# Yearly Status Report - 2018-2019

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1. Name of the Institution** | **FR. C. RODRIGUES INSTITUTE OF MANAGEMENT STUDIES** |
| Name of the head of the Institution | **Dr.SUJATA NITIN CHINCHOLKAR** |
| Designation | **Director** |
| Does the Institution function from own campus | **Yes** |
| Phone no/Alternate Phone no. | **022-27771000** |
| Mobile no. | **9869018810** |
| Registered Email | **agnelbiz@gmail.com** |
| Alternate Email | **directorfcrims@gmail.com** |
| Address | **Agnel Technical Education Complex, Sector 9A, Vashi** |
| City/Town | **NAVI MUMBAI** |
| State/UT | **Maharashtra** |
| Pincode | **400703** |

## 2. Institutional Status

| | |
|---|---|
| Affiliated / Constituent | **Affiliated** |
| Type of Institution | **Co-education** |
| Location | **Urban** |
| Financial Status | **Self financed** |
| Name of the IQAC co-ordinator/Director | **Dr. Manisha Karandikar** |
| Phone no/Alternate Phone no. | **02227771000** |
| Mobile no. | **9323713573** |
| Registered Email | **manisha.fabs@gmail.com** |
| Alternate Email | **manisha.karandikar@gmail.com** |

## 3. Website Address

| | |
|---|---|
| Web-link of the AQAR: (Previous Academic Year) | https://fcrims.com/ |

## 4. Whether Academic Calendar prepared during the year

| | |
|---|---|
| **4. Whether Academic Calendar prepared during the year** | **Yes** |
| if yes,whether it is uploaded in the institutional website: Weblink : | https://www.fcrims.com/sadmin/uploads/pdf_program/Academic%20calender%202018-19.pdf |

## 5. Accrediation Details

| Cycle | Grade | CGPA | Year of Accrediation | Validity | |
|---|---|---|---|---|---|
| | | | | Period From | Period To |
| **1** | **B+** | **2.51** | **2019** | **09-Aug-2018** | **08-Aug-2024** |

## 6. Date of Establishment of IQAC

| | |
|---|---|
| **6. Date of Establishment of IQAC** | **09-May-2018** |

## 7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|---|---|
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
| **Orientation Program** | **01-Aug-2018** | **60** |

| | 6 | |
|---|---|---|
| **Employability Test** | **27-Aug-2018** **81** | **60** |

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**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| **No Data Entered/Not Applicable!!!** | | | | |
| **No Files Uploaded !!!** | | | | |

| **9. Whether composition of IQAC as per latest NAAC guidelines:** | **Yes** |
|---|---|
| Upload latest notification of formation of IQAC | [View File](#) |
| **10. Number of IQAC meetings held during the year :** | **4** |
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website | **Yes** |
| Upload the minutes of meeting and action taken report | [View File](#) |
| **11. Whether IQAC received funding from any of the funding agency to support its activities during the year?** | **No** |

**12. Significant contributions made by IQAC during the current year(maximum five bullets)**

**1. Employability Test 2. Orientation Program for Junior students 3. Orientation Program for parents 4. Field Visits 5. MCQ inclusion in Internal Assessment**

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**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

| Plan of Action | Achivements/Outcomes |
|---|---|
| **To make students aware of their competencies and identify skills that need development** | **Employability tests** |
| **Value added teaching learning mechanisms** | **Field Visits, Internal Assessments** |

| Sensitisation to social issues | CSR activities |
|---|---|
| [View File](#) ||

| 14. Whether AQAR was placed before statutory body ? | Yes |
|---|---|

| Name of Statutory Body | Meeting Date |
|---|---|
| Governing Council | 03-Nov-2018 |

| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | Yes |
|---|---|
| Date of Visit | 19-Jul-2019 |
| 16. Whether institutional data submitted to AISHE: | Yes |
| Year of Submission | 2018 |
| Date of Submission | 19-Dec-2018 |
| 17. Does the Institution have Management Information System ? | Yes |
| If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words) | The admission for the institute happen through Centralised Admission Process (CAP). The details of the students are uploaded on the website of DTE University of Mumbai. During internal assessment, students are expected to mail the assignments to the concerned faculty The examination forms are filled online by students on University of Mumbai website. The hall tickets are generated online. The question paper is mailed to the institute 30 minutes before commencement of examination. The assessment of answer sheets is also done online. |

# Part B

## CRITERION I – CURRICULAR ASPECTS

### 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Fr.C. Rodrigues Institute of Management Studies has kept learning of students at the core of its mission statement. Since the institute offers 2 year full time MMS course affiliated to University of Mumbai, the curriculum is

prescribed by Mumbai University and the responsibility of delivering the same lies with the institute. The faculty member may go beyond the specified curriculum if the subject/course demands so. The institute maps the skill set required for teaching a particular subject/course with that possessed by the core faculty and subject/course allocation is carried out. The courses/subjects that require skill set that core faculty does not have are given to visiting faculty. It is ensured that the visiting faculty has relevant corporate and/or teaching experience to take up the particular subject. The visiting faculty is given appointment letter that specifies the expectations of the institute from the visiting faculty. The core faculty as well as visiting faculty has to submit course outcomes and session wise plan to the faculty coordinator. These are to be designed on the lines of the syllabus of that particular subject/course. The course outcomes explain what the students will learn by the end of the course/subject. The session plans explain what topics will be covered in each session, relevant reading material, case studies, books to be refereed etc. In addition, session plan also gives the assessment scheme for the subject. The same is also given to the students in the first couple of classes. The faculty is expected to adhere to the session plan In every class, the faculty elaborates on which course outcome would be achieved through the class and he is encouraged to give the Course Outcome number on his slides and materials shared by the faculty in class. In addition to this, all assessments need to carry course outcome number next to the question. The faculty is encouraged that all outcomes should be covered in either internal assessment or end term assessment. If the student passes the course/subject, it would indicate that the outcomes were achieved. The University of Mumbai mandates that 5 marks be reserved for class participation and 5 marks for attendance. The marks for attendance are given based on a pre determined criteria. The faculty members are encouraged to use innovative practices such as role plays, case studies and other forms of experiential learning. Involving team projects or assignments as a part of internal assessment makes students better team players and they learn benefits as well as challenges of working in teams. Hence faculty members generally plan for at least one team assignment. The institute has a practice of two structured feedbacks during the course. One of them is via a meeting between TLs and director in the middle of semester and a final feedback is collected using feedback forms. The syllabus coverage and session plan adherence is captured through this mechanism.

## 1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entrepreneurship | Skill Development |
|---|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | | |

## 1.2 – Academic Flexibility

### 1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|---|---|---|
| MMS | Marketing | 05/01/2019 |
| View File | | |

### 1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|---|---|---|
| MMS | Marketing | 02/07/2018 |
| MMS | Finance | 02/07/2018 |

| MMS | Operations | 02/07/2018 |
| --- | --- | --- |
| MMS | Human Resources | 02/07/2018 |

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

|  | Certificate | Diploma Course |
| --- | --- | --- |
| Number of Students | 60 | 0 |

## 1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
| --- | --- | --- |
| Advanced Excel Workshop | 02/01/2019 | 60 |
| Campus to Corporate | 02/01/2019 | 60 |
| [View File](#) | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
| --- | --- | --- |
| MMS | Marketing | 16 |
| MMS | Finance | 24 |
| MMS | Operations | 9 |
| MMS | Human Resource Managemenr | 11 |
| [View File](#) | | |

## 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| Students | Yes |
| --- | --- |
| Teachers | Yes |
| Employers | No |
| Alumni | Yes |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

The feedback is collected from various stakeholders viz. Teachers, Students, Alumni and Parents. Teachers give a holistic feedback in terms of academic as well as administrative functions of the institute. The academic feedback pertains to syllabus, delivery of the syllabus as well as monitoring progress of the students. The administrative feedback revolves around planning of classes, conducting of classes, monitoring progress etc. The feedback is by no means restricted to the above mentioned points. The feedback is incorporated in the functioning of the institute and improves quality of teaching learning process. The students are a very important part of the ecosystem and feedback is collected twice from them in every semester. The first feedback is collected by the director herself form the elected Team Leaders of the class and the end term feedback is collected from all students for each subject/course. This feedback focuses on coverage of syllabus and delivery of the same. The institute also has a system of conducting Exit Interviews with selected students of final semester. The institute looks at this feedback constructively

and ensures that there is an improvement in teaching learning process. The alumni feedback is collected during the alumni meet or alumni mentorship program. Since students have been through the process they help the institute by suggesting lot of ways by which employability of students can be increased. Their feedback helps us to take an extra step towards overall improvement in pedagogy and other initiatives of the college The feedback collected from parents is mainly in the areas of infrastructure and overall impact on the life of the student. This feedback is collected during the parent orientation session conducted at the beginning of the session. The parents also give feedback on their expectations from the institute and so it is often referred to as 'feed forward'.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---|---|---|---|---|
| MMS | | 60 | 98 | 60 |

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### 2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|---|---|---|---|---|---|
| 2018 | 0 | 120 | 0 | 6 | 0 |

### 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Numberof smart classrooms | E-resources and techniques used |
|---|---|---|---|---|---|
| 8 | 8 | 8 | 5 | 0 | 1139 |

View File of ICT Tools and resources

View File of E-resources and techniques used

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

In FCRIMS, student mentoring system is given due importance where faculty members act as a mentor for students. Each student of FCRIMS is attached to faculty mentors for educational guidance, personal guidance, and, guidance for career advancement as well as development. Director assigns mentees from first year students to the faculty members who work as mentor for those mentees. In the second year, students from respective specialization get a mentor from a faculty of their specialization. Every faculty member is expected to create a rapport with the student mentee, encourage him/her to ask questions, attempt to clarify doubts and facilitate counseling on different issues (if/when required). The essence of our mentorship is a sustained human relationship a one to one developmental relationship that ensures a student that he/she is a valued person. A mentor is expected to focus on the mentee's holistic development by guiding him/her in areas like academics, summer internship, comprehensive viva, comprehensive projects/dissertation, career choices, final placements etc. Mentors help greatly in identifying diversity in terms of learning challenges as well. They provide first hand

support to the students with difficulties and gives relevant inputs to subject teachers to help the subject teachers be more effective in handling these students. Many mentors also encourage students to collaborate with them in projects or in research activities, especially when students share their research interests. This is of immense benefit to the students involved. This greatly helps the students in giving them an edge over their competitors elsewhere. Mentor- mentee meeting is organized at a regular interval and report is submitted to the director by mentors. Generally, the mentors provide encouragement, motivation and counselling support. Where the student requires additional help which is beyond the abilities of the mentor, s/he guides the students to the right person (faculty). At times, help by mentor is availed by parents/guardians, depending upon the nature of the problem being faced by students. This mentoring system enables bridging gap between the faculty and students and creates a better environment in the college. The mentor's contact details are shared with the parents/guardians. Similarly, the mentor has the contact details of the parents/guardian. Mentors also focus on developing the following employability skills. • Continuous and lifelong learning orientation • Communication Skills • Attitude and Confidence • Self-Management-Planning and Organizing • Adaptability and Flexibility The mentor is expected to give suggestions to mentees to tackle the problems faced by them. A mentor maintains professional standards, improve mentoring skills and exercise good judgment when engaged in every activity involving her/his mentee and work with mentee to establish mutual respect, friendship, motivation, and measurable goals. Once the journey of two years of mentorship is on the verge of completion, mentor is expected to ensure that his/her mentee has become self-reliant and self-managed person

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
| :---: | :---: | :---: |
| 121 | 6 | 1:20 |

## 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
| :---: | :---: | :---: | :---: | :---: |
| 6 | 6 | 0 | 0 | 3 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
| :---: | :---: | :---: | :---: |
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
| :---: | :---: | :---: | :---: | :---: |
| MMS | MB3116 | 4 | 31/03/2019 | 30/04/2019 |
| MMS | MB3116 | 3 | 31/10/2018 | 30/11/2018 |
| MMS | MB3116 | 2 | 29/04/2019 | 29/05/2019 |
| MMS | MB3116 | 1 | 15/12/2018 | 15/01/2019 |
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

At FCRIMS, continuous internal evaluation is carried out throughout the year through regular objective tests (MCQs), events, study projects, case study

presentations, quizzes, internship, investigative surveys, presentations on applied aspects of the theory etc. In FCRIMS, one midterm test is conducted per semester per subject, for 10 marks each, which are considered for Internal Assessment Marks (40 Marks). Mid-term tests help to prepare the students for Final/University Examinations. Corrected answer scripts of midterm tests are shown to the students for scrutiny. The subject teachers explain about as to how scoring by the students can be better in forthcoming examinations by expressing themselves more appropriately in response to questions. Group assessment is conducted by teachers when students are assigned group presentations on curricular and co-curricular, academic topics. For some subjects, regular/ weekly tutorials are taken. Remedial instruction is given to slow learners. An effort is being made to improve the performance of low scorers by conducting remedial classes. As an affiliated College, the freedom of the College in aspects related to evaluation is not much.The innovation attempted is in the case of the internal evaluation where mid term exam is conducted, assignments like case studies, book reading, participation in various events, are given. Teachers give practical exercises which the students are expected to do over the course of the semester.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

As per Mumbai University calendar of events, academic Calendar of FCRIMS is prepared. This includes: • Internal Assessment (midterm exam) • Expert Talk from Industries • Industrial Visits • Short Term workshops • Project Work (SIP) • Sports cultural activities • Induction week • Graduation day ( Convocation) The Academic calendar of FCRIMS is constrained by the calendar prepared by Mumbai University, whether it is about assessments or about completion of the Course. However, our institution has tried to introduce several additional aspects of learning including celebration of special days, introduction of certificate courses, celebrating the diversity of the student communities' talents and capabilities and skills in various ways. Our Academic Calendar goes way beyond to ensure that the institution's commitment to holistic education and student expectations are fulfilled through a well-planned year. Academic Calendar of FCRIMS is prepared and published on college website and it also contains a list of all the interactive and innovative programs to be conducted by the college, both at the faculty and student level. Detailed schedules with dates are given for midterm examination. Students prepare for these examinations accordingly. Each member of the staff and student community receive a copy of the college calendar to enable them to plan for activities. When new programmes to enable quality enhancement are offered during the course of the year, these are availed of for the benefit of the faculty and students. All activities planned for the academic year are highlighted in the academic calendar and approval for the same is taken by CDC.

## 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 in website of the institution (to provide the weblink)

https://fcrims.com/upload/PSO%20and%20PO%202018-19.pdf

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|---|---|---|---|---|---|
| MB3116 | MMS | All | 60 | 60 | 100 |

## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://docs.google.com/spreadsheets/d/1ZZzT7apuqpMl4z3oo2vG6i942gaDHTSX/edit#gid=2014723285

# CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

## 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
| --- | --- | --- | --- | --- |
| No Data Entered/Not Applicable !!! | | | | |
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## 3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
| --- | --- | --- |
| Induction Training | All Specialization | 02/08/2018 |
| Career Guidance | Operations | 04/08/2018 |
| Effective Business Communication | All Specializations | 13/08/2018 |
| Digital Marketing | Marketing | 02/09/2019 |
| Art of Survival | All Specializations | 24/01/2019 |
| Women Entrepreneurship | All Specializations | 06/03/2019 |
| Path Finders | Finance | 29/03/2019 |

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
| --- | --- | --- | --- | --- |
| No Data Entered/Not Applicable !!! | | | | |
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsered By | Name of the Start-up | Nature of Start-up | Date of Commencement |
| --- | --- | --- | --- | --- | --- |
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

## 3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
| --- | --- | --- |
| 0 | 0 | 0 |

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
| --- | --- |

| MMS | 0 |
|---|---|

3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|---|---|
| MMS | 0 |
| View File | |

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|---|---|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|---|---|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
| View File | | | | | | |

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|---|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | | |
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## 3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---|---|---|---|
| Basket of Kindness | GOONJ (NGO) | 1 | 121 |
| View File | | | |

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---|---|---|---|
| No Data Entered/Not Applicable !!! | | | |

| | |
|---|---|
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activites | Number of students participated in such activites |
|---|---|---|---|---|
| Tree Plantation drive and Seed bombing Activity | Green Soul Organic Community Farm, Kharghar | CSR | 4 | 45 |
| Road and Traffic Safety Drive | Vashi Police Station | CSR | 2 | 76 |
| Flagathon | NMMC | CSR | 6 | 120 |
| Basket of Kindness | Goonj Foundation | CSR | 1 | 121 |
| Blood Donation Drive | Fortis Hospital for Thalassemia patients. | CSR | 2 | 40 |

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## 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---|---|---|---|
| 0 | 0 | 0 | 0 |

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---|---|---|---|---|---|
| Summer Internship | SIP | Corporates | 02/05/2019 | 29/06/2019 | 60 |

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---|---|---|---|
| CIBA In force | 01/06/2018 | Internship, Startup Support, Employment Opportunities, Consulting opportunities | 10 |

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# CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 – Physical Facilities

### 4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|---|---|
| 4.63 | 3.42 |

### 4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|---|---|
| Campus Area | Existing |
| Class rooms | Existing |
| Laboratories | Existing |
| Seminar Halls | Existing |
| Class rooms | Existing |
| Classrooms with Wi-Fi OR LAN | Existing |
| Seminar halls with ICT facilities | Existing |
| Video Centre | Existing |
| Value of the equipment purchased during the year (rs. in lakhs) | Existing |

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## 4.2 – Library as a Learning Resource

### 4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
|---|---|---|---|
| Koha | Partially | 18.11.02.000 | 2017 |

### 4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---|---|---|---|---|---|---|
| Text Books | 4832 | 2251000 | 300 | 175407 | 5132 | 2426407 |

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### 4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---|---|---|---|
| Dr. Sujata Chincholkar | Security Analysis and Portfolio Management | Office 365 | 01/08/2018 |
| Dr. Manisha Karandikar | Consumer Behavior | Office 365 | 01/08/2018 |

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## 4.3 – IT Infrastucture

### 4.3.1 – Technology Upgradation (overall)

| Type | Total Co | Computer | Internet | Browsing | Computer | Office | Departme | Available | Others |
|---|---|---|---|---|---|---|---|---|---|

| | mputers | Lab | | centers | Centers | | nts | Bandwidth (MBPS/ GBPS) | |
|---|---|---|---|---|---|---|---|---|---|
| Existing | 53 | 1 | 1 | 1 | 0 | 6 | 7 | 20 | 7 |
| Added | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 53 | 1 | 1 | 1 | 0 | 6 | 7 | 20 | 7 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| 20 MBPS/ GBPS |
|---|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|---|---|
| Office 365 | https://login.microsoftonline.com/common/oauth2/authorize? |

## 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurredon maintenance of physical facilites |
|---|---|---|---|
| 2.7 | 3.2 | 2.5 | 0.82 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Policy Title Date of Issue Document / Process Owner Last Modified Objectives of this Policy Facilities Following is the classification of physical, academic and sports facilities of the institute: Physical Facilities - SPACE: Rooms Floor Space: Classrooms, Computer Lab, Library, offices. Café, rest-rooms, and other rooms and spaces like etc as well as furnishings and utilities. - EQUIPMENT: Elevators, air-conditioning, lights, Diesel Generator Academic Facilities - EQUIPMENT: Teaching and learning equipment like computers, software, books in library, projectors, whiteboards, mikes Sports Facilities For example, Basket-ball, foot-ball, swimming and other facilities Physical Academic Facilities – UTILISATION a. Class rooms - Five in number, are titled LH1 – LH5 and vary by size and seating capacity. i. LH1 is allotted for MMS 1st year ii. LH2 is allotted for common classes for MMS 2nd year as well as specialization classes for specialization with maximum students in that batch iii. LH 3 4 5 are allotted by the Director to the other three specialisations based on the number of students in that specialization area. - Are equipped with PC, mounted LCD projectors, white-boards, sound system, air-conditioning, lights, comfortable tables and chairs. All classrooms are equipped with a sound system. LH1 LH 2 have microphones for voice amplification. - Are available to students and staff during lecture timings and intervening breaks. Should there be a requirement, students or faculty may seek the Director's permission for use of class-rooms for purposes other than lectures. - Students and staff are briefed on how to use equipment so that it works well and does not break down frequently. b. LIBRARY i. Reference Library situated on the floor is usually available from 9.00 am till 6.00 pm on all working days. - Timings may be changed permanently or temporarily by the Director in case of a change in students' and staff requirements - Limited borrowing of books and periodicals is permitted. Maximum duration for borrowing books from this library is 3 days

for text books ii. Central Library of the complex has a section for Management Books for FCRIMS students. - Timings – usually from 8.00 am till 11.00 pm, as notified on notice board. - Up to 2 Books may be borrowed against ID cards for a duration of 7 days at a time - Fines are levied on students for not return books in time c. Photocopying Room: copying facilities – timings are notified. - 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. d. The Computer Lab has computers, internet and printing facilities. - It is available for use by students during notified timings. Staff is permitted to use it for official use. - A fee is charged to students and staff for prints required for personal use. PS: All 'fees' and payments are made to the Accounts Department of Agnel Technical Complex, which issues a token/voucher. e. Other spaces

https://fcrims.com/upload/Infrastructure%20Maintenance%20and%20Utilisation%20Policy.pdf

# CRITERION V – STUDENT SUPPORT AND PROGRESSION

## 5.1 – Student Support

### 5.1.1 – Scholarships and Financial Support

|  | Name/Title of the scheme | Number of students | Amount in Rupees |
| --- | --- | --- | --- |
| Financial Support from institution | Merit based College Scholarship | 2 | 40000 |
| Financial Support from Other Sources |  |  |  |
| a) National | 'Tution Fees and Examination fees to VJNT Students' and 'Rajashri Chhatrapati ShahuMaharaj ShikshanshulkhShishyavruttiYojna'. | 18 | 2329696 |
| b)International | NA | 0 | 0 |
| View File | | | |

### 5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implemetation | Number of students enrolled | Agencies involved |
| --- | --- | --- | --- |
| Remedial Coaching | 13/11/2018 | 21 | In house |
| Yoga Day | 21/06/2019 | 59 | In house |
| Student Mentorship by Faculty Members (second year) | 10/07/2019 | 61 | In house |
| Student Mentorship by Faculty Members (First Year) | 08/08/2019 | 60 | In house |
| Soft Skills – Resume Building Workshop Sem I | 17/09/2019 | 60 | In house |
| Campus to Corporate – sem II | 01/02/2019 | 60 | In house |

| Campus to Corporate -Sem III | 08/10/2018 | 61 | Omar Maner (Consultant) |
|---|---|---|---|
| Personal Counselling | 10/10/2018 | 16 | Manisha Kushte (Adjunct Faculty) |

| View File |
|---|

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passedin the comp. exam | Number of studentsp placed |
|---|---|---|---|---|---|
| 2018 | Test Funda | 48 | 0 | 48 | 46 |
| 2018 | Specialization Counselling | 0 | 60 | 0 | 46 |

| View File |
|---|

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---|---|---|
| 0 | 0 | 0 |

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|---|---|---|---|---|---|
| Nameof organizations visited | Number of students participated | Number of stduents placed | Nameof organizations visited | Number of students participated | Number of stduents placed |
| 2 | 8 | 3 | 33 | 52 | 43 |

| View File |
|---|

5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Depratment graduated from | Name of institution joined | Name of programme admitted to |
|---|---|---|---|---|---|
| 2018 | 0 | 0 | 0 | 0 | 0 |

| View File |
|---|

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
|---|---|
| Any Other | 2 |

| View File |
|---|

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
|---|---|---|

| Sports: Football, Tug of War, Lan Gaming and Treasure Hunt | Inter Collegiate level | 90 |
|---|---|---|

View File

## 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)

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---|---|---|---|---|---|---|
| 2018 | 0 | National | 0 | 0 | 0 | 0 |

View File

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Institute 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. As per the directives of University of Mumbai, The Institute has an active Student Council which is set up to look after the welfare of the students and to promote and coordinate the extra-curricular activities of the students. The Student Council in FCRIMS consists of selected representatives of student body and its officer bearers are General Secretary, Cultural head, Sports head, Team Leaders and other members. Student Council represents the interests of the students as voice of the student body to participate in discussions and decisions that affect the student community. The student council helps in organizing College Fest, Industrial Visit, other college level events like Court martial, postmortem and FABS Market. It is also responsible for coordinating with other committees. In addition to student council, each batch has two Team Leaders (TL). TLs are elected by the student body. Elected TLs 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. • They convey all the important messages and policies to the students. • They are members of 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 List and responsibilities of different committees are discussed below: 1. Placement: Placement committee 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 lecturers of eminent personalities to acquire valuable information from their experiences. 3. Alumni: 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: Event Committee is responsible to plan and organize different events throughout the year. 6. CSR: 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 and proposes future plans.

## 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

100

5.4.3 – Alumni contribution during the year (in Rupees) :

50000

5.4.4 – Meetings/activities organized by Alumni Association :

1

# CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Fr.C. Rodrigues Institute of Management Studies ensures that all stakeholders can improve the functioning of the institute by their valuable contribution. The two practices of decentralization and participative management followed by the institute are: 1. Student Faculty Committees: Fr. C. Rodrigues Institute of Management Studies considers faculty is considered as the backbone in functioning of the institute. The faculty has an important role to play in semester planning as well as execution. The academic calendar is shared by the director and the slots for various activities are booked by the institute. The faculty members also plan for additional activities for their specialization and accordingly suggest budgetary provisions for these activities. The institute has various committees which have participation of students and faculty members. These committees are formed with the intention of ensuring that students and faculty have a say in the functioning of the institute. These committees are Placement Committee, Guest Lecture Committee, CSR committee, Alumni Committee, Library Committee, Social Media Marketing Committee, Events Committee, Infrastructure Committee, Sports Committee, and Cultural Committee etc. Each committee has some students and a faculty member. These committees work with the intention of improving the efficiency of various activities carried out in then institute. The committees meet regularly and the minutes of the meeting are documented. 2. Student Feedback: Student feedback taken twice per semester in a formal manner in addition to the exit interviews. The first feedback is collected at mid of the semester by the director personally to understand progress of the semester and take corrective actions if required. The institute has a system of Team Leads (TLs) who are elected in the first semester by the students through the system of voting. The director meets the TLs for the first round of feedback. The TL on behalf of students can also give suggestions in various areas of operations. The feedback is recorded and shared with the faculty as and when necessary. The second feedback in the semester comes at the end of the semester wherein every student fills a structured questionnaire. In addition to this exit interviews are conducted with select students of each specialization. In addition to this, the core faculty members are also available and approachable for giving any relevant feedback.

| 6.1.2 – Does the institution have a Management Information System (MIS)? | |
| --- | --- |
| Partial | |

## 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
| --- | --- |
| Admission of Students | The institute offers MMS course, which is affiliated to the University of Mumbai. The admission is also governed by Directorate of Technical Education (DTE) and the institute follows the guidelines. Since the institute is a Christain minority institute, 50 of the seats are reserved for Christian students. The admissions are carried out through the CAP (Common Admission Process). Also 20 of the seats are institute level seats. The institute invites applications for institute level seats as well as for seats against cancelation. A merit list is put up and admissions are accordingly given to aspiring students. |
| Industry Interaction / Collaboration | Industry interaction is an important aspect of every management institute. This is necessary to keep the students updated about various trends in the industry. The institute invites industry speakers and alumni for conducting guest lectures on various contemporary topics. The institute invites industry speaker and alumni to address the students on the day of inauguration of the course as well. In the year 2018-2019 guest lectures were conducted. The MOU signed with CIBA (Center for Innovation Business Acceleration) also helps students interact with entrepreneurs |
| Human Resource Management | Fr. C. Rodrigues Institute of Management Studies ensures that right talent pool is identified, trained and retained. The recruitment of faculty is on the guidelines of Mumbai University and AICTE. The non-teaching staff is also recruited on the basis of requirement of the institute and capability of the aspirants. Faculty is encouraged to take up training programs on the basis of their needs. The performance appraisal is done on a yearly basis. Initially self appraisal is done and then the director conducts the appraisal |
| Research and Development | The institute has a research cell that |

| | |
|---|---|
| | has been constitutes with the intention of encouraging the faculty members to undertake research and thereby strengthen the research culture in the institute. The Research cell organized lectures on how to write research paper that were taken by Prof. J.K.Sachdeva. The topics taken up in these lectures were problem identification, Literature review, Development of questionnaire and some basic statistical techniques. These lectures were well received by the faculty members and each faculty member looked at research topics in different domains and developed a questionnaire and collected responses. |
| Examination and Evaluation | The examination and evaluation is done in accordance to the guidelines set up by Mumbai University. Each course has 40 weightage on internal evaluation and 60 is via the end term semester exam. The internal evaluation has 5 marks for attendance and 5 marks for class participation. The faculty also designs an interesting Quiz for their subject with the intention of evaluating the understanding of the student. The other parameters are project work, case studies etc. The faculty has to mention course outcome numbers in each assessment internal as well as end term. The program has 2 courses which are university papers and the papers for the same are set by university and received via email. The evaluation parameters are conveyed to students and the institute focuses on continuous Internal Evaluation. |
| Teaching and Learning | Fr. C. Rodrigues Institute of Management Studies believes that learning can be enhanced only when students are engaged in the process and hence develop pedagogy that is a combination of theory and practical knowledge. Use of case studies, role plays and other engaging methods ensure better learning for students. The faculty also uses online resources like relevant courses on Swayam and plays videos in class which are discussed with students (2018-2019). Further the mentorship program also gives students an opportunity to discuss with their mentors about their learning and progress in various subjects/courses. In addition to classroom, students were asked to enroll for at least one course |

| | on Swayam and details of the same were collected by faculty (2019-2020) |
|---|---|
| Curriculum Development | Fr. C. Rodrigues Institute of Management Studies is affiliated to Mumbai University and offers the Masters in Management Program. The curriculum is prescribed by the university. Hence the institute has limited flexibility in development of curriculum. However the institute insists that faculty has to incorporate latest trends in subjects allotted to them. Faculty members are advised to look up at the syllabus of leading business schools and incorporate points that they believe can add value to students but are not a part of university prescribed syllabus |
| Library, ICT and Physical Infrastructure / Instrumentation | The institute has adequate facilities in terms of library, ICT enabled wifi campus and physical infrastructure. Library, in addition to text books and reference books has subscribed to e journal and e books packages. Remote access of these e resources is given to students. The computer lab is well equipped with required software and high speed internet services. The classrooms are specious and well ventilated in addition to being equipped with appropriate technology |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governace area | Details |
|---|---|
| Planning and Development | The academic calendar is made on Microsoft excel and uploaded on the website for all stakeholders. Learning Management software Office 365 was explored to find whether it suited the requirements of the institute |
| Administration | E mails is the most common mode of sending messages across different departments. The attendance of faculty members and students is done by biometric system. |
| Finance and Accounts | The accounts team uses Tally software and HR payroll software. The payslips of employees are sent via e mail |
| Student Admission and Support | The student admission is as per the DTE guidelines. Once the student takes admission the relevant details are uploaded on the DTE website. |
| Examination | The internal exam schedule is put in the academic calendar. The university exams are held as per the University of |

## 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
| --- | --- | --- | --- | --- |
| 2018 | 0 | NA | NA | 0 |
| View File | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
| --- | --- | --- | --- | --- | --- | --- |
| 2018 | Basics of Cost Management | Basic Etiquette | 14/09/2018 | 15/09/2018 | 6 | 5 |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
| --- | --- | --- | --- | --- |
| Refresher Program for Faculty | 5 | 06/07/2018 | 06/07/2018 | 1 |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
| --- | --- | --- | --- |
| Permanent | Full Time | Permanent | Full Time |
| 0 | 0 | 0 | 0 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
| --- | --- | --- |
| Discount in fees for children of staff studying in any of the Agnel institutions. Provision for Gratuity | Discount in fees for children of staff studying in any of the Agnel institutions. Provision for Gratuity | Girls Common Room for Girl Students, Doctor on premises, CCTV for security purposes, staff available at all times on |

| and Provident Fund, Group Insurance, Availability of doctor on premises. Leaves as per University of Mumbai | and Provident Fund, Group Insurance, Availability of doctor on premises. Leaves as per University of Mumbai. Encashment of earner leave is permitted as per rules | floor |
| --- | --- | --- |

## 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Regular cycles of financial audit are conducted by the institute. 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.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
| --- | --- | --- |
| Nil | 0 | 0 |
| [View File](#) | | |

6.4.3 – Total corpus fund generated

| 0 |
| --- |

## 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
| --- | --- | --- | --- | --- |
| | Yes/No | Agency | Yes/No | Authority |
| Academic | | | Yes | Reputed academicians |
| Administrative | | | Yes | Teaching staff |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

The institute does not have a Parent Teacher Association as it offers a post graduate course. However the institute interacts with parents during the orientation week for the batch. Since MMS is a post graduate course in management, parents are briefed about the semester pattern and the specialisations offered. 1. Parents are asked to encourage their children to read newspapers and watch news channels as being updated about current affairs is important for this course 2. The importance of experiential learning is emphasized and the institute explains how various events and initiatives are linked to their learning. This ensures that parents do not place importance on overall learning and development of the student 3. Parents are explained about the rigor in the attendance policy of the institute and about letters sent to parents of defaulters. Parents are thus urged to monitor attendance of students at regular intervals

6.5.3 – Development programmes for support staff (at least three)

| 1. Training on etiquettes: Training Prog on etiquettes was organized under the guidance of Ms. Manisha Kushte. The training program emphasized on how to greet the guests and etiquettes regarding serving tea and snacks to the guests. This made the support staff more confident and helped the institute when NAAC peer team visited the institute. 2. Financial literacy: Financial literacy program was conducted for the non teaching staff was conducted by Prof. Bindla Totlani to make them aware of financial literacy and exploring facilities like Online banking, loan facilities, ATM card etc 3. Training of telecommunication: Training on telecommunication was conducted for support staff which included answering telephone calls and formal way of speaking on telephone. This was important as the institute receives lot of professional enquiry calls regarding training programs, admission etc |
|---|

6.5.4 – Post Accreditation initiative(s) (mention at least three)

| Not Applicable |
|---|

6.5.5 – Internal Quality Assurance System Details

| a) Submission of Data for AISHE portal | Yes |
|---|---|
| b)Participation in NIRF | No |
| c)ISO certification | No |
| d)NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|---|---|---|---|---|---|
| 2018 | Employability test | 06/06/2018 | 27/08/2018 | 16/11/2018 | 60 |

| View File |
|---|

## CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|---|---|---|---|---|
| | | | Female | Male |
| Art of Survival | 24/01/2019 | 24/01/2019 | 21 | 0 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

| Percentage of power requirement of the University met by the renewable energy sources |
|---|
| 14.24 |

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|---|---|---|
| Physical facilities | Yes | 0 |
| Provision for lift | Yes | 0 |
| Ramp/Rails | Yes | 0 |
| Braille Software/facilities | No | 0 |

| Rest Rooms | Yes | 0 |
|---|---|---|
| Scribes for examination | Yes | 0 |
| Special skill development for differently abled students | No | 0 |
| Any other similar facility | No | 0 |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|---|---|---|---|---|---|---|---|
| 2018 | 1 | 1 | 02/10/2018 | 6 | Daan Utsav | Students actively collected useable clothes and donated. | 70 |

View File

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|---|---|---|
| Student Handbook | 01/07/2018 | The admission brochure covers the guidelines and code of conduct for students. The following points have been added for AY 2018-19 1. As per the guidelines of University of Mumbai, students are expected to maintain minimum 75 attendance in each semester. If any student does not meet the criteria then they will be debarred from the exams. 2. Students should not resort to any kind of unethical means during exams. In case if any student is found doing so, they will be expelled from the exam 3. The teaching learning methods involve various kinds of skill building initiatives to help students gain maximum |

| | | | exposure. Students are expected to participate in all the activities as a part of the continuous improvement program. 4. Students should adhere to the Placement Policy from time to time. 5. Students should use the infrastructure and property of the institute in an appropriate manner and ensure that there is no damage caused to the property by the students. 6. Payment of fees has to be made as per the notice displayed |
|---|---|---|---|
| Corporates | 10/08/2018 | | The corporates are given information about the placement process and cycle on a regular basis. During the summer internship cycle which begins from December every year to May every year, the corporates are informed about the process the institute follows for the internship, the duration of the internship and student details are shared with the help of the summer internship brochure which is digitally shared with them. The recruiters are informed about the final placement process from the Month of August each year and the cycle continues till 31 July. The recruiters are informed about the pre placement talk, sharing of the detailed job description for a better understanding of the role for the students, CTC benchmark etc. The student details are emailed to the recruiters along with the final placement brochure. |
| Staff Handbook | 02/07/2018 | | The teaching and non teaching staff are |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---|---|---|
| Women's Day | 08/03/2019 | 08/03/2019 | 70 |
| Traditional Day | 01/10/2018 | 01/10/2018 | 100 |
| Independence Day | 15/08/2018 | 15/08/2018 | 45 |
| Republic Day | 26/01/2019 | 26/01/2019 | 70 |
| Flagathon | 16/08/2018 | 16/08/2018 | 108 |
| Tree Plantation | 07/08/2018 | 07/08/2018 | 120 |
| Basket of Kindness | 02/10/2018 | 09/10/2018 | 130 |
| Yoga Day | 21/06/2018 | 21/06/2018 | 70 |

View File

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1)      Rain water harvesting, 2) Solar, 3) Plastic free campus, 4) Salary slip e mail, 5) E waste 6) LMS Moodle. 7) E-Books and E-Journals

## 7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1: Experiential Learning The business world is increasingly becoming competitive and exciting. Getting good placement has become a challenge for the students. There is a skill gap that exist between corporate expectations from MBA graduates and their competencies. 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. Following are a list of programs conducted at FCRIMS: Court Martial: Students brainstorm business ideas, and select an innovative product or service offering. They prepare a detailed business plan for their idea taking inputs from faculty resource persons. On the event day, the students present their business plans before a panel consisting of several college alumni well placed in different organizations. The panelists thoroughly examine each plan and ask relevant and searching questions, examining every facet of the proposal. This requires students to have thought of every aspect in detail, and this gives them an opportunity to interact with real life managers and learn about their expectations. This event aims at developing skills such as Strategy and Planning as well as Entrepreneurial Skills. You are the Judge The primary idea behind having this event is to identify and develop creativity and passion for innovation amongst the students. Every year, this event is organized for and by the first semester students. Every group, out of ten groups of students, present its unique and innovative product idea and this idea is evaluated and judged by remaining nine group members. Students learn to think creatively and come up with new ideas of innovative products and present the same. Postmortem: This event puts every student in the seat of a senior manager of a particular function, who is a member of the leadership team of a hypothetical company. A few days before the event, the team is presented with a major problem which the

company faces or has faced. Off-line team members discuss the issues and generate solutions. During the event, each team is given the opportunity to discuss how they have handled / are handling the issue from a multi-disciplinary perspective. Questions posed by the audience (members of other teams) ensure that teams examine the problem from every perspective and are on their toes in the face of such active grilling. This event focuses on building skills such as problem solving, communication, systems approach and cross functional sensitivity. FABS Market: Students invest money and set up stalls in the campus and do business. Planning starts a month ahead, with student teams bidding for stall space within the college campus. Over the month teams survey their target population (students of other colleges in the campus, and teachers) and take stock of their own capabilities and resources. They then take decisions regarding products, volumes, sourcing, pricing and so on. Services such as games, cosmetic make-overs, and fortune teller are also a part of the FABS market. On D-Day the stalls receive customer footfalls in terms of students and staff members from the campus thus making business. After the day's business is over – teams are evaluated on multiple criteria including profit earned, and based on objective data as well as customer feedback. This helps them to build and develop sales, marketing and entrepreneurial skills. Abstract: FABS' flagship annual inter-collegiate festival has been organized since 2002 by the students. Usually a two-day program, Abstract hosts both cultural and business management events – Business Plan, Mock stock, Ad-mad – and many more. There are also special events reflecting the interests of the students of the organizing batches - chess, football, dance, music, photography, treasure hunt, short films, etc. They experience how the best laid plans can fail, how to think on your feet and solve problems as they occur, to take new challenges and seek fresh opportunities. The students are able to enhance their skillsets such as planning, organizing, execution, leadership, time management and risk-taking capacity. Best Practise 2: Overall Student Development through Creative and Innovative Approach 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 skills that are best built and strengthened through student development programs designed in house. Following are a list of programs designed at FCRIMS: Business News Analysis and Quarterly Newsletter: 'Business News Analysis', a very popular session seems to draw the best from students. Students volunteer to speak about the latest news of the week as per the presentation schedule, which is of interest to them and reported in the business newspapers. In their preparation they are encouraged by the teacher to seek any support. During the session the audience consists of other students as well as faculty members. Post presentation, there is a discussion where other students offer their views/ask questions. The faculty member then steps in to clarify, raise questions and cover additional relevant aspects of the issue. This event helps in understanding business environment and practical economics, learning public speaking and building confidence. Apart from this, FCRIMS also publishes specialization wise quarterly newsletter on its website. There is a newsletter committee set up that comprises of the students and the core faculty members. The current affairs related to the corresponding quarter are summarized and rewritten by the students of the respective specialization. The articles are written by all students however, the editing is done by the committee members. This helps students to be up to date with the current affairs and also helps them to develop the summary writing skills. CSR: In addition to the academic and other co – curricular activities, the Institute also provides various opportunities for the holistic development of students as well as make a difference to the society. Students are encouraged to contribute on an individual level by volunteering with various NGOs as well as conduct activities like tree plantation, cleanliness drive, waste management,

organising blood donation camps, crowdfunding etc. Some of the NGOs they are currently working with are Hamari Pahchan, Child Rights and You (CRY), eArth Samvartha Foundation, World Youth Council, Goonj and many others. Students experience a strong sense of achievement and pride that comes with generously devoting their time for a worthy cause. Some of the skills they develop are empathy, better time management, communication and inter personal skills, humility, teamwork etc. The Institute takes pride in enabling students to become effective managers and even better human beings. Book Review: In the first semester, to develop and sharpen the reading habits of the students, a book review presentation is organized by the faculty members. The students need to select a book on management topic, and is given two weeks' time to read and review it. The same is then presented in front of the faculty panel. This aims at developing the analytical and soft skills of the students. 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. In the year 2018-2019, the institute scheduled its visit to Chakan plant of 'Mahindra and Mahindra'. This visit aims to give students an insight on the actual processes followed in a manufacturing unit. Workshop on Goal Setting: This was conducted by Unicorn Insight. The main aim of the company is transforming and empowering every life, every person, thus transforming corporates, companies, societies and the whole world at large. The workshop was conducted by the founder Ms. Ashwini Chube an MBA in Finance and worked as an investment banker with companies like RBS Morgan Stanley in India UK. She is a certified trainer from Dale Carnegie for the 'Train the Trainer Program'. The session was a 3-hour interactive session. Various activities, videos, brain storming discussion were a part of the session. The focus was on helping students manage stress in a better manner.

| Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link |
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| https://fcrims.com/upload/Best%20Practices%20merged%202018-19.pdf |

## 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Imparting excellence in students through individualized attention: FCRIMS believes in transforming the students to become successful leaders/ entrepreneurs. The small batch size of 60 students is the USP of the institute which makes it possible to give individualized attention to the students. From the day the students are onboarded in the institute they go through a rigorous orientation program. The program comprises of various sessions and management activities. Since students from diverse academic background join the course, this one-week orientation program helps them to reach a common platform. Post the completion of the orientation program, the students are then assigned a faculty mentor. The ratio of students to faculty mentor is 10:1. The frequency of the mentoring session is fortnightly. In this mentoring session students get an opportunity to share their experiences and also discuss any concerns that they have. This in turn helps the faculty to build a connect with the student and counsel them in the required areas of improvement. Students who need extended support also get a chance to go through a personal counselling session with the senior HR faculty. The students undergo a resume building workshop in semester I. The students are then introduced to group discussions and personal interviews as a part of the campus to corporate program in semester II. The students also are advised to enroll themselves for mock aptitude test through our third-party partner. The aim of campus to corporate program is to help the students get an understanding of the corporate expectations. This program is then continued in semester III, where the student is evaluated in terms of

their performance to ensure that they are industry ready. Thus, this program helps students get individualized attention thus bridging the skill gap in them. Apart from these programs, the students also are exposed to activities such as 'Book Review', 'Business News Analysis', case studies, subject related projects, MCQs, etc. Individual feedback is given for each of these activities which helps them shape up and sharpen their skillsets.

| Provide the weblink of the institution |
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| https://fcrims.com/upload/Institution%20Distinctiveness_2018-2019.pdf |

## 8.Future Plans of Actions for Next Academic Year

The institute has uploaded SSR and is expecting NAAC peer team to carry out their inspection. Post NAAC peer team visit, the institute hopes to get constructive feedback based on which future course of action will be decided, 1. Registration on Alumni Association: The institute conducts alumni meeting on a regular basis, however the institute plans to start the process of registration of Alumni association 2. Research Publication: The faculty would be encouraged to carry out research and present their findings in research conferences and aim at publishing research papers in peer reviewed of international repute. 3. Use of LMS: Encourage faculty and students to extensively use LMS 4. To explore opportunities for sponsored projects 5. To explore constructive MOUs with various agencies