



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**FR. C. RODRIGUES INSTITUTE OF MANAGEMENT
STUDIES**

FR. AGNEL TECHNICAL EDUCATION COMPLEX, SECTOR-9A, VASHI, NAVI
MUMBAI.

400703

www.fcrims.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2001, Fr.C. Rodrigues Institute of Management Studies is one of the many excellent educational institutions established by the Agnel Ashram Fathers in Vashi, Navi Mumbai. The institute is affiliated to University of Mumbai and offers AICTE approved Masters in Management Studies program.

Under the inspiration and guidance of the founder Fr. C Rodrigues and a dedicated few, the Agnel movement started in 1957, with an orphanage and a trade school in carpentry. Today this movement has grown from a humble beginning to a universal family. Under the guidance of Agnel Ashram Fathers, it caters to full-fledged schools, industrial training centres, polytechnics, engineering colleges at the bachelor and post graduate levels, a Business School and Law College. It has spread its wings with large technical complexes at Bandra in Mumbai, Verna in Goa, New Delhi, Noida, Ambernath, Vashi in Navi Mumbai and in Pune.

The Institute has its four departments, which have been created based on area of specialization viz. Human Resource, Operations, Marketing and Finance. These departments are not watertight compartments and well integrated due to the interdisciplinary nature of the programs offered. Our Faculty members have substantial teaching and industry experience as well. Teaching quality is very important at FCRIMS and the faculty is constantly upgrading its methods and finding new and better ways to build students' knowledge and skills. Our alumni, well placed in industry, are frequently invited back to campus to address and connect with students.

As we are located in an integrated campus, we have many facilities. Students have many sports facilities available to use from the Agnel Sports Centre, which houses Olympic size swimming pool, a gymnasium, AstroTurf for football, basketball courts and Badminton Courts. We provide hostel accommodation, and are located very conveniently for students who wish to hire their own accommodation.

Our admission intake is 60 students. Admissions happen through a centralized admission process conducted by Directorate of Technical Education, Maharashtra. Being a Christian minority institution, 50% of the seats are reserved for Minority students.

Vision

Vision of the Business school

We aspire to scale the heights of competence to evolve as elite B-School offering world-class services to students thereby transforming them into confident corporate leaders with good governance.

Mission

Our Mission

Consistent with our vision we shall provide excellent business education stressing on individualized attention. We on a continual basis shall develop innovative participative teaching learning processes to ingrain desired

managerial and leadership skills of high order.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Holistic development of students through various Competency Based Initiatives beyond Curriculum for students.
- Courses like competency building and Campus to Corporate included in different semesters as part of timetable for improving employability of students
- Skill building workshops relevant for management students like Advanced Excel Workshop, Technical Analysis Workshop, Union Budget Seminar, Digital marketing, Six Sigma conducted as a part of 'Corporate Readiness Program'
- Student led and driven events like Abstract, FABS Market, You are the Judge, Postmortem, Court Martial conducted every year across different semesters.
- Activities like Tree Plantation, Basket of Kindness, Flagathon, Blood Donation, Traffic Management during Ganesh Visarjan, are undertaken to promote social welfare. This also inculcates a sense of social responsibility among students.
- Experiential, participative and innovative learning methods inside and outside the class.
- Continuous evaluation system for students
- Accomplished placement record.
- Awards given to promote Academic excellence and overall Performer of the batch.
- Transparency and openness with students in grievance redressal mechanism
- Conducive working environment for both faculty and staff leading to faculty and staff retention.
- Competent, committed and stable workforce aligned with the vision and mission.
- 50% of faculty members are PhD. They pursued and completed their PhD while working at FCRIMS.
- Participative Management where students as well as faculty are involved in various areas/ activities.
- Rigor in planning and executing curriculum delivery and evaluation
- Use of Innovative teaching methods.
- The faculty and staff extend all possible support to physically challenged students admitted in the institute.
- Strong Industry linkages.
- Strong governance along with decentralization and participative management.
- Close links with CIBA a business incubator, huge boon to spur innovation and creativity among students
- Close links with alumni
- State of the art infrastructure with Wi-Fi campus and Library with large number of books, journals, magazines, e journals of national and international repute with latest edition.
- Green Practices at the campus – solar power, sewage treatment, green vegetation
- Shared campus with other institutes of Agnel Charities enables us to access common facilities like Gymnasium, Badminton Court, Swimming pool, Football turf etc.

Institutional Weakness

- Limited flexibility with the institute with respect to syllabus improvisation , however keeping in mind the changing needs of the industry, syllabus prescribed by university is treated in 'FCRIMS' as an

outline and in addition to the syllabus, most courses contain additional inputs to meet the need of the industry.

- Lack of flexibility in admitting students to MMS program as admissions are based on CAP rounds conducted by DTE.
- Infrastructure limitations prevent us from adding new courses.
- Limited student intake leads to financial stress on the resources of the institute
- Implementing technological advancements like ERP is a challenge for the institute due to the small batch size and faculty strength.
- There is a need to strengthen Research and Publications of faculty members

Institutional Opportunity

- To increase the intake of the institute.
- To start variety of courses in management.
- To explore opportunity of industry sponsored courses.
 - To improve thrust on CSR activities by improving connect with the community.

Institutional Challenge

- Students with diverse background and diverse needs.
- Encouraging students to opt for entrepreneurship.
- Lack of Autonomy in admission procedure to prevent last minute cancellations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

All the programs offered by the institute are Choice Based Credit System (CBCS) programs. This facilitates students to have some freedom in selecting his/her choices across various disciplines for completing the program.

The institute follows a systematic, time bound process for semester planning. Faculty members are assigned courses after considering expertise, preference and work load/availability. The institute invites industry experts as visiting faculty for some courses to ensure that students get an industry perspective in the program. The faculty members are required to prepare detailed Session Plans including evaluation plan, ensuring multiple evaluation criteria / methods. The session plans are shared with the students in the first lecture of that course

The institute deploys formal and semi-formal means of evaluating curriculum delivery, both during semester, for immediate corrective action and at semester-end for future improvement.

Over and above this, to build competencies in relevant emerging areas, various short-term certificate courses/workshops are offered. The institute offers courses like Competency Building, Campus to Corporate and an Advanced Excel Workshop that add value beyond the curriculum and make them employable. The

institute also makes continuous efforts to enrich the program through understanding the changing needs of the industry.

Faculty members are involved in discussions preceding changes in the university syllabus, and three faculty members serve on several University constituted committees.

Being affiliated to University of Mumbai, the institute follows the curriculum prescribed by the university which has offered fifty seven new courses, including electives in the last five years. The institution provides students the flexibility to choose electives.

Many of the courses touch upon crosscutting issues, human values and personal and professional ethics issues in some form or the other. There are also various activities round the year sensitizing students to and building motivation towards resolving these issues. Summer internship project is an integral part of the curriculum, undertaken by every student.

Feedback from stakeholders plays a crucial role in continuous enrichment of the syllabus and better delivery. Feedback on syllabus design and review is obtained from students, teachers, alumni and parents. This data is analysed and improvements incorporated wherever relevant.

Teaching-learning and Evaluation

The institute attracts students from Navi Mumbai and its surrounding areas due to its location. The institute also attracts candidates from other cities in Maharashtra and other states as well.

The institute acquired religious minority (Christian) status in the year 2013-2014 hence reservation policy of government is not applicable to the institute as per National commission for Minority Educational Institutions Act, 2004 (2 of 2005). Hence 50% of the seats are earmarked for minority students.

Slow learners and advanced learners are identified early in the first year. Advanced learners are offered more challenging projects and assignments. The approach towards slow learners is with 'head' and 'heart', through creating a supportive, safe, loving environment plus practical support. The institute has extended all the support to the differently abled in the past and continues to do so.

The institute deploys experiential and participating learning methods both in class and outside through activities aimed at practical application of management concepts. Faculty members experiment with new methods and approaches. Mentorship has proved a valuable tool with each student being assigned a faculty mentor.

The institute meets AICTE requirement of full time faculty. Since MMS is an application based program, faculty with some corporate experience is desirable and FCRIMS has ensured that in addition to academic qualifications, this requirement is also fulfilled. Fifty percent of the faculty members are Ph.D.

Continuous internal evaluation (CIE) is done on a variety of parameters communicated to students through session plans in the beginning of the semester. CIE is paced through the semester with multiple assessments and performance is shared with students.

Examinations are scheduled as per the Academic Calendar, and results are declared in time and displayed. There is a time-bound transparent process to address student grievances regarding college examinations.

Different learning outcomes are communicated and discussion in class. Session plans shared for each course at the beginning of the semester indicate 'Course Objectives' and are linked to examination assessment to assess if they are achieved effectively. The institute enjoys a very high average pass rate of 98% at university examinations in the last five years.

Research, Innovations and Extension

The institute encourages faculty members to undertake consulting projects with the corporates as it benefits faculty to understand prevailing industry practices which they can share with students during their lectures. Faculty members in the area of Human Resources and Marketing have handled such assignments in the past on income sharing basis and has resulted in financial gains for the institute.

The institute has boosted its ecosystem for innovation through an MOU with an on-campus agency, Centre for Innovation and Business Incubation (CIBA) with which it has strong linkages.

Event titled 'Court Martial' in the first year, spurs creativity and entrepreneurship as students prepare and fiercely defend business plans before a highly critical jury of industry managers.

Knowledge transfer is facilitated through availability of excellent knowledge resources like books, periodicals, newspapers and journals in paper and electronic form. The Institute uses different methods like mandatory book reviews, assignments requiring the use of non-text resources so that students read and assimilate knowledge from these. Faculty and students are encouraged to present research papers at conferences and publish the same. The institute realizes that research and publication is an area of improvement and has taken necessary steps to create and nurture a research culture.

The institute actively promotes extension activities for two reasons. One, they are good in themselves, and sensitize students to social issues, including crosscutting ones. They are essential for the holistic development of the students. Second, since they involve 'doing', they naturally support the teaching-learning process of participative, experiential learning as well as creativity and innovation in finding new ways to contribute. Many extension activities are in collaboration with NGOs at the level of the institution and in the last two years, 75% of the students have participated.

There are many volunteer activities throughout the year and students are encouraged to come up with new, useful ideas that they bring to action. Example: drive to collect discarded flags after Independence Day, blood donation camps, programmes at the on-campus orphanage etc.

The institute has tie-ups with agencies to impart training to students to conduct activities

Infrastructure and Learning Resources

The institute's infrastructure supports every teaching learning activity to enhance the learning experience of the students. Keeping in mind the needs of the management education, the infrastructure facilities are developed.

The institute has adequate number of ICT enabled classrooms; tutorial room, computer lab and Resource Centre which are well equipped and air-conditioned. The classrooms and the lab are equipped with LCD projector and audio speakers. The campus is Wi-Fi enabled. There are effective systems and procedures in place for maintaining and utilizing the facilities.

Ramps and elevators are provided for physically challenged students. In addition to separate washrooms for girl and boy students, the institute also has a separate washroom for physically challenged students.

The library is automated, using the KOHA ILMS software. It has a collection of 4846 volume, 2461 titles, 31 journals and other E resources. Reference library is situated on the management floor and the central library of the complex has collection of management books. Students can access catalogs and e-resources through the computer provided in the reference library. Students also have a remote location access to various e- resources.

The computer lab is equipped with 35 PC's with 20MBPS internet bandwidth, and licensed software and a Firewall Server. Computers and software were updated in June 2016. Internet Bandwidth is 20 MBPS. WIFI is available anywhere in the institute, thorough 9 access points.

Faculty members conduct lectures for subjects like SAPM, financial modelling, corporate valuation. Workshops that need computer facilities like Advanced Excel Workshop, Technical Analysis Workshop, Digital Marketing workshop and mock aptitude tests for students are conducted in the computer lab. The institute follows proper procedure for maintenance and utilization of the facilities. All students and faculty members are encouraged to use Office 365 as a means of information and knowledge exchange.

There are many excellent facilities for sports including a state of art fully air-conditioned badminton court, artificial football turf, swimming pool, basketball court are supported and maintained by Agnel charities. Indoor games like carom are also available. Cafeteria serving meals and snacks, yoga centre, meditation centre, and a 200-seater auditorium is also available.

Student Support and Progression

The Institute provides support to the students in multiple ways and means. All the information about institute and its rules and regulation is provided in the prospectus. Scholarships and free ships are available as per government and institution norms.

FCRIMS organizes various capability enhancement programs like soft skill development, career counseling, remedial coaching, bridge courses, Yoga & meditation and personal counseling for students. Since MMS is a post graduate program leading to placements, most students opt for a job rather than appearing for competitive

exams. Realising this, the institute offers support to students to make them employable. This includes conducting mock aptitude tests, Group Discussions, Personal Interviews and provides counseling for right choice of specialization.

In addition to representing students in Student council, Anti ragging committee and IQAC, several committees have been constituted to effectively strengthen student voice and participation in functioning of the institute. The scope of each committee is defined and each has a faculty mentor. Student representation on various bodies ensures participation in most of the Institute functions.

The institute has proper mechanism to address issues relating ragging or sexual harassment. The placement record of the institute is quite impressive with majority of students being placed in good companies.

The institute organizes a number of cultural activities/competitions, intercollegiate events like Abstract, every year, to showcase the talent of the students.

FCRIMS recognizes the importance and contribution of Alumni in the growth and development of the institute. The Institute's Alumni contribute by way of guest lecturers, panel discussions, to assess and comment on Business Plans, teach a course, offer placement related guidance and coaching.

The institute's focus on individual attention and student centric experiential learning entails close contact between faculty and students. These bonds remain after students graduate, resulting in continuing connect with faculty and even non-teaching staff.

Governance, Leadership and Management

The institute practices decentralization and participative management in all important areas of functioning, the degree of involvement of different stake-holders varying with the nature of activity.

The institute has successfully effected improvements through strategic planning. This approach has resulted in positive outcomes. The institute has organized various professional development programs for teaching and non-teaching staff like Art of Investing, Personality Development, Excel Workshop etc. Since faculty members are encouraged to innovate and use case studies in their courses, the institute has organized workshop on Design Thinking and Case Study teaching & Writing.

The institute uses various softwares to ensure e-governance in areas like Administration, Finance & Accounts, Student Admission and Support & Examination.

The institute has a well-defined organization structure. Apart from teaching and non-teaching staff with assigned roles, the Governing Council, Academic Council, College Development Committee and Internal

Quality Assurance Cell (IQAC) to strengthen the institute in its drive to realization of vision and mission. Apart from direct delivery of syllabus courses, all activities involving students are planned and managed through various committees. Academic calendar is prepared at the beginning of the academic year.

Grievances and Sexual Harassment complaints are addressed by Grievance Redressal Cell and Sexual Harassment Committee respectively.

A Staff Hand-book given to each employee outlines Service Rules and conditions apart from what is indicated in appointment letters. It follows AICTE and University guidelines in recruitment, induction, promotion, leave rules and many other areas. The institute offers various welfare measures for the staff. The institute has an effective performance appraisal system, which include self-appraisal and counseling.

Accounts are audited by external auditor as per rules. The institute's budget is prepared after considering the future plans of each department in the area of Capex and training and development. Student fees constitute the major contribution towards funds. There is a financial incentive to staff generating consulting revenue.

IQAC constituted on May 9, 2018 has contributed significantly in improving various academic processes. Quality initiatives by IQAC has helped the institute in institutionalizing the quality assurance strategies and processes.

Institutional Values and Best Practices

The institute strongly believes in promoting gender equity. It organizes a certificate program 'Art of Survival' that aims to empower girl students. CCTV coverage, separate male-female washrooms and a comfortable girl's common room ensures a safe physical environment. Faculty-student bonds motivate faculty and students to provide and seek counseling when required. Human values and professional ethics are covered in one of the courses that the institute offers and the core values of the institute are displayed on its website. To increase consciousness about national identities and symbols, institute organizes various activities like Republic Day, Independence Day, Martyr's Day, Teacher's Day etc.

A sewage treatment plant has been installed in the Agnel complex. Rainwater is also harvested. The water thus harvested is used for flushing and gardening. There is abundant vegetation, a verdant lawn and many trees.

Nearly 17 % of power consumed is from renewable (solar) sources. Patriotism, love for the nation and its great personalities is inculcated by functions and celebration to honor them. Facilities like ramp, elevators, physical facilities and scribe for examination are available for differently abled students.

The institute takes various initiatives to engage with and contribute to local community. Students are encouraged to undertake CSR/voluntary work activities in the vicinity. The institute maintains transparency in all the areas like accounting, academics administrative and auxiliary function.

Two best practices strongly contribute to excellence in education

1. 3C's Model:- **C**onducive environment , **C**ommitted workforce and **C**onsistent connect. The institute's management is approachable and has adopted many measures to empower and motivate employees. This has resulted in a dedicated and committed workforce with minimal attrition. This leads to strong and consistent connect with students, alumni, employers and other stakeholders, leading to positive outcomes especially for students and the institute.
2. Competency Building Initiatives (CBI) Beyond Curriculum: - To build desired managerial and leadership skills, the institute has a planned, continually evolving set of interventions and activities beyond curriculum to develop students' competencies in specific areas. Most of these activities require active participation and learning through experience.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	FR. C. RODRIGUES INSTITUTE OF MANAGEMENT STUDIES
Address	FR. AGNEL TECHNICAL EDUCATION COMPLEX, SECTOR-9A, VASHI, NAVI MUMBAI.
City	NAVI MUMBAI
State	Maharashtra
Pin	400703
Website	www.fcirms.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	SUJATA NITIN CHIN CHOLKAR	022-27771000	9869018810	022-2766061 9	agnelbiz@gmail.com
Associate Professor	MANISHA MANISH KA RANDIKAR	022-27664116	9323713573	022-2678150 60	manisha.fabs@gmail.com

Status of the Institution	
Institution Status	Self Financing and Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minorities letter.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	02-07-2001			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	University of Mumbai	View Document		
Details of UGC recognition				
Under Section	Date	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	View Document	04-04-2018	12	Approval 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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	FR. AGNEL TECHNICAL EDUCATION COMPLEX, SECTOR-9A, VASHI, NAVI MUMBAI.	Urban	14.84	1962.38

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MMS,Management	222	Graduate	English	61	61

Position Details of Faculty & Staff in the College

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

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

Technical Staff				
	Male	Female	Others	Total
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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.	1	1	0	0	1	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	3	0	3

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	0	0	0	0	1

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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	1	0	0	1

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	12		3		15

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		PG	Male	25	1	0
	Female	34	0	0	0	34
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	2	2	2
	Female	3	0	1	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	1	1
	Female	0	0	1	0
	Others	0	0	0	0
General	Male	24	24	21	30
	Female	33	34	14	23
	Others	0	0	0	0
Others	Male	1	0	0	1
	Female	0	0	1	0
	Others	0	0	0	0
Total		61	60	41	60

3. Extended Profile

3.1 Program

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

Response: 311

File Description	Document
Institutional Data in Prescribed Format	View Document

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
104	104	121	113	113

File Description	Document
Institutional Data in Prescribed Format	View Document

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
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
41	60	59	51	61

File Description	Document
Institutional Data in Prescribed Format	View Document

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
7	7	7	7	7

File Description	Document
Institutional Data in Prescribed Format	View Document

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

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

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
86.3	83.2	99.2	88.6	67.3

Number of computers

Response: 33

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institute strives to achieve effective curriculum delivery through a streamlined process that can be broken down into three steps viz. **Planning, Implementation & Monitoring.**

Planning: Most of the planning for curriculum delivery happens before the beginning of the semester.

- **Allocation of Subjects:** The director appoints one of the core faculty members as a faculty coordinator for semester planning few days prior to beginning of the semester. The core faculty members are expected to go through the syllabus for the courses that are to be offered in the coming semester. The faculty coordinator contacts the core faculty members regarding the courses that they will take and courses to be assigned to visiting faculty. The allocation of subjects is done after matching the contents of the course with the area of expertise and workload of the concerned faculty member. The feedback of the faculty members of previous semesters is considered while allocating any course.
- **Preparation of Session Plan:** It is mandatory for all faculty members to prepare the session plan for the subject he/ she has been allocated for each semester of the 2 year MMS program. The session plan contains details of the session wise plan, details about reading material pertinent to the topic and case studies that would be discussed in specific topics. The faculty is advised to ensure that the session plans has some cases on topics relevant to current industry needs in each course. The session plan also prescribes books for the course and includes the scheme of internal evaluation for that subject. The session plan is shared with the students within the first couple of sessions.

Implementation: The primary responsibility of execution/implementation rests with the respective faculty member

- **Curriculum Delivery:** The institute believes that the MMS program should give students a practical approach to management theory and practices. Hence the courses are covered through theoretical lectures, where the concepts are introduced and are backed by practical activities specific to the particular subject.
- **Evaluation:** The evaluation is based on continuous evaluation principle and is a combination of individual assessment like quiz, tests, attendance, class participation and also group projects and a written exam at the end of the semester.

Monitoring: This is carried out mid semester and at end semester

- **Interaction with Team Leaders/ Students:** The director has a discussion/meeting with the Team Leaders and takes feedback on the course delivery from them. This is termed as mid-semester review. This proactive approach helps in taking any corrective action if necessary. In case of any

specific feedback received from students, the same is shared with the concerned faculty. The core faculty are also advised to be alert to any trouble spots for courses covered in their specialization area

- **Formal Feedback:** At the end of the semester, a formal feedback is collected by means of an anonymous feedback form from each student. The director counsels the faculty member, in case the feedback is poor and suggests ways and means of improving feedback.

File Description	Document
Any additional information	View Document

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

Response: 0

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
0	0	0	0	0

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

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

Response: 100

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
3	2	2	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 18.33</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 57</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 1</p>	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document
<p>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</p> <p>Response: 0</p>	
<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>	

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

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

1.3 Curriculum Enrichment

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

Response:

The institute always emphasizes on the role of human values and professional ethics in day to day life as well as in the corporate world. Most of the courses touch upon these issues in some form or the other. Given below is the list of courses that have integrated these with the course contents.

Organisational Behavior: This course helps students understand how and why people behave in organizations as they do, either as individuals or in groups and how their behaviors affect their performance and performance of the organization as a whole. It includes stereotypes and impact of such stereotypes and biases on perception and behavior. One of the stereotypes covered is gender. This helps the students to deal with customers, employees and society in general.

Human Resource Management: An important module in this subject is manpower planning wherein issues related to diversity are covered. It emphasizes on need for gender balance and its importance to organization and society at large. Issues of equity and fairness are also discussed.

Financial Accounting: This course has a session on 'Ethical Issues in Accounting' that covers the professional ethics that an accountant has to follow for ensuring transparency and good governance in organization

Strategic Management: This course deals with the process of Strategy Formulation, Implementation & Evaluation. The course also covers importance of value system of individuals and organizations while developing the business strategy. The course also discusses the importance of merging CSR strategy with the Business Strategy so as to achieve sustainability and address environmental issues as well.

Marketing Strategy: The course introduces the students to importance of planning, executing and monitoring in strategy (marketing) formulation. The course emphasizes on professional ethics and values that form the basic fabric of companies and the need for marketing strategy to align with the same.

Consumer Behavior: The course dwells on conceptual insights into key aspects such as social, psychological and other factors that influence consumer behavior. This subject also touches upon consumer rights and consumer welfare that is an essential aspect of code of ethics. The course deals with

changing role of women as consumers and how their position and role has changed with time.

Trends in Marketing: The course develops an appreciation of the impact of rapidly changing environment on marketing strategies and giving insights to students to respond to these changes. The course includes a session on Green Marketing that drives home the point of environment sustainability and need to conserve environment. The course also includes a session on understanding women as consumers thereby acknowledging and identifying that the needs of women are different.

Financial Markets & Institutions: The course deals with different components of the Indian Financial system and their functions. Since financial markets have an enormous impact on the economy, it is regulated by various government bodies like SEBI. The course also touches on how human values and professional ethics play an important role for managers dealing with financial markets especially when it comes to financial planning

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

Response: 14

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

Response: 14

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 77.88

1.3.3.1 Number of students undertaking field projects or internships

Response: 81

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

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

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
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 2.31

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
2	1	3	5	2

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: 92.33

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
60	44	60	61	52

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
60	60	60	60	60

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[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: 100

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
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

A student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers is a slow learner. We believe in imparting additional help to them in classroom.

Slow learners may be identified by observing following symptoms:

- Slow learners tend to perform at their ability level, which is below average.
- In order to grasp new concepts, a slow learner needs more time
- We notice an issue of self-confidence in them.
- They are prone to anxiety, and, low self esteem

Faculty members are instructed by the Director to identify slow learners and advanced learners in their early interactions in the class. Around three weeks after the commencement of the first semester a faculty meeting is held to discuss these students. Thus the institution assesses and recognizes the learning levels of students after admission in the first few lectures. Subsequent performance of students in tests and assignments is also used to assess this.

FCRIMS put special efforts for slow learners. They are highlighted below:

- FCRIMS organizes orientation sessions and create effective and conducive learning environment.
- The concerned faculty of that particular course discusses with the identified slow learners and tries to identify barriers to learning, if any.

- The mentor further counsels the student and focuses on follow-up of the student's progress during mentoring sessions.
- The faculty uses encouraging words and phrases that may have a positive impact and will boost slow learners to perform better.
- To help slow learners to understand the concepts better, the faculty repeats the topic, wherever necessary.
- We follow a concept of Learning through 'Key Points'. This specifically benefits the slow learners.
- Faculty members are advised to pay special attention to the learning and progress of slow learners. They do this by monitoring in class, quality of assignments and test performance, and tutoring, counseling and guidance where required.
- One of our observations is that 'slow learners' are often capable and talented in other areas related to managerial and life effectiveness, eg conscientiousness, inter-personal skills, creativity. We try to assess the person as a whole, rather than focusing only on the weakness. This helps us reinforce their strengths and build their confidence, while they improve on their academic performance. We also use peer tutoring (pairing slow and fast learners) where the faculty member feels that approach is appropriate.
- Appreciate efforts and good performance of slow learners in the class to motivate them to be active in the future classes.

Advanced Learners are also identified in a similar fashion and we undertake following activities to encourage them to perform better.

- Encourage them to participate in inter-college competitions and events
- Encourage them to acquire additional qualifications like NCFM certificate
- Provide guidance and encouragement to engage in research, writing papers etc.

2.2.2 Student - Full time teacher ratio

Response: 14.86

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:

We appreciate the value of student centric learning methods as it enhances their learning experience.

Experiential learning methods deal with the process of 'learning through experience'. In **participative learning methodology**, learning and teaching is undertaken '**with**' rather than '**for**' students, and its process and outcomes are owned by the team. Our **problem solving methodologies** consists of teaching students the use of generic or ad hoc methods in a structured manner, for finding solutions to problems. As a part of student centric methods of teaching learning process, we follow the following pedagogy:

1. Case study method: Faculty is encouraged to use case study method in as many topics as possible. It involves decision making element where students act as the Protagonist and take managerial decisions. Students get immersed in real working situations of a company. They acquire knowledge, skills and the ability of philosophizing to understand and evaluate various alternatives. They may not face same but will face similar situations when they will work in industry.
2. Faculty members are advised to include, as part of course-work, projects in which students have to undertake real life assignments and execute them. **Substantial learning happens when they** execute the task itself, and the learning is reinforced by the course instructor Example: Conduct Market Survey (BRM), conduct a Behavioural Event Interview (T & D), Comparative financial analysis of companies (Financial Accounting/Financial Management) etc
3. The institute conducts various events and activities that leads to experiential learning. Some of them are:
 - **Postmortem**- Builds a boardroom perspective and engages students in critical thinking, problem solving and decision making.
 - **You are the Judge**: Innovative ideas of the students are judged by their colleagues. It stimulates academic inquiry.
 - **Industrial visit**: These visits provide an opportunity to gain knowledge about various aspects of the functioning in industries.
 - **Budget dissection**: In this event students present on key sectors in depth affected by the union budget. This is followed by panel discussion from experts in the corporate world. It develops greater understanding about economy of our nation.
 - **FABS Market**: Students invest and create a marketplace and report the outcome of their experience, revenue and profit made and sample consumer survey. Event helps to develop entrepreneurial skills, sales skills, and understanding of 4 P's of marketing.
 - **Court Martial**: Students prepare business plans which are critiqued and analysed by their superiors, all industry professionals, who provide on-the spot feedback and ask pertinent questions. Learning potential: reflection, critical analysis and synthesis, opportunities for students to take initiative, make decisions and be accountable for the results.
 - **ABSTRACT**: This is inter-college Flagship event where students participate in the planning and implementation of the event.

Students are inducted into FCRIMS with an intensive session during which, through games and physical activities, they actively learn about strategy and effectiveness, team work, leadership etc. The students of HR specialization plan and execute these activities thereby leading to experiential learning for them.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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: 7

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

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

Response: 14.86

2.3.3.1 Number of mentors

Response: 7

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Creativity and innovation is the essence of teaching and learning in management education. Management Education systems around the world are changing and with this in mind, it is important that today, management education systems have to be more flexible, more adaptive, more creative and more innovative. Creativity and innovation in teaching learning process brings about interest and motivation which eventually lead to learning.

Innovation contains the idea of actually producing or doing something differently, making something

happen or implementing something new. Innovation almost always involves hard work; persistence and perseverance. The creative process is at the heart of innovation. It is a learning habit that requires skill as well as specific understanding of the contexts in which creativity is being applied.

We appreciate the value of creativity and innovation in FCRIMS and we explore ways for teachers to become more creative in their teaching methods. The Academic Policy urges Faculty members to innovate better methods for accomplishing learning goals. We have developed more innovative and creative ways to disseminate, share and facilitate knowledge development in students. A number of approaches to teaching and learning are considered and developed by us that help to nurture creativity and innovation amongst our students.

Some of the innovations that have been introduced are:

- An ice breaking sessions for fresher's as a part of experiential learning.
- Increasing role of practical work and 'learning by doing' including simulations like role-play, running a business for a day....
- Use of multi-media – for teaching and assignments
- Focused competency building activities, Eg Interviews with entrepreneurs, business news analysis, business games, group exercise, Book Reviews. Dedicated time is allotted for these activities.
- Increasing use of technology in classroom teaching
- Exposing students to new and emerging areas, enlisting guest speakers or outside resources, where required Eg Digital Marketing, Creativity and Innovation
- Choice of specialization is often a difficult area for students. We constantly look for better ways to guide our students. Apart from mentoring and coaching role of faculty, we have experimented with Alumni Panel Discussion touching this area and also specialization seminars conducted by senior managers in industry
- Building better resumes – to improve the quality of students' resumes, a Resume Building workshop was designed and is now executed every year as a part of 'Campus to Corporate' course. To provide better information to recruiting companies, a joint initiative of faculty and students designed and executed video resumes in 2016 and 2017
- Newsletters: To promote interest of students in their discipline we coined the idea of Specialization-wise Newsletters, published quarterly by the students since 2016.

2.4 Teacher Profile and Quality

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

Response: 87.5

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response:** 34.29

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
3	3	3	2	1

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years**Response:** 62.57

2.4.3.1 Total experience of full-time teachers

Response: 438

File Description	Document
Any additional information	View Document

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	View Document

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

Response: 32.5

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	3	3	3

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

At FCRIMS, the evaluation of the students is an integral part of the teaching-learning process. Internal in-semester evaluation carries 40 percentage weightage and the end-semester examination carries 60 percent weightage.

The faculty uses a combination of activities/assignments like Presentations, Case study, Quiz etc to fulfill the course objectives and ensure a fair assessment. The university mandates that out of 40 internal marks, 5 have to be earmarked for attendance & 5 for class participation. The faculty uses a combination of individual and group assessments thereby evaluation the students on various abilities like leadership, teamwork, motivation, attendance etc.

The University of Mumbai has adopted a Choice based Credit System from the year 2016-2017 and the

institute implements the same. Generally a student registered to a Master's degree program needs to earn a certain number of credits to qualify himself/herself for the degree. We have continuous Internal Evaluation System which is an integral part of teaching and learning process.

Following initiatives are taken:

- A Session Plan containing the evaluation plan for each course is given to students and explained by respective faculty.
- Attendance of students is closely monitored and communicated to the students. Defaulters receive early notice of their lapses and are urged to meet the attendance deficit by regularly attending classes.
- The attendance of the students in class and examination is monitored by the Director and the necessary feedback is given to the concerned students.
- 5 % of marks are allotted for class participation and Faculty use different means to evaluate this.
- Fourth Semester (Final) Projects (200 marks) - CSR Project and General Management Project. To make the evaluation continuous and to improve performance of students, evaluation of this projects was made continuous and more robust.
 - Evaluation was done at 3 levels – Proposal Seminar, continuous interaction with and feedback from the guide, Final Presentation & Viva
 - To make it more robust two evaluators (as against a single evaluator) were assigned to each project.

The above initiatives bring reforms in Continuous Internal Evaluation System (CIE) at the institutional level and thus help the students to get an opportunity for impartial and just evaluation

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

Response:

FCRIMS is transparent in internal assessment. The institute follows the guidelines for assessment criteria laid down by Mumbai University. Faculty shares and explains course evaluation plan, along with Session Plan, so that all the students are made familiar about the process of internal assessment that would be followed by each faculty.

Internal Evaluation is based on a number of different parameters – Tests for individual assessment, Attendance, Class participation, and group/individual assessment of Projects/Presentation, Case discussion, etc. The policy of the institute is that evaluations should be paced throughout the semester.

Student performance in tests is shared and answers discussed in the class so students know the reason for the marks scored.

Attendance of students is closely monitored and attendance data of each student is put up on the notice board monthly.

The Institute makes every effort to give wide publicity to its assessment process.

The pattern, quality and correctness of the question papers prepared by the faculty members for the semester end examinations are verified by the Head of the Departments. Semester end examinations are conducted by the institution, overseen by the institute's examination cell ensuring that reforms are carried out for fair evaluation. To ensure proper conduct of semester end examinations, two invigilators are assigned to each hall. Assessment is done by the course handling faculty members within fifteen days from the date of examination.

Marks for the semester end examination are displayed on the notice boards within forty days of the examination.

The semester end university examinations are conducted for the university papers at a center other than this institution. The University level examinations are conducted with strict adherence to the prescribed norms under close supervision of the Director/controller of examinations. The assessment of university examinations are declared and displayed on university web site.

To ensure quality of final semester projects, the proposal seminars are conducted by Project Review Committee along with the project guides. The end examination for the summer internships/projects is conducted by internal examiners.

This Transparent and robust internal assessment in terms of frequency and variety monitors the scholastic and formative aptitude of the students. This pattern of assessments is used for improving teaching methods and enriching the curriculum. It also leads to designing the training programs at different competency levels for improved placements

File Description	Document
Link for Additional Information	View Document

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

Response:

Institute practices a transparent and effective grievance redressal mechanism. Grievances are received in writing and students need to fill the reexam form.

Institute level examination:

The institute level examination related grievances are handled by the Exam Cell to make it time bound and transparent. The marks awarded for the class test as well as semester end exams, which constitute the internal assessment component are shared with the students. The exam section displays the assessment report by cross checking the statement of marks as submitted by the respective faculty member of the department.

If a student has a grievance:

- The student is entitled to apply for retotaling/revaluation in written examination (end semester) within 5 days of declaration of results
- If any discrepancy is noticed, the faculty concerned may rectify and necessary corrections may be made.
- The list of failures is displayed on the notice board with the schedule of re-exam.
- The faculty sets a fresh question paper for the reexamination and the results are declared within a week of the reexam.
- The students are given marksheets for Sem1 and Sem 2 as these exams are conducted at the institute level.
- The entire process is monitored by the chief examination-in-charge.
- The entire process is done well before the deadline for submitting/uploading marks to the university.

University examination evaluation grievances:

As per the Mumbai University syllabus, examination & assessment of one core paper in Sem 3 & Sem 4 is conducted by the University. The university settles the grievances using its own mechanism. The redressal of grievances regarding university examinations is through the following process:

- For grievances related to university level assessment, the institute assists and guides the students in getting them re-dressed.
- The student is entitled to apply for retotaling /revaluation in theory subjects within 15 days of declaration of results by paying the prescribed fee to the University.
- The University will process all such applications, consider for revaluation/ retotaling and declares the result.
- The University issues marksheets for Semester 3 & Semester 4 to the institute and the same are distributed to the students

Grievances related to the university examinations are addressed by the Examination Department of Mumbai University. The college guides students through this process and is the channel for forwarding these grievances.

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

Response:

The academic calendar issued by the Mumbai University forms the basis for designing institution academic calendar. The academic calendar is prepared well in advance in faculty meeting before the commencement of the semester.

The Academic Calendar is prepared in two stages:

- Academic Year wise: Semester start and end days and vacations. Every June this is done for the next academic year.

- Semester wise: Teaching days, examination days, and days for special activities are ear-marked before the beginning of every semester. For in-semester evaluation for each subject, the concerned faculty member announces the dates for assessment.

Faculty co-ordinator appointed for the first half and second half of the academic year, prepares the timetable as per the guidelines of Mumbai University for the number of credit hours for each course prior to the commencement of the semester. Timetable is then, made available to the faculty and students. Timetable is displayed on the notice board

Examination schedules are not changed, except under very exceptional circumstances. By and large the college events occur as scheduled in the academic calendar. Changes, if any, are made on account of unforeseen circumstances, and after considering all round impact, especially any possible adverse impact on students.

File Description	Document
Link for Additional Information	View Document

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:

The Masters course in Management Studies by Mumbai University provides a comprehensive basis for a career in corporate/ business and is flexible enough to let students pursue the areas that particularly interest them. It is designed to equip students with the skills and self-confidence to effectively manage and adapt to a wide range of competitive and constantly changing business environments. The compulsory courses allow students to develop core business skills. Students can build on these skills by selecting specialization areas like Marketing, Finance, Human Resources and Operations.

Program Outcomes (PO) are what knowledge, skills & attitudes a student should have at the time of completion of course. The MMS Program Outcomes defined by us and are published on the college website www.fcrims.com and shared with the students during their induction/orientation programs. Program Outcomes are achieved through curricular and co-curricular activities.

We have also articulated Program Specific Outcomes for each specialization area. These are given to the students of respective specializations and discussed by the concerned faculty member in class.

Course Outcomes (CO) are statements that describe what students should be able to do at the end of the course. At the beginning of the semester, all the faculty members prepare course outcomes and session plan. Session Plan has to ensure that all course outcomes are attained at the end of the course. Each faculty takes responsibility as a mentor, counselor, facilitator, guide, assessor, and finally as a teacher in the teaching learning system. Course Outcomes are embedded in our syllabus and Session Plan for each course.

The institute has clearly stated all program outcomes, program specific outcomes and course outcomes for each course. The course outcomes of each course are made known to the students and faculty. Hard and soft copies of the syllabus are distributed to all the students which contain details of the outcomes. University syllabus is also made available in the library for student to access it.

The faculty, industry and alumni are actively involved in suggesting program outcomes, program specific outcomes and course outcomes of all programs in the institution, apart from what is stated in university syllabus.

The institute collects the feedback regarding the syllabus from different stake-holders, including students, to establish quality and continuously improve the program.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The teaching, learning and assessment strategies are closely structured to achieve intended learning outcomes.

The institute believes that POs, PSOs & COs are linked to each other. All Course Outcomes converge in Program Specific Outcomes that in turn converge into Program Outcomes. So attainment of Course Outcomes is critical to attainment of Program Specific Outcomes & Program Outcomes. Each faculty shares module-wise schedule for teaching, lesson plans, assignments, projects, field visits to facilitate the achievement of the intended learning outcomes.

The institute ensures that the attainment of COs takes place through the following means:

1. The faculty shares the Course Outcomes in the first lecture itself and students are advised to bring them in every class. The faculty explains in each lecture, about the Outcomes achieved in that lecture.
2. The lecture slides are expected to carry Course Outcomes in the beginning of the presentation.
3. The evaluations also mention the Course Outcomes that are being tested through them.
4. It is mandatory to specify attainment of which Course Outcome is evaluated through each question of the end term paper.
5. The faculty has to ensure that attainment of all Outcomes are ensured through internal and end term assessment.

6. A student who passes the course can be considered as having attained the prescribed Course Outcomes.
7. On similar lines, a student passing the MMS program can be considered as having attained the Program Specific Outcomes and Program Outcomes.
8. The performance of the student in the assessment is an indicator of the level of attainment of the Outcomes.

To summarize, each question in the assessment is for ensuring attainment of course outcomes.

Further the Student feedback, also captures the coverage of syllabus and hence attainment of COs.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 97.56

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

Response: 40

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

Response: 41

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.35

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: 2.67

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	0.86	0	1.01	0.80

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 14.29

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Any additional information	View Document

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

Response: 2.5

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

Response: 5

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

Response: 10

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:

The FCRIMS has taken initial steps towards developing ecosystem for innovations and various knowledge transfer methods. FCRIMS promotes and facilitates knowledge creation, innovation and entrepreneurship activities. The institution recognizes the importance of research and development for the long term academic growth as a knowledge sharing method. Therefore, the faculty and students are encouraged to actively participate in research and publications.

The institution has an MoU with CIBA (Centre for Innovation and Business Incubation) to create an ecosystem for innovation and other initiatives for business start-ups. The MOU includes sharing and transfer of knowledge to encourage, educate the students and faculty by means of project works in the curriculum and off the curriculum.

An annual activity, Court Martial, is aimed at spurring creativity and entrepreneurship as students prepare and fiercely defend business plans.

Faculty is motivated to undertake minor and major research projects from various funding agencies. Identification and assisting for finance from Management as well as from Mumbai University is under consideration.

FCRIMS addresses the issues of research and creates awareness among the students and faculty by motivating them to conduct/ participate in workshops. Guidance for publication of papers/articles in reputed journals is imparted to faculty. Faculty is encouraged to increase their number of research publications and to organize seminars and workshops.

Coursework, literature and analysis of data for research require the students and faculty to make optimal use of the library, computer lab and other research facilities. Students are given class assignments which require utilization of the library and computer lab facilities. Faculty members are given an opportunity to contribute and publish research papers using the research facilities including MS Excel, SPSS, Excel packages, office 365.

The following facilities are made available to students and faculty members:

- Library facility.
- Software and statistical packages
- Additional book borrowing facility

- Sponsorships to participate in conferences
- Facility to interact with the faculty who have an expertise/ working on similar topics.

- Training programs in Advanced Excel.
- Orientation programs in Research methodology
- Services such as High-speed Internet access, links to higher education resources (knimbus)

The library subscribes to e-journals and books in addition to the hard bound subscriptions.

More than 30 research papers are published by faculty members and students is an evidence of the utilization of the research facilities created in the institute.

We invite eminent personalities from small and large industries and organize seminars and workshops with them. The faculty and students are encouraged to visit various industries to interact with industrial experts regularly.

The Institute has initiated process of establishing a Research and Development Cell

File Description	Document
Any additional information	View Document

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

Response: 3

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
1	1	0	1	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

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

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

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

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 0

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	View Document

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

Response: 0.57

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
0	1	1	1	1

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

The students at FCRIMS participate actively in community development programmes. Through extension activities institution makes students aware of issues like social justice, makes them responsible citizens, sensitive to social needs, and eager to contribute to the community. The active participation of students in social service activities gives them an opportunity to understand the lives and difficulties of the underprivileged section of the society thereby instilling a feeling of empathy and courteousness. FCRIMS strengthens the sense of civic responsibility and actively involves students in community service activities leading to their holistic development.

Institute organizes a number of activities to promote institute – neighborhood - community network to sensitize the students towards societal needs and bring about social change in the surrounding communities. Institute is fully aware of its onerous responsibility of producing world class citizens and has an objective of imbibing service orientation and feeling of reciprocity among the students. The institution promote Institute -neighborhood network and student engagement, contributing to the holistic development of students and sustained community development.

Some of the activities contributing to this cause are:

Sr. No	Activity
1	Blood Donation camp
2	Basket of kindness
3	Tree Plantation (Clean and green activities and Awareness on Environment protection.)
5	Republic day Celebration

6	Independence day celebration
7	Martyr's Day
8	Teachers day celebration
9	Women's day celebration
10	Flagathon
11	Balbhavan (Cultural programs for orphans.)
12	Volunteering during Ganesh Visarjan (immersion)with Navi Mumbai police
13	Visits to Old Age Homes

Faculty members as well as students are encouraged to participate in collaboration with other organizations in carrying out social outreach programs. Information regarding these programs is disseminated through notices and faculty members. Institute appreciates the services provided by students and faculty by considering their working for such activities as on duty.

Institute integrates extension activities in the academic calendar. Sustenance is achieved by successive batches of students. The programs are conducted by the institution as part of extension activity. Student bodies of the Institute interact with NGOs and serve the community. In semester 4, students undertake a project on CSR as a part of their curriculum and they do it with serious involvement with NGOs.

Institute has a systematic process to ensure the participation of all the students in social activities. Participation in all such activities is one of the important criteria for awards and inculcates good citizenship. Institute plans and organizes extensions and outreach programs through the agreements with voluntary organizations and NGO's.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

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: 17

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
6	5	2	2	2

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

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

Response: 32.31

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
88	80	0	0	0

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

3.5 Collaboration

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

Response: 3

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
0	1	1	0	1

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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: 5

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
1	2	1	0	1

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institute has adequate facilities for Teaching Learning as per the minimum specified requirement by statutory body. The facilities provided are as follows:

Classroom : 5 Air Conditioned classrooms, each class equipped with Computer, LCD projector, white board, comfortable desk/table and chairs, well painted and equipped with blinds giving an ambience conducive to learning.

Tutorial Room : 1 Air Conditioned Tutorial room with white board, comfortable table and chairs, well painted and equipped with blinds giving an ambience conducive to learning.

Exam Cell : 1 Air Conditioned Exam cell, comfortable table and chairs, well painted and equipped with blinds giving an ambience conducive to monitor exam related work confidentially. The exam cell is under CCTV surveillance.

Resource Centre : Air Conditioned Reference Library in FCRIMS (exclusive for FCRIMS) and a Central Library in our Complex , for issuing books, house 5074 Management books, 16 National and 2 International journals/reports. It is managed by a full time qualified Librarian. The Institute subscribes to E-Journals - J-Gate, EBSCO , Knimbus & McGraw Hill E-books.

Computer Lab : Air Conditioned with 33 PCs, with MS Office and other applications (including SPSS & Office 365) with Internet connectivity (20 MBPS).

a) 13 PCs for teachers/staff and 5 PCs in classrooms.

b) WI-FI access to internet from anywhere in the floor for use on students' laptops and mobile phones.

Summary of the facilities is in the table below:

	As per requirements of AICTE	Actual
Student - Teacher ratio	15:1	15:1
Class rooms and tutorial rooms	5	5
Computer Lab	1	1
Computers	30	33
Printers	2	5
Scanners	1	2
Xerox equipment	1	1

It may be observed that the facilities available are more than the facilities required.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The Institution has world class facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc. and cultural activities. These include:

1) Sports facilities – There are many sports facilities available for FCRIMS students. Since the institute is a part of Agnel Group of Education Institutions, these facilities are used by all students who are a part of the Agnel family. These facilities are managed by Agnel Charities. The students are briefed about these facilities during their orientation.

	Area/size	Year of establishment
Gymnasium	2500 sq.ft.	1999
Facility for outdoor sports	19520 sq m.	1984
Facility for Indoor sports	3441 sq .m	2007

1. **Health Club** – Established in 1996, it has a gymnasium with a trained instructor and facilities for Aerobics, Sauna & Steam bath.
2. **Basket Ball Ground** – Established in 1996, this basketball court is of international standards where national tournaments are often held.
3. **Foot Ball Ground** – A floodlit AstroTurf has been operational since 2010, it is used by our students every year during the college Festival, ABSTRACT.
4. **Agnel Sports Complex**- Established in 2008, it houses a half size Olympic pool and an Indoor Sports Complex with a Gymnastic Centre, Table Tennis Courts and a Shooting Club.
5. **Carrom** – For Indoor sports facility, carrom board is provided to students which they can use during their free time.

2) Other Facilities:- For cultural and other activities

- a) 200 seat Auditorium (shared facility in the Complex.) is available for our institute to conduct various activities like Art of Survival, Abstract, Alumni Meet, and Budget Dissertation.
- b) Entrance Foyer and open space for outdoor events like Abstract, Fabs Market, and Flash Mob.
- c) For smaller indoor events our large classroom (Lecture Hall 1) can accommodate up to 150 people.

d) Medical Centre – This provides free consultation of a qualified doctor everyday between 4.30 pm to 6.00 pm. Established in the year 1999, it is used as and when required by staff and students.

e) Yoga Centre/Meditation room - Established in 1982, with an area of 121.61 sq.m.

f) Clouds Cafe – It caters exclusively to staff and students of FCRIMS. It provides snacks and beverages to students with streaming online Radio for news. Established in 2001, this facility is used by approximately 40 to 50 students per day.

g) Common Cafeteria -- Provides snacks, lunch, dinner and beverages to our students and staff members, services are availed as and when required by staff and students of the entire complex.

File Description	Document
Link for Additional Information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 5

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

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

Response: 10.81

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
3.5	28	0	0	11

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

There is a dedicated Resource Centre on the 4th Floor for the Management students and faculty members. The Resource Centre has a collection of more than 5000 books, journals and magazines. For the year 2018, the B School has subscribed for 31 print journals including magazines. The B School has subscribed to e-resource packages like EBSCO & KNIMBUS and both the students and staff has access to the same. Our latest addition is our subscription to e-books McGraw Hill Express Library. The Resource Centre has a rich collection of various newspapers like Times of India, Financial Express, Economic Times, Business Standard, Mint, Hindustan Times and DNA etc. There is also a Central Library on the 1st Floor of the campus Admin building, which is a common library for the students of the technical education complex. The library uses KOHA software for daily issuing and returning of books. The operational hour for the MMS Resource Centre is from 9:00 Am to 05:45 Pm. The Central Library timings are from 08:30 AM to 11:00 P M. We also have a facility of accessing rare books collections through a link www.rarebooksocietyofindia.org

Library is automated using Integrated Library Management System (ILMS)

Year	ILMS	Automation	Version
2013-2014	LRMS Inhouse Software	Partially	VB6 SQL Server
2014-2015	LRMS Inhouse Software	Partially	VB6 SQL Server
2015-2016	LRMS Inhouse Software	Partially	VB6 SQL Server
2016-2017	LRMS Inhouse Software	Partially	VB6 SQL Server
2017-2018	KOHA Open Source	Partially	16.11.01.000

File Description		Document	
Link for Additional Information		View Document	

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

Response:

1. Name of book: SABDA-VEDA (A Collection of Eleven Samhitas of Four Vedas)

Name of publisher: Rajasthan Patrika Prakashan

Name of the author: Compiled and Presented by K C Kulish

Editor: Kailash Chaturvedi, Ex-principal, Maharaja's Sanskrit College, Jaipur and Ex-Director, Sanskrit Education, Rajasthan

Number of copies: one

Year of publishing: July 2000

2. <http://www.rarebooksocietyofindia.org>

We encourage students to access the above link and gain knowledge provided in these rare books.

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:** B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 4.25

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
3.75	4.23	3.45	4.97	4.87

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

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 9.91

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

Response: 11

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institution frequently upgrade its IT facilities including Wi-Fi.

PREVIOUS Set-up (upto June 2016)

Sr. No.	Client Details	No. of PCs	Server Details	Connectivity / Set-up details
01.	Pentium IV 3.0 GHz, 1 GB RAM, 80 GB HDD, 14" LCD Microsoft Keyboard mouse.	35	No. of Server: 01 Pentium IV 3.0 GHz, 1 GB RAM, 80 GB HDD, 14" LCD Microsoft Keyboard mouse.	Operating System clients was Windows XP and it was connected b LAN to the Server which had 2003 operating system.
02.			IP COP Firewall Server 01 No. Pentium IV 3.0 GHz, 1 GB RAM, 80 GB HDD, 14" LCD Microsoft Keyboard mouse.	IP COP Server ver 1.4.21V, used for content filtering ar bandwidth manage

UPGRADED Set-up (July 2016)

Sr. No.	Client Details	No. of PCs	Server Details	Connectivity / Set-up de
01.	Diskless Client INTEL Core i3, 4 Gen, 4GB DDR-3 RAM, Microsoft	33	No. of HP Blade Server: 02 Nos. HP DL 320e 1U Rack with RAIL Kit Speces INTEL Xeon E3 – 1220V3 / 8 GB / SMART ARRAY, B-120 RAID	Diskless C system W

	Keyboard mouse, 14" LCD .		0.1/DVD RW/300 WATT NON HOT PLUG / Giga LAN	2007 which hard disk connected Virtualiza configurat (1)-HP Bl running V with 2 vir operating 1-Window 2-Window (2) HP Bl used as a having Wi 2008 oper system.
			The above servers (02 Nos.) were upgraded to 32 GB RAM each in the month of Sept.2017.	

FIREWALL SERVER

IP COP Firewall Server - 01 No.

OLD Configuration	UPGRADED Configuration	Function
(From Oct. 2005 to June 2016)	(From July 2016 onwards)	
Pentium IV 3.0 GHz, 1 GB RAM, 80 GB HDD, 14" LCD Microsoft Keyboard mouse.	INTEL Core i3, 4 Gen, 4GB DDR-3 RAM, 1 TB HDD, Microsoft Keyboard mouse, 14" LCD .	IP COP Server vers used for content fil bandwidth manage

Wi-Fi CONNECTIVITY FOR – FCRIMS – 4TH FLOOR

OLD Configuration	UPGRADED Configuration	UPGRADED Configuration	No. of Wi-Fi Access Points
(From Oct. 2005 to June			

2016)	(From July 2016	(From July 2018	
D-Link access point AP2100	D-Link access point AP3200	EDIMAX 5IN 1 Router	09 Nos.

SOFTWARE

Sr. No.	OLD Software (From Oct. 2005 to June 2016)	UPGRADED Software (From July 2016 onwards)	Remark
01	Windows 98	Windows 2007	Sr.No.01 to 04 softwares have Microsoft Campus license
02	Windows XP	Windows 2010	
03	MS Office 2003	MS Office 2010	
04	Server 2003	Server 2008	
05	SPSS 17.0		
06	Moodle		

INTERNET BANDWIDTH – FCRIMS – 4TH FLOOR

OLD Bandwidth (upto 2016)	UPGRADED Bandwidth (July 2016)	Remark
12 MBPS	20 MBPS	

4.3.2 Student - Computer ratio**Response:** 3.15

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**>=50 MBPS****35-50 MBPS****20-35 MBPS****5-20 MBPS****Response:** 5-20 MBPS

File Description	Document
Any additional information	View Document

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

Response: No

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

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: 6.66

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
5.05	7.43	6.08	2.08	6.76

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

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:

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

Physical & Academic Facilities – Utilization & Maintenance

The campus is under CCTV surveillance.

Classrooms: The classrooms are titled LH1 – LH5 and vary by size and seating capacity.

LH1 is allotted for MMS 1st year, LH2 to LH 5 is allotted for MMS 2nd year

Classrooms are equipped with PC, mounted LCD projectors, white-boards, sound system, air-conditioning, lights, comfortable tables and chairs. LH1 & LH 2 have microphones for voice amplification.

Students and staff are briefed on how to use equipment so that it works well and does not break down frequently. In case of Equipment mal-function, the concerned staff / student informs the Director / DG who gets it attended to.

Cleaning: Designated staff is assigned to clean offices / other spaces regularly.

All equipment is checked and, where required preventive maintenance is carried out.

LIBRARY:

Reference Library situated on the floor is usually available from 9.00 am till 6.00 pm on all working days. Issuing of books and periodicals is permitted. Maximum duration for borrowing books from this library is 2 days.

Central Library of the complex has a section for Management Books for FCRIMS students.

Timings are usually from 8.45 AM till 11.00 PM, 2 Books may be issued against ID cards for duration of 7 days at a time. Fines are levied on students for not return books in time

Photocopying Room: A register is maintained by the attendant, recording volume by department / individual staff member. A fee is charged to students and staff for copies required for personal use.

Computer Lab: The Computer Lab has computers, internet and printing facilities. It is available for use by students during notified timings. The lab is frequently used for conducting workshops/lectures/aptitude test and exams.

Hangouts, Clouds café & Placement Cell are available to students as per their requirement.

Wash-rooms and common rooms – separate for males and females

Faculty Offices: Each core faculty member is provided with an individual cabin.

Equipment: Elevators, air-conditioning, lights: The institute is centrally air-conditioned and has an elevator for its exclusive use. They are provided with generator backup.

Wherever internal resources are available in the Institute or Complex, facilities maintenance is done in-house. Else, it is contracted out.

Statutory Inspection/ maintenance includes Fire Drill, Pest Control, Painting, AC Maintenance

Sports Facilities: These are managed and maintained by Agnel Charities and are available to FCRIMS

students.

All decisions related to allotment and utilization of infrastructure are taken by the Director/Director General - All decisions regarding acquisition and maintenance of infrastructure are taken by Director General. Shared Infrastructure: Suggestions / Recommendations are made by Director, FCRIMS. Decisions are taken by Managing Director (ATEC) on utilization and maintenance of infrastructure

NAAC

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: 21.52

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
19	23	31	21	26

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
Any additional information	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: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 71.94

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
92	97	104	56	48

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

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

Response: 65.62

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
104	104	79	51	20

File Description

Document

Details of the students benefitted by VET

[View Document](#)

Any additional information

[View Document](#)

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

Response: Yes

File Description

Document

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)

5.2 Student Progression

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

Response: 86.21

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
34	54	48	45	54

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

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

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 60

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
2	1	0	1	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
2	1	0	1	0

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

5.3 Student Participation and Activities

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

Response: 2

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
0	1	0	1	0

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

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

Response:

College creates a platform for the active participation of the students in the various academic & administrative bodies including other activities. This empowers the students in gaining leadership qualities and execution skills.

Each batch has two Team Leaders (TL) one girl and one boy. TLs are elected by the student body, after understanding the role of a team leader. Elected Team Leaders receive guidance on executing their role from the Director. They act as a bridge between the Management, the Faculty and the Students and are encouraged to be pro-active.

The role and responsibilities of TLs are as follows:

- The TLs bring forward the views and suggestions of the entire class with respect to the faculty, subjects, syllabus and other things related to the class.
- They convey all the important messages and policies to the students.
- They are members of Academic Council, Students Council & IQAC
- They are the Face of the Student Body in the Anti-Ragging Committee and Grievance redressal committee.

Apart from TLs, other students are also part of different committees. The institute has formed nine committees which include faculty and students. These committees have pre-defined objectives and meet periodically. Selection Process for each committee is as follows:

- The faculty mentor will be assigned by the Director, FCRIMS
- Students will be asked to volunteer to be in this committee.
- If the number of volunteers exceeds the vacancies or less than vacancies, then Director take decisions.

List and responsibilities of different committees are discussed below:

1. **Placement Committee:** Placement Committee is a team of highly motivated students, mentored by the Placement Officers, who work towards achieving the goal of obtaining the desired placement offers and internship for the students.
2. **Guest Lecture:** Guest lecture committee is responsible for arranging guest lectures of eminent personalities from various Industries and Institutions to acquire valuable information from their Experiences.
3. **Alumni Committee:** Alumni committee acts as a platform where the existing students and the alumni can interact for a healthy, mutually beneficial relationship. The committee is responsible for keeping record of all Alumni's and organizing Alumni Meet.
4. **Social Media Marketing:** The students of this committee are responsible for updating of contents on social media pages of college. The committee is also responsible for developing content for advertising campaigns of the institute.
5. **Events Committee:** Event Committee is responsible to plan and organize different events throughout the year.
6. **CSR Committee:** CSR Committee is responsible for organizing various CSR activities in the institute round the year.
7. **Sports:** Sports Committee is responsible to organize various sports activity for FCRIMS.
8. **Library:** Library committee creates awareness of available resources of the library among students and gives suggestions for improvement in library facilities.
9. **Infrastructure:** Infrastructure committee is responsible for better utilization of Infrastructure facilities of College and propose future plans

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**Response:** 3.2

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
4	3	3	3	3

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

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

The alumni strength has contributed to the college in the following ways:

1. Guest Lectures: Consistently every year alumni's have been called to deliver guest lectures at the B School.
2. Visiting Faculty: Mr. Amol Mahale (AVP, Agency and Trust Services, Citibank) from batch 2007-2009 has been the visiting faculty for Company law since past 8 years.
3. Career Guidance lectures were conducted by the alumni's Jitesh Totlani (Director- FMCG, west Zone, Nielson) of batch 2003-2005 and Amol Mahale (AVP, Agency and Trust Services, Citibank) of batch 2007-2009 in the past.
4. Events: Alumni have contributed to the college events such as Court Martial and Abstract by being a judge. In the annual Budget seminar, the institute invites alumni as one of our panelist to share his/her knowledge on the Budget.
5. Leads received from the alumni are:

Alumni Name	Batch	Company Leads Received
Nishant Mulchandani	2013-2015	Cheers Interactive
Pratiksha Shetty	2013-2015	Paytm
Sajit Nair	2013-2015	Foodhall(Future Group)

Sujal Khadye	2014-2016	Webxpress
Ziyanurrah Ansari	2014-2016	DBS Bank
Shamsiya Idressa	2016-2018	Morning Star India Pvt Ltd.

FCRIMS started functioning of its first batch from the year 2001. Currently the college has 17 batches of alumni who are all doing great at places. To mention a few from the first 5 batches:

Sr. No.	Name of the Student	Batch	Position
1	Ajit Talreja	2001 -2003	AVP Deutsche bank
2	Neeta Nawathe	2002-2004	VP, Sales, Global Liquidity & Cash Management – HSBC.
3.	Gautam Jain	2003-2005	AVP , Wealth Management , BNP Paribas
4	Gaurav Shukla	2004-2006	Director – Human Resources and Administration, Ferring Pharmaceuticals Pvt. Ltd.
5	Neha Mavani	2005-2007	Sr. Marketing Manager , Star India

The B-School has also done Alumni Interface on 12th July 2014, 26th July 2014 and 2nd August 2014 which was aimed at:

1. Illustrating the realistic scenario of corporate world to the students
2. Making the students aware of the current challenges faced in the corporate
3. The gap which the students require to bridge as they enter the corporate world.

The Alumni Interface was concluded with a Q & A session where the students got an opportunity to interact with this panel of elite alumni. The alumni panel consisted of:

Sr. No.	Name of the Student	Batch	Position
1.	Gaurav Shukla	2004-2006	Director – Human Resources and Administration, Ferring

2.	Abhijeet Patil	2003-2005	Pharmaceuticals Pvt. Ltd. Hypercity, DGM –Marketing and Visual Merchandising.
3.	Prajakta Patil	2003-2005	Merchandiser - Shoppers stop
4.	Deep Puri	2007-2009	Sr. Sales Officer - Solar - Eureka Forbes
5.	Akanksha Puri	2007-2009	Free lancer Content Writer

On 14th Oct 2017, FCRIMS had an alumni meet for its first 8 batches, which was conducted with the aim of sharing the college's growth and achievements till date. It also gave a common platform to our students and alumni for interaction. It also helped to track the alumni's growth and achievements and in what way can he/she give back to the college.

File Description	Document
Link for Additional Information	View Document

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	View Document

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

Response: 1

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	0	0	0	0

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Our Vision

We aspire to scale the heights of competence to evolve as elite B-School offering world-class services to students thereby transforming them into confident corporate leaders with good governance

Our Mission

Consistent with our vision we shall provide excellent business education stressing on individualized attention. We on a continual basis shall develop innovative participative teaching learning processes to ingrain desired managerial and leadership skills of high order.

The institute's Director is responsible for ensuring that the activities and functioning of the institute is aligned with realization of its Vision and Mission, while meeting the requirements of Mumbai University and regulatory agencies. The director is also responsible for good management of the institution in general.

From its inception, the institute has believed that tapping the collective wisdom and energy of important stake holders, especially students and faculty members, is a powerful source of innovation. This approach also ensures that students' managerial and leadership are developed through an immersive 'doing' approach, underlining the belief that students can be transformed into competent and ethical managers by encouraging them to own up various activities carried out at the college.

Thus, involvement of faculty and students in decision making and adherence to regulations set up by Mumbai University are the two parameters that best explain the nature of governance at Fr. C. Rodrigues Institute of Management Studies. Every faculty member is aware of the institute's vision and mission and this/her role in ensuring their realization through in-class and out-of-class activities managed, mentored or facilitated by them.

The institute has several committees which has student representatives as well as faculty member. The students create an action plan to achieve the desired objectives. The faculty member is a mere facilitator while students carry out activities as part of these committees. Some of the committees are Social Media Marketing committee, Infrastructure committee, Alumni Committee etc. This gives the students a holistic view of the working of the institute and helps in student engagement. The thrust on entrepreneurship is evident right from the beginning of the course. The institute has events like FABS market and 'Court Martial' that promote the spirit of entrepreneurship.

As students of business management it is important that the students be aware of their changing environment. To create interest about business news in students, a newspaper article review is carried out in one of the courses in Semester 1 itself. An event is conducted in the institute once the annual budget is

announced. Students make presentations on impact of budget on different sectors of the industry. This is generally followed by a panel discussion.

In tune with the mission of the institute, as we have an intake of only 60 students, we can ensure we can provide individual attention. On an average each specialization has 15 to 20 students, thereby enabling one to one interaction between students and faculty member. The institute strives for continuous innovation in teaching methodology by incorporating activities like role play, case study, industry assessment activities, workshops etc.

6.1.2 The institution practices decentralization and participative management

Response:

Case Study: Organizing Alumni Meet

Alumni are amongst the important stakeholders for any Business School. At Fr. C. Rodrigues Institute of Management Studies, we understand that alumni play an important role in ensuring that we remain relevant. Though we interact with alumni on several occasions like panel discussions, guest lectures, mock interviews etc, the institute felt the need to organize a get together for alumni to interact with college and each other. The manner in which the alumni meet 2017 was organized demonstrates the successful use of team work and a decentralization which is the hallmark of functioning of FCRIMS

After receiving appropriate permissions and approvals from the management regarding budget for the alumni meet, the faculty members and non-teaching staff got into action. Series of formal and informal meetings took place and it was decided to plan and execute the event without a formal leader being assigned for the event.

The suitable dates were discussed looking at the commitments of college and 14th Oct 2017 was finalized as the date for alumni meet. The team broadly listed the action points for this and faculty and staff members volunteered for various roles and responsibilities.

Invitation & Follow up: The first round of invitations was done by the student co-ordinators and was later followed up by a team of 3 faculty members. This team comprised of senior most faculty members and an alumni who has now joined the institute as a faculty member. They mutually divided the batches and connected with the alumni.

Memento: The budget for memento was decided at the first meeting. Two faculty members were assigned the task of shortlisting the mementos and creating content that could be printed on the memento.

Hospitality: The responsibility of hospitality was with the Placement Coordinator, Registrar and the Admin manager. They scouted for various options and presented them at one of the meetings. Each member gave inputs on the menu and later the same was finalized.

Setting up of Venue: A senior member along with placement co-ordinator and admin manager was

responsible for setting up the main hall for the day. The activities included ensuring cleanliness of the hall, arrangement of chairs and tables in the hall, setting up of registration desks and memento counters. In addition to the main hall, the dinner area and the ensuring the necessary arrangements for caterers was also the responsibility of this team.

Activities during the meet: The task of involving and entertaining the alumni was with the student co-ordinators. The activities were planned and executed by the students after elaborate discussions with the faculty members.

The alumni meet was followed by an informal meeting of faculty and non-teaching staff to discuss experiences and identify the areas of improvement for such future alumni meets.

The involvement of team members was intense and they put their heart and soul in organizing this event without compromising on their other commitments. Alumni meet was a grand success and appreciated by all the guests (alumni)

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Example of Strategic Plan:

Strategic Initiative to improve the quality of projects in Final Semester:

Mumbai University had changed the MMS syllabus since batch 2016-2018. An interesting change was in the syllabus of Semester IV, wherein the students had to undertake three projects in different areas as against one project in the area of specialization.

The faculty members discussed the challenges they would face during these projects. The following were the challenges listed during this meeting:

1. Selection of topics
2. Allocation of project guide
3. Execution of project work

Selection of Project topics: Since the three projects would encompass three areas viz. General Management, Social Relevance Project and Specialization project, the team felt that students would need some guidance in terms of topic selection. Further the General Management project and Social Relevance Project were undertaken for the first time, there were no past projects that students could look at to understand the scope and nature of work to be done. It was decided that student would be allowed to

undertake a project with a NGO/NPO as part of the social relevance project. The team mutually decided that the minimum time spent at the NGO should be 20 hours and the NGO should be willing to give a certificate to the students acknowledging their contribution to the NGO. Those who did not wish to work in a NGO were permitted to do a study project in the area of Social Relevance.

The faculty team felt that though students should be allowed to select their own topic, some of them may need some hand holding in topic selection as well.

Allocation of Project Guide: With the intention of balancing the workload the allocation of projects to the faculty members was done by the director. This ensured that the total number of projects, inclusive of General Management Project, Social Relevance Project and Specialization project with each faculty member were approximately same. Internal swaps among faculty members were permitted if a faculty member believed that some other faculty member was better equipped to guide on that topic.

Execution of Project: One of the concerns raised was that the students may not devote adequate time for these projects; the institute decided to address this by implementing the following:

1. The student was required to maintain regular contact with the guide, hence a form was provided to him that had details like date & discussions undertaken.
2. A proposal seminar to be conducted early in the project (in the first month). This proposal seminar required the student to present the Title of the project, Objectives of the project and Methodology of the project to the panel. The panel comprised of the project guide and a faculty member. This ensured that the student gets inputs from other faculty members beyond his guide. Once these were cleared by the panel he could then begin his project work.

At the end of the project, students had to present their work via a presentation to a panel of faculty

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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:

Fr. C. Rodrigues institute of Management Studies is a part of the Agnel Charities. Agnel Charities has various institutes like an Engineering College, Polytechnic, ITI in the same campus in Vashi where FCRIMS is situated.

Hence at the top of the Organogram is Managing Director, followed by Director General, Director and a team of faculty and non-teaching staff (Organogram uploaded).

Committees:

The institute has various committees formed as per the Maharashtra Public Universities Act, 2016/ UGC/ DTE guidelines that help the institute in planning and execution of many initiatives.

1. Governing Council (GC),
2. Academic Council
3. Student Council
4. College Development Council (CDC)

The constitution of these committees comprise of Director, Faculty Members and other stakeholders as prescribed by the authorities. These committees/ councils meet at regular intervals and take relevant decisions.

In addition to this, the institute also has a functional Internal Quality Assurance Cell (IQAC). This cell has been formed on the guidelines laid down by NAAC and has representations from all stake holders viz. students, faculty, alumni, recruiters and management. The team meets once a quarter and they discuss initiatives through which the quality of academic inputs can be improved. They also monitor the progress & implementation of the same.

The institute has an official Attendance Committee that monitors attendance of the students. The students are informed about their attendance on a monthly basis and are advised appropriately by the director. The attendance committee meets the defaulters at the end of the semester and submits its report to the director suggesting necessary actions against defaulters.

In addition to these, the institute also has several other committees that manage the day to day functioning as well as for student activities and events

Service Rules:

The institute has a handbook on service regulations which is given to every new employee who joins the FCRIMS family. This handbook provides all the required information like Induction, Probation, Confirmation, Leave Rules, and Code of Conduct etc. It also gives relevant information on Employee Training & Development Programs, attendance report when the employee attends the same. It also gives rules for Local & Outstation Travel. Further it also has a section on Performance Appraisal.

Recruitment:

For those positions (including faculty) where recruitment guidelines are prescribed by Mumbai University, the recruitment is carried out in accordance to the guidelines. Typically the university approval is required for advertisement, selection panel and approval of the selected candidate.

Promotion Policy:

The promotion policy at FCRIMS is also in line with the requirements of the University.

Grievance Redressal Mechanisms:

The institute has several committees like Grievance Redressal Cell, Prevention of Sexual Harassment Committee to address grievances of its employees

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: E. Any 1 of the above

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

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

Response:

Example of activity: Placement drive

Student placement is a most important aspect of a B- School. The placement committee that is constituted each year has the objective of ensuring that a number of companies visit campus every year for placements.

The Placement Committee is among the oldest committee in the institute and was formed with the objective of improving final placement and Summer Internship prospects of all students of the institute. Since this is the most important committee, a selection process for students who aspire to work for placements is followed. The process comprises of:

- Students are informed by the placement coordinator about the formation of the committee and nominations are invited.
- Those students who express interest to join the committee have to give a write up of not more than 200 words explaining why they should be selected and how will they can add value to the functioning of the committee.
- The shortlisted students are required to face an interview with the placement coordinator.
- The results are declared selected students are taken on board

In one of the meetings of placement committee, held on 10th July 2014, it was decided that regular placement drives would be conducted by the students wherein they visit companies and give presentations about the B School and invite them for campus hiring. This would increase new companies coming to campus for hiring.

Batch 2013 – 15 – Student of MMS Operations specializations had visited companies in Andheri (East) area since most of the Logistics/ Supply chain organizations operate out of Andheri (East).

In the 3rd semester, every Friday was reserved as a placement drive day. The same was discussed with Director & Core Faculty – Operations.

Below is the list of companies visited by the students

1. Tech Process Payment Solutions
2. Agility Logistics
3. All Cargo Logistics
4. Ambuja Cement
5. Bluedart
6. Disel Logistics (TVS Logistics Group)
7. Escon Elevators
8. Fedex
9. GATI
10. Local Banya.com
11. Bigbasket.com

Batch 2014-16 – The placement committee of this batch had taken prior appointments by calling the corporates and then visited the HR for presentations.

Batch 2015-17 – All the 60 students of this batch had done a placement drive in the 3rd semester on each Friday. The batch was divided into groups. Each group comprised of 4 to 5 students. The area across

Mumbai, Navi Mumbai & Thane was allocated to each group based on their proximity from their residential area.

The students were allocated various corporate parks and they had done gate crashing and met up with various HR managers and gave presentations. This activity was spread across 2 months – August & September 2016

Below is the list of some companies

1. All Cargo Logistics
2. DHL
3. VFS Global etc

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution has the following employee welfare schemes for faculty and staff members:

1. The institution offers residential quarters to its employees who do not have a self-owned flat in Mumbai on a case to case basis
2. Children of employees can study in any of the institutions of Agnel Charities Trust at concessional fees
3. Children of employees are given a preference when they seek admissions in Fr. Agnel Multipurpose School
4. The institute has a doctor on call in case of medical emergencies
5. The facilities of Fr. Agnel Sports complex like Gymnasium, swimming, badminton court, football turfs can be used by faculty members during pre-determined slots
6. The institution has a flexible leave policy wherein unused vacation can be converted to Earned

Leaves by using a specific formula and the same can be carried forward

7. The institution also allows for encashment of some portion of Earned Leave

8. The institute celebrates Christmas Festival by throwing a party for all employees of Agnel Institutions. Various entertainment programs are organized by the staff members. This creates a sense of bonding among employees of different institutions and promotes brotherhood. Every staff member gets a gift at this party and employees who complete a silver jubilee with Agnels are felicitated and their services are recognized at this forum.

9. Agnel Charities organizes Agnel Minithon every year in the month of January. The members of the Agnel family enthusiastically participate in this event and the proceedings are donated for a noble cause.

File Description	Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 5.71

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
2	0	0	0	0

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

6.3.3 Average number of professional development /administrative training programs organized by

the institution for teaching and non teaching staff during the last five years**Response: 1**

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
1	1	1	1	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View 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**Response: 22.86**

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
7	0	0	1	0

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

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

The institute has a structured system of conducting performance appraisal for teaching as well as non-teaching staff. The yearly cycle followed is July to June. There is a 2 step appraisal followed at FCRIMS

viz. Self-Appraisal and Appraisal by the boss (Director). Appraisals happen via a standard form designed for the institute. The schedule for the same is as follows:

April --- Self Appraisal

May – Appraisal by Director

May - June – Discussions between employee and director.

Post this appraisal process, the director meets the concerned core faculty and non-teaching staff and advises on areas of improvement, if any.

In case of Visiting Faculty, the feedback of the previous year/semester becomes the basis of continuing/discontinuing the services.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has regular cycles of financial audit.

The external audit is conducted by the statutory auditors' viz. M/S. Chotalal H Shah & Co. Mumbai.

The interim audit is conducted in the months of November- December every year and the final audit is conducted in the months of May – June.

The queries raised by the auditors are addressed by the accounts department by providing appropriate and relevant information. Generally the auditors seek clarifications for their issues which are provided by accounts department. If necessary, some rectifications are also made on the basis of objections raised by the auditors.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the

last five years (not covered in Criterion III) (INR in Lakhs)**Response:** 0

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	0	0	0	0

File Description**Document**

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)**6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:**

The institute has three major sources of funds:

1. Student fees: The fee structure followed at FCRIMS is the one prescribed by Mumbai University. The proposal for fees is sent to Fee Regulatory Authority and once the approval for the same is obtained, fees are accordingly collected from students.
2. Consultancy to corporates: Faculty members are encouraged to offer their expertise to corporates in the form of consultancy services. 40% of the consulting fee derived from these consultancy projects is shared with the faculty members.
3. Faculty Development Program: The institute conducts Faculty Development Programs and the proceeds from the same act as additional resources for the institute.

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:**

The Internal Quality Assurance Cell (IQAC) was constituted in the institute on May 9, 2018 as per the guidelines of National Assessment & Accreditation Council (NAAC). The first meeting of IQAC was conducted on 9th May 2018. The first meeting had a few initiatives suggested with the intention of adding value to the students. These were implemented from the next academic year. The two practices

institutionalized are:

1. **Conducting Employability Test for students:** It was decided that institute should conduct employability test of students when they join the institute. The committee members deliberated on what elements should be included in this test. They reached to a conclusion that Communication Ability, Ability to work with Excel & Problem Solving skills are the three generic areas that students should ace so as to move closer to being employable. It was decided that the results should be shared with students so that they can actively work towards improving these skills during their two year MMS program. The institute designed tests and after checking its validity, it was administered to students who were admitted to the institute in the next academic year. The institute plans to conduct a similar test when these students reach their last semester (Sem 4). This would also allow institute to know what value addition has happened over the two years of their MMS program.

2. **Orientation Program for the Junior batch:** The IQAC had suggested that since MMS program gets students from varied backgrounds they require an orientation program before the academic semester begins. This will serve two purposes; it will act as a bridge course for students who come from non-commerce or non-technical backgrounds. This will also give the institute an opportunity to identify slow and advanced learners from the batch. The orientation program was conducted by the institute for the 2018 batch from 1st August to 8th August 2018 for three subjects viz. Business Statistics, Financial Accounting and Managerial Economics. In addition to this many activities that tested their skills were planned in the first week. Some of these activities were Public speaking, Presentations, Ad Mad show, Desert Survival game etc

The institute also conducted an orientation program for parents. This was done with the intention of giving parents a glimpse into the activities carried out with students during the two year MMS program in addition to academics. The parents were also sensitized to the fact that their ward should look at overall development in addition to academic achievements during the MMS program

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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:

Initiative 1:

Field Visits for students as per their area of specialization:

The first IQAC meeting conducted in May 2018 suggested that the students should get as much field exposure as possible as MMS is a program with application based content. The faculty members highlighted the activities already undertaken by the institute in this context. Further deliberations and

discussions about the pedagogy used in various courses made the group realize that there was a possibility of adding field visits in various specializations. Accordingly the following visits were planned and executed for Semester 3 students.

1. Mall visits: Mall visits were conducted for the students of the marketing specialization as a part of the course 'Retail Management'. The objective of this field visit was to understand the retail dynamics within a mall.
2. NISM visit: This field visit included visiting National Institute of Securities Management (NISM) and being a part of the simulation exercise carried out by NISM in its Business Simulation. This was organized for marketing and finance students as both of them have a possibility of getting a job in Securities market and this 'hands on' experience may help the students. This visit was carried out on 24th August 2018.
3. Kellogs Field visit: This was done for students of Operations specialization. All six students who are specializing in Operations visited the manufacturing unit at Taloja on 1st September 2018 to study world class manufacturing practices followed at Kellogs.

Initiative 2:

The IQAC meeting held on Sept 12, 2018 had discussions about the pedagogies and assessment methods followed by faculty members in various courses. The faculty members briefed about courses taken by them and the assessment criteria followed by them. After deliberations on the advantages and disadvantages of various forms of assessment methods, the members were of the opinion that quiz in the form of Multiple Choice Questions was an appropriate way of testing knowledge of the students. The members felt that multiple choice questions can test their clarity about the concepts of various courses. Some courses were using this method routinely as a part of the internal assessment. Since the finance courses primarily deal with numbers, quiz was not popularly used in their assessment and they preferred numerical sums as part of internal assessment. The group discussed that financial subjects can also incorporate quiz in their pedagogy. It was decided that the course on 'Securities & Portfolio Management' would use Multiple Choice Questions and see if it turns out to be an appropriate method of assessment for financial subjects. Since the outcomes were favorable it has been decided that quiz would be routinely used as a part of assessment process.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 0

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
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

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

Response:

The increments carried out by the institute have been classified as academic & administrative domain.

Academic Improvements:

1. Academic Policy was documented after a lot of rigorous discussions and this is now guides all faculty members in their class room teaching
2. There has been a significant shift to activity based learning inside as well as outside the classroom. There has been an increasing use of technology (Excel Based Learning) in some courses like Financial Modeling & Securities and Portfolio Management that have lab based exercises and exams incorporated in them. The institute conducts many activities with the intention of developing leadership and team building skills in students. The institute organizes an advanced excel workshop to improve their ability of working with Excel.
3. An additional course has been added to the time table in the first three semesters. These courses have activities that help the students to sharpen their skills and lead to overall development. These courses are
 - a. Competency Building in Semester 1 that focuses on identifying the competencies possessed by the students and working towards gaining more competencies that are required for a student to transform into a business manager. In the year 2016, NGO Volunteering was an activity done by a part of this course.
 - b. The second and third semester have a course titled Campus to Corporate that prepares the students for facing interviews during placements. In this course as well, the institute has carried out improvements from year to year.
4. The institute has organized field visits to give the students a practical approach towards some of the management subjects. The field visits have been conducted in areas like Retail Management, learning of manufacturing processes and stock market simulation lab.
5. The institute conducts ice breaking sessions for the junior batch. This session is conducted by the senior batch of HR students as it leads to a learning experience for them as well.
6. The college conducts aptitude test for students so as to help them with placements as many companies have aptitude test for entry level jobs.
7. Institute has formed several committees in which students have to enroll themselves so that they can participate in activities conducted by the college. Eg. Alumni Committee, CSR committee, Sports Committee, Social Media marketing committee etc.

Administrative increments:

1. The institute has started conducting alumni meet for the alumni.
2. The institute has been conducting convocation at the institute level. This was initiated from 2016. FCRIMS has instituted awards for 'Best Academic champion' & 'Best Overall Champion' that are given during the convocation ceremony.
3. The institute has been conducting event titled 'Budget Dissertation' for many years. In 2018, in addition to panel discussions, quiz and debates were organized wherein students from other colleges participated thereby making it a bigger event.
4. The institute has constituted an attendance committee that reviews the attendance of students at end

of each semester.

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: 4

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
1	1	1	1	0

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:

FCRIMS has always been a student and employee friendly institution. There are various measures and policies in place to ensure security and safety of both students and staff

For Safety and Security: - There are separate rest rooms / washrooms for boys, girls, male and ladies faculty members. There are various strict policies and procedures in place like Anti Ragging Rules and Committee, Ladies Staff Complaint Redressal Committee, Grievance Redressal Cell etc. There is staff deployed on the floor at all times to ensure appropriate behavior amongst the students. There is also a fire extinguisher installed on the floor which is easily accessible for any emergency. The college is under CCTV surveillance.

The management and staff is very approachable to students, hence students find it easy to voice their issues, thereby creating a conducive and safe environment.

Art of Survival – Each year FCRIMS arranges a One day program for first year girl students which is based on Self-Management with the intention of keeping one safe. It includes modules on self-defense and

stress management. This one day program aims to prepare women students to navigate women centric hazards and stresses associated with working outside the home. Its approach is very positive, providing factual information, as well as practical sessions on how to handle, avoid, or escape such situations.

This program is conducted by trained experts and is very well received, and gets excellent feedback.

Counseling: The students are counseled on their induction day related to all the rules and regulations of the college. There are counseling sessions done on regular basis on grooming and basic etiquettes for both male and female students where topics like dressing, personal grooming etc. are discussed. During mentoring sessions students are encouraged to discuss gender specific issues if any.

Common Room – There is a separate air conditioned girl's common room with a bed and sitting area for relaxation of girl students. There is also a recreation area for the students' which has carrom facility

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

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

Response: 16.74

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

Response: 27885

7.1.3.2 Total annual power requirement (in KWH)

Response: 166542

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0

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

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 166542

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

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

Response:

FCRIMS has always been focused towards green initiatives. A Sewage Treatment Plant (STP) was installed in 2009 in the Agnel Technical Education Complex which serves the institute.

Sewage Treatment is a process in which physical, biological and sometimes chemical methods are used to remove the pollutants from water. Its aim is to produce environmentally safe sewage water, called effluent, and a solid waste called sludge or bio solids for suitable disposal or reuse. Our STP makes waste water acceptable for reuse and for returning to the environment and we use the recycled water for toilet flush and gardening.

Advantages of STP:

- Compact
- Portable
- Minimum civil works
- Good aesthetics
- Economical
- Minimum supervision
- Higher efficiency
- PCB compliance

E- Waste Management: - While procuring new electronic items, vendors offering exchange of old with new are preferred.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain Water Harvesting: Agnel Technical Education Complex has taken various initiatives and measures towards environmental consciousness and sustainability.

We believe in saving the natural resources and hence there is a Rain Water Harvesting Tank installed in the college campus. The storage capacity of the Rain Water Tank is approximately 1 lakh liter. The water that is stored is used for flushing in toilets and then recycled through STP and re-used for watering the plants and trees in the campus. There is also a small Well that has been made to accumulate the overflowing water. The water collected in the well is also used for watering the plants and trees. The entire rain water harvesting project is managed by the in-house civil team of the Agnel Technical Education Complex

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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:

Our Campus promotes sustainable and eco-friendly practices in the campus. Following activities were undertaken for Green Campus:

1. Plantation and Landscaping: Our campus is surrounded by a lot of trees and plants. Our campus has 210 Coconut tree and output of coconut is consumed by college canteen. Our campus also has a well maintained Lawn. We are doing continuous efforts for maintenance of trees and plants.

2. Pedestrian Friendly Roads: Our campus is pedestrian friendly because our institute does not allow vehicles inside the campus except that of staff residing in the campus.

3. Efforts to save paper:

- Faculty members are encouraged to share study materials to student through Email
- Most of the assignments and project work is also submitted by students through Email.

4. Public Transport: Our Institute is situated near Bus Depot and Railway Station. Most of our student uses public transport and use shared auto from station to college. Bus depot is also five minutes' walk from college.

5. Plastic Free campus: Canteen uses washable plates to serve food. Snacks/ tea are served in paper cups and plates

File Description	Document
Link for Additional Information	View Document

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

Response: 0.05

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
0.09	0.05	0.01	0.02	0.02

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

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

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities

5. Rest Rooms**6. Scribes for examination****7. Special skill development for differently abled students****8. Any other similar facility (Specify)****A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 0

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
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

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

Response: 2

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
1	0	0	0	1

File Description**Document**

Report of the event

[View Document](#)**7.1.12**

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

Response: Yes**File Description****Document**

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

[View Document](#)**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

[View Document](#)

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

[View Document](#)

Any additional information

[View Document](#)

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

File Description	Document
Any additional information	View Document

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

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

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:** 25

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
8	5	4	4	4

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

The institution gives due importance to national festivals and birth and death anniversaries of great Indian

personalities along with regular academic activities to create sense of belongingness.

1. Independence Day: Each year there is a flag hosting ceremony in the campus in the morning where respect is given to the Indian Flag followed by a cultural program based on patriotism and social awareness. Staff members and students make it a point to attend the same.
2. Republic Day: Each year the Republic day ceremony is celebrated in the campus early in the morning. The importance of republic day is explained by students of the complex through skits and cultural programs which helps in creating awareness about the constitutional rights and duties of citizens of India.
3. Martyrs Day: The College organizes condolence meeting every year on 30th January to mourn the demise of the great soul- Mahatma Gandhi. Students are encouraged to speak about the teachings and contributions of Mahatma Gandhi followed by observing 2 minutes silence in the classroom and office.
4. Teachers Day: The students organize Teacher's day every year on 5th September. The students present a small token of thanksgiving and appreciation to the teachers for helping the students in shaping their careers.
5. Women's Day: Each year women's day is celebrated by the students and staff member's for giving respect to women in all the efforts taken by them to manage the personal and professional life and for their contributions

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

Response:

I. Financial Transparency: FCRIMS maintains complete transparency w.r.t. its financial transactions in the following ways:

1. All receipts and payments are accepted/paid via cheque/NEFT payments. Low value transactions like Xerox payment, traveling conveyance etc are accepted/paid through a centralized single window in the accounts department in the complex.
2. Annual Budgets are prepared by our Director. Request for future requirements are submitted by faculty and staff to the Director and the same is incorporated in the budget. The budgets are approved by the local committee of Agnel Complex & the Governing Council of the Institute.
3. Annual statutory audit is done by Chhotalal H. Shah and Co. Chartered Accountants.

II. Academic Transparency: Our institution's practice for academic transparency can be summarized below:

1. Subject allocation and session plan:

- Subject allocation is done as per discussions with the faculty members.

- Session plans including the evaluation criteria are shared with the students at the beginning of the semester.
- Apart from this, syllabus completion is reviewed and monitored by the Director on a timely basis through the feedback process.

2. Feedback system:

- **Teaching Staff:** Student Feedback is taken and the same is shared with the teaching staff.
- **Students:** Internal marks and assessments are disclosed and discussed with the students.
- Student attendance is monitored monthly and feedback is given to students.

III. Administrative and Auxiliary Transparency:

1. **Staff Handbook:** Staff handbook on service regulations gives clarity on important areas like Induction, probation and confirmation, Code of Conduct, Leave rules and other important service rules.

2. Transparency in admission process: This involves the following processes and documents:

- A circular on admission fees and documents is put up on the notice board before the admission process begins. A form relating to the admission process is issued to the aspiring student.
- The student seeking admission fills the form duly and submits it to the office.
- On the basis of CET scores, merit list is prepared for the admission of the prospective students in the institution.
- Director and the Director General interviews the students who are on the merit list of FCRIMS.
- Post these fees approved by Fee Regulatory Authority are paid and documents submitted by the aspirant seeking admission.
- In addition to this, the institute follows the procedures laid down by DTE for admitting students via CAP round.
- These documents of the student admitted are then sent to DTE, Admission Regulatory Authority and Mumbai University in the same order.

Documents maintained: FCRIMS also maintains the following documents as records:

1. Student Marksheet.
2. Qualification Marksheet.
3. Leaving Certificate
4. Birth Certificate
5. Aadhar Card
6. Baptism certificate wherever applicable

7. Transfer/Migration certificate wherever applicable
8. Caste certificate and Income certificate wherever applicable
9. Student's attendance records (minimum 75% attendance compulsory).

The above processes and records maintained at the institute bring in transparency for the Financial, Academic, Administrative and Auxiliary functions of FCRIMS

7.2 Best Practices

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

Response:

Best Practice 1:

1. **Title of practice:** FCRIMS Three 'Cs' (Conducive environment, Committed workforce and Consistent connect) Model for **Consistent Connect – A Virtuous Cycle**
2. **Objective of the practice:** FCRIMS believes that it can achieve its mission to provide excellent business education by implementing the '3C' model. FCRIMS offers a **Conducive Environment** for all stake-holders, including employees and this results in **Committed Workforce** which is competent, dedicated and engaged and demonstrates minimal employee attrition. This establishes a **Consistent Connect** with stakeholders, namely Students, Alumni, Recruiters and Management. The Three C's Model recognizes that employees are a crucial link between all its stakeholders and aims to ensure that this link remains a continuous thread that can tie all the stakeholders together.
3. **The context:** Agnel Charities, FCRIMS' parent organization, has built and grown excellent education institutions across India. FCRIMS views its employees as a pillar of strength for the institute. Since its inception in 2001, it has chosen qualified and experienced faculty members with rich corporate experience. Faculty and other staff are then nurtured to play an important role in institution building and providing excellence in education. This practice of right selection, coupled with conducive work environment has resulted in building a committed workforce.

A B-School like FCRIMS has several stakeholders. Since faculty attrition is very low, the point of contact for all stakeholders does not change often resulting in a consistent connect with the college. This also ensures that the comfort level of these stake holders is high while dealing with the institute.

4. Practice:

Conducive Environment leading to Committed Workforce

FCRIMS deploys a multi-pronged approach to building a Conducive Environment

- Employee friendly policies and benefits: Some of these are:

1. All employees are on a regular pay-scale. FCRIMS has avoided the common practice of hiring Faculty on a contractual basis on lower pay.
2. Vacation benefits: Teaching staff can avail upto 70 days vacation as per norms. The institution also allows unused vacation conversion to Earned Leave (EL) which can be carried forward.
3. EL encashment benefit to staff
4. Agnel's at Vashi has several institutions including an excellent school. FCRIMS employees' children get preferential admission (subject to admission rules) and pay concessional fees in the school. Other Agnel educational institutions also offer some concessions to employees' children.
5. FCRIMS also provides residential quarters to its employees who do not have a self-owned flat in Mumbai on a case to case basis.
6. The institute also runs a Medical Centre for free consultation with a qualified Doctor. Fr. Agnel Sports complex with Gymnasium, swimming pool, badminton court, football turfs etc. are available during pre-determined slots.
7. Internal promotions: employees are considered for higher level positions which may arise

- Enabling and Motivating Work Culture

1. The top management is helpful and accessible to employees.
2. Opportunities to contribute: While there are specialization wise responsibilities, FCRIMS does not work in siloes. Faculty and staff are free to take up any worthy improvement initiative. Colleagues are usually eager to provide inputs and support. Excellence in teaching is a self-imposed expectation given the attention paid to hiring quality faculty.
3. Good students: aided by the virtuous cycle arising out of Continuous Connect, we find that our students are, by and large, eager, respectful, disciplined and often creative learners. This is a tremendous enabler in building commitment and connects.
4. Opportunities to grow and learn: Faculty are encouraged to work toward a PhD, and add to skills and knowledge, engage in consulting work etc

Committed Workforce leading to Consistent Connect

The conducive work environment leads to a committed workforce evidenced by our very low attrition rates and high employee participation, morale and drive for continual improvement. There is a seamless and consistent connect between the institute and its stakeholders due to high retention levels of FCRIMS – staff who stay are especially able to maintain strong connections with Alumni and Recruiters.

- Consistent Connect with students: Since the core faculty conducts classes for students across all semesters, students are able to clear their doubts and see a connect in various academic inputs given by faculty. Faculty doors are *metaphorically* always open, and the mentorship program further cements this connect. Most of the non-curricular events, are handled by students under faculty mentorship and serves to strengthen the connect.
- Consistent Connect with alumni: Alumni visiting during Alumni meets or as resource persons are eager to meet faculty members who taught them. These faculty serve as magnets to draw alumni to the institute. Connections on social media sites like LinkedIn, facilitate ease of this connection.
- Consistent connect with the industry: Company HR departments are comfortable connecting with the same Placement Co-coordinator from year to year, who is also thus well placed to give feedback to students and faculty on areas of concern to recruiters.
- Consistent Connect among the faculty and other staff: Due to long tenure of many employees, there is a great comfort among all employees and they treat the institute as a second home

- **Consistent Connect with management:** The institute Director is a long service faculty member of the institute, understands student and employee concerns, is always available for interaction with stake-holders, including all employees, and also proactively initiates interactions. The Director General maintains an 'open-door' policy and being deeply connected with management of Agnel Charities is a crucial positive link to the parent organization

5. Evidence of Success:

- **Student connect:** The student connect is evident from the fact that most activities and events are planned and executed by the students. The number of students who have successfully completed the course is almost 100%. Placement record of the institute is quite impressive and performance of the students in the industry is very well appreciated. This leads to a positive Word of Mouth for the institute.
- **Alumni connect.** Many alumni, from Mumbai and outside (including overseas) registered in an alumni event in 2017, and most of them attended and participated enthusiastically.
- **Corporate /recruiter connect:** Many reputed companies are repeat recruiters who have been consistently coming to the campus and recruiting students. Some examples are: (1) MSCI (2) HDFC Ltd. (3) Tech Mahindra (4) L&T Infotech (5) Siemens (6) Decimal Point.
- **Employee Connect:** High levels of employee retention for teaching as well as non-teaching staff.
 - Average employee tenure is: 10 years
 - Teaching staff - (two long serving members retired in recent years and are not included in these numbers one after 17 years of service, the other after 13 years).
 - Non teaching staff – average tenure is 13 years
 - Team work abounds as many initiatives are team initiatives. Faculty members proactively espouse issues which need addressing and move on to execute it. Many events require out of working hours connect with students. This too is accomplished without demur.
 - The institute has not dealt with any HR issues during its last 17 years of existence.

BRIEF DESCRIPTION OF LONG TENURED STAFF PROFILES: 1) Dr. Professor Rakesh Walke, the Operations head, 25 years with Agnel Charities of which 12 years at FCRIMS, where he joined 2006 as an **Assistant Professor**. On attaining his Phd. in 2013 he was promoted as **Professor**.

2) Ms. Neeta Krishna, one of the pioneer faculty who headed Human Resource division has been in the organization since inception. She is a post graduate from IIM, who joined the institute as an Assistant Professor in 2001 and retired as Associate Professor in 2018

3) Mr. Narayanan who joined the institute in 2003 worked here till his retirement.

4) V.E. Vaithilingam – Joined as Director in 2002 and is currently serving the institute as Director General

5) Dr. Sujata Chincholkar – joined as Assistant Professor in 2003 and was promoted as a Full Time Director in 2016

The support staff has been in the organization for more than 15 years and some of them ever since inception. To name a few of them, Shrabani Walke, Subhash Chavan, Gajanan U. Dandge and Vijay Mandhare have served FCRIMS for more than 15 years and progressed as well during this tenure.

6. Problems encountered and resources required:

- The Faculty recruitment process is governed by lengthy and complex Mumbai University, leading to delays in getting in the right resource.
- There is also a challenge in finding the right person since quality recruitment at FCRIMS is the key to selection.
- While long tenure of staff is a huge advantage in reinforcing connect, it could have an impact on employee commitment due to reduced scope for promotions.
- Continuous connect requires that the faculty constantly updates themselves so that they do not stagnate in terms of their knowledge and ensure that students also get a variety of academic inputs. With the multi-tasking this practice requires, faculty members may feel stretched for time.

Best Practice 2:

1. Title of the Practice

Competency Building Initiatives (CBI) Beyond Curriculum

2. Objectives of the Practice

Being affiliated to University of Mumbai, FCRIMS follows syllabus prescribed by University. Courses included in syllabus are aimed at building knowledge and some skills for future managers. However we believe that successful managers require certain competencies that are best built and strengthened through practical exposures beyond the curriculum. Our objective is to build the following competencies in our students. To name a few:

- ? Planning, Execution & Monitoring
- ? Analytical / Critical Thinking Ability
- ? Leadership
- ? Team Work
- ? Time Management
- ? Entrepreneurial Skills
- ? Social Responsibility
- ? Decision Making
- ? Multi- tasking
- ? Soft Skills
- ? Problem Solving

To achieve this objective FCRIMS conducts different events which help in building the above competencies in the students.

3. The Context

The business world is increasingly becoming competitive and exciting. Getting good placement has become a challenge for the students. Recent data shows that more than half of MBA graduates could not get hired in campus placements probably due to lack of required competencies.

Learning theoretical knowledge is not enough for students as recruiters want students to be work ready. The focus of B-schools need to shift from theoretical knowledge to skill based education with a more practical and dynamic approach which is possible through experiential learning.

FCRIMS conducts different events throughout the year which ensure that our students have a rich hands-on experience. Each event helps in understanding management roles and helps in developing skills required to become successful Managers/Entrepreneurs. These events empower them to tackle with confidence the professional challenges, which they are bound to face in their career.

4. The Practice

FCRIMS believes in learning by doing. We believe that apart from curriculum students should be exposed to real life environment. The institute follows student centric approach and encourages them to conduct a lot of events. Most of the events are planned and managed by students. Every student gets involved in each event and gets a chance to participate because of limited intake of the institute.

The table below summarizes list of events and competencies developed:

Competency based Initiative	Competencies developed
Abstract	Planning , Execution & Monitoring
Seminar on Union Budget, Business News Analysis	Analytical / Critical Thinking Ability
News Letters	Analytical, Written Communication, Team Work
FABS Market	Entrepreneurial Skills
CSR Activities: Basket of Kindness, Flagathon, Tree Plantation and Many More	Social Responsibility
Court Martial	Creative Thinking, Decision Making

Book Review	Reading & Communication Skills
You are the Judge	Problem Solving , Decision Making

Overall the events help in building Leadership, Team Work, Time management, Multi-Tasking among students

Above initiatives are described below:

Abstract our annual inter-collegiate festival is a combination of Business events and cultural cum sports events

Business News Analysis, Newsletter: Students analyse newspapers articles and present/publish the gist of the article.

Seminar on Union Budget: Students analyse the impact of Union budget on various sectors and on Indian economy and present in front of eminent personalities from industry.

FABS Market: Students invest money and set up stalls in the campus and do business. This helps them to build and develop sales, marketing and entrepreneurial skills

CSR Activities: CSR activities like blood donation camp, Flagathon, Basket of Kindness are undertaken by students wherein human values are inculcated in them. They also participate in Tree Plantation & traffic management during Ganesh festival.

Court Martial: Students make a Business Plan and present it in front of a panel of alumni. Business plan selected in Court Martial event is forwarded to CIBA if found feasible.

Book Review: Students read and review a book on management topic and present in front of faculty panel

You are the Judge: Students learn to think creatively and come up with new ideas of innovative products and present the same.

Industrial Visits: With an objective to provide an insight into the real working environment of the company, every year the institute arranges Industrial Visits for students

5. Evidence of Success

These events help them to master Planning and Execution, improve communication skills and develop analytical & problem solving skills. Following are the indicators of success:

- **Placement and Increase in CTC:** Events organized by FCRIMS have helped students in getting good placements. Many companies like Siemens, Morningstar, GEP, HDFC are regular campus recruiters for our Institute. There is also an increasing trend of CTC offered to our students. Following graph depicts year wise increase in highest CTC (Refer Uploads):

Highest CTC offered to our students is increased from INR 5.8 lakhs p.a to INR 7.4 lakhs p.a. in last five years.

- **Entrepreneurs:** There is good motivation in our students to become Entrepreneurs. Many of our students have started their own Ventures. A few of them are as follows:

Sr. No.	Name of Alumni	Batch	Business Name	Nature of Business
1	Abhishek Sheth	2003-2005	Arham Investments	Wealth Management
2	Abhijeet Patil	2003-2005	Polynesia	Photography
3	Devang Shah	2003-2005	Trend Techno	Technical Analysis and Portfolio Management
4	Salil Kothari	2003-2005	Cyclo Investments	Wealth Management
5	Amol Kasat	2003-2005	Sterling Building Solutions	EPC Work
6	Atul Jain	2008-2010	EduBirds	Education
7	Srikant Swaminathan	2009-2011	Trakinvest	Stock Investment
8	Argo Bhattacharya	2011-2013	Meavistaa	Best Photography Portal
9	Dansio Andrades	2013-2015	Ala industries pvt ltd	Resorts

10	Ameya Pawar	2014-2016	Brandpant OnlineAutomobiles Services Pvt. Ltd. (bikersDNA.com)	accessories
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- **Admission:** The thrust on events has enabled us to differentiate FCRIMS from other B- Schools in Navi Mumbai. The positive Word of Mouth created through these events make FCRIMS a preferred institute in this region. This is evident from the trend in applications received year after year. Following graph shows the increasing demand of our institute (Refer uploads)

6. Problems Encountered and Resources Required

1. It is difficult to make right balance between academic and non-academic activities because of time constraint and small batch size.
2. Sometimes a few students may hesitate to participate in intra and inter collegiate activities/events because they lack work experience, have low confidence level and are poor in communication.
3. Non availability of residential facility for outside Mumbai participants restricts participation to Mumbai only in intercollegiate events like Abstract.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

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

Response:

The founder Fr. C. Rodrigues is the reason behind the existence of the Agnel Ashram Group.

The founder Fr. C Rodrigues had the vision of spreading education which led to the beginning of the Agnel movement. It started with an orphanage and a trade school in carpentry. Today this movement has grown from a humble beginning to a universal family. Under the guidance of Agnel Ashram Fathers, it caters to full-fledged schools, industrial training centers, polytechnics, engineering colleges at the bachelor and post graduate levels, School of Management and a Law College and has spread its wings with large technical

complexes at Bandra in Mumbai, Verna in Goa, New Delhi, Noida, Ambernath, Vashi in Navi Mumbai and in Pune.

‘Vasudhaiva Kutumbakam’ is the motto of the Agnel movement. Since education plays a vital role in shaping the personality and career of the students, we believe that students should feel at home when they are on campus. The students feel that staff, faculty and fellow students are their extended family. This relationship continues beyond campus life and they nurture a lifelong bond with the institute.

With this aim, Agnel Technical Education complex was started in Vashi in the year 1983.

In the year 2001, in order to provide value addition to the students, a Business School was added at the Vashi complex.

Thus starting with the preschool level, this movement seeks to touch the lives of students, right up to graduation and post-graduation levels, in such a way that every student entrusted to the care of Agnel Ashram Fathers' Institution grows into a balanced, versatile and courageous individual who has the physical, emotional and spiritual strength to face the challenges of life.

The students of our orphanage BalBhavan are given free education from junior kg to post graduation level.

Stakeholders:

The stake holders of the institution are our management team, students and their parents, teaching and non-teaching staff members. Each individual has contributed in various ways toward the development of the institute in turn helping us to achieve the vision and mission.

Our students have always had a sense of belongingness towards the institute and some of them are closely connected with us in turn helping us to achieve our institute goals.

The working atmosphere is employee friendly and supportive. Though we are a Christian institute we believe in all religions and communities and hence we are fair in terms of recruitment of staff members at FCRIMS.

The institute is sensitive to the importance of conservation of natural resources and hence has implemented the following initiatives in the campus:

1. Rain water harvesting
2. Sewage treatment plant
3. Solar power
4. Green & clean campus
5. Disposal of E-Waste
6. Tree Plantation Activity

Fr. Agnel Group of Institutions strongly believes in giving back to the society and inculcates these values in the students thereby playing an active role as a responsible institution. Staff and faculty members contribute to the funds raised by the institute in case of natural calamities anywhere in India and help the

victims. Agnel Minithon is organized every year to raise funds for a noble cause.

Pioneer of Quality Education in Navi Mumbai: The B School is located in the prime area of Navi Mumbai, Vashi catering to the educational needs of the people of this area. The B School is easily accessible as it is closest to the Vashi bus depot and the railway station. This location advantage makes our college accessible to students residing in Thane, Dombivali and other areas as well.

We also provide hostel facilities for the outstation students in the Agnel Complex itself.

FCRIMS started with batch strength of 40 students in the year 2001 which then was increased to 60 students per year. Our batch strength is our advantage as it helps us connect with our students in a better way and thus help them to become better managers of tomorrow.

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5. CONCLUSION

Additional Information :

The institute has been into existence since 2001 and some of the alumni of the early batches have scaled new peaks of success. Given below is the list of some distinguished alumni of the institute which also provides the evidence of success of FCRIMS.

Name of Alumnus:	Designation & Name of Co.
Ajit Talreja	Assistant Vice President at Deutsche Bank
Saji Sashi	Head – Business Performance Management at HSBC
Sumit Tripathy	Chief Manager - Treasury & Investments at DHFL
Ritesh Shah	General Manager at Vodafone India Ltd
Kashyap Trivedi	VP & National Investments and Advisory Manager at Liberty General Insurance
Neeta Nawathe and Cash Management at HSBC	Sales Manager - Global Banking, Global Liquidity
Sameer Randive	Project Manager at LTI (L&T InfoTech)
Shantaprasad Nagarmath	Assoc. Business Director, Gastroenterology portfolio at Abbott
Suchitra Shetty	Sr. Marketing Manager at Reliance Jio
Aparna Wankhede	HR Manager at Cabot India Limited
Gautam Jain	Vice President - Equity Investment Counsellor at BNP Paribas Wealth Management
Jitesh Totlani	Vice President at Kantar Millward Brown
Preetam Ferrow	Country Global Account Manager at DHL Express
Anupa Deshpande	Director Partner Relations at PayU

Haridas Nair	Associate Director, Fund Services, SS&C GlobeOp
Ruchir Anil Khare	Deputy Vice President at Kotak Securities
Neha Mavani	Senior Marketing Manager at Star India
Rahul Nawkar Bank	Forex Sales head for Pune, ROM & Goa at IDBI
Dhananjay Sahasrabuddhe	AVP Marketing - Amura Marketing Technologies

Concluding Remarks :

The process of Self-Assessment has proven very useful, compelling a relatively objective review and analysis of the functioning and strengths and opportunities facing the institution, as well as challenges and weaknesses.

Student centric, participative, experiential learning both in and outside the class-room, holistic development of students, a focus on individual attention, support for specially-abled, and innovation and improvement in teaching methods have emerged as hall marks of our functioning. These are facilitated by a competent, committed and engaged workforce. We will build on these strengths, to improve methods and outcomes, and will continue our endeavor to institutionalize positive initiatives in this area.

The institute's conducive environment and culture promotes faculty and staff commitment and stability. This strengthens the connect with students and alumni. Workforce commitment has also enabled a decentralized participative approach to management, without losing alignment with the institution's mission. This has enabled good governance without intrusive controls, in many areas of functioning.

The last few years have seen us strengthen our approach toward curriculum delivery through stronger planning, monitoring and execution of this process. The institute has an accomplished performance in student placement and is well networked and connected with industry, including connections through its alumni, many of whom have been very successful in the corporate world.

Adequate infrastructure for learning, bolstered by access to Agnel Ashram's physical and other resources like the CIBA business incubator, is an additional enabler for positive experiences and outcomes for both students and faculty members. The investment in solar energy systems and water conservation initiatives through treatment of sewage are exemplars to students and staff of the importance of environmental sustainability initiatives. The initiatives directed at the less privileged, love and responsibility to nation and community around us are also part of the endeavor toward holistic development of students.

As an institution, whose student intake is controlled by DTE process, we have little flexibility in selecting the students who enroll in our institution. Yet through our methods and approach to students, each student leaves our doors much better equipped to be an ethical and competent manager and future leader.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
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</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>4</td> <td>4</td> <td>2</td> <td>1</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>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : We have revised the numbers based on the input provided.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	4	4	2	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	0	1	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	4	2	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	0	1	0																	
3.5.1	<p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>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</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>33</td> <td>22</td> <td>38</td> <td>38</td> <td>34</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>1</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Remark : The input should be Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, and not number of students benefiting from the linkage</p>	2017-18	2016-17	2015-16	2014-15	2013-14	33	22	38	38	34	2017-18	2016-17	2015-16	2014-15	2013-14	0	1	1	0	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
33	22	38	38	34																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	1	1	0	1																	
6.2.3	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 																				

5. Examination

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

Answer After DVV Verification: E. Any 1 of the above

Remark : Since the metric has been opted out, input is changed.

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
2	2	2	2	1

Answer After DVV Verification :

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

Remark : The focus of the program should be on specific initiatives to address locational advantages and disadvantages only. The programs provided don't satisfy the criteria. Hence input changed accordingly.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations