SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

FINOLEX ACADEMY OF MANAGEMENT AND TECHNOLOGY

P-60, P-60/1, MIDC, MIRJOLE BLOCK
415639
www.famt.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The institute was established in 1996 under Hope Foundation and Research Centre - a public charitable trust founded by Late Shri. P. P. Chhabria (Founder Chairman, Finolex Group of Companies) a renowned industrialist and philanthropist of India. The trust focuses on charitable initiatives in the field of education and healthcare with substantial financial support from the Finolex Group of Industries.

When a state-of-the-art manufacturing plant of Finolex Industries was commissioned in 1994, the Late founder chairman realized a lack of higher technological institutes in the region significantly limiting the engineering education avenues forcing the students to leave for metropolitan cities in pursuit of higher engineering education. It was not affordable to a large section of society resulting in missing the opportunities in spite of having abundant calibre. This provided key impetus to the establishment of Finolex Academy of Management and Technology (affiliated to University of Mumbai, approved by AICTE, New Delhi and DTE, Maharashtra State) with an aim to provide quality education at affordable cost ultimately leading to societal transformation through engineering education especially during the time when India was witnessing a significant economic transformation through globalization. Started with one program in engineering, the Institute spread its wings with six UG engineering programs, one PG engineering program, two Ph.D. programs in engineering and one program leading to PG degree in Computer Application.

The institute is situated in Ratnagiri, a district town located on the picturesque Western coast of India having excellent rail and road connectivity. The sprawling 25 acre campus with 2.13 Lakh sq. ft. built up area accommodates state-of-the-art facilities such as - ICT classrooms, industry supported laboratories, seminar halls, workshops,, auditorium, centres of excellence, computer centres, research centres, drawing halls, library, canteen, administrative offices, faculty offices, sports facilities. A dedicated Training and Placement Cell strives for student employability enhancement signified through excellent placement performance.

With a vision to inculcate professional attitude among the students, the boys and girls hostels are strategically placed in the Finolex Housing Colony located 7 kms away from the institute campus with dedicated transport facility for seamless commute. The facilities like gymkhana, sports, canteen, cafeteria along with wi-fi internet are offered to the hostel students. Since the establishment, the institute has been a torch bearer towards excellence in engineering education with upholding its fundamental values contributing towards societal and economic transformation in the region.

Today, with approximately 6000 alumni serving all across the globe and most of which are the first generation engineers, the institute has immensely contributed in changing the socio-economic landscape of the region.

Vision

The institute aspires to nurture students as leaders who are in tune with global trends, equipped with engineering knowledge and practical skills, to excel in creativity and innovation in order to play their part in technological advancement of the nation.

Mission

1. To become foremost seat of advanced technical learning as a center of excellence in the region

2. To offer state of the art facilities and quality education at affordable cost

3. To inculcate in students, the culture of 'Play Hard and Play Fair'

4. To advance sustainable development in the region through opportunities for entrepreneurship and industry-institute interaction

5. To create a generation of young professionals who appreciate in all its aspects the necessity of balance between technological advances and traditional values

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Philanthropic project of Finolex
2. Dedicated, supportive and visionary management
3. Continuous financial support by Finolex Industries Limited
4. Quality education at affordable cost enabling economically backward community to pursue higher education
5. State-of-art infrastructure with spacious classrooms and well-equipped laboratories
6. Experienced, motivated and passionate faculty
7. Good academic results
8. Microsoft Virtual Academy , Excellence: Intel Center, and Computer Aided Product Development and Automation
9. Excellent placements
10. Excellent faculty retention
11. Peaceful, eco-friendly and pollution free campus providing a conducive atmosphere for teaching learning
12. Mumbai University approved TWO PhD Research Centers

Institutional Weakness

1. Less scope for consultancy and funded project
2. Lack of willingness among students to become entrepreneur due to their socio-economic background

Institutional Opportunity

1. To strengthen R&D
2. Further improvement in placement
3. Providing more avenues for skill improvement of students in emerging areas

03-04-2024 01:31:24

4. Further resiure mobilization through varous government/non-government organisation

Institutional Challenge

1. Attracting good companies offering higher pay packages for placements
2. Students' huge inclination towards only circuit branches
3. Opening of new institutions
4. Creating cultural mix in the institute by attracting candidates from various states

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated to the University of Mumbai and is committed to academic excellence and holistic development of the students through outcome based education(OBE). It offers undergraduate, postgraduate, and research programs in Engineering and Technology. The institution also has introduced and integrated honors and minor programs in emerging fields such as Data Science, AI&ML, Electric Vehicles, and Waste Technology into its curriculum, following the affiliating university guidelines.

The institute places a strong emphasis on Teaching-Learning and employability enhancement through seamless integration of - various pedagogies, Industry relevant Value Added Courses, workshops, soft skills training, aptitude sessions, motivational programs and extension activities facilitated by various student bodies and professional student chapters.

The preparation and review of academic policies, planning, implementation, analysis and monitoring of academic and allied activities are conducted through various means like IQAC, Deans/Faculty in-charge, HoDs, Program Assessment Committee (PAC) and Department Advisory Boards (DABs).

Semester academic planning is meticulously done in advance at the institute and department level, an Academic calendar is prepared accordingly which includes the commencement and conclusion of teaching sessions, tentative dates for internal assessments, holidays, feedback, curriculum enrichment activities for students. It is then disseminated to the stakeholders.

Students and faculty members are motivated and supported for the completion of self paced MOOCs. Curriculum is enriched through courses in the areas of ethics, environment and use of renewable sources for sustainability. The students are encouraged to participate in various curricular, co-curricular and extra curricular activities. A well established stakeholder feedback mechanism helps in analysing, improving various curricular, co- curricular, extra curricular activities and the overall development of the facilities required.

Teaching-learning and Evaluation

The institute follows admission procedures laid down by Maharashtra State Government with an average enrollment rate of 71.83% over the past 5 years.

The teaching and learning practices are aligned with the institute vision and mission. The Outcome Based

Education is followed by having well defined objectives and outcomes for each course, the attainment of which is calculated by using various direct-indirect assessment tools. All the course outcomes are mapped with Program Outcomes (POs) and Program Specific Outcomes (PSOs) whose attainment is calculated, analysed and appropriate corrective measures are taken to ensure continuous improvement in academic standards.

The institute has an impressive 5 years average Student Teacher Ratio**.** The faculty members are financially supported for attending FDPs, STTPs, MOOCs to upgrade their knowledge and skills. The use of ICT and LMS is an integral part of teaching-learning. The faculty members bring pedagogical innovation to the classroom through flipped classroom, use of models, Industrial Visits, Project Based Learning, experiential learning, collaborative learning etc. Continuous assessment is carried out using various online and offline tools as per the evaluation criteria and rubrics. Outcomes of the same are shared with the students. All these initiatives resulted in having a success rate of 92.81% averaged over the past 5 years.

Assessment methods used to evaluate student learning outcomes prioritize fairness in examination, as well as the reliability and validity of assessment tools and processes. An efficient grievance redressal mechanism is established to address examination related grievances.

Research, Innovations and Extension

The institute nurtures research, innovation and extension ecosystem through - Research Development and Consultancy Cell (RDCC), Institute Innovation Council (IIC), Intellectual Property Rights (IPR) cell, Incubation Centre and Professional Student Chapters. Faculty members are encouraged to mobilize research funds from University of Mumbai and AICTE. The funds were also mobilized through ASHRAE (American Society of Heating Refrigeration and Air Conditioning Engineers) student chapter and NVIDIA. In addition to this, a financial support of Rs. 270.35 Lakhs was received through CSR funds of Finolex Industries Limited for augmenting the infrastructure, Rs. 1.3 Lakhs from Mechatol Product Engineering Solutions Pvt. Ltd. for establishing the project based learning lab along with 50 computers from TCS Limited for academic purpose.

Faculty members are encouraged for research publication and quality improvement through provision of an yearly financial support of Rs. 12 Lakhs. Additional financial support is provided for IPR activities which has led to publication of a significant number of patents and copyrights by faculty members and students. These efforts are supported by periodic updation of research journals and laboratory infrastructure.

The collaboration with various industries and MOOC platforms like IBM Skillsbuild, Coursera, Infosys Springboard, Edx has helped the institute in offering internships, projects, placement and online courses (completely free of cost) respectively. This has helped the institute in its objective to provide a promising future to the students. Every year, a multidisciplinary team of students develop an Electric vehicle for national competition with the support from the institute and other private organizations. Student project competitions are organised to motivate and support the innovative projects.

The research culture has also been fostered through establishment of University of Mumbai approved Ph. D. research centre offering Ph. D. programs in Information Technology and Mechanical Engineering departments with a total of 4 faculty members acting as research supervisors. The faculty members have received appreciation for their research outcomes in terms of awards from reputed external agencies.

In view to sensitize the students towards the social issues, significant extension activities in the areas of social awareness, environment, sustainability, cleaning drives are undertaken on regular basis through professional

student chapters like - ASHRAE along with NSS which have been well appreciated by the external partners.

Infrastructure and Learning Resources

The institute is spread across a 25 acres sprawling campus with a total 2.13 Lakhs sq.ft. built up area catering academic, administrative and other supporting requirements. Each academic department enjoys functional convenience through a dedicated block equipped with ICT classrooms, computer centres with 1:1 computer ratio during lab sessions, laboratories, workshop, COE, department libraries, central facilities like - library, computer centre, drawing hall, canteen, sports are made available to the students. The campus is completely wi-fi enabled with internet bandwidth of 500 mbps through leased line and 200 mbps through FTTH.

A variety of industry linked learning resources such as Microsoft Virtual Academy, Intel COE, Computer Aided Product Development and Automation Centre, Project Based Learning Lab, COE in computer vision along with industry relevant softwares like MATLAB, ANSYS, SOLIDWORKS, CAMWORKS and collaboration with Coursera, IBM Skillsbuild, Infosys Springboard help in enhancing employability of the students.

The central library is spread across 567.83 sq.mtrs. With over 36500 books, 48 print journals, 510 e-journals, 1042 e-books catering a wide array of knowledge domains through automation using SOUL software. The separate competitive examination section and internet section is continuously updated as per the stakeholders' feedback.

The Construction & Maintenance Department and Systems Department take care of relevant resources for seamless operational performance.

A cloud based ERP system is used to enhance operational efficiency and improve transparency.

Student Support and Progression

Institute strives hard to provide financial benefit to maximum number of students through the scholarships offered by the state and central government, non-government organizations such as Priyadarshini Academy, Kalsekar Trust, Higher Education Forum along with the parent trust and the institute. Approximately, 60% of the total students benefit from these scholarships.

In view to enhance employability of the students, the academic departments and T&P cell take stupendous efforts on improving the technical skills, life skills and soft skills during each year in collaboration with organizations like Aptech, GTT Barclays and many others which results in notable placements.

A separate competitive examination section established in the library along with various programs organized benefit the students in various exams like GATE, CAT, CET, GRE, MPSC, UPSC.

All the statutory committees work seamlessly with robust mechanisms for grievance submission and timely redressal.

A thriving atmosphere for holistic development encourages the students to participate in sports and cultural activities resulting in winning the accolades for the institute in the form of Purushottam Karandak and various

sports competitions.

The active alumni association helps in bringing the alumni wisdom to the campus by means of expert sessions, placement guidance sessions, internships/project opportunities.

Governance, Leadership and Management

The institute being affiliated to the University of Mumbai follows NEP related guidelines laid down by the affiliating university from time to time.

In accordance with the vision and mission of the institute, a decentralized and participatory governance is practised. A well constituted framework of Governing Body, College Development Cell, IQAC, Department Advisory Board and Program assessment committee ensures effective implementation of the same. A strategically prepared plan exhibits roles and responsibilities of each office bearer such as Principal, Deans and HoDs, etc. All stakeholders are taken into consideration while defining the policies, rules and guidelines. IQAC efficiently institutionalises the QA strategies and processes related to teaching-learning, OBE and monitors the same through the periodic reviews.

Cloud based ERP is used for student admission, exam related records and progression. Tally is used for finance & accounts and online portal is used for complaint management. External financial audits by certified CA are conducted every year; Academic & Administrative Audits are also conducted every year and actions are taken for continuous improvement.

The financial support is provided to all the faculty members for research and quality improvement. A well defined and implemented performance appraisal system along with various welfare schemes such as PF, Gratuity, Group Insurance, Faculty Development Fund, IPR support, Higher Studies Support, Medical Leave, Study Leave, Fees towards Membership of Professional Bodies are implemented for holistic development of the faculty members. A significant number of faculty members have been benefited through these schemes. The institute regularly participates in NIRF.

Institutional Values and Best Practices

The institute actively contributes to the technological advancement of the nation with prime focus on all-round development of the students. In line with the founder chairman's belief in educating women for societal impact, the institute has around 30% female students on campus.

The Nature Club creates awareness of green practices among students. Various initiatives like plastic-free campus, paper and solid waste recycling, e-waste management drives along with regular plantation help in maintaining the environment friendly lush-green campus. Lights and fans are replaced in a phase wise manner with energy efficient alternatives as a measure of energy conservation. Environment and sustainability are promoted through various activities by professional student chapters and expert sessions. All the buildings are Divyang friendly.

The institute emphasizes holistic student development through industry integration, soft skills training, internships, and field trips. Specialized modules enhance communication, teamwork, and leadership. Internships provide practical experience, while field visits expose students to advanced technologies.

Partnerships with industry leaders offer training and certifications, enriching the learning experience. The institute also actively gets engaged in the community outreach, career counseling, donations and cleanliness drives and IT awareness campaigns to imbibe societal values among the students.

Over the past 27 years, the institute has evolved in terms of its educational strategies such as - transforming the conventional classrooms to ICT enabled, adopting the ICT Enabled Teaching Learning Process (iTLP), use of google workspace for interactive learning. Strategic partnerships with the industries and MOOC platforms broaden the resources.

Alumni engagement flourishes through an Alumni Portal.

The institute's success in producing industry-ready professionals with strong ethical values and social responsibility has earned recognition from national higher education forums and surveys, affirming its prominent status in technical education and societal impact.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	FINOLEX ACADEMY OF MANAGEMENT AND TECHNOLOGY
Address	P-60, P-60/1, MIDC, Mirjole Block
City	Ratangiri
State	Maharashtra
Pin	415639
Website	www.famt.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Kaushal K Prasad	02352-299361	9819125676	-	naac@famt.ac.in
IQAC / CIQA coordinator	Yogesh G Mulye	-	9284723936	-	iqac@famt.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

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](#)	10-06-2023	12	

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	P-60, P-60/1, MIDC, Mirjole Block	Rural	24.73	19795

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**
UG	BE,Electrical Engineering,	48	HSC	English	60	60
UG	BE,Mechanical Engineering,	48	HSC	English	90	66
UG	BE,Information Technology,	48	HSC	English	60	60
UG	BE,Chemical Engineering,	48	HSC	English	30	9
UG	BE,Electronics And Telecommunication Engineering,	48	HSC	English	60	59
UG	BE,Computer Science And Engineering,AIML	48	HSC	English	60	60
PG	ME,Mechanical Engineering,Machine Design	24	GRADUATION	English	18	0
PG	MCA,Master Of Computer Application,	24	GRADUATION	English	90	70
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering,	0	Post-graduation	English	10	4
Doctoral (Ph.D)	PhD or DPhil ,Information Technology,	0	Post-graduation	English	10	0

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	9				15				59			
Recruited	6	1	0	7	10	0	0	10	42	17	0	59
Yet to Recruit	2				5				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				23			
Recruited	0	0	0	0	2	0	0	2	17	6	0	23
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				38
Recruited	35	3	0	38
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	18	0	0	18
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	1	0	10	0	0	0	0	0	17
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	40	17	0	57
UG	0	0	0	0	0	0	0	0	0	0

03-04-2024 01:31:24

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	1	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	16	6	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

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

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
UG	Male	974	2	0	0	976
	Female	383	1	0	0	384
	Others	0	0	0	0	0
PG	Male	142	3	0	0	145
	Female	107	0	0	0	107
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	1	0	0	0	1
	Others	0	0	0	0	0

03-04-2024 01:31:25

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	29	33	15	34
	Female	19	7	13	12
	Others	0	0	0	0
ST	Male	1	1	0	1
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	151	124	90	102
	Female	57	42	38	47
	Others	0	0	0	0
General	Male	229	215	188	168
	Female	89	72	66	43
	Others	0	0	0	0
Others	Male	31	20	15	29
	Female	14	12	6	5
	Others	0	0	0	0
Total		620	526	431	442

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Vision and plan of institution to transform it self into a holistic multidisciplinary institute. The institute is affiliated with the University of Mumbai and adheres to the curriculum set by the affiliated university. The syllabus integrates humanities and science with STEM along with program specific subjects. All the courses in the syllabus are credit-based. The general structure of the syllabus is given below: a. Basic Sciences b. Mathematics c. Humanities and social sciences d. Engineering sciences e. Program specific core subjects f. Program specific electives g. Open electives h. Project work Despite being part of affiliated system institute strives hard to add flexibility and innovation in the curriculum along

	with university. As a part of multidisciplinary approach and for holistic development, university has introduced several subjects in the curriculum such as Professional communication and ethics, Environment Management, Energy Management, Industrial Skills, Renewable Energy Sources, and the institute offers it. The NSS unit of the institute conducts several activities towards community engagement and service. University gives weightage in marks for these students. In addition, institute plan and conduct several Add-on courses, value added courses, workshops, etc. for the students every year. In view of NEP, to promote multidisciplinary/ interdisciplinary approach institute offers honors and minor courses in various subjects as prescribed by the university. Institute has tie-up with several online education platforms such as Coursera, IBM skills Build, Infosys springboard etc. it helped students a lot during pandemic. Students are encouraged to opt for these courses along with NPTEL, Swayam, etc. Project based learning is inculcated from second year onwards through – Mini projects in SE and TE. Major projects in BE where students are encouraged to take up social issues. Impact of engineering practices on environment, industrial issues. Research students are encouraged to undertake projects in the multidisciplinary areas such as Renewable energy, supply chain management, sustainability, Industry etc. UG students are encouraged to work in the areas of agriculture and automation, use of AI and ML in agriculture etc. Every year students from multiple disciplines are encouraged, mentored and supported to develop an electric vehicle for national level competition.
2. Academic bank of credits (ABC):	The institute, affiliated with the University of Mumbai (UoM), receives its syllabus from the university. Numerous faculty members contribute to the development of the UoM curriculum. These faculty members, alongside industry experts, collaborate to design additional courses such as value-added and addon courses, and subsequently deliver them to students. Furthermore, faculty members are encouraged to author textbooks on various subjects. Following the guidelines set by the University of Mumbai, the institute is registered under ABC, with over 1400 students currently enrolled. All faculty members utilize information and communication

	technology (ICT) to create their own course materials and assignments. They conduct assessments within the framework provided by UoM, making optimal use of ICT tools such as Google quizzes and online crossword puzzles. Additionally, each faculty member is supported financially for their professional development.
3. Skill development:	The institute has established a training cell to offer regular courses in emerging technologies and soft skills. Collaborations with Coursera, Infosys Springboard, IBM Skills Build, and highlight programs through the skill development center in Ratnagiri (MSME) enhance the breadth of offerings. Departments offer value-added programs focusing on skill-based learning and MSA programs. Memorandums of understanding (MOUs) with industry partners such as Mechatol, Sourmandal Solar, Intel, among others, enrich the curriculum. Faculty members are encouraged to pursue UHV certificate courses, and ethical values are instilled during induction. Collaborations with organizations like ISHRAE and ASHRAE promote social values alongside technical skills. An Ethics course is integrated into the curriculum of Semester II and V. Skilling courses are an integral part of the institute's regular value-adding activities. Student are encouraged to complete at least one value-adding vocational course either in offline or online mode. Tie-ups with IBM Skills Build and Infosys Springboard facilitate additional skill development opportunities. Institute is associated with the skill and entrepreneur development center in Ratnagiri and conducted programs for students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute recruits faculty members with proficiency in both English and vernacular languages, utilizing the vernacular language to impart concepts and clarify difficult ideas for enhanced comprehension among students. In order to foster a deeper appreciation of Indian culture, the institute commemorates events such as Marathi Bhasha Din, Shivjayanti, Teachers Day, Engineers Day, etc., through various avenues such as NSS, Cultural Committee, student chapters, and other organizational bodies. Additionally, competitions and activities including pot painting, rangoli competitions, traditional days, etc., are organized to actively promote Indian cultural heritage. The

	institute actively participates in Indian cultural events such as the Youth Festival and Purshottam Karandak to further engage with and celebrate our rich cultural traditions.
5. Focus on Outcome based education (OBE):	As part of the affiliated system, the institute adheres to the curriculum of the University of Mumbai. It has established a mechanism for formulating and implementing Outcome-Based Education (OBE). For each subject, the institute has redefined the course objectives and Course Outcomes (COs) according to Bloom's Taxonomy. These COs are then aligned with Program Outcomes (POs) as per institute guidelines. The institute employs various student-centric pedagogies such as flipped classrooms, Problem-Based Learning (PBL), hands-on sessions, experiential training, industrial visits, and exhibition visits, among others. Information and Communication Technology (ICT) is extensively utilized for teaching and learning purposes. Assessment of COs and Learning Levels (LLs) is conducted according to Bloom's Taxonomy. Each activity is assigned Expected Outcomes of Learning (EOBs) and End of Session (EOS) criteria, and their attainment is assessed. A variety of direct and indirect assessment tools are utilized to calculate the attainment of COs and POs. The institute also collaborates with industry experts for content delivery. Each academic department has a Departmental Advisory Board (DAB) to ensure that departmental offerings are aligned with industry requirements. Furthermore, students are encouraged to pursue internships as part of their experiential learning journey. Every department has Program Assessment Committee (PAC) that monitor and implement OBE.
6. Distance education/online education:	FAMT encourages its students to acquaint themselves with the fundamentals of learning and science, and latest industry trends especially through online education platforms. In view of this academic collaborations are established by FAMT with organizations like Coursera, Indian Institute of Remote Sensing (IIRS), IBM Skill-build and Infosys Springboard. The academic collaborations with these organizations has opened huge online education opportunities for students of FAMT at a free of cost or at a minimal price. These certification courses are globally accepted and hence helping the students of

the academy in their placement in various Indian and multinational companies. Number of courses completed by students and faculties are as below: Sr Name of collaborating Year of Starting Total agency Collaboration 1 IIRS-ISRO 2019-20 54 2 Coursera 2020-21 2636 3 IBM SkillBuild 2020-21 4285 4 EDx 2020-21 431 Students have completed courses on the topics like Remote Sensing & Digital Image Analysis, Overview of Geo-processing using Python, Geo-spatial Applications for Forest Ecosystem Analysis, GIS for Supply Chain Management etc. organized in association with IIRS, ISRO. Coursera is an online learning platform offering self-paced guided projects and on-demand courses on a variety of subjects. So far collaboration with Coursera yielded completion of online certification programs on topics such as 3D Printing Hardware, Supply Chain Logistics, Python, Excel, etc. IBM skillbuild helps FAMT students to explore a library of learning content to gain professional and practical skills related to new technologies and earn industry-recognized badges. So far students have completed various certification programs on topics such as Data analysis, CSS Exercises, etc. Collaboration with EDx platform yielded completion of courses on the topics Product Management, AI, Data Science, Cloud Computing, etc. Various ICT tools were utilized, including Google Classroom, Google Quiz, PowerPoint presentations, faculty-owned websites, and YouTube channels. All classrooms are equipped with LCD projectors and computing facilities to facilitate effective online content delivery.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Institute has set up an Electoral Literacy Club in Academic Year 2022-23.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college has appointed students' co-ordinator and co-ordinating faculty members are appointed by the College. Currently, Mr. Shivam Parab of Student of the Third Year of Computer Science is appointed as students' coordinator and Prof. H V Chavan is working as Nodal Officer. The ELC has overall 10 student members. The ELC is functional and has conducted a total of 5 programs in the academic year

	2022-23.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Comprehensive Initiatives: Voter Registration Drives: The Electoral Literacy Club orchestrated voter registration drives that saw approximately 47 students enrolling as new voters. This initiative not only contributes to an increased turnout of young voters but also serves as a pedagogical tool, elucidating students on the profound significance of their electoral rights. The Club has organized three innovative activities to spread awareness amongst voters such as: Online Quiz Competition, Intercollegiate Meme Making Competition and Intercollegiate Slogan Making Competition.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1. Online Quiz Competition: An online quiz competition, centering on general knowledge of civics and election rights, engaged all FAMT students. A total of 125 students enthusiastically participated, underscoring their keen interest in understanding and participating in matters related to the democratic process. 2. Intercollegiate Meme Making Competition: In collaboration with the District Collector's office, Ratnagiri, the club organized an intercollegiate meme-making competition. Twelve students from three other colleges participated, showcasing their creativity while effectively conveying the importance of civic engagement through visually appealing content. 3. Intercollegiate Slogan Making Competition: Another intercollegiate competition focused on slogan making, involving 29 students from three colleges. This activity aimed to inspire students to express their thoughts succinctly and creatively, fostering a deeper connection with their civic responsibilities. 4. National Voters' Day Celebration: The crescendo of these efforts materialized in the successful celebration of National Voters' Day at FAMT. In collaboration with the Cultural Committee and NSS Unit, the event not only achieved success but also proved to be engaging for all participants. Various competitions and activities served not just to inform students about their electoral rights but also provided a platform to actively encourage their involvement in the democratic process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to	Institute has begun an annual tradition and started arranging a voter registration drive for newly admitted students who will attain adulthood by

institutionalize mechanisms to register eligible students as voters.	January 25th each year. The initiative aims to motivate and facilitate the registration process for these eligible individuals, empowering them to exercise their democratic right to vote.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1785	1718	1673	1501	1669

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

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 110

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	96	98	98	108

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
371.67	129.71	103.06	217.19	195.18

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Finolex Academy of Management and Technology (FAMT) is affiliated to the University of Mumbai and follows the university's curriculum for all its programs. Additionally, the adoption of outcome-based education system and well-structured inclusion of honours and minor programs in Data Science, AI&ML, Electric Vehicles and Waste Technology, along with activities of training and placement (T&P) cell like soft skill and aptitude training, motivational and awareness sessions into the curriculum significantly helps in the holistic development of students and enhance their employability. FAMT ensures the delivery of this curriculum and activities through a meticulously planned and well-documented process. The University of Mumbai shares its concise academic schedule each academic year. At the beginning of every semester, the academic planning activities are discussed in a meeting of deans, Heads of Departments, and Principal. This follows the formulation of the institute's academic calendar, which encompasses important dates like the start and conclusion of teaching sessions, regular teaching days, tentative dates for internal assessments, mentorship meetings, monthly attendance displays, holidays, and activities organized by the T&P cell. Departments then create their academic calendars in alignment with the institute's calendar. Both calendars are shared with all the stakeholders via the respective department's page on the institute's website. Departmental activities including the distribution and allocation of teaching loads, are initiated. The timetable committee prepares and publishes the timetable on the website, Learning Management System (LMS), and dedicated WhatsApp groups. A thorough examination of laboratory readiness is undertaken by conducting documented trial experiments. Comprehensive course preparation, including the lesson plans, establishment of Google Classroom, module-specific group assignments, and study material, is scrutinized by the Program Assessment Committee (PAC) at the semester's outset. The PAC also periodically evaluates the internal assessment process, ensuring its efficacy. Students contribute feedback regarding the teaching-learning process, facilitating the implementation of remedial actions for performance enhancement. Extra lectures are also conducted as per requirement of students and the course.

Continuous internal assessment at FAMT encompasses two internal assessment tests, term work, module-wise assessment tests and review presentations of mini and major projects. Two internal assessment tests are conducted as per university guidelines. PAC ensures alignment of course outcomes and the appropriate utilization of Bloom's learning levels. Model answers with marking schemes are prepared and discussed with students after every internal assessment test. The term work covers evaluation of group assignments on every module with distinct sets of questions for groups of 10 students, experiments conducted and assessed in every subsequent week, and course projects evaluated as per the rubrics. Module-wise quizzes are conducted after completion of every module. Mini and major projects completed in a group of 3-4 students reviewed periodically thrice a semester with well-defined rubrics. Continuous assessment through these tools provides students with immediate feedback and opportunity

for improvement thus fostering holistic development.

The adherence of departments to the activities planned is meticulously assessed as part of the academic audit process. Detailed academic guidelines are devised for all these activities, highlighting the timelines for completion and distributed across all departments.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 91

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

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 18.63

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
147	462	589	244	113

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

The institute integrates cross-cutting issues with the curriculum through various means. Professional Ethics, Gender, Human values, Environment, and Sustainability issues are addressed through courses offered and organized programs. Some of the efforts taken to address cross-cutting issues are as follows.

1. **Professional Ethics:**
   To foster ethical attitudes and values in both the workplace and personal life, the University of Mumbai has introduced a mandatory course in Professional Communication and Ethics. This course covers topics such as professional ethics, responsible utilization of social media, and ethical considerations in corporate and business practices within the curriculum of Engineering and MCA programs.
2. **Gender related issues such as Gender equity, Gender sensitization, etc. are integrated:**
   1. **Indirectly through:**
      Many female faculty members are contributing through many committees. Some of them are:
      1. **Internal Complaint Committee (ICC):** It is established as per Vishakha guidelines given by Honorable Supreme Court for Gender sensitization, prevention and prohibition of sexual harassment of women employees and students and Redressal of Grievances in Technical Institutions.
      2. **College Grievance Redressal Committee (CGRC):** It is constituted for all grievances of students and faculty.
      3. **Women Development Cell (WDC):** It is formed to encourage, enhance, and empower the women.
      4. **Anti-ragging Cell:** It is constituted to prohibit ragging in the institute. Till today, not a single ragging case is reported within the institute.
         Many girl students are playing their role in the growth of the institute through committees Department Advisory Board, Library Advisory Committee, Student Council.
   2. **Directly through events and activities some of them are listed below:**
      1. A Talk on Mental Health: a programme organized by ICC
      2. Awareness Talk on "Women Rights and Laws": a program organized by ICC
      3. Programme on Cyber Crimes: Awareness and Prevention a program organized by ICC

4. A Talk on Sexual Harassment of Women at Workplace a program organized by ICC
5. Seminar on Social Identity of Women: a programme organized by WDC
6. Celebration of Women's Day: a program organized by Cultural Committee

3. **Human Values:**

Human values are inculcated and promoted among the students through the platforms such as NSS, Student Chapters, etc. regularly. Some of the programs conducted on Human values are:

1. Blood donation camp
2. Donation drives
3. Swachha Bharat Abhiyan
4. STEM K12 Activities

4. **Environment and Sustainability:**

The institute continuously strives and maintains the campus a lush green. In addition, a Nature Club of FAMT conducts programs such as Tree Plantation and exhibition to sensitize the students, staff and faculty regarding biodiversity and its conservation.   To sensitize and to provide ways to maintain and keep the environment healthy for future generations, courses such as Environmental Management, Renewable Energy Sources are introduced into the curriculum by the university and institute. The Nature Club of the institute has developed vermiculture for natural decomposition and producing manure.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 89.41

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 1596

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 71.83

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
385	300	259	253	333

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
468	438	408	408	408

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 57.78

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
252	210	154	178	198

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

2022-23	2021-22	2020-21	2019-20	2018-19
361	360	326	344	326

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 18.4

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Most students of FAMT belongs to Ratnagiri, Sindhudurg, Raigad, Mumbai and Kolhapur districts. This diverse geographical distribution brings forth varied attributes and learning preferences among students. To effectively cater to this diverse student body and enrich their learning experiences, FAMT faculty focus on three key student-centric approaches:

1. Experiential learning approach
2. Participative learning approach
3. Problem-solving methodologies

These approaches are implemented in the following ways:

Experiential Learning: Experiential learning approach at FAMT encompasses conducting experiments, utilizing project and skill-based labs and software tools, alongside participating in industrial visits, undergoing industrial trainings. FAMT has well equipped laboratories with capacity to deliver curriculum and content beyond. The inclusion of mini and major projects in the curriculum, utilizing virtual labs, participating in workshops and seminar by industry experts and working with software tools like MATLab, CAMWORKS etc. further enhance this experience. Students develop various vehicles and participate in national level vehicle design competitions. Partial financial support is also provided to the student for their participation in these competitions. Additionally, their participation in the National Service Scheme (NSS) camp, technical and non-technical activities conducted by student associations, technical activities like group discussion, paper presentation in annual technical event of the institute – Brainwaves and Utopia further enhances experiential learning experience.

Participative Learning: In the institute the participative learning approach is promoted through discussions, debates, group conversations during teaching sessions, and group assignments. The participation in experiential learning activities highlighted earlier augments the participative learning approach. The development of industry-supported laboratories such as the Product Design and Development Center of Finolex, the Project-Based Laboratory in collaboration with Mechatol, the Intel Center of Excellence, and the Microsoft Virtual Academy further foster this methodology. Courses such as Professional Communication and Ethics, course projects, mini projects at second and third year and major project at final year mainly focus on this aspect.

Problem-Solving Methodologies: At FAMT, students are encouraged to work upon the real-world societal or industry problems pertinent to their academic domain through mini and major projects. Methodologies like group assignments, crossword puzzles, Hackathon, EDPuzzle, Case studies, interactive workshops with hands-on activities, role-playing, and flipped classrooms foster critical thinking and inculcate problem-solving attitude.

Beyond student centric methods highlighted above, the following ICT-enabled tools are employed by FAMT faculty members to facilitate an efficient teaching-learning experience:

1. **Learning Management Systems (LMS):** Platforms like Google Classroom, Edmodo, and Moodle used by faculty facilitate sharing lesson plan, course materials, assignments, quizzes, and internal assessment test solutions etc.
2. **Virtual Labs:** In addition to the traditional experiments, faculty uses virtual labs of renowned Indian institutes to supplement learning.
3. **Digital Content:** Faculty members have developed their individual websites and YouTube channels, offering digital content accessible for learning at students' own pace. FAMT has

academic collaborations with Infosys Springboard, Coursera, IBM Skill build etc. that offers a wide range of courses at free of cost which also helps in placements.

4. **Interactive presentation:** Faculty members have created interactive power-point presentations with animations for easy understanding.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 97.26

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
101	96	101	104	109

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 15.09

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	15	15	14

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

FAMT is affiliated to the University of Mumbai and adheres to the university prescribed assessment guidelines across all its programs with distinct structure for all the internal and external assessment heads as depicted below.

1. Internal assessment	1. External assessment
1. Internal assessment tests	1. End semester examination
2. Termwork	2. Oral / practical examination
	3. Mini project (final presentation)
1. Assignments	4. Major project (final presentation)
2. Laboratory experiments	
3. Course projects	
1. Module wise assessment	
2. Mini and major projects (review presentations)	

The following strategies are implemented to foster transparency in evaluating these heads:

A. Internal assessment

1. **Internal Assessment Tests:** These tests, conducted twice per semester in line with Mumbai University guidelines. The Program Assessment Committee (PAC) validates internal assessment test papers of each course, ensuring comprehensive syllabus coverage, assessment of all course outcomes (CO) and accurate assignment of Bloom's levels and respective action verbs. The model solution is shared through the LMS or Google classroom after the examination. The solution is also deliberated in class, bolstering clarity. Answer scripts are assessed based on the model solution. Evaluated scripts are discussed with students offering insights for improvement. The CO attainment is calculated based on the assessment. The attainment is analysed, and corrective

action is initiated in the form of remedial sessions if needed.

2. **Termwork:** This evaluation head has three sub-categories:

   1. **Assignments:** Groupwise assignments are given to the students ensuring participative learning experiences. Every assignment is assessed for three evaluation heads: Technical understanding, presentation, and punctuality with well-defined rubrics to ensure clarity in assessment. The evaluation sheet is prepared for every assignment highlighting the correct answer and given answer to ensure the transparency in the assessment process, offering prompt feedback and aiding their identification of areas requiring improvement.

   2. **Laboratory Experiments:** Upon conduction of every laboratory experiment, student performance is evaluated in line with assignment evaluation. Online assessment tools like Google Quiz are used by FAMT faculty members for quizzes to evaluate assignments and experiments.

   3. **Course projects:** Assessment of course project is carried out using well defined Rubrics.

   4. **Module wise assessment:** To ensure continuous assessment of COs, course teacher conducts module wise assignments / quizzes.

   5. **Mini and Major Projects:** Continuous evaluation of project progression is conducted through three progress presentations before the Project Assessment Committee.

B. External assessment

1. **End semester examination:** This examination is conducted on behalf of university at the end of every semester. Every course teacher prepares a model solution with marking scheme. Assessment of answer books is carried out strictly as per the model solution. Further the course teacher shares the model solution with the students after the examination.

2. 3 and 4. **Oral practical examination and mini and major project presentations:** The Oral practical examination and mini and major project presentations are also conducted on behalf of university in front of external examiner appointed by university.

By adhering to these transparent assessment methodologies, the institute fosters an environment where learners are assured of impartial evaluations and guided towards continuous improvement

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Finolex Academy of Management and Technology runs six undergraduate programs through Electrical, Electronics and Telecommunication, Mechanical, Information Technology, Chemical and Computer Science Engineering (AI&ML) Departments, two post graduate programs each at Master of Computer Application and Mechanical Engineering Department and two doctoral programs each at Information Technology and Mechanical Engineering Department. The institution diligently follows the specified Programme Outcomes (POs) and defined Program Specific Outcomes (PSOs) as per the guidelines of

National Board of Accreditation for all its undergraduate and post graduate programs. Every department has defined PSOs in line with the vision, mission, and goals of the department. These program outcomes are effectively communicated with both course teachers and students through the institute's official website. Additionally, the University of Mumbai has outlined Course Outcomes (COs) for every course across all its programs and are highlighted in *university syllabus*. These COs are adapted as it is however, the course teachers are permitted to modify the COs with due justification and approval from program assessment committee (PAC) of respective department. The modified COs are further communicated to the students through Learning management system (LMS) or google classroom.

At the beginning of each semester, the respective course teacher meticulously designs module-wise lesson and laboratory plans, aligning them with the defined course outcomes. These plans are then shared with students through either the Learning Management System (LMS) or Google Classroom. Faculty members meticulously strive to adhere to these plans. Moreover, all the course outcomes are introduced and discussed during the initial session of each course. Similarly, at the start of each module, the relevant COs are explained. The communication of Course Outcomes extends to evaluation sheets for experiments and assignments, as well as internal assessment question papers.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The assessment of Program Outcome (POs) and Program Specific Outcomes (PSOs) attainment is a comprehensive process involving two main evaluation approaches: direct assessment and indirect assessment. Direct assessment focuses on evaluating POs and PSOs within the structured curriculum through evaluation heads such as Internal assessment tests, Termwork consisting of assignments and Laboratory experiments, Course projects, Module wise assessment and mini and major projects; while the indirect assessment involves evaluating events organized by departments, gathering input from various stakeholders, and conducting exit surveys with graduating students.

The methodology adopted for calculation of direct attainment of POs and PSOs is explained in brief through below points.

1. Course outcomes for every course are mapped with POs and PSOs using correlation levels categorized as low (1), medium (2), and high (3). The program assessment committee verifies these correlations.
2. Well-structured evaluation process is carried out for CO attainment calculation where in the questions are asked on every course outcome through different heads of evaluation like Internal assessment test, assignments, laboratory experiments, course projects, module wise assessment

tests and mini and major projects.

3. CO wise marks obtained and its percentage is calculated for every student appeared for the evaluation.

4. Level of attainments are obtained for each assessment head of every course.

5. Equal weightage (50-50%) is given to every CO assessment head (Internal assessment test and end semester examination for a theory course and term work and oral practical examination for a laboratory course) of a course, if two assessment heads are available for assessment.

6. Final CO attainment is obtained considering all the assessment heads.

7. Weighted average is used for calculation of PO and PSO attainment from CO-PO mapping and CO attainment.

8. At the course level the course teacher compares the CO attainment values with set targets and decides the target for next academic year.

9. Intermediate checks on CO attainment are initiated by every course teacher post first and second Internal assessment tests.

10. Module wise CO assessment tests are conducted on regular basis to ensure continuous assessment. 20% weightage is given to the module wise assessment test in CO attainment calculation.

All the direct assessment tools are accompanied by meticulously defined rubrics.

In parallel with the direct assessment tools, questions in indirect assessment methods are also mapped with POs and PSOs, enabling the calculation of indirect PO attainment in a process mirroring that of direct assessment. The Direct heads have 80% weightage while the indirect heads have 20% weightage in the final PO and PSO attainment calculation. PO and PSO attainment values are calculated for every graduating batch. These numbers are analysed to decide the further course of action to be initiated at the course level for upcoming batch.

The PO attainment highlighting Direct and Indirect attainment with set target for 2022-23 graduating batch of Bachelor of Information Technology (B.E. IT) program of Information Technology department is attached.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 92.81

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
381	498	471	405	415

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
464	523	474	405	472

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.5

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 103.51

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
64	37	0.33	2.07	0.11

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The Institute has an active Institute Innovation Council (IIC), an Innovation and Entrepreneurship Development Cell (IEDC), an Intellectual Property Rights (IPR) Cell and an Incubation Center Committee. These cells and committees work collectively to organize events to increase awareness and foster motivation regarding IPR, startups, innovation, and entrepreneurship among the faculty members, staff, and students. In addition, departments conduct and organize seminars, workshops and courses for the creation and transfer of knowledge/technology.

The institute has several innovation ambassadors which work under the guidelines of the Institute IIC and Ministry of Education's Innovation Cell (MIC). IIC has been participating and organizing various programs such as An Expert Session on Start-up Skills, A Webinar on Future in Electronics as an Entrepreneur, A Seminar on Innovation, Intellectual Property Rights, and Startup. IIC has secured a 2 Star rating in 2020-21 and 3 Star rating in 2021-22 from the Ministry of Education's Innovation Cell.

IEDC and IPR cells have organized different activities related to entrepreneurship like Project Idea Competition; Entrepreneurship Awareness Camp, Experts talk etc. The Entrepreneurship Awareness Camp is organized every year for our final year students. IEDC receives funds from the Department of Science & Technology under the DST-NIMAT project.

To update knowledge and to open the world of new technological trends as well as to deal with the challenges during covid pandemic, Institute has facilitated numerous online platforms like NPTEL, Coursera, edX, IBM Skill, etc. to the students and faculty. More than 2500 students have completed courses offered by these platforms. The Institute provides Learning Management Systems(LMS) such as Google Classroom, Moodle, edmodo, etc. from the beginning of pandemic to facilitate online learning materials resources.

The institute offers essential facilities and support under these cells for conducting innovation, IPR, startup, and entrepreneurship programs. Financial support is also provided for the creation and transfer of knowledge/technology, publishing research and IPR. From 2018-19 to 2022-23 institute has provided Rs. 327005 to faculty members and students for patent filing.

Activities Conducted/Participated by IIC (Sample):

Sr	Name Activity	Year
1	A Seminar on Innovation, Intellectual Property Rights, and Startup	2021-22
2	A Webinar on Future in Electronics as an Entrepreneur	2021-22

Activities Conducted/Participated by IEDC (Sample):

Sr	Name Activity	Year
1	Orientation Session on Smart FAMT Hackathon 2k22	2021-22
2	IEDC Held Smart FAMT Hackathon 2k22 – Ideation Round	2021-22

Workshops conducted by IPR Cell:

Sr	Name Activity	Year
1	IPR Awareness Programme on Intellectual Property Rights for Creative Minds	2021-22
2	Two days workshop on IPR for Faculty members,Librarian and PG Students of FAMT	2018-19

IPR Filed/Published/Granted:

Sr	Year	IPR Head	Filed	Published	Granted
1		Patent		14	8
2		Copyrights	F-03 F + S 14		

Workshops conducted by Departments (Sample):

Sr	Name Activity	Year
1	Two Days Workshop on Geometric Dimensioning and Tolerancing (GD&T)	2022-23
2	Cracking the code to the IT world	2020-21
3	Workshop on Big Data Analytics and DevOps	2019-20

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 74

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	11	17	17

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.05

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	1	0	0

File Description	Document
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.25

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	0	6	10

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The institute conducts a number of extension activities for the neighborhood community through

committees such as National Service Scheme (NSS), Nature Club, Department of Life Long Learning and Extension cell under Mumbai University (DLLE) and Student Chapters. The motive behind it is multi-fold to assist nearby communities, to contribute to nation building and to sensitize students to various social issues and also for holistic development of students.

In the last five years, the institute has conducted approximately 100 Extension activities.

Some of the Extension programs/activities conducted in last five years:

Sr.	List of programs/activities
NSS Activities	
1	Cleaning and Awareness Drives
2	NSS Residential Camp
Donation Drives & Camps	
1	Donation drive for Avishkar Institute Ratnagiri
2	Aid to Flood Victims
Awareness	
1	Seminar on Load Estimation and Electrical Safety
2	Plantation Programme on Kargil Vijay Divas
3	Planet or plastic, an awareness program by MESA
Other activities	
1	Blood Donation Camp
2	K-12 Activity: Quiz on Renewable Energy and Energy Conservation
3	Free Eye Checkup Camp Organized by FAMT

These extension activities have resulted into impact and sensitization of students on following aspects

1.Creating sense of social commitment towards the society and sensitizing human values

2.Creating awareness about modern technology and its smart and responsible use in the society

3.Sensitizing Importance of natural resources and its sustainable use

4.Importance and necessity of health and hygiene

Even during the pandemic, the institute, employees and students of the institute have helped nearby flood affected communities through donation drives and other means. In the time of pandemic, faculty members have contributed to the PM Cares funds and CM Fund. Besides this, students also organized donation drives to collect necessary items for needy people and distributed them.

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The Institute organizes numerous extension activities every year, garnering recognition from governmental and other reputable entities. These activities, conducted from 2018 to 2023, include the Maharashtra Startup Yatra, K-12 activities for school students, beach cleaning, aid for flood victims, and blood donation drives. Recognition for these endeavors has been received from various institutions such as the Collector's Office in Ratnagiri, Ulektz Academy, the Indian Society of Heating, Refrigerating, and Air Conditioning Engineers (ISHRAE), Zilha Parishad in Ratnagiri, RajRatna Pratishthan in Ratnagiri, as well as from school principals including those of Z.P. School Mirjole and Mirjole School No. 1 in Ratnagiri, and Z.P. Purna Prathamik Vidyamandir Nachane No.1.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 73

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	10	25	18

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 15

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

1. The institute boasts state-of-the-art infrastructure aligned with its mission. The dedicated blocks for each department enhance the functional convenience for all stakeholders. The institute has central computing facility, supplemented by departmental computing resources. It facilitates the seamless execution of regular practical sessions, examinations, and training programs for soft skills and placements As internet/wi-fi services are available in the campus, students can access online video lectures and e-journals. The institute features with advanced laboratories such as the Language Lab, Advanced Manufacturing Lab, MATLAB Lab, and Center of Excellence. The central library has a collection of 36,000+ books, while each department maintains its departmental library for students, faculty and staff. An auditorium, accommodating over 500 people, serves various student-centric activities such as welcome addresses, parent meetings, cultural festivals, and extension events. The hostel is available for both boy's and girls students, featuring with two recreation halls for the both. The hostel has FTTH internet connections with two 200 Mbps and three 100 Mbps dedicated lines. In addition to this hostels provides playground and an open gym facility etc.

Infrastructures for academics:

Sr. No.	Particulars	Available	AICTE requirement	Average Size (sq.m)	Required size as per AICTE norms
1	Classrooms	28	**15**	75	66
2	Tutorial rooms	4	**4**	35	33
3	Seminar Halls	3	**2**	163	132
4	Laboratories	49	**44**	82	66
5	Auditorium	1	**1**	546	400
6	No of Computers	578	**200**	NA	NA

2. ICT-enabled classrooms and seminar halls contribute to the seamless execution of lectures, add-on courses, workshops, and activities organized by institute, departments, students and others. The institute ensures uninterrupted power supply through a generator facility. Each department is equipped with dedicated and spacious ICT enabled classrooms. Learning Management System (LMS) facilities such as Google Classroom, Moodle, Edmodo, etc., are actively utilized across the campus.

3. Sports and cultural activities play a pivotal role in shaping one's personality. The campus is well-equipped with courts and playgrounds for outdoor games like Volleyball, Kho-kho, Kabaddi, Cricket, Football, Athletics, etc. Indoor games such as Table Tennis, Chess, Carrom, and Badminton are organized in Auditorium and in Badminton court.

   The institute consistently encourages and facilitates students' participation in cultural, sports, and extracurricular activities, at intercollegiate, university, inter-university, state, and national levels. Financial assistance is provided to ensure that students can actively engage in these pursuits. In addition, the institute hosts annual social gatherings and sports events where students enthusiastically participate. Our sports facilities cater to both indoor and outdoor games, with the provision of sports kits and materials as needed. To encourage maximum student participation at various inter departmental sports events, the institute provides attractive prizes, certificates, and trophies to the winners. In the last five years excluding the pandemic period the institute has provided financial assistance of Rs. 48,29,992/- for sports and cultural activities. In the last five years, the institute has secured 100+ prizes at various levels.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 27.29

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
165.51	14.18	16.63	29.68	51.45

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The institute central library contains 36,570 (Titles-7270, Volumes-36570). The library subscribed 48 print Journals. The Institute subscribed 452 Springerlink international e-journals which are accessible in the campus.

Institute has 542 Springerlink international e-books & 108 volumes of the Videeya Engineering E-Books Collection. The above resources are easily accessible to the students and faculty members in the campus.

The Institute Central Library is fully digitized using SOUL 2.0 software. Online Public Access Catalog (OPAC) enables the users to check the availability of books in stock which helps them in issuing the required books. The library provides many facilities across the campus through ILMS some of them are:

1. Book Search

2. Books Requisition
3. Overnight Books issue
4. Issue and Return through the barcode-based system (in the library)

Additionally, many other resources and facilities are made available by the library, some of them are;

1. Computing facility with internet.
2. A separate competitive examination section supports students in the preparation of exams such as GATE, GMAT, GRE, etc.
3. A separate reading section for faculty.
4. Book Bank Scheme is availed to SC/ST students wherein a complete set of all books required for the semester are provided.
5. Question Papers of the End Semester Examination are made available through the library webpage.
6. Book Requisition through the website
7. NPTEL video library across the campus
8. The institute is a registered Member of the National Digital Library (NDL)

Library has a separate reading section of an area 233.15 sq.mt.

For academic year 2022-23 usage details are:

Sr	Head	Usage
1.	Average footfall in reading section	Good
2.	Average walk-in users	Good
3.	Average Issue-return	Good
4.	Average e-books usage	Good
5.	Average e-journals usage	Good
6.	Average competitive examination section usage	Good
7.	Annual Issue-return Turnover of books	Good

The Library conducts a library awareness campaign every year for newly admitted students. Through this, students are made aware about the resources available in the library, systems, and the procedure of registration for the library. Further, the library conducts demonstration and registration sessions for newly admitted students every year for each class.

Library strives hard to facilitate students, faculty, and staff. During examination period, the library service is provided with extended hours to provide additional library resourses to the students. The stakeholders are made aware about extended library timing well in advance through the notice.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

IT infrastructure is upgraded regularly to provide better infrastructure, internet and network facilities to students and employees, to enhance ICT-based teaching-learning, and keep pace with the recent developments in the respective fields of engineering and technology.

The institute has been using ERP software from the academic year 2018-19. All the admissions, payment of fees, student services, etc. have been made online through ERP.

The institute has a dynamic website developed and maintained by the faculty members of the institute. The institute has subscribed to Google Workspace for Education and provided email IDs to all employees and students with the institute domain. This enables faculty members and students to register and use academic software freely available for education purposes.

The institute has purchased software like Office-365, MATLAB, SOUL 2.0 for the benefit of students and employees. The Institute has collaborated with some online platforms like Coursera, IBM Skill Build, etc. for the students, faculty and staff from pandemic period. In addition, the institute has established a separate chapter of NPTEL.

All computers and CCTVs in the campus are connected through LAN. The Institute has a separate server with a hardware firewall. The campus is fully Wi-Fi enabled, with internet access points strategically placed throughout various locations such as reading halls, faculty and staff rooms, department corridors and laboratories.

Every academic block has ICT equipped classrooms and seminar halls. The student– computer ratio of 1:1 is maintained for practical's. New computer laboratories have been developed in-last three years.

To ensure seamless internet service, the institute has a diverse range of available bandwidth options, including leased line internet with a robust 500 Mbps bandwidth and five FTTH connections, each offering a reliable 40 Mbps bandwidth. The hostel area is also Wi-Fi enabled with three 100 Mbps and two 200 Mbps FTTH connections.

Moreover, internet access is seamlessly integrated into academic spaces, with faculty members having dedicated computers and internet connections at their respective locations. The library and most of the computer laboratories are provided with internet to cater the academic needs of faculty and students. Additionally, office staff members are equipped with computers and internet connections at their respective workspaces. A robust firewall (specification, Dell SonicWall NSA-2650) is installed to ensure the security of our internet infrastructure.

To enhance the overall technological infrastructure of the institution after the lockdown, new 248 computers have been purchased in the academic years 2021-22 and 2022-23. The campus is under open surveillance of a total of 38 CCTV cameras at strategic locations in administrative and academic areas for the safety and protection of stakeholders and infrastructure. The library is fully automated with ILMS (SOUL 2.0) and computers are reserved for OPAC and internet access.

Sr	Name of Item with description	Nature of Item (Hardware/Software)	Date of purchase /subscription
1	Lab networking setup	Hardware	27/12/2022
2	CCTV Camera setup	Hardware	01/11/2022
3	CCTV Camera	Hardware	02/01/2023
4	Projector	Hardware	02/01/2023

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 3.79

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 471

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 17.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
34.22	26.71	24.97	62.19	31.80

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 68.01

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
900	1235	1141	1192	1208

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 89.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
1753	1702	1653	693	1667

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: C. 2 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 3.96

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	18	16	16	20

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
381	498	471	405	415

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 3.91

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	9	6	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 10

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*

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	3	3	1

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 8.6

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	9	8	8

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The institute has a registered Alumni Association that contributes to the development of the institution through financial and/or other support services. The Alumni Association of the institute is registered as "Maji Vidyarthi Sangh, Finolex Academy of Management and Technology, Ratnagiri".

The Alumni Association remains in touch with the alumni through a dedicated alumni portal (App and website powered by Vaave Communications), and various social and electronic media. The association updates the alumni about the progress, activities and achievements of the institute through these media portals and eNewsletter. The association also keeps track of the career progress and achievements of the alumni.

The alumni play a key role in the decision making and development of the institute through IQAC, College Development Cell (CDC), Department Advisory Board, etc. Alumni contribute to syllabus improvements as well as organization of the co-curricular and extra-curricular activities to bridge the gaps between industry trends and academics. These activities strengthen awareness among the existing students regarding professional life which ultimately improves their employability. The institute has also set up a channel to receive funds from the alumni which will be used for providing facilities for the students to make them well-versed with the global trends. Alumni collaboration facilitates the permissions for Industrial and vocational training.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Inline with the Vision and Mission, the institute offers a vibrant academic ambience with state-of-the-art facilities, quality training with industry collaborations and student centric activities to promote the holistic growth of students. Today, the academy is one of the most reputed institutes in the region and serves as an ideal platform for students to nurture their abilities, exhibit their creativity and hone their skills.

HOPE Foundation's Advisory Council provides direction to the Governing Body (GB) for future growth. GB also receives continuous feedback from the College Development Committee (CDC) which is used to integrate management decisions. GB, in coordination with the CDC, meticulously prepares the institute's perspective plan and periodically reviews the progress considering suggestions of the Advisory Council. Internal Quality Assurance Cell (IQAC) audits academic and administrative work and suggests quality improvement methods. The Department Advisory Board (DAB) consisting of parents, industry personnel, academicians, senior faculties, students and alumni provides suggestions to concerned departments.

The management of the institute encourages decentralization of authority by the active involvement of the GB and CDC in policy making. Roles and responsibilities at various levels are well defined (Refer organization chart). Authorities at various levels practice power of decision making (including some financial powers) to meet the institutional requirements. Departments have complete academic autonomy. The T&P team designs and conducts a structured training program to make the students industry-ready, in consultation with the authorities, HRs and other stakeholders. Various committees are given functional autonomy. The institute takes feedback from the stakeholders on various aspects. The institute encourages the faculty members to participate in administrative activities through representation on various committees, CDC, IQAC and the Governing Body. Participation of Students Council in academic planning, hostel and canteen management and extra-curricular activities is encouraged. Suggestions given by parents during the Parent's Meet are reviewed by the institute and implemented as per viability.

As a step towards NEP implementation, institute encourages faculty members for participation in related FDPs/ Workshop. The institute started offering a wide spectrum of elective courses at the department and institute level, introducing university approved honors programmes in emerging areas, initializing the Academic Bank of credit system, strengthening OBE, advocating curated e-learning contents, and allowing bilingual mode of instructions since last few years. NSS which was established as per NAAC cycle 1 suggestion; became a vibrant unit for sensitizing students towards social issues. It is the vision which thrives the institute to maintain sustained growth by providing education in a continuously

changing global environment. To meet the vision and mission requirements, the institute not only started honors programmes in emerging areas but also provided students with an opportunity to complete graduation in one of the most sought-after emerging areas i.e. Artificial Intelligence & Machine Learning.

Inline with the institution's perspective plan, the institute started Ph.D. research centers in the IT and Mechanical Engineering. Industry alliances were also strengthened by installing industry linked laboratories and increasing alumni participation.

In summary, the institute's vibrant atmosphere, collaborative governance, and innovative initiatives drive holistic growth, ensuring relevance in a dynamic global landscape.

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The principal coordinates the overall functioning of the institute and ensures compliance with AICTE, DTE, University and other statutory bodies in coordination with the Registrar , Deans, Faculty in-charge and HoDs. The Principal, Deans, HoDs and Registrar together prepares overall administrative & infrastructure requirements through an established processes.

All academic and administrative departments have designated heads who coordinate within the departments to ensure the harmonious functioning of the institute and the implementation of policies to achieve vision and mission of the institute.

According to the functional requirement, institute has developed a hierarchy of Deans, Faculty in-charge, HoDs and various committees to ensure planning and effective implementation of teaching-learning and allied activities as highlighted in organization chart (Link). Institute has GB, CDC & IQAC to monitor and ensure overall functioning to achieve institute's vision & mission. Each department has a Department Advisory Board (DAB) consisting of HoD, senior faculty, parents, experts from industry and academia, alumni, and student representatives.

The institute has its own policies, procedures, and framework of functioning. The service rules are framed based on various norms of controlling authorities like AICTE, DTE, affiliating University, and as per the requirement of the institute. Further, certain norms within the framework of service rules have been designed by the institute through various procedures and quality manuals.

Separate Maintenance and Systems Departments are established to take care of physical and IT related infrastructure. Resources of the institute are mobilized as per the requirements of the stakeholders.

The recruitment of regular faculty members and staff is done as per the norms laid down by the affiliating University. The institute follows the University Staff Selection Procedure for the recruitment as required. Recruitment Procedure is based on the requirement of faculty/staff. The advertisement is published in a leading newspaper. Applications are invited from the eligible candidates within a specific period. The scrutiny committee sorts the applications as per eligibility, the eligible candidates are called for interview and the non-eligible candidates are informed accordingly. The selection committee is formed comprising of Chairman and Subjects Experts nominated by the university. The recommendation of the selection committee is accepted and approved, and offer letters are sent to selected candidates.

In case of requirement of additional faculty and on non-availability of requisite faculty members during university selection procedure, the institute recruits the faculty on ad hoc basis by publishing an advertisement in a newspaper and on the institute website , interviewing the shortlisted candidates and final selection based on the recommendation of the Selection Committee.

The institute follows a well-documented self-appraisal system and promotion policy, known as Institute's Career Advancement Policy for the faculty. Performance- based appraisal process is also followed for non-teaching staff.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institute has a performance appraisal system with a key objective of professional development of the employees leading to the benefit of the faculty, student community and the institute.

The appraisal system consists of various parameters such as Teaching Learning, Research & Academic Contributions, Research & Consultancy Projects, Professional Development Activities, Administrative Responsibilities, Other Significant Contributions, etc.

Appraisals of all employees i.e. faculty and staff are conducted yearly. The head of the institute constitutes the committee for the evaluation of Appraisal Forms. The committee interacts with all faculty and staff for evaluation purposes. During the interaction, the committee shares observations for needs to contribute / improvement in the attributes mentioned in the form. Based upon the information in appraisal forms, committee also motivates the faculty and staff to upgrade their qualifications, research publications in indexed journals, take efforts for research proposals /grants, patents, participate in FDP, STTP, Workshop, NPTEL, etc.

This has resulted in significant improvement in the number of faculty members with Ph.D., number of research papers, patents, participation in international conferences, FDP, STTP, Workshop, NPTEL, etc.,

Welfare measures for faculty & staff

Provident Fund - 100% of employees, including contract staff, are covered under Employee's Provident Fund Scheme.

Gratuity - All regular employees have been covered under the Payment of Gratuity Act, 1972. The funds are being handled by the LIC of India, Satara.

Group Accident Insurance Policy – The Accident Insurance Policy covers all employees, and they can get compensation up to Rs. 10,00,000/- in case of accidental death or hospitalization.

LIC's Group Savings Linked Insurance (GSLI) - Either a retired employee gets a saving portion amount or in case of death, the sum assured is paid.

Maternity Leave- The institute provides full-pay maternity leave to all female employees for their first two children. In the last five years, 02 faculty members have availed the maternity leave.

Study Leave for higher education for teaching and non-teaching staff is provided as per institute policy. In the last five years, 15 faculty members have availed the study leave.

Rent-free accommodation is provided to some faculty & staff members. Currently, 13 number of faculty & staff members are benefiting from this.

COVID policy for class III/IV staff was provided by the institute. Reimbursement of COVID19 vaccination expenses up to Rs.500/- per eligible employee was facilitated and 07 number of employees benefited from the initiative.

Long service award for employees completing 5,10,15,20,25 years have been introduced in AY 2020-21 and is being continued.

Deputation of faculty and staff members for higher education – Faculty and staff members are deputed to pursue their higher education. The upper limit of financial assistance inclusive of Travelling, Registration Fees etc. has been increased to Rs. 12,000/- from Rs 7000/- per faculty per financial year for Paper Publication / Research/ Seminars/ Workshops from AY 2022-23.

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 12.07

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**

2022-23	2021-22	2020-21	2019-20	2018-19
23	12	6	9	10

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 34.02

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
67	60	57	66	16

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
57	57	57	57	57

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Being a self-financing and private organization, the institute adopts a strategy for mobilizing funds and optimization of resources. The tuition and development fees remain a basic and major source of revenue. The institute's fee structure is decided and approved by the Fee Regulating Authority (FRA), set up by the Government of Maharashtra.

The fee of the eligible candidates from the reserved category is reimbursed as per the norms by the Social Welfare Department of the Government of Maharashtra. Besides, the institute receives funds from CSR initiatives, hostel fees, interest on fixed deposits, examination fees as per university norms, sponsorship from personal and institutional resources, charges for conducting online/offline examination of government and other bodies such as NEET, GATE etc., workshop s, research grants from various agencies etc.

In the last five years, Finolex Industries Ltd. under its CSR contributed Rs. 270.35 lakhs through HOPE Foundation, the parent trust and by sponsoring one security personnel. Tata Consultancy Services (TCS) has donated 50 computers for computer labs of the institute. Sponsorship from various agencies is sought for projects and for organizing workshops and competitions at the state and national level s. The institute has generated funds worth Rs. 404597.40/- through sponsorship in the last five years.

Finolex Industries Limited (FIL) has provided a Boys and Girls Hostel free of cost for the last 25 years. A total of 32 flats have been allocated for the hostel. A total of 12 accommodations have been provided for faculty members free of cost. The Institute also received various items free of cost from Industries and sponsored projects including computers, Lab Equipment, Furniture and Others. The approximate total cost of these donated items is Rs. 15.95 lakhs.

The departmental / section wise budget for lab modernization, infrastructural development and maintenance is prepared by the concerned HoD considering proposed requirements of the departments and activities and is presented in the HoDs meeting with the Principal and Registrar. The same is discussed and initial approval is accorded. The initially approved budget is discussed in CDC meetings and is submitted to the Governing Body for approval. The funds are allocated as per the budget sanctioned by the Governing Body and are utilized with the approval of the management. Following flow chart depicts the overall process of the budget.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

IQAC is playing a crucial role by institutionalizing academic and allied systems and processes. IQAC has developed many systems and procedures such as Outcome Based Education Framework, Minimum Specifications for departmental and faculty activities, Department Audit System, etc. and implemented through all authorities and bodies of the institution. Further, IQAC monitors, reviews and revises these systems and processes from time to time based on inputs received from stakeholders and reports of various bodies of the institution.

IQAC has designed, introduced, and revised the Outcome Based Education Framework for defining Course Objectives (COBs), Course Outcomes (COs), its mapping with Program Outcomes (POs), Program Specific Outcomes (PSOs) (CO-PO/PSO mapping) and attainment of COs, POs and PSOs. It is now incorporated in the course file.

IQAC has developed and implemented a department audit system which includes self-assessment and assessment by an internal audit team. The audit templates were recently revised and implemented from AY2023-24. The audit team submits the report to IQAC, and outcomes are conveyed to departments for further improvement.

In 2019, IQAC revised the file system for departments and committees and introduced new templates of event documentation. It is registered under Indian Copyright in 2021. IQAC has conducted sessions for all faculty and staff members for better understanding and proper implementation of revised file systems and new templates.

To address the issues generated due to the Covid19 pandemic, IQAC had planned an effective online Teaching-Learning Process (TLP). Accordingly, all faculty members prepared e-learning resources such as Notes, PPTs, Videos, etc. The institute has a subscription to Google Workspace and all the faculty members and staff use the same for official communication. Google Meet was used as a platform for conducting lectures and practical. Google Classroom was used for Assignments, Term-work and other Submissions and Google Forms for conducting Tests, Feedback, etc. The institute promotes the usage of many of the above methods even after the pandemic.

IQAC has specified a minimal set of activities called Minimum Specifications to guide the set of activities/events to be organized, conducted and/or participated by departments, committees and individual faculty members and staff of the institute. IQAC has revised it from time to time. During the pandemic, IQAC promoted all bodies, faculty members, and students to conduct and participate in online events and activities such as Seminars, FDPs, Workshops, etc. for their holistic development.

IQAC has designed and implemented systems such as Slow-Fast Learners, Feedback about Faculty members, etc. and reviewed and revised it from time to time.

Institute regularly participates in NIRF ranking every year.

Undergraduate Programs of Information Technology, Mechanical Engineering and Electronics and Telecommunication Engineering have applied for NBA accreditation in September 2023 and are waiting for the visit by the NBA Committee.

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institute upholds and practices the principles of Gender Equity to create an inclusive environment for all members of the campus community.

The institute recognizes that gender equity goes beyond numerical representation. Over the last five years, the institute has made consistent efforts for the sensitization and promotion of gender equity. The awareness talks on Women's Rights & Laws, Women Empowerment: A Health Perspective, Don't Say Yes When You Want to Say No, Cyber Crimes: Awareness and Prevention; Quiz Competition on Women's Contribution in Nation Building and Photography, slogan making and short video-making competitions on the occasion of International Women's Day contribute significantly to enhance gender-sensitivity and awareness regarding gender-related issues among all members of the institute. Further, various co-curricular activities, such as technical, cultural, sports, and NSS events ensure inclusivity.

The institute ensures equal representation of both genders through representation on various key committees, such as IQAC, Students Council, Library Advisory Committee, and Sports Committee along with different student chapters and student associations. Female faculty members carry significant responsibilities including heading departments and leading various committees that not only empower them but also set examples for female students aspire for leadership roles. Female faculty members also have representation on important committees like the Women Development Cell (WDC) and the Internal Complaint Committee (ICC). ICC is formed as per Hon. Supreme Court directives for gender sensitization and prevention of sexual harassment. WDC woks towards encouragement and empowerment of women. These committees play a crucial role in promoting discussions, awareness, and advocacy for gender equity among the campus community. The institute also has a tradition of acknowledging the talents of both genders through awards such as Best Sports Person (Girl & Boy) and HOPE Foundation scholarships for bright students.

FAMT campus has designated spaces and facilities for women such as a Girls Common Room, Suggestion and Complaint Box, Sanitary Napkin Vending and Disposal Machines etc. The institution has taken steps to provide safe and inclusive living spaces for girls within its hostel facility. This includes security measures, female warden, and a conducive environment for academic and personal growth.

By actively implementing measures to promote gender equity, the institute demonstrates a commitment to creating an environment that fosters inclusivity, awareness, and equal opportunities for all members of its community. The efforts, both curricular and co-curricular, contribute to a more gender-sensitive and inclusive environment along with necessary facilities for the holistic development and well-being of

women on FAMT campus.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

To build a nation of youth who are noble in their attitude and morally responsible, the institute initiates several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff as well as to sensitize them about constitutional obligations.

To bring cultural, regional, linguistic and communal tolerance and harmony among students, the institute organizes several programs through committees such as Cultural Committee, Student Associations/Chapters, etc. Some of the programs organized by the institute like Fresher Party, Annual gathering, Cultural and Technical Fest, Marathi Bhasha Divas, etc. are arranged every year and students also participates in events such as the Youth Festival organized by the University of Mumbai, Purushottam Karandak, etc.

Commemorative days such as Independence Day, Republic Day, International Women's Day, Ambedkar Jayanti, Marathi Bhasha Divas, Teacher's Day, Engineer's Day, National Voters Day, Yoga Day, Constitution Day, Azadika Amritmahotsav, etc. are celebrated to generate the feeling of oneness and social harmony among students and faculty. Cherishing social responsibility is one of the core values of the institute. The institute strives to address Socioeconomic diversity through NSS and other bodies of the institute. NSS conducts residential camps and activities to help communities in the nearby area to solve common issues. The student associations and chapters conduct activities to assist students in the nearby schools.

The institute sensitizes the students and the employees about the constitutional obligations such as values, rights, duties and responsibilities of citizens through programs such as Independence Day, Republic Day, National Voters Day, Azadika Amritmahotsav, etc. Competitions like Quizzes, Slogans Short Video Making, Poster Making etc. are also conducted to create awareness about the duties and responsibilities as a citizen. On account of Armed Forces Flag Day, faculty members donate around Rs. 30000/- every year to the Zilla Sainik Welfare Office.

The affiliating University curriculum is framed with mandatory activities and courses like the Induction Program, professional ethics and human values as a small step to inculcate constitutional obligations among students. The policies of the institute reflect core values. The students and staff are obligated to

follow the prescribed code of conduct of the institute.

The collective initiatives mentioned above not only contribute to the creation of an inclusive environment that promotes harmony but also shape individuals who are well-versed in their academic disciplines and socially responsible citizens committed to uphold constitutional values.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice -1

Title of the Practice: Making students job ready

Objectives of the Practice:

1. To improve the technical skills of the students
2. To introduce workplace skills to the students
3. To make employment avenues available for students

Context:

The majority of students at the institute are first-generation engineering students from farming or fishing backgrounds, primarily seeking employment to support their families. However, bridging the gap between industry and academia poses challenges in securing jobs for graduating students. Statista.com reports an average employability rate of 52.6% among engineering graduates in India from 2014 to 2023. NITI Aayog's 2018 report on AI strategy highlights that around 80% of engineering graduates are unemployable upon graduation. To enhance students' employability, the institute focuses on domain-specific training, emerging areas, soft skills, and industry-specific customized training.

The Practice:

The institute has devised a holistic strategy to bolster students' employability throughout their academic journey, ensuring they are equipped for the competitive job market. This approach encompasses various avenues for technical and workplace skill development. Additional training opportunities include expert talks, value-added courses, Honors/Minor programs, and online education platforms, complementing the standard curriculum.

1) Awareness Programs and Expert Talks: Regular sessions and workshops are conducted to address industry needs, featuring insights from the Principal, industry experts, and alumni to emphasize the significance of activities for enhancing employability.

2) Value-added Courses and Workshops: Departments offer diverse courses, seminars, and workshops alongside regular academics, encouraging students to pursue industry internships during vacations to stay abreast of developments in their engineering domains.

3) Workplace Skills Training: The institute organizes various activities such as industry-sponsored soft skills programs, annual gatherings, and technical competitions to refine students' workplace skills.

4) Parental Awareness: Initiatives to raise parental awareness motivate students to engage in training programs, bolstered by parental encouragement.

5) Tie-ups with Online Learning Platforms: Collaborations with international online education platforms enable students to pursue certificate courses in emerging areas and workplace skills at no cost.

6) Honors/Minor Programs: Offering curriculum flexibility, Honors/Minor programs are introduced in AIML, Data Science, Electric Vehicles, and Waste Technology.

7) Industry Licenses and Assistance: The institute secures licenses from core engineering firms like Ansys and Matlab to complement online education platforms. Partnerships with companies such as Mechatol offer insights into core engineering and software technologies through platforms like the Product Development Center.

Evidence of Success:

The approach has yielded consistent improvement in placements, evident from 150 on-campus and 90+ off-campus drives in the past 5 years, maintaining a commendable 80-86% placement rate. Notably, despite COVID-19 challenges, 85% of eligible students found placements. Introduction of online education platforms has enriched learning, with around 7000 distinct training courses completed by students and faculty, marking a significant milestone in their educational journey.

Problems Encountered and Resources Required:

Institute faces a challenge due to its geographically remote location and lack of air connectivity. This remoteness hampers direct engagement with industries, making it challenging to organize on-site visits, internships, and collaborative projects.The socioeconomic background of a student's demand more efforts and time to equip them with skills required to make them job ready. Finding core industrial knowledge on online portals is challenging as most of the portals offer software courses and workplace skills.

Best Practice -2

Title of the Practice: Usage of Technology in Teaching Learning Process

Objectives of the Practice:

To enable digitally deployed and student-centric platforms to create a smart environment for learners.

Context:

In today's digital era, integrating Information and Communication Technology (ICT) into professional education institutions is essential. The ICT Enabled Teaching Learning Process (iTLP) initiative aims to enhance the teaching-learning experience and create a smart environment for student growth. Recognizing the importance of digital tools, FAMT seeks to empower students with personalized learning, interactive resources, and collaborative virtual environments. iTLP fosters innovation and digital literacy, preparing students for success in an interconnected world. FAMT aims to lead in digital education through this initiative.

Practice-

Over the span of 25 years, FAMT has continually evolved its educational methodologies and practices to elevate the standard of teaching and learning. One such commendable initiative is the implementation of the ICT Enabled Teaching Learning Process (iTLP), introduced in 2018-19. This progressive approach to integrating technology in education proved invaluable, particularly during the pandemic, facilitating a seamless transition to the online teaching.

In line with the Digital India initiative, FAMT has deployed various ICT solutions to promote technology-enabled learning campus-wide. Each department boasts ICT-enabled classrooms, fostering interactive and dynamic learning environments.

The adoption of Google Workspace revolutionized communication and collaboration, providing students and faculty with tools for email, document storage, and online meetings. Additionally, faculty-created E-learning platforms and tools such as YouTube channels, virtual labs, Google Classroom, Moodle, and others have streamlined the sharing, managing, and accessing of educational content.

FAMT's collaborations with prestigious national and international organizations, including Coursera, IBM Skillshare, edX, Infosys Springboard, and ISRO Nodal Centre, have further expanded access to advanced learning resources and opportunities. Through partnerships with platforms like SWAYAM, NPTEL repositories, and the National Digital Library, the FAMT community gains access to enriching educational resources.

The institute's implementation of a cloud-based Management Information System by Akron Systems has modernized administrative processes, facilitating enhanced efficiency and transparency in the administrative tasks.

FAMT's commitment to alumni engagement is evident through the establishment of an Alumni Portal, fostering networking opportunities among graduates.

Evidence of Success:

Faculty members adeptly utilize ICT tools for teaching, developing E-content shared across online platforms, enhancing student engagement. Over 7000 online courses completed by students and faculty, with over 300 online resources developed. Positive student feedback and improved placement and results underscore the efficacy of these initiatives. Faculty development through online training ensures

continual enhancement of teaching methodologies, contributing to FAMT's overall success.

Problems Encountered and Resources Required:

FAMT faces financial constraints hindering upgrades to ICT hardware and software, impacting teaching and learning effectiveness. To address this, increased funding is needed for modernizing technology infrastructure. Improving network access in rural areas, including expanding internet connectivity and deploying alternative solutions like mobile hotspots or satellite internet, is essential for enhancing educational resource accessibility for all students.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Institute vision emphasizes on nurturing professionals competent with technological excellence who will also contribute to the development of the nation by being responsible citizens. Institute not only aims to equip them with engineering knowledge and practical skills but also thrives to provide best placement opportunities to them. While making the students industry ready, the institute also ensures their holistic development by inculcating human values and ethics in them. With this distinctive priority to create skilled engineers with a strong sense of human values and ethics, the institute strives to groom the students as:

- **Industry-ready professionals:**

Training and placement cell of the institute puts continuous efforts in imparting best skillsets to the students. The cell arranges following activities to improve the knowledge of the students with the most recent technological developments:

- Industry – Institution interaction to establish a rapport with the industry.
- Seminars, workshops and lectures by experts from the industry
- Career guidance for competitive exams and higher studies
- Industrial trainings and visits

Centres of excellence are established in the institute at various departments, where experts from the

industry regularly conduct training sessions for the students. These collective efforts avail the students the necessary industry exposure which helps them in connecting classroom knowledge with industrial observations. It also prepares them to deal with the working standards of the industry in public and private sectors. The cell interfaces with the reputed organizations for arranging interviews and campus drives. The table below exhibits the record of placements in the last five years.

Academic Year	Total Students	Students eligible for placement	Students Placed	%
2018-19	475	397	320	80.60
2019-20	465	300	206	68.67
2020-21	485	300	266	88.67
2021-22	529	362	333	91.99
2022-23	464	360	311	86.39

This exemplary placement record has positioned the institute among the topmost private institutions in the university. The institute's performance in placements has been acknowledged by various renowned agencies through following awards and rankings.

List of Awards

Sr. No.	Conferring Agency	Name of the Award Function	Title of Award	Date of Declaration
01	4th Edition of TOP Education Leaders in India organized by BW Businessworld	Brands and	Gold Category Institution with Excellent Training and Placements	18th January 2023
02	National Educational Excellence Awards & Conference 2021		Most Innovative and Leading Engineering College of the Year 2021 Maharashtra Award under "Quality Education, Infrastructure & Placements" Category for the year 2021	23rd September 2021
03	Zee Digital Edufuture Excellence Awards 2021		Outstanding Engineering Institute (West) Award of the Year 2021	25th June 2021
04	CMAI Association of India along with Digital Transformation of Education	16th International Conference and National Education Awards 2021	Excellent Industry Interface Award	06th May 2021
05	Beginup Research	National	"Top Technology &	27th November

	Intelligence Private Ltd.	Educational Excellence Awards & Conference 2020	Management College of the Year 2020" Maharashtra Award under "Innovative Teaching Approach & Placements" Category for the year 2020	2020
06	Beginup Research Intelligence Private Ltd.	National Educational Excellence Awards & Conference 2020	"Top Technology & Management College of the Year 2020" Maharashtra Award under "Innovative Teaching Approach & Placements" Category for the year 2020	27th November 2020
07	EdTechReview	Higher Education Award 2019	Best Industry-Academia Interface Award (West)	15th February 2019

List of Rankings

Sr. No.	Agency	Survey Category	Rank	Date of Declaration
01	BW Education Best Engineering Colleges & Universities Ranking 2023	Top 139 Engineering Colleges & Universities in Overall Rankings 2023	116	29th August 2023
02	TIMES ALL INDIA ENGINEERING INSTITUTES RANKING SURVEY 2023	Top 170 Engineering Institutes	129	20th June 2023
03	OUTLOOK-ICARE Professional College Survey 2023	Top 160 Private Engineering Institutes in India	63	8th July 2023
04	TIMES ALL INDIA ENGINEERING INSTITUTES RANKING SURVEY 2023	Top 170 Engineering Institutes	129	20th June 2023
05	AICTE, CII	Industry Linked Institutes	Platinum Category	10th December 2020

| 06 | AICTE, CII | Industry Institutes | Linked | Gold Category | 19th November 2019 |
| 07 | AICTE, CII | Industry Institutes | Linked | Gold Category | November 2018 |

Institute also believes that today's job seekers also have the potential of becoming tomorrow's job creators. To help the students to develop entrepreneurship skills, the Innovation and Entrepreneurship Development Cell is established in the institute in the year 2013-14.

- **Individuals with a strong sense of human values and social responsibilities:**

The institute believes in holistic Development of students along with academic excellence. The nurturing of human values, ethics and constitutional responsibilities in the students is prioritized through various extracurricular activities and community engagement initiatives. The institute has established NSS Unit, ISHRAE/ ASHRAE student chapters, ISTE Student chapter and student associations at all departments. STEM and K12 activities, residential camps in the nearby villages, awareness programs about digital payments, electrical safety awareness programs are regularly conducted by these associations under the able guidance of teachers.

Students conduct as well as participate in clean-up drives and tree plantation activities under Nature Club established in the institute in the year 2016. Nature Club is a dedicated program to create awareness among the students, about nature and related issues. Nature club promotes and monitors the environmental and sustainable activities in the society, starting from college campus with the novel objectives of facilitating the skill development for environmental protection, promoting environmental awareness among all sections of society, spreading environmental education among students. These activities sensitize them to the concept of 'Giving back to the society'.

The Electoral Literacy Club is established in the institute with an aim to sensitize the students towards execution of the right to vote. The club has also helped First year students to register as first-time voters, who become eligible for voting. This all-round grooming of the students ensures that, they not only excel in their chosen fields but also have a strong sense of purpose and awareness of the lasting consequences of their actions on self, society and the environment. These systematic efforts in securing best placements for the students, coupled with the focus on their holistic development, highlight the distinctiveness of the institute in the institutional plethora.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Since the inception of the institute in the year 1996, as per its vision of nurturing students as leaders who are in tune with global trends with the aim of providing Quality education at affordable cost; consistent endeavors are made by the institute and the same are acknowledged through the following

1. OUTLOOK-ICARE Professional College Survey 2023- FAMT secured 63rd Rank among Private Engineering Institutes in India.

2. Finolex Academy of Management and Technology, Ratnagiri has been ranked by The Week Hansa Research Best College Survey 2022 Engineering Rankings and secured

   1. 4th Rank among Mumbai University Institutes.

   2. 16th Rank among Private Engineering colleges in Maharashtra.

   3. 22nd Rank among West Zone Private Engineering colleges in India.

3. FAMT is awarded the Excellent Industry Interface Award of the Year 2021 in the prestigious 16th International Conference and National Education Awards 2021 organised by CMAI Association of India along with the Digital Transformation of Education summit held at Geneva Switzerland on WSIS Forum – A United Nations Event on 6th May 2021.

4. Finolex Academy was accorded Platinum Rating in AICTE – CII Survey of Industry Linked Technical Institutes 2020. 814 institutes were shortlisted for a full Survey carried by All India Council for Technical Education (AICTE), New Delhi in association with Confederation of Indian Industry.

5. Finolex Academy was accorded Gold Rating in AICTE – CII Survey of Industry Linked Technical Institutes 2019. A total of 714 institutes were shortlisted out of 3842 institutes in the Full Survey carried out by All India Council for Technical Education (AICTE), New Delhi in association with Confederation of Indian Industry.

6. In 2019, Finolex Academy was accorded Gold Rating in AICTE CII IndPact Survey carried under AICTE – CII Survey of Industry Linked Technical Institutes 2018. 755 institutes were shortlisted from 3659 institutes participated in the Full Survey carried by All India Council for Technical Education (AICTE), New Delhi.

Concluding Remarks :

The institute was established in 1996, under the visionary leadership of the late Shri. P. P. Chhabria, the founder chairman of the Finolex Group of Industries and President of the Hope Foundation. Today, it stands as a beacon of technical educational excellence and societal commitment and continues to uphold its founding principles. With a steadfast dedication to provide quality education at an affordable cost, the institute has

evolved over the years to offer a diverse range of engineering and technology programs.

The institute's journey reflects a profound commitment to address socio-economic transformations through education and research. As a 28-years-old institution, it remains firmly rooted in its mission to empower students with knowledge and skills, contributing to the broader landscape of technical education in India. The institute's enduring legacy is marked by its picturesque campus, state-of-the-art facilities, and a holistic approach to foster academic and personal development. In doing so, the institute remains true to its core values of accessibility, excellence, and social responsibility.

The institution is located in Ratnagiri, a town situated along the scenic Western coast of India, boasting superb rail and road connections. Its expansive 25-acre campus, with a built-up area of 2.13 lakh square feet, hosts cutting-edge facilities including ICT classrooms, industry-supported laboratories, seminar halls, workshops, an auditorium, centers of excellence, computer facilities, research centers, drawing halls, a library, canteen, administrative offices, faculty spaces, and sports amenities. A committed Training and Placement Cell is dedicated to enhance student employability, evidenced by outstanding placement records.

Today, the institute has 9000 + alumni spread across the globe working in various companies nationally and internationally, having their own startups and companies.

As a recognition of quality teaching learning, excellent placement and state-of-the-art infrastructure, the institute has received recognition in the form of various awards by many reputed government and private agencies.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**
	
	      Answer before DVV Verification :
	      Answer After DVV Verification :91
	   Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**
	
	   1.3.2.1. **Number of students undertaking project work/field work / internships**
	      Answer before DVV Verification : 1598
	      Answer after DVV Verification: 1596
	
	      Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*
	
	      Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	      Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies
	      Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.4.1	**Percentage of full-time teachers against sanctioned posts during the last five years**
	
	   2.4.1.1. **Number of sanctioned posts year wise during the last five years**
	      Answer before DVV Verification:
	
	      <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>102</td><td>97</td><td>102</td><td>105</td><td>110</td></tr></table>
	      Answer After DVV Verification :
	
	      <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>101</td><td>96</td><td>101</td><td>104</td><td>109</td></tr></table>

	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	16	16	16	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	15	15	14

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 3.1.1 | *Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)* |

3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
64	37	25.33	1.31	0.25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
64	37	0.33	2.07	0.11

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 3.3.1 | **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** |

3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

4	4	3	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	1	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 3.3.2 | **Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	37	18	23	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	0	6	10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

| 3.4.3 | *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	7	10	28	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	10	25	18

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :15
	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*
	4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
165	13	16	29	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
165.51	14.18	16.63	29.68	51.45

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**
	4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
	Answer before DVV Verification : 492
	Answer after DVV Verification: 471
	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*
	4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
128	87	76	147	112

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34.22	26.71	24.97	62.19	31.80

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*
	5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**
	Answer before DVV Verification:
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>956</td><td>1276</td><td>1149</td><td>1204</td><td>1223</td></tr></table>
	Answer After DVV Verification :
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>900</td><td>1235</td><td>1141</td><td>1192</td><td>1208</td></tr></table>
	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)* *4. ICT/computing skills* Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
314	340	269	187	281

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	18	16	16	20

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
464	523	474	405	472

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
381	498	471	405	415

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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*

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
\|---\|---\|---\|---\|---\|
| 2 | 3 | 4 | 4 | 2 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
\|---\|---\|---\|---\|---\|
1	2	3	3	1 | Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1714	1190	587	1730	1714

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	9	8	8

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.2.2

Institution implements e-governance in its operations

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
67	60	57	66	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	60	57	66	16

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

4	1	0	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	57	57	57	57

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 130 Answer after DVV Verification : 110
1.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
102	97	102	105	110

Answer After DVV Verification

2022-23	2021-22	2020-21	2019-20	2018-19
97	96	98	98	108

2.1 | **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
367	128	103	216	193

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
371.67	129.71	103.06	217.19	195.18