YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	Finolex Academy of Management and Technology
• Name of the Head of the institution	Dr. Kaushal Kamaleshwar Prasad
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	9371295793
• Mobile no	9284723936
• Registered e-mail	naac@famt.ac.in
• Alternate e-mail	iqac@famt.ac.in
• Address	P-60, P60/1, MIDC, Mirjole Block, Ratnagiri
• City/Town	Ratnagiri
• State/UT	Maharashtra
• Pin Code	415639
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Semi-Urban

• Financial Status	**Self-financing**
• Name of the Affiliating University	**Mumbai University**
• Name of the IQAC Coordinator	**Dr. P A Giri**
• Phone No.	**9284723936**
• Alternate phone No.	**9665248178**
• Mobile	**9665248178**
• IQAC e-mail address	**iqac@famt.ac.in**
• Alternate Email address	**admin@famt.ac.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://famt.ac.in/wp-content/uploads/2025/01/Submitted-AQAR-AY2022-23.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://famt.ac.in/wp-content/uploads/2024/01/AC_2023_24.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**2.84**	**2019**	**28/03/2019**	**27/03/2024**
Cycle 2	**B+**	**2.68**	**2024**	**22/06/2024**	**21/06/2029**

6.Date of Establishment of IQAC	**19/12/2015**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	**2**
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

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

1. Prepared and Applied for NBA of 3 departments in AY 2023-24 2. Applied for NAAC Cycle-2 in Jan 2024 and visit completed in June 2024

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
update the teaching material from online and face to face teaching viewpoint	**More faculty members taught making use of ICT and PPTs**
To plan for smooth conduct of Teaching-Learning Process	**Academic Calendar of Institute and department was prepared and published**
To plan and conduct TnP activities	**Many activities were conducted by TnP Cell**
To conduct Department Audit	**Conducted**

13.Whether the AQAR was placed before statutory body?	**No**
• Name of the statutory body	

Name	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2023-24	27/12/2024

15. Multidisciplinary / interdisciplinary

Our vision is to transform our institution into a holistic multidisciplinary institute. Affiliated with the University of Mumbai, we adhere to its curriculum, which integrates humanities and science with STEM, alongside program-specific subjects. All courses are credit-based. The syllabus structure is as follows: 1. Basic Sciences 2. Mathematics 3. Humanities and Social Sciences 4. Engineering Sciences 5. Program-specific Core Subjects 6. Program-specific Electives 7. Open Electives 8. Project Work Despite being part of an affiliated system, our institute strives to infuse flexibility and innovation into the curriculum alongside the university. To support multidisciplinary learning and holistic development, the university has introduced several subjects, such as Professional Communication and Ethics, Environment Management, Energy Management, Industrial Skills, and Renewable Energy Sources, which we offer. Our NSS unit actively engages in community service, and the university awards marks for these activities. Additionally, we conduct various add-on and value-added courses, workshops, and more each year. In alignment with the NEP, we promote a multidisciplinary/interdisciplinary approach by offering honors and minor courses in various subjects as prescribed by the university. We have partnerships with several online education platforms like Coursera, IBM Skills Build, and Infosys Springboard, which were particularly beneficial during the pandemic. Students are encouraged to enroll in these courses alongside NPTEL and Swayam offerings. Project-based learning is embedded from the second year through mini-projects in SE and TE, and major projects in BE, where students tackle social issues, environmental impacts of engineering practices, and industrial challenges. Research students are encouraged to undertake projects in multidisciplinary areas like renewable energy, supply chain management, sustainability, and industry. Undergraduate students are motivated to work on projects in agriculture and automation, including the application of AI and ML in agriculture. Every year, students from various disciplines are encouraged, mentored, and supported to develop an electric vehicle

for national-level competitions.

16.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.

17.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 programs at the Skill Development Center in Ratnagiri (MSME) broaden our offerings. Departments provide value-added programs focusing on skill-based learning and MSA programs. Memorandums of understanding (MOUs) with industry partners such as Mechatol, Sourmandal Solar, and Intel enrich the curriculum. Faculty members are encouraged to pursue UHV certificate courses, and ethical values are emphasized during induction. Collaborations with organizations like ISHRAE and ASHRAE foster social values alongside technical skills. An Ethics course is integrated into the curriculum of Semesters II and V. Skilling courses are a core component of the institute's regular value-adding activities. Students are encouraged to complete at least one value-added vocational course, either offline or online. Tie-ups with IBM Skills Build and Infosys Springboard provide additional skill development opportunities. The institute is associated with the Skill and Entrepreneur Development Center in Ratnagiri and has conducted programs for students.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The institute recruits faculty members with proficiency in English and vernacular languages, utilizing the vernacular language to impart concepts and clarify difficult ideas for enhanced

comprehension among students. 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 promote Indian cultural heritage actively. 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

19.Focus on Outcome based education (OBE):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 engineering 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 a Program Assessment Committee (PAC) that monitors and implements OBE.

20.Distance education/online education:

FAMT encourages its students to build a strong foundation in learning and science while staying updated with the latest industry trends, particularly through online education platforms. To support this, FAMT has established academic collaborations with organizations such as Coursera, the Indian Institute of Remote Sensing (IIRS), IBM SkillBuild, and Infosys Springboard. These partnerships provide students with extensive online learning opportunities, often free of charge or at a minimal cost. The

certification courses offered through these collaborations are globally recognized, enhancing students' employability in both Indian and multinational companies. During the academic year 2023-24, students and faculty completed over 120 courses. Notable topics included Remote Sensing & Digital Image Analysis, Overview of Geo-processing Using Python, Geo-spatial Applications for Forest Ecosystem Analysis, and GIS for Supply Chain Management, in partnership with IIRS and ISRO. Coursera, an online learning platform, offers self-paced guided projects and on-demand courses on a variety of subjects. IBM SkillBuild provides students with access to a vast library of learning content, helping them develop practical and professional skills in emerging technologies while earning industry-recognized badges. Students have successfully completed certifications in areas like data analysis and CSS exercises, among others. To support effective content delivery, various ICT tools have been utilized, including Google Classroom, Google Quiz, PowerPoint presentations, faculty-owned websites, and YouTube channels. Additionally, all classrooms are equipped with LCD projectors and computing facilities, ensuring a seamless online learning experience.

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**416**

File Description	Documents
Data Template	[View File](#)

2.Student

2.1 Number of students during the year	**1571**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**310**

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	**347**

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	**103**

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	**85**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	**35**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**235.67803**
4.3 Total number of computers on campus for academic purposes	**578**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Finolex Academy of Management and Technology, affiliated with the University of Mumbai, strictly follows the university's curriculum, emphasizing a comprehensive education through an outcome-based system. The inclusion of honors and minor programs in Data Science, AI&ML, Electric Vehicles, and Waste Technology enhances students' employability and holistic development. To ensure effective curriculum delivery, the academy meticulously plans each academic year with a concise schedule from the University of Mumbai. Before each semester, academic planning guidelines are established by the deans, HoDs, and principal. An academic calendar is then prepared, detailing teaching schedules, internal assessments, mentorship meetings, holidays, and training and placement activities. Departments align their academic calendars accordingly, sharing them via the institute's website. Teaching load distribution, timetable preparation, and laboratory readiness are meticulously managed.

The implementation of outcome-based education involves defining course outcomes, mapping them to program outcomes, and determining learning levels. Course preparation and assessment processes are reviewed by the program assessment committee. Student feedback drives teaching improvement, aided by LMS and ICT tools. Semester end assessments gauge course outcome attainment. Overall, the academy ensures adherence to educational standards through detailed planning and continuous monitoring.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	[nil](#)

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Semester planning involves the Principal, Deans, and HoDs. The academic planning committee creates the calendar, ensuring all departments comply with it, covering academic, exam, and extracurricular activities. The following CIE (Continuous Internal Evaluation) aspects are taken into account: 1. Internal Assessment Test: Conducted twice per semester, one after 40% syllabus coverage and other after around 80% syllabus coverage. The program assessment committee (PAC) validates both the assessment papers based on course

outcomes and proper use of bloom's learning levels. 2. Term Work: Broadly consisting of: Lab Experiments - Conducted weekly and evaluated in the immediate next week 2. Module wise group assignments (with separate questions for groups of 10 students) are given after completion of every module and assessed. 3. Semesterly Mini Projects for groups of 3-4 students the progress of which are reviewed thrice in a semester. 3. Major Project: In groups of 3-4 students, mostly focusing on societal and industry problems which are reviewed thrice in a semester.

Regular academic review meetings are conducted on a monthly basis by the HoDs and the Principal. Course teachers are responsible for maintaining records of the Continuous Internal Evaluation (CIE) process. The adherence of departments to the academic calendar is evaluated as part of the academic audit.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	[nil](#)

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View File](#)
Any additional information	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

7

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

17

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	**No File Uploaded**
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

176

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

FAMT, affiliated with the University of Mumbai, integrates crosscutting issues such as Professional Ethics, Gender, Human

Values, Environment, and Sustainability into its curriculum to cultivate socially responsible graduates. This integration is achieved through various methods: Professional Ethics: Mandatory courses cover topics like professional ethics, social media use, and Intellectual Property Rights (IPR). Workshops conducted by the training and placement cell further enhance these skills. Gender-Related Issues: Female faculty representation in committees and student involvement in various roles promote gender equality and empowerment. Human Values: Initiatives like Donation Drives and NSS camps instill values of compassion and societal contribution among students. Environment and Sustainability: The institute offers courses on Energy Audit, Renewable Energy, and Disaster Management to raise awareness and promote sustainable practices.

1. Energy Audit and Management (ILOC) for all the branches in seventh semesters.

2. Renewable energy sources course for Mechanical and Electrical Engineering students in the eighth and fifth semester respectively.

3. Disaster Management and Mitigation Measures (ILOC) for all the branches in seventh semesters.

Student Participation: Encouraging participation in national-level competitions fosters a sense of achievement and recognition. Through these efforts, FAMT ensures that its graduates are not only academically proficient but also socially conscious and ethically grounded

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

38

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	**No File Uploaded**
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1150

File Description	Documents
Any additional information	**No File Uploaded**
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	https://famt.ac.in/famtfeedback/
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	**No File Uploaded**

1.4.2 - Feedback process of the Institution may	**A. Feedback collected, analyzed**

be classified as follows	and action taken and feedback available on website

File Description	Documents
Upload any additional information	**No File Uploaded**
URL for feedback report	https://drive.google.com/drive/folders/1wrTGRQIJ7ERZggkEKDe_lcr9nuGu5RUr

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

443

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

206

File Description	Documents
Any additional information	**No File Uploaded**
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The institute employs structured methodologies to support academically weak students and encourage high-performing ones. A process for identifying slow, average, and advanced learners is

initiated after the first internal assessment (IA-I). Based on IA-I results, mentorship inputs, and classroom observations, students are classified as follows:

- Slow learners: IA-I marks ? 8

- Average learners: IA-I marks between 8 and 16

- Advanced learners: IA-I marks ? 16

Measures for Slow Learners:

- Interactive sessions to address challenges.

- Dedicated doubt-clearing sessions.

- Assignments from previous question papers, assessed by the course teacher.

- Additional remedial and tutorial classes are provided, along with extra classes and practicals at the semester's end.

Measures for Advanced Learners:

- Encouraged to pursue certification courses, internships, or advanced-level assignments (e.g., GATE-style questions).

- Motivated to enroll in honors or minors courses and join professional student bodies.

To ensure outcomes, a revision session is conducted before IA-II, with improved performance verified through IA-II marks.

The institute fosters holistic development through technical workshops, hackathons, and seminars on current trends led by industry experts. Students are encouraged to participate in NPTEL, Coursera, edX, and ISRO courses to enhance their skills.

This comprehensive approach ensures personalized support for weak students while challenging advanced learners to excel further, fostering an inclusive and progressive academic environment.

File Description	Documents
Paste link for additional information	[nil](nil)
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
1571	103

File Description	Documents
Any additional information	No File Uploaded

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

At FAMT, we prioritize a student-centric approach to teaching and learning, focusing on each student's complete growth and development. Our teachers use real-life examples and interactive classroom methods to deliver engaging lessons.

To make complex concepts more relatable, we use various techniques such as:

- Case studies: Real-life scenarios or business cases to illustrate complex concepts.

- Guest speakers: Professionals from various industries share their experiences and insights with students.

- Field trips: Hands-on learning experiences at relevant locations.

- Real-world applications: Connecting theoretical concepts to real-world problems or scenarios.

- Current events: Using current events, news, or social issues to illustrate concepts and encourage critical thinking.

To keep students engaged, we incorporate interactive classroom

elements such as:

- **Group discussions:** Encouraging critical thinking and collaboration.

- **Hands-on activities:** Simulations, experiments, or projects to engage students and promote learning by doing.

- **Student-led presentations:** Promoting ownership and creativity.

- **Quizzes:** Assessing students' understanding and providing continuous feedback.

We also leverage technology to enhance the learning experience, including:

- Interactive whiteboards, smart boards and digital tools.

- Online resources, such as Google Classroom and YouTube videos.

- Virtual labs and case studies to provide remote access to lab experiments and real-life scenarios.

Our faculty members use cutting-edge methods to assist students in learning, feeling satisfied, and improving on multiple levels.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	[nil](#)

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The integration of Information and Communications Technology (ICT) has revolutionized the way lectures are delivered in ICT education. Faculty members utilize PowerPoint presentations, animated videos, and other digital resources to facilitate a deeper understanding of complex concepts. While the traditional blackboard remains a crucial component of the teaching-learning process, it is no longer the sole means of knowledge transfer. In today's digital age, it is essential to leverage modern tools and methodologies to enhance the learning

experience.

With the vast amount of information available on the internet, students have unparalleled access to a wealth of knowledge. To maximize this potential, faculty members encourage students to utilize online resources effectively. Every classroom is equipped with LCD projectors/ smart board and internet access, enabling students to engage with online simulations, animations, and other interactive materials. This approach not only enhances their understanding but also prepares them for the digital landscape of the modern workforce. By embracing technology, we can create a more engaging, effective, and efficient learning environment that caters to the needs of today's students.

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

91

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	No File Uploaded
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

103

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	**No File Uploaded**
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

17

File Description	Documents
Any additional information	**No File Uploaded**
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

1293

File Description	Documents
Any additional information	**No File Uploaded**
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The Finolex Academy of Management and Technology (FAMT) is affiliated with the University of Mumbai and follows its prescribed

assessment guidelines for all programs. The evaluation structure includes distinct internal and external assessment components:

Internal Assessments:

1. **Internal Tests:** Conducted twice per semester, these tests align with university guidelines. Papers are validated by the Program Assessment Committee (PAC) for syllabus coverage, course outcomes (COs), Bloom's taxonomy levels, and action verbs. Post-examination, model solutions are shared via LMS or Google Classroom and discussed in class. Evaluated scripts are reviewed with students for improvement, and CO attainment is calculated for analysis and remedial sessions.

2. **Term Work:**

   - **Assignments:** Group assignments are assessed on technical understanding, presentation, and punctuality using predefined rubrics. Evaluation sheets provide feedback for improvement.

   - **Laboratory Experiments:** Performance is evaluated per assignment standards, with tools like Google Quizzes used for online assessments.

   - **Course Projects:** Assessed using clear rubrics for consistent evaluation.

   - **Module-Wise Assessments:** Conducted through assignments and quizzes for continuous CO evaluation.

   - **Mini and Major Projects:** Progress is monitored via three presentations before the PAC.

External Assessments:

1. **End-Semester Examination:** Conducted as per university guidelines, with model solutions shared for transparency.

2. **Oral/Practical Examinations:** Includes mini and major project presentations, conducted with an external examiner.

By implementing these transparent methodologies, FAMT ensures impartial evaluations and promotes continuous student improvement.

File Description	Documents
Any additional information	**No File Uploaded**
Link for additional information	[nil](nil)

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

At our institution, we have a well-defined mechanism to address internal examination-related grievances. This system is transparent, time-bound, and ensures effective resolution of student concerns.

1. Examination Department: A dedicated Examination Department oversees all examination-related activities, including scheduling, conducting, and evaluation. It ensures that exams are conducted fairly, following established rules and regulations.

2. Grievance Cell: A separate Grievance Cell manages student complaints related to internal examinations. It is responsible for receiving, recording, and resolving grievances impartially and efficiently.

3. Student Query Process: Students can submit their concerns to the Head of Department, Examination Department, or Grievance Cell. This multi-channel approach ensures easy access for students seeking support.

4. Time-bound Resolution: Grievances are addressed within a clear and specified timeframe, promoting accountability and trust in the resolution process.

5. Efficient Communication: Students are kept informed about the status of their grievances and the steps taken to resolve them.

Process Flow:

- Students submit their grievances to the appropriate department or cell.

- The complaint is acknowledged, and an investigation is initiated.

- A fair resolution is proposed and communicated to the student.

- Feedback is gathered to ensure satisfaction, and records are maintained for continuous improvement.

File Description	Documents
Any additional information	**No File Uploaded**
Link for additional information	[nil](nil)

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The Finolex Academy of Management and Technology (FAMT) offers six undergraduate programs across Electrical, Electronics and Telecommunication, Mechanical, Information Technology, Chemical, and Computer Science Engineering (AI & ML) departments. It also provides two postgraduate programs in Master of Computer Applications and Mechanical Engineering, along with doctoral programs in Information Technology and Mechanical Engineering.

FAMT diligently adheres to the specified Programme Outcomes (POs) and Program Specific Outcomes (PSOs) for all undergraduate and postgraduate programs, as per the guidelines of the National Board of Accreditation. Each department has defined its PSOs to align with its vision, mission, and goals, ensuring these outcomes are effectively communicated to course teachers and students via the institute's official website.

The University of Mumbai outlines Course Outcomes (COs) for each course in its syllabus, which are adopted by FAMT. Course teachers may modify COs with justification and approval from the Program Assessment Committee (PAC). These COs are shared with students through the Learning Management System (LMS) or Google Classroom.

At the semester's start, course teachers create module-wise lesson and laboratory plans aligned with COs and communicate them to students. COs are introduced and discussed in the first session and revisited at the start of each module. They are also incorporated into evaluation sheets, assignments, and internal assessments for comprehensive alignment.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional information	[nil](nil)
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Assessment of Program Outcomes (POs) and Program Specific Outcomes (PSOs)

Our institution adopts a comprehensive dual-assessment approach to evaluate POs and PSOs, using both direct and indirect methods for continuous improvement and alignment with industry needs.

Direct Assessment

1. Mapping COs to POs/PSOs: Course Outcomes (COs) are correlated with POs and PSOs at levels (low-1, medium-2, high-3), verified by the Program Assessment Committee.

2. Evaluation Components: CO attainment is calculated using internal tests, assignments, experiments, projects, and module-wise assessments.

3. CO Attainment: Marks and percentages for COs are determined for each student, with equal weightage (50-50%) given to internal tests and end-semester exams.

4. Final Calculation: Weighted averages are used to calculate PO/PSO attainment from CO-PO mapping and CO attainment values.

5. Continuous Monitoring: Intermediate checks are conducted post-internal tests, and module-wise assessments contribute 20% weightage to CO attainment.

Indirect Assessment

1. Stakeholder Feedback: Evaluations include departmental events, stakeholder inputs, and exit surveys.

2. Weightage: Indirect assessment contributes 20% to final

attainment, while direct assessment contributes 80%.

3. Analysis and Improvements: Attainment values are reviewed annually to identify improvement areas.

Weighted Assessment

- 80% Contribution: Direct assessment.

- 20% Contribution: Indirect assessment.

Data-Driven Insights

PO/PSO attainment values are analyzed for every graduating batch to inform course-level interventions and ensure continuous improvement in student learning outcomes.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

347

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	http://www.famt.ac.in/NAAC_Documents/aqar/2023-24/Criteria2/2.6.3/Result_Analysis_2023-24.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may

design its own questionnaire) (results and details need to be provided as a weblink)

http://famt.ac.in/wp-content/uploads/2024/10/Student-Satisfaction-Survey-2023-24_Analysis-Report.pdf

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 year (INR in Lakhs)

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

0

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

4

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

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	[View File]
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	[nil]

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The Institute actively encourages innovation and entrepreneurship through its Innovation Council (IIC), Innovation and Entrepreneurship Development Cell (IEDC), Intellectual Property Rights (IPR) Cell, and Incubation Center Committee. These bodies collaborate to organize events aimed at raising awareness about intellectual property rights, startups, innovation, and entrepreneurship among students, faculty, and staff. Additionally, various departments conduct seminars, workshops, and courses to facilitate knowledge sharing and technology transfer.

The IIC, operating under the guidance of the Ministry of Education's Innovation Cell (MIC), has organized initiatives such as expert sessions on startup skills, webinars on entrepreneurship, and seminars on IPR and innovation. The IEDC and IPR Cells frequently host activities like project idea competitions, expert lectures, and the annual Entrepreneurship Awareness Camp for final-year students. The IEDC also benefits from funding provided under the DST-NIMAT project.

Even after the pandemic, the Institute continued to support learning through platforms such as NPTEL, Coursera, edX, and IBM SkillBuild, enabling more than 120 students and faculty members to complete various courses. To ensure a seamless online education experience, Learning Management Systems like Google Classroom and Moodle were effectively implemented.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	nil

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

10

File Description	Documents
Report of the event	No File Uploaded
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

7

File Description	Documents
URL to the research page on HEI website	nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

13

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

8

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The institute actively engages with the neighborhood community through initiatives led by committees such as the National Service Scheme (NSS), Nature Club, and various Student Chapters. These activities aim to support nearby communities, contribute to nation-building, raise awareness among students about social issues, and promote their holistic development.

Special Residential Camp, Beach Cleaning, etc. extension activities have significantly impacted and sensitized students in the following ways:

1. **Fostering a sense of social responsibility and human values.**
2. **Raising awareness about modern technology and its smart, responsible application in society.**
3. **Highlighting the importance of natural resources and promoting their sustainable use.**
4. **Emphasizing the necessity of health and hygiene.**

During the pandemic, the institute, along with its employees and

students, supported nearby flood-affected communities through donation drives and other initiatives.

File Description	Documents
Paste link for additional information	nil
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	No File Uploaded

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

4

File Description	Documents
Reports of the event organized	No File Uploaded
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

197

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

120

File Description	Documents
e-copies of related Document	**No File Uploaded**
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

5

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	**No File Uploaded**
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

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 a 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 acements As internet/wi-fi services are available in the campus, students can access online video lectures and ejournals. The institute features 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. Seminar halls, accommodating over 100 people, serve various student-centric activities such as workshops, seminars, parent meetings, extension events, etc.

Sr

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

715

200

NA

NA

ICT-enabled classrooms and seminar halls contribute to the seamless execution of lectures, addon 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, etc., are actively utilized across the campus.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	nil

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

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 academic year 2023-24 the institute has provided financial assistance of Rs. 5,36,907/- for sports and cultural activities. In the last five years, the institute has secured 30+ prizes at various levels.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	nil

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

30

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

161.73539

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template	View File

4.2 - Library as a Learning Resource

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

The central library of the institute boasts a collection of 36,776 items, with 7,300 titles and 36,776 volumes. Additionally, the library subscribes to 48 print journals and 410 international ejournals through Springerlink, all of which are accessible on campus. Furthermore, the institute provides access to 1042 international e-books via Springerlink, Videeya Engineering E-book. These resources are readily available to both students and faculty members on campus. Since 2018, the Institute Central Library has been fully digitized using SOUL 2.0 software. The Online Public Access Catalog (OPAC) allows users to easily check the availability of books in stock, streamlining the process of issuing required materials.

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)

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	C. Any 2 of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

10.25881

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

95

File Description	Documents
Any additional information	**No File Uploaded**
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institution regularly upgrades its IT infrastructure to provide improved facilities for students and employees, enhancing ICT-based learning and keeping pace with technological advancements. Since the 2018-19 academic year, ERP software has streamlined admissions, fee payments, and student services online. Faculty members maintain a dynamic website, and Google Workspace for Education offers email IDs and access to academic software. Additionally, software acquisitions like Office-365 and MATLAB benefit users, while collaborations with platforms such as Coursera and IBM Skill Build provide further learning resources. The campus is equipped with LAN-connected computers, CCTVs, and Wi-Fi coverage, with ICT-enabled classrooms in every academic block. Bandwidth options ensure reliable internet access, complemented by a robust firewall for security. Post lockdown, 248 new computers were purchased, and 38 CCTV cameras installed for enhanced safety. These efforts reinforce the institution's technological infrastructure, supporting its educational mission effectively. The library is fully automated with ILMS (SOUL 2.0) and computers are reserved for OPAC and internet access.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://famt.ac.in/NAAC_Documents/aqar/2023-24/Criteria4/4.3.1/DETAILS OF ICT FACILITIES UPDATES AY 2023-24.pdf

4.3.2 - Number of Computers

715

File Description	Documents
Upload any additional information	View File
List of Computers	**No File Uploaded**

4.3.3 - Bandwidth of internet connection in the Institution	**A. ? 50MBPS**

File Description	Documents
Upload any additional Information	**No File Uploaded**
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

43.98706

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

A maintenance policy is prepared to ensure the optimum use and service life of the infrastructure, lab equipment and other resources. Maintenance is done by repairing, partial replacement or total replacement and is categorized as regular, preventive and other maintenance. The Head of Construction and Maintenance Department, along with his team, ensures safe operating conditions by performing regular inspections, preventive maintenance and

conducting all necessary repairs to ensure the productive and useful life of the units.

1. IT Infrastructure Maintenance by Systems Department: All computers and networking facilities in the institute are under the supervision of the Systems Department. The maintenance is carried as per following procedures:

1. Preventive and Routine Maintenance Procedures: A routine maintenance is carried out for all machines/equipment.

2. Breakdown Maintenance Procedures:

1. Faculty /staff places a service request for the construction and maintenance and the Head of the concerned department verifies the same.

2. The service request generated by concerned faculty/staff is registered through the service request form.

3. The service request is registered and is verified.

4. The maintenance staff attends to the service request. The Head of the department concerned takes a final decision in this regard.

5. Appropriate documentation is filed as per the completion of request.

2. Civil infrastructure and related maintenance

3. IT infrastructure related maintenance

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for additional information	nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the

Government during the year

1257

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

52

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**B. 3 of the above**

File Description	Documents
Link to Institutional website	https://famt.ac.in/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

260

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

260

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**A. All of the above**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

260

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

2

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	**No File Uploaded**
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

6

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year

5.3.1.1 - 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 year.

8

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at univer sity/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The institute has policies to boost the representation and engagement of students on various bodies at different roles in administrative, co-curricular and extracurricular activities.

Students Council has students' representatives as the General Secretaries for boys and girls, Sports Secretaries for boys and girls, Technical Secretary and Cultural Secretary along with the faculty representatives. It ensures an opportunity for students to express their views on academics and co-curricular and extracurricular activities.

Students are nominated on various academic committees that advise, frame policies and monitor the functioning of the department and institute such as the Department Advisory Board (DAB), Library Advisory Committee (LAC), College Development Committee (CDC) and IQAC.

Additionally, student associations of every department organize a variety of curricular, co-curricular and extension activities. The Student Convener constitutes a team of representatives from every class. Besides, students represent and participate in the institute level committees - Cultural, Internal Complaint Committee (Women Grievance Cell), Women Development Cell, Nature Club, NSS, Antiragging Committee, Hostel Committee, Canteen committee etc.

Besides, the organization & execution of Utopia – the annual social gathering, annual sports competitions and Brainwaves - a state level technical event is done by the student committees.

The active participation of students in planning and executing activities conducted through these associations and committees builds and boosts their confidence, leadership traits and managerial and interpersonal skills.

File Description	Documents
Paste link for additional information	https://famt.ac.in/wp-content/uploads/2024/12/Revised-Circular-FAMT-Students-Council-2024-25.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

11

File Description	Documents
Report of the event	[View File]
Upload any additional information	**No File Uploaded**
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	[View File]

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

There is a registered Alumni Association that contributes significantly 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 communicates the alumni through a dedicated alumni portal (App and website powered by Vaave Communications), various social and electronic media to get the updates of their career progress, and achievements and also to provide institutes progress and activities. The alumni have their representation in IQAC, College Development Cell (CDC), Department Advisory Board etc. Alumni contribute for syllabus improvements as well as organization of the co and extracurricular activities to bridge the 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. Due to covid situation, the Alumni meet could not be held this year. Alumni collaboration facilitates the permissions for Industrial and vocational training.

File Description	Documents
Paste link for additional information	[nil]
Upload any additional information	[View File]

5.4.2 - Alumni contribution during the year (INR in Lakhs)	D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload any additional information	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Aligned with its Vision and Mission, the institute provides a dynamic academic environment featuring state-of-the-art facilities, quality training through industry collaborations, and student-centric activities, fostering the holistic development of students. Over the years, the academy has become one of the region's most reputed institutions, offering students an ideal platform to develop their abilities, showcase creativity, and refine their skills.

The HOPE Foundation's Advisory Council guides the Governing Body (GB) in shaping the institute's future growth. The GB also incorporates continuous feedback from the College Development Committee (CDC) to align management decisions with institutional goals. In coordination with the CDC, the GB meticulously formulates the institute's perspective plan and periodically reviews its progress based on inputs from the Advisory Council. The Internal Quality Assurance Cell (IQAC) audits academic and administrative processes, recommending quality enhancement measures. Additionally, the Department Advisory Board (DAB), comprising parents, industry experts, academicians, senior faculty, students, and alumni, provides valuable suggestions to respective departments.

In line with the institution's perspective plan, the institute has established Ph.D. research centers in Information Technology and Mechanical Engineering. It has also strengthened industry alliances through the installation of industry-linked laboratories, enhanced alumni engagement, and applied for NBA Accreditation.

File Description	Documents
Paste link for additional information	nil
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The institute's management fosters decentralization by actively engaging the Governing Body (GB) and College Development Committee (CDC) in policymaking. Clear delineation of roles and responsibilities, as outlined in the organization chart, empowers authorities at all levels to make decisions, including some financial ones, to address institutional needs. Departments enjoy academic autonomy, while the Training and Placement (T&P) team collaborates with stakeholders to design industry-aligned training programs. Various committees operate autonomously, and stakeholder feedback is actively sought and considered. Faculty involvement in administrative activities through committee representation is encouraged, alongside student participation in academic planning and extracurricular initiatives.

Parental suggestions provided during meetings are reviewed for viability and implementation. The institute supports faculty participation in National Education Policy (NEP) related activities, offering a wide range of elective courses, university-approved honors programs, and initiatives such as the Academic Bank of credit system and bilingual instruction. The National Service Scheme (NSS), established in response to NAAC recommendations, engages students in social issues. Guided by its vision, the institute ensures sustained growth by adapting to global educational trends, offering programs in emerging areas like Artificial Intelligence & Machine Learning to meet evolving demands.

File Description	Documents
Paste link for additional information	nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Institute follows the syllabus of University of Mumbai. Apart from the syllabus, to keep the students updated with current industry trends institute planned to have coordinated efforts with industries in the form of industry training, internships, creation of industry linked labs, industrial projects, creation of center of excellence through industry support and by utilizing the industrial expertise (through departmental advisory board) for decision making. To effectively implement the plan, management, faculty members, training team and students collaborate with industries at various levels. Various departments work to establish industry linked labs and the department also has advisory boards with industry personnel in the panel which helps the department to link education with latest development in industries. Faculty members draft various proposals and acquire grants for research work. During semester breaks students undergo various internships. In alignment with the perspective plan of having industry linkages, currently institute has following industry academic linkages: Intel Center of Excellence, Microsoft Virtual Academy, Cisco Networking Academy, Amazon AWS Academy, iPhone Application Development Center, NVIDIA Developer center, Palo Alto cyber security academy, Product development lab funded by Finolex Industries Ltd, CoE in Computer vision, development of customized facilities for Training & Placement department and smart seminar hall by funding from Finolex Industries etc.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	nil
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The principal oversees the institute's operations, ensuring adherence to regulations set by AICTE, DTE, the University, and other governing bodies. Collaborating with the Registrar, Deans, Faculty in-charge, and Heads of Departments (HoDs), they collectively address administrative and infrastructural needs. Each academic and administrative department appoints leaders to ensure cohesive functioning and policy implementation in alignment with the institute's vision and mission. The institute employs a hierarchical structure of Deans, Faculty in-charge, HoDs, and committees to plan

and execute teaching-learning activities, as outlined in the organizational chart. Oversight is provided by the Governing Body (GB), College Development Committee (CDC), and Internal Quality Assurance Cell (IQAC) to realize the institute's objectives. Department Advisory Boards (DABs), comprising HoDs, senior faculty, industry and academic experts, alumni, and student representatives, offer guidance at the departmental level. Service rules are formulated based on regulatory standards and institute-specific requirements, with dedicated departments managing physical and IT infrastructure. Recruitment procedures adhere to university guidelines, involving advertisement, application review, interviews, and selection committees. Performance-based appraisals and promotion policies ensure career advancement for faculty and staff.

File Description	Documents
Paste link for additional information	nil
Link to Organogram of the institution webpage	nil
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

C. Any 2 of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	No File Uploaded
Screen shots of user inter faces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

Provident Fund - 100% employees including contract staff are covered under Employee 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 - Accidental Policy covers all the employees & 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 on retirement an employee gets a saving portion amount or in case of death, sum assured is paid.

Maternity Leave- The institute provides full pay maternity leave to all female employees for their first two children.

Deputation of faculty and staff members for higher education Faculty and staff members are deputed to pursue their higher education (M.E., Ph.D.)

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.

Study Leave for higher education for teaching and non-teaching staff is provided as per institute policy.

Rent- free accommodation is provided to some faculty members.

File Description	Documents
Paste link for additional information	nil
Upload any additional information	**No File Uploaded**

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

15

File Description	Documents
Upload any additional information	**No File Uploaded**
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<u>View File</u>

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

1

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<u>View File</u>

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

178

File Description	Documents
IQAC report summary	**No File Uploaded**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of teachers attending professional development programmes during the year (Data Template)	<u>View File</u>

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

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 following various parameters for teaching and non teaching staff:

- **Teaching Learning**

- **Research and Academic Contributions**

- **Research and Consultancy Projects**

- **Professional Development Activities**

- **Administrative Responsibilities**

- **Other Significant Contribution / Achievements**

Evaluation parameters for non-teaching staff:

- **Quantity of output**

- **Quality of output**

- **Job knowledge & Skill**

- **Learning**

- **Cost efficiency, Techno Ability**

- **Communication**

- **Initiative & Drive**

- **Commitment/Sense of responsibility**

- **Planning & Organizing**

- **Relationship building & Teamwork**

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.,

File Description	Documents
Paste link for additional information	nil
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

A committee constituted by the principal is entrusted with an internal audit. The scope of the internal audit program encompasses working in compliance with the appropriate laws, rules and regulations framed thereunder, sufficient systems and procedures are in place for adherence of institutional policies, proper books of accounts, voucher along with supporting documents are maintained further, proper systems and procedures are in place for internal control at the various department levels.

The external audit is performed by an independent Chartered Accountant appointed as a Statutory Auditor of the institute who initially reviews the reports and observations made by the Internal Audit Team and the explanations given by the accountant of the institute. The complete audit of all books of accounts is done as per various rules, regulations, statutes, provisions of relevant acts by the external auditor.

The role of the Statutory Auditors includes crucial impact factors like the institute's financial reporting process and the disclosure of its financial information to ensure that the financial statement is correct, sufficient and credible; reviewing the findings of any matters where there is suspected fraud or irregularity, or a failure of an internal control system as deemed necessary in the capacity of Statutory Auditor.

File Description	Documents
Paste link for additional information	nil
Upload any additional information	View File

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

100.36

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institute, a self-financed private entity, relies on tuition and development fees as its primary revenue sources, regulated by the Fee Regulating Authority (FRA) under the Government of Maharashtra. Additional funding streams include CSR initiatives, hostel fees, interest from deposits, and examination fees. Revenue is also generated from conducting exams for governmental bodies like NEET and GATE, workshops, and research grants.

Departmental budgets for lab upgrades and infrastructure are initially approved in meetings attended by Heads of Departments, the Principal, and the Registrar, with further review by the College Development Committee before submission to the Governing Body for

final approval. Funds allocated by the Governing Body are managed with the approval of the management.

In the year 2023-24, Finolex Industries Ltd. under its CSR contributed Rs. 100 lakhs through HOPE Foundation, the parent trust and by sponsoring one security personnel.

For 25 years, Finolex Industries Limited has provided free accommodations for Boys and Girls Hostels, with 32 flats allocated and 12 accommodations for faculty members.

File Description	Documents
Paste link for additional information	nil
Upload any additional information	No File Uploaded

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

The Institutional Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing academic and allied systems and processes. It has developed frameworks such as Outcome Based Education (OBE),

Minimum Specifications for departmental and faculty activities, and a Department Audit System, which are implemented across all institutional authorities and bodies. These systems and procedures are regularly monitored, reviewed, and revised based on stakeholder inputs and institutional reports.

Specifically, IQAC has introduced and updated the OBE framework, ensuring alignment between Course Objectives (COBs), Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). It has also established a department audit system, incorporating self-assessment and internal audits, with recent revisions effective from the academic year 2023-24.

Moreover, IQAC facilitates e-learning resources preparation and utilization through platforms like Google Workspace, Google Meet, Google Classroom, and Google Forms. It sets minimal specifications to guide departmental activities and encourages participation in online events and activities for holistic development during the pandemic.

Furthermore, IQAC oversees the institute's participation in NIRF ranking and supports accreditation efforts, with certain undergraduate programs awaiting NBA accreditation visits.

File Description	Documents
Paste link for additional information	nil
Upload any additional information	No File Uploaded

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

IQAC oversees the implementation of systems within the institute, evaluating their effectiveness and proposing enhancements for better outcomes. Amid the pandemic, IQAC collaborated with stakeholders to recommend tools like Google Meet for online lectures, virtual labs, videos, Google Classroom for resource sharing and assignment submissions, and Google Forms for internal assessment and feedback. It ensures compliance with guidelines from statutory and regulatory bodies.

Each semester, departments identify Slow and Fast Learners, conducting tailored sessions for improvement and reporting updates to IQAC. Teaching feedback is collected biannually and shared with faculty, with summaries submitted to IQAC. Program Exit Survey results and Departmental PO attainment are also reviewed in IQAC meetings.

Annual Department Audits are conducted, with reports discussed in IQAC meetings for analysis of strengths and areas for improvement, which are then communicated to all departments. To streamline documentation, IQAC is developing templates and calendars for document preparation and submission by all institute bodies and employees

File Description	Documents
Paste link for additional information	nil
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the	B. Any 3 of the above

institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Paste web link of Annual reports of Institution	[nil](nil)
Upload e-copies of the accreditations and certifications	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Institute believes and practices Gender Equity in full spirit. The institute provides equal opportunities and ease of access to all resources and regardless of gender, including participation and decision making. In the institute students and faculty are free to develop their abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. The rules for leave policy, promotion policy, medical facilities and higher education policies are uniform to all. There is no discrimination based on gender.

To further gender equity, the institute has established a Women's Grievance Cell, Women Development Cell, and Internal Complaint Cell for both genders. Both male and female members have equal representation on key committees like IQAC, Students Council, Library Advisory Committee, and Sports Committee, as well as in student chapters and associations. Female faculty members hold significant roles, including department heads and committee leaders, serving as role models for female students aspiring to leadership roles.

The institute also recognizes talent irrespective of gender, awarding accolades like Best Sports Person (Girl & Boy) and HOPE Foundation scholarships to deserving students, fostering an environment of inclusivity and equal opportunity.

File Description	Documents
Annual gender sensitization action plan	http://www.famt.ac.in/NAAC_Documents/aqar/2023-24/Criteria7/7.1.1/7.1.1_Activities_for_promotion_of_Gender_Equity.pdf
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	http://www.famt.ac.in/NAAC_Documents/aqar/2023-24/Criteria7/7.1.1/7.1.1_Links_to_Documents_&_Geotag_photos.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	**D. Any 1 of the above**

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	**No File Uploaded**

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

1. Solid Waste Management: Solid waste in the institute is mainly of type paper, bio waste from canteen and from garden. The paper type waste is sent for recycling every year. The institute has a Bio-gas plant. The biogas is used in the canteen to partially meet the fuel requirements and the organic waste from the biogas plant is used as a fertilizer. The waste from the garden is converted into compost by natural decomposition, which is then used as a fertilizer.

2. Liquid waste management: The institute has liquid waste only in the form of water from drainage of academic buildings and canteen. This waste water is accumulated in a tank and sent back to nature.

3. E-Waste management: The electronic waste such as monitors of old computers are sent for recycling by buy-back policy and new power efficient LCD/LED monitors are purchased. The institute does not generate any type of Biomedical, hazardous chemicals and radioactive waste.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	**No File Uploaded**
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | **C. Any 2 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	**No File Uploaded**

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	**No File Uploaded**

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	**D. Any 1 of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	**No File Uploaded**
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	**B. Any 3 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

To build a nation of youth who are noble in their attitude and morally responsible, the academy organizes and conducts several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff.

To develop the emotional and spiritual feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The students of the institute along with faculty and staff jointly celebrate the cultural and regional festivals, like Fresher Party ,Teacher's day, orientation and farewell program, Induction program, plantation, Women's day, Yoga day, Kargil Vijay Diwas, Marathi bhasha gaurav din etc. Cultural activities are performed on the campus. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institute sensitizes the students and the employees of the constitutional obligations about values, rights, duties and responsibilities of citizens.

The affiliating University curriculum is framed with mandatory courses like Student Induction Program, Professional ethics and human values as a small step to inculcate constitutional obligations among the 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.

Cherishing social responsibility is one of the core values of the institute. The institute has formed the Universal Human Values Cell.

Along with that Cultural Committee, student associations and NSS organize the events based on fundamental duties, values, rights and responsibilities. Those programmes include commemorative day's celebrations, Environmental Awareness Programme, Women Health Awareness Programme, celebration of Rashtriya Ekata Diwas, Plantation etc.

The institute extends help to the needy section of the society through different initiatives like blood donation camps, Thalassemia & Diabetes Awareness Session, cyber security awareness sessions and AWIM (A World in Motion) Regional Olympics for schools to creat awareness about the duties and responsibilities as a citizen.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	nil
Any other relevant information	nil

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students,	D. Any 1 of the above

teachers, administrators and other staff **4. Annual awareness programmes on Code of Conduct are organized**	

File Description	Documents
Code of ethics policy document	[View File](#)
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	**No File Uploaded**
Any other relevant information	[View File](#)

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institution organizes national festivals, birth and death anniversaries of great Indian personalities regularly.

The institute organizes National festivals such as Independence Day, Republic day, Yoga Day, Marathi Bhasha Din, etc. and the attendees are the faculty, students and staff. These functions consist of addresses by the Principal, lectures of eminent persons, singing patriotic songs etc.

Birth anniversaries of great Indian personalities such as Chhatrapati Shivaji Maharaj, Dr. Babasaheb Ambedkar, Sarvapalli Radhakrishnan (Teachers Day) and Sir. M. Visvesvaraya (Engineers Day) is being celebrated in the academy.

By organizing national festivals, birth and death anniversaries of great Indian personalities and various social programs, the institute inculcates human values and professional ethics among the faculty, students and society

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	[View File](#)
Geo tagged photographs of some of the events	**No File Uploaded**
Any other relevant information	[View File](#)

7.2 - Best Practices

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

Best Practice -1

Title of the Practice: Making the 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 institute supports first-gen engineering students, often from farming or fishing backgrounds, facing job scarcity. National statistics highlight employability challenges.

The Practice:

The institute adopts a multifaceted approach: expert talks, value added courses, and online platforms. Parental awareness, industry tie-ups, and tailored programs enhance employability.

Evidence of Success:

150 on-campus and 90+ off-campus placements in 5 years. Despite COVID-19, 85% eligible students secured jobs. 250+ placements were recorded in AY 2023-24. Online learning thrived.

Link to Placement record: http://www.famt.ac.in/NAAC_Documents/aqar/2023-24/Criteria7/7.2/Placements_2023_24.pdf

Problems Encountered and Resources Required:

Remote location, limited connectivity, socioeconomic diversity, and core industrial knowledge gaps.

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:

FAMT integrates ICT through iTLP, fostering digital literacy. Google Workspace, E-learning platforms, and collaborations enhance teaching and administrative efficiency.

Evidence of Success:

Faculty adeptly use ICT tools, creating E-content. 91 courses completed by students. Positive feedback and improved placement/results validate effectiveness.

Problems Encountered and Resources Required:

Financial constraints hinder ICT upgrades. Increased funding for technological infrastructure is crucial. Rural network access must improve equitable educational resources.

File Description	Documents
Best practices in the Institutional website	http://www.famt.ac.in/NAAC_Documents/aqar/2023-24/Criteria7/7.2/7.2_Best_Practices.pdf
Any other relevant information	nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

The institute's vision prioritizes the cultivation of professionals not only proficient in technology but also committed to national development as responsible citizens. It endeavors not just to impart engineering knowledge and practical skills but also to provide optimal placement opportunities. Alongside preparing students for the industry, the institute emphasizes holistic development by instilling human values and ethics. This distinctive focus aims to mold students into industry-ready professionals with a strong moral

compass. The Training and Placement Cell plays a pivotal role, organizing activities such as industry-institution interactions, seminars, workshops, career guidance sessions, and industrial training. Centres of excellence within the institute host regular training sessions conducted by industry experts, facilitating vital industry exposure and bridging the gap between classroom learning and real-world applications. This exposure prepares students for both public and private sector employment standards. The Cell also collaborates with reputed organizations to arrange interviews and campus drives, resulting in a placement rate of over 85% for the academic year 2023-24.

File Description	Documents
Appropriate web in the Institutional website	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.3.2 - Plan of action for the next academic year

1. To update the teaching material from online and face to face teaching viewpoint

2. To plan for smooth conduct of Teaching-Learning Process

3. To plan and conduct activities as per minimum specifications as prescribed by IQAC

4. To plan and conduct TnP activities

5. To conduct Department Audit