



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SHEILA RAHEJA SCHOOL OF BUSINESS MANAGEMENT AND
RESEARCH**

**Mumbai
Maharashtra
400051**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	SHEILA RAHEJA SCHOOL OF BUSINESS MANAGEMENT AND RESEARCH Mumbai Maharashtra 400051	
2.Year of Establishment	2011	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	12	
Permanent Support Staff:	7	
Students:	217	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Centrally located with urban advantage of drawing students. 2. Visionary Management 3. Good placement and consistently ranked institution	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 07-02-2019 To : 08-02-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. AISHA M SHERIFF	Vice Chancellor(in-charge),University of Mysore
Member Co-ordinator:	DR. PRITI VERMA	Professor,Sharda University
Member:	DR. V KULANDAI SAMY	Director
NAAC Co - ordinator:	DR. PRATIBHA SINGH	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The Institute is affiliated to University of Mumbai and follows the syllabi prescribed by the University. With the provision of academic flexibility in delivering the course work provided by the University, careful and systemic planning is done by the College to ensure effective delivery using Academic Calendar, Course Allotment, Lecture Plan, Exposition Lecture, Time-table, Lecture Log, Guest Lectures, Curricular Feedback, Course File, Library Resources. Regular Meetings of the faculty and Academic Committee Meetings take a review of situation and desired action.

Additional programmes are offered to the students in skills areas in demand in order to enhance their employability. Faculty members participate in various committees at the university level such as syllabus revision committees and academic committee.

Efforts are undertaken to sensitize and integrate cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics by conducting various awareness programs for the students and faculty through Seminars, Workshops, Symposiums, Discussions and other students' activities.

The finer points regarding the key indicators and qualitative metrics are as follows:

1.1.1

- The institute follows the curricula designed and developed by the university of Mumbai as per local/national /regional and global developmental needs.
- The students are oriented towards the ever changing business environment in tune with national / regional development as well as globalization.
- Few courses which are relevant to market needs have been updated and new courses like Creativity & Innovation Management, Behavioural Finance, Financial Modeling, Competency based HRM, Business Analytics etc., have been included in the curriculum.

1.3.1

- Women Empowerment cell celebrates international women day and organizes guest lectures on women issues.
- Environment, Swachh Bharat Abhiyan, study tours and field visits are undertaken to create awareness on environment and sustainability.
- Subjects such as Entrepreneurship, Business Etiquettes, Human Rights, Public speaking Social Media Habits and Etiquettes, Time Management and Yoga and Meditation are introduced in the curriculum to offer holistic development.
- Regular interactions with persons from diversified fields and subjects like Business Ethics & Corporate Social Responsibility, Financial Management course, Business Laws are held for making students understand the concepts of professional ethics.
- There is no explicit mention of cross cultural issues like gender and Professional ethics in the present curriculum offered at the institution as they are important for a balanced Growth of individuals and organisations.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The institution caters to diversity of students in terms of regions, languages and various categories. Many students hail from socially and economically backward classes. Learning levels of both slow and advanced learners are assessed at the beginning of the semester through a well-defined procedure. Accordingly teaching-learning methodology/programs are planned and implemented.

2.2.1 The finer points regarding the key indicators and qualitative metrics are as follows:

- After the admission process, a diagnostic test is conducted in addition to assessment of communication skills of the students.
- Advanced learners are encouraged to take various Enrichment courses, Skill Development courses, Periodic Training & Assessments on employability skills, and Case Studies.
- Debates, Group Discussions and Presentations on contemporary issues to develop analytical, presentation and communication skills are organized.
- The College uses professional bodies like BMA, CII and IMC to organize events in capacity building for the students. Various club committees are conducting activities in each specialization; Students are encouraged to participate in various industry and sectorial seminars, conferences and

memorial lectures.

- The slow learners are counseled and relevant Tutorials Classes are conducted.
- Counseling and career Sessions are in vogue.
- Special classes in the subjects of Mathematics, Statistics and Accounts are conducted in the first semester.
- Remedial classes are held to those students who are not successful in the 1st semester examinations in the respective subjects.

2.3.1

The college deploys students centric methods like

- Project based learning, company visits and study tours for exposure of real company environment are undertaken.
- Participative learning is achieved through reading the text, debates group discussion, role plays etc., to enhance their critical and analytical skills.
- Problem solving skills are inculcated through case studies.
- Learning Management System (LMS) needs to be strengthened.

2.3.4 Innovation and creativity in teaching-learning:

- Teaching through case studies, role plays and management games are some of the innovative techniques used in the institution.
- Faculty tries to adopt the teaching-learning which involves interactive and immersive activities by the way of web based flipped classrooms, project management and case studies.
- Personalized learning strategies are applied by using blended Learning techniques so as to make the students acquire, understand, assimilate and deepen their skills and knowledge.
- Peer evaluation for the teachers on teaching methodologies and skills is accomplished through 'Exposition Lecture' before the commencement of the academic calendar which helps the faculty to replan and improve their teaching.
- Management games are incorporated to enhance communication skills and build self esteem.

2.5.1

- The college has established a separate examination section headed by a senior faculty and supported by Examination Committee for effective and smooth examination and evaluation process.
- Reforms are conceptualized, discussed and finalized by expert committee comprising of Director, Dean-Academics & QA, Coordinator of Exam Committee and Faculty Coordinators.
- The institution has incorporated various evaluative techniques into the internal evaluation process such as Presentations, Assignments, Class Tests, Group discussions and Attendance to the cumulative weightage of 40%.
- The answer sheets are evaluated by the teachers as per University rule in CAP center of the institute. The system of moderation is also followed.

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

- Students are made aware of the evaluation process through Orientation Program/induction program at the beginning of the semester.
- Internal evaluation has 40% weightage and external evaluation bears 60% weightage.
- Continuous internal evaluation consists of 40 marks.
 - 10 marks - Mid-term Test 40% completion of syllabus)
 - 10 marks - Attendance and Class Room Participation
 - 20 marks - any two of the activities among the Group Presentations, Role Plays, Case Studies, Assignments, Projects and Quizzes
- The institution uses Blooms Taxonomy in planning internal assessment to help students move through the different levels of cognitive development.
- Faculty provides opportunities for the students to use ideas, theories, or problem-solving techniques and apply them to new situations.
- Faculty reviews the student's work to ensure the use of problem-solving techniques independently and also test the different cognitive skills.
- **2.5.3**
- There is a provision for the grievances in the internal exams evaluation. The Examination Head, after verifying certain initial facts, he asks the faculty concerned to re-count and re-verify the answers. Examination committee resolves the issues within a reasonable time period.

- Examination committee preserves all main answer sheets for a period of three years.
- Grievance related to hall ticket, mark sheet like printing of wrong name, the Examination Cell immediately takes necessary actions.
- In the case of re-verification or re-counting of University of Mumbai result, the University has a separate re-evaluation procedure.

2.5.4

- The Handbook and the Academic Calendar outlines commencement of semester, class test dates, project submission dates, viva dates, end of instruction based on the almanac of University of Mumbai.
- The examination cell adheres to the dates provided in the Academic Calendar for conduct of internal examinations and evaluation.
- Institute shall have an easily accessible examination classroom(Centre), providing scribes and extra time to differently-abled students.

2.6.1

- The college has worked out Program Outcomes, Program Specific Outcomes as well as Course Outcomes of each course and are made public on the college portal.
- POs as well as PSOs align with the University curriculum.

2.6.2

- The internal evaluation of the tests conducted at the college indicates the progress of the learners towards attainment of the Course Outcomes (COs) and the Programme Outcomes (POs). A good mechanism is desired to benefit the students.
- External evaluation is conducted to measure final outcomes.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

The college facilitates research by providing study leave for doctoral programmes and sabbatical leave for other study and research related work to its faculty members.

Library resources including e-journals and e-books of repute and well equipped computer systems are made accessible to the students and faculty. The faculty have published 65 research articles, papers, books chapters in various disciplines during the last 5 years.

The college provides assistance and support to engage in various internship programmes to become empowered human resources. Field visits and departmental trips are organized too. The students have been actively participating in project works. The institute organized 17 seminars/workshops towards industry-academia innovation practices in the last five years.

Students with support of faculty have conducted Joy of Giving Week, Blood Donation Camp, Pulse Polio and Swachh Bharat Campaign. These activities provide a unique platform for an all-round, holistic development of the personality and inculcate a sense of responsibility, discipline, compassion and service among the learners.

The finer points regarding the key indicators and qualitative metrics are as follows:

3.2.1

- The institute has to set up a Business Incubator Centre to promote and foster the spirit of entrepreneurship.
- The mentors in this institute are mostly the faculty.
- The centre has tied up with Bombay Management Association to facilitate an industry- academia interface and organized 02 successful seminars.
- Training and Placement initiatives like conducting sessions from Industry experts on current market scenario, Group discussions and Personal interviews are in place.
- There is no evidence of successful start-ups nurtured by the EDC.

- The institution is yet to sensitize the IPR issues among the stakeholders.

3.4.1

- Social values are inculcated by sensitizing students through NSS Unit.
- In order to carry out NSS activities, the unit has tie ups with Brihanmumbai Municipal Corporation (BMC) and NGO's to work for the benefit of society.
- The initiatives taken by NSS unit of the institution are
 - Joy of Giving Week in collaboration with Tata Memorial Hospital of helping the needy. Blood Donation Camp from students and residents nearby every year.
 - Zero Garbage – Swachh Bharat Abhiyaan a mass movement with a help of NGO like Jago Mumbai and Brihanmumbai Municipal Corporation (BMC) to clean area nearby Bandra railway station and college.
 - A week campaign of Pulse Polio Program under the supervision of BMC hospital to vaccinate children.
 - Financial Awareness Drive - Vittiya Saksharta Abhiyan (VISAKA) on Cashless Economy, Financial planning and Financial products among small and big retailers of Bandra.
- There is no initiative towards schemes such as 'slum adoption'
- No evidence of programmes identified on national priorities such as 'Digital India', and 'Make in India'.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The institute has adequate state-of-the-art infrastructure spread over an area of 43,923 sq.ft. The institute is centrally air-conditioned with 8 spacious classrooms with ICT facilities, smart class room, an air conditioned library with a seating capacity of 58 ;collection of 6505 books, 9 international and 79 national journals in addition to EBSCOhost and J-Gate databases. Language Lab is established to develop language skills of the students.

Sufficient budgetary provisions are made to maintain and upgrade infrastructure and facilities. Feedback of stakeholders is sought regularly about infrastructure and learning resources for improvement.

The finer points regarding the key indicators and qualitative metrics are as follows:

4.1.1

- The institute has well equipped Instructional Areas for teaching-learning- class rooms, smart class, tutorial rooms, Air-conditioned Wi-Fi enabled Seminar Hall, auditorium, and other amenities like cafeteria, common rooms, wash rooms, first aid room, counseling room, gymnasium etc..
- The college also has 150 Sq.m full-fledged Computer Lab with 60 computers and latest equipments, WI-Fi connectivity of 30 Mbps has been increased to 50 Mbps.
- **Language Lab:** Language Laboratory with Orell Digital Language Software is provided to enhance LSRW skills.

4.1.2

- The institution encourages students to participate in various sports, games and cultural activities at

different levels.

- Auditorium of 516 sq.m with centralized Air- conditioned is available.
- Institute has to provide a well equipped Indoor games facilities.
- More encouragement to be given to the students for participation in sports and games.
- There is no mention of physical director.

4.2.1

- The Central Library with adequate space has around 24397 books and 27 national and 9 international journals and 15 magazines and 10 computers with net facility; subscribed for EBSCO & J-Gate Plus.
- Fully Automated library uses SLIM 21 Library Management Software. The library has SLIM OPAC (on-line Public Access Catalogue) offers online search facility.
- Library is a member of National Digital Library (NDL) which has access to e- shodh Ganga and NPTEL.
- Library has purchased Anti Plagiarism Software with Reprographic facility.

4.2.2

- Contemporary course related text books are available in sufficient numbers.
- No collection of rare books and manuscripts.
- The college has books on Management like encyclopedia on Marketing, Encyclopedia Britannica and Books from well known publishers like Elsevier, Thomson, Wiley and sons, McGraw hill, and HBR.

4.3.1

- The college has 183 P4 systems and wi-fi facility.
- The College has provided a full-fledged Computer Laboratory of 150 Sq. meters having 60 Desktops for students with latest equipments and Wi-Fi connectivity of 7 Mbps

4.4.2

- Adequate budget provisions are made for maintenance of the infrastructure.

- The college has appointed in house Maintenance In charge who oversees the maintenance of all physical, academic and support facilities. Equipment on the campus is ensured through AMC.
- To ensure campus safety, campus has been secured with 24 x 7 security personnel and CCTV surveillance.
- Provision for Smoke Detector and Centralized sprinkler of Water has been made to extinguish the fire.
- Adequate potable water supply is provided.
- College has outsourced housekeeping, maintenance of hygiene and cleanliness in the campus.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	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

Qualitative analysis of Criterion 5

Scholarship and Freeship offered through Government schemes are facilitated by the college. Various capacity enhancement initiatives are undertaken to ensure holistic development of the students. These include soft skills training, personal and career counseling and grooming. Workshops, seminars, guest lectures and sessions aimed at bridging the skills gap are undertaken. Placement committee consists of faculty, students and placement coordinator takes initiatives inviting the companies for On-Campus and Off-Campus recruitment.

The institute has an active Students Council and the students have different clubs which assist in organizing events, seminars and management events/functions.

A registered Alumni Association is functional.

Finer points as regards to the key indicators and qualitative metrics are as follows:

5.3.2

- The institution has an active Student council which conducts meeting on a periodic basis, discuss about the status of academic activities.
- Students are included in the various committees as members.
- Different clubs activities are organized with a support of Faculty In-charge.

5.4.1

- The institution has a registered and functional alumni Association with name "SRBS ALUMNI ASSOCIATION".
- Alumni help in Executive & Summer Placements and Guest Lectures

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	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
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The Vision, Mission, Objectives and Goals of the institution are well defined and in tune with the objective of Higher Education and Management education. The institution has effective governance and leadership supported by well defined structure. The College has Board of Governors constituted as per AICTE norms and the College Development Committee (CDC) constituted as per University of Mumbai guidelines. The Board of Governors as well as the CDC has eminent personalities from the field of Business, Academia, Research, Social Sector, nominees from AICTE, DTE and the University besides teachers and student representatives. There are statutory committees. The Institute follows the participatory management principles in its decision making process.

Finer points as regards to the key indicators and qualitative metrics are as follows:

6.1.1

- The institution has an effective governance and leadership in well defined organizational structure.
- The Board of Governors and the College Development Committee exist.

6.1.2

- Management follows decentralized administration and allots division of work to all staff members.
- All decisions pertaining to Academics and Student Affairs are taken in consultation with the various committees of the college.
- Members of the faculty participate in various committee and other important decision making forums including college governing committee.
- The College has an elected student council to discuss their views and grievances.

6.2.1

- The perspective/strategic plan is formulated with scope for improvisation to align with institution's vision.

6.2.2

- Well defined Organizational structure exists
- Service rules and procedures are in place
- Recruitment and promotional policies as well as grievance redressal mechanism are in place.

6.2.4

- The minutes of the meetings of all statutory and non-statutory committees are recorded and resolutions are implemented.

6.3.1

- The institution has effective welfare measures for teaching and non-teaching staff.
- Faculty receives incentives for publications and study leave to complete their research.
- The teaching staff, non-teaching staff and students avail medical health facility through a designated medical Practitioner.

- All teaching and Non-teaching staff of SRBS are covered under group accident insurance policy.
- **6.3.5**
- SRBS has developed and implemented objective based well-documented performance appraisal system.
- The appraisal is based on the “Key Result Areas”.
- Performance Appraisal is done on the multiple activities of the faculty: Teaching, Research & Publication, Organizing of Seminar/Workshop/Conference and Achievements/Rewards/Recognition.
- Performance appraisal system of the non-teaching staff is adopted as per guidelines of Government of Maharashtra.
- The supervisor at the office ensures to implement continuous feedback mechanism to safeguard the integrity of the members being appraised.

6.4.1

- The institution conducts the internal and external audits regularly.
- The external audit is done by statutory / chartered accountant every quarter. The institution also files the returns regularly every year without any deviation.

6.4.3

The College is a self financing Institution and the main income is from the tuition fee. To meet the capital expenditures of the institution, the trust arranges funds.

6.5.1

Internal Quality Assurance Cell (IQAC) is constituted as per the norms.

Contribution from IQAC can be enhanced to institutionalise quality practices.

6.5.2

The IQAC has perspective plans to enhance the quality teaching.

6.5.5

- There is an incremental improvements in the areas of Teaching and Learning, admissions, community engagement, and Industry interaction.
- Research and Development initiatives are not satisfactory.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The values of the institutions are reflected in its sensitivity towards gender equality and providing opportunity to economically and socially weaker sections and Divyangjans. Various awareness programs are conducted to promote these values. Conducive safe and secure environment is provided to the students. All necessary facilities for women students and staff are provided to make them feel comfortable during their hours in the

campus. Safety measures like CCTV surveillance, Security Guards, Counsellor and in-house doctor facility is also provided. Separate common rooms for both men and women students are available. To facilitate smooth movement of differently abled students, facilities of lift, ramps, wheel chair and divyangjan friendly toilet are provided.

The institute efforts in sustainability of the environment, Responsible waste management practices are to be in place. The Institute uses less paper and promotes use of electronic communication. Efforts are to be made towards total digitization of records. The campus is made plastic free. Events for promoting truth, love, non-violence and peace are regularly organized.

Finer points as regards to the key indicators and qualitative metrics are as follows:

7.1.2 Institution shows gender sensitivity in providing facilities such as:

a) Safety and Security

- The campus is fully CCTV compliant and has trained security personnel.
- Safety and security for all girl students is ensured by female security guards and other administrative female staff.
- A female Doctor is available on the campus for medical assistance

b) Counseling

- Faculty counselors for counseling, mentoring and welfare are easily accessible to the students.
- The mentoring system at the college improves the rapport between the faculty and students.
- Regular communication to the Parents is in place on attendance, poor academic performance and psycho-social problems.

c) Common Room

- The College has separate common room for boys and girls while the girls' common room is with resting facilities.

7.1.5

Solid waste management

- All solid waste (Dry and Wet) is collected on a daily basis by BMC departments.

Liquid waste management

- Filtered Purified Drinking water facility is arranged on every floor.

E-waste management

- E-wastage is very limited in the Institute

7.1.6

- The institute has planned rainwater harvesting structure.

7.1.7

Efforts for Green Practices

- A good number of staff and students commute by public transport to the campus.
- The institute has banned the usage of plastic bags in the campus.
- Institute has limited scope for green land scaping.
- Attempt is made to maintain correspondence and record keeping through e-mode.

Energy Conservation

- Awareness among the students and staff on energy conservation is created by displays at appropriate places
- The buildings are exposed for maximum utilization of natural light and free stream of air circulation.

7.1.18

- The College organizes national festivals and birth/death anniversaries of the great Indian personalities like Mahatma Gandhi, Dr. Sarvepalli Radhakrishnan, Sardar Vallabhbhai Patel, Rajiv Gandhi and V V Shirwadkar.

7.1.19

Transparency in Financial Matters

- A financial committee is in place as per the guidelines of UGC.
- Authorized external agencies does financial audit periodically and is also made available on institute

website on regular basis.

Transparency in Academic Matters

- All records are electronically maintained by individual faculty.
- Academic Audit is done regularly by external experts. The internal evaluation test papers are shown to the students and their grievances are taken into account.

Transparency in Administrative Matters

- Admin staff follows standard operating procedure. Service diary is also made available on the Institute website.

Auxiliary functions

- Institute organizes regularly workshops, skill development training programs, expert sessions, Faculty development programmes, conferences, guest lectures etc.,

7.2.1

1. **Practice of Exposition Lectures** - to prepare the faculty during summer holidays. The peer group teaching and evaluation help the individual to receive the feedback and improve the teaching.

2. Workshop on Summer Internship Project (SIP)

The faculty and other resource persons conduct one day workshop for the students to comprehend the basic principles behind the summer project and to have a hands on experience.

7.3.1

- The Institution has a strong focus on moulding tomorrow's leaders based on its Vision. The Institute offers a holistic approach to education which enhances and enriches the intrinsic value of its stakeholders by extending their conceptual and analytical skills. It truly advocates transparency and good governance.
- The College has several accolades. It been ranked in the top 12 Private B-School in Mumbai by the Times B-School Survey, Graded A+ by Business India, Recognized as "The Management College of the Year 2016" in the Innovative Leadership Category by Higher Education Review.
- The Institute is making progress to translate its vision of being internationally acclaimed management institution with thrust on innovation into its mission.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength

Sheila Raheja School of Business Management and Research was established in 2011 in the heart of Mumbai's Suburban Bandra with a vision of making it an internationally acclaimed management institute on quality education and innovative research. The institute offers a dynamic post-graduate degree program in Master of Management Studies (MMS) which is approved by AICTE, recognized by the Department of Technical Education (DTE), Government of Maharashtra and affiliated to the University of Mumbai. The institute prepares the students industry ready by creating new frontiers of knowledge and developing entrepreneurial skills.

Institutional Strength:

- Visionary management having philanthropists on board with sufficient corpus to ensure sustainability of the institute
- Locational advantage being situated in the heart of the city
- Sensitize students on government welfare schemes by SC/ST Committee
- Experienced faculty with rich industry experience
- State-of-the-art Infrastructure and Facilities
- Consistently ranked amongst top B-schools in Mumbai
- Introduction of foreign language
- Good placement record and counselling

Institutional Weakness:

- Constraints in launching new courses being an affiliated institute
- Limited scope for campus expansion due to space constraints
- Faculty student exchange programmes at national and international level inadequate
- Limited research output and Consultancy
- Limited scope for outdoor sports activities

Institutional Opportunity:

- Enormous opportunities for B-Schools in terms of collaborations, tie-ups, exchanges, internships, globalization and new courses.

- Linkages/MOUs with premier National and International institutes/Industry for Joint Programmes, Certificate and Diploma programs, Internships, Skills Development and Placements.
- Quality enhancement and NBA Accreditation
- Operationalise Research Centre
- Establish an entrepreneurship laboratory/incubation center
- Open a center for Management Development and Consultancy
- Introduce new certificate courses/add - on courses in emerging areas like Artificial Intelligence, Internet of Things, Predictive Analysis, Digital marketing

Institutional Challenge:

- Progression of students to a higher CGPA
- Competitiveness in the context of changing management education scenario.
- Engaging the students in holistic development after college hours due to the hectic life style in Mumbai.
- Starting integrated courses to match the government initiatives like Make in India, Smart Cities, Skill India etc.
- Introduction of new courses in the existing affiliated system
- More industry oriented innovative programs
- Extensive ICT in teaching – learning and in administration

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- The institute needs to launch new certificate programmes/add on programmes in emerging areas of management and focus on cross cultural issues like gender and professional ethics.
- Outcome based approach needs to be strengthened and communicated clearly to all the stakeholders.
- More experiential teaching-learning methodologies and flipped classrooms to be augmented.
- Enhance Industry Exposure through Alumni and Industry Experts and allocate adequate budget for Industry- Institute-Interface.
- Research facilities and activities need to be strengthened and Research funds shall be explored from DST/AICTE and other funding agencies
- Extension activities need to be strengthened like slum adoption and digital literacy.
- Incubation centre need to be established and to give more thrust on ED activities
- More efforts to be taken to enhance the visibility of the students in the sports and cultural activities at state and national level.
- Institute shall strive for autonomy from UGC
- Undertake Green Initiatives and Rain Harvesting.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. AISHA M SHERIFF	Chairperson	
2	DR. PRITI VERMA	Member Co-ordinator	
3	DR. V KULANDAI SAMY	Member	
4	DR. PRATIBHA SINGH	NAAC Co - ordinator	

Place

Date

NAAC