



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **SHEILA RAHEJA SCHOOL OF BUSINESS MANAGEMENT AND RESEARCH**

**RAHEJA EDUCATION COMPLEX, OPP. CHHATRAPATI SHIVAJI GROUND,  
KHER NAGAR, BANDRA (EAST)**

**400051**

**[www.srbs.edu.in](http://www.srbs.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Our roots in the field of education go way back to 1952 when “The Bombay Suburban Art and Craft Education Society” was founded and ably supported by Shri G. L. Raheja, a Real Estate and Hospitality Czar in Mumbai, as a philanthropic arm to give back to the society and bridge skill gaps. Over the years, the society has made efforts in setting up some of the renowned colleges and educational institutes to drive home its societal commitments and to offer an atmosphere conducive to learning and growth. Presently, the society has four educational institutions namely-L.S.Raheja School of Art, L.S. Raheja College of Architecture, Sheila Raheja School of Business Management and Research and the Sheila Raheja Hotel and Catering School.

Established in 2011 upon a tradition of excellence, Sheila Raheja School of Business Management and Research (SRBS) is one-of-its-kind B-School in the heart of Mumbai’s Suburban Bandra. With a strong focus on moulding tomorrow’s leaders and equip them with the specialized skill sets that are needed to face real time business situations, SRBS offers a dynamic post-graduate degree program in Master of Management Studies (MMS). SRBS is approved by AICTE, recognized by the Department of Technical Education (DTE), Government of Maharashtra and affiliated to the University of Mumbai. SRBS endeavours to shape and sharpen the skill sets and leadership traits of students to make them industry ready. By creating new frontiers of knowledge, developing entrepreneurial skills and promoting research activities, SRBS ensures that students become innovative leader-managers.

### **Vision**

Sheila Raheja School of Business Management and Research is committed to being an internationally acclaimed management institute which focuses on quality education and innovative research.

### **Mission**

- To be an internationally acclaimed management institute for all stakeholders.
- To impact quality management education for all students and unleash their high potential.
- To ensure cutting edge technology and state of the art infrastructure that will enable teachers to nurture innovative pedagogy and learning methods for students.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

1. Visionary management having philanthropists on board
2. Consistently ranked amongst top B-schools in the country
3. Locational advantage being situated in the heart of the city
4. Good diversity of both faculty and students
5. Experience pool of faculty with rich industry experience

6. Well planned infrastructure both in physical and virtual space with maintenance policy in place
7. Sufficient corpus to ensure sustainability of the institute
8. A strong NSS unit engaged in Community Service opportunities

Elaboration of strengths:

### **Ratings and Ranking: A few Highlights**

- Ranked among top 12 private B-Schools in Mumbai by Times B-School in 2018
- Ranked amongst India's Best B-Schools in 2016 and 2017 by Business Today
- Rated as A+ in Best B-School Survey 2016 and 2017 by Business India

### **Location:**

The institute is strategically located in the heart of the city, Bandra. It is easily accessible by road rail and air. It is less than 1 km from Bandra Station and just at 4 minutes walking distance from the highway.

### **State-of-the-art Infrastructure and Facilities:**

Belonging to real estate and hospitality group, the campus of SRBS is well planned, built and maintained beautifully. The campus is Wi-Fi and fully Air-conditioned and having spacious modern classrooms with audio-visual facilities, an automated well stocked library, two language labs and computer centre apart from 132 seat seminar hall, 500 seat auditorium etc. The campus is made safe and secure with security guards, CCTV Cameras and Fire-Fighting Systems.

### **Institutional Weakness**

- Constraints in launching new courses due to affiliating nature of the institute
- Limited scope for campus expansion due to space constraints
- Faculty student exchange programmes at national and international level
- Restraints in pursuing research leading to doctoral degrees for students in spite of good number of faculty with Ph.D.

### **Institutional Opportunity**

Rapid changes in global economic and political scenario, fast changing national and international business dynamics and technological evolutions are giving rise to enormous opportunities for B-Schools in terms of collaborations, tie-ups, exchanges, internships, globalizations and new courses. Being seven just 7 years old B-School, SRBS looks upon following areas of opportunities.

- Collaborations/Tie-ups with International Universities and National Institutes of eminence.
- Linkages/MOUs with Industry and Industry Bodies for Joint Programmes, Internships, Skills Development, New Certificate, Diploma programs and Placements.
- Quality enhancement and NBA Accreditation

- Open a Research Centre
- Establish an entrepreneurship laboratory/incubation centre
- Open a centre for Management Development and Consultancy
- Launch a program in emerging new age technology business such to address skill gap in the areas of Artificial Intelligence, Internet of Things, Predictive Analysis, Digital Business etc.

### **Institutional Challenge**

- Getting students endowed with values
- Mushrooming of the management institutes
- Engaging the students after college hours due to the hectic life style in Mumbai.
- Getting integrated courses to match the government initiatives like Make in India, Smart Cities, Skill India etc.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Being affiliated to the University of Mumbai, SRBS follows the syllabi and course curricula provided by the University including its revision from time to time. However, SRBS has a well-defined curriculum planning, implementation, monitoring and evaluation mechanism for delivery of course curriculum with a strong focus on achieving desired outcomes.

The Planning, implementation, monitoring and evaluation mechanism has following elements;

- Preparation of Academic Calendar
- Preparation of Lecture Plan for each subject by the faculty
- Exposition lecture by each faculty before beginning of semester
- Lecture Logs
- Planning, scheduling and budgeting of co-curricular (Projects, Internships, Guest Lecture, Seminars, symposia etc.) and extra-curricular activities (Competitions, participation, Cultural, engagement with society and local as well as outbound study tours) supported by students' and faculty committees.
- Review of syllabus coverage and CIE in faculty meeting.
- Feedback of the students, parents and other stakeholders.

Regular faculty Meetings and Academic Committee Meetings are held to 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. In addition to hard core course curriculum, the institute takes various steps to sensitize the students on gender issues, environment, human and moral values and professional ethics.

### **Teaching-learning and Evaluation**

SRBS caters to diversity of students in terms of regions, languages and various categories. A large chunk of its

students come from socially economically backward classes. The institute ensures that student centric methods are used with emphasis on experimental learning, participative learning and the usage of problem solving techniques. The teachers also use innovative and creative teaching methodologies to ensure a more complete learning experience. These include role plays, group discussions, case studies, management games, field trips and guest lectures by industry experts. Every teacher of the institute uses ICT tools like Power point presentations, videos and learning management software. Learning levels of both slow and advanced learners are assessed right in the beginning through a well-defined and documented mechanism. Accordingly programs are organized to cater to the special requirements of each category.

The institute ensures that the system of Continuous Internal Evaluation (CIE) is done according to the guidelines issues by the university from time to time and the process followed is fair and transparent. It is pertinent to note that the institute adheres to the Academic Calendar for the conduct of the internal evaluation tests. The internal evaluation tests evaluate the progress of the learners towards attainment of the Course Outcomes (COs) and the Programme Outcomes (POs). External evaluation is conducted to measure final outcomes. Our proficient, well qualified and experienced teachers mentor the students to counsel and resolve all matters pertaining to academics and also guide the students through periods of stress for their growth and development.

### **Research, Innovations and Extension**

Sheila Raheja School of Business Management and Research takes pride in constantly striving for the accomplishment of this goal with the support and dedication of faculty members and students. SRBS has a tradition of fostering and nurturing research aptitude, attitude and acumen not only of the faculty, but also the students. The Research Committee of the college facilitates research work.

The college also 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. Our 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 so that the students can evolve as more empowered human resources. Field visits and departmental trips are organised to bridge the gap between theoretical and practical application of knowledge amassed by the students. The students too have been actively participating in the research activities through project works. The institute organised 17 seminars/workshops towards industry-academia innovation practices in last five years.

SRBS 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 the all-round, holistic development of the personality and inculcate a sense of responsibility, discipline, compassion and service among the learners.

### **Infrastructure and Learning Resources**

The institute has adequate state-of-the-art infrastructure spread over an area of 43,923 square feet across two

floors. The institute is centrally air-conditioned with 8 spacious classrooms each to accommodate 60 students with ICT facilities, a tutorial room, a smart class room, an air conditioned library having seating capacity of 58 has a collection of 6505 books, 9 international and 79 national journals in addition to EBSCOHOST and J-Gate databases. The library is fully automated and provides e-access to National Digital Library (NDL). A large Computer Lab with 30 Mbps broadband connection has 60 desktops. Two Language Labs are equipped with latest gadgets cater to developing language capacity in students. The institute has one modern 132 seat seminar Hall and a 500 seat air-conditioned Auditorium. Apart from separate common rooms for girls and boys and an indoor sports room, the institute also has facility of lift for the students and a canteen.

Sufficient budgetary provisions are made to maintain and upgrade infrastructure and facilities. AMCs are in place for maintaining air-conditions facility, lifts, and other infrastructure besides in-house maintenance staff. Feedback of stakeholders is sought regularly about infrastructure and learning resources for improvement purposes. Accordingly, continuous review of infrastructure and learning resources is carried out and the recommendations are integrated in the annual planning for upgrading maintaining and utilizing physical, academic and support facilities.

### **Student Support and Progression**

Students are at the heart of every activity and initiative at SRBS as it recognizes that students' development and their growth is critical to the institute. Scholarship and Freeship through Government schemes are offered to students. The college provides support through regular follow-up with the agencies on behalf of student.

Various capacity enhancement initiatives are undertaken to ensure holistic development of the students. These include soft skills training, personal and career counselling and grooming. Workshops, seminars, guest lectures and sessions aimed at bridging the skills gap are undertaken. Vocational Education and Training is given to all students through compulsory industry interaction twice during the MMS program. The institute has student representatives on key committees to give suggestion and be a part of decision making process.

SRBS provides 100% placement assistance for Executive and Summer Placement to students. Students' placement committee and faculty placement coordinator take steps to bring in companies for On-Campus and Off-Campus recruitment.

Students are encouraged to pursue higher education in India and abroad. The institute has an active Students Council whose elected representative organize its Annual Festival SVAGAM which is the amalgamation of cultural, sports and co-curricular activities. Different clubs assist in organizing events, seminars and management events/functions from time to time. Students actively participate in activities outside the campus-lectures and seminars, research conferences, industrial visits and inter- collegiate events. The institute has recently registered its Alumni Association and would now take steps to foster alumni relations.

### **Governance, Leadership and Management**

Sheila Raheja School of Business is lead, governed, and managed through a robust structure and mechanism. The apex decision making bodies are 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. At the operational

level the institute functions through committees formed for specific function areas such as Academic Committee, Placement Committee and Examination Committee to formulate strategies, action plans and execution. In addition there are statutory committees. The Institute has elected student body and ensures that student also participate in managing affairs of the college besides organising various events. Thus the institute practices decentralised and participative decision making.

The institute has well-defined recruitment and career advancement policy as per the guidelines of AICTE/University of Mumbai and welfare schemes for teaching and non-teaching staff. The performance and contribution is accessed through performance appraisal system. Regular student feedback is also taken and teachers are provided the feedback for enhancing quality of teaching-learning process.

The Institute has established a Quality Assurance Cell which is taking initiatives for enhancement of quality in various processes. A detailed budget is made at the beginning of every academic year. A Financial Audit is done by internal and external auditors to provide transparency to the financial transactions.

### **Institutional Values and Best Practices**

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 is committed to sustainability of the environment. Responsible waste management practices are in place. The Institute promotes environment friendly green practices by making efforts to use least paper and promoting use of electronic communication and digitization of records. SRBS campus is made plastic free campus. Events for promoting truth, love, non-violence and peace are regularly organized in the campus. Birth and death anniversaries of great personalities are observed.

To ensures that students get the desired input and the teachers give their best, the practice of “Exposition Lecture” is followed, wherein the teacher demonstrates to other faculty colleagues how he or she is going to deliver course. This is evaluated critically and constructive suggestions are given. Another good practice followed by the institute is of conducting workshop before the students go far summer placement for improving placement outcomes.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHEILA RAHEJA SCHOOL OF BUSINESS MANAGEMENT AND RESEARCH
Address	Raheja Education Complex, Opp. Chhatrapati Shivaji Ground, Kher Nagar, Bandra (East)
City	Mumbai
State	Maharashtra
Pin	400051
Website	<a href="http://www.srbs.edu.in">www.srbs.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	Mukesh Goyal	022-61966666	7498437373	022-6475690	goyal@srbs.edu.in
Director	Vijay Wagh	022-61966611	9920899198	022-2647569 0	srbs@srbs.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	09-09-2011



**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	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
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	<a href="#">View Document</a>	10-04-2018	12	Approved for current Academic year

**Details of autonomy**

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Raheja Education Complex, Opp. Chhatrapati Shivaji Ground, Kher Nagar, Bandra (East)	Urban	0.92	4252

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
PG	MMS,Management	24	Graduation	English	120	120

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				3				7			
Recruited	2	0	0	2	1	0	0	1	7	0	0	7
Yet to Recruit	0				2				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				3				9			
Recruited	2	0	0	2	1	0	0	1	9	0	0	9
Yet to Recruit	0				2				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	3	3	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	3	3	0	6
Yet to Recruit				1

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	0	0	1	2	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	3	0	6

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		0	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
PG	Male	64	1	0	0	65
	Female	43	0	0	0	43
	Others	0	0	0	0	0

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

<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	10	10	10	7
	Female	3	10	11	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	3	8	9	0
	Female	5	2	4	2
	Others	0	0	0	0
General	Male	47	50	43	65
	Female	34	25	32	31
	Others	0	0	0	0
Others	Male	5	1	2	2
	Female	1	3	5	2
	Others	0	0	0	0
<b>Total</b>		<b>108</b>	<b>109</b>	<b>116</b>	<b>116</b>

### 3. Extended Profile

#### 3.1 Program

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

Response: 114

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
217	225	232	215	218

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
48	48	48	48	48

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
108	109	116	116	99

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
17	17	23	17	16

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 9**

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

2017-18	2016-17	2015-16	2014-15	2013-14
110.2	117.5	108.6	122.7	135.4

#### Number of computers

**Response: 157**

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

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

###### **Response:**

The Institute is affiliated to University of Mumbai, Mumbai and follows the syllabi prescribed by the University of Mumbai from time to time. With the provision of academic flexibility in delivering the course work by the University, careful and systemic planing is done to ensure effective delivery while maintaining the quality of work as detailed below.

**Academic Calendar:** The Academic Committee prepares an Academic Calendar before commencement of each academic year, outlines major events and timelines inclusive of commencement and end of semesters, examinations and other related activities.

**Course Allotment:** Courses are allotted to the faculty at the beginning of each semester. This is done by the Director in consultation with respective faculty based on the competency matrix of each faculty.

**Lecture Plan:** Each faculty is required to submit a lecture plan in the prescribed format. As such, the faculty is given flexibility in terms of pedagogy to make lectures interesting and inspiring for the students. The lecture plan is duly vetted.

**Exposition Lecture:** After lecture plans are submitted and before commencement of each semester, a faculty meeting is conducted wherein a exposition lecture is delivered by each faculty to give an understanding as to how the faculty is going to approach subject. Thereafter faculty is given feedback and encouraged to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, brain-storming, role plays and case studies besides the regular power point and chalk-walk-talk methods.

**Time-table:** Depending on the number of hours stipulated for each subject, a time-table is prepared for each semester.

**Lecture Log:** After completing the lecture, each faculty records the topics covered in the lecture log book. Lecture Log is periodically reviewed to ensure syllabi coverage and completion of course.

**Guest Lectures:** Eminent personalities from Academia and Industry are invited for Guest Lectures to give first-hand knowledge of contemporary business practices to students. Such sessions are planned and held on a regular basis. The main purpose is to match the “Student Profile” with the “Job Profile”.

**Curricular Feedback:** A 360 degree feedback is taken from all the stakeholders on curricula and gist of the same is forwarded to the respective Board of Studies. Moreover, students' feedback on teachers is formally taken in online mode and communicated to the concerned faculty member highlighting the areas of strengths and improvement.



**Course File:** The faculty prepares course files for every course taught. The course files are submitted to Academic Coordinator. The course files contain syllabi, course handouts, case studies and list of other material like videos shared with students besides attendance sheet which are systematically collated.

**Library Resource:** The Institute provides ample books and other teaching and reference materials like journals, magazines, teaching models and software to enables faculty to ensure effective delivery of curricula. Steps are taken to make appropriate decision regarding procurement of books, journals, databases for the library.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 5**

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Details of the certificate/Diploma programs	<a href="#">View Document</a>

### 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: 0**

#### 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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b></p> <p><b>Response: 50.88</b></p>
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<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 58</p>
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File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<p><b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b></p> <p><b>Response: 100</b></p>
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<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 1</p>
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File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<p><b>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</b></p> <p><b>Response: 49.52</b></p>
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<p>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</p>
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2017-18	2016-17	2015-16	2014-15	2013-14
108	109	116	116	99

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:

The Institute implements curricula framed by the University of Mumbai and thereby strives to integrate the above mentioned issues wherever possible. Moreover efforts are undertaken to 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 activities driven by students.

#### Gender Sensitization

The Institute is conscious towards gender issues and practices gender equality in the way work is done on day to day basis. The setting up of a Women's Development Cell is a step in this direction. The same has been done in order to provide a safe, dignified and congenial working environment for women faculty, students and supporting staff.

Guest's Talks are organized pertaining to issues related to women. International Women's Day is celebrated every year and students are encouraged to participate in theme selection, planning and implementation. Eminent women from all walks of life grace the occasion.

#### Environment and Sustainability

Sustainability skills and environmental awareness are a priority in many corporate placements. The students are made aware about this important aspect through activities like tree plantation drive and Swachh Bharat Abhiyan. The study tours and field visits expose the students to sustainable business practices.

#### Human Values

Courses related to human values are imparted to the students so that they turn out to be good human beings

and corporate citizens. The list of courses include;

- Entrepreneurship
- Business Etiquettes
- Human Rights
- Public speaking
- Social Media Habits and Etiquettes
- Environment and ecology
- Time Management
- Yoga and Meditation

### **Professional Ethics**

The students are made aware of professional ethics through regular interactions with persons from diversified fields who are invited to interact with students. In view of recent cases of frauds, scams and other unethical practices being reported, it has become mandatory to sensitize the students. There is a plagiarism policy in place and the projects are checked with the

The following subjects have topics that cover professional ethics acceptable in the respective business domain:

- Advertising and Sales Promotion is a course that requires very high level of professionalism. The students are exposed to the industry expectations during the sessions.
- Business Ethics & Corporate Social Responsibility course familiarizes the students about a gamut of issues ranging from accounting scandals to pollution to executive compensation. It is related to the broader field of Corporate Social Responsibility that plays a definitive role in ethical investing and tends to influence sustainable business as well.
- Financial Management course exposes the students to different aspects of Ethical Conduct and practices acceptable in the domain of Financial Management. The Code embodies rules regarding individual responsibilities to the company, relevant business partners, the public, shareholders, and other stakeholders.
- Business Laws course involves studies in law and ethics that complement studies of a suite of business disciplines.

<b>File Description</b>	<b>Document</b>
Any Additional Information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 11**

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
Response: 11	
<b>File Description</b>	<b>Document</b>
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>

<b>1.3.3 Percentage of students undertaking field projects / internships</b>	
<b>Response: 100</b>	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 217	
<b>File Description</b>	<b>Document</b>
List of students enrolled	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</b></p> <p><b>A.Any 4 of the above</b></p> <p><b>B.Any 3 of the above</b></p> <p><b>C. Any 2 of the above</b></p> <p><b>D. Any 1 of the above</b></p> <p><b>Response: A.Any 4 of the above</b></p>
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<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**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:** A. Feedback collected, analysed and action taken and feedback available on website

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## 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:** 0.81

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	3	1	4

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 91.33

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

2017-18	2016-17	2015-16	2014-15	2013-14
108	109	116	116	99

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

2017-18	2016-17	2015-16	2014-15	2013-14
120	120	120	120	120

#### 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:** 55.83

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	32	41	20	14

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

About a fortnight after admissions, diagnostic test is conducted in addition to assessment of communication abilities of the students. The said test comprises of beginner level multiple choice questions on various subjects that serves as prerequisite for various courses in the MMS programme. The test is evaluated by the teachers and score is assigned to students. Further through interaction with students, their communication abilities and motivation level is assessed. Based on combined score of the test and personal interaction, the students are divided in two groups, advanced and slow learners.

After identification of students, the special classes are held with a schedule. Generally it is observed we are required to conduct special classes in the subjects of Mathematics, Statistics and Accounts in first semester.

Remedial classes are also held for students who fail in 1st semester examinations in the respective subjects.

**Strategies For advanced Learners:**

- Enrichment courses
- Skill Development courses
- Periodic Training & Assessments on employability skills
- Case Studies
- Presentations on chosen topic
- Debates, Group Discussions and Presentations contemporary issues to develop analytical, presentation and communication skills
- Encourage students to be members of professional bodies like BMA, CII and IMC and



organize/attend events with them.

- Motivate advance learners to become members of club committees of each specialization clubs and conduct various activities of the club. It helps them build organization and leadership skills.
- Conduct NEPTEL sessions on various topics.
- Make various subject teachers to give field assignments and projects to build capacity and experience.
- Give chance to these students represent various committees and bodies such as cultural committee so that have opportunities to develop their creativity by participating and organizing intercollegiate festival SWAGAM.
- Facilitation and motivation of students for participation in various industry and sectorial seminars, conferences and memorial lectures.
- Coaching for aptitude tests.

#### For Slow Learners:

- Remedial Classes
- Tutorials
- Make-up Classes
- Counseling Sessions

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 2.2.2 Student - Full time teacher ratio

**Response:** 12.76

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0

2.2.3.1 Number of differently abled students on rolls

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

## 2.3 Teaching- Learning Process

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

**Response:**

SRBS believes in learner-centric active teaching strategies as an effective learning tool. The techniques used are broadly applicable and easily modifiable to suite the course goals.

### **Experiential Learning**

#### *Project Based Learning*

Students work on a live or capstone project for a semester. They demonstrate their assimilated knowledge and skills by developing a presentation for the audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic project.

#### *Company Visit*

Students visits various companies like SEBI, RBI, NSE and BSE that allows students to learn about the work environment. This allows them to come into contact with individuals who may serve as positive role models, help make their studies more meaningful, and provide them with useful tools for their career. It also provides an opportunity to get a foot in the door and broaden their network of contacts.

#### *Study Tours*

Study Tours are arranged to give exposure of real company environment and make the students learn practice on the ground, besides overall functioning of the company. After the study tour students are asked to make presentation of their knowledge assimilated.

#### *Presentation*

To improve public speaking and communication skills, students are asked to prepare on a specific topic for a presentation either individually or in group.

#### *Role Play*

In Role play students either put themselves into somebody else's shoes, or stay in their own shoes but put

themselves into an imaginary situation. It becomes a fun and motivating activity. Quieter students get the chance to express themselves. This also helps in offering a much wider range of language opportunities.

## Participative Learning

### *Reading the Text*

In order to encourage reading confidence and fluency, the faculty selects text relevant to the day's topic and assigns students in the class to read the text out loud. The text is usually a short story, a passage, or a collection of statements. It helps to shift speaking responsibilities from the professor to the students and encourages active participation.

### *Debate*

Regular sessions of debate are conducted which helps students to defuse in rapidly escalating situations. Debating also helps students to develop essential critical thinking skills – the ability to make reasoned and well thought out arguments in addition to questioning the evidence behind a particular conclusion.

### *Group Discussion*

Group Discussion is another technique used to ensure that every student contributes to the discussion. This way every student is made to think and react so that their analytical abilities and communication skills are shaped and sharpened.

## Problem Solving

### *Case Studies*

Multidisciplinary case studies are used, which allow application of theoretical concepts on the case situation bridging the gap between theory and practice and help in improving critical thinking.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 100

#### 2.3.2.1 Number of teachers using ICT

**Response:** 17

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

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

**Response:** 21.7

#### 2.3.3.1 Number of mentors

Response: 10

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Teaching through case example, role plays and management games are innovative technique used at SRBS. Recent case example, role plays and management games are identified and the concepts are explained to the students.

SRBS 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 to acquire, understand, assimilate and deepen, their skills and knowledge. Hybrid teaching-learning techniques which involves combination of balanced and judicious combination of teaching methods are adapted in the light of POs, Cos and PSOs of each course. Each method is further customized as per the needs of the students so that they will be transformed into autonomous learners.

Peer evaluation of delivery skills for the teachers is accomplished by the way of 'Exposition Lecture' much before the commencement of the academic calendar which helps them to prepare for courses with exercises, case studies and readings. Teachers encourage the students to visit the library for direct access to resource material which contain articles, books, case studies, databases pertaining to each course. Through the recommended Open Education Resources (OERs) the teachers are acquainting the students to learn the core principles of the management disciplines and this also helps in benchmarking the resource material and creating scholarly ambience amongst the learners.

For example;

#### **Explaining Concept of Brand Equity through Case Example**

Cadbury an undisputed leader in Indian Market with over 70% market share enjoyed tremendous trust of the public. However, when worms were found in chocolate and the issue became public, people stopped eating Cadbury chocolates but they did not switch to other brands. Cadbury maintained the trust of the people by not only admitting to deficiencies but also taking immediate steps in packaging and engaging brand ambassador like Amitabh Bachchan to repose faith. By using this case faculty explains brand equity.

### Explaining the Concept of Wealth Management

Karvy designs a wealth management portfolio of a Marketing consultant earning Rs. 25 lakh a year by diversifying the wealth in various investment options which could be long term as well as short term. Using this case the faculty explains the process of wealth management used by Karvy and encourages student to design portfolio by considering various investment options available.

### Management Games

In order to enhance communication skills and build trust, students are divided into groups. One of the team members is blindfolded. Using specified communication techniques, for example only being able to use the words left, right, forward, and backwards, the students guide the blindfolded student to pass through the obstacles and reach the specified destination.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 112.5

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

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

**Response:** 7.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	2	2	1

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 8.35

#### 2.4.3.1 Total experience of full-time teachers

Response: 142

### 2.4.4 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:** 0

#### 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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 25

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	5	5	6

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

#### Response:

Assessment of performance is an integral and keen component of teaching and learning process. As a part of improved sound education system, SRBS adopts Continuous Internal Evaluation (CIE) system to assess all aspects of student's development on a continuous basis throughout the year.

SRBS has established a separate examination section headed by a senior faculty and supported by Examination Committee for effective and smooth examination and evaluation process. The responsibilities are divided among members for the Centralized Assessment Process (CAP) and other examination administration functions.

SRBS adopts a continuous cycle spread over the entire span of academic session to build a total teaching-learning process. This involves regularity of assessment, frequent unit testing, evaluation, diagnosis of learning gaps, use of corrective measures to faculty members and students for their self-motivation and self-evaluation.

SRBS has a clear and transparent objectives regarding reforms and evaluation in our internal evaluation system. It is based on our three core principles of continues improvement and learning.

- Motivate or stimulate student for continues learning.
- Quality teaching with innovative education tools.
- Transfer student's attention to subjective knowledge.

Reforms are conceptualized, discussed and finalized by expert committee comprising of Director, Dean-Academics & QA, Coordinator of Exam Committee and Faculty Coordinators. SRBS has taken following measures for the effective implementation of the evaluation reforms;

SRBS has incorporated various evaluative techniques into the internal evaluation process such as Presentations, Assignments, Class Tests, Group discussions etc. and this is given weightage of 40%. These activities are used by all subject teachers in each semester. Care is taken for continuous and transparent internal evaluation by informing students the nature of internal evaluation in the beginning of academic

year itself. Faculties assess their attendance on a regular basis and count it as an integral part of evaluation system so that student's regularity is checked. For their self-motivation and to enhance confidence, faculty takes class presentations on various current topics to boost their knowledge. These assessments help faculty with level of understanding of students and also differentiate slow and quick learner. After assessment feedback provides to students and faculty discusses the area of improvement with the students.

Overall feedback is given to student in the class about internal evaluation proves valuable for improvement of students in upcoming examination. Students get to know their areas of improvement and they work on that. Faculty members also check improvement in students on regular basis through different internal evaluation techniques mentioned above.

For end semester examinations, the rules and regulations of the university followed. For examinations organized at the institute level conducted on behalf of the University, the exam section obtains 3 sets of question papers for each subject from the teachers on prescribed format in sealed envelopes. These question papers are opened, screened and selected by the expert committee made for the purpose.

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.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

SRBS has taken various efforts to improve the performance of students by framing significant reforms for continuous internal evaluation at institutional level.

Students are made aware of the evaluation process through Orientation Program at the beginning of the semester during induction program. The main objective of this orientation is to give a clear vision and understanding to students about current examination system including internal evaluation having 40% weightage and external evaluation consisting of 60% weightage, so that they can prepare accordingly. Along with the above mandatory assessment, faculty also conducts internal assessment to uplift the slow learner and come with flying colors. This is also one of the unique practices adopted at SRBS.

At SRBS, Continuous internal evaluation consists of 40 marks. These 40 marks are distributed into four parts as follows:

- Mid-term Test consisting of 10 marks, conducted after 40% completion of syllabus
- 10 marks are reserved for Attendance and Class Room Participation
- For remaining 20 marks faculty conducts any two of the activities among the Group Presentations, Role Plays, Case Studies, Assignments, Projects and Quizzes having weightage of 10 marks each



Testing the students' cognitive level is the prime objective of SRBS assessment system. However, it is perhaps necessary to review and introduce steps in the assessment design to ensure that the student is tested for the different cognitive levels of learning. SRBS use bloomberg's Taxonomy in planning internal assessment. SRBS classifies the different layers of learning processes that a student goes through when the learning objectives are set for them in a teaching program. In an educational environment where an array of programs and modules are taught by different faculty members with differing learning objectives, the consistency of assessment across all modules also become a major task. Essentially, this is the prevailing learning and teaching atmosphere in SRBS. This method helps to move students through the different levels of cognitive development. When planning learning outcomes, faculty should reflect on the different levels of learning. Learning increases when students are introduced to course concepts and then given opportunities to practice applying them. When students apply an abstract idea to a concrete situation to solve a problem or relate it to prior experience, they are showing their level of proficiency at this level.

To make sure that students show they can apply what they learn, faculty provides opportunities for the student to use ideas, theories, or problem-solving techniques and apply them to new situations. Faculty review the student's work to ensure that he/she is using problem-solving techniques independently. Faculty provides challenging environments that helps student to define and solve problems.

Application of this system has enabled the faculty members to set evaluative techniques that are well balanced, testing the different cognitive skills.

<b>File Description</b>	<b>Document</b>
Link for Additional Information	<a href="#">View Document</a>

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

#### **Response:**

The students are the main stakeholders in our Institute for imparting education. It is our endeavor to make all efforts to ensure transparency in all the activities at different stages. The B-School Examination Committee members capable and careful to handle examination related grievances of students.

In internal 40 marks assessment, if student is not satisfied with evaluation, student discusses one to one with concern faculty. Faculty explains area of improvement to student which helps them to overcome his/her limitations.

If a student is not satisfied with marks allotted to him/her, he/she approaches exam head and discuss the problem. The Examination Head, after verifying the facts ask the students to give in writing areas where he/she feels that he/she deserve more marks. Concerned faculty re-counts and re-verifies answer. Any rectification in marks is communicated to student. Examination committee tries to resolve issues within a reasonable time period.

Examination committee preserves all main answer sheets for the period of three years. This practice helps to resolve any issue that may arise related to examination within academic tenure of students at B-School.

Examination committee helps in the administration of University of Mumbai examinations including examination form filling, hall ticket distribution, displaying seating arrangement etc. In the matter of grievance related to the hall ticket, mark sheet like printing of wrong name, the Examination Cell immediately looks into the matter and takes necessary actions. The examination related issues of the students are dealt with high priority and solved as soon as possible.

If required, the committee contacts the concerned authorities of the University and tries to resolve issues on priority.

In the case of re-verification or re-counting of University of Mumbai result, the University of Mumbai needs to be contacted, a standard fee is collected by the University of Mumbai. Upon receiving the fee the B-School in-charge follows the issue with University of Mumbai till it is resolved. The University of Mumbai then re-evaluates the student's performance and communicates their decision.

All grievances are, therefore, solved with utmost care to the student's satisfaction. B-School level grievances are solved within few days. The B-School is dedicated to provide students with time-bound, transparent and efficient solutions for their examination related grievances.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### Response:

The Handbook and the Academic Calendar are prepared well in advance before the start of each academic year by referring to the calendar of University of Mumbai. The Academic Calendar of SRBS clearly outlines commencement of semester, class test dates, project submission dates, viva dates end of formal teaching and semester end exam duration as well as holidays. Students get a fair idea of the duration of the semester. During the first lecture in each subject, faculty declares to the students their process of internal evaluation. Hence students come prepared for various internal evaluations as they are aware of the timelines.

Every academic year consists of two semesters. Each semester is required to be of 90 working days of classroom teaching. Each faculty conducts test, presentation assignments etc. These tests are conducted in evenly spaced out intervals to avoid pressuring the students with too many examinations. Faculty makes sure that first internal test is conducted after 40% of syllabi is completed.

Until Academic Year 2017-18, internals examinations were conducted as per the University of Mumbai guidelines but administered according to schedule of the respective subject faculty. This year onwards, on initiatives of IQAC, the Examination Section has started following and adhering to the dates provided in the Academic Calendar for conduct of internal evaluation

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:

SRBS has worked out Program Outcomes, Program Specific Outcomes as well as Course Outcomes of each course. Although SRBS follows the curriculum and the syllabi given by the University of Mumbai and POs as well as PSOs align with the University. SRBS also has obtained expert opinion and considered feedback of stakeholders in order to improve the Course Outcomes for the students as well as the Institute. The Course Outcomes for all the courses have been worked out.

#### Program Outcomes

PO1 : Apply knowledge of management theories and practices to solve business problems.

PO2 : Foster Analytical and critical thinking abilities for data-based decision making

PO3 : Ability to develop Value based Leadership ability

PO4 : Ability to understand, analyse and communicate global, economical, legal and ethical aspects of business

PO5 : Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment

#### Program Specific Outcomes

PSO1 : Develop the entrepreneurial skills for the future society requirements.

PSO2 : An ability to recognize the importance of professional development by pursuing management studies that offer challenging and rewarding careers in the field of management

#### Course Outcomes

(For example - Financial Accounting Course Outcomes)

- Students will be able to execute the accounting process, recording-classifying and summarizing.
- Students will be able to apply the principles of accounting
- Students will be able to apply detailed and in depth understanding of all the items in the corporate financial statements
- Students will be able to distinguish between revenue and capital income and expenditure and their treatment in corporate financial statements
- Students will be able to understand different measures of depreciation and their impact on profitability and asset valuation
- Students will be able to prepare financial statements

- Students will be able to analyze Annual Reports

In addition to the above, SRBS has the flexibility of delivering the course, in the manner it is required to develop our students and adopt various pedagogy like Guest Lectures by resource persons from the industry, Symposiums, Presentations, Group Assignments etc. that enhances Outcomes.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

In order to measure the attainment of overall Program Outcomes, Program Specific Outcomes and Course Outcomes, SRBS adopts the following evaluation techniques:

Each subject consists of 100 marks. Out of this 100 marks, 40 marks are for internal evaluation and 60 marks are for external evaluation.

In 40 marks evaluation the faculty conducts one test of 10 marks which is used primarily to assess a student's proficiency in specific subject. The other 10 marks are for evaluation on the basis of student's attendance and class participation. In this way SRBS promotes and maintains high levels of student attendance, Allotting marks for class participation helps as students give importance to class participation and they learn to express their ideas in class in a way that others can understand. The rest 20 marks are utilized to evaluate students on various activities conducted by faculty in the class. Few of the activities to be mentioned here are Role Plays, Case Studies, Assignments etc.

60 marks weightage is given for semester end examinations which covers the entire content of the course being taught. Students are assessed based on their performance in this examination. The question paper and evaluation of the answer sheet is as per the guidelines prescribed by the University of Mumbai.

The Program Outcomes, Program Specific Outcomes and Course Outcomes are designed as per Bloom's taxonomy. Various levels ranging from knowledge of specific facts and conventions, to more advanced levels of analysis, synthesis, and evaluation are considered while designing. This help's students strive to attain more sophisticated levels of understanding and abstraction in the course.

The internal evaluation are conducted in such a manner that all the Course Outcomes of the subject are taken care of. Also the Question Paper prepared for External Evaluation is set in such a manner that the entire Course Outcome is covered. Firstly the correlation matrix between the Program Outcome and Course Outcome and Program Specific Outcome and Course Outcome is prepared in the range of 0 to 3. After this the mapping of Course Outcome is done with the assessment method used. Attainment Levels

are calculated based on the scores obtained by the students in their Internal and External examination. It is made sure that the attainment level of all the subjects is achieved.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **2.6.3 Average pass percentage of Students**

**Response:** 99.08

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 108

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

Response: 109

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## **2.7 Student Satisfaction Survey**

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.51

## 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 (INR in Lakhs)**

**Response:** 0

3.1.1.1 Total Grants for research projects sponsored by the 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)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 5.88

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Any additional information	<a href="#">View Document</a>

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0

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

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

Response: 55

### 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:**

SRBS has setup a Business Incubator Centre to promote and foster the spirit of entrepreneurship. The goal of this centre is to deliver a thorough program designed to assist the B school students to start their own business setup. The centre helps new and startup companies to develop by providing services such as management training, business basics, intellectual property management, business etiquette, marketing research and comprehensive business training programme. The mentors of this centre which are mostly our alumni and the experts taken on board as per the requirement mentors the students in all dimensions to create a sustainable business projects based on the market linkages and competitive analysis. The centre has tied up Bombay Management Association to facilitate an industry- academia interface and regularly organizes seminars with an objective of creation and transfer of knowledge. Following are some of the sample seminars with Bombay management Association (BMA);

1st Seminar: The seminar took place on November 18, 2016 & covered skills required for being a successful entrepreneur. Mr.Ishwar Jha, the resource person had highlighted the following during the interaction:

- Emergence of Entrepreneurship
- Basic skills required
- How to be a successful entrepreneur

2nd Seminar: The seminar took place on 17th January, 2017 & covered role of a Mentor in modern times. Prof. R.S.S. Mani, resource person had highlighted the following during the interaction:

- Role of a Mentor in modern times
- Dynamics of modern business
- Role of mentor and mentee

Both events were successful with many students sharing their venture ideas.

Apart from this Training and Placement department has taken many initiatives for enhancing students' knowledge and skills. List of initiatives is as below;

- Sessions from Industry experts on current market scenario
- Group discussions
- Personal interviews

Participation in International and national conferences to present research papers

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** No

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

**Response:** 5



3.3.3.1 How many Ph.Ds awarded within last five years

Response: 5

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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: 3.06**

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	6	8	30	8

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:

With the sole aim of providing hands on experience to young students in delivering community service and considering importance of National Service Scheme (NSS) of Government of India in this area, SRBS has established NSS unit with following objectives from students' point of view;

- Understand themselves in relation to their community
- Identify the needs and problems of the community and involve them in problem-solving
- Develop among themselves a sense of social and civic responsibility
- Utilise their knowledge in finding practical solutions to individual and community problems
- Develop competence required for group-living and sharing of responsibilities
- Gain skills in mobilising community participation
- Acquire leadership qualities and democratic attitudes
- Develop capacity to meet emergencies and natural disasters and
- Practise national integration and social harmony

SRBS's NSS Unit is registered with University of Mumbai (registration No. SB 09). In order to carry out its activities, the unit has tie ups with Brihanmumbai Municipal Corporation (BMC) and NGO's to work for the benefit of society.

Below is the list of activities which are done every year under the initiatives of NSS unit of SRBS in neighborhood community;

##### Joy of Giving Week:

Joy of Giving is an endeavor to sensitize students to reach out to the less privileged citizens to help. For this, SRBS, with the help of NGO's like Missionaries of Charity and Goonj, collects cartons of clothes, stationery, utensils and books and delivers it to the less privileged areas.

In Joy of Giving Week, SRBS in collaboration with Tata Memorial Hospital organizes Blood Donation Camp with an objective of helping the needy. The camp receives overwhelming number of responses from students and residents nearby SRBS every year.

##### Zero Garbage – Swachh Bharat Abhiyaan:

Zero Garbage – Swachh Bharat Abhiyaan is a mass movement to realize awareness on cleanliness among

students. SRBS with the help of NGO like Jago Mumbai and Brihanmumbai Municipal Corporation (BMC) cleans area nearby Bandra railway station and college.

**Pulse Polio Program:**

SRBS under the supervision of BMC hospital participates in a week campaign of “Pulse Polio Program” which Central Government organizes to vaccinate children under the age of five years against the polio virus. Students of SRBS have got appreciation letters and Honorarium for their efforts towards the social cause.

**Tree Plantation Program:**

Tree plantation program connects the students to the benefits of trees and fosters environmental sensitivity in them. It also bring them closer to the environment. In these drives, students plants saplings with the help of gardener.

**Financial Awareness Drive - Vittiya Saksharta Abhiyan (VISAKA)**

SRBS organizes a Financial Awareness Drives -VISAKA at Bandra East & West to spread awareness on Cashless Economy, Financial planning and Financial products among small and big retailers of Bandra. In this Financial Awareness drives students’ collects information through questionnaire and according to that they spread awareness.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 2**

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	1	0	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response: 8**

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	1	2	0

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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: 53.69**

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

2017-18	2016-17	2015-16	2014-15	2013-14
153	153	159	132	0

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 11

##### 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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	2	2	2

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response:** 11

##### 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 (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	2	2	2

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>

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## Criterion 4 - Infrastructure and Learning Resources

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### 4.1 Physical Facilities

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

**Response:**

SRBS has provided State-of-the-art infrastructure and learning resources as per the guidelines and norms laid down by the All India Council for Technical Education (AICTE), Directorate of Technical Education (DTE), and University of Mumbai. Sheila Raheja School of Business Management and Research (SRBS) has provided well equipped Instructional Areas for learning of students.

**Classrooms:** All the eight class rooms 87 square meter each They are well lit, ventilated and provided with air-conditioners as well as audiovisual teaching aids i.e. White Board, LCD Projector, Desktop, Collar Mike etc. Wi-Fi internet access has been made available in each classroom. **Smart class rooms have been provided as per the norms laid down by All India Council for Technical Education (AICTE).**

**Tutorial rooms:** Tutorial rooms are available for students for completing their assignments.

**Computer Lab:** A 150 square meter full-fledged Computer Lab with 60 computers and latest equipments, Wi-Fi connectivity of 30 mbps has been provided. College realizes the correlation between adequate infrastructure and effective teaching – learning and has adopted strategy for upgrading IT facilities from time to time.

**Language Lab:** State-of-the-Art Language Laboratory equipped with all kinds of Audio Visual equipments like Computers, TV screen, LCD Projector, Headphones and Orell Digital Language Lab Software has been provided to enhance reading, writing, listening and speaking skills of student.

**Library:** 120 square meter Library is equipped with both physical and digital Library. Library being the Information Resource Center has deployed the best cutting edge technology to proactively meet the evolving needs of faculty and students. It aims to support the teaching, learning and research activities of the Institute by providing innovative world-class information services. Reprography facility is provided to the students in library.

**Seminar Room:** Air-conditioned Wi-Fi enabled Seminar Hall with seating capacity of 137, equipped with Wi-Fi, LCD Projector alongwith Screen, White Board, Podium with Mike and Sound System has been provided.

In addition students are provided with required Amenities & Areas to conduct various curricular and extracurricular activities.

**Cafeteria:** Cafeteria functions within the campus. It maintains high level of hygiene and provides quality catering facilities for the students and staff at moderate rates.

**Common Rooms:** Common Room for Boys and Girls are gender-specific for the students. These rooms are used for discussions, interacting with each other and to relax and revitalize after their busy lecture

schedules.

**Wash Rooms:** Separate Wash Rooms for Boys and Girls has been provided.

**First Aid Room:** First Aid Room has been provided within the campus. Medical Doctor has been appointed who is available in the campus to attend to emergency. The first aid kit and all necessary medicines are available.

**Counseling Room:** College has appointed a counselor for the students to advise them on stress management, depression, motivation, orientation and for career guidance.

**Gymnasium:** Campus has gymnasium for students with latest modern equipments. Students are encouraged to work on their physical fitness.

**Auditorium:** Auditorium is acoustically designed with air-conditioned facility, having seating capacity of 500 for hosting various cultural activities and functions.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### Response:

To encourage personality development, team spirit and leadership qualities among students, the institute encourages students to participate in various sports, games and cultural activities at different levels.

Seminar hall of 175 Sq. meters with centralized Air- conditioning facility is provided to conduct academic and other cultural activities since the Commencement of the College.

Auditorium of 516 Sq. meters with centralized Air- conditioning facility is utilized for conducting various cultural activities like Fresher's Party, Sendoff Party, the Annual Social gathering etc. Auditorium is also utilized for conducting Yoga Session at specified schedules.

There is spacious BMC playground Opposite to Campus. All outdoor games like cricket, volleyball, football and badminton etc. are conducted in the said playground with prior approval from BMC. Institute has independent sports area having Indoor games facilities like chess, carom and table tennis Campus has gymnasium for students with latest modern equipments. Students are encouraged to work on their physical fitness.

Sports Achievement by Sheila Raheja School of Business Management & Research (SRBS) Students:



One of our Student Mr. Abhishek Bhamitkar was supported by Sheila Raheja School of Business Management & Research (SRBS) to participate in Standard Chartered Mumbai Marathon held on January 18, 2018. He ran Half Marathon (21km) in a commendable duration of 1hour and 39 Minutes.

Sheila Raheja School of Business Management & Research (SRBS) supported & encouraged Mr. Lohit Wadhankar one of our Student from Batch 2017-19 to participate in competition for kickboxing organized by All India Sport Kickboxing Association held in Mumbai on January 6 and 7, 2018 and he won Gold medal in National Kickboxing Championship.

Sheila Raheja School of Business Management & Research (SRBS) supported & encouraged Mr. Lohit Wadhankar one of our Student to represent India in 2nd open Championship Competition organized by Asian Federation of Full Contact fighting at Kislovodsk, Russia on dated November 18 and 19, 2017. He won a Silver medal in mixed Martial Arts.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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: 9

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

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

**Response:** 18.12

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

2017-18	2016-17	2015-16	2014-15	2013-14
37	38	15	7	7

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

SRBS has spacious state-of-the art air conditioned library of 120 Sq. meters located on the 3rd Floor of the Campus. Library is functional from 8 am to 6 pm on all working days. Cupboards and Book Shelves have been provided for display and storing of the books. Currently library is holding 6505 books. SRBS has subscribed to 79 National and 10 International Journals.

Fully Automated SRBS library uses SLIM 21 Library Management Software (Version 3.4.0.29143) for keeping the record of the Books & Journal purchased. Users can also access the library collection on link <http://srbs188/w27/>. New books which are added in the collection are displayed on the website where students can search online for availability of the book. SRBS library is a member of National Digital Library (NDL) which has access to e- shodh Ganga and NPTEL.

SRBS library has purchased Anti Plagiarism Software for checking of Research Project of the students.

SRBS has procured two databases namely EBSCO & J-Gate Plus as per the norms of the competent authority.

#### Following are the main functions of the library

- Acquisition of Books and Journals
- Processing of Books and Journals
- Issue and Return of the Books and Journals.

#### Subscription to E-Journals

SRBS has procured EBSCO & J-Gate Plus Database softwares to meet the requirement of e-journals. Subscription for the database for the current year is as follows:

Name Of The Database	Yearly Subscription
EBSCO	314733
J-Gate Plus	70800

The library has SLIM OPAC (on-line Public Access Catalogue) offers online search facility for entire library resources be it books, journals and reports through library catalogue. The access is available to the students and teachers from any internet note in the institution. the user can search the library from the web by following criteria;

- Author
- Keyword
- Subject Class
- Title
- Publisher
- Place of Publication
- ISBN
- Year of Publication

### Subscription policy for print Journals

Subscription for National and International Journals is renewed on yearly basis i.e from January to December every year. SRBS has Journal & Magazines as per AICTE norms. Following table shows number of journals purchased in respective years.

Year	National Journal	International Journal
2011	12	15
2012	72	12
2013	77	9
2014	79	9
2015	77	9
2016	77	10
2017	81	10
2018	79	10

### Facilities available at SRBS Library:

- For students easy reference University papers and College exam papers file is also maintained.
- Student's Summer Internship Projects & Final year Projects are submitted in the library by the student every year. Every year library tour is arranged for the students in order to make them aware about the library collection & facilities available for the students. For knowing more about the databases training from EBSCO & J-Gate Plus database is arranged for students.
- Computers with Internet connections have been provided.
- Wi-Fi connectivity has been provided in the library.
- Library has reprography facility.

- Specific Lectures are conducted by faculties in the library.
- Students have access to daily news papers for the latest updates.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### Response:

Sheila Raheja School of Business, Management and Research (SRBS) has good collection on rare books on Management. A book that is distinguished by its early printing date, its limited issue, the special character of the edition or binding, or its historical interest is known as rare book. Rare book collection includes the books which are not easily available, books which were written on leaf, manuscripts etc.

In SRBS we have collection of rare books on subjects like General Management, Finance, Marketing, Human Resource Management and Operations Management. The rare book collection also includes encyclopedia on Marketing, Encyclopedia Britannica. The Books from well known publishers like Elsevier, Thomson, Wiley and sons, Macgraw hill, HBR were included.

The library also has collection of some of the important reports listed below.

- 1.KPMG in India's transparency report July 2018 (For the year to 31 March 2018)
- 2.Discussion Paper on Delisting of Equity Shares Review of "Reverse Book Building Process
- 3.Consultation paper on revisiting the public issue process
- 4.Consultation paper for designing framework for Enhanced Market Borrowings by large corporates
- 5.Report of the High Level Task Force on Public Credit Registry for India ( RESERVE BANK of India)
- 6.Ministry of commerce Annual Report 2017-18
- 7.Human Development Report 2016 ( United Nation)
- 8.Ministry of Commerce & Industry Annual Report 2017- 2018
- 9.Report of Expert Committee on the HR Policy for e- governance ( Ministry of Communication & Information Technology)
- 10.RBI Annual Report
- 11.Shared Mobility ( NITI Aayog)
- 12.Digital Payment (NITI Aayog)
- 13.Update on Tax Certainty (IMF)
- 14.Economic Characteristics of Unincorporated Non- Agricultural Enterprisers ( Ministry of Statistics & Programme)

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 11.04

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

2017-18	2016-17	2015-16	2014-15	2013-14
14.6	12.8	9.7	9.5	8.6

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

4.2.5 Availability of remote access to e-resources of the library	
<b>Response:</b> Yes	
File Description	Document
Any additional information	<a href="#">View Document</a>

4.2.6 Percentage per day usage of library by teachers and students	
<b>Response:</b> 77.78	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 182	
File Description	Document
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi
<p><b>Response:</b></p> <p>Sheila Raheja School of Business Management &amp; Research (SRBS) 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 as per the norms laid down by the competent authority. Students and Faculty members avail computer and internet facility within the campus. Students are permitted to access the internet facility through computer labs. The institute provides separate internet account access to each student and staff along with user-id and password so that they can access their data.</p> <p>The said facility was upgraded from 2 Mbps in Academic Year 2011-12 to 30 Mbps in Academic Year 2017-2018. The institute has always been reviewing the current needs and accordingly the internet bandwidth is upgraded from time to time.</p> <p>The college has implemented Wi-Fi facility for the students in the campus in the Academic Year-2012-13 with 4 Mbps internet connection which has been upgraded to 7Mbps in Academic Year 2017-2018 for</p>

better connectivity.

The college has upgraded RAM in 118 Desktops from 2GB to 4GB for better speed. The college has added 20 New Desktops with latest configuration in Academic Year 2017-2018.

Optimum use of computer technology is done through teaching lessons using LCD projectors, screening of academic movies, stimulations, animated videos on subject related topics, short films, documentaries on environmental and social issues etc.

All the students and staff members co-ordinate with the Lab Incharge for their problems and requirements and the necessary actions are taken accordingly for:

- Purchase of new computers.
- Upgradation of computers
- New internet connections.

Lab Incharge maintains Inventory of all Computers, Laptops, Projectors Printers, Scanner and consumables. Environmental controls for Server Room and backup equipment is properly monitored to identify adverse conditions and enable prompt corrective action.

#### 1.LAN and Hardware Updates

1	LAN Internet Facilities	Year 2011	LAN Facility with 2 Mbps Internet was implemented from the commencement of college
2	LAN Internet Facilities	Year 2012	LAN Facility was upgraded from 2 Mbps for better connectivity
3	LAN Internet Facilities	Year 2016	LAN Facility was upgraded from 4 Mbps Internet Connection to meet Statutory bodies and better connectivity
4	LAN Internet Facilities	Year 2017	LAN Facility was upgraded from 10 Mbps Internet Connection to meet Statutory bodies and better connectivity
5	Desktop RAM Upgradation	Year 2017	Upgraded RAM in 118 Desktops from 2GB for better speed
6	Desktop Mouse Upgradation	Year 2017	Replacement of Mouse in 118 Desktops wear & tear

7	Desktop Upgradation	Year 2018	Purchased 20 Desktops with Latest C

<b>1. Institution Frequently Updates Its IT Facilities Wi-Fi</b>			
<b>Sr. No.</b>	<b>Particular</b>	<b>Date of Updation</b>	<b>Nature of Updation</b>
1	Wifi Internet Facilities	Year 2012	Wifi Facility was implemented in t with 4 Mbps Internet Connection
2	Wifi Internet Facilities	Year 2017	Wifi Facility was upgraded from 4 Mbps for better connectivity

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

<b>4.3.2 Student - Computer ratio</b>	
<b>Response: 1.38</b>	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

<b>4.3.3 Available bandwidth of internet connection in the Institution (Lease line)</b>	
<b>&gt;=50 MBPS</b>	
<b>35-50 MBPS</b>	
<b>20-35 MBPS</b>	
<b>5-20 MBPS</b>	
<b>Response: 20-35 MBPS</b>	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>



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

**Response:** Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

#### 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:** 48.76

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)

2017-18	2016-17	2015-16	2014-15	2013-14
60	80	46	66	34

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

##### 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:**

- The college ensures that all the assets are utilized at optimum level over the years. Accordingly, adequate budget provisions are made for maintenance of the infrastructure.
  - Budget allocated for maintaining Infrastructure for Academic Year 2013-2014 to 2017-2018 is as appended below:

Year	Budget (in Rs.)
2013-14	Rs. 4,45,380/-
2014-15	Rs. 5,99,902/-
2015-16	Rs. 6,60,125/-
2016-17	Rs. 7,24,186/-
2017-18	Rs. 5,02,917/-

- The college has appointed in house Maintenance In charge who oversees the maintenance of Building, Elevators, Air Conditioners, CCTV Cameras, Electrical equipments, UPS, Batteries, EPABX, Water Purifiers, and Pest Control. He conducts periodic checks to ensure the efficiency / working condition of the infrastructure.
- Maintenance is done in one of the following ways:
  - Carrying out maintenance by in-house capability.
  - Carrying out maintenance by calling approved service provider.
- Maintenance Incharge analysis's the breakdowns of utilities and takes necessary action accordingly in consultation with management.
- Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance contracts (AMC). The AMC purview includes maintenance of Elevators, Air Conditioners, CCTV cameras, Water Purifiers and Pest Control. Apart from contract workers, the college has trained in - house electrician.
- Regular maintenance of civil work such as furniture repairs, masonry and plaster work, painting, carpentry, plumbing etc. is done as per requirement.
- Periodic reporting on requirements of repairs and maintenance are submitted to the Maintenance Incharge. The requirements are collectively processed in every semester break so as to keep things ready for the new semester.
- The whole Institute building has continuous electric supply.
- College campus is secured by a compound wall from all the sides and Gates are manned by Security Personnel. To ensure campus safety, campus has been secured with 24 x 7 security personnel and most of the areas has been covered under CCTV surveillance for safety monitoring.
- Provision for Smoke Detector and Centralized sprinkler of Water has been made to extinguish the fire. In addition, fire extinguishers are placed at all important locations and they are regularly refilled and maintained.
- A separate water supply from Municipal Corporation is provided which supplies water in adequate amount. Water Coolers alongwith Aqua Guard filters have been installed to provide safe drinking water on each floor.
- College has outsourced housekeeping to professional who has deputed adequate staff to meticulously maintain hygiene and cleanliness in the campus. Wash rooms and rest rooms are well maintained. Dustbins are placed in each floor.
- The Green Cover of the campus is well maintained by a gardener.
- Insurance Policy has been taken and renewed every year to insure its equipment's and buildings.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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:** 36

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

2017-18	2016-17	2015-16	2014-15	2013-14
80	97	96	59	68

#### 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:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

#### 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**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:** 49.24

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

2017-18	2016-17	2015-16	2014-15	2013-14
108	109	116	116	96

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**

**Response:** 49.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
108	109	116	116	99

File Description	Document
Details of the students benefitted by VET	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 73.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
50	87	90	82	92

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 8.33

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 9

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

### 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/ TOEFL/ Civil Services/State government examinations)

**Response:** 11.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	3	5	2

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

## 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:** 3

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	1	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

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

**Response:**

SRBS recognises MMS Students as crucial stakeholders in its growth and involves them in managing the Institution. It encourages student participation in core committees for student progression. The objective is to ignite young minds, stir up questions and inspire solutions. They are part of administrative decisions which helps to create transparency, mutual trust and greater efficiencies.

**SRBS has an active Students' Council consisting of the following members;**

1. President, elected by an electoral college consisting of students who are engaged in full time studies in the college
2. Secretary, elected by an electoral college consisting of students who are engaged in full time studies in the college
3. one lady representative, elected by an electoral college consisting of students who are engaged in full time studies in the college
4. one representative belonging to Scheduled Castes or Scheduled Tribes or De-notified Tribes (Vimukta-Jatis) or Nomadic Tribes or Other Backward Classes, by rotation, elected by an electoral college consisting of students who are engaged in full time studies in the college
5. One student each from (a) National Service Scheme, (b) National Cadet Corps, (c) Sports and (d) Cultural activities, nominated by the Principal from the students who are engaged in National Service Scheme, National Cadet Corps, Sports and Cultural activities, respectively, on the basis of prescribed criteria ;
6. One senior teacher as coordinator of the Students' Council appointed by the
7. Principal of the college and Director

8.NSS Program Officer as permanent invitees.

### **ADMINISTRATIVE ACTIVITIES OF STUDENTS' COUNCIL**

- 1.Student Council ( it is also responsible for Annual meet SVAGAM)
- 2.Representation of students in Anti-ragging, Internal Complaints , IQAC Committee

The elected representatives are shoulder responsibility of Administrative Activities. The aim is to teach, groom and mentor student representatives for bigger responsibilities in future. This team also organises annual Cultural Event SVAGAM and seamlessly ensures student participation in events, inside and outside the College. Workshops, seminars, guest lectures involve active involvement of these students. Management education at SRBS aims to obtain an optimal blend of theory and practice.

Successful organization of Annual event Svagam requires micro-management of the event, involving every student of the Institute in more than one activity, generating funds through sponsorship, managing the event and being a true Brand Ambassador of the B-school.

### **ACADEMIC ACTIVITIES OF STUDENTS' COUNCIL:**

- 1.Marketing , Finance, Investment, Human Resources & Operations Club
- 2.SRBS Industry- Institute Committee

Different clubs activities have continued since inception in 2012. It sharpens their managerial skills, team work and enterprise. The heads of each club work closely with Faculty In-charge to create the right learning opportunities. Specialization subjects and inputs from Academic Leader makes it worthwhile.

SRBS Industry –Institute Interface is aimed at providing wealth of practical experience of Industry Captains to MMS Students. Guest Lecture, workshops, seminars, external connect with BMA, FFE and other bodies is a regular exercise at SRBS.

<b>File Description</b>	<b>Document</b>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 6.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	7	7	5	7



File Description	Document
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:

SRBS acknowledges that Alumni are an important pillar of the Institution and play an important role in connecting to the business world. They work as best Brand Ambassadors and ably serve as the focal point of contact and communication. They foster a spirit of loyalty & commitment, and assist in energizing, enhancing and enriching the name and fame of the B-school. They develop synergistic plans and create a decisive roadmap for the future.

Their constructive and collaborative association with the B-School enables students to find good mentors. They help in Executive & Summer Placements, directly and indirectly. Its contribution through Guest Lectures, guiding current students in specialization subject and inputs on basics of management is of great help. SRBS would enrich the learning experience of current students through such interventions.

SBS now has a registered and functional alumni Association with name "SRBS ALUMNI ASSOCIATION" registered as a company and functional.

Some of prominent Alumni of SRBS are;

Name of Alumni	Designation	Current Employer
Naushad Shaikh	Managing Director	ADHAM Exhibitions
Nitin Gaikwad	Director	Simo_Owns
Shreya Rawal	Asst. General Manager	The Wadhwa Group
Ashwathy Nair	Senior Manager	Kanakia Group
Atul Upadhyay	Senior Manager(ANZ & UK Markets)	Super Records Pty.Ltd.
Shashank Sankhe	Senior Manager	Kotak Mahindra Bank
Trupthi Shetty	Senior Analyst	Nomura Services
Ziyadh Palavkar	Brand Manager	Hoshan Pan Gulf
Amol Bhorkade	Team leader	Amazon
Sahil Waze	Financial Analyst	eClerx
Prerna Manyal	Manager	Deloitte
Pushpak Vanjari	Research Analyst	Crisil

Gaurav Surana	International Business Manager	USV Pvt Ltd
Vinayak Naik	Associate Manager	SS&C GlobeOp
Shreya Padture	Learning & Leadership Development Specialist	CG Power & Industrial S
Rushabh Mehta	Marketing Senior Manager	India Nivesh Securities
Sandeep Singh	Marketing Manager	Bajaj Finserv

A Meeting of the core committee of SRBS Alumni Association of the B-Cchool was organised in its premises on Saturday, April 28, 2018 from 5:30 pm to 9 pm. The meeting was attended by representatives of all five pass-out batches. There was a brainstorming session in which ideas were exchanged regarding future initiative of the Alumni Association. The session concluded with a get-together followed by dinner. SRBS Alumni shall continue to play a pivotal role in networking, setting new boundaries & conquering new horizons. Few more key benefits include finding potential business partners, prospective employees for their Companies as well as associates.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** <1 Lakh

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>

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

**Response:** 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

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### 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:**

SRBS aspires to be one amongst the institutions of repute in the coming years. In this context, the Institute has the following vision:

“Sheila Raheja School of Business Management and Research is committed to being an internationally acclaimed management Institute which focuses on quality education and innovative research”

In order to achieve the vision of the Institute, the management continuously directs the efforts of workforce towards improving quality of education by inculcating research orientation amongst the faculty and students. To become an internationally acclaimed management Institute, international experts are invited regularly to share their valuable insights about the holistic development of the Institute.

The management has a good governance in place with the Board of Governors, Board of Advisors The College Development Committee in addition to other important committees are created considering directives of regulatory authorities and the well-known persons from all walks of life also provide their inputs on timely basis.

Board of Advisors on a continuous basis evaluate the academic performance of the Institute, identifies areas of improvement and provide overall direction to the Institute. The Board of Governors on the other hand indulges into analyzing the suggestions from the internal and external experts and designs a strategic plan in line with the vision of the Institute.

SRBS endeavors to achieve the following mission:

- To be an internationally acclaimed management Institute for all stake holders
- To provide quality management education to impact all students personalities and unleash their high potential
- To ensure cutting edge technology and state of art infrastructure that will enable faculty to nurture innovative pedagogy and learning method for students

The Mission of the Institute aims at the holistic development of the students by providing them with variety of academic and industry experience during the entire tenure of the MMS program. This is achieved by providing the students with state-of-the-art infrastructure and amenities like well-structured library, computer laboratory setup, Language lab, canteen facility to mention a few. The Institute has a good blend of experienced faculty from the industry and academia. Students are also exposed to local and national industrial visits to gain in-depth understanding of the practical implications of the theoretical aspect of any subject. The Institute has also implemented value addition in order to improve professional skills such as Excel, Soft Skills, Special activities, Business newspaper reading and library sessions.

The Board of Governors, The Local Managing Committee and the College Development Committee have

made following key decisions to justify its tagline: MANAGING THE FUTURE

1. To apply to the NAAC and the NBA for Accreditation
2. Get rating/ Ranking/Grading from prominent agencies
3. Conduct Guest lecture from key National and International speakers
4. Publication of research papers / Monologues in reputed journals
5. Establish Industry-Institute interface in order to match the student-profile with the job-profile
6. Establish a “SRBS Excellence Centre” in order to promote the “Train The Brain” concept
7. Organize the annual B-School festival “SVAGAM” on a grand scale
8. Introduce a digital library & embark on ERP/MIS software, open Library access

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The decision making at SRBS is decentralized and the style of management is participative which is reflective in the functional hierarchy of the institute. The policy making, decision making and functioning of the institute is carried the board of governors (composed as per AICTE guidelines), College Development Committee (formed as per University of Mumbai guidelines) and the head of the Institute through various statutory and non-statutory committees for academic and non-academic functions.

*- The institute has following boards/bodies/committees to ensure smooth functioning of the business school:*

**Board of Governors:** The composition of the Board of Governors is constituted as per the guidelines given by AICTE. The Board of Governors comprises eleven members mentioned below.

- Chairman, who is a technical person and an academician of repute.
- Four members nominated by the society belonging to the field of Industry, Education, Profession
- One ex-officio member as nominee of AICTE
- One member as the nominee of University of Mumbai
- One ex-officio member who is nominee of DTE
- Two faculty members of cadre Professor and Assistant Professor
- Member Secretary, who is the Director at SRBS

**College Development Committee:** SRBS has constituted a College Development Committee who is recommends a comprehensive development plan of the institute at the academic level, administrative level and infrastructural expansion. The CDC at SRBS is comprised of the following:

- The Chairman appointed by the management

- The Secretary of the management
- Three members of the faculty which includes one female member
- One non-teaching employee, elected by regular non-teaching staff employees
- Four local members appointed by the management in consultation with the Director who are the experts from varied fields of education, industry and research
- The coordinator of IQAC
- Two students from the College Student's Council
- The Member Secretary who is the Director of the institute

**Internal Quality Assurance Committee:** The IQAC committee is formed as per the NAAC guidelines:

- One representative of the Management
- One nominee of the Society
- Ex-officio Chairman, who is the Director of the institute
- The Coordinator of the IQAC committee who is a Professor at SRBS
- Four members full-time faculty members as the member
- One member from the administrative department
- One student from the Students Council committee

#### **Statutory Committees:**

The statutory committees at SRBS are formed as per the norms of the competent authorities and includes:

- Student's Grievance Redressal Committee
- SC/ST Committee
- Internal Complaints Committee
- Anti-Ragging Committee

#### **Non-Statutory Committees:**

- Academic Committee
- Exam Committee
- Internal Quality Assurance Committee
- Cultural Committee
- Research and Publications Committee
- Institute Social Responsibility Committee (ISR)
- Placement Committee
- Discipline Committee
- Study Tour Committee

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

**Response:**

SRBS always believed in long term and short term planning before implementation. The Director along with the faculty members is actively involved in strategic planning with the endeavor to expand the institute's horizon and visibility in the market by providing useful long and short term courses.

In order to achieve new heights institute have planned to start the Bachelors in Mass Media U.G. course which is in the advance stage of approval and hopeful to get permission at the earliest.

With a desire to have a research center of repute, SRBS applied for a PhD center under the aegis of University of Mumbai. The Local Investigation Committee has already visited the institute in this regard and the approval process is in advanced stage.

The institute's perspective plan also includes establishing a Center for Management Development besides providing short term Certification Courses in the near future. Since, the institute aims at establishing industry-academia collaboration to benefit the management students to the best possible extent, it also has plans to indulge into MOUs with various companies, national and international bodies.

The planning is implemented through various bodies and committees. Monitoring and evaluation is done by the Director on regular basis.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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:**

**SRBS has devised the organisation structure appropriate for its needs of decision making and operational autonomy. The structures structure is decentralized in approach and provides autonomy to the members to work to their full potential.**

**Board of Governors:** The Board of Governors is an apex body and overlooks the holistic performance and progress of the institute. The Board is constituted as per guidelines of AICTE.

**Director:** The Director is overall academic and administrative head of the institute. In addition to the Academic Standards and financial health of the institute, the director is responsible to the stakeholders including the students, parents, the society management and the regulatory agencies like AICTE, the University and Department of Technical Education.

**Dean (Quality Assurance):** The dean Quality Assurance is responsible in bringing in quality aspects in all teaching-learning processes and system and work towards NAAC/Accreditation of the institution. Dean Quality Assurance works through IQAC.

**Examination:** Examination Section works through examination committee headed by an experienced senior faculty. The main task of examination section is to conduct examinations as per academic calendar. Bring in reforms and objectivity in internal evaluation. Compilation and publication of result. The exam section follows rules and regulation of the university.

**Corporate Relations & Placement:** The function of Corporate Relations and Placement involves sourcing of elite companies for campus placements. It also covers maintenance of records, and relationship management with the corporates.

**Librarian:** Is the head of knowledge resource centre. Librarian is responsible for managing and upgrading library and providing seamless services to the students and faculty.

**Administration:** Administration staff acts as a support staff at SRBS. They assist in student admission and allied formalities. The department also assists in salary processing, handling leave dashboard of the teaching and non-teaching staff members. Maintaining infrastructure and facilities is responsibility of this department.

**Service Rules:**

SRBS strictly follows the service rules according to the AICTE and University of Mumbai norms. The institution runs for 8 hours. The teaching and non-teaching faculty have the benefits of PF, ESI, Casual Leaves, Earned Leaves, Medical Leaves, and Maternity leaves etc.,

**Recruitment Procedure:**

The recruitment procedure at SRBS for Academic, Administrative and Technical staff strictly follow the AICTE, DTE and University norms. Recruitment of teaching staff is done by the Selection Panel constituted as per University guidelines, comprising of Nominee of the Vice-chancellor, subject experts appointed by the university, representative of the management, secretary of the society and the Director.



**Promotional Policies:**

The institute look after the brand visibility and promotional activities towards the expansion and growth of the institute.

**Grievance Redressal Mechanism:**

Stakeholders address their grievances/complaints through Class Coordinator Meetings, Parent-teacher meeting, Department meeting, Management Review Meeting and through the Suggestion box. All the grievances/complaints are collected, attended to and resolved effectively. A statutory committee formed under the aegis of University act 2016, aims at addressing regular and specific issues of students on timely basis.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>

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

**Response:**

SRBS, ensures that the strategic and operational plans designed are well implemented, loop holes identified and corrective actions taken care of for the betterment of the institute at each level.

This can be observed through various academic, co-curricular and extra-curricular activities carried out in-line with the annual Academic Calendar. Minutes of Meetings and discussion thereof forms a significant part of ensuring the achievement of objectives of different nature.

Following committees are actively involved in the smooth functioning of the institute:

<b>Names of the Committee/Body</b>	<b>Names of the Committee/Body</b>	
Board of Governors	College Development Committee	
Anti-Ragging Committee	Academic Committee	
Student’s Grievance Redressal Committee	Exam Committee	
Internal Complaint Committee	Cultural committee	
SC/ST Committee	Institute Social Responsibility Committee (ISR)	
Internal Quality Assurance Committee	Placement Committee	
Research and Publications Committee	Discipline Committee	
Student Representative Council	Study Tour Committee	
Guest Lecture Committee		

The committees endeavor to function actively in various disciplines at the institute level. It is broadly bifurcated into:

**Statutory Committees:** The formation of statutory committees is done as per the norms of the competent authority. The role of these committees is to address any unusual activity resulting in the reduction of the overall effectiveness of the institute and find an appropriate solution in order to certify zero tolerance level. The student representatives are involved in case of Student Grievance Redressal Committee. Other statutory committees are Anti-Ragging Committees, Internal Compliant Committee and SC/ST Committee.

**Non-Statutory Committees:** These committees are formed with an objective to provide opportunities to the management students to gain practical exposure in addition to theoretical knowledge. At SRBS, these are student-driven committees under the guidance of faculty members. The committees on a time-to time indulge into planning and execution of a variety of events ensuring overall quality enhancement of the institute and the students. The committees also undertakes continuous evaluation of the activities and generate reports for database management.

*The institute, in order to justify the above statement, would like to highlight on the following:*

**1. Internal Quality Assurance Committee:**

- To develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of Sheila Raheja School of Business Management and Research (SRBS)
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

The work of IQAC focuses on conducting an internal audit, meeting regularly to discuss upon the improvement areas and implementing corrective actions.

## 2. Academic Committee:

Academic activities form one of the most vital function of any educational institution. The academic committee is involved in planning of academic activities and derives the process of execution. The academic committee prepares academic calendar, reviews progress of delivery of course content, deviations, exam related matters and any allied activity concerning the academic matters.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

#### Response:

The following welfare schemes are available:

Incentives for quality publications : Faculty receives various incentives for publications with an objective to encourage research acumen amongst them

Provision for study leave to staff members to complete higher studies: Higher studies are appreciated and encouraged among the staff members. Few of the faculty members are availing this facility to pursue their PhD program

Counsellor is available to resolve stress related issues for all the staff members: SRBS has a full time counsellor whose expertise contributes in the holistic development of the staff members

Medical Health Centre facility: The teaching staff, non-teaching staff and students are availing medical health facility at SRBS on need basis. The institute has appointed female medical Practitioner taking into consideration the female staff members' comfortability while visiting them when the need arises

First-aid amenity: First-aid facility is available in the institute for all teaching and non-teaching staff and

students. It is accompanied by a well-trained person who undertook first-aid training in 2014 and is capable to handle small contingencies

All staff is insured : All teaching and Non-teaching staff of SRBS are covered under group accident insurance policy

Staff welfare club is in place: SRBS has a well-placed welfare club for teaching and non-teaching employees. The staff members meet together under its “Tea Club” initiative and discuss significant improvement areas on a knowledge sharing basis. The endeavor is to strengthen group-cohesiveness and enhance team-building among the staff members

Facility of vending machine: The institute also has installed a Sanitary-pads vending machine for female employees

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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:** 6.45

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	2	1	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 1.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	1	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 8.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	2	0	0

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

SRBS has developed and implemented objective based well-documented performance appraisal system which is conducted with a self-administered appraisal form and later assessed by the appraiser .

**Teaching Staff:**

The appraisal form is designed on the basis of certain key parameters known as “Key Result Areas” which is discussed jointly by the teaching staff members and the immediate supervisor. It is ensured that appraisal is done on multiple activities like, academic performance, teaching, learning and evaluation related activities, co- curricular, professional, and development related activities, research, publication and academic contributions during the academic year. By considering all the above parameters along with academic result, management gives appraisal to the staff.

The **Key Result Areas** considered for appraisal are mentioned below.

1. Teaching
2. research & Publication
3. Additional Responsibilities
4. Organization of Seminar/Workshop/Conference
5. Achievements/Rewards/Recognition

**Non-Teaching Staff:**

Performance appraisal system of the non-teaching staff is adopted as per guidelines of Government of Maharashtra. Hence it is ensured that information on multiple activities is appropriately captured. While dealing with non-teaching staff member, the supervisor ensures to implement continuous feedback mechanism to safeguard the integrity of the members being appraised.

In near future, SRBS is planning to adopt standard format given by University of Mumbai for appraisal of their teaching and non-teaching staff members.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

**Response:**

**External Audit:** The institute regularly conducts external audit and all account books are maintained by the accountant as per the guidelines of the accounting standards. The Cash books, Ledgers, Invoices, Petty-cash accounts and Bank pass-books are inter-changeably assessed by the auditor. The accounts of the college are audited by Chartered Accountant appointed by the society regularly as per the Accounting Standards at the end of each fiscal year and are certified. The annual reports of the external audit since 2011 are available with the institute.

**Internal Audit:** All account books are maintained by the accountants as per the admissions and fee regulatory committee of the state. Entries done by one accountant are verified by the other accountant. Errors found are fixed instantly and thereafter, these accounts are subject to internal audit by a regular auditor who is appointed by society as an internal auditor of the college. The Internal audit of the institute is done for the academic year 2016-17 and 2017-18.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 7.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	1.64	1.54	0	3.92

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

**Response:**

Sheila Raheja School of Business Management and Research is permanently unaided and self – financed institution with a vision to contribute to the education fraternity. The objective of the institute is also to develop its overall brand image with focus on quality up gradation on a continuous basis. The primary source of income is tuition fee from the students. The tuition fees itself is regulated by fee regulation authority appointed by Government of Maharashtra. Although the institutes like us have additional revenue for generation of funds through MDPs, Consultancy and value added courses. However, considering the infrastructure constrains and market reality in addition to strict control by fee regulating authority the institute have to depend on tuition fee.

In near future the institute plans to open a Research Center to inculcate research acumen among the

research scholars, establish a Center for Management Development, recruit industry experienced faculty to render consultancy and collaborate with other institutes/agencies to expand its offering thereby, generating additional revenue.

On the utilization side the institute has a robust process given below:

- In the beginning of every academic year, the budget is prepared by college authorities which includes recurring and non-recurring expenses
- Budget is scrutinized and approved by College Development Committee and Board of Governors Council
- Constant checks are done with regard to the funds received and the expenses incurred with the help of the admin and accounts staff

## 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:

SRBS has taken concrete steps for the development of students and faculty members and thus established IQAC on 10th February 2018. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institution.

To improve quality and outcomes, IQAC has taken many initiatives and institutionalized quality systems and processes in the areas of teaching-learning process, student evaluation, academic administration and institutional best practices. **The practices institutionalized are mentioned below.**

#### 1. Practice of Exposition Lectures

In order to enhance quality of teaching and ensure that a teacher delivers course in a manner that is understood by the student, we have devised a unique practice of *exposition lectures*. Under this practice, a teacher is allotted a subject 45-60 days in advance of commencement of the semester. The teachers are asked to provide lesson plans for each course. Thereafter about 20 days before commencement of the session, a teacher is asked to present a topic from his/her course for 45-60 minutes to all faculty in the faculty meeting called for this purpose. The other faculty members assume the role of a student during the lectures. The teacher is encouraged to use innovative methods to teach and engage audience. The faculty pool is asked to judge the delivery and give constructive suggestions to make delivery even more effective.

The practice described above will go a long way in achieving focus of the teacher on delivery, improving learning and course outcomes and development of the faculty.

#### 2. Online Student Feedback on Faculty

Student Feedback serves a good purpose for improving teaching-learning outcomes, teachers and the



institute. As a quality initiative of IQAC, improving over past practice of taking feedback with pen and paper, now SRBS has devised an online feedback system using Google forms and implemented it since second half of academic year 2017-18. The feedback on 14 important areas of teaching with regard to subject and teacher is taken. This feedback which is taken without identifying students is compiled and analysed in a scientific manner assigning weightage to each question and calculating weighted average score of the teacher. In this manner strengths and weaknesses of a teacher are found and communicated. This quality initiative will help the institute become student centric, focus on learning outcomes and teaching methodologies.

### 3. Designing and implementing Performance Appraisal System

In order to get desired results, bring objectivity in work and develop individuals, measurement of performance is necessary. Having identified gaps in this area, IQAC designed a Key Result Area (KRA) based performance Appraisal System.

### 4. Implementation of ERP based MIS and LMS System

In order to have smooth functioning of college and academic administration, manage database as well as student communication, a cloud based ERP system is being implemented on the initiative of IQAC. On completion large part of teaching and non-teaching staff would be digitised and managed online.

### 5. Formation and Registration of Alumni Association

### 6. Introduction of Yoga in semester time-table

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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:

IQAC going to monitor the teaching-learning process at regular intervals through our organizing committee members. IQAC plans to conduct an annual meeting every two months to review the teaching-learning process, structures & methodologies of operations and learning outcomes. Based on that review the committee will give the necessary directions to improve the quality of teaching methodologies.

These meetings are intended to review the overall result analysis and to check the planned goals and

achievements of IQAC.

The IQAC decisions & its modifications are planned to be held at every tri quarterly meeting this is going to happen in the regular process.

Every specialization function will conduct workshops, training programs and guest lecturers periodically addressed by the eminent persons from Industry, Academic, and Research Institutions. Eminent experts of National reputed people will be invited from academia/organization/industries for seminars and conferences related to the subjects in course curriculum, basic practical, hands-on experience fundamental and advanced topics as planned in the IQAC.

As part of the closure of teaching-learning process the content delivered for the respective courses along with evaluation outputs will be summed up as course files and made available to the Departments.

A detailed report will be prepared and assessed with necessary actions for the annual meeting.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	0	0	0

<b>File Description</b>	<b>Document</b>
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

### 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:** E. None of the above

<b>File Description</b>	<b>Document</b>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

**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:**

Significant efforts made towards improvement of the process and functioning of the academic and administrative domains include –

- Teaching and Learning
- Research and Development
- Community engagement
- Human resource management
- Industry interaction

**Teaching and learning:**

- Effective IQAC.
- Emphasis on learner centric approaches
- Systematic course planning and enriched content development.
- Review of course plans and effective monitoring of content delivery.
- Result and feedback analysis.

- Monitoring student progress in academic performance.
- Extra coaching and practice is given to slow learners.
- Weekly staff meetings to discuss methodology of teaching and quality improvement.
- Promoting the use of library by the students and teachers
- Modern teaching learning technology has been provided to the faculty to implement in the class room teaching like LCDs.
- Special classes are arranged for aptitude and soft skill for the students
  - In the academic year 2017-18. We have adopted on-line students' feedback system.
  - In the academic year 2016-17 we have established IQAC committee to monitor the system.
  - In the year 2015-16, we have adopted direct ICT facility in the class rooms and encouraged live ICT based live video knowledge sharing with the students

### **Research and Development**

- As a result of continuous motivation and enhancement most of the faculty registered for PhD and few are on the verge of completing PhD.
- Faculty members are encouraged to register for FDPs, orientation Programs, participate in conferences and write research papers.

### **Community engagement**

Institute conducts the community programs. Few of the community programs conducted are

- Tree plantation
- Pulse Polio Drive
- Blood donation Camps
- Swacha Bharat Abhiyaan
- Visit to Orphanage and old age homes
- Donations of necessary material to the orphan children.
- The Institute conducts sensitization and awareness programs against women exploitation and abuse, environment pollution control etc
- The Institute promotes cultural activities to nurture creative instinct in the students.
- The students are encouraged to do social work through various organizations in society

### **Human resource management**

- Well-defined recruitment policy based on merit of the applicants within the general frame-work.
- Providing a better teaching-learning environment in the Institute.
- Providing on duty leave to the faculty for attending seminars, symposia, workshops, invited lectures and research oriented activities.

**Industry interaction**

- Institute invites eminent industrialists, Managing Directors, VP HR, Marketing etc. for guest lectures.
- Industrial visits are organized as it is an activity which gives exposure to the Industry environment.
- Inviting industries for campus recruitment.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

NAAC

## 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:** 11

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	2	3

#### File Description

#### Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[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:**

##### a) Safety and Security

The college follows safety norms in all aspects with the utmost priority.

The campus is fully CCTV compliant. The Security wing at SRBS is very strong and consists of professionally trained security personnel to safeguard the campus through day and night. The campus is also equipped with enough lighting arrangements.

Safety and security for all girl students is ensured by female security guards and also by Female administration and academic staff. The Floor layouts are constructed so as to monitor the passage, the corridors all the buildings, classrooms, library and Computer laboratories easily and are supported with sufficient lighting.

A timely medical assistance for girl students is given by a Female Doctor available on 24x7 basis on campus. In case of emergency, ambulance facilities are provided. A regular interaction of Vigilance and

Grievance Cell members with female students ensures a convenient platform for girl students to raise the problems they may be facing.

### **b) Counseling**

A full time counselor Ms. Charulata Abhyankar (MA in clinical Psychology), has been appointed and easily accessible for effective counseling, mentoring and welfare of the students. Regular sessions of counseling are scheduled and in these session counselor addresses problems faced by students. Students also approaches counselor and discuss one to one if they are facing any kind of problem.

15-20 students are attached to a faculty mentor. The mentoring system is adopted to improve the rapport between the faculty and students. The main objective is to keep track of the progress of the students and counsel them accordingly for academic and personal guidance.

Parents of the students are timely informed wherever the necessity arises such as lack of attendance, poor academic performance and psycho-social problems.

The college undertakes many efforts, especially through the Training and Placement cell various events to look after the total personality development of students through soft skills classes, Co-Curricular and extra - Curricular activities and counseling. The faculty offers guidance to the prospective professionals in addition to classroom teaching.

### **c) Common Room**

The College has separate common room for boys and girls. Girl's common room is made available with resting facilities for the entire female students. It is air conditioned and having a sufficient lightning system. The Common room location is easily accessible. Housekeeping staff has lady members. They clean the common room on a daily basis and helps in maintaining hygiene. On regular basis female admin staff and female teaching staff visit common room and inspect on areas where urgent attention required.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

### **7.1.3 Alternate Energy initiatives such as:**

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

**Response:** 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 53928

<b>File Description</b>	<b>Document</b>
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

#### **7.1.4 Percentage of annual lighting power requirements met through LED bulbs**

**Response:** 3

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

Response: 874

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 29166

<b>File Description</b>	<b>Document</b>
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

#### **7.1.5 Waste Management steps including:**

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

##### **Solid waste management**

All solid waste generated is being divided into DRY and WET waste and is being collected on a daily basis by BMC departments. Even small decomposing bins are kept at prominent places to produce decomposed fertilizers for Institute's use. According to the BMC, such establishments that generate over 100 kg of solid waste each day, are considered as bulk waste generators. Since we are below 100 Kg BMC helps us in solid waste management.

##### **Liquid waste management**

Filtered Purified Drinking water facility is arranged on every floor for students and staff of the campus. Wastage of drinking water is properly monitored and restricted through proper controlling system. Proper drainage system is arranged for all the floors of buildings of the campus.

##### **E-waste management**

Generally the E-wastage is very limited in the Institute. Whenever required the used batteries and damaged computers are disposed through outside agencies. Other E-waste materials are properly disposed. E-waste



management awareness posters are placed at the required places.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

Mumbai is facing an ironical situation as far as monsoon is concerned. During rainy season, most part of the Bandra (East) where the Institute is located, used to face the water logging problem. Water logging is a common scenario in our city. Every year, the heavy rains take their toll, leading to severe water logging. On one hand there is the acute water scarcity and on the other, the streets are often flooded during the monsoons. This has led to serious problems with quality and quantity of groundwater.

Moreover the rainfall occurs during short spells of high intensity. Because of such short duration of heavy rain, most of the rain falling on the surface tends to flow away rapidly leaving very little for recharge of groundwater. However the institute is making efforts towards rainwater harvesting - capturing the runoff as per the BMC policy.

### 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:

#### Efforts for Green Practices

The institute banned the usage of plastic bags in the campus commensurate with Government's policy.

A good number of staff and students are coming by public transport to the campus.

#### Paperless office

All staff members are using information technology for record keeping. All correspondence is being done

through e-mode.

## Energy Conservation

Awareness among the students and staff on energy conservation is created by displays at appropriate places, Switching off all the electrical utilities. The buildings are fitted with vanishing blind glass/mesh windows for maximum utilization of natural light and free stream of air circulation.

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

**Response: 1**

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)

2017-18	2016-17	2015-16	2014-15	2013-14
1.95	1.87	.85	.54	.54

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

### 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:** C. At least 4 of the above

<b>File Description</b>	<b>Document</b>
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

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

**Response:** 17

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	3	3	0

<b>File Description</b>	<b>Document</b>
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	2	2	0

File Description	Document
Report of the event	<a href="#">View Document</a>

**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
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**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	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: Yes**

File Description	Document
Any additional information	<a href="#">View Document</a>

**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
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**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:** 6

7.1.17.1 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 year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	4	2	0

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

SRBS organizes several national festivals and birth/death anniversaries of the great Indian personality. At SRBS, we celebrate birth anniversary of Mahatma Gandhi, Dr. Sarvepalli Radhakrishnan, Sardar Vallabhbhai Patel , Rajiv Gandhi and V V Shirwadkar.

- Mahatma Gandhi's birthday( Swacha Bharat Abhiyan)
- Dr. Sarvepalli Radhakrishnan (Teachers Day)
- Women's day celebrations
- Sardar Vallabhbhai Patel (Yoga Day)
- Shri Rajiv Gandhi (Sadbhavna Diwas)

- Pre Independence Day
- Rashtriya Ekta Diwas
- Marathi Bhasha Gaurav Din ( V V Shirwadkar)
- National Education Day etc.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### **Response:**

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

1. Transparency in Financial Matters:
2. Transparency in financial matters is ensured by following means
3. Authorized external agencies does financial audit periodically and is also made available on institute website on regular basis.

A financial committee is formed as per the guidelines of UGC.

#### **Transparency in Academic Matters:**

Each faculty displays the student attendance record periodically on Notice board after compilation through academic coordinator. A review of students with below satisfactory attendance, which is generally 75%, is taken. A list of students falling below 75% of attendance is prepared and communicated to the parents through letters. It is then followed by a personal meeting with parents to rule out any future attendance shortfall is organized. All records are electronically maintained by individual faculty. The complete academic status of any student can be obtained by the concerned parents through Emails. 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:**

Administration officer regulates the functioning of the admin department. Admin staff follows well specified duties on day to day basis. Service diary is also made available on the Institute website. A set of procedure is followed while discharging the regular duties.

#### **Supplementary tasks of the Institute**

Supplementary tasks of the Institute like organization of workshops, skill development training programs, expert sessions, Faculty development programmes, conferences, guest lectures etc., are strictly implemented as per the following order of operations:

Step I:	Note submission with Proposal to the Director 15 days prior to conduction
Step II:	Financial approval by the Management from Head Office
Step III:	Organizing and Conduction of the event
Step IV:	Settlements of the Accounts with six days along with the Report
Step V:	Verification and uploading event details on the website
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### Best Practice 1:

#### Title of the Practice- Practice of Exposition Lectures

#### Objective of the practice:

In order to deliver the course in comprehensible and interesting manner with full involvement of the students on one hand and with contents of latest industry practices and examples, involving the use of pedagogy like case studies, role-play, video, discussion etc. on the other, the practice of exposition lecture has been introduced.

#### The Context:

Management education is going through a transformation. Given new age technologies, disposition of the students and external avenues available for learning, the teaching-learning in the B-Schools has got to be made market relevant and interesting. A faculty is expected to use innovative pedagogy to make it happen. Therefore, it is felt necessary that a faculty gives an exposition lecture in front of the faculty pool of the Institute wherein they demonstrate how they are making their subject delivery interesting for the students and relevant to current market needs. In addition they would get constructive suggestions from fellow faculty members to deliver the course in best possible manner. This is an classic example of peer evaluation and internationalization of the quality endeavors.

#### The Practice:

At the end of the Academic Year every faculty is asked to prepare a competency matrix including the list of subjects of their expertise and the subjects they have taught for himself/herself which is then vetted by

the the Director.

Based on competency matrix, 45 days before beginning of the semester, subjects are allotted to the faculty and they are asked to deliver the lecture on a particular topic from the subject in presence of faculty members of the Institute. The delivery of the faculty is judged on the following parameters:-

- Contents
- Citing industry case studies
- Application Orientation
- Padagogy encouraging learner's participation
- Communication and body language
- Giving take home messages for further study

The faculty is then given constructive feedback on the above parameters and asked to prepare the course delivery keeping in mind the above parameters as well as expectations and interest of the students.

As a follow-up sub practice in every faculty meeting 2 faculty members by rotation are asked to present the latest developments in their domain. This practice also helps them to keep updated with the latest practices and trends in the industry to be shared with the students in the class.

This practice is unique and healthy in the scene that the faculty members get sufficient time and input to prepare their delivery thus benefitting the students, faculty members as well as the institution.

#### **Evidence of Success:**

- After implementation of this practice, not only the students but also the faculty members are satisfied as evident from the feedback.
- Faculty members have developed a habit of going well prepared for the lecture.
- The Knowledge quotient as well as employability of the students has improved as evident from the placement scenario.
- The Institute has got positive feedback from the parents and other stakeholders.

#### **Problems Encountered and Resources Required:**

- Faculty had to be convinced to prepare the competency matrix.
- The faculty did not initially agree for giving Exposition Lecture for obvious reasons of feeling of being subjected to evaluation and scrutiny. Lots of discussions and counseling had to be done.
- The fellow faculty colleagues not willing to give suggestions to faculty.
- There was a feeling that It is time consuming exercise and time has to be squeezed out of schedule. However later all the faculty members agreed that this is the right kind of exercise for creating learner centric environment,



## Best Practice 2

### **Title of the Practice: Workshop on Summer Internship Project (SIP).**

**Objective of the Practice:** To make students aware of the purpose and importance of SIP, qualities of good research, provide them with appropriate research tools, questionnaire construction techniques, report writing skills and also equip them with required soft skills and etiquettes before they embark on journey to Summer Internship Project (SIP).

**The Context:** As per the curriculum prescribed by the University of Mumbai, a B-School, so also SRBS has to ensure that its students who complete the first year of their studies should do a Summer Internship Project (SIP) between their II and III semesters. Actually SIP is meant to supplement their class room learning with industry norms and practices and for getting a deeper understanding of application of the concept for solving problems of the industry. Viva Voice examination is administered after internship to evaluate students.

The Viva Voice evaluation conducted two years ago revealed that majority of the students had insufficient understanding of what to do in SIP, insufficient knowledge of what constituted good research, appropriate research tools and lacked required office and project work etiquettes. It was, therefore, decided to work on these deficiencies, which indirectly affected placement opportunities because of unimpressive internship project reports. It is clear from the feedback received from Industry and analysis of students' placements vis-a-vis summer internship projects by them, those students who do good summer internships projects either receive pre-placement offers or get regular placement opportunities.

Since SIP is important from employment point of view, practice of conducting an intensive workshop for students before they embark on their internship journey, with in-house faculty and industry experts as resource persons came into being in the year 2016.

**The Practice:** The five sessions in the one day Summer Internship Workshop are delivered by our in-house faculty with industry experience and external industry experts. The five sessions comprise of a) Purpose & Importance of SIP, b) Qualities of good research, research tools and how to construct a questionnaire c) Writing a good research report, d) Presenting project work and e) Soft Skills and Etiquettes during SIP. A specially created Reference Book covering the all the above topics are also distributed to students. The faculty in-charge issues circular to all students detailing the guidelines for internship, Workshop details, time frame for landmark events such as Project topic finalisation, submission date for Synopsis, date for submission of first draft of the Report to academic mentor, date for final submission of the Report etc. To the best of our knowledge, we are the only Tier II Management Institute in Mumbai region holding such an exclusive Workshop for Summer Internship.

**Evidence of Success:** a) The pre-placement offers (PPO) or very early placement for students have been going up in the past two years. For the year 2016, **one** student got the PPO, for the year 2017, **six** students were offered PPO and early placement students were offered PPOs. (The soft copies of company intimation are attached).

**Problems Encountered and Resources Required:** As such no special problems in organising and conducting the Workshop or implementing the detailed Summer Internship Process including monitoring it in a systematic manner by the Institute. However, among the challenges faced in the conduct of a Workshop are;

- Absence of awareness and realisation among the students about the vital importance of good internship projects which may fetch them a pre-placement offer and or a regular good placement opportunity.
- The month of March has been considered appropriate for holding the Workshop, as it precedes the semester end internship exams in April and commencement of SIP in the month of May, however it is difficult to get Industry experts in the month of March due to Financial year ending.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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:

##### **Sheila Raheja School of Business Management & Research**

##### **“Transforming Today’s Learners into Tomorrow’s Managers.”**

Established upon a tradition of excellence, Sheila Raheja School of Business Management & Research (SRBS) is one-of-its-kind B-Schools in the heart of Mumbai’s Suburban Bandra. With a strong focus on moulding tomorrow’s leaders, SRBS offers a dynamic Post-graduate Degree Program in Master of Management Studies (MMS) which is approved by AICTE/DTE, affiliated to the University of Mumbai and recognized by the Government of Maharashtra that equip tomorrow’s managers with the specialized skill sets that are needed to face real time business situations. Our strength lies in providing and promoting a value based education that can be applied to every circumstance in the professional realm. It truly advocates transparency and good governance.

Sheila Raheja School of Business Management & Research (SRBS) is ably supported by the K. Raheja Group of Companies, spearheaded by Mr. Sandeep Raheja - pioneers in Real Estate, Hotels, Malls, SEZs et al. The Companies enjoy unflinching trust and loyalty from patrons and have become the very definition of success and entrepreneurial finesse. Buoyed by the profound base of global intelligentsia, SRBS draws its strengths and support from minds like Henry Ford who aptly puts it:

“Coming together is a beginning;

Keeping together is a progress’

Working together is success.”

The perfect formula for success at SRBS is: 4 ‘Ps’ – Plan successfully, Prepare profoundly, Proceed

positively and Pursue persistently.

### **Vision:**

Sheila Raheja School of Business Management & Research is committed to be an internationally acclaimed management institute which focuses on quality education and innovative research.

### **Mission:**

- To be an internationally acclaimed Management Institute for all stakeholders
- To impart Quality Management Education for all students and unleash high potential
- To ensure cutting-edge technology and state-of-the art infrastructure that will enable teachers to nurture innovative pedagogy and learning methods for students

### **Objectives:**

SRBS provides a holistic approach to education which enhances and enriches the intrinsic value of its stakeholders by extending their conceptual and analytical skills. It turns out competent and wholesome professionals capable of facing the challenges of a changing environment. It impresses upon its learners that career growth is an odyssey where success is a journey and not a destination. It transforms bright minds into dynamic professionals capable of striking a balance between knowledge and real world situations

### **Source of Inspiration:**

Dr. R.A. Heredia, Chief Executive Officer @ SRBS, a former member of (i) Management Council, (ii) Senate, (iii) Board of Studies, (iv) Academic Council of University of Mumbai and recipient of the “Best Teacher Award” by the Government of Maharashtra on Republic Day, 1997 and the recipient of the “National Award for Outstanding Achievements in the field of Education” for the Year 2002 by Priyadarshni Academy with 46 years of rich expertise and experience to his credit till date, leads the organization with the vision that nurtures learning environment. He has an enviable track record of guiding 21 Research Scholars for their Ph.D. Degrees and 13 Students for their M.Phil. Degree. He plays the revered role of educator and mentor at SRBS.

### **Accolades:**

SRBS has been ranked in the top 12 Private B-School in Mumbai by the Times B-School Survey, rated amongst India’s Best B-Schools by Business Today, graded A+ by Business India amongst a few other ratings as well. SRBS was recognized as “The Management College of the Year 2016” in the Innovative Leadership Category by Higher Education Review.

### **Conclusion:**

SRBS in a short span has built a rock-solid reputation as a premium B-School by focusing on Innovative Professional Teaching and Training. SRBS takes pride in being unique, simply distinctive.... AT SRBS INTELLIGENCE MEETS WITH EXCELLENCE.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

NAAC

## 5. CONCLUSION

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### **Additional Information :**

### **Concluding Remarks :**

In this highly competitive education space for B-Schools, it is our constant endeavour to convert raw graduates into dynamic professionals equipped with business essentials such as team work, communication skills, leadership skills, time management skills so that they are ready to face challenges of the industry. Accordingly SRBS provides a holistic and comprehensive life-long learning experience to our students and make them good human beings with professional ethics. Our aim is to teach students to learn and not just study. Our institution provides state of the art infrastructure, a techno-savvy learning environment and highly enthusiastic and qualified teaching faculty to help our students realize their dreams and aspirations.

In this fast changing global business scenario, technological evolution and disruptive business practices, apart from being adept in the field of academics, we ensure our students keep abreast with the latest trends and happenings in their respective fields of specialization.

Our well qualified faculty, state-of-the-art infrastructure, excellent learning resources and motto of providing equal opportunities to all for learning and developing have stood the test of time. In addition to these features, a truly cosmopolitan nature of “The Bombay Suburban Art and Craft Society” and association with K. Raheja Constructions Group - A trusted brand name has made SRBS one of most sought-after B-Schools in Greater Mumbai Region.

With NAAC Accreditation, SRBS has an outlook for expanding horizons into new courses especially in new age technology business areas, additional certificate and diploma programs, collaboration and tie-ups with foreign universities/institutes of eminence.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years            Answer before DVV Verification : 114            Answer after DVV Verification: 58</p> <p>Remark : revised as per explanation by HEI and supporting document</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	2	2	1	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	2	2	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	2	2	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	2	2	1																	
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>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            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>3</td> <td>2</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : None of the report speaks about workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices</p>	2017-18	2016-17	2015-16	2014-15	2013-14	6	3	2	2	4	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	3	2	2	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
3.3.1	The institution has a stated Code of Ethics to check malpractices and plagiarism in Research																				

	<p>Answer before DVV Verification : Yes          Answer After DVV Verification: Yes</p>																				
3.3.2	<p>The institution provides incentives to teachers who receive state, national and international recognition/awards</p> <p>Answer before DVV Verification : Yes          Answer After DVV Verification: No</p>																				
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>1</td> <td>5</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Revised as explained by HEI</p>	2017-18	2016-17	2015-16	2014-15	2013-14	2	1	1	5	1	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	1	1	5	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
3.5.2	<p>Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>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 (only functional MoUs with ongoing activities to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3	2	2	2	2	2017-18	2016-17	2015-16	2014-15	2013-14	3	2	2	2	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	2	2	2	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	2	2	2	2																	
4.2.3	<p>Does the institution have the following:</p> <ol style="list-style-type: none"> <li>1. e-journals</li> <li>2. e-ShodhSindhu</li> </ol>																				

3. Shodhganga Membership

4. e-books

5. Databases

Answer before DVV Verification : A. Any 4 of the above

Answer After DVV Verification: A. Any 4 of the above

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

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

Answer before DVV Verification : A. 7 or more of the above

Answer After DVV Verification: A. 7 or more of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	1	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14



1	2	2	1	0
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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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	12	12	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	1	0	0

Remark : Revised as per supporting document

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	2	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	2	0	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	164	154	0	392

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1.64	1.54	0	3.92

Remark : As per supporting 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)

Answer before DVV Verification : B. At least 6 of the above

Answer After DVV Verification: C. At least 4 of the above

7.1.10

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	1	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	6	3	3	0

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations