SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

FINOLEX ACADEMY OF MANAGEMENT AND TECHNOLOGY

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

SSR SUBMITTED DATE: 22-11-2018

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Hope Foundation and Research Centre is a Public Charitable Trust established in 1979 by India's one of the leading industrialists and philanthropists Late Shri. P.P. Chhabria, Founder Chairman, Finolex Group of Companies and Founder President, Hope Foundation . The foundation is largely funded by Finolex Group and pursues its charitable objectives especially in education and healthcare.

Finolex Industries Limited (FIL) was set up at Ratnagiri in 1994. The founder chairman observed that there was no undergraduate technical institute in this region. Accordingly, to get Engineering education, students had only one option to go to metros which was financially not feasible to common people of this region. The founder chairman had a profound vision to transform society through his entrepreneurial endeavor while being passionate about socio-economic transformation through education and research. The need of society & the desire of the founder chairman to address the socio-economic barrier has led to the establishment of FAMT in 1996 with the sole objective of providing quality education at affordable cost. Initially offering one Engineering program, FAMT currently offers six Under Graduate & two Post Graduate programs in the field of technical education. The institute is approved as a private-unaided institute by AICTE, recognized by DTE, Maharashtra and is affiliated to the University of Mumbai.

Situated in the picturesque coast of Ratnagiri, the institute is well connected to the rest of the nation by rail and road. The campus is spread over 25 acres of land and has a total built-up area of 2.13 lakhs sq. ft. comprising of workshops, computer centers, lecture halls, ICT classrooms, drawing halls, seminar halls, auditorium, spacious library, separate blocks for various departments with necessary laboratories, administrative block and canteen. The institute has a lush green campus with indoor and outdoor sports facilities.

Separate hostel facilities are provided for boys and girls at the Finolex Housing Colony, which is situated 7 kms away from the institute. The hostelers are provided with transport facility to and fro the institute. Need-based accommodation is provided to the faculty and staff members .

Vision

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

Mission

1. To become foremost seat of advanced technical learning as a center of excellence in the region
2. To offer state of the art facilities and quality education at affordable cost
3. To inculcate in students, the culture of 'Play Hard and Play Fair'
4. To advance sustainable development in the region through opportunities for entrepreneurship and industry- institute interaction
5. To create a generation of young professionals who appreciate in all its aspects the necessity of balance between technological advances and traditional values

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Philanthropic project of Finolex
2. Dedicated, supportive and visionary management
3. Extensively contributing towards social change in this region
4. Quality education at affordable cost enabling economically backward community to pursue higher education
5. State-of-art infrastructure with spacious classrooms and well-equipped laboratories
6. Experienced, motivated and passionate faculty
7. Good academic results with consistent university rankers
8. Intel Center of Excellence and Microsoft Virtual Academy
9. Good placements
10. Excellent faculty retention
11. Peaceful, eco-friendly and pollution free campus providing a conducive atmosphere for teaching learning

Institutional Weakness

1. No university recognized research center
2. Less scope for consultancy and funded project
3. Lack of instinct among students to become entrepreneur due to their socio-economic background
4. Locational limitation

Institutional Opportunity

1. Establishment of university recognized research center
2. To strengthen R&D
3. Augmentation in ICT infrastructure
4. To motivate the faculty for higher education, especially for Ph.D.

Institutional Challenge

1. Availability of qualified and experienced faculty with PhD
2. Attracting good companies offering higher pay packages for placements
3. Quality of students at entry level in recent years
4. Increase in alternative professional education options post Higher Secondary Course
5. Creating cultural mix in the institute by attracting candidates from various states

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated to University of Mumbai and offers six Undergraduate (Engineering) degree programs and two Postgraduate degree programs. The curriculum designed by the affiliating university is complemented and supplemented by an additional input to enhance knowledge and employment potential of students.

The institute has developed a hierarchy of Deans, Faculty in-charge, HoDs and various committees to ensure planning and effective implementation of teaching-learning and allied activities. Each department has a Department Advisory Board (DAB) consisting of HoD, senior faculty, experts from industry and academia, alumni and students representatives which identify gaps in the syllabus by means of feedback and interaction with stakeholders and suggest the plan to bridge these gaps. Bridge courses, enrichment courses, guest lectures, seminars, workshops, additional experiments, value added courses, project-based learning, industrial visits are some of the measures being adopted to bridge the content gaps in the syllabus under the guidance of DAB and IQAC.

The institute prepares the academic calendar in line with the academic schedule of the affiliating university to plan and organize curricular and other activities.

The institute motivates and supports students to participate in curricular and other activities organized by other institutions or organizations.

Teaching-learning and Evaluation

The institute's admissions are governed as per the norms of GOI, Statutory Regulatory Authority (SRA) and Government of Maharashtra. The average enrollment percentage for the last five years is 83.62%. The students are mostly from Maharashtra state. The diversity in the admitted students' profile is taken care by using learner-centric and conventional methods while delivering theory and practical sessions. Majority of faculty members use ICT, Learning Management Systems (LMS) and e-learning resources. ICT tools are effectively used to communicate with the students.

The institute has well-qualified, motivated and experienced faculty members. The average teaching experience of faculty members is more than 11 years. Faculty members regularly update their knowledge by attending various FDPs, workshops, orientation programs, NPTEL courses etc.

All departments follow a rigorous evaluation process using well-defined rubrics, in line with the norms of affiliating university. The student performance is monitored through the evaluation of learning outcomes with the help of a well-defined methodology for CO-PO mapping, evaluation of COs, POs, and PSOs using formative and summative assessment methods.

Qualitative delivery of academic activities in a timely manner is ensured using a mechanism developed by IQAC in the form of department academic audit and students' feedback.

Research, Innovations and Extension

The institute has developed an ecosystem to promote research culture and boost innovations among the students and faculty members. The institute has Research, Development, and Consultancy Cell (RDCC) coordinated by Dean R&D for related activities. For active involvement and encouragement of students and faculty members,

the institute has outlined a policy to award prizes for the best student projects and also provides support and facilities to them for undertaking research work. The institute has signed MoUs with reputed industries such as Microsoft and Intel to increase industry-institute interaction in academics, research, and placement. Students and faculty members have done research work which has resulted in one patent filing (ongoing) and quality IPR generation through the facilities provided by the institute for which they have received funding from university and industries.

The institute is actively engaged with the community through its various extension activities and sensitizes the students and faculty about the social issues and aspects. The sensitization and value addition is done through various institute level cells like Student Associations, Cultural Committee, Department of Lifelong Learning and Extension cell (DLLE) under affiliating university, Women Development Cell (WDC), Nature Club and professional student chapters. Through these cells, the institute continuously works and organizes extension activities for the society. In addition, the institute also participates in extension activities organized by government agencies.

Infrastructure and Learning Resources

The institute's campus is spread over 25 acres with the built-up area of 19,795 sq. mts. facilitating academic, administrative and other needs. The departments are housed in separate blocks having laboratories, workshop, computer centers, lecture halls, ICT classrooms, drawing halls, ICT seminar halls, auditorium, Intel Systems Laboratory, spacious library and canteen. The campus has fields for outdoor sports such as volleyball, kho-kho and indoor games such as Badminton, Carom, and Chess etc. Library, Internet, Industry oriented Labs and sports facilities are available for the students and staff as per their requirement and beyond working hours.

In addition, the institute provides learning resources like Microsoft Virtual Academy, NPTEL local chapter, OPAC system, software, vdeo lectures, membership in national and international professional student chapters etc.

The institute's library is spread over an area of 567.83 sq. mts. and has 34536 books, 53 print journals, and 452 e-journals dedicated to the Engineering and MCA streams and beyond, along with more than 879 other knowledge books. The library is automated with SOUL software and has separate sections for internet access and competitive examinations. The knowledge base of the library is updated with inputs from the stakeholders.

To ensure uninterrupted availability and optimum utilization of infrastructure, the institute has separate Maintenance and Systems Department to take care of civil, electrical, other physical infrastructure and computers, peripherals, and networking.

The institute uses a cloud-based ERP system for the smooth and transparent functioning of academic and administrative processes.

Student Support and Progression

The institute strives to provide support for all-round development of students through various means such as Outcome Based Education, representation of students on various academic and administrative bodies, membership of professional bodies, T&P, scholarships, mentoring and Alumni Association. These efforts converge into progression in terms of academics, higher studies, and employability.

Learning levels of the students are identified through a dedicated mechanism and remedial measures are taken for their betterment.

The students play an active role in academics and administrative bodies such as Student Associations, Student council, DAB, CDC etc. The institute promotes student participation in technical, sports and cultural activities inside and outside the campus; as a result of which many students have won prizes at the state and national level.

The institute has an active T&P Cell through which different programs like career counseling, soft skills, competitive exams, and aptitude trainings are conducted which have greatly benefited the students. Students are encouraged and supported to pursue industrial projects and in-plant training.

The institute helps students to get different scholarships and freeships from the government and non-government organizations. Besides these, the institute also awards scholarships to the financially weaker meritorious students, best students, toppers and university rankers of each branch every year.

Alumni are involved in enriching the academics as well as T&P activities through an active registered alumni association. Alumni meet is organized every year to enhance networking, information exchange, and future planning.

Governance, Leadership and Management

The institute well defined internal governance strucure which helps in effective academic, administration and other activities.The institute practises decentralization and participative management through a well-defined hierarchy of Governing Body, CDC, IQAC, Principal, Deans, Faculties in-charge, HoDs and Conveners of committees.

The institute has committees like Grievance Redressal, Women Development Cell, Anti-Ragging, Sports and Cultural. The institute has also constituted cells like RDCC, Innovation and Entrepreneur Development Cell (IEDC), IPR Cell, Incubation Center, Library Advisory Committee and T&P for achieving its vision and mission. Separate Maintenance and Systems Departments are established to take care of physical and IT related infrastructure.

Resources of the institute are mobilized as per the requirements of the stakeholders. Practising Statutory Auditor registered with ICAI (The Institute of Chartered Accountants of India) is appointed as an auditor for the institute for conducting the financial audit and to verify the compliance. The IQAC has developed and deployed a well-defined framework for departments and committees to organize curricular, co-curricular and extra-curricular activities. The IQAC ensures the quality of education by modifying and establishing systems such as Department Academic Audit, Self-appraisal of employees and Policies for RDCC etc.

Institutional Values and Best Practices

In the changing national and global context, the institute is responsive to emerging challenges and proactive in its efforts towards social responsibility and development in the larger context. The institute believes in the founder chairman's philosophy "Educate a man, you educate the person; educate a woman, you educate an entire family" to practice gender equity. For the past 05 years the average percentage of girl students is 25 to 30%.

As part of green practices, the institute maintains lush green and plastic free campus. The paper waste is sent for recycling and solid waste is recycled through a biogas plant. The institute has started replacing all the lighting fixtures by LED lamps in phase wise manner to conserve electricity. Separate budgetary provision is made for plantation and maintenance of trees every year. Nature Club of the institute sensitizes the students towards the importance of green practises.

Career counseling and awareness about technical education is being done in the region regularly. Extension activities such as blood donation, cleanliness drive, IT awareness, donation drives are regularly organized. Students of nearby schools are educated by higher semester students of the institute by means of K-12 programs.

The institute has devised and effectively implemented policies for qualification up-gradation of faculty members, resulting in a quality improvement in academic and research practices. Decentralization of T&P cell into dedicated training and placement section has resulted into a positive change in the placement scenario. The institute enjoys distinction of offering quality education at an affordable cost as per its vision and the efforts in this regard are being acknowledged through awards and recognitions by national forums and surveys in higher education.

2. PROFILE

2.1 BASIC INFORMATION

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

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Kaushal Prasad	2352-229569	9819125676	2352-228436	naac@famt.ac.in
IQAC Coordinator	Yogesh G. Mulye	2352-229657	9422564621	2352-	iqac@famt.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	09-08-1996

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	University of Mumbai	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	View Document	04-04-2018	12	Yearly Extension

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1542621147.pdf
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NPTEL PIC IIT Madras
Date of recognition	15-01-2018

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	P-60, P-60/1, MIDC, Mirjole Block	Rural	24.73	19795

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BE,Electronics Engineering	48	HSC	English	30	7
UG	BE,Electrical Engineering	48	HSC	English	60	58
UG	BE,Mechanical Engineering	48	HSC	English	120	120
UG	BE,Information Technology	48	HSC	English	60	50
UG	BE,Chemical Engineering	48	HSC	English	30	18
UG	BE,Electronics And Telecommunication Engineering	48	HSC	English	60	49
PG	ME,Mechanical Engineering	24	BE	English	18	5
PG	MCA,Master Of Computer Application	36	GRADUATION	English	30	26

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11				21				65
Recruited	3	0	0	3	13	1	0	14	46	19	0	65
Yet to Recruit				8				7				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				24
Recruited	0	0	0	0	0	0	0	0	18	6	0	24
Yet to Recruit				0				0				0

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				38
Recruited	36	2	0	38
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	17	0	0	17
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	3	1	0	0	0	0	7
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	0	0	0	8	0	0	46	19	0	73

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	18	6	0	24

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1103	7	0	0	1110
	Female	455	2	0	0	457
	Others	0	0	0	0	0
PG	Male	29	0	0	0	29
	Female	46	0	0	0	46
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	29	20	21	29
	Female	16	10	12	6
	Others	0	0	0	0
ST	Male	1	2	1	3
	Female	0	0	0	2
	Others	0	0	0	0
OBC	Male	91	77	85	83
	Female	32	39	35	31
	Others	0	0	0	0
General	Male	143	105	152	161
	Female	57	43	83	54
	Others	0	0	0	0
Others	Male	19	21	17	29
	Female	7	7	8	11
	Others	0	0	0	0
Total		395	324	414	409

3. Extended Profile

3.1 Program

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

Response: 402

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
08	08	08	08	08

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1789	1842	1976	2071	2085

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
133	162	163	162	163

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
441	462	458	444	424

22-11-2018 06:06:08

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
124	125	130	129	132

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
122	128	128	128	128

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 38

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

2017-18	2016-17	2015-16	2014-15	2013-14
267	274	298	278	215

Number of computers

Response: 430

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institute practises Outcome Based Education (OBE) system to deliver curriculum prescribed by affiliating university.

Before commencement of semester, the institute undertakes/ conducts

- Submission of Proposal about requirements of laboratory, maintenance, consumables and guest lectures in the department budget by HoD
- Meeting of Principal, Deans and HoDs to decide semester plan
- Preparation of the institute academic calendar by Academic Planning Committee and department academic calendars by department coordinators considering schedules of - the assignments, tutorials, attendance, syllabus coverage, curricular, co/extra - curricular activities, Internal Assessment examinations at institute/ departments and display of same on website
- Preparation of class/laboratory/individual timetable by department based on teaching load and display of same on notice boards/website
- Commissioning of laboratories after ensuring proper functioning of equipment by conducting trial experiments/software installations
- Preparation/updation of the course file by teachers
- Preparation of lecture-wise lesson plan by teachers and display on the notice board
- **As part of OBE-**division of the course contents into 6 modules, module-wise definition of course objectives/outcomes, COs-POs mapping and definition of expected level of learning using **Bloom's taxonomy**
- Notification about commencement of classes on the website and notice boards
- Need based bridge courses are conducted to fill in the gap in the academics

During semester

- Smooth execution of teaching learning along with various co/extra- curricular activities is ensured by commencement of classes one week before the date prescribed by affiliating university
- Discussion of course syllabus, objectives, outcomes, assignments and relevant books
- Maintaining academic diary consisting of- attendance, plan/execution of theory/laboratory
- Identification of slow and advanced learners is done by class teachers twice in a semester and corrective measures are taken by subject teachers
- Class/laboratory assignments are communicated to the students at regular intervals through email, continuous evaluation is done based on rubrics
- Monthly teaching – learning review report taken by HoDs and submitted to Dean Academics
- Display of cumulative monthly attendance of students and counseling of students with less attendance by mentor/class teacher/HoD

- Two internal assessment examinations in each semester are conducted by each department on behalf of affiliating university and evaluation and discussion of performance by teachers with the students is done
- Online feedback by students related to teaching- learning is taken twice a semester based on the 8 attributes and remedial measures are taken to improve performance of teachers
- Use of conventional, student centric, ICT, innovative techniques by teachers for effective delivery

At the end of semester

- Subject specific remedial classes are conducted for slow learners
- Course survey is conducted
- Calculation of CO-PO attainment and its analysis is done
- Academic audit of each department is conducted by Dean Academics

These means/measures collectively ensure effective delivery of curriculum in the institute.

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

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

Response: 82.03

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
27	26	23	18	11

File Description	Document
Details of participation of teachers in various bodies	[View Document]()
Any additional information	[View Document]()

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 8.96

1.2.1.1 How many new courses are introduced within the last five years

Response: 36

File Description	Document
Details of the new courses introduced	[View Document]()

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 08

File Description	Document
Name of the programs in which CBCS is implemented	[View Document]()

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 37.74

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1109	963	1041	335	116

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

1.3 Curriculum Enrichment

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

Response:

With strong belief in the mission and aim towards holistic development of students, the institute strives to integrate cross cutting issues with the curriculum.

Gender related issues are integrated–

Directly through –

1. Celebration of International Women's Day
2. Seminars on prevention, prohibition and redressal of sexual harassment at workplace
3. Group discussions on the topics like opportunities for girls in Automobile sector
4. Celebration of Women Liberation Day
5. Science project training of students from local ZP schools by girl students and lady faculty members under WDC and ISHRAE Student Chapter

Indirectly through –

Representation of lady faculty members on the following cells/committees-

1. Internal Complaint Cell
2. Grievance Redressal Cell
3. Women Development Cell
4. Anti-ragging Committee
5. SC/ST Grievance Redressal Committee

Appointment of girl members on/as-

1. Department Advisory Board
2. Library Advisory Committee
3. Class Representative
4. Student Council

Environment and sustainability

The institute maintains lush green campus. A well versed Nature Club sensitizes students about environment related issues by organizing/celebrating –

1. World Water Day
2. World Forest Day
3. World Water Week
4. World Sparrow Day
5. Talks on Global Warming
6. Street play on Pollution and Solution
7. Documentary on Waste Management

Following courses related to environment and sustainability are offered -

Name of course	Branch/semester	Contents
Environmental studies	All/I	ecosystem, sustainable development, pollution related case studies, pollution control legislation, renewable energy sources, green buildings concept, carbon credits and disaster management.
Environmental Engineering	Chemical/VIII	Types of pollution and its analysis, waste management
Renewable energy sources	Mechanical/VIII	Aspects of renewable energy from sources such as – solar, wind, geothermal, biomass, ocean, economics, conservation and energy audit

Students are encouraged to develop vehicles based on alternative energy sources as a result of which they participate in various national competitions related to application of alternative energy as mentioned in the following table -

	Competition	Year	Rank secured at national level
Team of – Mechanical, Electrical and Electronics engineering students	National solar vehicle competition	2017	5th
		2018	3rd
	India's first electric kart vehicle championship	2017	15th
		2018	3rd

The institute has facility for testing of engine performance and it also encourages students to carry projects using alternative fuels such as– fish oil, bio diesel, ethanol blended gasoline and oxy –hydrogen blended gasoline.

The institute has setup Bio-gas plant to process food waste from the canteen. Solar water heater is used in the canteen. Both the initiatives fulfill partial energy requirement of the canteen.

Human values

To inculcate human values among the students, following programs are regularly organized –

1. Blood donation camps
2. Road safety awareness camps
3. Donation drives
4. Arrangement for stalls of decorative articles prepared by students of Avishkar (a local school for differently abled children) during gathering
5. Cleanliness drives
6. Rakshabandhan for policemen and prisoners
7. STEM K-12 activities

Professional ethics

To instill ethical attitude/values at workplace and life and to attain a culture of play hard and play fair , a compulsory course in *Business Communication and Ethics* is offered for the third year students of all branches. Along with it, programs on ethical hacking are organized by – MCA department.

Integration of these programs/courses into curriculum helps development of engineering professionals, with sensitivity towards these issues.

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

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

Response: 8

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

Response: 08

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 22.47

1.3.3.1 Number of students undertaking field projects or internships

Response: 402

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

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.11

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	01	02	06	02

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 84.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
395	324	414	409	465

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

2017-18	2016-17	2015-16	2014-15	2013-14
408	498	498	498	498

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

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 65.67

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

2017-18	2016-17	2015-16	2014-15	2013-14
107	67	106	113	117

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The institute admits students to first year after 12th Science and to direct second year after Diploma in Engineering. There is significant change in learning levels of the students, to account for which bridge course is conducted which covers –Communication Skills, Mathematics, Sciences and Applied Engineering.

For the First Year (FE) students, additional theory classes are conducted on the working Saturdays as per provision made in the time table.

For Direct Second Year (DSE) students, extra classes are conducted during IA- I exams of regular students.

A robust framework has been developed to identify the learning levels of the students considering their academic performance during 3 semesters – current and preceding two semesters.

Identification of slow and advanced learners is monitored by respective HoDs through class teachers *twice in a semester-*

Cycle 1: At the beginning of every semester:

Class teacher(s) with the help of concerned faculty members identify slow & advanced learners based on an index which is calculated using the details mentioned here –

Criteria	Description	Weightage in final index	Outcome
SGPI of (current semester– 2)	-	70%	List of students as slow/advanced learner in all subjects during current semester till second cycle of identification
Internal assessment marks of (current semester-1)	average marks of all subjects of Internal Assessment-I & Internal assessment-II during *current semester-1*	30%	

Final index is calculated as follows-Note: For FE and DSE students, 12th class and diploma final year percentage are considered respectively.

Index= (0.7 x SGPI of current semester -2) + (0.3 x Average Internal assessment(IA) marks of all subjects of current semester-1 on a scale of 10)

Based on this Index slow and advanced learners are identified-

1. Slow learners - If Index is less than 4 (students who didn't pass even in any one subject)
2. Advanced learners - If Index is more than Avg. index of class + 2

Example: If average index of class is 6, then all students with index above 8 [Avg. index of class + 2=8] will be identified as advanced learners.)

In view to improve performance of slow learners following measures are taken in all subjects –

Measures for slow learners	Measures for advanced learners
1.Two assignments for every subject with 5 questions each (Additional than those mentioned in University syllabus)	1. Assignments with higher degree of difficulty 2. GATE questions

Cycle 2: After results of IA – I of current semester:

Criteria	Description	Weightage in final index	Outcome
SGPI of current semester -1	-	70%	Considered as slow/advanced learner specific to a subject during current semester
IA- I marks of current semester	Subject-wise marks obtained in IA-1 of current semester	30%	

Following measures are taken-

For slow learners	For advanced learners
1. Remedial classes (minimum 02)	1. Motivating the advanced learners to become member of a professional society and get involved in some professional activities, competitions at national/international level.

The remedial work is given to help students in securing good marks at the subsequent internal and university examination.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 14.43

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.06

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

2.3 Teaching- Learning Process

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

Response:

To enhance students' learning experience, following methods are used along with regular class room activities, which makes the teaching – learning process highly student centric.

Experiential learning

Laboratory facilities in the institute enable the students to experience the concepts by performing variety of experiments using physical set ups/ software /virtual instrumentation.

Students are continuously supported for industrial visits, in-plant training and industry based projects along with dealing the real life case studies.

Different student centric value added courses such as – Microsoft IT academy, ANSYS, PHP and CCNA are offered, these programs also address industry needs from employability perspective.

Laboratory experiments are performed individually by the students to have actual hands on experience including that on simulation software like – Solid works, ANSYS, MATLAB, AutoCAD, Inventor, etc.

Hands on workshops are conducted in collaboration with industries/experts leading to noteworthy outcomes. For **Example:** Advanced metrology and GDT Workshop organized in Accurate Engineering, Pune directly led to the placement of a participating student in Motherson Ltd. Organization of Extension activities is the another platform provided for students to learn by experience.

Participative and collaborative learning

Learning by doing and project based learning approaches are promoted. Students work on a number of Mini projects related to different subjects and major projects during final year.

Teams of students from multiple departments are encouraged and supported to participate in vehicle development projects such as: SAE BAJA, National Solar Vehicle competition, Eco cart etc. where they achieve remarkable ranks with special prizes related to innovation and maneuverability.

Students are encouraged to participate in the events like Transform Maharashtra,Smart India Hackathon

competition.

Hands on workshops/seminars/expert lectures are conducted in collaboration with the industries/academia. Students are encouraged and supported to visit international exhibitions like – ACREX and participate in social activities such as training school children about fundamental science projects under ISHRAE K -12, beach cleaning, BHIM app awareness programs on regular basis. Students' participation in national/regional level quiz competitions such as – a Quest is always encouraged.

T&P Cell organizes group discussion sessions to improve team bulding. Poster presentation competitions are organized to provide platform for students to showcase their cognitive abilities and skills.

Participative learning and managerial skills are further enhanced and supported by active involvement of students in organizing and executing activities at the institute level under annual technical fest Brainwaves and annual cultural fest Utopia. At the department level, activities such as- model making, paper presentation, LAN gaming, lathe war, circuit building etc. are organized. It makes learning highly participative and collaborative.

Participation of students in these activities helps to develop skills such as: planning and organization of events, time management, financial planning, promotion, teamwork.

Problem solving methodologies

In view to provide exposure to real time problems, students are encouraged and supported to work on industry based projects during final year of their studies. Project based learning is promoted in terms of mini projects. Students at second and third year are also actively involved in internship programs offered by various industries.

File Description	Document
Any additional information	[View Document](#)

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

Response: 72.58

2.3.2.1 Number of teachers using ICT

Response: 90

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

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

Response: 17.37

2.3.3.1 Number of mentors

Response: 103

File Description	Document
Any additional information	[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

The institute encourages faculty members to bring innovation and creativity in/outside the classroom. Faculty members are motivated and supported to actively participate in number of ICT based training programs organized by the institute, as a remote center, in association with IITB/ IITKGP along with NPTEL courses which motivate them towards use of varied teaching learning methodologies including ICT based such as – multimedia, videos and simulations as applicable.

Class assignments are given in a group of students to reduce repetition of answers.

Online quiz is effectively used for evaluation of assignments/experiments. Faculty members conduct quiz for assessment of technical knowledge related to the assignment/experiment, the quiz is conducted for specific time and answers are not accepted after specified time. Students can see their score immediately. The true answer of the question along with answer given by student is displayed on standard evaluation sheet and sent to the students using mail merge.

Teaching learning is further enhanced to bring creativity by organizing hands on workshops, industrial visits, expert lectures/seminars, group discussions in collaboration with industry. Students are motivated for participation in competitions such as solar/electric vehicle, smart India Hackathon, transform Maharashtra, SAE BAJA and they work upon industry based projects for making them innovative.

Project/poster/model making competitions are organized by the institute to nurture creativity among students.

Intel center of excellence is established to promote and provide exposure towards Internet of Things (IoT) based applications. In view to inculcate and promote research culture, all project groups are encouraged to present /publish research papers based on final year projects.

In addition to these, department specific innovative and creative practices used are as follows:

First year Engineering:

- Flipped class room concepts are used to exchange activities in class and at home. Students learn theory at home and faculty members teach them to apply concepts practically in class.

IT Engineering:

- Crossword puzzles are developed and used to encourage and create interest among students.
- Think-pair- share concepts are used through flipped class rooms
- Edmodo is used for communication with students, polls and quizzes

Electronics Engineering:

- Models are developed and used for explanation of mathematics based concepts like – vectors/ co-ordinate systems in electromagnetic engineering.

Mechanical Engineering:

- Learning by doing approach is promoted through hands on sessions which gives the students real experience of the concept/object in subjects like - ICE, Automobile.
- Role plays are used for subject - Project management

Electrical Engineering:

- Customized MATLAB based GUI is developed/ utilized for calculation of load flow study
- Power variation with reference to fault location on transmission line is observed through GUI.

EXTC Engineering:

- Cross word puzzles
- Think pair share
- Case studies and its exhibition
- Project exhibition and competitions

MCA:

- Role play technique is used for subjects - Software project management, client interaction, communication system
- Own cloud is used for sharing study resources

Chemical Engineering:

- Innovative experimental setups are developed in-house for better understanding of the subject matter by the students

Effective use of these methods enriches teaching-learning experience.

File Description	Document
Any additional information	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 100.95

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

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

Response: 5.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	07	06	05	06

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.73

2.4.3.1 Total experience of full-time teachers

Response: 1206

File Description	Document
Any additional information	[View Document](#)

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 73.44

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
75	10	8	1	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

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

Response: 4.9

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

2017-18	2016-17	2015-16	2014-15	2013-14
07	06	06	06	06

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

The institute is affiliated to University of Mumbai (UoM) and follows CBCGS from AY 2016-17 as compared to previous CBGS.

CIE at the institute level has progressively evolved to the present state where teachers uniformly divide every course into 6 modules, outcomes for each module are defined, mapping of COs –POs is done and the learning levels expected to be achieved by students during each module are decided using Bloom's

taxonomy. The detailed lesson plan is developed accordingly. Course – wise percentage attainment of outcomes is calculated based on the Internal Assessment (IA) exams – I & II, term work, student's feedback, course survey, and end semester result.

Students' knowledge is assessed through term work. Separate assignments are given to the separate groups of students to avoid repetition and copying of answers. Those are assessed through online quiz using rubrics developed which evaluates every assignment /experiment out of 10 marks. It is further divided as technical understanding through objective questions for 06 marks, 02 marks for neatness and 02 marks for punctuality. The results of the evaluation are immediately made available to the students.

Departments conduct IA exams twice in a semester with a uniform pattern of question papers, COs and expected learning levels are communicated to the students through IA question papers. Answer sheets of IA tests are corrected within one week and performance is discussed with the students. Any issue related to the assessment is rectified and reflected in marks as applicable.

The level of learning (slow and advanced) of every student is identified using a robust framework by considering performance over three semesters including the current semester, as well as based upon IA – I & II itself. Additional assignments are given and remedial classes are conducted for students with an examination in view.

In view to ensure maximum attendance of the students, the institute prepares monthly attendance lists on a cumulative basis and communicates it to the parents if needed.

Analysis of all results is done by the institute level committee and presented to HoD for corrective measures.

Project-based learning is promoted by the institute, as a part of which; the process of preliminary preparation of project work under faculty members guidance begins during the sixth semester for BE programs and fourth semester for MCA program. Projects are assessed by a panel of teachers based upon rubrics developed. Program exit surveys are conducted to get students' feedback about the attainment of program outcomes.

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

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

Response:

Institute considers following heads for internal assessment –

IA head	Frequency	Details
1. Internal assessment tests	Twice in a semester	IA-1: based on and after completion of 40-50% of complete syllabus IA-2: excluding syllabus for IA-I and after completion of around 80 % of complete syllabus
2. Term work -		
a) Lab Experiments	Weekly	
b) Assignments	Regularly	Separate questions for a group of students
c) Mini projects	During semester	In a group of 3-4 students
3. Major project (applicable for final year)	During final year	In a group of 3-4 students

Two **Internal Assessment (IA)** tests are conducted during every semester. All the guidelines and time tables regarding internal assessment are conveyed to the stakeholders through website and notice boards. Schedule of the same is finalized during the meeting of Deans/HoDs with Principal at the beginning of every semester and is conveyed to the stakeholders through institute/Department Academic Calendar.

Each department prepares schedule of IA exams in line with the institute Academic Calendar and a notice for students is displayed one week before the actual IAs. A circular is drawn for all faculty members to demand expected number of question papers of respective subjects in prescribed format,*one week* before commencement of IA tests. COs are followed while setting the question papers and are communicated to the students through question papers along with expected level of learning by the students based upon Bloom's taxonomy.

The time table and seating arrangement duly signed by Internal Assessment Committee (IAC) and HoD is displayed on notice board before Internal Assessment exams. A squad of senior faculty members is constituted to monitor discipline during IAs. Respective faculty members assess the answer books of respective subjects within *one week*.All respective subject teachers discuss IA results with students in the class. The results of students are analyzed and conveyed to the parents through letters if needed.

Term work consists of – experiments, assignments, mini projects. The assignments are given in the group to make the students write the assignments independently. Evaluation of the experiments and the assignments is done as per the university norms by adding an additional level to assess the technical understanding, neatness and punctuality. The results of the evaluation are immediately made available to the students and are discussed with them.

Mini projects are given to develop the technical understanding of the students.

Major projects are given to final year students, one semester in advance and they are categorized as - Industry/Research/Application/System based projects. Projects are evaluated by a team of internal and/or external teachers using rubrics consisting of attributes such as - quality, clarity & feasibility of project, clarity of objective and scope, review presentations and submission of report.

File Description	Document
Any additional information	[View Document](#)

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

Response:

The institute has separate examination cell which handles grievances related to – end semester exams, internal assessment (IA) exams and oral/practical exams. As per guidelines of University of Mumbai (UoM), out of total 8 semesters, answer sheets of semesters 1,2,7and 8 examinations are sent to university for centralized assessment and for semester 3,4,5,6 answer-sheets are assessed by university approved internal examiners. Further, for PG courses examinations for all semesters are conducted by University of Mumbai.

End Semester Exams:

1. Grievances related to semester 3,4,5,6 examinations are addressed by examination cell within one week.
2. Grievances related to semesters 1,2,7 and 8 examinations are submitted to UoM by exam cell. Examination cell keeps regular follow up with UoM examination section either in person or telephonically in view to get the grievances rectified at the earliest. Appropriate guidance related to any grievance is given to the students and their parents.
3. Scrutiny committee ensures error free evaluation.
4. After the evaluation is complete, the Result Finalization Committee takes care of statutory gracing and other similar norms.
5. Revaluation / Photocopy: A notice for students is displayed to invite applications for revaluation and photocopy of answer sheets immediately after declaration of results, time period of eight days is given for the same. Photocopies are provided to the students within 08 working days for semester 3,4,5,6 after the last date of receiving the applications whereas for semester 1,2,7,8 applications are sent to university. Schedule for revaluation and photocopy is strictly followed as per the UoM revaluation manual.
6. For various types of grievances there are standard formats provided by university which are followed by the institute.

Internal Assessment Exams:

The institute conducts two IA exams during each semester through departments. Evaluated answer sheets are shown and discussed with the students. IA results are conveyed to the students and grievances related to total of marks, unassessed answers are addressed by individual teachers immediately.

Oral/practical exams:

Oral/practical exams are conducted by a pair of internal and external examiners appointed/approved by UoM. Three separate mark sheets viz. internal, external examiners and average marks are preserved by the departments along with term work files of previous three semesters. Grievances are addressed as per university norms.

File Description	Document
Any additional information	[View Document](#)

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

Response:

The institute being affiliated to University of Mumbai (UoM), receives guidelines regarding commencement of new semester, working days in a semester, conduction of oral, practical, theory examinations and commencement of Centralized Assessment Program (CAP).

Institute academic planning committee prepares academic calendar in coordination with the department coordinators by considering following activities-

- Display of lesson plan on notice boards
- Teaching – learning
- Assignments and tutorials
- Attendance monitoring
- Internal assessment
- Department meetings
- Syllabus coverage
- Student feedback about teaching-learning
- Mentorship meetings
- Co and extra - curricular activities at the institute/ departments
- Bridge, enrichment and value added courses
- Guest lectures
- Remedial classes
- Final year project presentations
- Student association activities
- Parent meets
- Term work Submission
- Practical/oral Examinations
- Course survey
- Program exit survey

Each department prepares Department Academic Calendar in consultation with HoD and faculty members.

To conveniently execute value added courses, enrichment courses, soft skills training, co and extra-

curricular activities, the institute commences academic semester one week before the date prescribed by UoM.

An Academic Diary is maintained by every teacher to carry and monitor CIE of every student.

Principal, Deans and HoDs conduct regular meetings to monitor the execution and progress of different activities. Activities such as – review of syllabus coverage in theory and practical, mentorship meeting are conducted on monthly basis.

Value added programs, add-on courses, industrial visits, training programs, workshops, extension and outreach activities are planned at department level and conducted as per the department academic calendar.

As a part of academic audit, adherence of the departments to academic calendar is reviewed by auditing team. All the aspects mentioned above and their compliance to the laid guidelines is thoroughly checked and remarks/suggestions for the improvements are given to the respective departments. In case of some unforeseen circumstances, there is requirement of change in the scheduled activities, this is done by a common decision taken in the meeting of Principal, Deans and HoDs.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

1. Yes. There are twelve (12) common POs, in addition, every department has defined separate PSOs and Program Education Outcomes (PEOs) depending on the need of the program, students and industries. Six (06) COs are defined for each subject and mapped with POs and PSOs.
2. The institute and departments communicate their Vision & Mission, POs, PEOs, PSOs, and COs through internal assessment, website, notice boards, manuals etc. The questions of internal assessment are mapped with CO, every lab experiment write up is linked to certain CO/Lab Outcome. All assignment questions are mapped with specific course outcome. All these documents are shared with the students. Further, for effective dissemination of POs, PEOs, PSOs, COs and Vision-Mission statement with the teachers and students, activities like orientation program, poster presentation seminars etc. are organized. For example, The IT department had organized a Poster Making Competition in which the students prepared a poster pertaining to specific PEO and PO.
3. The attainment of CO is measured through internal assessment and course survey. The PO attainment is measured through various attributes like internal assessment, university result, student

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

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

Response:

1. The institute follows Outcome-Based Education (OBE). The OBE implementation starts with the attainment of twelve (12) Program Outcomes (PO) and Program Specific Outcomes (PSO) for all the departments.

The institute has added another dimension to this process by quantification of Program Education Objectives (PEO) achievement. The hierarchy of attainment starts with the Course Objective (COB) and Course Outcome (CO)/Lab Objectives (LOB)-Lab Outcomes (LO) being at the lowest level to PO and PEOs being at the highest level. The institute has developed a unified automated framework for measurement of PO attainment.

2. It has two measurement aspects- a) direct and b) indirect measurements.

A. The direct measurement consists of the following attributes

1. Assignments
2. Laboratory Experiments
3. CO Attainment- IA-1, IA -2
4. BE Project
5. University Results

Syllabus of every course is divided into six modules and a pair of COB and CO is defined for each module. In case of only Laboratory subjects, LOB and LO are defined. These COs, LOs and POs are mapped together, this mapping is used for the attainment of POs through CO attainment. The institute has prepared an automated excel template which accepts assessment details/results of above-mentioned heads. Besides that, students' cognitive learning levels are also assessed through specific types of questions based on Bloom's taxonomy. All lab write-ups, assignments and internal tests map CO and Learning Level (LL). The CO and LL attainment of all courses are combined at the department level to give PO, PSO attainment.

B. The indirect measurement consists of the following attributes

1. Faculty Feedback – Feedback given by students during the semester
2. Course Survey – Course survey taken by every teacher for the subjects taught. The focus is on CO

attainment by various activities conducted by the teacher for the subject

3. Exit Survey – Taken by HoD at the last semester of the Engineering Course, focused on Program Outcomes and its attainment

4. Alumni Survey – Taken by HoD, when the alumni visit the institute, it is focused on PEOs and their achievements. The responses of these surveys are combined with the result of the direct measurement to have an accurate measurement of PO attainment

3. Along with this, the framework also gives detailing of students' cognitive learning and measures the level of attainment. The achievement of PEOs is calculated through PO-PEO mapping and is used for planning the activities in an academic year. Students are informed about POs attainment and PEOs achievement when the process is complete for the given academic year. The institute takes the cognizance of the attainment levels and issues the guidelines for sustaining or improving the performance.

The following figure summarizes the overall OBE at FAMT
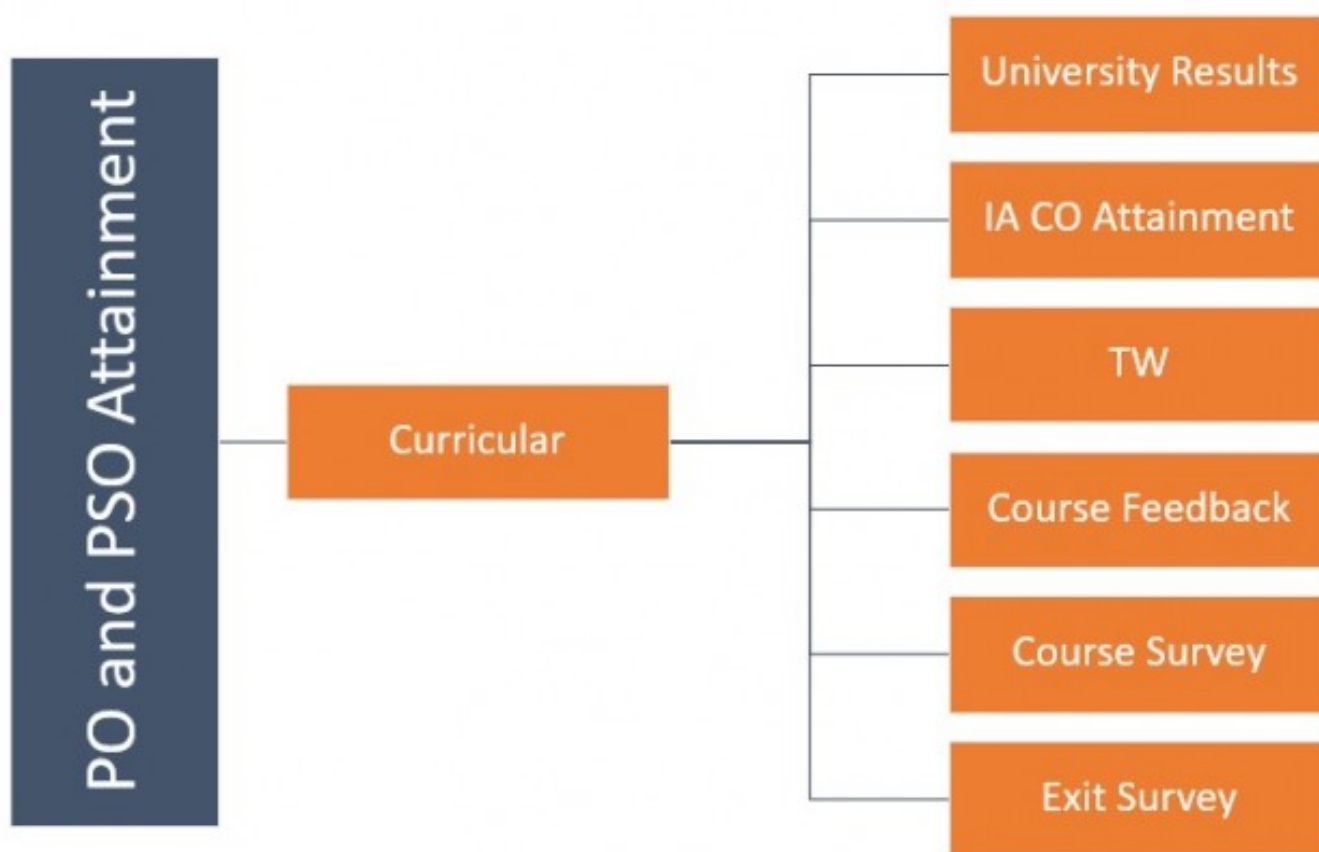
File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 83.68

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

Response: 441

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

Response: 527

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 13.2

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.47	4.751	0	.97525	6

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0.81

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Any additional information	[View Document]

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

Response: 0.31

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

Response: 12

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

Response: 193

File Description	Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Considering current industry trends and entrepreneurship development as a need of the nation, the institute has created an ecosystem for innovations along with incubation center. Following initiatives have been taken to promote innovation, creation, and transfer of knowledge.

Innovation and Entrepreneurship Development Cell (IEDC) aims to promote self-employment among students and encourages them for start-ups in the area of their interest. The IEDC of the institute has organized entrepreneurship awareness camps funded by Department of Science and Technology (DST), Government of India. Incubation facility is also provided for students interested in startups.

As a part of the policy, the institute provides financial and other support to faculty members for research and publications. The institute has also outlined a policy to award prizes for best projects from each department to motivate students towards innovative projects. The institute provides support and facilities for student teams participating in the national level vehicle making competitions and organizing technical competitions. The institute has organized a 2nd National conference in 2016 to provide a platform to the teachers and students. A patent has been filed by a team of four students and one faculty member of the Electrical engineering department with the support and facilities provided by the institute.

The institute has established Intellectual Property Rights Cell (IPR) through which a workshop on IPR for faculty members and students was conducted.

The institute has signed MoUs with reputed industries/organizations to establish lab setup, impart training and provide project opportunities to the students and teachers. This has led to the establishment of Intel-Intelligent System Lab for the development of applications for smart cities and 18 faculty members were trained by Intel on IoT technology. Microsoft virtual academy is a part of the institute through which students and faculty members of IT, EXTC, Electronics and MCA departments have completed certification by Microsoft. The institute also provides infrastructure and support to the students, faculty members, and staff to complete certifications like CCNA, ANSYS, Primavera. NVIDIA developer center is an initiative where study material and resources are made available for students for application development in video processing.

NPTEL Local Chapter was started to provide additional skill development opportunities. This chapter was recognized in 'A' category for AY 2017-18. Till date, 100+ faculty members and students have completed

the training and have been certified by NPTEL.

Students along with their faculty in-charge have developed vehicles and represented the institute at various national level competitions and achieved ranking and recognition at the national level.

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

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

Response: 41

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	12	5	3	3

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

3.3 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: Yes

File Description	Document
e- copies of the letters of awards	\underline{\text{View Document}} View Document

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

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

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

Response: 3

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

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

Response: 0.5

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

2017-18	2016-17	2015-16	2014-15	2013-14
33	8	13	6	4

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 1.74

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
29	53	104	28	9

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

3.4 Extension Activities

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

Response:

The institute associates the students in extension activities to inculcate sense of social responsibility among them.These activities not only boost confidence among them which enables them to work for the betterment of the society but also helps in their holistic development.

The institute has established various cells like, the Department of Life Long Learning and Extension cell under Mumbai University (DLLE), Women Development Cell (WDC), Nature Club, Indian Society of Heating, Refrigerating and Air Conditioning Engineers Student Chapter (ISHRAE student chapter). Through these cells and the departments, the institute has organized extension activities under the categories like Donation Drives/Camps, Training for society/community, Cleanliness drives, Social Awareness, Environment and sustainability related programs as follow

Sr. No.	Year	Description
Donation Drives/Camps		
1	2013 to 2018	Blood donation camp in association with Rotary club, Lions Club and Civil Hospital Ratnagiri
2	2018	Donation drive for AASHADIP Foundation, a residential Schools for "divyang" located at MIDC, Ratnagiri.
3	2017	Donation camp "Sahayog" for Avishkar Institute for Intellectually Disabled Children
4	2017	Donation drive for AASHADIP Foundation, a residential Schools for "divyang" located at MIDC, Ratnagiri.
5	2016	"Adhaar Programme" for Ashadeep Matimand Mulancha Palak Sangh, Ratnagiri
6	2015	Musical charity event for collecting donation for NAAM Foundation Amount donated 1,25,415/-

7	2017	Driving license camp and expert lecture on road safety

Cleanliness drive

1	2018	Beach cleaning drive
2	2018	Ratnadurga Fort Cleanup drive
3	2017,2016	International Coastal Cleanup Day

Social awareness

1	2018,2017, 2016	Electrical safety week
2	2018	"BHIM App" awareness campaign
3	2018	Science and Technology awareness program for school students
4	2017	"Rakshabhandhan" with Police and Jail inmates
5	2016	"Awareness program on Mammography" in association with Mukul Madhav foundation, Ratnagiri
6	2016	"UDAAN Mahotsav" on behalf of DLLE, Mumbai University

Environment and sustainability

1	2018	World Water Day
2	2018	Organising documentary program on waste management for school children
3	2017	Plantation and naming of plants
4	2017,2016	Energy Conservation and Energy Audit with PCRA INDESCO, Mumbai
5	2016, 2015, 2014	Seminar on "Sparrows and Environmental Awareness" at schools followed by a drawing competition of school students
6	2016	Exhibition at Thiba Place (Butterflies in Konkan)
7	2016	Exhibition on environment in UTOPIA-2k16
8	2014, 2013	Workshop on 'Energy Auditing'

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

1. Responsibility towards the society, conservation of human values
2. Need of awareness about technology and its careful use in the society
3. Importance of natural resources and its optimum use
4. Importance and necessity of cleanliness, health and hygiene

File Description	Document
Any additional information	[View Document](#)

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

Response: 7

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

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

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

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

Response: 22

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	3	5	3	3

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

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

Response: 14.54

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
572	338	167	163	126

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

3.5 Collaboration

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

Response: 426

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

2017-18	2016-17	2015-16	2014-15	2013-14
156	75	84	64	47

File Description	Document
Number of Collaborative activities for research, faculty etc	
Copies of collaboration	

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

Response: 15

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
8	5	1	0	1

22-11-2018 06:06:53

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institute has state - of - the - art infrastructure conforming with the mission. Separate blocks or wings for each department facilitate functional convenience of all stakeholders. A central computing facility, supported by departmental computing facilities, enables the effective conduction of regular practical sessions/examinations/ training related to soft skills, placements, etc.

Internet/ Wi-Fi facility is provided in the academic areas including the library. Access to NPTEL video lectures, e-journals is made available in the entire campus.

An auditorium with the seating capacity of 500+ people is provided and used for various student-centric activities such as - welcome address, parent meets, cultural festival, extension activities, etc. ICT enabled seminar halls facilitate the smooth conduction of guest lectures, add-on courses, workshops and activities of student associations, etc. The institute has a generator facility for power backup.

Each department has dedicated and spacious classrooms for every class/division, along with ICT classrooms. All laboratories are equipped with facilities as prescribed by UoM. Added to this are, with advanced laboratories like - CAD/CAE, National Instruments Lab View for Data Acquisition, Robotics and Mechatronics. The central library of the institute has more than 33000 books. Besides, every department has a separate departmental library.

The Institute has established Microsoft Virtual Academy to provide Microsoft certification courses, Intel Intelligent Systems Lab to impart skills pertaining to Internet of Things (IoT), Smart cities projects, etc.

Sr. No.	Particulars	Available	AICTE Requirement	Average Size	Size as per AICTE norms	Average Seating Capacity
		Nos.	Nos.	(m2)	(m2)	Nos.
1	No. of classrooms	33	29	75	66	70
2	No. of Tutorial Rooms	9	7	33	33	33
3	No. of Seminar Rooms	5	3	180	132	120
4	No. of Laboratory Rooms	51	50	66	66	30
5	No. of auditoriums	1	1	546	400	500+
6	No. of conference rooms	2	----	36.6	----	25
7	No. of Computers	510	300	------	-------	-------

Details of hostel facility:

Sr. No.	Particulars	Quantity (nos.)
1	Boys' hostel capacity	114
2	Girls' hostel capacity	83
3	No. of rooms for boys	57 (19 flats)
4	No. of rooms for girls	39 (13 flats)
5	Office	1
6	Recreation Hall	02 (boys and girls hostel each)
7	No. of wardens for boys' hostel	2
8	No. of wardens for girls' hostel	1
9	No. of working staff	1

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

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

Response:

Sports and games, in addition to the good academic record, play a vital role in shaping one's personality. The institute always encourages and provides facilities for the students to participate in the cultural, sports and extra-curricular activities at the institute, intercollegiate, university, state and national levels.

Sports

The institute organizes annual sports and provides facilities for both indoor and outdoor games. Sports kits and materials are provided to the students.

Outdoor Games

The campus is equipped with courts/playgrounds for Volleyball, Kho-kho, Kabaddi, Throw Ball and Box Cricket. Besides, games like Cricket, Football, and Basketball are arranged at Police Ground and Shivaji Stadium in Ratnagiri city.

Indoor Games

Facilities for Table Tennis, Chess, Carrom and Badminton are provided inside the campus.

The students of the institute participate in university, state and national level tournaments.

Sports and recreational facilities available in the hostel premises are used by the hostelers.

Cultural Activities

Students are encouraged and supported to organize and participate in various cultural activities under the guidance of Cultural Committee. The committee organizes various cultural activities throughout the year.

'Utopia', the annual cultural festival is organized every year for which budgetary provisions are made and utilized.

The institute provides a platform for fine arts and creative writing in English, Marathi and Hindi through the annual magazine to the students and teachers. The students are supported to participate in inter-college, university, state and national level cultural competitions like University Youth Festival, Loksatta Elocution Competition, Purushottam Karandak.

The details of various sports kits and grounds owned by the institute are given in the table that follows. The supporting documents are available here.

Sr. No.	Particulars	Specification/size with the unit	Qty.	Year of Establishment
1	Cricket kit	---NA---	08	1998
2	Volley Ball kit	---NA---	10	1998
3	Carrom board	---NA---	09	1998
4	Badminton Court	20' x 44'	01	1998
5	Table Tennis kit	--NA--	01	1998
6	Chess Board set	--NA--	09	1998
7	Flying Disc	--NA--	01	1998
8	Throw Ball kit	--NA--	01	1998
9	Volleyball court	110' x 60'	02	1998
10	Playground (for Kho-kho, Kabaddi, Box Cricket etc.)	120'x 70'	02	2008
11	Football Kit	--NA--	08	1998

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

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

Response: 28.95

4.1.3.1 Number of classrooms and seminar halls with ICT facilities	
Response: 11	

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

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

Response: 42.74

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

2017-18	2016-17	2015-16	2014-15	2013-14
24.8	50.97	286.64	36.36	164.55

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)
Any additional information	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The Institute Central Library is fully digitized using SOUL 2.0 software. Online Public Access Catalogue (OPAC) enables the users to have the online check of the availability of books in stock and those issued to the members. The library provides campus-wide access through the ILMS which includes -

1. A search of books through the online catalog
2. Request for books
3. An overnight issue of books
4. Book issue and return through the barcode-based system (in the library only)
5. Total 452 Springer link international e-journals which can be accessed from anywhere in the

campus

Along with these, the following resources /facilities are made available in the library:

1. Computing facility with internet/multimedia
2. A separate competitive examination section supports students in the preparation of exams such as GATE, GMAT, GRE, etc
3. Facility for Divyang students: providing books as requested by them anywhere in campus viz. classrooms, laboratories, etc
4. Book Bank facility for students in the SC/ST category provides a complete set of all books required to them during each semester
5. Question Papers of previous year's End Semester Examination are made available on the webpage of the library
6. NPTEL video library on LAN
7. Membership of National Digital Laboratory (NDL)

File Description	Document
Any additional information	[View Document](#)

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

Response:

The institute has a rich library with more than 33000 books and 879 volumes of other knowledge resources.

A) Rare books:	NIL	
B) Rare manuscripts:	NIL	
C) Rare special reports:	NIL	

D) Other knowledge resources for library enrichment: 879 nos. (List attached)

The support documents for the same are attached herewith and are available at : http://bit.ly/2SkZoW0

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

4.2.3 Does the institution have the following:

1. e-journals

2.e-ShodhSindhu
3.Shodhganga Membership
4.e-books
5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 13.86

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

2017-18	2016-17	2015-16	2014-15	2013-14
12.17	13.6	14.69	15.29	13.54

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

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 5.75

4.2.6.1 Average number of teachers and students using library per day over last one year
Response: 110

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT related infrastructure is preferably upgraded to enhance ICT based teaching-learning in view to keep pace with the recent developments in the respective fields of engineering and technology.

During 2015-16, dedicated infrastructure was developed for the functional convenience of IT Department as well as that of the IT related work of the institute. It is housed in a newly built three-storeyed building which has 6 laboratories, a Seminar Hall and ICT classroom, 140+ computers with LAN, Wi-Fi and internet facility.

Institute uses G-suite (Google cloud platform) to improve collaboration and productivity. All labarotories and central computing facilities are connected through LAN. Every academic block has ICT equipped seminar hall which ensures the smooth conduction of add-on, curricular/co-curricular activities. Student– Computer ratio of 1:1 is maintained while practicals are performed. Wi-Fi is available at various strategic locations including the library, faculty rooms and staff rooms. The campus is under open surveillance of CCTV cameras at strategic locations in administrative and academic areas for the safety of students, faculty members, staff and visitors as well as for the protection of the infrastructure.

The library is fully automated with computers reserved for OPAC and internet access.

The needs of students and teachers for e-learning are addressed by separately procured hard disk of NPTEL video lectures.

Considering the need to facilitate the students in the areas like IoT, development of smart city applications, data analytics, ubiquitous computing, the institute has established Intel Intelligent Systems Laboratory (Center of Excellence) in 2018.

The Systems Department takes care of all upgradation of IT related facilities. This collectively promotes

optimum enablement of ICT based teaching-learning.

The year-wise upgradation of IT infrastructure is summarized in the attached table.

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

4.3.2 Student - Computer ratio

Response: 4.16

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line) >=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 41.51

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

2017-18	2016-17	2015-16	2014-15	2013-14
110.3	108.95	120.87	114.33	96.28

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

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

Response:

A maintenance policy is prepared to ensure the optimum performance and maximum service life of infrastructure, lab equipment and other resources.

Maintenance is done through repair, partial replacement or total replacement and is categorized as:

A) Civil infrastructure and related maintenance

Name of Item	Frequency	Type of maintenance
Campus cleaning	Per month	Preventive
Pest control	Every 4 months	
Water tank cleaning		
Fire hydrant system and cylinders		
Grass cutting machine	Every 6 months	
Generator		
Invertor Batteries		
Terrace cleaning		
Air Conditioner Units (through AMCs)		
Lift		
Water coolers		
Painting	Yearly	
Solar system		
Class rooms and laboratories	Daily	
Library	Daily	
House keeping	Daily	
Electrical appliances (Tubes, Fans)	-	Breakdown
Pumps		
Street light repairing		
Plumbing work		
EPABX system		
Carpentry related		As and when needed

*B) **IT infrastructure related maintenance***

Name of Item	Frequency in months	Type of maintenance
WIFI Modules	4	Preventive
LCD Projectors	6	
CCTV Cameras		
LAN-cables and ports	-	Breakdown

1. Construction and Maintenance Department (CMD) for civil infrastructure related maintenance: Institute has two separate departments to take care of maintenance related activities:

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.

2. Systems Department for IT infrastructure related maintenance

All computers and networking facilities in the institute are under the observation of the Systems Department.

Full-time supporting staff takes care of maintenance activities under the guidance of these two departments.

The maintenance under both categories is carried out using two different methods:

A) Preventive and Routine Maintenance Procedures (Common for Civil and IT infrastructure):

A timely routine maintenance is carried out for the newly installed as well as old machines/equipments and the system-related infrastructure, in order to prevent high expenses on breakdown maintenance and features.

The Head of the concerned department (CMD or Systems) prepares a plan for preventive and routine maintenance on a biannual basis.

Two weeks before commencement of every new Semester, the maintenance staff plans the service schedule for Lab equipment in consultation with the respective Lab In-charge and the Lab Assistant.

B) Breakdown Maintenance Procedures (Common for Civil and IT infrastructure):

1. Faculty /staff place a service request related to construction and maintenance and the Head of the concerned (CMD or Systems) department verifies it

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

3. The service request is registered by Construction and Maintenance Department in the register maintained and HoD of the concerned department (CMD or Systems) verifies it.

4. The maintenance staff attends to the service request on a priority basis. The Head of the concerned department (CMD or Systems) takes a final decision in this regards.

5. If the problem is resolved, the service request form, duly signed by the concerned Head, will be attached to the file of the service requests and the service request register will be updated for future reference.

6. If the service request is not resolved due to a requirement of a material, a remark will be given, and after purchasing the material, the service request will be resolved.

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 53.91

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

2017-18	2016-17	2015-16	2014-15	2013-14
1113	1040	992	1033	1059

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.46

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	4	11	11	10

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **For competitive examinations**
2. **Career counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and meditation**
8. **Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

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

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

Response: 31.97

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1129	1002	837	0	0

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

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

Response: 26.98

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

2017-18	2016-17	2015-16	2014-15	2013-14
963	686	577	158	146

File Description	Document
Details of the students benifitted by VET	
Any additional information	

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	
Details of student grievances including sexual harassment and ragging cases	

5.2 Student Progression

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

Response: 31.92

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

2017-18	2016-17	2015-16	2014-15	2013-14
355	254	50	46	12

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

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

Response: 1.59

5.2.2.1 Number of outgoing students progressing to higher education

Response: 7

File Description	Document
Upload supporting data for student/alumni	
Details of student progression to higher education	

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	16	11	7	14

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	16	11	7	14

22-11-2018 06:07:14

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 9

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

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

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

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

Response:

The institute has an active Student Council which includes various students' representatives on the positions like General Secretaries for boys and girls, Sports Secretaries for boys and girls, Technical Secretary and Cultural Secretary along with the students and faculty representatives. The Student Council is a platform for the students to voice their opinions and views related to academic, co-curricular and extra-curricular activities.

Students are nominated on various academic committees such as Department Advisory Board (DAB) which steers the department, Library Advisory Committee (LAC) which advises the library on various aspects and College Development Committee (CDC) which, along with IQAC, frames the policies and monitors overall functioning of the institute.

Students also have their representation on Anti-ragging, Canteen and Hostel Committees for monitoring and smooth functioning.

Besides, every department has a Student Association which carries out technical and co-curricular activities as well as a variety of social and cultural events throughout the year. The faculty in-charge and the convener of Student Association of each branch is nominated by the respective Head of the Department. The Convener constitutes a team of students having representation from every class. The students also have representation and participation in the various institute level committees such as Cultural, Internal Complaint Committee (Women Grievance Cell), Women Development Cell, Nature Club, etc.

In addition to this, Utopia the annual sports and cultural gathering, and Brainwaves-a national level technical event are organized, managed and administered by the committees of students.

The active participation of students in the planning and execution of different activities conducted through all the above-mentioned associations, cells and committees enhances their confidence, leadership qualities and managerial as well as interpersonal skills.

File Description	Document
Any additional information	[View Document]

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

Response: 16

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

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

File Description	Document
Report of the event	[View Document]
Number of sports and cultural activities / competitions organised per year	[View Document]
Any additional information	[View Document]

5.4 Alumni Engagement

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

Response:

The Alumni Association of the institute is registered with the office of the Charity Commissioner, Ratnagiri in the name of 'Maji Vidyarthi Sangh, Finolex Academy of Management and Technology, Ratnagiri'. Students graduating from the institute become members of the Alumni Association by filling alumni registration form. The Alumni Association contacts the alumni through social and electronic media to get the updates of their career progress, achievements, etc. as well as to convey to them the institute and Alumni Association updates.

The alumni have their representation in IQAC, College Development Cell (CDC), Department Advisory Board etc.

With the establishment of the Alumni Association, the institute has set up a channel to receive funds from the alumni. These funds will be used for providing facilities for the students to make them well versed with the global trends in engineering.

Alumni meet is conducted annually with an objective to interact and to get updates regarding the progress of the institute and to enhance networking for benefit of existing students. Alumni are invited to give a talk on recent technological developments in their domain, career scopes, guidelines and motivation to the students. The Alumni Association invites alumni to train the students in order to enhance their employability.

File Description	Document
Any additional information	View Document

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

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

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

Response: 5

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

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

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

MISSION

1. To become foremost seat of advanced technical learning as a center of excellence in the region
2. To offer state of art facilities and quality education at affordable cost
3. To inculcate in students, the culture of 'Play Hard and Play Fair'
4. To advance sustainable development in the region through opportunities for entrepreneurship and Industry-Institute Interaction
5. To create a generation of young professionals who appreciate in all its aspects the necessity of balance between technological advances and traditional values

FAMT was established by (Late) Shri P. P. Chhabria (Founder Chairman of Finolex Group and Founder President of Hope Foundation) in 1996. In 1990 Finolex started setting up its industrial unit at Ratnagiri, which was commissioned from 1994. During this period and thereafter, the Chairman visited Ratnagiri and its peripheral region very extensively. He realized that the students of this region had a lot of potential. However as there were no Engineering colleges nearby, students aspiring for higher technical education had to go either to Pune or Mumbai. Further, he also observed that as the average earnings of families in the region were not enough to meet the expenses of technical education in metros, they were not able to pursue the engineering education at all. Consequently, he decided to establish an engineering institute wherein students could get a quality technical education at an affordable cost. The institute offers a vibrant academic ambiance with excellent amenities, quality training with industry collaborations and student-centric activities to promote the professional and personal growth of students. Today, the academy is one of the most reputed institutes in this region and serves as an ideal platform for students to express their abilities, exhibit their creativity and hone their skills.

The governance system of the institute aims to achieve the stated goals. Hope Foundation's Advisory Council provides direction to Governing Body (GB) for future growth. GB also receives continuous feedback from College Development Committee (CDC) which is used to integrate management decisions as per the Vision and Mission of the Institute. IQAC audits academic & administrative working, procedures, records and feedbacks, and suggests quality improvement methods. Department Advisory Board (DAB) consisting of parents, industry personnel, academicians, senior faculties, students and alumni provides suggestions to concerned departments which are consolidated by IQAC. Faculty member's representation in GB, IQAC, CDC and DAB plays a vital role in the effective governance of the Institute and it also helps the faculty members to experience policymaking.

GB, in coordination with CDC, and considering suggestions of Advisory Council, meticulously prepares institute's perspective plan and reviews the progress periodically. Accordingly, the institute is now working on developing research centers, creating Centers of Excellence in collaboration with industries and getting accreditation status from reputed national and international agencies.

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

6.1.2 The institution practices decentralization and participative management

Response:

The management of the institute encourages decentralization of authority by the active involvement of Governing Body and College Development Committee in policymaking. Roles and responsibilities at various levels are well defined. Accordingly, authorities at various levels practice powers of decision making for meeting the requirements of institutional policies. All departments have complete academic autonomy. Accordingly, each department, in consultation with the authorities, is given full freedom to plan and execute co-curricular activities, to use a wide range of teaching-learning methodologies. T&P team designs and conducts a structured training program to make the students placement-ready, in consultation with the authorities, HRs and other stakeholders. Various committees are constituted and given functional autonomy for effective execution of work. The institute believes that the active participation of stakeholders in the institutional administration is necessary for its overall growth. The institute takes feedback from the stakeholders on various aspects. Department Advisory Board (DAB) having a representation of all stakeholders strives to introduce good academic practices in the department and provides suggestions to CDC through IQAC. The institute encourages the faculty members to get involved in the administrative activities through their representation on various student-centric committees as well as CDC, IQAC and Governing Body. Participation of Student Council in academic planning, hostel & canteen management and extra-curricular activities is encouraged. Suggestions given by parents during the Parent's Meet are reviewed by the institute and implemented as per viability.

CASE STUDY :

Previously, T&P Team used to handle alumni interaction in addition to their assigned portfolios of students' training for interview and placement activities. As a result of diversified portfolios, intended outcomes were not achieved. Hence the institute decided to have a separate authority for alumni affairs. A post of Faculty In-charge-Alumni was created in 2017 with this objective. The Faculty In-charge Alumni made a vibrant network of 1800+ alumni and initiated the registration of FAMT Alumni Association at the office of the Assistant Charity Commissioner, Ratnagiri. Consequently, the institute has developed a cordial association with alumni, contributing at various levels such as training and guidance to the students, Department Advisory Boards, Placement Referrals etc.

This decentralization helped T&P team to concentrate on training and placement activities. As a result, the number of placements soared high from AY 2016-17. The institute is also ranked 48th among all India

Engineering Institutes in placement in a survey carried by Times group in 2017-18. Only 3 colleges in Mumbai University are selected in the ranking and FAMT is the only college from Konkan region to secure a place among top 50 colleges in placement. Further, the Institute is also ranked 43rd in privately run engineering colleges in India and 3rd in West India region in the BW-ICARE Engineering Rankings 2018. The BW-ICARE Engineering Rankings 2018 is a pioneering attempt in putting together a highly credible and transparent ranking framework based on the performance of the institute.

Academic Year	Total Jobs Offered
2015-16	050
2016-17	335
2017-18	398

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Increase in the sanctioned intake and, consequently in the number of students, necessitated the additional infrastructure in terms of classrooms and laboratories. Hence an additional building annexed to existing Chemical and Mechanical Block was decided to be constructed in phases. The first phase was decided to be completed by April 2016 so as to be ready for utilization in the academic year 2016-17. Further, it was also decided to explore the possibility of meeting the cost of construction through a scheme of Corporate Social Responsibility (CSR) of Finolex Cables Ltd., Pune.

Accordingly, actions as enumerated below were taken for completion of Phase-I.

SR.NO.	ACTIVITY OF PROJECT	Activity Planned	Actual Activity Completion
	STRATEGIC PLAN FOR LIBRARY & ACADEMIC BUILDING		
1	Appeal for donation to Finolex Cables Ltd., Pune		19-12-2014
2	Appointment of Architect and RCC Consultant for project	December 2014	20-12-2014
3	Meeting with architect regarding project		22-12-2014
4	Bill Of Quantities -Tender document by architect		20-03-15
5	Tender Notice		20-03-15
6	Date & time of issue of tender documents	March 2015	25-03-15
7	Last date & time of receipt of tender document		31-03-15
8	Application for erection of building submitted from Finolex Academy to M.I.D.C. with single window clearance		03-04-15
9	Approval from Chairman regarding appointment of Contractor		15-04-15
10	Agreement made between Finolex Academy Of Management & Technology, Ratnagiri & M/S Virendra Construction	April 2015	20-04-15
11	Started construction of Library & Academic Block on site		07-05-15
12	Tender for electrical work	May 2015	03-06-15
13	Lift Related correspondence		15-06-15
14	Appointment of Electrical Contractor	June 2015	06-07-15
15	Lift agreement with M/s Johnson Lifts	August 2015	23-09-15
16	Lift related work -Electrical inspection with permission for lift etc.	September 2015	12-10-15
17	Final Clearance for Lift etc	January 2016	17-02-16
18	Construction work completed for building	March 2016	11-03-16
19	Occupancy certificate obtained from M.I.D.C. for 1045 m2 (Phase-I)	March 2016	05-04-16

Highlights of Library & Academic Block Project

SR.NO.	DESCRIPTION	ITEMS DETAILS
1	Name Of The Building	Library and Academic Block (L&AB)
2	Floors	Ground Floor + 2
3	Area Constructed	1045 M2
4	Lift	Johnson Make
5	Labs	6 Nos.
6	Classrooms	3nos.
7	Seminar Hall	1no.
8	Electric Panel Room	4 Nos.
9	Faculty Room	1 No
10	Fire Hydrant System & Cylinders	At required locations
11	Notice Boards	3 Nos. on each floor
12	Total Expenditure	Rs.3,21,66,831
13	Contribution From Finolex Cables under CSR through Parent Trust	Rs. 3,00,00,000

Further, two phases are also planned and the approval from MIDC has been obtained for all the three phases. The same is to be completed by 2024.

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

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Hope Foundation, a Public Charitable Trust, established Finolex Academy of Management and Technology under its education objectives in 1996. A governing body was formed to achieve the set goals and to ensure smooth functioning and efficient use of resources of the institute. The institute also has an Advisory Council (AC) of the parent trust along with institutional bodies like- Governing Body (GB), College Development Committee (CDC), IQAC and Department Advisory Board (DAB). The advisory council consisting of eminent scholars, academicians and industrialists provides broad guidelines to the GB of the institute.

GB frames the policies and directs their execution to conform with the vision and mission of the institute along with inputs from AC, CDC and IQAC. The prospective development plan of the institute including the short term and long term goals is prepared by the GB. Adhering to them, GB makes major policy decisions, approvals of recommendations by CDC.

CDC is responsible for preparing an action plan to achieve the goals corresponding to the directions of GB. It also considers feedback of various stakeholders and recommendations of IQAC. IQAC coordinator is a part of CDC. CDC gives recommendations on the report prepared by the Principal, to be submitted to GB about functioning of the institute, budgetary provisions, faculty selection, faculty appraisal and infrastructure development.

IQAC prepares recommendations on academic and administrative functioning of the institute with due consideration of proposals from DAB for quality enhancement. It also mentors various institute level committees and ensures proper execution of the action plan prepared by the CDC.

The Principal coordinates the overall functioning of the institute and ensures compliance to AICTE, DTE and University through Registrar, Deans, Faculty in-charge and HoDs. The Principal prepares reports such as financial budget, status of faculty members, requirement in terms of equipment, development of infrastructure and resources. He also consults with DAB, Deans, HoDs and IQAC coordinator.

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

Service rules are as per AICTE, DTE and affiliating University norms. Further, certain norms within the framework of service rules have been designed by the institute through various procedures and quality manuals.

Recruitment of regular faculty members and staff is done as per the norms laid down by AICTE and affiliating University. Ad-hoc faculty members and staff are recruited as per the requirements of the institute and its approval by the management. The promotional policies for faculty members are based on AICTE Career Advancement Scheme (CAS) and performance based appraisal system of the institute. Performance based appraisal process is also followed for non-teaching staff.

Grievance Redressal mechanism is observed through various committees constituted such as Internal Complaint (Women's Grievance Cell), SC/ST , Anti Ragging , Canteen Food etc. The Institute is in process of establishing online grievance redressal mechanism.

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

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The institute has total eight (08) departments and twenty-eight (28) committees distributed under the purview of Dean Academics, Dean Faculty, Faculty In-charge- Student Affairs, Faculty In-charge-Alumni Association and the Principal. The main aim of this is to decentralize the curricular, co-curricular, extra-curricular activities, encourage participative management, stimulate an effective implementation of policies and to achieve the set goals.

Sr. No.	List of Committees/Cells	Suggestions
1	Academic Diary Committee	Objectives, Guidelines, portfolio and Specifications have been defined and given to committees/cells
2	Academic Planning Committee	
3	Anti-Ragging Committee	
4	Canteen Committee	
5	Career Counselling Cell	
6	Cultural Committee	
7	Deadstock Committee	
8	DLLE Committee	
9	Exam & Grievance Cell	
10	Hostel Committee	
11	Innovation and Entrepreneur Cell	
12	Internal Complaint & Women Grievance Cell	
13	ISTE Faculty Chapter	
14	ISTE Student Chapter	
15	Library Advisory Committee	
16	Mentorship Committee	
17	Nature Club	
18	NPTEL Cell	
19	Research Development & Consultancy Committee	
20	Result Analysis Committee	
21	Sports Committee	
22	Student Associations (SA)	
23	Student Council	
24	Student Feedback Committee	
25	Student Magazine Committee	
26	Training and Placement Cell	
27	Women Development Cell	
28	Grievance Redressal Committee	

These bodies/committees conduct activities as per academic calendar. The example of one such activity conduction is discussed below.

Women Grievance Redressal Cell (WGC) and Women Development Cell (WDC) takes care of female employees and students and gender related issues. WDC conducts varies activities aiming at women empowerment. One of the activities planned and implemented successfully under this cell is elaborated here as an example.

Activity Planned:

It was decided to organize a seminar on Health and Hygiene for girl students and lady faculty members in a meeting of WDC and WGC. Accordingly, WDC prepared a schedule of the event in consultation with Principal and Vice-Principal and distributed the work to the committee members for the smooth conduction of the seminar.

Activity Implemented:

As per the activity planned in the meeting, the convener of WDC requested Dr. Prachi Aurangabadkar, a Gynecologist from Ratnagiri to deliver a seminar on 'Health and Hygiene'.

The gynecologist delivered a seminar which covered the following topics-
1. Information about the menstrual phase
2. Hygiene
3. Gynecological diseases
4. Precaution to be taken and prevention of the diseases
5. Ways maintain good health

Total 537 girls of all the branches and lady faculty members attended the seminar and interacted with the resource person.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution has following welfare measures for teaching and non-teaching staff.

Provident Fund - 100% employees including contract security staff are covered under Employee Provident Fund Scheme. Regular contribution of Employer and Employees is transferred to PF A/c through online mode before 15th of every month.

Gratuity -All regular employees have been covered under Payment of Gratuity Act, 1972. A separate trust named 'Finolex Academy of Management & Technology, Ratnagiri Employees Group Gratuity Scheme' is created and funds are being handled by LIC of India, Satara. Till date an amount of **Rs.24,91,270/-** has been disbursed to the ex-employees under Gratuity. (no of employees – 15) If any employee unfortunately dies within the service, his/her family will receive gratuity benefit of remaining service period also.

Year of Gratuity paid	2012	2013	2014	2015	2016	2017	2018	Total
No. of employees	02	01	01	02	01	05	03	**15**
Amount Disbursed	377757	49495	281769	299908	55560	740519	679319	**2484327**

Group Accident Insurance Policy - IFFCO Tokio Insurance Accidental Policy covers all the employees & can get compensation up to **Rs. 10,00,000/-** in case of accidental death or hospitalization due to accident.

Year	2017-2018
Number of Beneficiaries	2
Amount	105896/-

Group Savings Linked Insurance- (GSLI)

The GSLI Scheme is handled by LIC of India. The contribution is different as per various cadres of the employee depending upon the salary. Disbursement of the policy amount is made on ceasing the service of the employee. The monthly premium is distributed as 65% for saving & 35% for insurance. In case of death, the amount as applicable to the deceased employee will be payable to his or her family. In case of retirement and resignation, the savings accumulated with interest will be payable by LIC. In AY 2017-2018, INR 66875/- was disbursed to 6 faculty members.

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

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	**Total**
No. of employees	01	01	01	01	02	01	01	01	01	**10**

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

Year	1996 - 2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
No. of faculties deputed for PG	10	5	11	5	10	2	1	0	0	**44**
No. of faculties deputed for PhD	5	0	1	3	1	1	2	0	2	**15**

Financial Assistance inclusive of Travelling Reimbursement, Registration Fees of Rs. 4,000/- per faculty per financial year is provided for Paper Publication / Research/ Seminars/ Workshops.

Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Total
Expenses on faculty development	48145.00	24174.00	22202.00	85269.00	82749.00	171935.00	**434474**

Study Leave for higher education of 24 days for teaching & 12 days for non-teaching staff in a calendar year. Facility of Duty Leave is available to teachers for attending conference /seminars/ orientation programs as a participant and/or resource person. Rent- free accommodation is provided to some faculty members.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 11.98

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	22	23	5	5

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

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 4.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	0	4	4	5

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

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

Response: 37.43

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
69	54	40	41	34

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

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

Response:

The institute has Performance based appraisal system which considers the holistic contribution from employees for the development of institute and the self.

The process of appraisal is annually carried out for which separate committees are formed to conduct the interviews of the teaching and non teaching staff. Each employee has to submit an appraisal form which consists of the details of work, contribution and achievements in the concerned academic year. The details of the same are as follows:

For Teaching Staff:

1. Teaching-Learning   (200 Points)

- Student feedback
- Result analysis
- Course file
- Use of innovative teaching- learning methodologies
- Practical / oral
- Development of at least one concept based model in the respective subject
- Efforts taken to enhance the knowledge of slow and advanced learners

2. Research and Academic Contributions (150 points)

- Research publication in Journal / Conference Proceedings
- Publication of books, chapters in books
- Editor or reviewer of a journal
- Patents

3. Research and Consultancy Projects (50 points)

- Sponsored Research Projects
- Consultancy Projects

4. Professional Development Activities (50 points)

- Speaker in international/national/conference/workshop/invited talks
- Workshops/Seminars attended / organized

5. Administrative Responsibilities (50 points)

- Administrative responsibilities
- Participation in promotional activities

6. Other Significant Contribution / Achievements (50 points)

- Any other significant contribution to the institute.
- Achievements

Minimum Score Guidelines

- Professor : 350/550
- Associate Professor : 300/550
- Assistant Professor : 250/550

For Non-teaching Staff:

- Quantity of output
- Quality of output
- Job knowledge and skill
- Learning
- Cost efficiency, technical understanding
- Communication
- Initiative and drive
- Commitment/sense of responsibility
- Planning and organizing
- Relationship building & teamwork

Minimum Score Guidelines 60/100

The head of institute constitutes a committee for the evaluation of an employee's performance. The committee consists of-

- The Principal, Dean Faculty and Dean Academics (Convener of the committee)
- Respective Head of Department (Member)
- Head of the Department nominated by head of institute (Member)

The convener of the committee prepares a detailed schedule of interaction with the faculty members and staff and interviews are conducted and the performance is evaluated.

Outcome of Self-Appraisal System: The incentives are offered as per the performance of the employees and they indeed motivate them to perform better and create a productive work environment.

Appreciation of faculty members and non-teaching staff

1. Letter of appreciation for higher education or any other significant achievement
2. The workshop staff is felicitated in the annual gathering with appreciation letter and incentives.

File Description	Document
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

A committee constituted by the Principal is entrusted with internal audit. The scope of the internal audit program encompasses working of various compliance under appropriate laws and 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. Taking cognizance of the same, a list of requirements is given for compliance and submissions to the Statutory Auditor for completing the auditing of the financial statements of the institute and providing a realistic statement through his audit report that the books of accounts reflect a true and fair view of the operational activities and the financial position of the institute for the relevant financial year.

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; changes, if any, in accounting policies and practices and reasons for the same; significant adjustments made in the financial statements/ books of accounts arising out of audit findings; compliance with statutory requirements relating to financial statements; disclosure of any related party transactions; reviewing the findings of any matters where there is suspected fraud or irregularity or a failure of internal control systems; to look into the reasons for delays in the payments /recoveries from/ to creditors/ debtors and carrying out any other function/s as deemed necessary in the capacity of Statutory Auditor.

File Description	Document
Any additional information	
Link for Additional Information	

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

Response: 313.27

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

2017-18	2016-17	2015-16	2014-15	2013-14
3.90	97.79	206.81	1.46	3.31

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	
Any additional information	

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

Response:

Being an unaided and private organization, the institute adopts balanced strategies in mobilizing funds and optimization of recourses. The tuition and development fee remains a basic and major source of funding. The institute's fee structure is decided and approved by the Fee Regulating Authority (FRA), set up by the Government of Maharashtra. The fee of the eligible candidates from the reserved category is reimbursed as per the norms by the Social Welfare Department of the Government of Maharashtra.

Besides, the institute receives funds from CSR initiatives, hostel fees, interest on fixed deposits, examination fees as per university norms, sponsorship from personal and institutional resources, license fee, charges for conducting the online/offline examination, workshop, research grants from various agencies, testing and consultation. Finolex Cables Ltd. under its CSR contributed Rs. 3.00 crore through I2IT (International Institute of Information Technology, Pune) to Library and Academic Block in the financial year 2014-15. Since the establishment of the institute, Finolex Industries Ltd. has made the hostel buildings available for students free of cost at Finolex Housing Colony, Ratnagiri. Sponsorship from various agencies is sought for projects and organizing workshops and competitions at the state and national level. The institute has generated funds worth Rs.11,57,401 through sponsorship in the last five years.

The institute has a compatible system of budgetary allocations for different entities such as salary paid to

teaching and non-teaching staff, honorarium to guest lecturers, property, infrastructure development and maintenance, purchase of equipment, office, printing, stationery and miscellaneous. The budget, for proposed requirements of the departments and activities, is discussed in CDC meetings and is submitted to the Governing Body for approval. The funds are allocated as per the budget sanctioned by the Governing Body and are utilized with the approval of the management. On the basis of cash flow and budget, the fixed deposits are created against the monthly requirement to generate maximum revenue in the form of interest.

The institute focuses on maximum utilization of resources with minimum expenses. Therefore, multiple quotations are invited for every purchase and negotiated at different levels to lower the cost of purchase, ultimately saving the funds of the institute. Further, the furniture is fabricated in the institute's workshop which increases marginal financial gains except for certain maintenance jobs which are outsourced when essential.

 The institute avails the financial benefits offered under various directives/schemes of the Government for concession as applicable. The institute gets the exemption in electricity duty applicable for the educational institutes since August 2015. The institute also gains incentive every month for maintaining the power factor at nearly 1 by use of capacitors. Since the institute is in the purview of Gram-Panchayat, the property tax is applicable to only non-educational buildings and respective credit is being earned.

File Description	Document
Any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC ensures the design, implementation, monitoring and review of academic, non-academic and administrative strategies and processes in the institute. It sets the benchmark and focuses on achieving the goals of the institute as stated in vision and mission.

IQAC has played a vital role in preparing and finalizing strategies and processes for enhancing the quality of education in the institute. Some of the quality initiatives of IQAC are:

1. Academic Audit (AA) of each department every semester
2. Mentoring and counseling through mentor-teachers
3. Outcome Based Education
4. Formulation and implementation of guidelines for conduction of curricular, co-curricular and extension activities for departments and committees
5. Formation of policies for Research, Development and Consultancy Cell (RDCC)
6. Framework for monitoring all committees such as Mentorship, Cultural, RDCC, etc.
7. Motivating the faculty members for research and development

Academic Audit (AA):

The institute has designed an Academic Audit Framework (AAF) along with instructions, guidelines and marking scheme. The institute has decided to perform AA of every department in each semester. The process followed is-

1. Dean Academics initiates the process by formulating Academic Audit Committee (AAC) in consultation with the Principal.
2. AAC calls for Academic Audit Report (AAR) in prescribed format from departments and conducts an academic audit of all departments.
3. AAC generates Cumulative Grade Point Average (CGPA) for the department and assigns a grade on the basis of CGPA.
4. AAC prepares and submits the detailed report to the Principal through Dean Academics which is put up in IQAC meeting for discussion and proposing necessary action.
5. The outcome of the entire AA process is circulated among all departments for necessary action so as to enhance the quality of teaching-learning and research.

Training and Placement (T&P):

The institute has a Training and Placement Cell for many years. Initially, T&P cell was a single functional unit without subunits. In 2016, for better functionality and organization of activities two sub-units -Training section and Placement section - were created within T&P. It has resulted in an increase in the placement of the institute.

Mentoring:

The institute has constituted a Mentorship Committee to implement and monitor the entire mentoring and counseling process. It consists of core committee and department representatives. The core committee implements and monitors all its tasks through department representatives. The procedure followed for monitoring is given below :

1. At the beginning of the academic year, a group of approximately 20 students (mentees) is assigned to the faculty member (mentor).
2. The mentor regularly interacts with the mentees and communicates to the committee periodically and/or as and when required.
3. The committee meets regularly to take stock of activity and address related issues.
4. The committee prepares the detailed report and submits to the Principal through Dean Academics which is put up in IQAC meeting for discussion and proposing necessary action.
5. The outcome of the IQAC meeting is conveyed to the committee for necessary action.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Institute monitors the teaching-learning process continuously through the department, institute level meetings, feedback committee, CO-PO attainment and slow and advanced learner mechanism. Findings of these processes are reported periodically to IQAC through Principal. IQAC reviews it and gives necessary guidelines for sustaining and/or improving the performance of teaching-learning in the institute.

1. CO-PO Attainment:

Earlier, the departments were finding CO attainment by defining and using their own methods. Hence there was a need,

1. To design and develop an automated framework for finding attainment of CO & PO by considering all aspects uniformly across all departments.
2. To introduce Bloom's Taxonomy in attainment and question papers of the Internal Assessment.

The proposal was accepted in the same meeting and it was decided to design and develop the said framework and implement it from the even semester of 2018.

Self-sufficient automated template along with the integration framework to evaluate department level PO attainment was designed and implemented as per IQAC recommendation.
In order to make students aware of CO and Bloom's Taxonomy, it was decided to add it to question papers of an Internal Assessment of all departments.
The implementation of CO attainment and Bloom's Taxonomy was initiated in January 2018 uniformly across all departments.

2. Feedback:

The institute used to conduct feedback in hard copy form from students. However, in 2015, the NAAC and IQAC Coordinator took initiative and set up a Feedback Committee to collect, analyze, act and integrate feedback about teachers regarding teaching-learning from students along with instructions, guidelines, and templates. The institute has developed a software to collect and analyze the feedback. The institute is implementing the system since 2015. The methodology implemented by the committee is:

1. Committee collects a list of faculty members and subjects that they are teaching from all departments.
2. Feedback committee conducts the online feedback twice each semester.
3. The committee analyzes every feedback and circulates feedback and its analysis among respective faculty members and authorities.
4. After every feedback based on the result of the analysis, committee interacts with faculties who need an assistance for improvement and suggest the appropriate solution and ask them to act on it.
5. At the end of every semester, the committee prepares a detailed report and submits to the Principal through Dean Academics which is then put up in IQAC meeting for discussion and proposing necessary action.

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

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

Response: 2

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	2	0	0

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)

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

Response:

IQAC was established in the institute on 19th December 2015. Since then, the incremental improvements in teaching-learning and extra-curricular processes suggested by IQAC are as follows:

1. The institute has been conducting feedback from students over the years. In 2015, the NAAC and IQAC Coordinator made exhaustive modification in the feedback system. The institute has automated the newly formulated feedback system along with analysis and implemented it in October 2015. After formulation of IQAC in December 2015, the system was presented by NAAC Coordinator in IQAC meeting. IQAC has accepted and appreciated the system.
2. IQAC had asked the RDCC to prepare a draft of the comprehensive policy. The policies of RDCC were prepared and passed by IQAC.
3. In IQAC meeting held in November 2017, NAAC Coordinator and IQAC Coordinator proposed the modifications required in definitions, instructions, guidelines along with minimum specifications issued to departments for conducting various programs. Similarly, a set of definitions, instructions and guidelines and minimum specifications for committees were proposed in the same meeting along with the documentary evidence to be maintained by departments and committees/cell and templates. All the proposed modifications and templates were discussed and approved by IQAC. All approved modifications were implemented from January 2018.
4. Outcome Based Education was formalized in the academic year 2017-18. Prior to this, Program Objectives and Outcome given by the affiliating university, NBA and NAAC were followed. Changing this, a unified system to measure CO and PO attainment was proposed in IQAC meeting. It was accepted by IQAC and an automated system based on Bloom's Taxonomy and Outcome Based Education was designed by the IT department and implemented from January 2018.
5. To strengthen the Industry-Institute Interaction, Microsoft Virtual Academy and Intel Center of Excellence was set up. To provide better infrastructure and facilitates to students such as ICT classrooms, Seminar Halls, Wi-Fi Hotspots, Campus-wide network were provisioned.
6. In 2016 IQAC re-formulated Career Counselling Cell (CCC) to make the HSC students aware of the career opportunities in the field of Engineering and Technology. CCC plans and organizes seminar on career opportunities in Engineering and Technology field to the students of HSC in Ratnagiri, Sindhudurga and Raigad districts every year. Through this, the institute communicates with nearly 3500 students every year. CCC also organizes a talk on online admission process of engineering at various places in Konkan region to make students aware of the admission process.
7. To enhance the quality of education, teaching-learning process and overall quality of teachers, academic reforms were initiated by recommending creation of posts such as Dean Academics, Dean R&D and Dean Faculty to the College Development Committee (CDC). The institute has implemented academic reforms after approval from CDC and Governing Body.
8. The institute has a T&P Cell. The institute has T&P cell having separate sections for training the

students and for conducting the placement activities. As a result, T&P has been empowered with better functionality organization and the consequent upsurge in the placements.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	1	1	1	1

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:
    1. Safety and Security
    2. Counselling
    3. Common Room

Response:

The institute follows co-education system and as a part of it, equal opportunities and benefits are provided to everyone irrespective of gender. Currently, the institute has 32% girl students and 26% female staff. The Student Council consists of General Secretary (Male and Female). There is a good representation of female members in various committees of students and faculty members along with male members. In all curricular, co-curricular and extra-curricular activities, equal participation of boys and girls is encouraged. All sports activities are conducted for girls and boys without any discrimination. In sports, Best Sport Person (male and female) award is given. In areas such as office, Students' Facilitation Center, Store and Canteen, there is common counter encouraging gender equity. Equal opportunity is provided in training and placement activities by the Training and Placement Department without any gender bias. The institute also has Internal Complaint Committee for both the genders. There is a special complaint box kept only for girls by Ratnagiri police in the institute.

Achieving Gender Equity requires creating awareness about discrimination and eliminating harmful

practices against women and girls. The institute takes initiatives in training students by organizing programs such as 'Sexual Harassment at Workplace: Prevention, Prohibition and Redressal', 'Violence Against Women', 'Self Defense Training and Awareness', 'Samuhik Mahasuryanamaskar', 'Health and Hygiene' and 'Awareness on Mammography' under Women Grievance Cell(WGC) and Women Development Cell (WDC). Poster making competition on the topic 'Women Liberation' was organized by WDC in which both boys and girls participated.

a) Safety and Security

Twenty-four-hour security is provided at all the entry and exit points of the institute. The security is managed by AFEXCO (Armed Forces Ex-Officers Cooperative Society). The important locations in the institute premises are under CCTV surveillance. I-cards are issued to all staff and students and it is compulsory to wear the I-cards and this prevents any unauthorized person entering the institute premises. Additional safety measures are taken during annual day celebrations by setting up discipline committee. In addition, the institute has anti-ragging committee. Emergency contact numbers are displayed in the institute, hostel and on the website.

b) Counseling

The institute follows rigorous mentorship program. A group of students assigned to one faculty member. Mentoring and counseling is done by the faculty member. If additional help is needed, the students are advised to contact their Mentorship Coordinator, HoD, Faculty In -charge-Student Affairs or the Principal.

c) Common Room

The institute has a girls' common room with following facilities.

Sr. No.	Items/ Objects	Quantity
1	First Aid Box	1 box.(Dettol, Bandage, ointment)
2	Tables	2
3	Chairs	20
4	Bed	2
5	Curtain Partition	One at left corner of the room
6	Curtain to windows	2 (On both the windows)
7	Carom board with pieces	1 set
8	Mirror	1
9	Cloth hangers	2 strips of wall hangers
12.	L shape partition at the entrance of the room	1 at door
13.	Lights, Fans	6 fans,9 tube lights.

File Description	Document
Any additional information	[View Document](#)

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)
Response: 223827

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 5.81

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)
Response: 5005

7.1.4.2 Annual lighting power requirement (in KWH)
Response: 86205

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

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Improper disposal of waste of various kinds causes serious hazard to health, economy and the environment. The institute endeavors to manage its waste specifically as follows:

1) Solid Waste Management

The institute sends its solid waste including paper, for recycling every year.

The institute has installed bio-gas plant to convert the food and organic waste in to bio-gas. The generated bio-gas is used in the canteen as fuel which reduces the LPG requirement and the organic waste from bio-gas plant is used as a fertilizer for plants.

The waste from the garden is put into a pit and is converted to compost by natural decomposition, which is then used as a fertilizer for the plants on campus.

2) Liquid Waste Management.

The institute has liquid waste only in the form of water from drainage of academic buildings and canteen.

The waste water from drainage of academic building is accumulated in a tank and reused.

The institute does not generate any chemical waste. The chemicals used for experiments in Chemical Engineering and Chemistry lab are of very low concentration.

3) E-waste Management.

The electronic waste such as monitors of old computers is sent for recycling through buy-back policy and new power efficient LCD/LED monitors are purchased.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The institute is located in the Ratnagiri district of Konkan region where the land mainly consists of laterite rocks called as *Jambha* in local language. Ratnagiri receives significant rainfall during monsoon, but the water drains out because the major landmass is made up of rocks. In the months from March to May Ratnagiri district experiences scarcity of water. Hence there is a need of water harvesting and getting it to sink into the ground to increase the water table.The institute has been making steady progress in this direction.

The institute has identified locations where rain water can be conserved and refilled to ground. These locations have a high rate of sinking rain water. A rain water catchment area for bore-well recharge is setup alongside institute building. This helps in achieving the following goals:

1. Reduction in soil erosion
2. Increase in the water table

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

7.1.7 Green Practices
• **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
• **Plastic-free campus**
• **Paperless office**
• **Green landscaping with trees and plants**

Response:

The institute is conscious of the environment. The institute follows practices that lead to more environment-friendly and ecologically responsible decisions and lifestyles, which can help protect the environment and sustain its natural resources for current and future generations. Since its inception in 1996, the institute has set up and following green practices :

Public Transport and Pedestrian Friendly Roads:

The institute provides transportation facility for hostelers as the hostel is 7Km away from the institute. This controls the pollution caused by individual vehicles and provides safety for hostelers. However, hostelers can make use of bicycles. Public transport by MSRTC is available a few times a day as per the timings of the institute. A separate parking lot for vehicles and pedestrian friendly roads are available on the campus.

1) Plastic Free Campus:

The institute, along with its various departments, Nature Club, faculty members, staff and students have taken up 'Go Green' initiatives to keep the entire campus green and plastic free.

2) Paperless Office:

The institute emphasizes the minimum use of paper for recording administrative and academic data through the use of various software developed by the faculty members. Each faculty member has been provided an email ID on the institute's G-Suite portal for sharing documents electronically. The institute has registered to various portals to provide learning resources for the students and faculty members like online journals.

To automate and reduce the paper used in various administrative activities, the institute has purchased a

cloud-based ERP system and it is implemented from the academic year 2018-19.

The institute had replaced the old paper-based feedback system by online feedback system in 2015 which is resulting in a saving of nearly 8000 papers per year.

In 2018, the institute has decided to save nearly 25000 papers per year by motivating students to take printouts of projects reports on both sides of paper instead of one side.

3) Green Landscaping with Trees and Plants:

Utmost care and efforts are taken to keep the campus green. In 1996, when the institute began functioning, it was a barren land. Now the institute campus is green consisting of a variety of trees which includes Coconut (125), Mango (35), Ashoka (30), Cashew-nut (15), Gulmohar (10), Saptaparni (10), Rain-tree (10), etc. The long-term vision is to make a botanical garden in the campus. The green lawns are spread in the institute campus covering a huge area.

As a part of the institute's policy Nature Club and/or the institute plants number of trees every year in the campus and the institute maintains them properly. All the trees have been labeled with their botanical names by Nature Club. Instead of bouquets and gifts, saplings are preferred during various events to motivate planting.

In 1996

Present View

The drip irrigation system and water sprinklers are used to irrigate the lawns and gardens in the campus in order to save water and energy. A note regarding the importance of saving water is displayed at every cooler and at necessary places.

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

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

Response: 0.42

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.38581	0.61634	0.90219	1.01434	1.52286

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

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

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 73

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

2017-18	2016-17	2015-16	2014-15	2013-14
32	21	12	6	2

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

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

Response: 287

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

2017-18	2016-17	2015-16	2014-15	2013-14
131	103	17	22	14

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

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

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

22-11-2018 06:07:50

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

Response: Yes

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

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 49

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	11	9	7	1

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

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

Response:

The institute celebrates national festivals such as Independence Day, Republic day, Maharashtra day, Jagatik Marathi Divas, Sadbhavna Divas etc. The functions are attended by faculty members, students, and staff. These functions consist of address by the Principal, patriotic song presentation, competitions, etc.

Birth/death anniversaries of great Indian personalities such as Mahatma Gandhi, Dr. Babasaheb Ambedkar, Dr. Sarvapalli Radhakrishnan (Teachers' Day) and Sir. M. Vishweshwarayya (Engineers' Day) are

celebrated.

The birth anniversary of Shri. P. P. Chhabria, eminent and visionary Indian Industrialist and Founder President of the institute is celebrated as Founder's Day on 12th March every year. On this occasion various social programs such as blood donation camp, a donation drive for under privileged people, donation of computers and other materials to schools, training programs for deaf and dumb students, E-transactions awareness programs for local rural people, clean-up drive etc. are organized.

File Description	Document
Any additional information	[View Document](#)

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

Response:

1) Financial

The institute uses a bottom-up approach for the departmental budgeting wherein the departments prepare the budget in consultation with all the faculty members and the institute consolidates it. The College Development Cell (CDC) presents a separate strategic requirement budget by taking into account the Vision & Mission of the institute. The Governing Body reviews the budgetary requirements, approves the budget and accordingly disburses the funds during the meeting. The institute follows a standard procedure for purchase & write-offs. The payments are done through Bank cheques/DDs or through electronic transfers. All transactions with students of an amount greater than Rs. 100/- are done through cheque or e-payment gateways. The distribution of various scholarships, Prizes under various events of all departments is carried out through cheques / e-payments.

The college accounts are annually audited by professional auditor. The institute has always given admission based on merit and the need of society. Since the establishment of the institution in 1996, all payments to faculty members and staff are done through bank account transfer.

2) Academic

All academic activities such as display of monthly attendance of students; internal assessments are carried out as per the Academic Calendar. The evaluated answer papers of internal assessment are distributed in the class by the respective subject teachers and grievances of the students (if any) are addressed immediately. In case of End Semester Examinations, the students can ask for the photocopy of evaluated answer book and have rights to apply for revaluation as per university norms. The institute displays university results on the website to make all stakeholders aware of the quality of Teaching- Learning. The institute informs attendance and marks of Internal Assessment to parents if found below the predefined limits through mentorship committee. Term work and assignment evaluation is done regularly and assessment is shown to the students.

3) Administrative

The Student's Handbook is made available on the institute's website wherein major procedures and contact numbers are provided. Fees and service time for student services are conveyed to students through the website, notice boards etc. Standard Operating Procedures are available for all committees and the institute strictly adheres to the rules and regulations. The institute issues notices, circulars, Minutes of Meetings and individual office orders for authorizing an employee for the work.

4) Auxiliary Functions

Hostel activities, quality of mess food in the hostel and transportation between hostel & institute to students are monitored by the hostel wardens. The Canteen Monitoring Committee of the institute closely monitors hygiene and food quality. Complaint registers are available at canteen and hostel mess. A proper tendering process is used to award the contract of canteen management to the third party. The institute has qualified & experienced maintenance staff for infrastructure & computer related maintenance.

In the library, purchase of books is done by seeking the requirements from all the departments. For smooth functioning of the library, a Library Advisory Committee has been formed which gives recommendations and suggestions for library-related work.

File Description	Document
Any additional information	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice I

1) Title: Motivating Students and Faculty Members in Achieving Academic and Professional Excellence

2) Objectives:

1. To inculcate healthy academic competition among students through awards and scholarships
2. To improve academic performance and focus on all round development of students
3. To retain and develop existing faculty members to the level of excellence
4. To ensure good physical, intellectual infrastructure and conducive environment

3) The Context:

Students admitted in this institute are mostly from rural area of this region. Hence, they require more exposure for their academic and professional excellence. Initially, the institute faced the problem of the poor percentage of the examination result. Hence, it was necessary to take initiatives and motivate the students to excel in academics, co-curricular and extra-curricular activities.

The quality of teaching is a fundamental requirement for generating intellectual capital which in turn depends upon the qualifications and professional skills of the faculty members. Therefore, the institute has formulated and implemented a policy for qualification up-gradation and value addition of the faculty members.

4) The Practice:

a) The institute has initiated awards to motivate the students and create a healthy competitive environment among them. The institute also offers scholarships to economically weaker but academically bright students. The awards and scholarships are as under.

1. **Chairman's cash prize** – A cash prize of Rs. 10,000/- is awarded to the top scorer student at FE examination
2. **Late Mohini P Chhabria Prize** – A cash prize of Rs. 10,000/- is awarded to each top scorer in final year examination in every engineering branch and MCA. Thus in all seven cash prizes of Rs. 10,000/- each are awarded every year
3. **Hope Foundation's Scholarship** – To help the economically weaker but academically bright students a scholarship of up to Rs. 10,000/- is awarded to six to ten students every year. For this purpose applications are called from the students
4. **Best Student** award and **Best Sportsperson** (for boys and girls) award are given every year

b) The institute emphasizes the holistic development of the students. Apart from the academics, the students organize various technical and social events under student associations which help to hone managerial skills, teamwork, leadership and sensitivity towards social causes. Brainwaves, the annual national technical competition, is organized to showcase the technical talent of the students which also provides them with an opportunity to interact with students from other institutes. The students are encouraged to participate in inter-collegiate (state and national level) project competitions and technical paper presentations. Utopia, the annual cultural event, is organized to provide a platform for the enhancement and development of cultural talents of students.

The institute has a Sports Cell which holds inter-department sports competitions (indoor and outdoor). It promotes the spirit of sportsmanship, competitiveness among students besides leadership and team skills. Many trophies, medals are instituted to encourage the students to participate in the competitions.

c) It is a difficult task to attract highly qualified faculty members at the small township like Ratnagiri. However, the institute has taken initiative in this regard under the Faculty Development Program. The faculty members are being deputed on full salary to pursue higher education like M. Tech. and Ph. D. in reputed institutes like IIT, IISC NIT, COEP and VJTI. Under this policy, the faculty members are also encouraged for participation in winter schools, faculty development programs and orientation programs.

In addition, the faculty members are encouraged to attend and present research papers in conferences, workshops, symposia etc. A budgetary allocation is made for this purpose. It helps the faculty members to update their knowledge. Further to percolate research at the student level, the institute started project-based learning where the student will work on mini and major projects from second to last year. They are also motivated to publish their work in UGC listed journals and conferences. The institute encourages faculty members to undergo online courses conducted by NPTEL.

d) The institute, in collaboration with IIT Bombay and IIT Kharagpur, has set up a remote center for conduction of various Faculty Development Programs. The institute has also started Microsoft Virtual Academy program under which the faculty members and students get training and certification at an affordable cost. The institute also has Intel Center of Excellence in IT department as intelligent systems laboratory where trainers from Intel train the faculty members. There has been a continuous augmentation in the ICT Infrastructure in the institute to provide support for teaching learning as per the updated curriculum of the affiliating university and the industry needs.

5) Evidence of the Success:

The practice of awarding cash prize and scholarships along with the guidance has boosted the confidence of the students and has a great positive impact in motivating the students for academic excellence. This is revealed in the percentage results. In 1996, the result of First Year Engineering for the first batch was 2% and improvement in percentage result was a big challenge. However, through continuous and rigorous efforts taken by the faculty members and motivating the students by awarding cash prizes and scholarships, the average result has improved to 40% in the last couple of years. Alongside, the final year students have secured ranks in the University of Mumbai in the Final Year of Engineering and MCA.
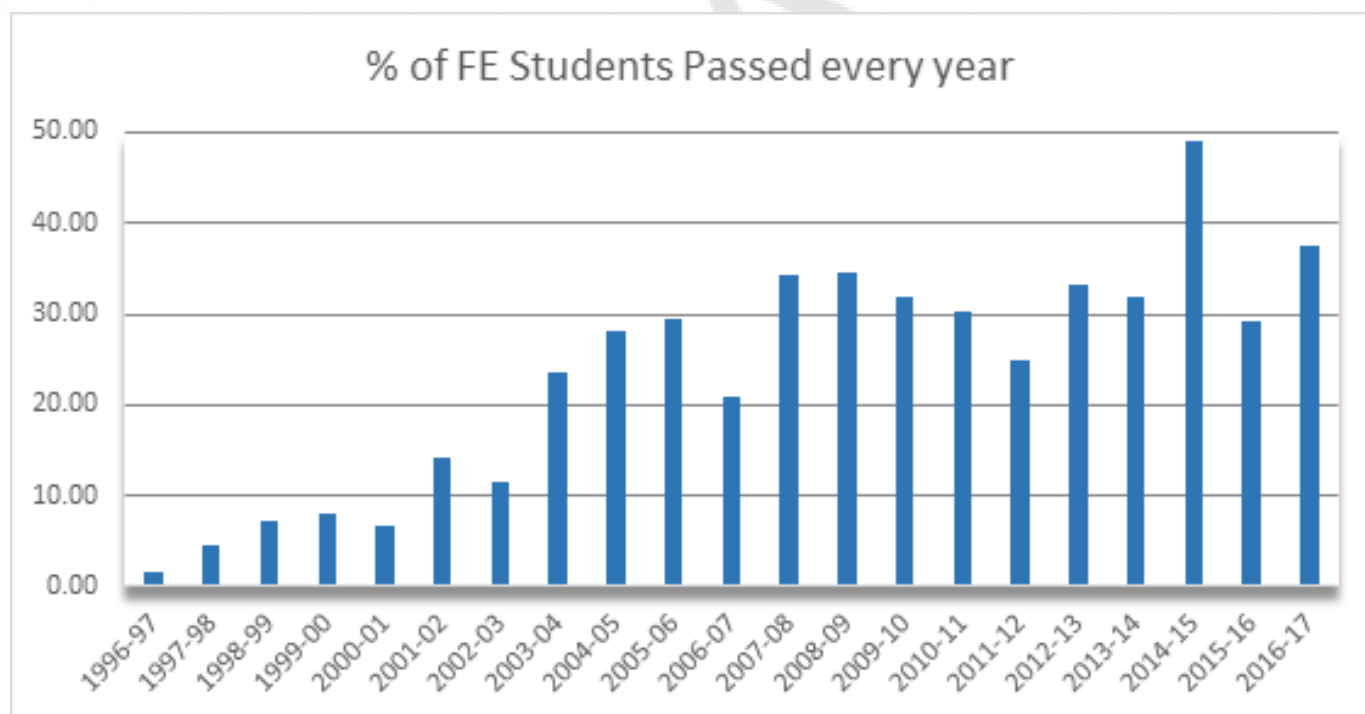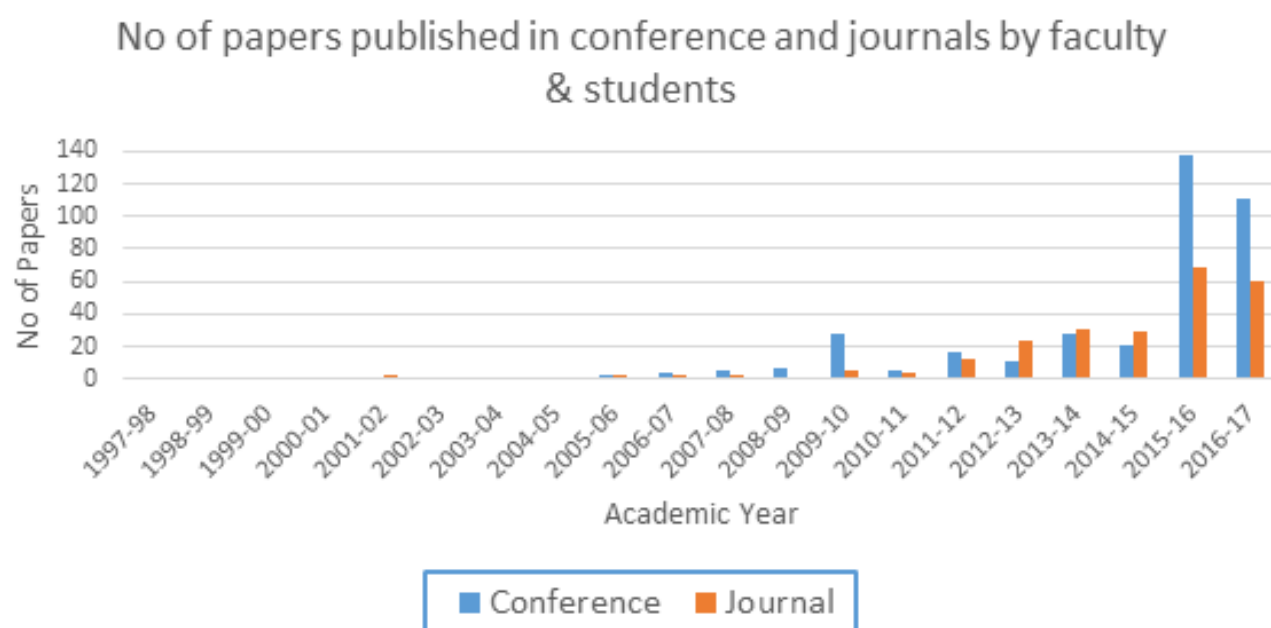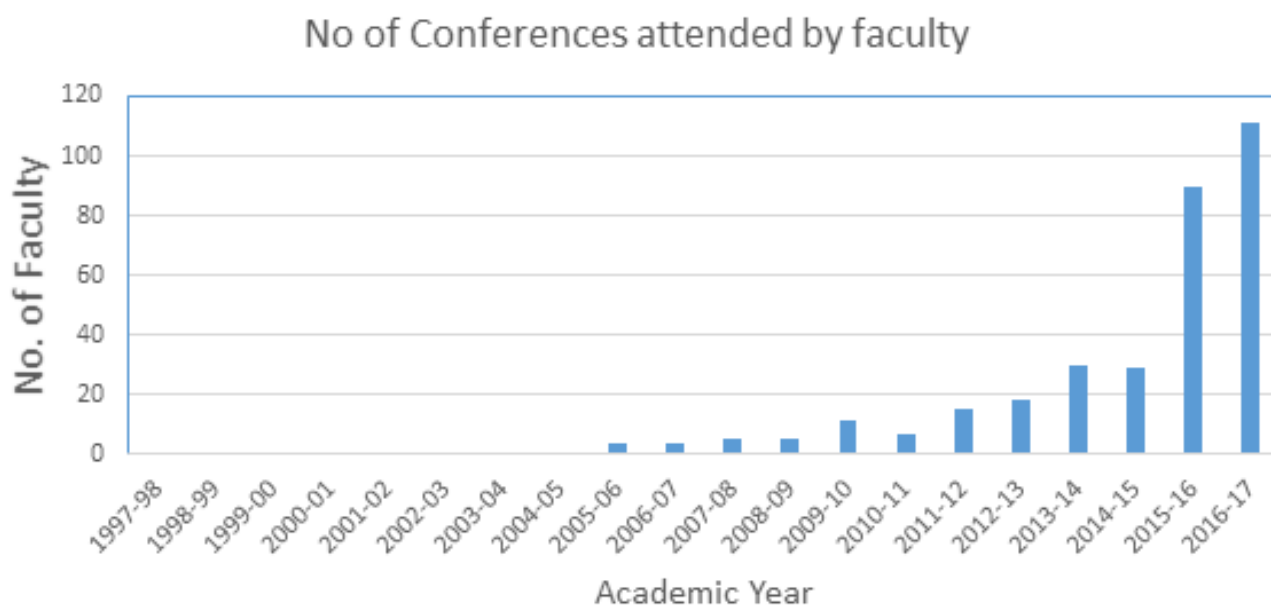

Statistics indicating growth in the passing percentage of First Year of Engineering

Academic Year	No. of faculties deputed for Ph. D.	No. of faculties pursuing Master's Degree
1996-2009	5	10
2010	0	5
2011	1	11
2012	3	5
2013	1	10
2014	1	2
2015	2	1
2016	0	1
2017	2	1

Current status of faculty qualification -

No. of faculty members obtained Master's Degree	No. of faculty members obtained Ph. D.	No. of faculty members pursuing Master's Degree	No. of faculty members pursuing Ph. D.
88	8	1	9

Number of faculty members have attended conferences, workshop etc. and have presented or published research papers in National/International journals.

No of Conferences attended by faculty

No of papers published in conference and journals by faculty & students

Details of Conferences attended and Paper Publication by the faculty

With the setup of Local NPTEL Chapter in 2017, 95+ faculty members have completed their NPTEL training out of which 20 are national level rankers and 04 are national level toppers. FAMT NPTEL Local Chapter is awarded 'A' grade at the national level for its best performance.

Activities under Microsoft Virtual Academy resulted in 100+ certifications of the students and 7 faculty members have completed Microsoft Cyber Security and Internet of Things (IoT) Certification. Ninenteen faculty members of the institute have been certified in the training program conducted under Intel Center of Excellence.

6. Problem Encountered and Resources Required :-

1. Availability of limited number of scholarships
2. Difficulty in deputing more than two faculty members of a department at a time to pursue higher education

Resources Required –

More budgetary allotment for quality upgradation, awards, incentives, sport activities and sponsorships of

faculty members.

Best Practice II

1) Title of the Practice: Structured Training Program for Enhancing Employability

2) Objectives of the Practice:

1. To organize programs for improvement of technical skills of students
2. To enhance communication and soft skills: teamwork, leadership
3. To sensitize students about social and ethical aspects of Engineering

3) The Context:

As per the Annual Report 2016 of National Employability Study by Aspiring Minds on National Employability of Engineers, Tier-3 city Engineering colleges' employability is 18.22%. The employability for different domains of engineering is 18.37% to 20%. This report indicates that over 80% of Engineers from India remain unemployable based on their employability skills.

To overcome the issue, Structured Training Program for enhancing the employability is the need of the institute and the nation.

4) The Practice:

As an affiliated institute, there is not much control on the curriculum setup to meet the requirement of making the students employable. The institute strives hard to meet the employability needs by designing the structured approach for training and placement activities. These programs include:

a) **Programs for Improvement of Technical Skills of Students**

i) Awareness Programs and Expert Talks to motivate students about the industry requirement:

The institute organizes regular sessions/workshops as per the industry requirements. The Principal addresses the second and third-year students emphasizing to undertake different activities for the employability enhancement. Talks by industrialists and alumni working in industries are organized to make the students aware of the industry needs. Innovation and Entrepreneurship Development Cell of the institute organizes programs on entrepreneur awareness.

ii) Value added courses, Add-on courses and Workshops on Advanced topics to bridge the gap between academics and industry:

On commencement of the academic year, every department prepares a roadmap for conducting value added courses, bridge courses, enrichment courses, workshops and training programs in addition to regular teaching. These programs are executed without affecting the regular teaching.

The students are encouraged to complete the internship/ training in the industry during vacation.

b) Programs to Improve Communication and Soft Skills, Teamwork, Leadership

i) Training activities fostering Communication and Soft Skills:

The institute takes rigorous efforts in enhancing the soft skills of the students. A training program of 1 to 2 weeks is organized in collaboration with Barclays at the end of the semester, for third year students. Apart from this, aptitude and soft skill training programs are being organized in collaboration with Mudra, Seed InfoTech, and APTECH. These programs are focused on developing soft skills, teamwork and leadership qualities in the students.

ii) Creating awareness in parents regarding the need of additional value added courses.

The parents, too, are made aware through regular parent meets about the need and significance of value added programs, certification courses conducted by in-house and in collaboration with external agencies. In turn, it encourages the participation of students in these courses with the motivation of their parents.

c) Programs to Improve Social and Ethical Aspects of Engineering

Programs to sensitize students about teamwork, leadership along with social and ethical aspects of engineering:

The student associations of every department organize various extra-curricular and social events in the form of extension and outreach activities. These activities are organized exclusively by the students under the guidance of Faculty In-charge of Student Associations. To make students aware about their social responsibility and inculcate the ethical behavior, activities are arranged in following categories:

1. Cleanliness Drives
2. Technology Awareness Programs for local community
3. Donation activities for differently able people
4. Blood donation camps
5. Water Conservation, Tree Plantation, Pollution awareness, Ecosystem awareness
6. Celebrations of: Yoga Day, Teachers Day, Engineers Day, Independence Day etc.

The student associations provide a platform for alumni interaction, and to enhance managerial skills and inculcate team work, leadership and ethical values among students. Additionally, Brainwaves, a national level technical event and Utopia, a cultural program, provide an opportunity to showcase talent of the students and interact with other college students.
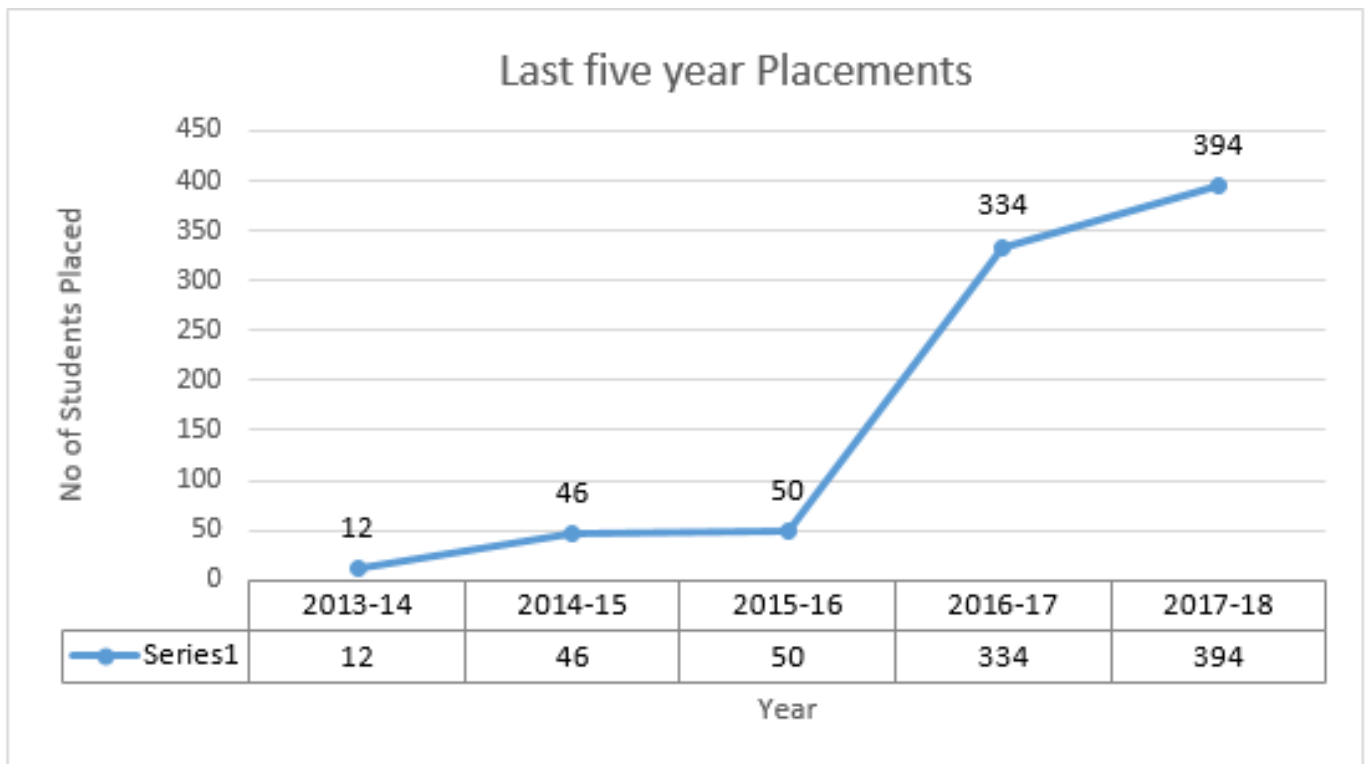
5) Evidence of Success:

The efforts have resulted into the improvements in the placement and overall institute recognition and branding.

a) T &P activities and its Results

The structured training and placement activities have resulted into overall improvement in the employability and it has resulted into significant increase in the placements (In he institute and pool campus).

Last five year Placements					
	2013-14	2014-15	2015-16	2016-17	2017-18
Series1	12	46	50	334	394

Graph Showing the Placement statistics of last five years

Table Showing the Summary of T&P Activities

Sr. No	Title of Activity	2015-16	2016-17	2017-18
1	Placement drives organized (On campus)	6	10	20
2	Placement drives participated (Off campus)	10	30	20
3	Placement in percent	9.61	42.3	53.12

b) Finolex Academy of Management & Technology is ranked **48th among all India Engineering Institutes in Placement in a survey carried by Times Group in 2017-18**. **Only 3 colleges in Mumbai University** were selected in the ranking and Finolex Academy is the **only college from Konkan region** to secure a place among top 50 colleges in placement.

c) Finolex Academy of Management & Technology is ranked **43rd in privately run engineering colleges in India and 3rd in West India region in the BW-ICARE Engineering Rankings 2018**. The BW-ICARE Engineering Rankings 2018 is a pioneering attempt in putting together a highly credible and transparent ranking framework wholly based on data with a clear focus on outcome of the institutions.

6) Problem Encountered and Resources Required:

1. Locational disadvantage
2. Socio-economic background of students
3. Average Salary package offered needs improvement
4. Many companies are reluctant to conduct placement drives at remote locations away from metro cities, citing problems such as low count of students, travelling difficulty, Human Resource policies etc.

Resources Required

1. Tie ups with aptitude test portals such e-litmus, AMCAT, COCOUBES etc., for better preparation of students for the aptitude tests in multinational companies.

File Description	Document
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Finolex Academy of Management and Technology (FAMT) was established in Ratnagiri in the year 1996 by Late Shri Pralhad P Chhabria, the Founder Chairman of Finolex Group of Companies. He had a

profound vision to transform society through his entrepreneurial endeavor while being passionate about socio-economic transformation through education and research. The institute exemplifies his philosophy of **"quality technical education at affordable cost and uplifting the needy students from all corners of Bharat"**. The institute fee is one of the least in the region as well as colleges under the University of Mumbai. Besides this, the institute continuously supports the needy students by providing them the scholarships. The institute has always given admission based on merit and need of the society. Management Quota of the admission is filled up on the basis of merit only.

In line with the vision, to provide quality education, the institute has state of the art infrastructure, well-equipped laboratories and qualified faculty members and staff. The academic schedule is followed strictly as per the academic calendar. Apart from regular teaching and practical, bridge courses are conducted to fill the gap in the requirement of the course. Additional efforts are taken by conducting enrichment courses, workshops, add-on courses and value added courses in each program to fill the gap in the syllabus and industry needs to increase the employability of students. To enhance the soft skills of the students various measures are taken such as soft skill training in collaboration with Barclays Youth Employability Initiative and NASSCOM Foundation.

To enhance and nurture the leadership quality, management of the resources, working in a team is supported by various student organizations in each branch. Brainwaves- a national level technical program and Utopia- a cultural program are organized and managed completely by the students. Social and environmental awareness is created by conducting programs such as blood donation, a donation drive to less privileged, beach cleaning, plantation drive, water conservation drive, and world sparrow day.

The goal to nurture outstanding technocrats, holistic development of students takes precedence at the institute. Therefore, the institute offers a vibrant academic ambiance with excellent amenities, robust training with industry collaborations and student-centeric activities on campus to promote the professional and personal growth of the students.

The institute has been selected as a remote center for conducting lectures and workshops through NMEICT-IIT Bombay and IIT Kharagpur. Various workshops are organized by IIT through this remote center. The students as well as faculty members update their knowledge through these workshops. The institute encourages faculty members and students to take online courses conducted by NPTEL in order to support continuous learning. Microsoft virtual academy is set up in the IT department to provide international certification to the faculty members and students at affordable cost. Intel Center of Excellence has been started as Intelligent Systems Lab and training was given to 19 faculty members to develop applications for smart cities.

With the setup of local NPTEL Chapter in 2017, 95 faculty members so far have completed their NPTEL online courses; out of which, 20 National level rankers and 04 are National level toppers. FAMT NPTEL local chapter is ranked an 'A' grade at the national level in December 2017.

FAMT students have portrayed the academic excellence by securing university ranks. With the passing out of the first batch from the institute in 2000, till now, over 4790 alumni are spread across the globe and many of them are working in reputed companies. Some of the alumni have become entrepreneurs.

The institute shares its resources for the conduction of various recruitment examinations conducted by the Government and autonomous institutions such as village accountants, State Transport etc. The institute also takes part in conducting entrance examinations such as MHCET, JEE, GATE etc.

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

1. CMAI awarding the institute as "**Best Engineering Institute Rural Area in Maharashtra**" in 8th National Maharashtra Education Summit and Awards 2016.
2. Placed among **TOP 150 Engineering Institutes in India as per Times Engineering Survey 2017**. The **ONLY institute in the Konkan Region and amongst only FIVE from the University of Mumbai.**
3. Awarded the "**Excellent Engineering Institute in Rural Area in India**" **in 12th National Education Summit & Awards 2018** at Vigyan Bhawan, New Delhi on 16th May 2018.
4. Achieved 4**8th rank among all India Engineering Institutes in placement in a survey carried by Times group in 2017-18**. Only 3 colleges in Mumbai University are selected in the ranking and Finolex Academy is the only college from Konkan region to secure a place among top 50 colleges on placement.
5. Got **43rd position in privately run engineering colleges in India and 3rd in West India region in the BW-ICARE Engineering Rankings 2018**. The BW-ICARE Engineering Rankings 2018 is a pioneering attempt in putting together a highly credible and transparent ranking framework wholly based on data with a clear focus on the outcome of the institutions.

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

5. CONCLUSION

Additional Information :

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

1. Secured 43rd rank in privately run engineering colleges in India and 3rd in West India region in the BW-ICARE Engineering Rankings 2018. The BW-ICARE Engineering Rankings 2018 is a pioneering attempt in putting together a highly credible and transparent ranking framework wholly based on data with a clear focus on outcome of the institutions.
2. Awarded "Excellent Engineering Institute in Rural Area in India" in 12th National Education Summit & Awards 2018 at Vigyan Bhawan, New Delhi on 16th May 2018.
3. Achieved 48th rank among all India Engineering Institutes in placement in a survey carried by Times group in 2017-18. Only 3 colleges in Mumbai University are selected in the ranking and Finolex Academy is the only college from Konkan region to secure a place among top 50 colleges on placement.
4. BEST Student award of ISTE for the year 2017 to Mr. Sanjay Shantayya Swamy.
5. Ranked among TOP 150 Engineering Institutes in India by Times Engineering Survey 2017, the ONLY in Konkan Region and amongst only FIVE from University of Mumbai.
6. CMAI by awarding FAMT as "Best Engineering Institute Rural Area in Maharashtra" in 8th National Maharashtra Education Summit and Awards 2016.

Concluding Remarks :

With a humble beginning at the inception, having just one branch of Undergraduate Engineering program in the year 1996, Hope Foundation's Finolex Academy of Management and Technology (FAMT) has blossomed into the Best Engineering Institute in Konkan Region growing leaps and bounds presently having under its wings six Undergraduate Engineering programs and two Postgraduate programs. This journey to the stature that FAMT has risen to was possible due to the continuous pursuance of the profound vision of its Founder President Late Shri. P.P Chhabria, and the diligence, dedication and support of the socially concerned and supportive Management. FAMT is the favored institute for aspiring students due to its policy of providing quality education to all sections of the society at an affordable cost.

The institute resolutely plays an active role to bring a progressive social change through education. In fact, FAMT was instrumental in creating an awareness about technical education and establishing an Engineering college in this region, when the country was witnessing a rapid growth in industrialization. This benefited the youth of this region as they could avail technical education at their doorstep, which triggered their progress and growth. The institute provides state of the art infrastructure and robust teaching-learning practices. A vibrant T&P Cell provides structured training to the students which enhances their employability, creates opportunities for placement and opens avenues of higher studies as well. While academics is the priority at FAMT, as is evident form the consistent number of university rank-holders, the holistic development of students is also encouraged by providing them with innumerable opportunities to exhibit their technical, cultural and sports talents.

With these continuous endeavors, the institute aspires to actualize its capabilities in order to be counted among

the premier institutes of the country. The qualitative abstracts and the associated data under each criterion for the first cycle of accreditation, prepared and submitted to NAAC, reflect the sincere efforts of the institute, in this direction.