institute had its first meeting of Dubai chapter when the students went to **Dubai** for a week in **2015** under global immersion program.

The alumni are playing a pivotal role in institute building activities through various means as under:

1. Helping the institute in a big way in recruiting the current students both for **summer placements** as well as **final placements**. This happens in two ways. The companies that are promoted by alumni recruit students (intern / final) directly. The companies where alumni are working, the companies come back to the campus for recruitment either because of good works done by them or the alumni are influential in getting the companies to the campus.
2. Alumni form an important part of the **visiting faculty / guest speakers** on a continued basis. In some of the areas alumni are also part of Board of Studies. In the latest College Development Committee (formed as a result of University of Mumbai guidelines), there is an alumnus member. They are constantly involved in issues like career counselling, grooming, and similar other activities.
3. In some of the areas / specializations, alumni form significant part of **mentoring**; for example in HRM area this is an important initiative.
4. During the placement season, the alumni play an important role in terms of coming and helping the institute in **grooming the students** from perspective of their own companies.
5. With a view to provide further thrust in building better alumni relationship, recently the institute has created a dedicated **Centre of Alumni Relations** at the institute headed by a faculty who himself is an alumnus.
6. The institute has now started getting direct financial support from alumni. In recent time, one of the very senior alumni has donated Rs 75,000/- towards creation of a corpus for giving scholarship to the needy students at the entry level. This is going to become a thrust area in days to come.

The college recognizes the importance on building a vibrant, sustained, continued and reciprocal relationship with the alumni so that they can become true ambassadors of the institute and contribute significantly to the brand building of the institute at the corporate and society level.

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 6

5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

27-02-2018 05:30:35

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision of the Institute: "**To be one of the preferred Business Schools in India**"

Mission of the Institute: "Imparting Quality and Holistic Education for Developing Socially Responsible Business Managers & Technocrats"

The **SIES College of Management Studies (SIESCOMS)** was established in 1995.SIESCOMS envisages providing quality management education for the nascent professionals, the dynamic future managers for 21st century. SIESCOMS'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, since 1932, 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, **SIESCOMS** boasts of one of the best physical infrastructure and academic ambience befitting a modern B-school.

The institute runs management as well as technical programs. Besides general management program, the institute also runs two industry focused programs for health care sector.

The Institute has a well-developed, decentralized governance system. Director is the Academic and Administrative head of the institute; the institute has created positions of leadership for management of all programs. All programs are managed by **Chairpersons** who are responsible for smooth management of the concerned programs in the 1st year. In the 2nd year, when the concept of specializations start, each function like **Marketing**, **Finance**, **Human Resources**, **Operations** and **Systems** has a functional **Dean** who are responsible for academic management of all management programs for their areas of specialization. In addition, the institute has also created certain positions like **Dean-Student Relations** to take care of student welfare related issues and **Dean-General Management** who is the overall coordinator for all 1st year programs.

A couple of years ago, to assist the Director, position of **Deputy Director** has been created, who is responsible for all academic management for 2nd year students.

The above is the **Leadership Team** that is responsible for all major decision making processes, including driving the future directions of the institute. Decisions are taken thus:

1. 1st year by Chairperson in collaboration with all teachers of the program
2. 2nd year by Deans in collaboration with all teachers who teach in that function
3. Major decisions taken by all the faculty together as mentioned above

Faculty meeting usually take place once in two months, if not earlier, where all major issues are discussed and consensus arrived at.

At SIESCOMS, the perspective plans are drawn for a period of 5 years after consultation with all stakeholders - teachers, staff, students, alumni, corporate and community at large. The environmental scanning is done through **PEST** or **SPELT Model**; subsequently SWOT analysis of the institute is drawn. After undertaking the above analysis, the plan document is drawn keeping in view the broader Vision and Mission of the institute.

All major decisions at the institute are taken after consulting the faculty meeting. The opinion of all teachers is respected and final decision is taken, to a large extent by consensus.

The institute truly believes in participative decision making processes.

6.1.2 The institution practices decentralization and participative management

Response:

The institution practices decentralization and participative management in its activities. An example of which is the manner in which addition of all new subjects, deletion / modification in the existing subjects is done in the **autonomous programs**. In the **University affiliated programs**, deletion / modification in the existing curriculum is done at the university level.

The institute has been running **Operations Management Specialization** in its management programs (MMS / PGDM) for last 5 years. The emergence of **Business Data Analytics** as a discipline has changed the manner in which decisions are being taken. There was thus a demand from corporate while coming for final placement that business analytics should be included in all specializations but more particularly for Operation specialization as it is used very commonly in all areas of decision making processes like vendor selection, vendor behaviour analysis, production planning schedule, manufacturing process changes, among others. This issue also came from the **feedback from the students** during informal interaction with the Director as well as in Area meetings.

Operations specialization is a small department in the institute with 4 core full-time faculty members. A **special meeting** of the Operations specialization faculty was convened on 14th April, 2017 to discuss this issue. The consensus was to launch an eleven month Post Graduate Program in Business Analytics for corporate. Alongside this it was decided to launch a value added certification program on business Analytics to be introduced for the Operations specialisation under binary and analytical lab. The Dean and other faculty members drafted the syllabus and it was submitted to the Director on 16th May, 2017.

Every area of the institute has a **Board of Studies (BOS)** to guide the institute in subject / curriculum related matters. The meeting of the BOS for the Operations management specialization was called on 30th May 2,017. The syllabus prepared by the area was discussed and after some changes the final version was approved.

It was finally decided as under:

Name of the subject: Applied Statistics, R, Python and Functional Analytics

Number of class room teaching hours: 12/week

Software to be included: R, Python

Dean-Operation, an expert in the area, was requested to anchor the subject with help from visiting faculty, if needed.

Centre of Excellence for Business Analytics has launched an 11-month program **Post-Graduate Program on Business Analytics (PGP-BA)** in association with All India Management Association (AIMA).It was decided that the students may sit through some of the subjects of the said MDP, if needed, to reinforce the understanding.

Subsequently, Operations management faculty had a meeting with Operations management specialization students of both affiliated and autonomous program and explained the whole structure and relevance of the program.

The above is the exact narration of the events that was followed to introduce the new subject. Since it is being launched for the first time and the course is still in progress, validation could not be done. This will be taken up after the course is over.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

An example of an activity successfully implemented based on the strategic plan is given below:

In the strategic plan for 2015, one of the goals was to complete the process of accreditation of the autonomous PGDM program of SIESCOMS from **Accreditation Council for Business Schools and Programs (ACBSP), USA** which is one of the leading international accreditation agencies in the world.

The process of accreditation from ACBSP is considered to be long-drawn and rigorous in nature. The process comprises of the following steps:

1. Becoming a member of ACBSP
2. Application for candidacy
3. Appointment of Mentor
4. Grant of Candidacy after review by the Mentor
5. Submission of Preliminary Questionnaire (6 Standards and Institutional Review)
6. Finalization of the same by Mentor
7. Submission of the Final Self Study report to ACBSP
8. Visit by International Team for site visit

Dr Harpal S Grewal, Professor, Economics & Finance, Clafflin University, South Carolina, USA was appointed as Mentor for SIES College of Management Studies, by ACBSP in October 2013.

As per ACBSP norms the institute had to identify two colleagues as **Champion** and **Co-Champion**. Along with the Champion and Co-Champion, more than 20 faculty members were involved in the process of documentation, collation and writing the report as it was a very exhaustive exercise.

The detailed responses for the Preliminary Questionnaire to all 6 Standards were sent to ACBSP from October to November in 2015. The final approval was obtained from the Mentor and then the team at SIESCOMS started working on finalizing the Self-Study report. This report was uploaded on ACBSP's portal on 16 Nov 2015. This report was reviewed by the committee at ACBSP and on finding it satisfactory, appointed a team of evaluators comprising of **3 senior academicians** from various universities for the site visit.

This team visited our campus for 3 days from 14 Feb 2016 to 17 Feb 2016. The team comprised of:

1. Dr.Haseeb Ahmed (Chair of the team)
2. Dr.Sam Dunn
3. Dr.Asha Alexander

The panel gave its recommendations and sought clarification on 15 March 2016. Response was given by the institution on 2 April 2016. Finally the ACBSP was pleased to grant accreditation of the autonomous PGDM program for a period of 10 years in June, 2016.

It was a classic case of team work, decentralized working, meeting the international quality benchmark and finally achieving the goal in terms of our Strategic Plan.

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Role-Responsibility of Teaching Community

Director

The Director is the CEO of the institute and is responsible for providing overall **strategic leadership** as well as **academic administration** at the macro-level. The institute has a fairly decentralized set up through the positions of Deans, Chairpersons, and Registrar; however, the overall responsibility and accountability for managing the affairs of the institute rests with the Director. Since it is an academic institute, the Director is also a **member of faculty**.

Deputy Director

The Deputy Director besides being second-in-command also holds the portfolio of **Dean-Academics** and will be responsible for overall coordination of the 2nd year specialization programs by coordinating the activities of the functional Deans. In addition the functionary will be responsible for the implementation of the research and publication policy, coordination of the MCA program and act as Examination Controller.

Special Designations

Chairpersons:

The 5 full-time programs of the institute will have one dedicated Chairperson for managing the smooth functioning of first year . Managing time-table and academic delivery of the entire program, coordination with teaching faculty members, meeting the students on a regular basis, handling of the students' leave and other issues, offer assistance with summer placements and any other activity required for the growth and development of the students.

Functional Deans:

The functional Deans will be responsible for the 2nd year of MMS & PGDM program separately for each of the specializations namely, Finance, Marketing, Human Resource Management and Operations. They will be managing time-table and academic delivery of the specialization area, coordination with teaching faculty members, meeting the students on a regular basis, handling of the students' leave and other issues , offer assistance with executive placements and any other activity required for the growth and development of the students.

Dean-Administration:

The Dean-Administration will be responsible for managing & implementation of all the administrative matters at the institute.

Dean-General Management:

The Dean-General Management will be responsible for all the overall coordination of the 1st year of PGDM & MMS programs through coordination of the activities of the Chairpersons excluding the MCA program. The designated person will also be responsible for the academic administrative issues of running the programs at the institute not covered under the roles of Dean-Academic and Dean-Administration.

Dean-Student Relations:

The person occupying this position will be responsible for all student welfare administration cutting across all programs. He / she will also be responsible for general student developments and participation of students in all external activities. He / she will also be central position to manage and coordinate the activities related to Student Council.

Role Responsibilities of Faculty

Knowledge creation and knowledge dissemination are the two most important job profiles of a faculty member. Their chief responsibilities include teaching, mentoring, research and publications and institute building activities such as grooming the students, organizing internal events, build alumni relationships, organize NGO/CSR activities, admission process, manage media relations etc.

File Description	Document
Any additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Screen shots of user interfaces	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Any new initiative to be introduced normally has to pass through various committees of decision making within the institute. The implementation of the Global Immersion Program (GIP) for students of affiliated and autonomous programs in the year 2015 and applying for NAAC and ACBSP accreditation among many other initiatives by the institute have been taken on the basis of decisions taken by various committees.

One example is given in the following paragraphs of the process from inception to application for ACBSP and matters arising out of it:

While the institute was going through ACBSP accreditation, one of the issues faced was lack of visible exposure of the students to foreign environment as well as foreign faculty. This was an issue brought out by the ACBSP mentor.

1. The matter was discussed in the faculty meeting dated 13th May 2014 The faculty members discussed the issue and it was decided to have a two pronged approach:

- Giving an opportunity to students for global exposure by way of a foreign trip.
- Inviting foreign faculty to campus for interaction with the students.

1. Matter was referred to Local Managing Committee (LMC) and it was decided in the LMC meeting dated 24th August 2014 to go ahead in the matter and Director was asked to do the needful.
2. Matter was discussed in the faculty meeting again on 25th August 2014. The responsibility was given to the Chairperson of PGDM program to launch a new program of taking students abroad.
3. Similarly all members of the faculty were requested to try to invite some foreign faculty in their disciplines.
4. Finally the first Global Immersion Program (GIP) took place during the month of October 2015, when students went on a trip to Dubai as a part of Global Immersion Program; this was followed by a discussion of the outcome of the trip and post-project submission of the project reports.
5. Similarly, the first foreign faculty Prof. P. J Mathew came to campus in August 2014.

6.3 Faculty Empowerment Strategies

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

Response:

Welfare Schemes for Faculty / Non-Teaching Staff:

Once recruited, the faculty and non-teaching staff have got to be retained and upskilled continously. The institute makes various efforts to retain the staff.

Basic Hygiene Factors:

The institute provides certain basic hygiene factors such as proper seating arrangement, separate computer with internet facility, Printer facility where required, E-mail id in the college domain, membership of the library, complimentary Tea / coffee, subsidized food in the college canteen and an induction to the culture and values of the institute including the academic activities of the college.

Special Scheme for Newly Inducted Faculty:

Newly inducted faculty members are allowed an orientation period of a few weeks/ months in case the faculty is new to teaching. As a part of the grooming process, the newly inducted young faculty members are advised to be a part of the classes taken by senior faculty of their own area so that they can understand the basic nuances of the endeavor. They are exposed to the new pedagogic approaches / interactive teaching-learning processes so that the students remain engaged.

HR Policies / Practices to Retain and Develop Faculty / Non-Teaching Staff:

Financial assistance, as well as, leave is provided for faculty to undergo development programs. Medical insurance is provided for the faculty as well as members of the family. The faculty enjoys a great deal of autonomy and is encouraged to participate in research conferences, community service or social service and information sharing through faculty colloquiums. Extended maternity leave is available to women employees and special workshops are also conducted for women employees keeping in mind their welfare. Central Training Department of SIES conducts regular training programs for development of knowledge / skills / attitude for faculty as well as non-teaching staff.

Faculty / Non-Teaching Staff Incentive / Reward / Review Policy / Processes:

The institute has a well-defined performance appraisal format for the faculty members and non-teaching staff. The PAF is appraised at the level of the Director and recommendations for special appraisals are made to the Central HR Department of SIES in deserving cases.

Though the institute is governed by rules of regulations of 6th Pay, provisions of UGC / AICTE, there is adequate flexibility in terms of recommending exceptional cases for:

- Promotions (for faculty as well as non-teaching staff)
- Special increments
- Creation of special positions at the institute
- Special reimbursement schemes (like telephone bill / travel reimbursement)

Based on the recommendations of the Director, the Management of SIES through the recommendations of Central HR Department takes appropriate decision based on merits of each case recommended.

File Description	Document
Any additional information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 18.84

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

2016-17	2015-16	2014-15	2013-14	2012-13
9	5	1	10	1

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

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

Response: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
22	17	11	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

Response: 27.3

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	1	6	28

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institute has a well-defined **Performance Appraisal System** in place.

There are two different types of Performance Appraisal Formats (PAF), one for **faculty** and the other for **non-teaching staff**. The former looks into various aspects of a teacher's role like teaching load, innovations, research & publication, mentoring, participation in the institution building activities / community reach, etc. The PAF for non-teaching staff focuses on the roles and desired attribute like knowledge, technical ability, general impression, leadership qualities, etc.

Both the forms are taken on yearly basis by end of the academic year in April-May.

The PAF for non-teaching staff is filled by the staff, appraised by the Registrar and reviewed by the Director.

The PAF for faculty members is filled by the teachers appraised by the Director.

The submission of PAF is **mandatory requirement** for the purpose of release of normal yearly increment.

At SIES the decision making for HR reviews is centralized at corporate level. However, the Director of the institute makes recommendations for additional incentives based on the performance as revealed in PAF. These recommendations may include:

- Promotions (for faculty as well as non-teaching staff)
- Special increments(for faculty as well as non-teaching staff)
- Ex-Gratia (for faculty as well as non-teaching staff)
- Creation of special positions at the institute (for faculty)
- Special reimbursement schemes (like telephone bill / travel reimbursement: for faculty or for special positons)

The Management of SIES, represented by Hon. President / Hon. Secretary takes decision and conveys the decisions. The Head-HR is the authority at corporate office to help the Management to take the decision.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has a well-defined system of internal and external audit. The systems followed are as under:

1. The **purchase and central departments are centralized ones**. Very stringent rules are followed in terms of purchase orders / items of revenue expenditure and there are systems in place for minimum 2 signatories in all vouchers. All debit notes / cheques towards any payment also require two signatures, one at institute level and the other at Society level.
2. The income and expenditure items / statements are checked by **internal senior staff member** (mainly from Finance area) from the vouchers. This is done on half-yearly basis.
3. As mentioned above, the accounts department for SIES is a centralized department though they maintain separate accounts of each institution in Tally. Therefore, at the end of the financial year, the income & expenditure statements are all merged and final accounts of the Society are drawn which undergoes **external statutory audit** by the Chartered Accountants. Only after auditing by the external auditors, the final accounts are accepted by the Society in its Annual General Meeting (AGM) where any ordinary members can raise any objection / query on the final accounts.
4. The institute is an **ISO certified** institute and hence **half yearly audits** are carried out by them to ensure compliance in respect of processes.

Thus the institute follows a transparent accounting and financial management system, besides strong processes being in place.

File Description	Document
Any additional information	[View Document](#)

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

Response: 148

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

2016-17	2015-16	2014-15	2013-14	2012-13
32	30	28	31	27

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)

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

Response:

Resource Mobilization and Deployment Policy at SIES College of Management Studies (updated in June, 2015):

The institute is reasonably placed with its reserve funds.

However, this policy is made for internal reference point / benchmark to ensure that proper guidelines are in place for resource mobilization and utilization thereof.

Resource Mobilization:

1. The institute is primarily dependent on fees (more than 90 per cent). Hence it should be ensured that

- All seats are filled and **retention rate** does not fall below 95 per cent.
- Fees are collected **in time** and ensure **zero default rates**.
- Barring unforeseen circumstances, no permission for **extension of last date of fees** is allowed.
- Wherever fess are regulated, to ensure that proper **activity based costing** (at central level) is followed so that proper information is given to them i.e. the fees regulatory bodies to get the right fees.
- In other cases, fees to be kept at a level that gives a **reasonable ROI (cost plus)** and not making unreasonable profits.
- The fees for the programs should not only take into account the cost of running the programs but also to fund a reasonable amount towards **future expansion** for benefit of students.

1. The institute should ensure that other than full-time approved programs, the institute diversifies in other areas like industry focused **executive education programs** so that the institute does not become over-dependent on fees income. This will also include short-term Management Development Programs besides the long-term programs.
2. The institute should also ensure that a reasonable amount (at least 2-5 per cent) comes out of **Consultancy / Research grants** over a period of time.

Resource Deployment:

1. 30 to 40 percent of the gross revenues should be deployed for **faculty compensation**, visiting faculty payment and statutory payments related to salary / insurance, etc.
2. 5 percent should be earmarked for **faculty developments** including FDPs, research conference participation, including additional incentives / ex-gratia, etc.
3. 5-10 percent should be earmarked for **student development expenses**.

4. 15-20 percent should be earmarked for **infrastructure maintenance / repairs**, and addition to **library books**.
5. 10 percent should be earmarked for **future expansion / additional FAs**.
6. ROI should take into account **contingency funds requirement**.

Note: The policy is indicative in nature and may be modified from year to year depending on needs of the institute requiring funds for a specific purpose.

6.5 Internal Quality Assurance System

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

Response:

Two initiatives of IQAC that have substantially helped the institute in improving the quality of processes / strategies with their brief description are as under:

○ **Development of Rubric for various segments of evaluation**: This was mainly developed **benchmarking our processes** with best practices followed by business schools in developed countries. The issue arose when the institute went in for accreditation from **Accreditation Council for Business Schools and Programs (ACBSP), USA** which is one of the leading international accreditation agencies in the world. It was suggested that we need to develop Rubric for various segments of evaluation particularly those which are subjective in nature. IQAC was given this responsibility in the year 2014-15. After several internal meetings, the IQAC came out with Rubric towards assessment of many segments of evaluation that include:

- Case study
- Summer internship projects
- Capstone projects
- Summative viva

There was a faculty meeting called during June, 2015 where these were discussed and finally rubrics were approved. This has helped the institute in achieving objectivity and uniformity in evaluation processes of those segments that are mainly subjective in nature and a significant step forward towards improving quality in overall academic delivery processes.

○ **Moodle Learning Management System (Moodle-LMS):** One of the major contributions of IQAC during last 3 years has been introduction & stabilization of Moodle as a learning management / support system for many of the programs at the institute. It has been extensively used in MCA program and 1st year of all management programs. It is used for attendance, uploading of assignment, conduct of internal examinations (wherever permitted) & evaluation and also for internal communication. The IQAC in collaboration with MCA department has been extensively spending time on faculty as well as Moodle student coordinator training, helping the faculty in uploading the questions for examinations and trouble shooting. Moodle has definitely helped the institute in moving towards a paperless institution with quality / objectivity.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Two instances of institutional reforms and modification in teaching-learning processes driven by IQAC are as under:

1. **Introduction of new evaluation known as Summative Viva:**

Corporate feedback indicated that management students lack in the inter-disciplinary and holistic understanding of both management theory and its practice. Their understanding of the concepts as well as clarity of thoughts was not adequate.

IQAC was entrusted with the task of finding a solution to the issue. Their solution was a Summative Viva:

- An integrative Viva- Voce to be conducted at the end of each semester. This was expected to test the general understanding of all subjects taught in the semester and their inter-relationship.
- It would be a 20-25 minutes viva-voce by 2 or more faculty from different specialisations.
- It would be a full credit course of 100 marks for the autonomous programs.
- For the affiliated programs of the University of Mumbai, the feedback would be conveyed to the students as it could not be incorporated in the mark-sheet.

This experimentation was found to be useful in enhancing the overall understanding of the inter-relationship between the subjects taught in the entire semester.

1. **Introduction of Comprehensive Campus to Corporate Program:**

Feedback indicated a gap in students' perception and that of the corporate in terms of knowledge, skill and attitude. A majority of the students joining the institute have no work experience and therefore, lack even basic understanding of corporate functioning, etiquette, etc. In order to make the students more employable and to facilitate the transition from campus to corporate smoother, IQAC conceived the Comprehensive Campus to Corporate Program (CCCP) comprising of the following activities:

1. Aptitude test
2. Alumni and corporate mentoring
3. Career planning
4. Exposure to professional CV writing
5. 2 rounds of mock group discussions
6. 2 rounds of personal interviews (both technical as well as HR)

This total exposure has worked well and improved the employability of the students and helped in improving placement performance as well as conversion.

File Description	Document
Link for Additional Information	[View Document](#)

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	2	2

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)
e-copies of the accreditations and certifications	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Quality enhancement initiatives during last 5 years:

The various academic / administrative initiatives as a part of quality enhancement process at the institute are given as under:

2012-13:

- Idea Research- Research Projects undertaken by students
- Alumni mentorship program
- Operation Management specialisation
- Campus to corporate program
- Skill-Linked Immersion Project (SLIP) to imbibe skill focus
- Introduction of working paper for Faculty researchers
- Implementation of 6th Pay in September 2013

2013-14:

- Market based project (MBP) for PGDM (Pharma) and PGDM (Biotech) program students
- Comprehensive Summative Viva at the end of 1st year
- Summer Internship for PG students extended from 8 weeks to 12 weeks.
- MOU with Findlays University, USA
- Executive education program in collaboration with All India Management Associations (AIMA) known as AIMA- PGDM.
- 3rd floor facilty made availble to faculty and staff

2014-15:

- Course in six sigma for operation specialization students
- Several MOUs signed during the year: Innoserv Solutions, Ubercontent, Newgen Software Technologies Limited etc.
- Introduction of mid-term tests to increase the academic rigor
- Centre of Excellence in Logistics and Supply Chain Management.

- Annual research conferences.
- Sharp focus on institute publications. These include:
  - SIES Journal of Management (bi-annual)
  - Prerna (Journal on social issues): Annual
  - SIES Journal of Pharma-Bio Management(Annual)
  - Working papers on different aspects of Management
  - Compilation of Project Abstracts- Internship in Non-Profit Organizations
  - National Conference on "Innovations and Advancements in Information Technology " : Compendium
  - Healthcare Management Conference "Healthcare: Technology and Business Challenges" :Compendium
  - National Research Conference ; "Emerging Business Practices of New Millennium": Compendium

2015-16:

- ACBSP accreditation reached its last phase by visit of 3 member panel from foreign universities
- 1st Global Immersion Project (GIP) was launched wherein students along with a faculty had been to Dubai and other parts of UAE
- MOUs signed with Katowice School of Economics (KSE), Poland, South Illinois University, Edwardsville, USA, University of Dubai, NUCSOFT Ltd., Reliance Jio, etc.
- Launch of Entrepreneurship cell in an active way along with creation of incubation Centre
- International faculty lecture series with lecture by international faculty Prof. P. J Mathew, Dubai based "International Logistics and Practices".
- Upgradation of Computer Centre - Purchase of new computers

2016-17:

- International Accreditation from Accreditation Council for Business Schools and Programs (ACBSP), USA, for the Post-Graduate Diploma in Management ((PGDM) program in April 2016
- 2nd GIP to Malaysia under tie up with JCI Malaysian Counter part of CII young Indians
- MOUs with J W University, Poland, Capella University, USA, CII-YI (CII-Young Indians, the youth wing of CII), The Management Development Institute of Singapore (MDIS) and **Putra Business School, Malaysia**
- First collaborative certification program on Logistics and Supply Chain Management in association with CII-Centre for Supply Chain, Chennai
- An interaction of the students of different countries as a part of 2nd AISEC Global Village
- Adoption of Kherpada village under the ISR initiative of the institute.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 14

7.1.1.1 Number of gender equity promotion programs organized by the institution year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	2	5	2

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2

> **1. Institution shows gender sensitivity in providing facilities such as:**
> > **1. Safety and Security**
> > **2. Counselling**
> > **3. Common Room**

Response:

Gender Equity Initiatives Undertaken at SIES College of Management Studies (SIESCOMS)

SIES College of Management Studies, in keeping with the tradition of the SIES Trust established a Women Empowerment Cell in September 2012 to empower girl students and women and help them in all walks of life. Over the last five years, the SIES College of Management Studies, through its **Women Empowerment Cell** has been working towards sensitizing the students as well as faculty to gender related issues. The Women Empowerment Cell has had 3-4 faculty members every year alongside having 15-20 student volunteers as part of the committee.

Some of the efforts of the committee in the last five years are as under:

- Celebration of International Women's' Day on 8th March every year with events of different kinds such as :

- Poster making competition on "Women are Nations pride".
- Felicitation ceremony of Commissioner of Mumbai for his endeavors in making Navi Mumbai safer for women
- Debate on NDTV on the topic of role of women in today's world
- Poster competition on the theme of women empowerment
- Photography competition was organized on the theme of "An Independent Women"
- A seminar on "Be Bold for Change--With Safety and Dignity".

- A Seminar on " Women's Rights" by Mr Majeed Memon, Senior Advocate of the High Court
- Formation of support groups of students, geographical area wise, designed to function as the first response unit in case of any emergency

- In order to ensure greater confidence and safety, a self-defense workshop was also organized

- Gender Sensitization workshop was held to sensitize the students towards gender related issues

- There is a committee in place for the Prevention of Sexual Harassment at the workplace in line with the government guidelines

- Issues relating to the dignity and modesty of women (faculty and students) are taken very seriously by the institute

- The institute maintains separate common rooms for male and female students

The institute is committed to maintaining an equitable balance between the genders and towards this efforts are constantly made by the institute. The ratio of male to female students is in favor of the women as also is the ratio of male to female faculty members. The faculty members too are sensitized to gender related issues and the institute has always been supportive of the constraints and challenges women faculty members face while function of being homemakers and faculty.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 23.17

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 125120

7.1.3.2 Total annual power requirement (in KWH)

Response: 540000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 3.33

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 400

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 12000

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Under total solid waste management segregation of waste at source level will be emphasized for developing zero waste campus. The proper labeling and placement of dustbins will be done. The training programmes for different stakeholders will be conducted routinely for better management. Vendors for the disposal of recyclable waste viz. polythene, e- waste, paper etc. will be identified.
Incinerators for the sanitary waste will be installed.
About 80- 120 Kg of wet waste generated from canteen is being collected in composting pit for composting. The composting pits and activity are being managed / monitored by students.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The problem of water shortage is facing the world. Cutting of trees and loss of forests have resulted in arid land. By making cutting of trees punishable the government is trying to revive the depleting green cover. In addition to that the underground water level is reducing drastically. It has become important that rain water

is harvested. SIES has taken this initiative and harvesting of rainwater from roof and storm water is planned during 2018-2019. It is expected to conserve 2044 cubic m water from the college building (considering 80 rainy days). The harvested water will be used for the recharging of borewells and will be supplied for flushing purpose. The harvested rain water will also be used for the watering of the plants, treees and the lawn within the campus.

7.1.7 Green Practices
• **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
• **Plastic-free campus**
• **Paperless office**
• **Green landscaping with trees and plants**

Response:

In keeping with the institutes efforts to have a plastic free campus the canteen has moved to providing tea and coffee in paper cupsand food in aluminium foil container instead of plastic. Majority of the students use public transsport to travel to the institute and 40 % of the faculty and staffalso use public transport.

The inside of the campus has well paved pathways for easy mobility.

The insitute uses internet and communicates to most stake holders through the digital medium. SIESCOMS uses LMS for communicating, maitaining records, assessments of students. Thereby eliminating the use of paper to a large extent.Another step towards a greener campus has been the planting of approximately 3200 saplings of native tree species during the monsoon of 2017- 2018.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 3.4

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
69	3	3	3	3

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
Any additional information	[View Document](#)

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 136

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
36	22	34	28	16

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 136

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
36	22	34	28	16

File Description	Document
Details of initiatives taken to engage with local community during the last five years	

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 22

File Description	Document
List of activities conducted for promotion of universal values	

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The institute has a tradition of inculcating pride in the nation by organizing national festivals and birth and death anniversaries of great Indian personalities. Martyr's Day is commemorated every year with the maintenance of two minutes of silence in class to pay respect to Mahatma Gandhi and debate competitions or elocution competitions are generally held before Gandhi Jayanti. The students celebrate Republic Day

with great enthusiasm and Independence Day is made more special every year with the oath taking ceremony of the newly formed Student Council.

Quit India Movement Day is observed by the institute and a special ceremony was held in 2017 to commemorate 75 years of the movement. On 12th January every Youth Day is celebrated by holding some special event to remember Swami Vivekananda. The students also observe International Women's' Day by having competitions and workshops on themes and issues related to women. Being an academic institution, Teachers' Day is of course celebrated with a great deal of enthusiasm and homage is paid to DR. S. Radhakrisnan.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Financial

All the receipts and payments of the institute are strictly routed through bank accounts maintained in the name of SIES College of Management Studies. To give details,

1. All receipts in respect of fees of students of all the programs are accepted only through drafts/ NEFT.
2. All refunds in respect of admission cancellations are directly credited to the account of the students through NEFT
3. All other payments / refunds due to the students are also similarly credited to the accounts of the students through NEFT
4. All payments due to vendors are made through NEFT to their respective bank accounts
5. All payments in respect of services provided such as license fee, AMC etc. are also made through NEFT to the accounts of service providers.
6. All the payments are duly effected after due verification and approvals and after deducting statutory tax deduction such as TDS etc.
7. Salary and allowances of staff are also credited to bank accounts
8. Payments to the visiting faculty are also made through NEFT

The only area where cash payments and receipts are involved are in respect of petty cash payments and library fine of amounts not exceeding Rs. 500/-

All the payment sand receipts an the petty cash expenses are subjected regular internal audit.

Administrative

All expenses related to administrative areas are duly approved by competitive authority and the dues are settled only through bank accounts

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1, Title of the Practice:

Societal Sensitization - CSR Initiatives including NGO internship

Objectives of the Practice:

1. Sensitize students about the economic and social realities of the country
2. Develop a sense of **GIVING** among students
3. Create socially responsible managers in alignment with the vision of the institute

The Context: Corporate Social Responsibility (CSR) has become a worldwide concept whereby organizations consider the interests of society by taking responsibility for the impact of their activities on customers, employees, shareholders, communities and in all the environmental aspects of their operations.

The Practice:

- CSR department
- Student involvement
- Curriculum
- NGO internship

- Annual Journal on Social Issues
- Village Adoption

Evidence of Success: All these hands-on experience has of course added to the personality of the graduated students and the feedback shows that the students had indeed gained a lot and are much more sensitive to social narratives.

Problems Encountered and Resources Required: This experiment was widely supported by all stakeholders including the students, other faculty members and NGOs who partnered in the venture.

2. Title of the Practice:

Working with Organizations to Develop Managerial Potential

Objectives of the Practice:

1. Imbibe analytical ability of the new entrant MBA students
2. Bridge the skills gap through Skill Liked Immersion Project (SLIP)
3. Develop an understanding of corporate expectations
4. Smooth transition from Campus to Corporate

The Context: Many students joining the program are freshers with little or no exposure to research, hence their analytical ability and decision making skills are underdeveloped. They also have little understanding of corporate expectations and the skills needed to navigate efficiently through the corporate environment. Handling data / data analysis effectively is essential management skill taught in management education. Thus the concept of **Idea Research**, **SLIP, Corporate Mentorship and Campus to Corporate Program** was conceptualized. The students take up research project of generic nature in the 1st semester itself. SLIP gives students an opportunity to develop specific skills they may be inclined to by immersing themselves in a project related to the specific skill. Corporate Mentorship program gives them insights of the workings of the corporate world. Training through the Comprehensive Campus to Corporate Program (CCCP) helps them make the transition from campus to corporate smoothly.

The Practice:

The students undertake research, and the best papers are published through the **Idea Research Compendium**. SLIP is undertaken from 3-7 days in two phases. Corporate Mentorship program has a student or two being attached to a corporate mentor for a period of few months.

Evidence of Success:

The most significant indicator of the success of this endeavor has been better acceptability of our students by corporate with increase in number of companies recruiting our students with better packages.

Problems Encountered and Resources Required:

1. Idea Research - Inadequacy of time.
2. Corporate Mentorship – Finding corporate mentors willing to mentor raw graduates.
3. SLIP – Students not enough understanding of the skill requirements to decide on which skill to learn.
4. CCCP –Time management due to intense academic rigour.

File Description	Document
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority

and thrust

Response:

The institute has the vision to become one of the preferred Business Schools and its mission is to develop Business Managers and Socially Responsible Citizens which is in keeping with the mission and vision of the parent body, the SIES Trust. In order to achieve these objectives, the institute undertakes multiple efforts through curricular and extracurricular activities to develop well rounded personalities who will be sensitive to the needs of the society at large. The efforts are to inculcate ethical constructs in the students while orienting them towards the issues related to the environment so that they enter the business arena as more evolved and sensitive individuals.

One such effort is the NGO internship undertaken by all the management students in the first year of the programs. All the students intern for a week with a Non-Governmental Organization working in various areas from women empowerment, mentally challenged children, healthcare to sanitation etc. They have to go on field and work as volunteers in various capacities like teaching physically / mentally handicapped children, working with orphans, to name a few. This experience of working with under-privileged sections of the society sensitizes the students to the social reality. This also helps them to become **socially sensitive managers.**

The institute's focus on creating socially responsible citizens has determined the creation of various committees and forums which undertake organizing of events which will imbue the students with the right spirit of sharing and caring for the society and the environment. **Sahayog Committee** is a student body which functions under the CSR department and focusses on all socially relevant issues and concerns. The committee is involved in:

- Holding debate competitions and elocutions on social issues
- Organise blood donation camps
- Arranging Joy of giving week as well as visits to orphanages and old age homes
- Holding periodic interactions with Senior citizens
- Street plays on social issues
- Undertake awareness campaigns on issues related to smoking, drug addiction etc.
- Organizes seminars / conferences on social / environmental

On the academic front too, an effort has been made by the institute to underline the extreme importance of the creating socially responsible citizens. With his objective in mind, a **half-credit course on CSR** has been designed for the PGDM programs. The curriculum focusses on ethical issues in the business environment as well as the social and environmental dimensions of running a business.

In all of these endeavors, SIES College of Management Studies receives enormous support from several NGOs who not only give the students an opportunity to work in partnership with them but also give their extremely valuable inputs by way of feedback and support. The success of the endeavors is in the appreciation we receive from both recruiters and NGOs.

5. CONCLUSION

Additional Information :

SIESCOMS was established in the year 1995. It is a part of South Indian Education Society (SIES) which is one of the oldest and premier educational trusts in the city of Mumbai in existence since 1932. The institute runs both management as well as MCA programs.

Within a limited life span (about 20 years), the institute has come to be known as a premier brand among the management schools on Pan-India basis. Some of the major achievements of the institute in recent times include:

1.

Concluding Remarks :

SIES College of Management Education (SIESCOMS) has been a well-known business school particularly in the Western Zone. It has always enjoyed a reputation of providing quality education and reasonable cost thus providing high return on investment (ROI). It has been a business school liked by the parents as safe, secure, and at the same time progressive minded business school.

Besides focusing on the knowledge aspect, the focus is also developing skills and grooming the students who can become corporate managers with social sensitivity. The CSR / ISR initiatives that are described in the relevant paragraphs are one of the most cherished thrust areas of the institute.

In recent times, the institute has also endeavoured to go international. Various interventions in this have been getting international accreditation from ACBSP, getting foreign faculty on a regular basis to teach some of the courses, and also Global Immersion Program (students going abroad).

One of the major objectives behind all this is to create international managers with eastern values and ethos who can take up challenging assignments and take decisions both based on right as well as left brain but without forgetting the Indian value system and sensitivity. This is in consonance with the need of the hour to take India forward.