

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MET'S INSTITUTE OF MANAGEMENT

**MET LEAGUE OF COLLEGES, BHUJBAL KNOWLEDGE CITY, ADGAON,
NASHIK TAL. NASHIK, DIST. NASHIK MAHARSHTRA, INDIA
422003**

www.metbhujbalknowledgecity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mumbai Education Trust. Mumbai was established in 1989. MET League of Colleges came into existence in 2006 at Nashik under the title “MET Bhujbal Knowledge City.” MET Institute of Management (IOM) along with others institutes. The institution has completed 10 years in the field of management education catering the diverse needs. It is spread over 40 acres of lush green landscape with 4 lacs sq. ft. floor space. Its state-of-the-art infrastructure includes hostel, gym, MET World of Music (MWM), amphitheatre, Wi-Fi, modern classrooms, canteen, well-equipped computer laboratories, language labs, Bank ATM, playgrounds and much more.

Type of Institution: MET Institute of Management is affiliated to Savitribai Phule Pune University (formerly known as Pune University) since the inception. It offers PG course in management as Master of Business Administration (MBA). In the beginning, it started with an intake capacity of 60 students and then extended to 120 intake capacity. It is approved by DTE, AICTE and recognized by Government of Maharashtra as well. There are total 10 batches passed out from the institute so far. The institute focuses on overall development of MBA graduates through curricular, co-curricular and extra-curricular activities planned and executed from time to time. Recently, it has received ‘Permanent Affiliation’ status from Savitribai Phule Pune University.

Vision

To be a globally recognized institute for socio-economic development by achieving excellence in management education and research through structured application oriented learning systems.

Mission

Imparting quality education for our future management professionals by inculcating research aptitude and nurturing entrepreneurial culture through our intellectual human capital supported by state of art infrastructure.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Track of Excellent Academic Record year on year basis.
2. Our institute has collaborations with various industries for internships projects.
3. Received grants for research and development activities from SPPU-BCUD.
4. Received two industry-sponsored projects and completed successfully.
5. 16 Personality Factors Test for MBA first year students
6. Career Aptitude Test for MBA second year students
7. Special counselling cell is active enabling students to cope up with diverse needs
8. Integrating curricular, co-curricular and extra-curricular activities for academic excellence and overall development of students

9. Active Students' Alumni Cell / Association of all batches.
10. Higher faculty retention ratio since last five years.
11. Corporate Social Responsibility making our students aware of 'giving back to society' and their commitment for poor, needy and down-trodden people. Funding provided to two adopted villages, Chief Minister Relief Fund and Orphan Home (Girls Education).
12. Quality research publication through '*METeroid*' with a series of articles, case studies etc.
13. Planning and execution of national, international conferences in association with SPPU, ISDSI and IOE.
14. Eco-friendly, energy efficient and lush green campus spread over in 34 acres.
15. State-of-the-art infrastructure includes gym, sports, playgrounds, canteen, boys & girls hostel, ATM, Music World, Amphitheatre and much more.
16. Computer lab, language lab provides every possible technical support for e-learning.
17. Well-equipped library with access to large databases like DELNET, INFLIBNET, EBESCO
18. Membership of British Council Library, Pune.
19. Excellence track of placements in MSME and MNCs.
20. Publication of management books
21. Ph.D. Research Centre affiliated to SPPU
22. Two students of IOM working as faculty
23. Use of ERP as Learning Management System

Institutional Weakness

1. Less number of entrepreneurs
2. Less involvement of Alumni

Institutional Opportunity

1. Placement guidance and coaching on Aptitude, Verbal Reasoning, English language skills and other domains.
2. Involvement of Alumni for placement
3. Networking of successful business owners with budding entrepreneurs
4. Most faculties have qualified Ph.D. Entrance Test and Registered, remaining are in the process
5. Value-addition courses like Forex Trading, Advanced English
6. Workshops on Master Mind, Leadership Development

Institutional Challenge

1. It becomes difficult to maintain consistency of 100% result of all years.
2. Many times, skill-gap between industry expectations and academic inputs doesn't match. Hence, 100% placement seems to be challenging as we have students of diverse background.
3. As the institute is affiliated to SPPU, MBA admission process is planned and executed by DTE and other authorities. As a result, there is no control over the intake (merit / quality of students) allotted to our institute. Grooming them from the basics and making ready for industry with academic excellence within two years is a tough task.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

MET's Institute of Management offers a Post graduate program (MBA) and is also a Research Centre for Ph.D program affiliated to Savitribai phule pune university which offers Choice Based Credit System. Due to its affiliation to university, institute has very little freedom to design its own curriculum but its faculties are actively involved in changing and designing the curriculum by their active involvement in Board of studies. Taking this in to consideration of not having autonomy to design its own curriculum, Institute has taken initiative to design its own certificate courses for their students like Digital Marketing, Business simulation, Master Mind etc, which helps them to enhance their knowledge. The Institute also provides additional input to the students by way of a wide array of short term value added courses like Advanced English, Ms Excel, Corporate Grooming and Forex trading. These certificate and value added courses are designed on the basis of specializations, industry requirements and feedback from various stakeholders. Both technical and non-technical skills are provided through offline and online mode of learning. MET Institute of Management also tries to integrate various issues related to Environment, Gender, Sustainability, Human Values and Professional Ethics with its existing curriculum. Institute has also designed a structured 360-degree feedback system which helps institute in monitoring and tracking its entire curriculum. The feedback received from teachers, students, parents, and Industry experts not only helps institute in enriching its curriculum but also in overall development of society.

Teaching-learning and Evaluation

At MET the co-curricular and extracurricular aspects are analyzed from time to time, and efforts are made to bring in diversity and multicultural outlook which forms the base of a healthy society

The admission process of the Institute is transparent and well defined. It's Goodwill as MET League of colleges helps us to attract the best of the students across the state. The Institute adheres to the admission norms of the affiliating university (i.e) Savitribai Phule Pune University, and reservation provisions are as per the norms of the regulatory bodies. Institute has a proper student-full time teacher ration

In order to ensure effective and efficient Teaching Learning and Evaluation process, Institute designs a well-planned academic Calendar .Institute also has a strong pillar in the form of its faculty member who have a good amount of hold on academics and research related activities. An appropriate ratio of Mentor Mentee is formed where personal and academic related issues are addressed. The institution extends special support to the slow learners in the form of remedial classes and advanced learners are given opportunity to enroll themselves in a wide variety of skill enhancement programmes The classroom teaching is supplemented with the use of ICT, special/guest lectures, seminars, project works, group discussions and Industry visits. The Institute has adopted some innovative teaching methods & tools in the form of Experiential learning and Simulation exercise that enhances the knowledge, interest & is helpful in their career in future

Research, Innovations and Extension

MET has a rich heritage culture which integrates Research and Academics both at student and Faculty level.

The Research Committee facilitate and monitor the research activities. Five faculty members have completed their Doctorate and few of them are approved research guides by the university. Faculty members have also received research grants from Board of College & University Development (BCUD), Savitribai Phule Pune University. Apart from their publications in various National and International Journals, few faculty members have also written books on different Management subjects. The Institute has an ongoing practice of organizing different National and International level conferences under quality improvement program and has its two research journal 'Metroid' and 'MET Retrospect' which tries to publish the extensive work of different Research scholars. It believes in bridging the gap between Industry and academics by arranging different workshops/seminars and by signing MOU's with different organization.

The Institute is also involved in different extension activities like Sandvik India Diversity, Clean village project etc for which it has received awards from different bodies. As an effort to inculcate social consciousness among students the institute also undertakes different extension and outreach programs like 'MET SEVA', 'CEAT Company & MET BKC SEVA', 'Nashik Blood Bank', Swachha Bharat Abhiyan, Village adoption etc which are conducted in collaboration with Industry, community and Non- Government Organizations.

The Institute has also received grant for Research project sponsored by Industry on project like 'Desk Project Data Sanitization', 'Corporate Communication Support System'.

Infrastructure and Learning Resources

MET is spread over 54 acres of Lush Green Landscape and has state of art Infrastructure set up. The infrastructure adheres to the guidelines of AICTE & Savitribai Phule Pune University (SPPU) and offers to it's stakeholders more than the requisite norms.

Institute of Management provides-

Multimedia enabled Classrooms, Wi-Fi and Internet, computer laboratories, Library (ERP enabled with e-learning facilities), Open air Theatre, Conference Hall, Seminar Hall, Tutorial rooms, Language laboratory, Research Cell, Placement cell, Counselling cell

Gymnasium, Sports room, Music room

Institute has meticulously planned infrastructure wherein natural light and air flow is used. We have 6 Smart class rooms, 1 conference hall and 1 seminar hall apart from 2 tutorial rooms for students well furnished with projectors, proper lights & seating arrangements. Institute has Language lab with software for conducting language sessions, computer Lab with requisite configuration and LAN facilities with a network of 120 computers with broadband facilities, 20mbp (BSNL fiber optics) on all computers. Institutional Library has a carpet area of 105 Sq M which has been spread over 2 floors. The institute has an e-learning facility through DELNET, EBSCO, OPAC & National Digital Library of India. Thousands of e-books, e-journals can be accessed by the students and faculty for academic and research purpose. The internet facility is also available in the library. The library has a good in-house collection of 13,962 books, 28 National and 3 International journals along with 14 Newspapers and 19 Magazines..

Student Support and Progression

Student support and progression through student centric approach is not only essential but is also unavoidable. The support activities in terms of placement, counselling etc are available for the students and are also made known to them. The Institute has taken one step ahead in helping its students to crack the aptitude exam of different organization by way of conducting special classes.

MBA being the post graduate degree, very few students opt for higher studies

Students Guidance Scheme is planned and executed by the institute. Special coaching and guidance is provided for various subjects like English, Communication Skills, Business Research Methods, Accounting etc. . Under Personality Development scheme, the students are groomed on self-awareness, self-management, social awareness, commitment for society. It includes mock-interviews, group discussions, business model competition (Task-Force), an effective use of body language, presenting ideas effectively, etc. The skill development schemes emphasize to train them on computer literacy, MS-Excel etc. As part of extracurricular activities, Institute has encouraged students to actively participate in different sports activities. As an outcome, few of our students have received awards at zonal level.

The institute also has a registered Alumni Association where meetings are conducted periodically.

Governance, Leadership and Management

MET IOM is a professionally managed Institute wherein all the activities of the institute lead towards achieving the well defined vision and mission of the Institute. The Institute follows a participative system of Policy development and implementation under the leadership of Director and various committees formed for the better governance of the Institute. The faculty and staff are given sufficient opportunities to lead and govern various functions like academics (teaching –learning) administration, Examination & evaluation and placement etc., through a decentralised organisation structure and various internal committees formed. The professionalism in Governance is reflected through a Systematic, well defined organisation structure, strategic planning, participative decision making, ERP based e- governance for the ease in work and making it structured and transparent system of work, transparent system of fund mobilisation, budgeting & fund utilisation with sufficient control systems in place like internal and external audit without affecting the welfare practices implemented in the institute.

The institute strives for quality in all aspects and thus has a focused cell developed for the same- IQAC. The institute under IQAC gives sufficient importance to the Faculty and staff development through various FDP's and workshops organised at the Institute, bringing various qualitative changes in making the MIS more structured, and most importantly bringing in qualitative changes in academic course conduct, examination & evaluation processes and structured counselling with the intention of bringing quality output and development of staff, faculty and students. All this leading towards making the institute achieve its vision and mission.

Institutional Values and Best Practices

The institute right from its inception is functioning with one of the objectives of serving humanity and uplifting the deprived section of society. Conservation and sustainable use of Natural Resources is the prime focus of the Institute. Different Green Initiatives are taken by the Institute to make its environment healthier. Paperless

office by use of ERP system, Plastic free campus, Green landscaping etc are few of them.

The Institute has a well-planned mechanism for waste management. Solid and liquid wastes are properly treated with appropriate plumbing. The Institute also has an appropriate rain-water management system. The building architecture also has a proper rainwater-harvesting structure and the rainwater is allowed to go underground through this structures.

Institute focuses on not only achieving its academic excellence but also believes in holistic approach towards its student. The Institute has its own counselling and student development cell which tries to bring in positive change in the students and helps them to face the Real life situations in a much better way. 16 PF test is a strong pillar of this cell. Institute works on the philosophy that Management is all about practical know how for which it encourages its student to go on field by way of On- job training, Internship programs, Field visits, Industry visits etc to gain more practical insights. Skill development program, women cell (Spandhan), Community upliftment activities are some other initiatives taken by the Institute to imbibe with its values.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MET'S INSTITUTE OF MANAGEMENT
Address	MET League of Colleges, Bhujbal Knowledge City, Adgaon, Nashik Tal. Nashik, Dist. Nashik Maharashtra, India
City	Nashik
State	Maharashtra
Pin	422003
Website	www.metbhujbalknowledgecity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Nilesh Rameshchandra Berad	0253-2303515	7774055320	0253-2303203	director_iom@bkc.met.edu
Associate Professor	Prasad Vasant Joshi	0253-2555846	9921212643	0253-2555954	prof.prasadjoshi@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	30-06-2006			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Maharashtra	Savitribai Phule Pune University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2017	12	First approval was obtained from the academic year Jun Two Thousand six and every year we have received Extension of Affiliation

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MET League of Colleges, Bhujbal Knowledge City, Adgaon, Nashik Tal. Nashik, Dist. Nashik Maharashtra, India	Urban	54	3033

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA, Management	24	Graduate	English	120	120
Doctoral (Ph.D)	PhD or DPhil, Ph D	60	Post Graduate in Management	English	30	22

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				10			
Recruited	1	0	0	1	3	1	0	4	7	3	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				4				10			
Recruited	1	0	0	1	3	1	0	4	7	3	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	20	4	0	24
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	20	4	0	24
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	1	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	3	0	10

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	4		2		6

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
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	2	0	0	0	2
	Others	0	0	0	0	0
PG	Male	136	1	0	0	137
	Female	102	0	0	0	102
	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	8	15	0	0
	Female	6	9	0	0
	Others	0	0	0	0
ST	Male	5	1	0	0
	Female	0	3	0	0
	Others	0	0	0	0
OBC	Male	10	22	0	0
	Female	8	5	0	0
	Others	0	0	0	0
General	Male	36	20	0	0
	Female	37	32	0	0
	Others	0	0	0	0
Others	Male	8	10	0	0
	Female	2	2	0	0
	Others	0	0	0	0
Total		120	119	0	0

3. Extended Profile

3.1 Program

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

Response : 200

Number of self-financed Programs offered by college

Response : 1

Number of new programmes introduced in the college during the last five years

Response : 1

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
210	193	211	221	229

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

2016-17	2015-16	2014-15	2013-14	2012-13
39	39	39	39	39

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

2016-17	2015-16	2014-15	2013-14	2012-13
67	96	84	78	93

Total number of outgoing / final year students

Response : 428

3.3 Teachers

Number of teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	16	15	14	14

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

2016-17	2015-16	2014-15	2013-14	2012-13
16	16	15	14	14

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

2016-17	2015-16	2014-15	2013-14	2012-13
16	16	16	16	16

Total experience of full-time teachers**Response : 122****Number of teachers recognized as guides during the last five years****Response : 02****Number of full time teachers worked in the institution during the last 5 years****Response : 27****3.4 Institution****Total number of classrooms and seminar halls****Response : 7****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
133.19	101.16	108.58	126.04	120.89

Number of computers

Response : 120

Unit cost of education including the salary component(INR in Lakhs)

Response : 1.36

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.46

NAAC

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 is affiliated to Savitribai Phule Pune University. The curriculum is designed and developed by University and it is delivered effectively by the institute through a systematic process. Each subject faculty prepares 'Micro Plans' of their concerned subject/s in the beginning of every academic year. "Micro Plan" is the detailed session plan covering Major topics, sub topics to be covered. The "Micro Plan" also details the various pedagogies to be used to deliver the university curriculum effectively.

Institute prepares the Annual Academic calendar for both odd and even semesters. The Calendar provides the details of commencement of session, concurrent examination, events, placement drive etc. Academic and activity calendars are shared with the students in the first week only. Director tracks the ongoing academic activities mentioned in Micro Plan and Academic Calendar with the help of coordinators.

Taking into consideration the need of the subject taught, various pedagogies are used for delivering the curriculum, which includes; Chalk & talk, Power-point Presentations, Case-studies, Role-Plays, Video lectures, Live Projects, Field-Visits, Models & Posters, Book Reviews, Desk Research, etc. the appropriate combinations of the pedagogies is decided by the faculty members in consultation with the Director.

The evaluation of the effective delivery of the curriculum is ensured by conducting Concurrent evaluations, class-tests, Multiple Choice Questions tests, assignments, Mid-term & End term exams.

The feedback of the evaluation is discussed with faculty members by director. The weak students are identified and remedial classes are organized for them. The fortnightly meetings are conducted by director to track status of course completion. The comprehension of subject by students is also tracked through their direct feedback about the faculty member and overall subject. The inputs of feedback are shared with faculty members for improvement.

Curriculum delivery is further supported by optimum utilization of resources available. Use of computer labs helps them in providing platform for online learning (e-learning) while language lab opens the gateways to explore new areas in the arena of communication and soft skills.

In addition, various value-added courses are proposed for the students. They are based on the specializations, industry requirements and feedback from various stakeholders.

Industry-Academia Interface is another area of interest for the institution. In order to update, upgrade the students, the Institute is always in search of excellence by making arrangement of expert lectures, workshops etc. from industry, relevant fields. To give them exposure, national and international seminars, conferences and other programs. Internships, projects, learning by doing ensure experiential learning with skill-based approach. Being part of society, students are proactively involved in various campaigns and

connected through Corporate Social Responsibility (CSR). Go Green, Eco-friendly campus, financial literacy awareness program, help of poor and needy people of society are taken into account.

Courses like Forex Trading, Human Rights, Cyber Security, Personality Development, Leadership Lab add value to make the students versatile. Both technical and non-technical skills are provided through offline and online mode of learning. Inputs from IITs, IIMs, NITs are directly accessible through NPTEL courses. Counselling, coaching and mentoring are available for students for regular interactions.

File Description	Document
Any additional information	View Document

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

Response: 4

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	0	1

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	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: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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: 44	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 88	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View 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: 2	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	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: 53.78	
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	

2016-17	2015-16	2014-15	2013-14	2012-13
169	148	91	85	69

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:

MET Institute of Management pays attention on integration of various issues related to Environment, Gender, Sustainability, Human Values and Professional Ethics as well. They are provided as value-addition by linking with the existing curriculum. The students are provided insightful learning experiences by relating the concepts through the following subjects:

Gender:

408-HR Change Management (Managing Change from Gender Perspectives)

Course Objectives:

1. To make students understand meaning of change and need for organizational Change.
2. To appraise students with the change management process

Course outcomes:

Understanding meaning of change and need for organizational Change. Abilities needed to change management process.

305-Labour & Social Security Laws

Course Objectives:

1. To make the students understand rationale behind labour laws
2. To equip students with important provisions of various labour laws

3. To give students insight into the implementation of labour laws.

Course outcomes:

Understanding rationale behind labour laws and increasing the knowledge of implementation of labour laws.

Environment:

103- Legal Aspects of Business

Course Objectives:

1. To acquaint students with general business law issues to help become more informed sensitive and effective business leaders.
2. To provide the students with an understanding of fundamental legal issues pertaining to the business world to enhance their ability to manage businesses effectively.

Course outcomes:

Knowledge of general business law and increasing ability to understand fundamental legal issues of the business world.

Subject like 301 and 303 covers some of the issues of sustainability and environment

301 – Strategic Management

Unit 05 Covers Sustainability issues like Triple Bottom

303- Start-Up and New Venture Management

The Subject include some of the section covering major sustainability issues like 3.1- NOC from Pollution Board; 4.2 Environment Protection Act

Sustainability:

401- Managing for Sustainability (Unit 2: Sustainable Development)

Course Objectives:

1. Apply general ethical principles to particular cases or practices in business.

2. Think independently and rationally about contemporary moral problems.
3. Recognize the complexity of problems in practical ethics.
4. Demonstrate how general concepts of governance apply in a given situation or given circumstances.

Course outcomes:

Understanding general concepts of governance in a situation and knowledge of general ethical principles and solving contemporary moral problems.

Professional Ethics:

108- Business Communication (Ethical and Legal Issues in Business Communication)

Course Objectives:

- 1 To acquaint the students with fundamentals of communication and help them to transform their communication abilities.
- 2 To help the students to acquire some of the necessary skills to handle day-to-day managerial responsibilities, such as - making speeches, controlling one-to-one communication, enriching group activities and processes, giving effective presentations, writing letters, memos, minutes, reports and advertising, and maintaining one's poise in private and in public.
- 3 To build the students' confidence and to enhance competitiveness by projecting a positive image of themselves and of their future.

Course outcomes:

Increasing the necessary abilities to handle day-to-day managerial responsibilities and boosting self-confidence by projecting a positive image of one selves.

192- Cyber Security (Modules 1 to 4: Information Security, Security Laws, practices, Access Control etc.)

401- Managing for Sustainability (Unit 5: Corporate Ethics)

Human Values:

Human Rights (Credit Course- 191)

Leadership Lab (112): (Unit 2) Enthusiasm, Integrity, Toughness, Fairness, Warmth, Humility, Confidence & Fostering Collaboration, Managing Conflict, Using Diversity.

<http://metbhujbalknowledgecity.ac.in/MET%20DATA/IOM/MBA-New-Syllabus-6-5-2016%20-17.pdf>

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: 3	
1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years	
Response: 3	
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: 80	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 168	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

<p>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</p> <p>A.Any 4 of the above</p>
--

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	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: 0.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	5

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 90.17

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

2016-17	2015-16	2014-15	2013-14	2012-13
117	93	107	110	114

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

2016-17	2015-16	2014-15	2013-14	2012-13
120	120	120	120	120

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
39	39	39	39	39

File Description	Document
Institutional data in prescribed format	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:

- When a Rocket launches for its orbital spaceflight, it needs a strong base, likewise we have a solid “LAUNCHPAD” in terms of the orientation programme for our budding managers.
- MET’s Institute of Management, Nashik organizes this orientation programme “LAUNCHPAD” which in itself is a unique way of making the students familiarize with the Culture of the Institute and making them Industry ready by inculcating the Industry Expectations from the very first day of College. Most of the students taking admission for the MBA Course with a pre-defined mindset that they will be getting the AC Cabins, high packages, etc. Dreaming big is always good but in order to bring the dreams into reality it should be driven by true efforts to be placed that too in the right direction. The objective of Launchpad is to remove all their expectations and make them experience the ground reality of the Industry. Institute take this programme in three phases – “AARAMBH – The Beginning”, “AAVAHAN – The challenge” and “ANUBHUTI – The Outbound Programme”. This entire programme is of 2 weeks which comes out of the blue for them.
- “AARAMBH” – the Beginning for every new Batch of MBA plays an important role in forming a strong base and affinity with the Institute. First day starts with the Normal Induction where institute welcomes the students and our Director addresses them explaining our Vision, Mission, Goals & Objectives. Institute calls professionals with rich experience from the Industry with different specialization background in order to guide our students about the Industry expectations and share their experiences throughout their journey in their career so far.
- Next phase of Induction is followed by “AAVAHAN”- the challenge. This is where our Director talks to them about the DNA of MBA. DNA of MBA speaks about the qualities and characteristics that should be nurtured in a management student. Qualities like Networking skills etc. are emphasized so that the entire span of 2 years gives them enough room to develop their skills with the platform provided by the Institute. The Course co-ordinator thereafter briefs about the entire academic calendar, Event calendar and the Evaluation pattern for the year.
- “AAVAHAN” is followed by “ANUBHUTI – The Outbound Programme” which becomes the most memorable event for every student in their entire journey of 2 years. It’s a fun & learn

experience where institute take students off the campus in a resort for a day. Institute arranges different management games for the students which are to be played in teams so as to make them realize the importance of team work because henceforth when they join organization, they will not be given individual task and evaluated individually, they have to work in teams. Apart from management games we have DJ at nights, camp fire, yogasana in the morning, etc.

- Institute has students from different graduation background and in order to bring them all at one platform before the actual academics starts, Institute gives them an Equalizer Programme. Here institute takes special classes of subjects like Accounts, Economics and Statistics where institute teaches them the basic concepts. Students of Commerce background would be weak in Statistics & Research and those with Science background would be weak in Accounts. This programme thus has two effects – one is making the weak students confident about the subjects, they generally fear from and identifying the students with high potential in case they come up with some innovative concepts.
- In order to gauge the learning levels of the student along with Equalizer programme institute has “ABHIVYAKTI”- The Task Force, where institute explores the entrepreneurship skills amongst the students. Here, institute asks students to select some unique product and make a business plan accordingly. This is done in groups and a Mentor is allotted to each group in order to guide them. The business plan of each group is later on presented and evaluated. This activity helps student give a feel of MBA and it will also help us identify the potential of the new batch.
- The best product presentations from “ABHIVYAKTI”- The Task Force, are presented in front of the parents in “AASHWASTHA”- Parents Meet.
- Institute also conducts “16 PF Test” and “ABC Analysis” for the students. These are the psychometric tests which again is a special way of identifying the personality traits of the students and thereby assigning them to the respective Mentor based on their personality trait. So that they will be specially mentored as per the strengths and weaknesses they have from the very beginning of their journey in MBA course. At the end of their first semester institute takes up a “Specialization Inventory Test” which is another psychometric test that helps student identify their interests in opting the specialization based on their personality traits.
- Institute selects Internal subjects which are common for all but then apart from these subjects also they are taught some extra subjects depending on their caliber. In case a student is weak and not confident enough in communication, institute gives Classes for English & Personality Development. But for those who are good in communication and advanced learner are given subjects like MS Excel and Foreign language lab.

2.2.2 Student - Full time teacher ratio

Response: 13.13

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls	
File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

- Student development and learning is an integral part of any academic institute. In order to encourage more and more participation from students, MET's Institute of Management always believe in giving that extra edge to the students.
- As a part of our orientation programme and in order to give a different learning cum fun experience institute has an "Outbound Programme" for the new batch. Institute takes our students to some nice resort for a day in 2 batches as per the divisions. After Induction both Formal & Informal one, this programme is scheduled so that students can come closer and know each other properly while working and playing in groups. Institute takes up different Management Games in order to build the managerial skills among the students.
- Simulation is also being used in order to develop their problem solving techniques. Students are given a scenario with certain instructions & they come out with different solutions or outcomes related to that. Its an interesting way of engaging them. Institute has incorporated this technique in our teaching pedagogy as well as take a special workshop of 2 days every year for the students. (Need to link with Micro plan)
- The students are made to work on Live Projects of the Industry. It's a mini project for them where the industry needs are being catered by our students. Our students carry out research as per the requirements of the Industry. This helps them develop a research attitude in them since they are actually involved in the process and their participation helps Industry as well as students as a great learning experience.

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

Response: 137.5

2.3.2.1 Number of teachers using ICT

Response: 22

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

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

Response: 13.13

2.3.3.1 Number of mentors

Response: 16

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

- Post-Graduation comes at the top of the hierarchy that a student generally strive for in his educational journey. By this time, students have already gone through different mode of teaching learning process. Hence, it becomes inevitable to impart knowledge with Innovation & Creativity. Rather than adopting traditional methods of teaching, Institute has adopted some innovative teaching methods & tools that will enhance their knowledge, interest & will be helpful in their career in future as well.
- In order to inculcate entrepreneurial skills in management students, Institute takes an event called – “Epoch – The Urban Haat”. It’s a group activity for students where they are supposed to select a product that will be manufactured, marketed and sold by students themselves. In this process of Manufacturing & marketing, they learn the financial part like costing and study he market feasibility of their product and come up with some innovative marketing strategies for their business. Apart from entrepreneurial skills and academic knowledge, this activity makes them realize the importance of working in a team. (Images of the products and the group names, etc. required)
- Simulation is also being used in order to develop their problem solving techniques.
- In Management education, the most effective tool of teaching is the Case study approach. Teaching management becomes effective with the use of live cases of corporates. It helps students to develop and apply their analytical skills to various problems encountered by the management in the organization. Imparting only theoretical knowledge to the budding managers of tomorrow will not serve the purpose and hence with the use of such cases of corporates, give them the required input in their student life itself which otherwise would have been achieved only in terms of actual industry experience. A problem has got n number of solutions and each person have got a different angle of solving the problem. Institute believes that solving more and more case studies and discussing in the class will give an extra edge to each and every student. (Latest cases not available in library, need to incorporate details of case study in micro plan)

- Video Lectures and Webinars are conducted for the students in order to get insights from professional with rich expertise. Some topics are nicely covered in the video lectures of NPTEL course. Institute has got the database of all the lectures of NPTEL and show it to the students wherever it is related to the subject topics.
- Our classrooms have got Internet connectivity which helps us to provide live Web based learning to our students. This clears the doubts of students on spontaneous basis since the visual aid is very effective in teaching.
- Theories without its knowledge of application makes no sense to the young generation who believe in – Whats in for me? Each and every faculty at MET hence believes in application oriented teaching.

2.4 Teacher Profile and Quality

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

Response: 93.75

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

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

Response: 24.71

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	3	2	2

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 7.63

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View 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: 140

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

2016-17	2015-16	2014-15	2013-14	2012-13
16	4	0	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: 10

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	1	1

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

2.5 Evaluation Process and Reforms

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

Response:

Continuous Internal Evaluation or Concurrent Evaluation is a regular system of evaluation at the institute. There are different components of Concurrent Evaluations like:

1. **Case Study/Caselet/Situational Analysis (Individual or Group)** – Students are given Case/Caselet to study a day or two prior and later on evaluated based on the discussion in the class. Sometimes the students are required to analyse the case and submit in writing based on which they are evaluated.
 2. **Class Test** – Class Test is conducted on a topic and evaluation is done based on the marks scored by the student.
 3. **Open Book Test** – Students are allowed to write the answer for a question asked from any book of their choice and then evaluated.
 4. **Field Visit/Study Tour & Report** – Students need to go on a study tour or field visit and present a report on the same which will be evaluated later on.
 5. **Small Group Project & Internal Viva voce** – Mini projects are given based on which the students are supposed to give viva voce for evaluation.
 6. **Group Discussion** – Some subjects require to test the communication skills and their general knowledge so in order to analyze these group discussions are taken and based on that students are evaluated.
 7. **Role Play/Story telling** – A situation is given to the group of students and some time is allotted to discuss the role they will be taking up in order to best describe the situation.
 8. **Individual Term paper/Thematic Presentations** – Written Exam is taken or different themes are given based on which the student will make a presentation and present it in the classroom.
 9. **Written Home Assignments** – Assignments are given which is to be written from home and submitted at the mentioned deadlines.
 10. **Industry Analysis (Group Activity or Individual Activity)** – Students are required to analyze the entire Industry in terms of different aspects mentioned in the evaluation pattern. This can be a group or an individual activity.
 11. **Literature Review/Book Review** – Students are asked to read some literature/book on the given topic and present a review on the same.
 12. **Model Development/Simulation Exercise (Group Activity or Individual Activity)**- Students are required to develop a model or simulation exercise and thus evaluated.
 13. **In Depth Viva** – Students are given some topic to be read and based on which detailed viva voce is taken.
 14. **Quiz** – Evaluations are also taken in form of Quiz.
 15. **Student Driven Activity** – Some evaluations are done based on the events and activities as well.
 16. **Newspaper reading** – Evaluation based on Newspaper reading exercise.
 17. **Assignment Journals** – 25 Questions which are expected in the University Exams are printed on a Journal for each subject with a predefined space for writing the answers. Students are required to complete these Journals and submit it for evaluations.
- Out of the above listed components of Concurrent Evaluation, each and every faculty selects his/her own option for evaluating the students depending on the need of the subjects that a faculty takes. The above assessment criteria are altered for particular issue discussed based on feedback in form

of student's learning. However, Assignment Journal are mandatory for each subject as an Evaluation parameter.

- The components of Concurrent Evaluation are selected by the teachers but are subject to flexibility depending upon the Quality of Student and their grasping capacity.
- Considering university examination pattern class test were replaced by mid-term and end term examination to give students feel of university examination.

To strengthen them for university examinations Assessment Journal comprising of 25 questions was made mandatory for submission.

Application based assignments are introduced to make students understand the real life situation.

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

Response:

- The Internal Evaluation schedule is planned by the Chief Exam Officer in consultation with the Director and taking into consideration the Academic and Event Calendar of the year. The Internal evaluation schedule and pattern is also communicated to the students well in advance at the time of orientation and communicated during the academic session too.
- The overall evaluation of the MBA course is of 100 marks, out of which 30% constitutes Internal Marks, 20% weightage is given to the University Online MCQ test and 50% weightage to the University Written exam.
- Institute has the Internal Evaluation structure of 150 marks for every subject comprising of Internal Online MCQ Test, End Term Exam Evaluation, Class Tests, Projects, Assignments and other Concurrent Evaluations. Institute has incorporated various types of Concurrent Evaluations in order to give add on knowledge and enhance their skills and proficiency in terms of different subjects. These evaluations in terms of presentations, case studies, role plays, literature reviews, simulations, situational analysis, etc. make them Industry ready where they can prove their metal with the strong back up of academics and skills both. These 150 Marks are later on converted to 30 marks which are then submitted to the University as Internal Marks of the students from the institute. Institute shows these converted marks to the students and get it signed from them before sending it to University in order to maintain utmost transparency and showcase impartiality where the marks scored by the students are completely based on their true merit and caliber. The evaluated sheets are presented to students' for their satisfaction and feedback. The marks obtained in each course is displayed on notice board. Students are always welcomed by HOI for any grievances regarding Assessment. Institute also send the marks of the students to their parents so that they are aware about the progress of their children.
- Institute takes Internal Online MCQ test on our ERP system for the students in order to give them practice for University MCQ Test. Since University Online MCQ constitutes 20% out of the entire evaluation. Each and every faculty taking up the External Subjects have framed more than 200 MCQs for their subjects which are provided to the students as well as uploaded on the ERP System for their practice. Institute has maintained complete transparency in the system since our students are able to view their marks as well as the correct options of their Questions in the Test History.
- University written exam constitutes 50% of weightage of marks. In order to ensure good scores of the students institute asks them to complete their assignment journals of 25 Questions specially

designed for each subject that gives them writing practice as well as content clarity for the Question to be opted. Also there are end term exams of 50 marks with the same time & pattern defined by the university that acts as a Mock Test for the students. Within 3 days of the End Term Exam of the respective subjects, the answer keys are posted on the notice board. Marks of End Term Exam are posted on the Notice Board at the most within a week's time and the Answer sheets are shown to the students.

- Institute strives for improving the quality of projects of the students and in order to ensure that, institute takes Mock Project viva of the students where institute invites Academicians or Industry professionals from outside for the viva voce. The feedback given by them are to be incorporated in the projects of the students before presenting in University Viva voce.

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

Response:

- For External Evaluation :Exam related grievances are related to the university. In case the student is not satisfied with marks scored in theory paper of any external subject, he or she can fill the form and request for the photo copy of the Answer sheet evaluated from the university. Still if there is any grievance, reevaluation form can be filled by the student and his /her paper will be reevaluated. However the process is time bound but beyond the control of the Institute.
- For Internal evaluation : All components of internal evaluation make total of 150 Marks and are later converted to 30 marks which are then submitted to the University as Internal Marks of the students from the institute. Institute shows these converted marks to the students and get it signed from them before sending it to University in order to maintain utmost transparency and showcase impartiality where the marks scored by the students are completely based on their true merit and caliber. The evaluated sheets are also presented to students' for their satisfaction and feedback. The marks obtained in each course is displayed on notice board. Students are always welcomed by HOI for any grievances regarding Assessment. Institute also send the marks of the students to their parents so that they are aware about the progress of their children.

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

Response:

- Institute has a ratio plan that describes the extent to which the implementation of the events planned as per the academic calendar is done.
- Concurrent Internal Evaluation are scheduled as per the Micro Plan designed by each and every faculty for the respective subject. While designing the Micro plan itself the academic calendar, event calendar and Evaluation schedule is considered. However, in case of any discrepancy institute tries to reduce the deviation as much as possible.
- Fortnightly review meetings are taken in order to ensure syllabus completion status and difficulties faced in order to adhere with the Micro plan or academic plan.
- Weekly deviation reports are made in order to track the deviation from the micro plan. In case any

faculty is absent or unable to take lecture as per the schedule, the deviation is covered in the next week by adjusting the lecture.

- Extra classes are scheduled in case the syllabus is not completed in the given time frame so that students are well equipped with knowledge before they are evaluated for their End Term Exams.

2.6 Student Performance and Learning Outcomes

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

Response:

The Institute has well defined Program Objectives, Program Outcomes, Program specific outcomes and Course outcomes well communicated to all the stakeholders including students through Institute's website and Display on the walls of the Institute. Also, during the induction program for First year students, the Vision, Mission, Program Objectives, Program Outcomes, Program specific outcomes are very well communicated by Director of the Institute. The faculties inform the student of the Program Specific outcomes during the induction programme held at the time of admission of the student. Course outcome of each course is discussed by faculty.

The institute gets its Program Objectives from the University, however, Program Outcomes, Program specific outcomes and Course outcomes are defined by the Institute. The institute has the policy of defining the course outcomes for each course by concerned faculty. The program objectives are mentioned in the syllabus provided by the University. The syllabus is available on University's Website and also in printed format for the students in the institute library. The session plan is prepared by the faculty to impart the knowledge that is essential to comply with the course outcomes.

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:

Attainment of program outcomes-

Institute ensures overall development of the students so as to create a multi-faceted management professional. A keen eye on the academic results of the students is maintained by monitoring their Internal and University examination results including various types of concurrent evaluations.

Also, students are given opportunity to showcase their management skills through various co-curricular

and extra-curricular activities which are managed and executed by the students.

Placements is a major barometer for the measurement of the attainment of program outcomes. The placement records are assessed by the institute. Feedback of the employers are also taken which is used to understand the gap between the industry expectations and student's skill set.

Entrepreneurship is promoted at our institute through various activities and so Number of entrepreneurs generated from every batch is also considered as a parameter for measuring the attainment of the program outcome.

Attainment of program Specific outcomes-

Developing requisite knowledge about the subject is essential for a management professional. Institute believes in application oriented learning, so it strives to inculcate the subject knowledge and equip them with the ability to apply it.

The level of attainment of subject knowledge and its application is mainly done by evaluation of the Summer Internship reports and Dissertation reports which require the conceptual clarity and application of the theories to the practical business world. Internship and Dissertation act as an experiential learning module that ensures application of theories to business and learning the practical aspects of business by going on field or by desk research.

Placement of the students in organizations providing core jobs need students who are thorough with their conceptual and practical knowledge. So the number of students placed in such core jobs is also considered as attainment of Program Specific outcomes. Internal evaluation methods like case analysis, simulation, live projects Internal and external examinations, viva-voce are considered for the assessment of the attainment of Program Specific outcomes.

Attainment of Course outcomes-

Mapping of University curriculum with the course outcomes for the respective courses is performed by every individual faculty. Basic inputs are obtained for this process from University syllabus and question papers. University results are mapped with attainment of learning objectives based on the desired target levels.

The internal evaluation system is rigorous and continuous in nature. It includes class test, online test, case

evaluation, presentations, live projects, assignments, group discussions, Viva-voce to name a few. The institute also includes attendance of the students by giving due weightage to attendance in internal marks. Analysis of results is performed for the Internal and University online examinations, Mid-term and End-term Internal examination to identify weak and bright students. Concept clearing sessions, Remedial classes, practice question banks, counseling of weak students are carried out for the improvement.

Format and Process of Defining Target Attainment Level of Course outcomes of the Courses

Course Name:

Course Code:

Process for Defining Target Attainment Level

The process is defined in following steps at Institute level based on University Examination Results as no useful indicators about results like average marks or maiden marks are provided by the University.

1. **Select a Course** to find it's attainment by Students performance through University Examinations.

2. Find out number of **students appeared** for University Examinations for that particular course.

3. **Find Average Marks as**

a. If Appeared Students = X and

b. Total Marks Scored by all students= Y then,

c. Average Marks= Y/X

4. Determine Course Average Marks as per University Result (**Course outcomes Target Attainment**) using Average Marks,

e. g. If Average = 45% then, COs Target set Attainment level = 45%

5. Find out number of students, who have scored Marks equal to or greater than the COs set Attainment level.

6. Find out the **Percentage of students**, who have scored Marks equal to or greater than the COs set Attainment level out of Appeared students as...

a. Suppose COs set Attainment level = 45% and

b. Count of students securing 45% or more marks = 90 and

c. Appeared Students = 120 then,

d. Percentage (Students) = $b / c * 100$,

Ex: $90/120 * 100 = 75\%$

7. Course Outcome attainment through University Examinations can be determined using following guidelines.

a. **Attainment level 1:** If number of students scoring more than average marks or set attainment level are 60% or above.

b. **Attainment level 2:** If number of students scoring more than average marks or set attainment level are 70% or above.

c. **Attainment level 3:** If number of students scoring more than average marks or set attainment level are 80% or above.

2.6.3 Average pass percentage of Students

Response: 77.91

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

Response: 67

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

Response: 86

File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.95

File Description	Document
Database of all currently enrolled students	View Document

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: 0.76

3.1.1.1 Total Grants for research projects sponsored by the government/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)

2016-17	2015-16	2014-15	2013-14	2012-13
0.76	0	0	0	0

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: 12.5

3.1.2.1 Number of teachers recognised as research guides

Response: 02

File Description	Document
Institutional data in prescribed format	View 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: 0.19

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

Response: 01

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	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:

Innovation and creativity are two words heard very frequently today. Taking risks and sometimes even looking at failure positively as “fuel for innovation” can help promote this process. MET’s Institute of Management, Nashik with the same intention in mind has formed and established its own Incubation cell on 1501/2016. The basic objective with which this incubation cell was formed was to create awareness about the entrepreneurship, that students can not only be job seekers but they can also be job creators.

This incubation cell guides, counsel and show a right direction to such students who want to become an entrepreneur in their life with the intention to help students explore and enhance their entrepreneurship skills, MET’s Institute of Management organizes many activities under it. Institute annually organize an activity “ABHIVYAKTI”- The Task Force presentations. Objective of the “ABHIVYAKTI” is to encourage the innovation and out of box thinking of students. Here students are divided in to groups and are asked to prepare a business plan for any product or service. Faculty mentors guides them to develop products which are innovative and viable. The innovative ideas of students are presented in-front of entrepreneurs and industry experts who guide students by explaining them strength and weakness of their idea.

This activity encourages students not only to apply their management skills, but also help explore their entrepreneurial abilities. We also undertake an activity named “EPOCH- The Urban HAAT”. ABHIVYAKTI is followed by this event which gives students exposure to convert their ideas into reality. ABHIVYAKTI encourages development of innovative and creative ideas, whereas EPOCH let them experience the execution of ideas. In EPOCH students are divided in to group of 10 each and are told to form their own organizations. They then work like an organization and undergo through the process of development of the product and market for the same. This is a big initiative where students take a feel of working in the organization and real market place. This activity not only helps to explore the entrepreneurship skills but also helps them to learn different managerial skills.

We also conduct entrepreneurship meet for students. Here entrepreneurs are invited to share their struggle and success stories with students. This interaction not only motivates students to be an entrepreneur but also gives them a platform to share and discuss their ideas. MET’s Institute of Management, Nashik has Guided and mentored many students under its incubation cell where students have come up with flying colours and have established their own business today.

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**Response:** 4**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**

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	0	1	0

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

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

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** No

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response:** 3.5**3.3.3.1 How many Ph.Ds awarded within last five years**

Response: 07

File Description	Document
URL to the research page on HEI web site	View 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: 0.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	0	1

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

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

Response: 6.33

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

2016-17	2015-16	2014-15	2013-14	2012-13
26	24	23	10	12

File Description	Document
List books and chapters in edited volumes / books published	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:

College encourages activities in the neighborhood community and sensitizing students to social issues and holistic development by undertaking various activities of which few are listed below.

Memoire

It's an event which sensitizes our students towards the senior citizens of the nation, wherein senior citizens from an Old-age home are invited for a day at our campus. Their visit is arranged by our institute by sending them a vehicle for their transit. Once they arrive on our campus, our students escort them to our institute, wherein they are entertained by our students and also they are allowed to express themselves. After interaction and having meals, they are dropped to their place. This event gives realization to the students about the treatment they give to senior citizens at their homes and in the society.

Ganesh Idol Collection

Every year at the time of Ganesh Utsav, our students takes the initiative to guide and educate the public about the consequences that can be faced by immersion of Ganesh idol in river. They educate the general public and encourage them to donate their Ganesh idol to them which in turn is then given to Nashik Municipal Corporation who takes care of its ecofriendly disposal.

EPOCH – The Urban HAAT

This activity is undertaken by students in groups where they are told to form their own organization. Here students undergo through the process of development of the product and market the same. The profits generated by each organization at the time of selling their products to public, the entire profit is donated by students for some social cause like Chief Ministers Drought Relief Fund, to Educate Orphan Girls etc. This is an initiative taken by Institute to make students aware about their responsibility towards society at large.

Village Adoption

Village adoption is a program implemented by MET Bhujbal Knowledge city, Nashik which shows its responsibility towards its society. Here we have adopted 3 villages **Kone**, **Nagosli** and **Gaulane** in Nashik District. Students voluntarily participate in this activity to help educate and uplift these villages. The different projects undertaken for the development and upliftment of these villages are

- § Child Education
- § Women Empowerment
- § Employment generation
- § Financial education
- § Environment Development

§ Infrastructure Development

§ Health checkup and Awareness

§ Education Promotion

Arpan Week – a Donation Drive

Arpan is a unique activity organized and managed by our students wherein appeal is made to all the stakeholders including staff and students to donate used articles which are lying at their home or anywhere which can be of utility to the deprived people. The donations are not accepted in cash, but in kind, that too only in the form of used articles. The articles collected includes, used clothes, books, utensils, blankets, sweaters, etc.

These articles are then taken to the under-privileged parts of the district are donated by the hands of the students themselves.

Tree plantation

Every year, tree plantation program is organized by the institute for planting new saplings. This whole program has involvement of all stakeholders including students. With the fast moving growth of city and the need for infrastructure advancement, trees of the town are cut haphazardly. To compensate with this big loss that our city is encountering, our students have started with an initiative to plant trees every year.

Blood Donation and Organ Donation Awareness camps

Every year, Blood Donation and Organ donation Awareness camps are organized at our campus, where students are actively involved in organizing the event and they also participate in blood donation.

We as Institute strongly believe in inculcating moral values and social responsibility in our students as a result of which one of our student Mr. Suraj Gunjal has started his own NGO” **Swapna Foundation**” which takes care of the education of below poverty line children.

File Description	Document
Link for Additional Information	View Document

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

Response: 6

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	1	0	0

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: 28

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	7	5	6

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

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

Response: 38.82

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

2016-17	2015-16	2014-15	2013-14	2012-13
94	93	120	40	60

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

3.5 Collaboration

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

Response: 29

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

2016-17	2015-16	2014-15	2013-14	2012-13
19	3	4	2	1

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

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

Response: 7

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)

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	1	0	2

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

NVAAC

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:

BUILT UP AREA

Particulars	Area
IOM Area in Acres	1 Acre
Built Up Area	1 Acre
Total built up area	3312 sq mtr

Institute has meticulously planned infrastructure wherein natural light and air flow is used.

The planning /designing and execution of the plan was done by professionals who expertise in institutional planning. The building has Ground floor & First floor with scope for further expansion as per need.

Following are the details of infrastructure available in college for academic, co-curricular, and extracurricular activities:

Details of class rooms, practical laboratories and research laboratories

Particulars	Numbers
Classrooms	06
Computer laboratories	01
Language laboratory	01
Conference room	01
Seminar hall	01
Amphi theater	01
Smart classes	06
Tutorial rooms	02
Reading room	01
IQAC Cell	01
Research Center room	01

Class Rooms: Special features

We have 6 smart classes, 1 conference hall and 1 seminar hall apart from 2 tutorial rooms for students. The 6 smart classrooms are used for providing presentations and other IT enabled lectures to be delivered to

students of 1st & 2nd year. Various workshops and seminars are organized ensuring the participation of teachers in which latest technology related to computer aided teaching is displayed. Various training sessions are organized to prepare the staff members for upgraded teaching-learning process

06 Class rooms - Well furnished with projectors, proper lights & seating arrangements

All Class rooms are proper ventilated with adequate number of fans/ACs

The classes are conducted between 10am to 5:40 pm. During this all classrooms are effectively utilized for academic purposes.

Special features

One Language lab with software for conducting language sessions, Headsets with media player and recorder for listening

One Computer Lab with requisite configuration and LAN facilities

Computer laboratories with a network of 120 computers with broadband facilities on all computers. All modern facilities are available.

Fire extinguishers 2 each on both floors

Power backup facility

Fire Wall

Broad Band 20mbps (BSNL fiber optics)

Staff Room: All faculty members are allotted with one PC for academic & research purpose with full internet access. All PCs are connected to a printer for staff to use. Adjacent to the seating place is drawer & small cupboard, a bigger storage space is also allotted to each staff. Separate wash rooms for ladies & gents is attached to this staff room Which is kept neat & clean.

Reprography facility: One non-teaching staff is appointed specifically for Photocopying of academic & non-academic work.

Library and Sports facilities are available from 6 am to till 6 pm. Computer Laboratory facility are extended to students from 8 am to 8 pm.

Special features

Seminar Halls and Conference hall

Our institute has one seminar hall & one Conference hall to conduct academic activities like conferences, seminars, workshops and guest lecturers for the overall development of students with sitting capacity of 120 + 30 persons in all at any given time.

Amphi theater

Amphi theater is an esthetically designed with layered sitting, it is an open air stage in the center of the MET's institutes to conduct various intra and inter collegiate co-curricular and academic activities viz. workshops, debate competition, shows, quiz competition, exhibitions and fairs

Information Technology & Teaching learning - IT Infrastructure refers to the composite hardware, software, network resources and services required for the existence, operation and management in college. Collection of information for assignments & Project work are done with these facilities, To promote the online teaching and learning resources faculty Prepares Power point slides, assignments, live projects, MCQs, etc. This material is made available on ERP.

File Description	Document
Any additional information	View Document

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

Response:

The Institute has more than required facilities for sports, games that is indoor, outdoor, Gymnasium, yoga centre and other facilities.

FACILITIES AT A GLANCE

	Area Sq. Mtr.	Year of Establishment
Football	4050 Sq. Mtr.	2016
Running track	300m	Under Construction
Running track	100m	Under Construction
Cricket ground	5716 Sq. Mtr.	Under Construction
Tennis Court	684 Sq. Mtr.	2017
Basket Ball court	598 Sq. Mtr.	2017
Cricket Pitch	133 Sq. Mtr.	2017
Swimming Pool	1235 Sq. Mtr.	Under Construction
Amphi-Theatre	1967 Sq. Mtr.	2006

MET-Utsav Ground	28803 Sq. Mtr.	2006
Gymnasium	919.53 Sq. Mtr.	2007
Music Rooms	47.61 Sq. Mtr.	2007
Yoga hall	46.71 Sq. Mtr.	2007

Sports facilities and Gymnasium (Common facilities)

Institute provides excellent infrastructure for sports which is vital for physical and psychological development of students. Common facilities play grounds are there, recently developed stadium with sitting capacity of 1000 spectators is there. Tennis court with floodlights is in place.

For developing physical fitness of students the facilities like free weights with aerobic ball – including a treadmill, exercise cycle, cross trainer (elliptical machine) and Medicine ball. Gym can be used for building strength, burning fat, improving general fitness for specific sports.

For promoting indoor games four Table Tennis, Two Pool Table, Twenty-Three Carrom boards and Chess boards in sports room for the students to use. Open space is there to do Yoga or exercise.

Upto the mark facilities for Volley Ball, Football and also a huge playground for Cricket is available. Apart from all these, the following are under construction;

Sports Stadium, Tennis Court-with floodlights, Basket-ball court, Swimming pool.

For athletics we have various equipment's for different games. 2 coaches are appointed to look into preparation of students for the sports related activities.

Gymnasium has a policy for creation and enhancing of infrastructure in order to promote a good teaching-learning environment to meet the specific needs of the students and viable demand. The Management had enhanced the infrastructure in order to provide latest and modern teaching-learning environment conducive to effective development.

There is special area for yoga in the Gymnasium.

Amphitheater is an esthetically designed with layered sitting, it is an open air stage in the center of the MET's institutes to conduct various intra and inter collegiate co-curricular and academic activities viz. workshops, debate competition, shows, quiz competition, exhibitions and fairs

For Co-curricular and Extracurricular Activities:

Institute encourages for Co-curricular and Extracurricular Activities; it provides platform to the students for the overall development which our institute has a strong belief. We conduct numerous activities like cultural program, Utsav, sports-both outdoor and indoor games, gymnasium, yoga etc, institute has conducted various intra and intercollegiate competitions, Project competition, quiz competition, dance competition, singing competition, debate competition, intercollegiate competitions & fairs to enhance their different skills. Institute has one conference hall, one seminar hall, with all modern technology & Amphitheater for outdoor activities. Recreation hall is also available in boys & women hostel. Institute & Common facilities infrastructure is utilized to its optimum potential.

MET World of Music (MWM)

Music is an active and rewarding process for wellbeing of students. MET-BKC has 2 Music personnel are appointed (these are our alumni students) for promoting music. There are 16 Screen touch PCs with NX Audio head phones to listen to most of the categories of music from classical, Thumri, Gazal to Hard rock. There is collection of Hindi, Marathi, English songs from 50,000 songs one can choose as per one's liking. One can access through the Singer or Movies or Musician. Karaoke facility is also an added feature.

Live Music room:

Here musical instruments are taught twice a week at a discounted cost. Students can opt and learn Guitar, Keyboard, Tabla, Harmonium, Drums and Vocal.

Cultural Events

We promote students to participate in different cultural events held in our or other colleges.

We had won overall championship in Nashik Management Fest in 2015.

Institutes seminar hall and Amphitheater are there to facilitate the cultural activities.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 7

File Description**Document**

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

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

Response: 2.38

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	15	0

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

4.2 Library as a Learning Resource

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

Response:

The Library of the institute is automated using in-house developed ERP system that provides access to all the resources of library throughout the campus. The process of accession of books

The overall Library management including vital functions like Acquisition and processing of new purchased books, generation of barcode, classification, entering the main subject and key words, Indexing, Issuing and returning of books, penalty generation, stock verification, tracing lost books, recovery of lost books, etc. are carried out through the ERP system. Also, provision has been made for Journals record register through which journals can be issued online.

One of the very important feature of Library Management system is Online Public Access Catalog (OPAC) through which availability of a particular resource can be verified by the users for entire campus. This eases the process of searching and reduces the time involved.

The institute has subscription of various databases like DELNET, EBSCOJ-GATE & National Digital Library of India. The library provides remote access to all the faculty members so that they can use the system even from their home and also provides full access to all the students on the campus. However, on special request of students, remote access of these databases can be given to students. Thousands of e-books, e-journals can be accessed by the students and faculty members for academic and research purpose. A huge collection of CDs and DVDs for holistic development of students are available in the library.

The library has computers and internet facilities. Library subscribes to various e-journals and periodicals. Library offers federated searching tools to search articles in multiple databases in an organized arrangement having smaller subdivisions that allows the simultaneous search within a large organization. The internal ERP system displays all information related to resources available in Library for the entire campus.

A section named has specially been created for this purpose which has 07 computers connected on LAN with internet connection.

Table : Access to information collections

OPAC	Yes	
DELNET	Yes	
EBSCO	Yes	
National Digital Library of India	Yes	

Library Website	No (Link is available on ERP)	
In-House remote access	Yes	
ICT deployed in the library		
Library Automation	Yes	
Total number of computers	07	
Total number printers	Yes	
Internet band width	20MPBS BSNL + TATA 50MPBS LL(Shared)	
Institutional repository	Yes	
Content mgnt system for E-library	Yes	
Participation in Resource sharing network	Yes	
Like DELNET, EBSCO, OPAC & National Digital Library of India	Yes	
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 believes in the overall development of the students. To foster the all-inclusive development of the future business managers, institute has enriched its library with special collection of resources. The collection includes rare books & manuscripts from various aspects including autobiographies, spirituality, self-development, psychological upliftment, creativity, business acumen, etc.

Library also has books for preparation of various competitive exams like MPSC, UPSC, NET/SET, TOEFL, etc. for providing assistance to the students to prepare themselves. The books also include subjects like Quantitative aptitude, verbal and non-verbal reasoning, etc.

The library has a great collection of various CDs & DVDs that includes the speeches of great leaders. This collection supports the academic progress of the students.

Care has been taken by the library to provide resources in regional languages as well to ensure all-inclusiveness.

The library is having good collection of ICFAI University Press Publication covering all specialization of

management.

The spiritual viewpoint is strengthened by some of the collections like Bhagwad Geeta – ISKCON, Quran, etc.

A series of Financial Encyclopedia covers various areas in the field of finance that are sought out for globally.

The library also has a great collection of the series of Harvard Business Review.

File Description	Document
Any 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: A. Any 4 of the above

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

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

Response: 5.12

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.59	0.53	5.076	5.395	12.015

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

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

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 29.65

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

Response: 67

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institute frequently reviews & updates its hardware and software facilities. We are using state of art group policies for tracking user's activity like web filters, IP and Application filtering. All Computers in the campus are connected through LAN. More than 120 computers are for the use of students with core i3 processor are connected through LAN system, they are installed for use of Computer Lab / Language laboratories / Library/ office. Computer student ratio for our institution is very encouraging 1:2, for 2 students we allot one computer, Institution has 2 computer laboratories they have been provided with Broad Band facilities connections with UPS System to keep it in use even after a power shut from MSEDCL. The campus has Wi-Fi facilities. The Wi-Fi is highly secure with Cyberoam Firewall which is

working on Layer 8 User based Technology. Our Wi-Fi Users Are Machine Specific User.

Institute updates the IT infrastructural facilities on regular basis. The license of Two Legal System Software are updated on regular basis. Similarly licenses of Ten Legal Application Software are renewed on regular basis. Internet Bandwidth of 20MPBS BSNL + TATA 50MPBS LL(Shared) is provided which is more than statutory norms. Along with these, we also have 6 printers and 2 Scanners installed in the institution. Institution also has 7 PCs and laptops with latest configuration for departmental work. Smart classes, language lab and computer lab make excellent use of IT services. MET-BKC has a policy for purchase and disposal of hardware / software applications, it also specifies the maintenance of the same.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 1.75

File Description	Document
Student - Computer ratio	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
Details of available bandwidth of internet connection in the Institution	View Document

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 53.36

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)

2016-17	2015-16	2014-15	2013-14	2012-13
100.83	57.08	43.58	70.16	47

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

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

Response:

There are two departments for maintaining and utilizing physical, academic and support facilities namely **i) Civil & Maintenance department ii) EDP department**

Maintenance of Campus Facilities

i) Civil & Maintenance department

It takes care of overall maintenance of campus facilities that is physical, academic and support facilities- laboratories, library, sports complex, computers, classrooms etc. Maintenance is very crucial for smooth flow of academic activities, this work does not stop but is an ongoing process, The Civil and Maintenance department looks after the overall maintenance of infrastructure as per the need and beyond the adherence of SSPU / DTE, demand and suggestions of all the stakeholders is duly taken as each one's role is vital.

The Civil & Maintenance department have appointed skilled persons / staff for maintenance and repair.

Details are as follows:

- 1) For the maintenance of building of institutes various skilled persons are appointed by the management.
- 2) For electric work 3 electricians are appointed on roll.
- 3) One supervisor is appointed for Civil & Maintenance department
- 4) For the maintenance of wooden work / Ply wood works one carpenter is appointed on regular basis.
- 5) For the maintenance of water pipeline and sewerage 2 plumbers is appointed on regular basis.
- 6) Water tank cleaner is appointed for cleaning of water tanks with regular maintenance contracts after every six months.
- 7) **Outsourcing:** Management has outsourced works to 'Deesha' for all Security works and House Keeping & Cleaning works.

The Greenery plantation work is outsourced to 'Papaya Nursery' for the overall maintenance and beautification of the campus.

8) 26 Security persons are also appointed to observe entire property from any kind damage or and 25 persons for cleaning and hygienic upkeep of classrooms and others, One Security guard is always there 24x7 for our institute

ii) EDP department

As a common facility there is a full-fledged IT department. Our Institution has been allotted one Networking personnel who manages the entire computer infrastructure, if there are issues relating to maintenance or upgradation of IT infrastructure Common facility EDP department is there to help. EDP department ensures that the IT facilities in form of computer and their accessories are timely maintained to give unhindered services. The computer and other accessories are maintained in the institute & entire campus on regular basis by upgrading ICT infrastructure and debugging software related issues.

Maintenance taken care and carried out by EDP department

CCTV and EPABX is done by EDP department from time to time.

Wi-Fi facility

CCTV Vigilance

Table: Maintenance and repairing work

Institute building	Civil and Maintenance department	
Furniture	Civil and Maintenance department	
Electricity	Civil and Maintenance department	
Water supply, Pipes and maintenance	Civil and Maintenance department	
Water tank and Water treatment	Civil and Maintenance department	
Garden / Play grounds	Deesha	
Cleaning / sweeping/ swabbing	Deesha	
Networking and Electronic	EDP Department	
CCTV and EPABX	EDP Department	
Stationery	Main Store	

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: 57.89

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

2016-17	2015-16	2014-15	2013-14	2012-13
127	125	124	124	113

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

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	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: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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

Response: 29.19

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

2016-17	2015-16	2014-15	2013-14	2012-13
53	73	54	90	38

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years**Response:** 72.65**5.1.5.1 Number of students attending VET year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
168	112	98	204	198

File Description	Document
Details of the students benefitted by VET	View Document

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

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 41.11**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
26	52	28	40	26

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

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

Response: 4.48

5.2.2.1 Number of outgoing students progressing to higher education

Response: 3

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Response: 40

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	1	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
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: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	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 formed strong and proactive Student Welfare Council under Maharashtra University Act, 1994 (Section- 21) and as per the guidelines of Savitribai Phule Pune University. The advisory committee is formed in every academic year. It includes: Director, Management Representative, Student Welfare Officer, Lady Professor, Student Representative, Non-Teaching Staff, and Local Service Man. The college ensures representation in student welfare council based on gender, sports, culture, category etc. Student Welfare Council contributes in overall development. Institute works as a pivotal role in terms of sharing the benefits by effective planning of various student welfare schemes.

It is ensured that student represent, involve and participate in both academic and administrative committees of the institute from time to time. These committees include course coordination, class coordination, research, library, lab activities, event management, placement etc. By taking their research aptitude into account, they get exposure to contribute in publication of research journals known as 'METeroid.' They get exposure in terms of registration, communication, coordination, follow-up, networking with speakers / guests etc. The event management committees consist of cultural, sports and industrial visits platforms. Curriculum enrichment is possible by providing platforms and linking academic with extra-curricular activities. Events like MET-Utsav is a theme-based cultural celebration which continues for a week with loads of activities like workshops, competitions, arts, music, cycling etc. METFA is a football competition hosted by our institution every year. Students along with teachers plan, execute the program successfully. Industrial visits are also scheduled to various plants, firms as well gaining real experiences, interactions with experts.

The role of students cannot be imagined without involvement in placement cell. They share job alerts to all, update on future events. In addition, recommend sessions on preparing for job interviews, aptitude sessions and other areas. Their support in pool campuses is noticeable. Sometimes, events like Congruence are conducted at inter-college level. Our students represent, meet the concerned authorities personally, invite them, appeal other students to participate and motivate as well. Naturally, promotion, branding, feedback collection are few worthy tasks managed by them. Administration is another major area of students' involvement. They are encouraged to help in the forms of database management, reports and maintenance of premises, devices.

Students Guidance Scheme is planned and executed by the institute. Special coaching and guidance is provided for various subjects like English, Communication Skills, Business Research Methods, Accounting etc. MBA students come from diverse backgrounds. Hence, it is essential to bring them on a common platform. This scheme makes their basics strong and stretches them to the next level from academic progress perspective. Under Personality Development scheme, the students are groomed on self-awareness, self-management, social awareness, commitment for society. It includes mock-interviews, group discussions, business model competition (Task-Force), an effective use of body language, presenting ideas effectively, management games etc. Team-building, self-confidence, strategic planning, problem-solving, positive thinking, building rapport are focused. The students are trained on punctuality, applying common sense, creative thinking, human relations, professional mindset, etiquette are also covered. The students are guided on how to manage stress, be emotionally stable and lead a quality life after all. In addition, skill development schemes emphasize to train them on computer literacy, MS-Excel, financial literacy as well.

The college encourages the students to participate in various academic / non-academic activities, events to make them versatile. They are part of various committees which are formed to manage the event, activities successfully. They work for stage, escorting, food, registration, public relations committees. They are anchors, coordinators, technical assistance, sportsperson or volunteers. The teachers support them as and when required. Various programs like EPOCH, MET-Utsav, Marketing Meet, national and international conferences, Outbound are planned to give them enough practice. In addition, industrial visits serve the purpose of upgrading them on current trends. Various workshops are conducted to keep them updated and upgraded as per the changing needs of the industry.

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

level per year**Response:** 7.4

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	9	7	7	6

File Description**Document**

Number of sports and cultural activities / competitions organised per year

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

The Alumni Association is fully functioning since July 2008. The institute has applied for legal and formal process of its registration in 2016. It has a great deal of contribution in overall development of institute since inception primarily on two levels. They are through non-financial and financial means. The alumni work on networking for students by sharing various updates in terms of job opening, current requirements from recruiters etc. Guest lectures are organized to bring industry-academia gap. The seniors help the juniors through coaching, mentoring, sharing their life experience, work-life balance, value-additional courses. They help the institute by providing valuable feedback, suggestions and recommendations.

Alumni association has periodical meetings based on the convenience of all members of all batches. The core committee is formed in this regard. They share updates on upcoming events and contacts the batch representative/s. All are communicated about the updates. They come together, discuss various issues, concerns, challenges, opportunities and create a strong network in the long run. It established healthy human relations by recalling sweet memories of the college days and a notable change from their hectic, busy routine schedule. Sometimes, it has fun, entertainment as well. It also creates strong sense of belongingness for them in this regard. The financial means include motivational rewards, recognitions for meritorious students or any sort of assistance required for any particular students in an exceptional situation. For example, a student named Vaibhav Ahirrao (2014-16 batch) met with an accident. He was hospitalized and in need of money. The college students, staff and other stakeholders helped him by contributing voluntary amount to manage the expenses. It set an ideal example for all by sharing joys and sorrows with each other.

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:** 4**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	0	1

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:

MET is a professionally managed, multi-disciplinary and multi-faceted oasis of knowledge. MET constantly continues to shape academics, by delivering holistic, value based, participatory learning through state of the art tools and technologies and through constant research, a mix of fun and learn games, counselling, consulting and parent teacher collaboration

Vision

'To be a globally recognized institute for socio economic development by achieving excellence in management education and research through structured application oriented learning systems.'

Mission

'Imparting quality management education for our future management professionals by inculcating research aptitude and nurturing entrepreneurial culture through our intellectual human capital supported by state of art infrastructure.'

At MET a systematic approach of policy development and implementation is followed. The system involves all the staff from bottom to top. The Participation starts from the Governing Council Body, Board of Management and Autonomous Statutory Bodies. The entire institute from the Director, Administrative and the faculty members, all assist and participate in the smooth functioning of the Institute. The various committees formed in the Institute, their structure and the functions are as under.

1. Governing Council

The Council assesses and evaluates all the activities and programmes of the Institution and provides suggestions for improvement. The Governing Council includes the leadership as the member of Board, Director of METIOM as Secretary. The Council also has Ex-officious of DTE, AICTE and SPPU as representative members.

Director as the Head of the Institution provides the direction to the multitude of institutional academic and administrative functions.

1. College Development Committee (CDC)

Institute has formed a CDC as per the requirement and as per the rules and regulations of SPPU. The Chairperson of the Committee is the representative of Management, nominee, and members from different fields of area as local members, three representatives from the faculty, two non-teaching staff and the Director of the Institute as Member Secretary.

The major functions of CDC at MET are to suggest guide and evaluate various Academic functions, processes, administrative processes, Financial matters and to make recommendations in relation to the same.

The councils mainly aim at the growth of the institute and do a thorough planning with the help of Middle management and teaching staff. The planning involves following areas.

Teaching and learning:

- Providing state of the art facilities to assist the students for betterment of learning process
- Focusing more the practical based approach because of the dynamic nature of the MBA course
- Providing opportunity to the faculty members for updating their knowledge.

Research and development

- Promote participation of staff members in various National - International conferences/seminars/workshops/symposium
- Promote inter-disciplinary research and publication in indexed research journals
- Conducting research oriented Conferences and Workshops

Community development

- Sensitizing our stakeholders towards social responsibility
- Ensuring development of Adopted Villages
- Socio-economic upliftment of the deprived section of the society at large
- Assist government and local bodies in Community projects

Institute provides various opportunities to its faculty members to enhance the leadership skills through various ways. The Platforms provided as leaders at various stages are as follows.

- **Professor**
- **College Examination Officer**
- **Committee Head**
- **Activity Coordinator**
- **Mentor of the Students**
- **Research Head**
- **Entrepreneurship Development Cell Coordinator**

Various committees which show a participative culture in the institute are as follows.

Core Academic Committee Course Coordination

Class In charge/Teacher

Discipline

Logbook In charge

Time Table

Internal Seminars and Guest Lecture

Library

Evaluation committee University Written Exam

University Online Exam

Internal Written Exam

Internal Online Exam

Concurrent Evaluation coordination

Research & Publications Journals & Proceedings

Conduction of Research Conferences, seminar, workshops

Event Management & co-curricular activities committee

Cultural Committee

Sports Committee

Educational Visit / Industrial Visit

Training & Placement committee

Placement Grooming

Conduction of campus Interviews

Summer Internship Program

Alumni committee

Admission and Promotional committee

Staff & Student Welfare

6.1.2 The institution practices decentralization and participative management

Response:

Institution believes in allocation of work and creating responsibility centers for smooth and in time conduct of the activities. As part of such initiative trust, management and director of the institute has very well practiced a decentralization of the activities and motivated a positive participation from institute stakeholders i.e. faculties, staff and students. It can be elaborated as follows,

1. As a part of decision decentralization faculties are involved in preparation of academic calendar. Their inputs are valuable and considered. Also administrative staff's opinions are also considered and then academic calendar is prepared
2. After this considering the faculties expertise and interest subject allocation are done. Also various committees are formulated to carry out the all the activities listed in academic calendar with the equal participation and decentralization of the responsibility.
3. This ensures the responsibility and everyone's participation in the institutes progress.
4. Committees are formulated such as academic, evaluation, publications, event management & co-curricular activities, training and placement, admission, staff and student welfare, administration and accounts committees are formulated with their major functions.
5. Though the committees are formed, it is not implied that only those members of the committee will carry out the task. It is well understood by the team that the committee members will be coordinating force and rest of the other people will be assisting them as per the requirements.
6. For example, a committee for examination (internal and university is formed) which usually have 2- 3 members. But they only coordinate and direct the activities whereas participation of the faculty and staff is equally important without which a smooth conduct of examination can be carried out.
7. Furthermore, another example can be quoted that once the activity is decided to be carried out such as "alumni Meet", then in such event complete management and participation is asked by the students also. This not only encourages that decentralization and participation from staff but also from the students. This helps in increasing the integrity and belongingness towards the organization.

6.2 Strategy Development and Deployment

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

Response:

Institute strives to accomplish the vision and mission it has set. Considering the same institute has focused in the areas of improvement with the planned objective to achieve in defined time schedule, which is given as per the area of improvement as under;

Teaching and learning: empowering the process of teaching learning

- by providing a state of the art facilities to assist the students for betterment of learning process,
- by focusing more the practical based approach because of the dynamic nature of the MBA course,
- by empowering the faculty members with more current knowledge through the FDP and knowledge

sharing platform,

- by enabling the students to foresee the opportunities and aspects of management education so as the gap can be bridged in industry and institutes
-
- **Research and development: to cultivate and promote the research environment by**
- Promoting participation of staff members in FDPs like refreshers and orientation programmers
- Promote inter-disciplinary research
- Promoting of publication in indexed research journals
- Promoting faculty members to have at least one major/ minor project
- Conducting more International Level Conferences and Workshops
- Motivating faculty to write case studies
- Promoting participation in International conferences/seminars/workshops/symposium

1. Community development: to enhance the development of community by

- Making More tie-ups with NGOs
- Conducting more activities in adopted Villages
- Assisting government and local bodies in Community projects
-
- **Human Resource planning and development: to make the human resource more developed by**
- Organizing more faculty development programs
- Motivating faculty members for research work
- Promoting Faculty Exchange Programs
-
- **Internationalization: to make global presence by**
- Promoting the institute and alumni to the international level to create awareness and brand
- attracting more and more international placements for the students
- making More MoU with International Universities/Institutions for higher studies

Strategic plan implementations

As per the above mentioned strategic plan, it was resolved that an international conference would be conducted and hosted by MET institute of Management, bhujbal Knowledge city in Association with Indian Subcontinent Decision Sciences Institute (ISDSI).

The date of the conference was decided as 28,29 & 30 December 2017. The theme of the conference was decided as '**Global Sustainability path for glocalisation**'. The planning of the conference was done in association with ISDSI officials. Eminent speakers from international universities were invited by ISDSI for this conference. Venue was decided as the Institute of management, Bhujbal Knowledge city. Various committees such;

1. Inauguration and event welcome
2. Registrations committee
3. Food and hospitality
4. Venue arrangement
5. Session planning
6. Transport and accommodation

Various faculties and staff was made a head and member of the committees along with 5 to 10 students in each committee. The work was allocated. Invitations to eminent academicians, industry bodies in local; area was also sent. Accommodation arrangements were done on campus guest rooms as well as MET BKC hostels. Registrations was paid with different registration fees for academic, industry and students.

Guests started arriving on a day before the conference. Conference was inaugurated by Hon'ble Shri .Upendra kushwaha (Minister of state, Human Resource department, government of India) . academicians, industry people and students presented their research papers in front of the panel. 6 panel discussions were also held in the conference. A Research journal was inaugurated in the conference.

On 3rd day i.e. 30th December 2017 conference was over and valedictory session was conducted. This conference was really a great experience for the participant and gusts. Also the team IOM also enthusiastically learned and managed it successfully with no grievances from any part of the conference.

File Description	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:

The organizational structure uploaded below is a set up in Mumbai educational trust (MET). MET has two Campuses. One in Mumbai and another in Nashik which has six institutes running. Trust office in Nashik's Bhujbal Knowledge city, handles the required activities such as canteen for students and staff, hospitality for the guests on campus, transport for students and hostel.

Institute of management is one of the Post graduate institute in campus having intake capacity of 120 students every year. IOM is led by the director who works closely with the governing body for the academic planning and development Trust office handles major administrative responsibilities for all the institutes in campus. Institute level administration is handled by the institutes administrative department which majorly focuses on students and staff's day to day need as well as they work closely for the various administrative bodies such AICTE, University, DTE and Government of state.

Major functions of service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are meticulously planned by the human resource department which is an integral part of Trust office. They have their methods and policies for all the required functions.

File Description	Document
Any 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: D. Any 2 of the above

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

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

Response:

As per the guidance of the governing body and the management various committees are formed to conduct a smooth functioning of the various aspects of institute and its various stakeholders. After careful discussion and considerations following committees are formed with their specific functions to be carried out as and when necessary.

Sr. No.	Committee	Sub Committee	Role of the committee members
1	Core Academic Committee	Course Coordinator	<ol style="list-style-type: none"> 1. Planning & working on Academic activity. 2. Preparation of Academic Activity calendar & send it for approval to the Director. 3. Initiation of Subject allocation & forward it for verification & approval to the Director. 4. Planning & working on Committee list for the year. 5. Preparation of Workload distribution & committee allocation chart & forward it to the Director. 6. Preparation Event List along with Coordinator names per Semester. 7. Monitoring of academic activity. 8. Maintaining healthy atmosphere in the department. 9. Working towards improvement in academic system of the college. 10. Any other work assigned by higher authorities
		Class In charge/Teacher	<ol style="list-style-type: none"> 1. Preparation of Class student list. 2. Nominating class representative for one semester. 3. Maintaining Class decorum. 4. Maintaining disciplined environment of the class. 5. Communicate with mentor and Coordinator if some problem occurred in the class. 6. Preparing all class reports. 7. Preparing Class result analysis 8. To communicate with admin officer if any other query regarding the students.
		Discipline Committee	<ol style="list-style-type: none"> 1. Application of code of conduct & Daily Monitoring Uniform / Dress. 2. Attendance of students, punctuality, regularity 3. General institute wide discipline. 4. Maintain the decorum of the college as per rules & regulations to conduct academic sessions smoothly. 5. Communicate student misbehaviour case to the authority for further decision. 6. Maintain healthy environment amongst the interdisciplinary streams.
		Time Table committee	<ol style="list-style-type: none"> 1. Framing class time table for every semester/term. 2. Distributing the time table to the respective faculties. 3. Displaying the time table on Notice Board of respective class room and staffroom, Director's Cabin and admin office 4. Monitor the allocation of classes & Computer Labs as per the timetable for the smooth working.
		Seminar Workshops/ Conferences Committees	<ol style="list-style-type: none"> 1. Planning seminar /conference/workshop 2. Executing the seminar /conference/workshop with high success rate. 3. Preparing and executing annual in house integrated

			<p>event with a relevant theme ensuring record participation from other colleges.</p> <ol style="list-style-type: none"> 4. Preparing students to participate in all the events organized by other colleges. 5. Preparation of report & its submission to co-coordinator <ol style="list-style-type: none"> 1. Preparing and sending the pre and post event news to daily newspapers with help of Media Committee.
		Library Committee	<ol style="list-style-type: none"> 1. Coordinating with Director for maintaining adequate copies of text books/reference books/Compact discs'/audio video films/journals/periodicals/magazines/newspapers/business newspapers. 2. Making students form a habit of reading by introducing library hour in time table. 3. Introducing e-book, e-learning as an advance learning methodology. <ol style="list-style-type: none"> 1. Supervising students during library lecture
		Lab In Charge	<ol style="list-style-type: none"> 1. Provide Lab facility to the staff & students as per their subject requirement. 2. Maintain the all Computer Lab up to date. 3. Maintain the data of the PC's. Maintain the Discipline in the Lab. 4. Give Printing facility to the Staff & Students. 5. Maintain the attendance of the student in the Lab hours. 6. Install& update the software's & Hardware's as per the requirement. 7. Conduct the online exams smoothly. 8. Communicate with Admin Officer & Coordinators if any rule changes in the Lab.
2	Evaluation committee	University Exam (Online & Written) and Internal Exam	<ol style="list-style-type: none"> 1. In coordination with CORE ACADEMIC COMMITTEE planning of tutorials, Internal text & term exam 2. Preparation and conduction of University examination. 3. Maintaining record/file properly for university result preparation. 4. Collection of mark list from respective in charge teacher/subject teacher 5. Declaring class assessments, internal/external examination dates in advance 6. Collection of Question papers from respective staff 7. Maintain the monthly evaluation sheet. 8. Conducting the MCQ and End term exam 9. Preparation of Internal & External exam mark list as per university format

3	Publications	<p>Magazine & Journal Committee</p> <p>Meteoroid / Nat. Conf.</p> <p>Research Journal:</p>	<p>1. To coordinate SIP viva & collection of Marks.</p> <ol style="list-style-type: none"> 1. Collection of article on various topics from the Industry Experts, Students & Staff. 2. Plagiarism Check of the submitted articles. 3. Coordinating with the authors for the changes required as per the suggestions of peer review committee. 4. Photograph collection from respective activity in charge & selection of suitable photos. 5. Editing the first draft. 6. Finalising the contents and forwarded to the higher authorities for approval. 7. Collection & distribution of final copies.
4	Event Management & co-curricular activities committee	<p>Cultural Committee</p> <p>Sports Committee</p> <p>Educational Visit / Industrial Visit</p>	<ol style="list-style-type: none"> 1. Mobilizing the subscription 1. Enrichment of existing curriculum for the cultural value addition 2. Encouraging students to participate in all the events organized by other colleges. 3. Identifying the cultural talents like in vocal/instrumental music/dance/debate/skit/mimicry/One act play/drama and creating opportunities for their enhancement. 4. Inspiring these talents to participate in different competition and win prizes. 5. Preparing report & submitting it to co- coordinator <ol style="list-style-type: none"> 1. Preparing news & submitting it to news paper 1. Inspiring talents to participate in different competitions and win prizes 2. Identifying indoor/outdoor sport talents and nurturing them for further development. 3. Motivating the talented students to participate in local/state/national level sport/cultural competitions <ol style="list-style-type: none"> 1. Preparing news & submitting it to news paper 1. Preparing list of places for Educational visit 2. Selection of suitable place 3. Coordinating with the institution to get permission for visit 4. Organizing transport facility 5. Preparing report & submitting it to co- coordinator
5	Training Placement committee	<p>Training & Placement Committee</p>	<ol style="list-style-type: none"> 1. Preparing news & submitting it to news paper 1. Profiling of students on academic and other than academic parameters. 2. Preparing general PD and Communication Module. 3. Planning delivery schedule in consultation with

			<p>resource person and core academic committee.</p> <ol style="list-style-type: none"> 4. Preparing and administrating aptitude tests, psychometric tests, group discussions, mock interviews and final PI 5. Organizing campus placement/ career fair activities for the students
		Summer Internship Program.	<ol style="list-style-type: none"> 1. Identifying the companies for internship and projects 1. Preparing the various modules of SIP with consultation of faculties. 2. Ensuring the execution of modules effectively. 3. Maintaining the records. 1. Preparing the weekly as well as monthly report of the same.
		Alumni committee	<ol style="list-style-type: none"> 1. Formation of the alumni cell as per the norms. 2. Assessing the possibilities of involving alumni for guest lecturer, project allotment, seminar & Workshops. 3. Organizing annual alumni meet. 4. Planning different activities for alumni to participate. 1. Communicating & conveying of our best wishes on the occasion of their Birth Days, Marriage Anniversary, Promotion etc.
6	Admission committee	Admission Committee	<ol style="list-style-type: none"> 1. Confirming the sanctioned intake capacity for each course. 2. Preparing the process of admission with counselling schedule. 3. Ensuring the availability of required material for admission process. 4. Monitoring the calls to generate the foot falls. 5. Monitoring the counselling to confirm the admission. 6. Keeping the daily track of admission process to ensure meeting the objective and take corrective action whenever required. 7. Checking & collecting completed admission forms. 8. Submitting the daily report of admission and inquiry status. 1. Submitting the final file of admission record to the Director.
		Promotional Activity	<ol style="list-style-type: none"> 1. Planning and collecting sizable quality data from in and around Nashik district and adjacent prospective districts of Maharashtra and neighbouring state, where applicable 2. Organization of orientation program on various courses in different colleges / Coaching Classes.

			<ol style="list-style-type: none"> 3. Validating the collected data for further use 4. Calling various graduating students for counselling. 5. Report preparation of counselling & feedback of the candidate
7	Staff & Student Welfare	Staff Welfare	<ol style="list-style-type: none"> 1. Maintaining proper record of each activity 1. Prepare notice & agenda of meeting whenever is meeting called. 2. Circulate the same to the concerned persons. 3. Write the minutes of meeting and circulate to the all concerns. 4. Forward meeting register to the Director at the end of Month. 5. Coordinate to provide facility to all the staff members as per requirement. 6. Communicate the staff queries to the Director for decision. 7. Organise Welcome/Birthday /Farewell for staff.
		Student Welfare	<ol style="list-style-type: none"> 1. Make the staffroom comfortable for smooth working of the staff. As per requirement 1. Prepare notices & post on the Notice Board. 2. Circulate the same to the concerned persons. 3. Coordinate to provide facility to all the students. 4. Communicate the student queries to the Director for decision. 5. Display the Birthdays of Students on Digital screen. 6. Coordinate with Class Teacher for the smooth functioning of class.
8	Administration & Accounts committee	Administration Committee	<ol style="list-style-type: none"> 1. Organizing parent's meet. 2. Coordinate with the visiting faculties for scheduling their lectures. Communicate with the coordinator in case if any visiting faculty is unable to come on the scheduled time. 3. Maintaining the visiting faculty record & processing their remuneration by 29th/30th/31st of the month. Forward the same for payments to Account department through the respective authorities. 4. Confirming the adequacy of infrastructure for smooth functioning of core academic activities. 5. Monitoring the day to day housekeeping of premises to ensure proper learning ambience. 6. Confirming the availability of conventional and modern teaching devices in working condition 7. Listing & Reminding the AMC requirement of premises, devices. 8. Working of capital purchases requirements and forwarding to appropriate authorities

		<ol style="list-style-type: none"> 9. Recommending up grading of learning environment 10. Keeping academic and non-academic staff in a good humour to ensure high morale 11. Maintain record of admission, examination & university correspondence.
	Accounts committee	<ol style="list-style-type: none"> 1. Coordinating with the different statutory bodies for their legal compliances. 1. Working on capital purchases requirements and forwarding to appropriate authorities 2. Preparing and forwarding annual budget to appropriate authorities in time. 3. Ensuring maintenance of all written communication as a record in respective files. 4. Ensuring the timely settlement of all bills of visiting faculties & vendors. 5. Any other issue related with the financial aspects.

Implementation of Minutes of meeting activity cases:

Changing needs and scenario of corporates and management is demanding especially skilled man power. They expect this need to be fulfilled by the management institution providing better quality of MBA qualified manpower. The reflection of this can be seen in countrywide updates in MBA curriculum. It has not only attracted the right candidates towards the right institutes but also increased the competition amongst the institutes for providing a better quality and experience to the MBA students.

These observations were also discussed with governing body. After a lot of discussion, it was understood that IOM need to give a flare of its culture to the prospective candidates. This helps in getting good candidates for the next year's admissions. With this thought it was decided that the IOM's signature event 'Congruence' shall be started again with the objective of attracting more graduate students to take a part in it and take an experience of IOM culture.

So the institute started again conducting congruence which is a competition for the undergraduate students especially for the final year appearing students who are interested in management education. Congruence proposes various games and competition such as debate, group discussion, management games etc.

6.3 Faculty Empowerment Strategies

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

Response:

There are many welfare schemes available in the college. Some of them are as below:

- Provision of travel grant for faculty members for attending academic conference and seminars
- Provision of medical allowances and medical leaves as well as maternity
- Active and separate women cell for the over-all welfare and grievances handling for female staff members
- Group insurance facilities for the staff members to ensure safety
- Provision of various types of leaves like Casual and Academic leaves for the staff members as per the rules
- Provision of ESI facility for the staff members
- Provision of PF facilities as per government norms
- Sports day for staff members is also organized annually
- Diwali Gifts and Birthday gifts to all the staff and faculty
- Friendly provisions for specially-abled staff members
- Achievements of staff members are applauded and given appreciation through special awards on Teachers' Day and Independence Day celebrations
- Provision of College Health center and Gymnasium and its accessibility to the faculty members
- Organization of free multi-specialty Health check-up camps for staff
- Relaxation in the tuition fee for the wards of teaching and non-teaching staff at other institutions running under the umbrella of MET
- Organising recreational activities for staff members like Faculty Entertainment Program during 'UTSAV' – the annual cultural Gathering, Outbound program, 'Chat with Chaat', Zumba workshop,

All the faculties who applied and where applicable the faculty and non-teaching staff has made use of the welfare facilities.

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: 90.57

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

2016-17	2015-16	2014-15	2013-14	2012-13
23	17	9	7	13

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	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:** 2.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	3	2	1	2

File Description**Document**

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[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:** 62.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
15	14	10	9	0

File Description**Document**

IQAC report summary

[View Document](#)

Details of teachers attending professional development programs during the last five years

[View Document](#)**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff****Response:**

The aim of Performance appraisal report is to track the development of faculty and staff and rewarding them according to the goal achievement and performance throughout the period. Thus it becomes the base

for major decisions to be taken by the management for the employees. At MET an ERP based appraisal system is followed. The Process is as follows.

ERP based Performance Appraisal System

1. An Annual appraisal Review (APR) form is duly filled by each faculty individually which is available on ERP.
2. The ERP generates auto grading based on the common parameters set in ERP for the employees of all the Institutes under MET umbrella
3. The Form then goes to The Head of the Institute, i.e. Director. Director then re-grades the inputs for the customized and institute based specific criteria.
4. The Director send the updated grades with his comments to the HR department
5. A committee consisting of the Trustee, CFO, Director and HR is formed to assess the appraisal forms.
6. Based on the assessment and review final decisions are taken.

Followings are the major decisions taken on the basis of performance appraisal:

- Faculty Promotion to encourage faculty members: Many faculty members are promoted to Associate Professor and Professors
- Annual increments
- Appointments on the administrative posts
- Performance appraisal is the key for assignment of new responsibilities and duties
- Retention/extension of faculty members is also dependent on performance appraisal
- Necessary corrective measures are discussed by the Director in case of poor performance in appraisal

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:

Institute strives to accomplish the vision and mission it has set. Considering the same institute has focused in the areas of improvement with the planned objective to achieve in defined time schedule, which is given as per the area of improvement as under;

1. Teaching and learning: empowering the process of teaching learning

- by providing a state of the art facilities to assist the students for betterment of learning process,
- by focusing more the practical based approach because of the dynamic nature of the MBA course,
- by empowering the faculty members with more current knowledge through the FDP and knowledge

sharing platform,

- by enabling the students to foresee the opportunities and aspects of management education so as the gap can be bridged in industry and institutes

1. Research and development: to cultivate and promote the research environment by

- Promoting participation of staff members in FDPs like refreshers and orientation programmers
Promote inter-disciplinary research
- Promoting of publication in indexed research journals
- Promoting faculty members to have at least one major/ minor project
- Conducting more International Level Conferences and Workshops
- Motivating faculty to write case studies
- Promoting participation in International conferences/seminars/workshops/symposium

1. Community development: to enhance the development of community by

- Making More tie-ups with NGOs
- Conducting more activities in adopted Villages
- Assisting government and local bodies in Community projects

1. Human Resource planning and development: to make the human resource more developed by

- Organizing more faculty development programs
- Motivating faculty members for research work
- Promoting Faculty Exchange Programs

1. Internationalization: to make global presence by

- Promoting the institute and alumni to the international level to create awareness and brand
- attracting more and more international placements for the students
- making More MoU with International Universities/Institutions for higher studies

Strategic plan implementations

Changing needs and scenario of corporates and management is demanding especially skilled man power. They expect this need to be fulfilled by the management institution providing better quality of MBA qualified manpower. The reflection of this can be seen in countrywide updates in MBA curriculum. It has not only attracted the right candidates towards the right institutes but also increased the competition amongst the institutes for providing a better quality and experience to the MBA students.

These observations were also discussed with governing body. After a lot of discussion, it was understood

that IOM need to give a flare of its culture to the prospective candidates. This helps in getting good candidates for the next year's admissions. With this thought it was decided that the IOM's signature event 'Congruence' shall be started again with the objective of attracting more graduate students to take a part in it and take an experience of IOM culture.

So the institute started again conducting congruence which is a competition for the undergraduate students especially for the final year appearing students who are interested in management education. Congruence proposes various games and competition such as debate, group discussion, management games etc.

This has helped the institute to make the prospective candidates familiar with the management education as well as the institute.

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

Efficient resource mobilization is seen as important way of avoiding wastage of resources and putting them to their best use. Keeping in accordance with this ideology all departments are fully furnished and equipped with required resources for efficient functioning.

To ensure that resources are utilized in the most cost-effective and efficient manner sharing is also encouraged among various departments.

- One such resource that is commonly used by various departments is LCD projectors. To avoid parking funds in terms of surplus projectors, college chooses to maintain a limited number of LCD projectors which are used by departments as and when need arises.

- Smart classes help the student to understand the concept with different dimensions. This give them an in depth and comprehensive narration of the topic and used by most of the departments
- Language labs helps the students from various departments with better pronunciation, word power and sentence formation
- Computers along with internet facilities are available to all the students from different faculties
- Fund allocation is a vital component of resource mobilization, wherein proper planning is done in regards to allocating funds for the purpose of teaching-learning, research, infrastructure for the overall development of the college

Procedure for resources allocation;

- 1.If the resource is within the institute, then it is done with request made to the concern responsible person. E.g. if any faculty need and photocopies then a request in written is made the photo copy handler in written and the photocopies are allocated.
- 2.If the resources are combined such as some electronic equipment's. E.g. Microphones for any event are needed then an email is sent to the on campus EDP department with details of the requirements and then the resource is allocated to the institute for the required period of the time.

Procedure for funds allocation:

- 1.At the start of every academic year a tentative budget is prepared with the insight from all the responsible stakeholders.
- 2.With admissions the funds are credited and in such manner with the guidance of the trust office and chartered accountant required fund are allocated or disbursed as when required with proper paper work and permissions.

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 has initiated certain processes to strengthen overall functioning, two of the cases are illustrated here;

1.Systematic Documentation and MIS

With the invent of IQAC at MET, the institute has developed a systematic and quality system of Documentation and MIS. Though the institute works on ERP, certain aspects which remain uncovered in ERP and are required for the better administration and for better satisfaction of stakeholders and for systematic working of the institute were developed under the guidance of IQAC. The areas of development and creation of systematic documents is as follows.

Year	Department	Remarks

2015-16	Administrative flow charts	Prepared and presented to approved by IQAC
2015-16	Admission flow charts	Prepared and presented to approved by IQAC
2015-16	Library Manual	Prepared and presented to approved by IQAC
2016-17	Placement Flow Charts	Prepared and presented to approved by IQAC
2017-18	Colour Coding system for administrative filing	Prepared and shall be presented to IQAC in the upcoming meeting
2017-18	Examination Manual	In process

2. Structured analysis of students under Counselling & Students Development cell.

A well active counselling cell is present in the institute since many years. The main objective of cell is to build inner potential within the students. To create more awareness about their hidden potentials through the behavioral, Career planning, study related & Creativity & make them feel confident to face the Industrial challenges. Counselling & Students Development cell tries to enable the students to make them confident with positive attitude to face the professional & Personal life situations.

The IQAC cell when understood the working of the counselling cell in the institute it suggested making it more scientific through introducing various psychometric tests and other.

As a result, following improvements were added in the Counselling cell year on year

Psychometric analysis: 16 PF test

Target Students: New entrant students in First Semester

Time period: Within 1 month of commencement of teaching

Objective: Altitudinal, psychological and behavioural analysis of students

Output: The tests conducted for assessment of the management's student's related to their Aptitude, psychological; behavioural. The test and counselling has helped the students gain self-confidence, analyse their strengths and weaknesses and work towards the same.

ABC Analysis:

Target Students: entrant students in First Semester after Psychometric Analysis is done

Time period: 1st Semester and start of Second semester

Objective: To categorise students based on their aptitude and expertise and suggesting suitable measures to improve collectively.

Output: The student approximately with the similar acumen, attitude, expertise and interest areas can be given combine trainings and counselling in the required areas.

Interest Inventory test:

Target Students: 2nd semester students

Time period: 2nd semester

Objective: Specialization selection followed by individual counselling by Industrial experts.

Output: The test has helped the students in selecting appropriate specialisation in case the student has any ambiguity in mind.

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:

Attainment Measurement:

As a result of IQAC initiatives, Institute has designed an attainment program which helps in taking a review of

- a) Examination results
- b) Placements & Entrepreneurship
- c) Attainment of program Specific outcomes
- d) Attainment of Course outcomes

An example of the process followed by the institute for attainment measurement of **Course outcomes** is explained below

Format and Process of Defining Target Attainment Level of Course outcomes of the Courses

Course Name:

Course Code:

Process for Defining Target Attainment Level

The process is defined in following steps at Institute level based on **University Examination Results** as no useful indicators about results like average marks or maiden marks are provided by the **University**.

1. **Select a Course** to find it's attainment by Students performance through University Examinations.
2. Find out number of **students appeared** for University Examinations for that particular course.
3. **Find Average Marks as**
 - a. If Appeared Students = X and
 - b. Total Marks Scored by all students= Y then,
 - c. Average Marks=Y/X
4. Determine Course Average Marks as per University Result (**Course outcomes Target Attainment**) using Average Marks,
 - e. g. If Average = 45% then, COs Target set Attainment level = 45%
5. Find out number of students, who have scored Marks equal to or greater than the COs set Attainment level.
6. Find out the **Percentage of students**, who have scored Marks equal to or greater than the COs set Attainment level out of Appeared students as...
 - a. Suppose COs set Attainment level = 45% and
 - b. Count of students securing 45% or more marks = 90 and
 - c. Appeared Students = 120 then,
 - d. Percentage (Students) = $b / c * 100$,
Ex: $90/120 * 100 = 75\%$
7. Course Outcome attainment through University Examinations can be determined using following guidelines.
 - a. **Attainment level 1:** If number of students scoring more than average marks or set attainment level are 60% or above.
 - b. **Attainment level 2:** If number of students scoring more than average marks or set attainment level are 70% or above.
 - c. **Attainment level 3:** If number of students scoring more than average marks or set attainment level are

80% or above.

2. Stakeholders Feedback:

With the intent to assess the quality and satisfaction towards the activities conducted by institute, Institute has started taking feedback of various stakeholders. The major Objective of an educational institute is to impart knowledge. And it is necessary to keep a check on the same in a manner that it turns out to be useful for those it is intended to be. The major stakeholders of an educational Institute are

1. Students
2. Parents
3. Faculties
4. Society
5. Employers

The institute has widened the scope of Feedback beyond student feedback to include the Faculties and the employers as well.

Institute conducts a feedback from the faculties about their satisfaction level from the teaching and learning adopted by them and further how it can be improvised. It is a kind of self-appraisal and review process.

Institute has also recently started taking feedback from the employers about the knowledge level about the students.

File Description	Document
Any additional information	View Document

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

Response: 4

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

2016-17	2015-16	2014-15	2013-14	2012-13
15	5	0	0	0

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

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

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

The Institute believes in constant growth in the practices adopted which leads to the improvisation of the task. The Institute has made a constant step by step incremental growth in academic as well as administrative areas. Few examples of such improvements are enumerated below.

1. COUNSELLING:

A systematic mentorship programme is implemented for the counselling & guidance, which covers the personal issues, SWOC analysis, Academic progress & career guidance & higher studies guidance, which aims at the self-development of the student. Institute implements the mentorship programme through ICT Based systems where in the students are required to submit the information, career goals & educational & experience details which then is converted into a manual which becomes a reference for mentorship.

1. ERP DEVELOPMENT CELL**Objectives of the practice:**

Bringing transparency in the system to better serve students, faculty, staff, and other stakeholders of the

institution

The Context & Practice:

The cell is to develop intranet-based applications for Employee and Students to bring transparency under the system. To provide enhanced services for students, faculty, and staff along with parents of students. To provide improved communications and flow of information with less dependency on paper forms using automated approval forms. Improve cooperation and coordination between offices. **ERP** development cell developed following modules in the view of various processes like: - Admission – After allotment of admissions by DTE, students are reporting to the Institute and filling up the admission information. Student credentials are created and issued to student. Student use this credentials to give online feedback, online test and accessing e-material. Identity card is issued to the student after furnishing necessary formalities. Students and faculty have an accessibility of the Vision-Mission and Objectives of the Institute.

1. Continuous Development in Examination conduct and assessment pattern

Examination and assessment is corely related with the major objective of the institute i.e. effective teaching and learning. It is necessary for the institute to have a transparent and effective examination system.

The Institute does not have control on the 20% online examination assessment and 50% University Written exam assessment which is conducted by the University.

The 30% concurrent evaluation comes under the purview of the institute; over a period of time the institute has made a constant incremental effort to make the process of conduct of Concurrent examination more systematic, effective and transparent and include more suitable parameters of evaluation in it.

The Internal Evaluation schedule is planned by the Chief Exam Officer in consultation with the Director and taking into consideration the Academic and Event Calendar of the year. The Internal evaluation schedule and pattern is also communicated to the students well in advance at the time of orientation and communicated during the academic session too.

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: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	2	1

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

1. Safety & Security:

Institute of Management works to create a safe, secure learning environment, & ultimately it is the responsibility of the Management to observe safety practices while on campus. Institute has 24x7 security guards in our campus, CCTV cameras, Anti-ragging cell & the same facilities are provided in Hostel. To strengthen the security of Females on campus, appropriate number of Female Security Guards are also appointed. That ensures total campus security. Bus facility is also available for both male & female students for their safe commutation. A well-functioning, easily accessible Grievance redressal cell is in place for students and other stake holders. Director of the institute is approachable for safety & security related issues. The security is further enforced by existence of Police Head Quarters within 200 mts. All students are covered under the National Insurance scheme. Institute also offers Term insurance and Medi-claim facilities for all its employees.

First Aid facility is available at the institute and also at the Hostel. For medical emergency Institute vehicle is available 24x7 to facilitate timely treatment in hospitals. Institute has strong linkage with the

hospital, adjacent to the institute. Separate doctors room in girl's hostel to facilitate girl's students and women staff. General Physician is visiting the Hostel premises as and when required. Physician is also made available if needed.

Apart from this, the Institute has following committees for maintaining the safe & secure learning environment.

The Institute ensures Gender Equity by providing an equal opportunity to both male & female students in various activities, may it be placements, events, sports and cultural activities, etc. **Anti-ragging** committee keeps close check on the students. Students are free to approach the cell if they have any grievances to seek remedies.

Women welfare cell

Women Welfare cell is established to safeguard the interest of Female stake holders. All the female staff members and students are informed about their rights and responsibilities and are advised to drop their issues and suggestions in the suggestion box. They are always welcomed by the Women Welfare cell for any issues or grievances. Women Welfare cell members meet regularly and discuss all the complaints received and take necessary and quick actions. A separate cell named

“**Spandan**” which is specifically a female staff member's forum where in the cell hosts various activities like free health checkups, cultural programs, Expert lectures to ensure work life balance for female employees. The institute offers paid maternity leave of Three months.

2. Counseling: <http://metbhujbalknowledgecity.ac.in/index.php/counseling-cell/>

Institute believes in constant counseling right from the stage of admission to career planning until placement of the students. A systematic mentorship program is implemented for the counseling & guidance, which covers the personal issues, SWOC analysis, Academic progress, career guidance & higher studies guidance. This whole activity aims at the self-development of the student. Institute has established a separate Counseling cell with which is easily accessible to all the students including boys and girls. All the faculties are assigned the students as mentees for the smooth flow of the process. The counseling cell works in coordination with Women welfare cell and ‘Spandan’ forum for addressing the issues related to female stakeholders.

3. Common room:

Institute has separate common rooms for Boys and Girls. The common room provides a space for students to relax and socialize. The rooms are provided with in-house washroom facilities. Thus, it is the space created for students of the college to simply relax. The Common Room provides privacy to students. Special care is taken of the Hygiene, cleanliness and security of the Boys and Girls Common room.

7.1.3 Alternate Energy initiatives such as:

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

Response: 16.55

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

Response: 10550.25

7.1.3.2 Total annual power requirement (in KWH)

Response: 63765

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0

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

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 20335

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

7.1.5 Waste Management steps including:

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

Response:

The institute has well developed systems for treatment of waste. Solid and liquid wastes are properly tunneled with appropriate plumbing. All the toilets and bathrooms waste water lines are directly connected to the municipal drainage system. Waste is disposed properly in the designated trash bins. e-waste management has become an integral part due to technological advancement. The waste material are treated as scraps and disposed.

- Solid and Liquid waste management

Soil waste treatment plant of 200-kilo liters per day is provided for Institutes premises of campus to keep the premises eco-friendly and the Institute premises are lush green by reusing the treated water coming from the S.T.P. The water coming from STP is recycled to use for gardening & flushing purpose. All Kitchen waste & bio degradable waste is converted in to compost & use in campus landscape

- E-waste management

The Institution has responded appropriately for e-waste management. The e-waste management has become an integral part due to technological advancement. The waste material are treated as scraps and kept in the store for further process. The e-waste generated is given to the authorized dealers who purchase the scrap and reuse the useful components. E- Waste material is disposed off by auction sale to scrap dealer.

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File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater Harvesting refers to the process where rainwater is gradually gathered and accumulated, so that it can be used for Gardening and to fulfill other water requirements.

Since inception the building architecture has rainwater-harvesting structure and the rainwater is allowed to go underground through the structures. The runoff water collected on the roads is drained and conveyed to a pond in order to increase the water table, as a part of conservation and preservation of water resource. The lawn, plants and flowers are watered by drips/sprinklers to reduce water wastage. The water taps, leakages are regularly supervised to avoid wastage of water.

File Description	Document
Any 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 located in a huge campus with greenery in and around the campus. The Institute is environmentally conscious and monitors the up keep and maintenance of the greenery in the campus. The tree plantation is the major concern of the management to maintain the immaculate purity and beauty of the Institute to provide a pleasant atmosphere. The campus has been made as green as possible by planting variety of trees and other plants, with an exclusive team of gardeners. Sprinkler system is used to give optimum water to garden and lawns. To extend the effort towards eco-friendly campus, Institute has been utilizing ERP software so that most of the work is paperless. Generators are located at remote location in the campus, so that no noise disturbance is created. Special contract is given to outside agency to keep campus neat and clean.

b. Public Transport:

Bus facilities are provided to our students for pick up & drop facility to ensure they reach Institute & their home on time. Institute has 3 buses for local conveyance & 3 buses are earmarked for hostel students.

Apart from institute owned buses arrangement has been made with MSRTC for scheduling buses from various locations of city to the campus at frequent intervals.

c. Pedestrian friendly Roads: The campus has a spacious beautifully planned & designed architecture. There are designated footpaths for safety and convenience of pedestrians. No Two-wheelers are allowed within the campus without Helmet. Landscaping is done with proper allotted places for parking with sidewalks and pathways. Instructions about the speed limits within the campus are given time to time by the Personnel & Administration department.

d. Plastic free campus: Usage of low grade Plastic is strictly prohibited in the Institute campus area. Also, burning of paper and plastic is prohibited within the campus. Thus, the waste in the campus is disposed of in eco-friendly manner without polluting the environment.

e. Paperless office: ERP software is used extensively for carrying out academic and administrative activities and maintaining records. Majority of the inter-office communication is done through e-mails. For the same, institute provides institutional e-mail accounts for all staff members.

f. Green Landscaping with trees & plants.

Intense efforts are taken for making the campus green by planting various trees and lawns. During construction stage, care was taken not to chop down the old, large trees, and they were integrated into the Institute as a part of the campus, and stand tall even today. The Institute also maintains a variety of on-campus plant life, both potted and otherwise, keeping the campus cool even in the summer heat. In support of the environment, guests to the Institute are gifted ornamental potted plants grown in the gardens, as opposed to flowers cut from plants.

File Description	Document
Any 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: 0.92

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)

2016-17	2015-16	2014-15	2013-14	2012-13
1.42	0.92	1.09	0.83	1.17

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	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: D. At least 2 of the above

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

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	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: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Report of the event	View Document
Details of initiatives taken to engage with local community during the last five years	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
Provide URL of website that displays core values	View Document

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

Response: Yes

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

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

Response: Yes

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

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

Response: Yes

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

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

Response: 10

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

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

Response:

India is a land of multi-ethnicity where people of different languages and cultures live together with peace and harmony. India is worldwide known for its cultural diversity and colorful festivals. Apart from these festivals, we also have national festivals such as Gandhi Jayanti, the Independence Day and the Republic Day.

Gandhi Jayanti is celebrated to commemorate the birth anniversary of the Father of the Nation, Mahatma Gandhi. Every year, this auspicious day is celebrated on October 2 with great zeal and enthusiasm. In Institute, we offer prayers and tributes to Gandhi Ji on this day.

Independence Day is celebrated to mark the independence of India. India became independent on August 15, 1947, after the British left the country. Since its time of inception, August 15 is celebrated as the Independence Day in our Institute religiously. On this day, various formal events including flag hoisting and march-past are organized to commemorate the day of freedom. Our Chairman Hon. Chagan Bhujbal, Hon Shefali Bhujbal, Hon. Sameer Bhujbal hoists the tri-color national flag (Tiranga).

Republic Day. This auspicious day is celebrated on January 26 to commemorate the adoption of constitution. As per the records, the constitution of India came into force on January 26, 1950 by replacing the Government of India Act (1935) as the governing document of India. Like the Independence Day, flag hoisting ceremony and cultural programmes are organized on the Republic Day in the presence of Our Chairman Hon. Chagan Bhujbal, Hon Shefali Bhujbal, Hon. Sameer Bhujbal

Jyotirao Govindrao Phule (11 April 1827 – 28 November 1890) was an Indian social activist for the Dalit people, a thinker, anti-caste social reformer and writer from Maharashtra. His work extended to many fields including eradication of untouchability and the caste system, women's emancipation and the reform of Hindu family life. This day is celebrated in our Institute every year in central lobby. Students & Staff volunteer speech on the great personality & every employee of our Institute express their feelings by showering flowers on his statue .

Savitribai Phule She was born in Maharashtra on January 3, 1831. Savitribai Phule started Mahila Seva Mandal in 1852, which worked for raising women's consciousness about their human rights, dignity of life and other social issues. This day is celebrated in our Institute every year in central lobby. Students & Staff volunteer speech on the great personality & every employee of our Institute express their feelings by showering flowers on her statue .

B R Ambedkar, the principal architect of the Constitution of India, was born to a Mahar (Dalit) caste family on 14 April 1891 in Mhow (now known as Dr Ambedkar Nagar, Madhya Pradesh). His father worked in the army of British East India Company. As a child, Mr. Ambedkar was not allowed to sit inside class because of his caste. Dr Bhimrao Ambedkar fought against 'untouchability' throughout his life. He played a major role in Mahatma Gandhi-led Harijan movement, protesting against social injustices faced by people from backward castes. He was one of the first to point out that Hinduism is the foundation of the caste system. In 1956, he converted to Buddhism. Ambedkar jayanti day is celebrated in classroom .students & staff give speech on him & pay their tribute to him.

Dr. A.P.J. Abdul Kalam

The former President of India, the “Missile Man of India”, leading scientist of India, author, professor, aerospace engineer are a few phrases used for the most inspiring personality of India, Dr. A.P.J. Abdul Kalam. Dr. Abdul Pakir Jainulabdeen Abdul Kalam was born on October 15, 1931 at Rameswaram, Tamil Nadu. Dr. A.P.J. Abdul Kalam has three visions for India – Freedom, Development and Self Stand. This day is celebrated in classroom .students & staff give speech on him & pay their tribute to him.

Diwali festival of light is celebrated in our Institute every year by decorating the campus with lights .Rangolis drawn by students in central lobby & in department entrance.

Dindi is celebrated every year in our Institute where all the staff members Participate in Ashadi Dindi it’s the belief in the minds of all that it helps an individual in many ways by bringing good health, peace & prosperity in his/her life. Chanting the continuous glory of the God in the Ashadi Dindi procession by active participation in our Institute.

25th December Christmas day is celebrated, the students makes the Christmas tree & decorate the central lobby.

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

Internal & external Academic, Administrative and financial Audits are carried out at regular intervals and reports are made available to stakeholders.

Institute maintains the transparency by keeping all the necessary academic & Administrative information available on the ERP system. Information necessary for the stakeholders is also made available & updated from time to time (mandatory disclosures). The details related to Accreditation & Affiliations are available on the website. Industry employer feedback about students’ performance is communicated to respective department for further improvement and employability enhancement. Students’ feedback about teaching learning as well as about Institute/ departmental facilities is communicated to respective teaching staff, concern department; corrective measures are brought to the notice of the stakeholders. Parents’ feedback taken during teacher parent meet is noted and corrective measures are taken by way of improvement in teaching style, counseling to student at different level.

Transparency is one of the strong pillars for the formation of better society. It calls for right values and professional ethics among stakeholders. For inculcating the human values & professional ethics amongst students, regular workshops on Human rights are conducted as a part of syllabus. A workshop has been conducted for faculty & staff on Ethical values.

7.2 Best Practices

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

Response:

BEST PRACTICE - 01

1. Title of the Practice:

Counseling & Students Development cell.

2. Objectives of the practice:

The main objective of cell is to build inner potential within the students. To create more awareness about their hidden potentials through the behavioral, Career planning, study related & Creativity & make them feel confident to face the present & future challenges. Counselling & Students Development cell tries to enable the students to make them confident with positive attitude to face the professional & Personal life situations.

3. The context:

To meet the challenges of the Industrial requirements, to make the students understand & realize their inner potential, to help Management students overcome the difficulties, weakness & face the challenges in Academics, personal, & professional front confidently.

4. The practice:

At our Institute we have dedicated to counselling & Mentoring Cell is headed by a Senior most professional having various sector Industrial and academics vast experience of 27 plus years at senior positions of Human Resource Development. For students of 1st semester 16 PF, ABC analysis are conducted for interested students. For 2nd semester, Institute conducts Interest Inventory test for specialization selection followed by individual counselling. The counselling & mentoring Cells are functional & available throughout the year for students as well as for staff members.

5. Evidence of Success:

The scientific process of mentoring and counseling the students, as shown in the above chart, has resulted in remarkable transformations in the life of students. The success of students in academics and placements reflects the support provided by counseling cell. The counseling cell's record of students counseled and encouraged to achieve greater heights in career collaborate with above statement. The student's feedback about counseling cell endorses the same.

The counseling sessions with the students gives the students insights about their own personality traits and also provides guidance regarding the areas of improvement within them to become a thorough professional. It helps the students in preparing themselves for the placement. Many students face a dilemma while selection of specialization in their second year. Counseling cell plays a major role by discussing and interpreting the results of Interest inventory test. Of course it is individual choice to finalize test specialization but cell provide support to think about their specialization with right direction. Along

with counseling, every faculty take care of student mentoring as “mentor”, discuss their issue of any kind with the students & minutes of the meeting are maintain, thus also helps students & mentor to resolve the issues of student, these decisions are strong foundation of their career path and are reflected in their results and placements.

There have been cases wherein students with low self-esteem and low morale were referred to the counseling cell. Appropriate counseling sessions were conducted with them. As a result of the efforts taken in the form of counseling and mentoring, the students have gained self-confidence and have successfully progressed in their career.

The success of counseling cell was observed in some extreme cases of depression also.

When the youth of our country was engulfed in life threatening games like ‘Blue Whale” last year, one of our student was also trapped in the terrifying fist of the game. However, with the cooperation of his parents, faculty members and few students, the counseling cell has successfully de-addicted him and has saved him and his family from the mishappening.

Some of the students were on the verge of dropping out of MBA program for reasons pertaining to their family, health issues or poor performance in semester exams. The counseling cell has been successful in motivating such students to complete their MBA program.

6. Problems Encountered & Resources Required:

The Counseling cell faces few challenges like:

1. It has been observed that few students, who need counseling or who have been recommended for counseling by the mentors are not willing to go for the same. Hence we can not make it compulsion.
2. There exists fear of getting mocked and insecurity about sharing their personal life (emotional) details.

The resources required and available with the institute includes

- Counseling room,
- Competent and experienced counselor.

BEST PRACTICE - 02

1. Title of the practice:

Academic & Administrative control through ENTERPRISE RESOURCE PLANNING system.

2. Objectives of the practice:

- To bring transparency and control in the academic and administrative functions.
- To provide improved communication and flow of information with less dependency on paper forms using automated approval forms.
- To provide enhanced services for students, faculty, and staff.

3. The Context:

In view of dynamics of present education and multiple nodes of information, ERP system is developed to smoothen the operations and functioning with intention of right information to right person and at right time. This would ensure better control over the organization and eases the process of decision making. Providing more streamlined processes and easier access to information. Better support for institutional planning, analysis, assessment, compliance efforts, and reporting. Better use of the resources. Improve cooperation and coordination between offices.

4. Practice

ERP system consists of modules in the view of various processes like: -

Admission – After allotment of admissions by DTE, students are reporting to the Institute and filling up the admission information. Student credentials are created and issued to student. Students use these credentials for accessing e-material, give online test and online feedback. Identity card is issued to the student after furnishing necessary formalities.

Attendance – Faculty members fill up attendance of their class conducted on regular basis in their login. Attendance reports are generated and necessary messages are sent to concerned students' parents to regularize the attendance & bring in discipline amongst the students. Authorities also perform academic monitoring using this attendance facility. Letter of the students with less attendance can be generated in the system and further sent to the parents.

Lecture Notes – Faculties upload lecture notes, reference material including e-material on ERP through their login. Student access these material through respective login.

Student's feedback – Student provide feedback of faculty members on about 10 parameters related to the teaching and learning processes. The summary of this feedback generated on specified intervals. Authorities can call faculty members for exceptional issue for further improvement.

Accounts – Under this module, fees are allocated to students based on their type of candidature. Fees are collected and outstanding reports are generated. These reports are available in the login of authorities.

Library – Libraries of the Institutes in the campus are integrated through this module. Circulation of books and journals are made available to students and faculty members. Special Online public access catalog (OPAC) module helps students and faculties for searching library material.

Leaves – Staff members apply for leaves through their login. This section contains all the details of the types and number of leaves taken. Approval of the leaves by the authorities is also done in the same system. Authorities carry out leave management. Leave reports are generated that are helpful for administrative purpose.

Faculty Performance Appraisal – In this module theory lecture conduction, student's attendance preparation, result comparison, faculty academic achievement, research achievements, course attended / conducted, faculty contribution at department / Institute level are recorded and appraisal reports are generated.

5. Evidence of Success:

1. Accurate admission information is available to the authorities immediately.
2. Regular follow-up is possible through the attendance system by sending SMS and letters to the parent.
3. Lecture notes prepared by the faculties are made available to the students.
4. Improvement in the faculty on the highlighted points by students through feedback.
5. Closed follow-up is possible on fees collection. Fees recovery is improved.
6. Easy library material search and issuable from any library from the campus.
7. Leave report of balance leaves are available to employees with respective login.
8. Authorities observe the performance of faculty and students from time to time.
9. The necessary inputs are provided based on the facts recorded.
10. The ERP system eventually helps in improving the performance of stakeholders of the system.

6. Problems Encountered & Resources Required:

1. ERP System is not customized. The modules developed in the system takes lot of time in modifying the available templates. This sometimes has an impact on the speed of the activity to be carried out.
2. As the system is developed in-house, the newly joined stakeholders take some time to get comfortable with the system.

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

7.3 Institutional Distinctiveness

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

Response:

Institution like to be recognized of its attributes, which make it distinct with one of its kinds. Such Attributes characterize the Institution and are reflected in all its activities in focus & Practice. Institute are usually the benchmark it wishes to set for itself and others in the society.

Being an institute of higher learning, we realize our role in building a society free from discrimination and deprivation. We also realize that in a nation endowed with youth power we are facing an acute shortage of skilled youth who are industry employable. In order to fulfill our role, we are engage in various tasks, which can be labeled as Best Practices. Fostering Community Responsibility, Skill Development Program, Promoting Gender Equality, Spreading Legal awareness etc. are few of the best practices of the college.

The institute right from its inception is functioning with one of the objectives of serving humanity and uplifting the deprived section of society. Promoters were inspired by ideology promoted by Mahatma Jyotiba Phule and Savitribai phule.

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Lack of knowledge leads to indiscretion ;

Indiscretion leads to lack of ethics.

Lack of ethics leads to absence of direction and momentum;

Absence of direction and momentum results in bankruptcy.

Such is the havoc caused by the lack of knowledge.- Mahatma Jyotiba Phule

Promoters believe that education is only way to uplift the society. The vision of the trust and the institute focusses on overall development of stakeholders while creating sense of responsibility towards the society. Marching towards the vision the corporate social responsibility cell, MET-SEVA, was established.

The main purpose behind this was to create a sense of responsibility and instilling sensitivity amongst the students and other stakeholders towards community development. The CSR cell was established with the following objectives:

- To instill a sense of social responsibility in the minds of the students
- To engage the students in meaningful service that meets community needs
- To equip the students with skills, attitude and knowledge so that they can work for the deprived sections of society.

Under MET-SEVA Institute tries to help underprivileged strata of society by providing them support through various activities. The root cause of poverty is unemployment, underemployment and lack of educational opportunities. Institute is trying to identify their skills and provide training to sharpen them so that they can earn a decent amount to prevent their migration to cities. Hence, revival of tribal arts and providing livelihood to tribals is one of the various activities under MET Seva.

The objective of MET Seva is to create institutional architecture that is both enabling and empowering for the poor to access better livelihoods and improve their standards of living through identifying and implementing innovative programmes.

With the help of students institute is identifying, supporting and promoting innovations and scalable interventions for empowering the underprivileged. Institute plan is to create an ecosystem for social entrepreneurship and encourage sustainable, scalable and measurable livelihoods so that the problem of poverty and underemployment can be addressed with minimum capital requirement and maximum impact.

Projects undertaken by MET Seva - Vocational training / programmes:

- Warli Painting
- Beauty Parlour Training
- Vaccination Drives
- Paper Mache'
- Computer Literacy
- Distribution of Solar Lamps
- Jewellery Designing
- Distribution of Shudhu Tablets

(Water purifying tablets)

- Pot Painting
- Distribution of Raincoats
- Tailoring
- Plantation Drives

Understanding the needs of the tribals is of utmost importance to identify innovative and developmental opportunities for them with bringing a positive change in their lives. We believe in building responsible citizens by creating conducive environment for them to realize their talent and strength and grow in all areas.

Under MET Seva, few villages have been adopted for their holistic development through student's involvement in social upliftment programmes. People in these villages are poor because of unemployment due to lack of skills and competencies. People are idle due to absence of work to improve their financial condition. It's a vicious circle of poverty which results in poor education, poor health, poor earning capacities and migration to cities for opportunities. Women are free after their day-to-day work. Women may get some opportunities for farm labours which is not year around hence it is not sustainable.

Hence focus of this organisation is to provide vocational training and employment opportunities to rural and tribal youth and women to empower them. MET students are encouraged to take up responsibility of such projects. Students had conducted a survey to identify requirement of trained people in adjacent areas to start right vocational training programme to cater that requirement.

Our strategy is divided into two focus areas

1) Life Skills Education

Through the social businesses we are guiding, training and employing them by providing skill development opportunities and helping to get selected by the neighbouring industry or equip so as to help them to start their own business. This is already being done from 2009-10, so far 200 women are trained out of which 60% are tribal/rural and 40% are urban. Every year we are increasing the count by 35%- 50%, this trend will continue.

2) Collaborative Development A desired change is brought about by the supportive efforts of many dedicated and passionate individuals/institutions who demonstrate excellence in team work. Our open and collaborative culture driven by mutual respect and value for people has been the prime element to create a platform where we can unite and work for the eradication of rural poverty.

EXAMPLE:-

Supporting Warli Art

The Warlis or Varlis are an indigenous tribe or Adivasis, living in mountainous as well as coastal areas of Maharashtra-Gujarat border and surrounding areas. They have their own animistic beliefs, life, customs and traditions. The Warli s speak an unwritten Varli language which belongs to the southern zone of the Indo-Aryan languages and the union territories of Dadra and Nagar Haveli and Daman and Diu.

The Warlis carry on a tradition stretching back to 2500 or 3000 BC. Their extremely rudimentary wall paintings use a very basic graphic vocabulary: a circle, a triangle and square. Their paintings were monosyllabic. The circle and triangle come from their observation of nature; the circle representing the sun and the moon, the triangle derived from mountains and pointed trees.

The Warli art is losing its value among the tribe itself due to modernisation and lack of resources. These artists are not earning enough to support their families, they are facing challenges for survival in the 21st century, so gradually they are diverting to other means of livelihood.

We at MET under the MET Seva are supporting such artists and trying to revive the art by giving training to the young generation mainly women. The objective is to provide them a platform to express their talent and give them opportunity to earn from their skills. The products are entirely made by them and the revenue is directly going to them. This will prevent migration of such tribal people to cities for odd jobs such as construction work, labour work, etc.

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

5. CONCLUSION

Additional Information :

MET-IOM ensures 'industry-academic interface' by organizing various expert lectures, workshops, panel discussions, meets and brainstorming sessions. We invite business tycoons, eminent personalities, research scholars, academicians, industry experts and scholars from various fields to make our students familiar with recent market trends.

Though our institute is affiliated to SPPU, we believe long-term and overall development of students. In order to make them competitive and employable, the institute plans and executes various 'value-addition courses' as per requirements. These courses cover both technical and non-technical areas to maintain the balanced approach of learning.

The institute has well-qualified, highly professional and dedicated team of faculties to nurture the talent. Many of them have industry experience too. They are encouraged to participate in FDP, short-term courses, certification programs to upgrade themselves. Most of them are Accredited Management Teacher (AMT) by All India Management Association. They are engaged in academic and research activities by writing books, case studies, articles etc. while few of them also contribute as resource person for other institutes, firms too. Some of them are recognized with 'Best Teacher Award', 'Best Research Scholar' etc.

Concluding Remarks :

With State of art Infrastructure, MET's Institute of Management Bhujbal Knowledge city, Nashik envisions to become a Globally recognized institute for socio economic development by providing excellence in Management education, Research and Innovation. In tune with this MET Institute of Management provides two courses namely MBA and PhD programme which are affiliated to Savitribai phule pune university.

With its prime focus to make its student industry ready institute has taken initiatives in terms of designing certificate and value added courses for its students to enhance and enrich their knowledge. Continuous monitoring and evaluation is done through a structured feedback system.

MET believes in adding different flavors by way of introducing different innovative practices in Teaching, Learning and evaluation process. It streamlines its entire teaching learning and evaluation process by way of designing a well-planned Academic calendar. Different innovative teaching pedagogies are adopted by the Faculty members to engage their students and to make them feel connected. MET Institute has a rich culture which encourages its students and faculty member to undertake different research activities. There is an ongoing industry academic interaction by way of undertaking live projects from the industry.

The Institute has a beautiful lush green campus elaborately spread over 51 acres comprising of well-furnished Lecture Rooms, Common Rooms, Well Equipped Library and Reading Room and Independent Computer Labs canteen etc.

The holistic approach towards students not only restrict them towards the academics but a lot many initiatives are taken in term of extracurricular activities.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.3	Percentage of students undertaking field projects / internships 1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 208 Answer after DVV Verification: 168

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 200																				
1.2	Number of self-financed Programs offered by college Answer before DVV Verification : 1																				
1.3	Number of new programmes introduced in the college during the last five years Answer before DVV Verification : 1																				
2.1	Number of students year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>210</td> <td>193</td> <td>211</td> <td>221</td> <td>229</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	210	193	211	221	229										
2016-17	2015-16	2014-15	2013-14	2012-13																	
210	193	211	221	229																	
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>39</td> <td>39</td> <td>39</td> <td>39</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	39	39	39	39	39										
2016-17	2015-16	2014-15	2013-14	2012-13																	
39	39	39	39	39																	
2.3	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>96</td> <td>84</td> <td>78</td> <td>102</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>67</td> <td>96</td> <td>84</td> <td>78</td> <td>93</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	68	96	84	78	102	2016-17	2015-16	2014-15	2013-14	2012-13	67	96	84	78	93
2016-17	2015-16	2014-15	2013-14	2012-13																	
68	96	84	78	102																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
67	96	84	78	93																	
3.1	Number of teachers year-wise during the last five years																				

	<p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>15</td> <td>14</td> <td>14</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	16	16	15	14	14
2016-17	2015-16	2014-15	2013-14	2012-13							
16	16	15	14	14							
3.2	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>15</td> <td>14</td> <td>14</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	16	16	15	14	14
2016-17	2015-16	2014-15	2013-14	2012-13							
16	16	15	14	14							
3.3	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	16	16	16	16	16
2016-17	2015-16	2014-15	2013-14	2012-13							
16	16	16	16	16							
3.4	<p>Total experience of full-time teachers</p> <p>Answer before DVV Verification : 122 years</p>										
3.5	<p>Number of teachers recognized as guides during the last five years</p> <p>Answer before DVV Verification : 02</p>										
3.6	<p>Number of full time teachers worked in the institution during the last 5 years</p> <p>Answer before DVV Verification : 27</p>										
4.1	<p>Total number of classrooms and seminar halls</p> <p>Answer before DVV Verification : 7</p>										
4.2	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>133.19</td> <td>101.16</td> <td>108.58</td> <td>126.04</td> <td>120.89</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	133.19	101.16	108.58	126.04	120.89
2016-17	2015-16	2014-15	2013-14	2012-13							
133.19	101.16	108.58	126.04	120.89							
4.3	<p>Number of computers</p> <p>Answer before DVV Verification : 120</p>										
4.5	<p>Unit cost of education excluding the salary component(INR in Lakhs)</p> <p>Answer before DVV Verification : 0.46</p>										