SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MET'S INSTITUTE OF MANAGEMENT

MET INSTITUTE OF MANAGEMENT, BHUJBAL KNOWLEDGE CITY, MET LEAGUE OF COLLEGES, ADGAON, NASHIK.

422003

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

MET's 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) and Ph.D. In the beginning, it started with an intake capacity of 60 students then extended to 120 intake capacity and now it has an intake of 180. It is approved by DTE, AICTE and recognized by Government of Maharashtra as well. The institution has completed 17 years in the field of management education catering the diverse needs of MBA aspirants from time to time. There are total 16 batches passed out from the institute so far. As a result, it is considered as one of the best institutes in North-West region of Maharashtra. The campus is situated in Adgaon, Nashik 195 KM (approx.) from Mumbai and 230 KM (approx.) from Pune. 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, Bank ATM, playgrounds and much more. The institute focuses on overall development of MBA graduates through curricular, co-curricular and extra-curricular activities planned and executed from time to time. It has received 'Permanent Affiliation' status from SPPU. It aims to develop students from holistic perspective encompassing strong Academics, Teamwork and leadership, Environment friendly approach, Physical health, Mental Health & community engagement. A holistic approach to education not only enriches their academic knowledge but also instils values, life skills, and a profound understanding of the interconnectedness of all aspects of life. The goal of MET's Institute of Management is to produce individuals who are not just academically proficient but also emotionally intelligent, socially adept, and morally grounded, creating a brighter future for themselves and the world at large. By addressing their physical, emotional, social, intellectual, and ethical needs, we can empower students to reach their full potential, cultivate a strong sense of self, and contribute positively to society. Our institute prides for having eco-friendly, energy-efficient and natural lush green campus conducive for learning.

Vision

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

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The strength of our Management Institute is multifaceted, embodying a commitment to holistic education and

excellence in every aspect of our operations. Here's an elaboration:

• Visionary Management: Our institute is led by a visionary management team dedicated to delivering education of global standards, emphasizing quality and relevance in line with international benchmarks.

• Diverse Governing Bodies: Various governing bodies such as the Governing Council, Advisory Board, and College Development Committee bring together seasoned professionals from both industry and academia, ensuring a balanced and informed approach to decision-making.

• Highly Qualified Faculty: We boast a faculty team where over 50% hold doctoral degrees, surpassing recommended standards, ensuring a high level of expertise and academic rigor.

• **Strong Industry Interface:** Our institute maintains robust industry-academia partnerships for training, placements, research collaborations, mentorship, and skill development, providing students with real-world exposure and opportunities for career advancement.

• **Exceptional Infrastructure:** Our infrastructure surpasses AICTE mandates, offering state-of-the-art facilities conducive to learning and innovation, set in an eco-friendly and pollution-free campus environment.

• **Accreditations and Affiliations:** Permanently affiliated with Savitribai Phule Pune University and approved by AICTE, New Delhi, and DTE of Govt. of Maharashtra, we are recognized under sections 2 (f) and 12 (B) of the UGC Act, 1956, ensuring academic integrity and quality.

• **Focus on Entrepreneurship and Innovation:** With an active Innovation & Start-up Cell and an established IPR Cell, we nurture an entrepreneurial culture and promote innovation among students and faculty.

• **Stakeholder Engagement:** We prioritize relationships with stakeholders, including students, alumni, parents, faculty, staff, and employers, fostering a sense of community and collaboration.

• **Counselling & Placement Cell:** Our in-house Counselling & Placement Cell acts as a bridge between academic learning and corporate opportunities, providing guidance and support to students in their career journeys. In essence, our Management Institute stands out for its holistic approach to education, strong industry connections, top-notch infrastructure, and unwavering commitment to student success and innovation.

Institutional Weakness

• Increase the number of collaborations with foreign institutes for student or faculty exchange

• Needs to get grants from SPPU, AICTE, and ICSSR/ SERB/ CSR for research activities to faculty.

• Lesser emphasis on cutting edge research that addresses real-time problems • Limited Student/Faculty exchange programme

• Less Faculty exposure at international platforms

Institutional Opportunity

The opportunities for MET's Institute of Management (MET IOM) are abundant, aligning with external factors and the institution's strategic vision. Here's a concise overview:

• **Curriculum Enhancement:** MET IOM aims to enrich its curriculum in line with the National Education Policy (NEP) 2020, introducing interdisciplinary and multidisciplinary courses and value-added programs. Acquiring Autonomous Institute status is pivotal for achieving this goal.

• **Research and Innovation:** The institute seeks to foster contemporary, applied, and cross-functional research, leading to increased patents, copyrights, startups, consultancy projects, and Management Development Program (MDP) assignments.

• **Participation in Events and Competitions:** Recognizing the importance of student and faculty participation in national and international events and competitions, MET IOM encourages engagement beyond campus boundaries.

• **International Collaboration:** MET IOM plans to expand its network of Memoranda of Understanding (MOUs) to facilitate faculty and student exchange programs both nationally and internationally, embracing a future of collaboration over competition.

• **Online and Blended Learning:** Leveraging the lessons of the COVID-19 pandemic, the institute intends to develop online and blended courses for both Management and Technology faculty and students, capitalizing on the importance of cross-functional education highlighted in NEP 2020.

• **Alumni Engagement:** Strengthening alumni relations and communication channels is a priority for MET IOM, leveraging the extensive alumni network to advance institutional goals and foster a sense of community.

• **Brand Promotion:** MET IOM aims to enhance its international visibility and reputation through strategic branding initiatives, capitalizing on India's growing appeal as a destination for international students.

• **Faculty and Student Exchange Programs:** Opportunities abound for faculty and student exchange programs with prestigious educational institutions in India and abroad, enriching the learning experience and fostering global perspectives.

• **Partnerships with Foreign Institutions:** There is scope for forging partnerships with esteemed foreign institutions, organizations, and universities for exchange programs and the development of new academic initiatives. In summary, MET's Institute of Management is poised to capitalize on these opportunities to enhance its academic offerings, research endeavors, international collaborations, and alumni engagement, positioning itself as a leader in management education and innovation.

Institutional Challenge

Challenges for an institute are the areas of concern which are mostly posed due to external environment. The institute sees following as challenges and has a plan to convert them either into opportunity or to safeguard its interest by insulating itself from the potential challenge.

Absence of Academic Autonomy: The institute's affiliation with SPPU restricts its capacity to differentiate its unique offerings. Securing institutional autonomy is crucial to effectively tackle this issue.

Fast-changing Industry Needs: The institute aims to remain at the forefront by embracing innovation, integrating industry best practices, and improving adaptability to changing market conditions.

Limited Control over MBA Admissions: Due to centralized admission processes, the institute faces challenges in controlling the quality of incoming students. Nonetheless, it endeavors to thoroughly prepare students, ensuring academic excellence and industry preparedness within the given timeframe.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

A. Curriculum Delivery :

The institution meticulously plans and documents its curriculum delivery process, utilizing Micro Plans created by subject faculty at the start of each academic year. An Annual Academic calendar delineates session commencements, exams, events, and placement drives. Teaching methods vary, including Chalk & Talk and Case Studies, with computer and language labs facilitating online learning. To ensure effectiveness, concurrent evaluations and remedial classes are conducted, while fortnightly meetings track progress and attendance, with transparent mid-term communication to students.

B. Add-on and Value Added Courses:

1. Skill Diversification: MET's Institute of Management offers diverse value-added courses spanning digital marketing and data analytics to broaden students' skill sets, enhancing career prospects and adaptability to industry needs. 2. Industry-Relevant Expertise: Collaborating with industry experts, the institute provides practical insights through courses like Aptitude Training and Guest Sessions, preparing graduates for real-world challenges. 3. Enhanced Employability: Strategic courses like Dhyeya and Abhivyakti aim to boost job placement and leadership skills, aligning students with industry requirements. 4. Technological Proficiency: Courses in Advanced Excel and NPTEL Certifications equip graduates with essential technological skills for today's job market. 5. Networking Opportunities: Interactive sessions and workshops with industry leaders offer valuable networking avenues through programs like MET EDGE and ANUBHUTI. 6. Bridge Courses: The institute offers EQUALISER, aiding students with non-business backgrounds in acclimatizing to MBA programs, building foundational knowledge and confidence.

C. Cross Cutting Issues related to Professional Ethics, Gender & Human Values:

The institute prioritizes addressing societal issues through various initiatives. Professional ethics awareness sessions, gender equality measures, and human values courses foster inclusivity. Students actively engage in CSR activities, tree-planting drives, and NGO collaborations, demonstrating their commitment to environmental and social responsibility.

D. Feedback System:

Institute is proactive in seeking the feedbacks in order to enhance the quality of academic delivery.

Teaching-learning and Evaluation

Student Enrollment:

The institute boasts a high enrollment rate, with nearly 99.72% of students enrolled across all programs. Admissions are managed by the DTE Government of Maharashtra through state-level common entrance tests, prioritizing merit cum reservation counseling to ensure diversity and inclusion. Approximately 76.92% of students are admitted from reserved categories, including SC, ST, OBC, and Divyangjan. Student Teacher Ratio Maintaining a favorable teacher-student ratio of 1:20, the institute prioritizes student-centered teaching methods to encourage active participation and problem-solving skills. Utilizing online platforms for case studies, webinars, seminars, and competitions fosters interactive and experiential learning experiences.

Teaching-Learning Process: The institute employs a student-centric approach, emphasizing experiential, participative, and problem-solving methodologies. Faculty members utilize diverse teaching strategies such as role plays, teamwork, and activity-based learning to create an engaging environment. Experiential learning, supported by audio-visual aids and case-based teaching, enriches students' understanding. Project-Based Learning includes a 60-day internship, enhancing practical application of theoretical knowledge. Task force presentations and industry collaborations further enhance learning outcomes.

Teacher Profile and Quality :

With a faculty-student ratio of 1:20, the institute maintains highly qualified and experienced faculty members, with over 50% holding doctoral degrees. Recruitment is based on sanctioned posts, fostering a conducive work culture.

Evaluation Process and Learning Outcomes:

Examinations adhere to university guidelines, overseen by the Director, College Exam Officer, and Exam Committee to ensure transparency and fairness. Learning outcomes are measured through displayed Course Outcomes/Program Outcomes (COs/POs) on the website, with an average pass percentage of 93.59%, surpassing university averages.

Research, Innovations and Extension

With a primary aim of cultivating innovation and research, IQAC has instituted three specialized cells at MET's Institute of Management:

Edu Innovate IPR Cell: This cell focuses on instilling a research-oriented mindset and facilitating the creation, filing, and registration of Intellectual Property Rights (IPR). Its activities include workshops, collaborative research initiatives, and publication support. Remarkably, it has achieved 14 registered copyrights and secured one patent, highlighting academic excellence.

Innovation and Start-up Cell: Aligned with SPPU guidelines, this cell nurtures entrepreneurial ventures through various activities.

Research Centre: Conducting conferences, seminars, and Faculty Development Programs (FDPs), the

Research Centre significantly contributes to scholarly growth. Over the past five years, it has conferred 34 PhDs and fostered substantial research output.

Community Engagement: Over the last five years, IQAC has emphasized community extension activities, fostering social awareness and holistic student development. Initiatives range from tree planting to promoting gender equality, health check-up camps, and eco-friendly practices. These endeavors cultivate empathy and responsibility among students, empowering them to drive positive societal change.

Corporate Interaction: More than 33 activities are conducted with reference to Social issues, environmental issues and donations, etc which fosters enriching experiences for students, keeping them conscious for societal responsibility.

Faculty Contributions: Faculty members have made significant contributions with 16 books, 16 conference proceedings, and numerous patents and IPRs in the last five years. Over 97 papers have been published in peer-reviewed journals, showcasing the institute's academic prowess.

Linkages and Collaborations: The institute has established robust linkages, collaborations, and MOUs with other institutions and industries, enriching the academic environment and providing opportunities for students' growth and development. This facilitate corporate environments, leading to increased placements and collaborations through MOUs.

Infrastructure and Learning Resources

MET's Institute of Management boasts a sprawling campus spanning 34 acres, featuring modern amenities amidst lush greenery. The air-conditioned classrooms are equipped with cutting-edge technology, including LCD projectors and internet connectivity, fostering an optimal learning environment. A well-furnished seminar hall accommodates over 120 individuals, ideal for hosting national conferences and seminars. The campus features various facilities including administrative offices, conference rooms, placement offices, counseling cells, and more. The gymnasium promotes physical and mental well-being, complemented by indoor sports like carrom, chess, and table tennis. Outdoor sports facilities include cricket, football, volleyball, basketball, tennis, and badminton courts. An amphitheater hosts cultural events throughout the year, while the expansive grounds accommodate large crowds for the annual fest, Utsav. With a sports and gym instructor overseeing activities, students engage in diverse recreational and cultural pursuits. The campus also houses computer and language labs with internet access, ensuring students and staff have ample resources. Security is paramount, with CCTV surveillance throughout the campus whereas antivirus software for protecting the data. The air-conditioned library offers an extensive collection of management-related books and digital resources accessible through an Integrated Library Management System (ILMS). An in-house developed Enterprise Resource Planning (ERP) system aids in efficient resource management. The library provides a conducive reading environment with scholarly books, journals, magazines, and online databases. Additionally, a digital library equipped with computers and internet facilities offers access to e-resources and online databases. The Online Public Access Catalog (OPAC) within the ERP system facilitates easy book searches and management. It includes print journals, a digital library, reading rooms, and bar code-based issue systems. The institution's dedicated EDP Department ensures the maintenance and updates of the IT infrastructure campus-wide, enhancing operational efficiency and technological readiness. The Institute has a dedicated EDP Department which takes care of all the IT installations, updates & maintenance of IT infrastructure in the campus.

Summary:

1. No. of Computers - 136

2. No. of Printers - 6

3. No. of Projectors - 9

4. Scanner - 1

5. UPS - 1

6. Solar Plant - 1

7. No. of Laptops - 3

Student Support and Progression

MET's Institute of Management prioritizes students' holistic development through a comprehensive array of capacity building and skills enhancement initiatives.

Soft Skills: Recognizing the importance of soft skills, workshops, seminars, and training sessions are conducted to foster communication, teamwork, time management, problem-solving, and interpersonal skills. Practical experiences are provided through mock interviews and group discussions.

Language and Communication Skills: Proficiency in language and communication is essential for professional success. The institute offers an Advanced English Program to enhance students' communication skills. Communication-focused workshops and public speaking events further contribute to skill development.

Life Skills: Initiatives promoting yoga, physical fitness, and mental well-being are integrated into the curriculum. Programs like the Master Mind Program, Counselling, and Mindfulness Meditation focus on improving students' life skills.

ICT/Computing Skills: In today's digital age, proficiency in ICT is crucial. Courses and workshops in basic and advanced computing skills are conducted to ensure students are equipped with necessary technological competencies. The institute collaborates with professional organizations for career growth and placements. A dedicated career guidance and counselling cell assists students in personality development and specialization inventory tests. Institute has conducted more than 17 different initiatives to support student's progression.

Efforts are directed towards enhancing students' employability and career opportunities, reflected in the institute's good placement record. Entrepreneurship development activities foster an entrepreneurial culture among students.

The student council plays a crucial role in initiating and executing various activities, contributing to students' holistic development. Cultural and sports competitions, including MET Utsav and MET-Edge, are organized throughout the year.

The alumni association significantly contributes to the institute's development through various engagements like guest lectures and final placements. Recognizing the unique challenges faced by female students, the

institute has established a Women's grievance redressal cell and Internal Complaint committee. A dedicated girl's common room provides them with a supportive environment. Students are granted membership in various administrative bodies, ensuring their representation in decision-making processes and promoting their overall well-being. This approach ensures students have a voice in the institution's governance and fosters a conducive learning environment.

Governance, Leadership and Management

MET's Institute of Management operates in alignment with its vision and mission, emphasizing institutional governance and leadership that uphold regulatory standards and foster excellence in management education. Affiliated with SPPU and approved by AICTE and DTE, the institute ensures compliance with regulatory guidelines. Led by the Director, with inputs from stakeholders through the IQAC, the institution's activities are strategically designed to achieve its well-defined vision and mission.

The institute's vision aims for global recognition in socio-economic development through excellence in management education and research, while its mission focuses on imparting quality management education and nurturing entrepreneurial culture.

Decentralized governance is embraced, with management structures comprising the Governing Body, College Development Committee, and IQAC Cell. Faculty, staff, students, and non-teaching staff actively participate in decision-making processes across various levels, ensuring effective and transparent governance.

Institutional perspective plans are continually reviewed and improved to address emerging challenges and ensure continuous development. The effectiveness of institutional bodies, such as the Governing Council, IQAC, and CDC, is evident through meticulous policies and streamlined administrative setups.

Financial management is transparent, with budgets prepared collaboratively and audits conducted regularly to ensure accountability. The institute relies primarily on tuition fees for funding, regulated by a state-level authority. Scholarships and grants further support financial stability.

The IQAC plays a significant role in implementing quality development initiatives, focusing on teaching-learning processes, innovation, community engagement, and corporate interaction. These efforts aim to enhance academic excellence, foster innovation, promote social responsibility, and enrich students' learning experiences.

Through its commitment to quality education, strategic governance, and proactive engagement with stakeholders, MET's Institute of Management demonstrates a dedication to excellence and continuous improvement in all aspects of its operations.

Institutional Values and Best Practices

MET's Institute of Management is dedicated to maintaining gender balance, ensuring a mechanism for women's grievance redressal, and providing equal opportunities to all students.

The institute prioritizes sustainability through various initiatives, including the adoption of alternate energy sources like solar power and LED bulbs, efficient waste management practices, and water conservation measures such as rainwater harvesting.

In waste management, MET follows the principles of Reduce, Reuse, and Recycle, with organic waste composted and inorganic waste responsibly disposed of. The campus boasts a sewage treatment plant and recycling bins for effective waste segregation. Additionally, initiatives like paperless administration and plastic free campus contribute to environmental sustainability.

Water conservation efforts include rainwater harvesting systems and water-efficient fixtures, emphasizing the importance of environmental responsibility. The campus's green initiatives, including lush landscapes and tree-lined walkways, promote biodiversity and cleaner air, aligning with the institute's commitment to environmental stewardship. Institute conducts green audit and energy audits to ensure maintenance of the campus and improve its efforts towards environmental sustainability.

Moreover, MET ensures a disabled-friendly environment with ramps, tactile paths, and accessible facilities, fostering inclusivity and accessibility for all individuals. The institute's dedication to sustainability extends to cultural, regional, linguistic, communal, and socio-economic inclusivity, with initiatives promoting unity in diversity and tolerance.

Cultural exchange programs, celebrations of religious and national holidays, and communal activities like health check-ups and donation drives foster mutual understanding and respect among students from diverse backgrounds. Students participate in relief efforts during crises like the COVID-19 pandemic, contributing to community welfare and social responsibility.

Through educational initiatives on professional ethics, human values, and citizenship, MET instills a sense of responsibility and civic duty in its students. Workshops on road safety and environment conservation further promote awareness and proactive engagement in societal issues.

Overall, MET's comprehensive approach to sustainability and inclusivity reflects its commitment to fostering responsible, socially conscious leaders equipped to address global challenges and contribute positively to society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MET'S INSTITUTE OF MANAGEMENT
Address	MET Institute of Management, Bhujbal Knowledge City, MET League of Colleges, Adgaon, Nashik.
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 R. Berad	0253-2555954	9423175320	0253-2303515	director_iom@bkc.met.edu
IQAC / CIQA coordinator	Namrata Harshal Deshmukh	0253-2555915	8055229304	0253-2303515	iqac_iom@bkc.met.edu

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 minroity institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-12-2018	View Document
12B of UGC	03-12-2018	View Document

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	15-05-2023	12	The second tab is same as above and the document is not accessible or deleted so mentioned the same date and validity
AICTE	View Document	15-05-2023	12	The second tab is same as above and the document is not accessible or deleted so mentioned the same date and validity
AICTE	View Document	15-05-2023	12	The second tab is same as above and the document is not accessible or deleted so mentioned the same date and validity

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 Institute of Management, Bhujbal Knowledge City, MET League of Colleges, Adgaon, Nashik.	Urban	32.88	51833.05

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	Graduation	English	180	180
Doctoral (Ph.D)	PhD or DPhil,Ph D,	72	Post Graduation	English	45	38

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				3				14			
Recruited	2	0	0	2	1	2	0	3	9	5	0	14
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	14	4	0	18
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	1	2	0	3	5	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	2	0	5

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
PG	Male	220	0	0	0	220
	Female	178	0	0	0	178
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	22	0	0	0	22
	Female	16	0	0	0	16
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	7	9	7	11
	Female	4	3	9	7
	Others	0	0	0	0
ST	Male	4	2	3	7
	Female	3	2	0	4
	Others	0	0	0	0
OBC	Male	10	8	8	15
	Female	6	4	15	11
	Others	0	0	0	0
General	Male	30	39	70	51
	Female	37	43	52	58
	Others	0	0	0	0
Others	Male	11	6	11	11
	Female	8	3	5	4
	Others	0	0	0	0
Total		120	119	180	179

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	We at MET Institute of Management, have one course as of now i.e Masters of Business Administration. To foster inter-disciplinary approach, we offer four different specialization in Management discipline namely, Financial management, Human Resource Management, Marketing Management & Operations and Supply Chain Management. Also the curriculum includes courses like Research Methods, Decision Science, Business Communication, Corporate Governance, etc
2. Academic bank of credits (ABC):	We are affiliated with Savitribai Phule Pune University and as of now, we don't have a mechanism of credit transfer and academic bank of credit. However, it is in the planning phase from University level.
3. Skill development:	Along with strong academic excellence and delivery we also emphasize on extra curricular activities to develop the skills required in the corporate world. Skills such as good communication, MS Excel, Presentation skills and analytical skills are also encouraged through various activities such as Event Management, Task Force Competition and Case Analysis. Over and above this, we work rigorously on their employability enhancements and cater them with Mock interviews, Group Discussions and other grooming sessions. As a part of MBA programme, students are mandated to undergo internships in various companies and are allowed them to explore on different research skills and professional skills like interpersonal skills, report making, report presentation, product presentation, problem solving ability etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian Knowledge system is integrated by introducing a course in the curriculum named as Indian Ethos & Business Ethics. It covers the concept of Indian Model of Management in the Indian socio-political environment, Laws of Karma and its relevance in business settings, Indian Heritage in Business-Management. Management lessons from Indian heritage scriptures (like Mahabharata & Ramayana), Leadership Pointers from Kautilya's Arthashastra, VEDA Model of Leadership, Corporate Rishi Model, etc
5. Focus on Outcome based education (OBE):	The Institute has well defined Program Objectives, Program 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, are very well communicated by Director of the Institute. The faculties inform the student of the Program outcomes during the induction programme held at the time of admission of the student. Course outcome of each course is discussed by faculty. Institute is affiliated with SPPU. University defines Program Objectives, Program Outcomes, and Course outcomes. The program objectives, Program outcomes and course outcomes 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.
6. Distance education/online education:	We have conducted online classes during the Covid -19 pandemic. We know that educational institutions in the country have become increasingly involved in using digital platforms for engaging in lessons and conducting conferences and meetings. We use media like Zoom Meet and Google Meet for online courses and webinars.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
395	333	254	240	237

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

2 Teachers

2.1

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

Response: 26

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	16	19	17

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
181.71	87.20	102.67	101.93	89.69

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution is dedicated to providing a high-quality university curriculum, meticulously planned and well-documented as part of its commitment. Affiliated with SPPU, it adheres to the curriculum prescribed by the university. The distribution of teaching responsibilities among faculty members is done in accordance with norms, considering their areas of interest and experience before each semester begins. The academic coordinator takes charge of preparing for the semester, including tasks like developing the academic calendar, creating the timetable, and allocating subjects.

The process of academic planning kicks off with the formulation of academic calendars, referencing the university's published academic calendar. Faculty members engage in planning Concurrent Assessments, Micro Plans, course files, question banks, and assignments. The timetable is organized with 2 or 3 slots per semester, following a workshop-style teaching pattern.

The academic calendar is made available on the institute portal, and the timetable is prominently displayed on notice boards. Strict adherence to the academic calendar and timetable by the faculty is emphasized for disciplined operations. Course-specific PowerPoint presentations and notes are prepared by faculty members to share academic resources with students, and these materials are uploaded on Moodle.

The institute facilitates effective curriculum delivery through well-maintained classrooms equipped with LCD projectors and internet connectivity. Diverse teaching methods, including traditional approaches like Chalk & Talk and modern tools like PowerPoint Presentations, are employed. Computer labs and language labs serve as platforms for online learning, while concurrent evaluations, class tests, assignments, and end-term exams contribute to a comprehensive curriculum delivery. Remedial classes are also organized to support students facing difficulties.

Fortnightly meetings are convened to monitor course completion status using academic monitoring reports and to track student attendance. In cases where there are delays in syllabus coverage, extra lectures are scheduled to ensure timely completion. Mid-term attendance records are transparently communicated to students, encouraging compliance with the university's 75% attendance norm. Faculty members focus on experiential learning, allowing students to understand the practical applications of their studies. The institute aligns with employer needs by incorporating experiential learning practices. Curriculum delivery is further enriched through classroom teaching supplemented by expert sessions, seminars, workshops, industrial visits, etc. The effectiveness of curriculum delivery is monitored through student feedback, and action taken reports are prepared based on this feedback. This comprehensive approach ensures that the institution remains dedicated to delivering a high-quality university curriculum.

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

1.2 Academic Flexibility

1.2.1

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

Response: 18

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

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

Response: 93.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
339	307	253	232	233

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The MET Institute of Management proactively addresses key societal issues by implementing various initiatives. The institute, in collaboration with its internal faculty, conducts sessions to raise awareness about professional ethics. Codes of discipline are formulated and prominently displayed on notice boards for easy reference by students. In terms of promoting gender equality, equal opportunities are provided to both girls and boys. The institution ensures uniformity in appearance, placement opportunities, and participation in various in-house events such as anchoring, competitions, research paper writing, debate competitions, and quizzes.

To instill a sense of human values, the curriculum includes subjects like Human Rights, Indian Ethos, and values. These courses aim to cultivate values such as respect, acceptance, consideration, appreciation, listening, openness, affection, empathy, and love for fellow human beings, fostering a culture of inclusivity not only within the institution but also in the broader community. Students are actively encouraged to contribute to environmental safety by participating in tree-planting initiatives within the institution premises and its surroundings.

In the 4th semester, students engage with Corporate Social Responsibility (CSR) and Sustainable Development (SD), however the practical exposure is given to them involving activities such as donation drives and visits to underprivileged schools, etc. in their 3rd semester itself. Additionally, we have signed an MOU with an NGO for all sort of Extension activities where our students volunteer for various campaigns like Tree Plantation, Go Green Initiative, Donation drives, etc. Food awareness campaigns was one such campaign exemplified by the students active participation in the "Fighting Waste, Feeding Hope" initiative as a responsible citizens. Students have enthusiastically taken part in these activities.

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

1.3.2

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

Response: 98.48

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

Response: 389

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

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 99.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
179	180	119	120	120

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	120	120	120

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

2.1.2

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

Response: 78.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	58	37	53	36

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	78	52	64	52

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.79

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

MET adopts a student-centric approach, placing a strong emphasis on methodologies that foster experiential, participative, and problem-solving learning experiences. The faculty members at MET's Institute of Management, Nashik employs a diverse range of teaching methodologies, creating a dynamic blend to engage students in unconventional ways. Strategies such as role plays, teamwork, and activity-based teaching are integral components of our pedagogical approach, ensuring a comprehensive and interactive learning environment.

Within this framework, experiential learning takes precedence, offering students a deeper understanding of concepts. The incorporation of audio-visual aids, case-based teaching, activity-based teaching, and situation analysis further enriches the educational experience, providing a holistic and immersive learning journey.

Another distinctive feature of our curriculum is Project-Based Learning, a comprehensive initiative that spans a 60-day internship with companies in real-world settings. This immersive experience encourages students to undertake study and research projects aligned with their specializations. The practical exposure gained during these internships enhances their ability to apply theoretical knowledge to real-world scenarios, fostering a seamless transition into their professional careers.

Furthermore, our task force presentations serve as a platform for students to showcase unique and creative business ideas. This initiative stimulates innovative thinking as students are tasked with developing a business model based on their ideas and subsequently venturing into real-time business scenarios. Presenting these concepts to industry experts adds a practical dimension to their understanding, allowing them to grasp the intricacies of implementing their ideas in a competitive business environment.

Participative learning is a cornerstone of our educational philosophy, manifested through a series of Events like MET EDGE & EPOCH, seminars, guest talks, Case studies, role play and other activities. Industry experts are invited to share their insights, thereby bridging the gap between academia and industry. Our outbound programs further complement participative learning, providing students with hands-on experiences beyond the confines of the traditional classroom setting.

MET's commitment to student-centric education is evident in the array of innovative methodologies employed. From experiential and participative learning to real-world internships and task force presentations, our approach is designed to equip students with not just theoretical knowledge but also the practical skills and insights essential for success in their chosen fields. By embracing a dynamic and engaging pedagogical model, MET ensures that students graduate not only academically proficient but also well-prepared for the challenges of the professional world.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	19	16	19	17

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

2.4.2

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

Response: 51.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	5	8	8

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

MET's Institute of Management is affiliated with Savitribai Phule Pune University and hence follows all its rules & guidelines with reference to the Evaluation process.

Mechanism of internal assessment

Institute conducts continuous assessments as per the guidelines given by the University. The respective faculty communicates the internal assessment process to the students during the induction programme. Changes in schedules, patterns, and methods, if any, are notified to the students through classroom briefing by the concerned course teachers and on the notice board. The faculty shares the outcome of each concurrent evaluation component with the students. Furthermore, internal evaluation of the summer project is done per the University's guidelines. In addition, we at the institute level invite external teachers for practical Project Viva –Voce to ensure transparency in the internal assessment process. The internal marks are uploaded through the University exam portal. These marks will be considered for the declaration of the results. The final assessment of the candidate is made in terms of an internal (concurrent) evaluation and an external examination by the University examination department.

The mechanism for internal examination grievances

The college chief examination officer (CEO) follows the guidelines University examination rules to ensure transparency in examination to avoid grievance during an internal assessment. Students undergo the concurrent evaluation. After the review, internal marks are displayed on the notice board and discussed with students during class. In case of any grievances, students can discuss it in detail with the course faculty. Concerned faculty tries to provide solution for the same. If a student is not satisfied with the solution, he/she can meet the Class coordinator and Specialization heads. Then in consultation with the director and exam committee fact-finding is done to settle the grievance. The decision of the committee is abiding to all.

The mechanism for External assessment

University examination is a vital criterion in the overall assessment process. The University displays the exam timetable on its website. Since the University examination mechanism operates online, exam form filling and payment of fees, hall tickets, student summaries, and barcodes are generated online. Question paper distribution (QPD) is done through the online exam portal. In case of technical issues, University has provided helpline numbers with the dedicated staff at the University level. After successful completion of examination, collected answer sheets are sent to central assessment programme (CAP) centre.

External exam- transparency in handling grievance

The examination section addresses external (University) examination grievances per the guidelines. Institute follows a transparent process for the examination and related grievances of the students; for grievances, a redresses link is provided on the University website. The Institute for University Exams appoints the College Exam Officer (CEO) and addresses exam-related grievances as per the University rules and regulations. University exam department appoints flying squads for transparent and unbiased conduct of external examinations. The SPPU has its grievance policies displayed on the University website. University declares the result within 45 days of examination.

1.Online exam form filling http://exam.unipune.ac.in/

2.Online Grievances https://exampcr.unipune.ac.in/Student/Dashboard/LogintoSPS

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Program Outcomes (POs) and Course Outcomes (COs) are framed by the Savitribai Phule Pune University (SPPU). POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their post-graduation. MBA Program -Curriculum 2019 builds on the implementation of the Choice Based Credit System(CBCS) and Grading System.

Programme Outcomes (POs): At the end of the MBA programme the learner will possess the: PO1-Generic and Domain Knowledge - Ability to articulate, illustrate, analyze, synthesize and apply the knowledge of principles and frameworks of management PO2-Problem Solving & Innovation - Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems PO3-Critical Thinking - Ability to conduct investigation of multidimensional business problems using research based knowledge and research methods to arrive at data driven decisions PO4-Effective Communication - Ability to effectively communicate in cross-cultural settings, in technology mediated environments PO5-Leadership and Team Work - Ability to collaborate in an organizational context and across organizational boundaries PO6-Global Orientation and Cross-Cultural Appreciation PO7-Entrepreneurship - Ability to identify entrepreneurial opportunities and leverage managerial & leadership skills for founding, leading & managing startups PO8-Environment and Sustainability - Ability to demonstrate knowledge of and need for sustainable development and assess the impact of managerial decisions PO9-Social Responsiveness and Ethics -Ability to exhibit a broad appreciation of the ethical and value underpinnings of managerial choices in a political, cross-cultural, globalized, digitized, socio-economic environment PO10-Life Long Learning – Ability to operate independently in new environment, acquire new knowledge and skills

Whereas Course Outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated to all stakeholders. All POs and COs are widely propagated and publicized through various means such as: Institute's Website, Moodle, Institute Notice Boards, Computer Labs, Library Premises. During interactions with employers, Parent Teacher Meet and Alumni Meet, Programme outcomes are also briefed. While addressing the students, the HODs create awareness on POs and COs in Student Orientation/Induction Program. At the beginning of the session of every subject, the faculty members address the students and create awareness and emphasize the need to attain the course outcomes.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Assessment is a crucial aspect of any educational program, serving as a means to gauge the effectiveness of the curriculum in achieving its intended outcomes. In the context outlined, the attainment level of Program Outcomes (POs) is assessed using a combination of direct and indirect methods, each contributing different perspectives to the evaluation process.

Direct assessment methods constitute the primary approach, given significant weightage of 80%. These methods involve the evaluation of students' knowledge and skills through various tangible measures such as continuous assessment tests, end-semester examinations, presentations, and classroom assignments. These assessments provide concrete evidence of student learning by directly observing their performance and understanding in the context of specific course outcomes (COs).

To determine the direct attainment level of a PO, the average attainment of COs across all courses addressing that particular PO is calculated. This approach ensures a comprehensive assessment of student proficiency in the designated areas of study, reflecting the extent to which they have met the program's overarching goals. The input utilized for direct assessment includes students' mark-sheets, where scores are recorded and CO attainments are derived based on their performance in different assessments.

Direct methods offer valuable insights into students' capabilities and serve as strong indicators of their learning outcomes. By sampling what students know and can do across various assessment contexts, these methods provide a robust basis for evaluating program effectiveness and identifying areas for improvement.

In contrast, indirect assessment methods contribute 20% weightage to the overall evaluation process. These methods, such as surveys and interviews, gather feedback from stakeholders, including students, parents, and employers, to assess perceptions of students' learning outcomes. Indirect assessments focus on opinions and reflections regarding graduates' knowledge and skills, as well as their perceived value in professional or academic contexts.

Exit surveys and parent surveys are examples of indirect methods used to gather insights into stakeholders' perspectives on student learning. By soliciting feedback from individuals external to the educational institution, these assessments provide valuable input on the broader impact of the program on students' development and preparedness for future endeavors.

Furthermore, the calculation of course outcomes (COs) involves a combination of university evaluation and internal assessment, with 80% weightage given to university assessment and 20% to internal assessments. This dual evaluation process ensures that COs are aligned with both external standards and the specific goals of the educational institution, fostering a balanced approach to curriculum evaluation and improvement.

In conclusion, the assessment of program outcomes relies on a combination of direct and indirect methods, each offering unique insights into student learning and program effectiveness. By leveraging both approaches, educational institutions can obtain a comprehensive understanding of student achievement and make informed decisions to enhance the quality of education they provide.

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

2.6.3

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

Response: 93.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
170	121	116	109	112

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

2022-23	2021-22	2020-21	2019-20	2018-19
188	131	121	115	116

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.64

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

MET's Institute of Management has well defined ecosystem for Innovations, Research and IPRs and Entrepreneurship. With the prime objective of fostering Innovation and research at the institute we have established 3 Cells Namely Edu innovate IPR Cell, Innovation and Start up Cell and Research Centre.

MET's Institute of Management took a significant step towards fostering innovation and research culture by establishing the **"Edu Innovate IP Cell."** This dedicated cell is committed to facilitating the creation, filing, and registration of Intellectual Property Rights (IPR), copyrights, and patents. The primary aim is to instil a research mind set among MBA students, PhD scholars, and faculty members.

Activities of Edu Innovate IP Cell:

- **Workshops and Seminars**: Organize workshops and seminars to educate the academic community about the importance of IPR and the process of registration.

- **Collaborative Research Initiatives**: Encourage collaborative research initiatives that may lead to the development of patentable innovations.
- **Publication Support**: Provide support for publishing research findings and securing copyrights for academic publications.

Outcomes of "Edu Innovate IP Cell"

14 Registered Copyrights: Successfully registered more than 14 intellectual properties in the form of copyrights, covering a diverse range of creative works produced by students and faculty.**1 Patent Published:** Achieved a significant milestone by securing the grant of one patent, showcasing the high level of innovation and research excellence within the MET's academic community.

MET Institute of Management, actively engages in various entrepreneurial activities designed to instil an entrepreneurial spirit among its students. The institution has instituted an Innovation and start up Cell in accordance with the guidelines set forth by the **Centre for Innovation, Incubation, and Linkages at Savitribai Phule Pune University (SPPU).** The primary objective of this cell is to establish an ecosystem that effectively brings together students as budding entrepreneurs, nurturing and empowering them to embark on their entrepreneurial journeys, particularly in the realm of new and burgeoning start-ups. Incubation and Start-up cell has organized more than **30 activities** during **last five years** such as **Seminars on entrepreneurial journey, Panel Discussions, Workshops and Conferences, ED meets, Cluster level competitions, Business plan presentations, Campus to Corporates interactions** etc. In order to inculcate entrepreneurial skills in management students, Institute takes an event called – **"Epoch – The Urban Hatt"**. 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. The Innovation Cell Consulting at MET Institute of Management operates with a set of specific objectives and a well-defined approach to foster innovation, entrepreneurship, and industry collaboration within the academic environment.

We have SPPU affiliated Research Centre which actively works on conducting conferences seminars FDPs, Course works for Research scholars, students and faculties and makes efforts to build research acumen amongst them. **In last five years 34 PhD scholars have been awarded with PhDs from our research centre and 6 faculties are recognised PhD Guides from SPPU. Faculties have published 97 research papers and 16 books in last five years.**

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

3.2.2

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

Response: 44

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	6	9	8

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

3.3 Research Publications and Awards

3.3.1

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

Response: 2.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	18	9	8	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

Number of books and chapters in edited volumes/books published and papers published in

national/ international conference proceedings per teacher during last five years

Response: 1.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	2	13	10

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

Over the past five years, the extension activities conducted in our neighborhood community have significantly impacted both the community and the students involved, sensitizing them to various social issues and contributing to their holistic development.

One of the key initiatives undertaken was **tree plantation** drives. These activities not only helped in enhancing the green cover of the community but also raised awareness among students about the importance of environmental conservation and sustainable living. By actively participating in planting trees, students developed a sense of responsibility towards the environment, fostering a deeper connection with nature.

Gender equality initiatives have also played a vital role in sensitizing students to social issues. Through activities based on theme of gender equality, students were educated about gender stereotypes, discrimination, and the importance of gender equality in all spheres of life. These initiatives empowered students to challenge societal norms and advocate for gender equality both within the community and beyond.

Donation drives have had a profound impact on both the recipients and the students involved. By organizing and participating in these drives, students learned the value of empathy, compassion, and philanthropy. They developed a greater understanding of the needs of marginalized communities and actively contributed to improving their quality of life.

Regular **visits to old age homes and orphanages** provided students with first-hand experiences of interacting with the elderly and orphaned children. These interactions fostered mutual respect, empathy, and understanding between different generations and socio-economic backgrounds. Students gained valuable insights into the challenges faced by these marginalized groups, prompting them to become advocates for their rights and well-being.

Eye check-up and health check-up camps not only addressed the immediate healthcare needs of the community but also raised awareness about the importance of preventive healthcare practices. Students actively participated in organizing and conducting these camps, gaining valuable skills in healthcare management and community service. Moreover, they developed a sense of responsibility towards promoting health and well-being within the community.

Financial literacy awareness camps played a crucial role in empowering students with essential financial management skills. Through workshops and interactive sessions, students learned about budgeting, saving, investment, and the importance of financial planning. These initiatives equipped students with practical life skills that are essential for their holistic development and long-term success.

Food wastage awareness camps highlighted the issue of food insecurity and wastage, prompting students to take proactive measures to reduce food wastage and address hunger within the community. By raising awareness and implementing sustainable practices, students contributed to creating a more food-secure and environmentally conscious community.

Ganesh Murti Sankalan effectively prevented water pollution by promoting responsible idol disposal methods, thereby contributing to a cleaner and healthier environment. Additionally, the event encouraged the adoption of eco-friendly Ganesh idols, endorsing sustainable celebration practices and diminishing the environmental footprint associated with conventional materials.

By sensitizing students to social issues and fostering a sense of responsibility and empathy, these activities have contributed to their holistic development and instilled in them a commitment to creating positive change in society.

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

3.4.2

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

Response:

MET Institute of Management is very active in engaging students for social outreach and extension activities, we have dedicated faculty coordinators for encouraging students in participating   Following activities were conducted by us during last five years;

1. Donation drives
2. Awareness Campaign for food wastage, AIDs, Financial Literacy etc.
3. Ganesh Murti Sankalan
4. Health Check-up camps (Eye, Uterus cancer etc.)
5. Tree plantation
6. Environment conservation initiatives such as promoting green welcome kits
7. Yoga awareness
8. Save Girl child
9. Gender sensitization
10. Visit to Orphanages and Old Age Homes

These efforts were appreciated by the following entities like Nashik round table conference, Sakal Media Rotary club by giving recognition certificates.

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

3.4.3

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

Response: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	4	7	4

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 24

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

MET Institute of Management is a professionally managed, multidisciplinary and multifaceted oasis of knowledge. It has blossomed into an aesthetic combination of lush greenery and modern facilities that are updated as and when change happens. MET league of colleges have contributed over 40,000 professionals to the Indian and global business houses. In line with its commitment to provide world class education in India, MET created the state of the art Bhujbal Knowledge City at Nasik. The campus is spread over 34 acres of lush green landscape with an aesthetic combination of modern facilities. The Air- conditioned classrooms are ICT enabled and equipped with LCD projectors, Digital Boards, internet connectivity, audio-visual facilities, beautifully designed furniture & white boards. We also have a well-furnished, air conditioned Seminar Hall with a seating capacity of more than 120 with Podium, Sound system, LCD projector and white board that is used for National Conferences, FDPs, Seminars, etc. There is one computer lab and one language lab with 134 computers with internet facility for students & staff. The entire campus is secured and under the surveillance of cctv cameras. We have an air conditioned library with internet facility and varied range of books from different domains of Management as well as general area. Digital Library with 5 computers with LAN and Internet facility, E-resources, online data bases subscription EBSCO, J-GATE PLUS, etc. are functional. We also have OPAC system for online database in our own ERP. Apart from this we have Administrative office, Conference room, Placement Office, Counselling Cell, Girls Room, Exam Centre, Research Centre, ED Cell, Music Room, Canteen, Guest room, Indoor Sports room, Gym and Tutorial rooms for students. 'The future is all about youth, Youth is all about energy, and Ideas'. As we known, in a physically sound body a strong and sound mind exists, in which benevolent and assertive thoughts are born. Such Youths are shaped at our Gymnasium by various Gym Devices. We have a sports instructor and Gym instructor who is common for our campus. The Indoor Sports facilities that are currently available on the Campus are Carrom, Chess, Table Tennis, Snooker, etc. The Playground is available inside the campus. In Outdoor sports we have cricket ground, Cricket Net, Football & Volleyball, Basketball court, Tennis and Badminton court. We have an amphitheater for cultural events where lots of activities takes place throughout the year like Republic day, Independence Day, Staff welfare programs during Diwali and Utsav, Various competitions and Musical programs. The campus has huge ground with a sitting capacity of 10000 plus crowd for our Annual Fest - Utsav which we all celebrate together in the campus.

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

4.1.2

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

Response: 5.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.23	7.10	2.42	2.75	3.24

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

MET's Institute of Management, has a well-equipped library featuring air conditioning, internet access, and an extensive collection of books covering various fields of Management and general knowledge. The MET's Institute of Management in Nashik utilizes an Integrated Library Management System (ILMS) to efficiently organize and manage all available resources. Our in-house developed Enterprise Resource Planning (ERP) system aids in this systematic data maintenance.

The library provides a conducive reading environment with a diverse assortment of scholarly books, journals, magazines, dictionaries, encyclopaedia, online databases, and NPTEL Videos and reports. Additionally, the holdings include dissertations and SIP project reports on a wide range of subjects. Keeping pace with technological advancements, the library offers access to the latest e-journals through campus-wide LAN and the Internet. There are computers available for students and staff to search and access e-resources, conduct web browsing, and engage in other academic activities in the library.

Furthermore, a Digital Library equipped with five computers, LAN, and Internet facilities is operational, featuring E-resources and subscriptions to online databases such as EBSCO, J-GATE PLUS, DELNET, etc. The library also employs an Online Public Access Catalog (OPAC) system within our ERP, allowing students and staff to search for books. A computerized system manages the issuance and return of books, complete with barcoding to maintain an up-to-date online database of the library's book collection.

Library Services

- Online Public Access Catalog (OPAC)
- Print Journal & Daily News papers
- Digital Library
- Reading Room Facility
- References/ Referral Services
- Bar Code based Issue

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institution has a dedicated EDP Department who works on updation and upgradation of all the electronic equipment. The assessment of IT Infrastructure in the beginning of every academic year is done for replacement, upgradation or any addition. Replacement of any equipment or device is carried out time to time, based on warranty period for the particular product. Renewal of AMC is done after

completion of the ongoing AMC agreement. The institute has purchased Google Suits for online classes during pandemic. We have purchased a Firewall policy for which AMC is paid and renewed yearly. There is Kaspersky Endpoint Security antivirus software for all the systems.

The institution provides IT enabled teaching-learning environment on the campus round the clock. Leased web connectivity is in place to cater to all students and staff through Wi-Fi and physical connectivity. The institute uses the internet lease line of 500 MBPS from Vi and has the internet bandwidth of 100 MBPS from Net 2 Net. The institute has a 24X7 Wi-Fi facility in the campus for the student and faculty members. Following are the details of ICT facilities related to Library and Institute:

- Institute has 136 computers, 6 printers, 6 Webcam & 6 headphones for online classes, 2 hand mic, 1 collar mic, 1 podium mic and 4 laptops that is solely used for the institute purpose.
- Internet access is provided through a leased line with a speed of 600MBPS.
- The Institute has installed computers at Digital Library and for the Language laboratory equipped with Digital Teacher Software to enhance the English communication skills of students.
- Printing and scanning facilities are available in the library.
- Institute has Computer Center equipped with the latest computers with internet facilities for Project Work, Online exams, Exam form filling, conducting sessions related to MS Excel, Preparing Presentations, and Doing Assignments.
- Institute has a Wi-Fi facility to fulfill the need for accessing the high-speed internet on campus.
- LED Television.
- LCD Projectors are installed in classrooms, seminar halls, and the tutorial rooms.
- Faculty members and office staff are provided with computers and an internet connection on their desk/cubicles.
- Institute has deployed the In house Enterprise Resource Planning (ERP) software for academics and administration.
- CCTV camera for surveillance.
- The Institute's library is automated with OPAC and In house ERP for Library Management.
- The Institute has a Digital Library facility where users can access e-resources like DELNET, J-Gate, EBSCO, IUP subscriptions and various other e-resources.
- One hardware technician is appointed to maintain computers and computer peripherals.
- There is a generator backup with a capacity of 250 KVA is available in case of interruption in the power for smooth conduction of classes as well as events in the institute.

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

4.3.2

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

Response: 3.73

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

Response: 106

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 16.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
35.40	6.65	25.91	17.11	5.45

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 60.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	186	167	158	125

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

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 43.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
145	132	123	117	119

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 60.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
142	86	49	43	59

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

2022-23	2021-22	2020-21	2019-20	2018-19
170	121	116	109	112

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 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*

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

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

5.3.2

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

Response: 5.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	2	0	7	6

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

5.4 Alumni Engagement

5.4.1

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

Response:

The MET's Institute of Management, boasts a vibrant and proactive Alumni Association that has been instrumental in fostering the institution's growth and development since its inception. Established in July 2008, the Alumni Association received legal recognition on 26th June 2018, operating as a trust under the Mumbai Trustee Act 1950 in the Nashik region. With an enrollment number of F19783, it stands as a testament to the commitment and dedication of its members towards their alma mater.

One of the cornerstones of the Alumni Association's activities is the organization of Alumni Meets. These gatherings serve as platforms for alumni to reconnect with each other, reminisce about their time at the institution, and network professionally. Beyond these formal gatherings, alumni continually engage with the institute, offering invaluable support and guidance to current students.

The Alumni Association plays a pivotal role in bridging the gap between academia and industry. Alumni

actively share updates on job openings and industry requirements, ensuring that students are well-prepared for the professional world. Additionally, they contribute to the academic environment by delivering guest lectures, sharing their practical insights, and mentoring students on various aspects of career development and work-life balance.

Moreover, the Alumni Association facilitates internship opportunities for students through collaboration with the institute's placement department. Alumni leverage their professional networks to secure internships, providing students with invaluable hands-on experience in their respective fields.

The objectives of the Alumni Association reflect its commitment to supporting the institute and its students. From organizing annual reunions to offering placement and career guidance assistance, the association's initiatives are geared towards enhancing the overall educational experience and nurturing the professional growth of students.

The impact of the Alumni Association extends far beyond the confines of the institute. Many alumni have gone on to become leaders, entrepreneurs, and change makers in various sectors. By bringing together these accomplished individuals on a single platform, the association serves as a catalyst for collective excellence and societal impact.

Alumni involvement is not limited to events and interactions; it extends to practical support during challenging times. Furthermore, alumni actively contribute to the institute's recruitment efforts by serving as campus recruiters for their respective organizations and recommending the institute to potential employers. Their first hand industry experience and insights greatly benefit students in navigating the job market and securing employment opportunities.

In addition to professional guidance, alumni also foster entrepreneurship awareness among students by sharing their success stories and experiences as first-generation entrepreneurs. Their journeys inspire and motivate students to pursue their entrepreneurial aspirations and navigate the challenges of startup ventures.

In essence, the Alumni Association of MET Institute of Management embodies the spirit of engagement, energy, and enhancement. By seamlessly connecting with the institute, faculty, students, and fellow alumni, it continues to be a driving force behind the institution's success and the holistic development of its stakeholders.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Institute is affiliated to Savitribai Phule Pune University (SPPU), approved by All India Council for Technical Education (AICTE) and approved by Directorate of Technical Education (DTE), Government of Maharashtra. Institute functions in compliance with the guidelines and norms of these Statutory Regulatory Agencies.

The Director steers the design and implementation of vision, mission and strategic plan while all the stake holders through IQAC gives necessary inputs to the director for design of the same. Director gets these vision, mission and strategic approved from Governing Body. 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.

Vision: To be 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 future management professionals by inculcating research aptitude and nurturing entrepreneurial culture through our intellectual human capital supported by state of art infrastructure.

NEP implementation: *In adherence to the directives outlined by SPPU, we have established a committee to oversee the effective execution of the NEP, 2020. It is tasked with implementing the policy as per the university's directives.*

Sustained institutional growth: We develop a strategic and forward-looking plan and execute it to maintain institutional growth.

Decentralization and participation in the institutional governance:

The Institute embraces the shift towards decentralized governance, fostering clear and well-defined interconnections. Its management structure comprises three core committees: the Governing Body (GB), the College Development Committee (CDC), and the IQAC Cell. These committees convene regularly to ensure the institute operates effectively and seamlessly. The faculty and staff are given sufficient opportunities to lead and govern various functions.

The administrative structure operates across three main levels:

1. **Society Leve**l: The institute's management is overseen by a governing body, whose members are appointed in line with the guidelines set forth by AICTE and the Maharashtra Public University Act-2016.
2. **Institute Level:** The Director serves as the member secretary of the Governing Body, CDC, and as the chairperson of the IQAC. These committees deliberate on various aspects and formulate policies to ensure the institute functions efficiently.
   - CDC
   - IQAC
   - SC/ST/OBC Committee
   - ICC
   - General Grievances Redressal Committee
   - Women's Grievances Redressal Committee
   - Anti-Ragging Committee
3. **Faculty Level**: Each year, committees are formed based on the institute's requirements, as determined by the Director, to ensure an equitable distribution of responsibilities.
   - Admission Committee
   - Academic Committee
   - Event Committee
   - Examination Cell (University & Institute Level/CEO)
   - Training and Placement Cell
   - Innovation and start up Committee
   - Research Cell
   - Edu Innovate IPR Cell
4. **Student Level:** The Student Council plays a vital role in student development, with students included in important committees
5. **Non-Teaching Staff Level**: Non-teaching staff actively participate in the decision-making process, with representation in the governing body, CDC, and IQAC.

Institutional Perspective Plan: Perspective plan is development is iterative process to ensure accommodation of the recent challenges to ensure continuous improvement.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

At MET Institute of Management, the effectiveness and efficiency of institutional bodies, including the

Governing Council, Internal Quality Assurance Cell (IQAC), and College Development Committee (CDC), are apparent through meticulous policies, streamlined administrative setups, and strategic deployment of plans.

The Governing Council, comprising experienced professionals and academicians, oversees the institution's strategic direction and ensures alignment with its vision and mission.

The functions of GC are

- Setting and monitoring the organization's mission, purpose, priorities, and strategies within the boundaries of the organization's constitution and legal obligations.
- Involving key stakeholders in setting and monitoring the organization's mission and maintaining positive relationships with them.
- Specifying key outcomes and ensuring that there are adequate resources to achieve them.
- Developing policies that will allow the organization to serve its stakeholders effectively.
- Monitoring the organization's programs and services.

As per the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017), clause 97, a College Development Committee (CDC) has been established at MET IOM. CDC ensures the overall planning and implementation of academic and administrative activities at the institute.

The IQAC monitors academic quality, implementing continuous improvement initiatives based on feedback and assessments.

Appointment, Service Rules, and Procedures

Appointment and service rules are transparent, fostering a merit-based culture. Standardized procedures enhance workflow efficiency.

MET IOM adheres strictly to service regulations outlined by Savitribai Phule Pune University and AICTE standards. Recruitment processes involve advertising in reputable newspapers and follow University guidelines. Both teaching and non-teaching staff receive benefits including PF, gratuity, and maternity leave, with the majority of faculty approved by the University committee.

Transparent promotional policies are upheld through the use of appraisal forms. The institution has established all mandatory committees as per AICTE directives, including the College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), SC/ST/OBC Committee, Internal Complaints Committee (ICC), Grievances Redressal Committee-General, Women's Grievances Redressal Committee, and Anti-Ragging Committee. The organizational structure is designed to maintain institutional capacity and educational effectiveness, incorporating external members into various committees and boards. Various stakeholders within the institute participate in different committees established by the institution.

Strategic, perspective, and development plans guide future initiatives, ensuring alignment with institutional objectives. This cohesive framework underscores MET IOM's commitment to excellence in education and organizational management, fostering a conducive environment for learning and growth.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The performance evaluation system at MET's Institute of Management (IOM) at Bhujbal Knowledge City in Nashik is meticulously structured to assess both teaching and non-teaching staff. Here's a detailed overview of the process:When it comes to evaluating the teaching staff, the Director employs a multifaceted approach:

1. **Feedback from MBA Students**:
    - Formal feedback is collected semester-wise through a structured form, covering various aspects of teaching effectiveness.

- Additionally, informal feedback is gathered through regular interactions between the Director and MBA students, providing further insights into faculty performance.

2. **Assessment Criteria**:
   - Teaching staff are evaluated based on their core responsibilities, including lectures, course preparation, and student guidance.
   - Academic achievements, such as publications and presentations, are taken into consideration.
   - Future career plans and contributions to institute development are also assessed.
   - Expectations from the institute, like support for professional development, are solicited.

3. **Annual Performance Appraisal**:
   - Faculty members self-assess their performance using a structured form and SWOC analysis.
   - The Director evaluates faculty based on formal and informal feedback, achievements, and the SWOC analysis.
   - Grades (A, B, C) are assigned, and a final appraisal meeting is held to discuss outcomes and career development opportunities.

For non-teaching staff, the evaluation process is similarly comprehensive:

1. **Feedback from Students**:
   - Informal feedback from students is gathered to assess the supportive services provided by non-teaching staff.

2. **Core Work Profile Tasks Evaluation**:
   - The Director observes and evaluates the core tasks and additional responsibilities of non-teaching staff.

3. **Annual Performance Appraisal**:
   - Non-teaching staff complete a performance appraisal form and SWOC analysis for self-assessment.
   - Evaluation criteria include feedback from students, adherence to quality standards, initiative, teamwork, and expectations from the institute.
   - Grades (A, B, C) are assigned, followed by a final appraisal meeting for career development discussions.

The frequency of performance appraisal is once a year, aligning with the academic calendar. This ensures a comprehensive evaluation, regular feedback, and opportunities for improvement and recognition.In summary, MET's Institute of Management employs a structured and inclusive performance appraisal system for both teaching and non-teaching staff, emphasizing feedback, self-assessment, and career development discussions to support staff growth and institute objectives.

File Description	Document
Upload Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies during the last five years

Response: 3.33

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

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

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

6.3.3

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

Response: 63.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	26	15	22

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institutional strategies for mobilisation of funds and the optional utilization of Resource:

MET IOM is a self-financed institution managed by a charitable trust; affiliated to SPPU and accredited by NAAC. It offers MBA programme with intake 180 The main source of funds for the institute is the tuition fees which are regulated by a state level Fees Regulatory Authority headed by retired High Court judge and assisted by academic administrative and financial experts. This committee fixes the fees for each of the programme of the institute based on the audited financial statements of previous years. Hence all the expenditures, the salary for teaching and non-teaching staff, academic expenses, administration expenses and other miscellaneous expenses, infrastructure augmentation and maintenance is met mainly through the fees collected by students. The institution also receives a scholarship from the Government of Maharashtra for the eligible students which is paid to students. The grants received by the institute are utilized for the purpose it is sanctioned by the concerned agency (Government or Non-Government).

Budget:

- In the beginning of every academic year, the budget is prepared by team of HODs and Director which incorporates inputs from faculties as well in the prescribed format as per the circular issued by the institute.
- The departmental budgets are discussed by the Director at HOD's meeting and then sent to the management for approval. While preparing the institutional budget, at first, a provision is made for salaries and allowances. Next, a provision is made for administrative and maintenance

expenses such as electricity, water, telephone, postage etc.

- Then, while making provisions for the departments, priorities, needs and requirements of various committees and development / up-gradation of department is considered. There are well-defined policies and mechanism for implementing the budget effectively.
- Then it is put up to the Governing Body for final approval. The sanctioned Budget is utilized for the proposed activities

Audits:

- **Internal Audit**: Internal audits are conducted quarterly by the internal audit department. Their team comes without any notice to our office and checks all financial records and reports, and they report deficiencies in documentation, misappropriation of amounts, and all types of transactions. Internal auditing helps to understand the exact financial situation of the institute.
- **External Audit:** An external audit is conducted by a chartered accounting firm. This audit is conducted at the end of every financial year. In this audit, they check the budgeted and related expenses and their documentation. The appropriate action has been taken after the detailed report presented by the external auditor.

Our annual financial records are audited by a Chartered Accountant, and we produce an estimated budget and expense statement. The director and accounts department make all significant financial decisions after consulting with management.

All the audited financial statements and the records thereof are well kept in the admin office of the institute. Audited financial statements of the last five years are also uploaded on the institute's website.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Quality initiatives in education institutes are a set of strategies and processes that are implemented to improve the quality of education provided to students. These initiatives aim to enhance the learning experience for students and create an environment that fosters academic excellence, innovation, and growth.

IQAC Proposed and implemented the metrics for quality development initiatives for each of the

stakeholder's phase wise i.e. Students, Faculties, Administration Research Centre and emphasised its implementation in every IQAC meetings which is also reflected in MOM & ATR. This helps track overall progress and take corrective measures. Over and above this, IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes under each of the following Criteria which are as follows:

Teaching & Learning: The Institution reviews its teaching learning process, structures & methodologies of operations through IQAC.

1.The IQAC holds meetings periodically with the faculties under the chairmanship of Director and reviews the progress of academic activities and administrative functioning.

2.The IQAC collects feedback from students on teaching to analyze for necessary improvements.

3.The Institute reviews its teaching learning process through AAA.

Outcomes:

1.Improvement in the academic activities which is reflected through results, PO-CO attainments and placements.

2.Improved quality of teaching as evident from student feedback.

Innovation Ecosystem: With the prime objective of fostering Innovation and research at the institute IQAC have established 3 Cells:

MET's Institute of Management champions innovation, research, and entrepreneurship through three dedicated cells: Edu Innovate IPR, Innovation and Start-up, and Research Centre. The "Edu Innovate IP Cell" focuses on fostering a research mindset, aiding in IPR creation, filing, and registration. Activities include workshops, collaborative research initiatives, and publication support. It has achieved 14 registered copyrights and secured one patent, showcasing academic excellence. The Innovation and Start-up Cell, aligned with SPPU guidelines, nurtures entrepreneurial endeavors, organizing numerous activities. Additionally, the Research Centre conducts conferences, seminars, and FDPs, contributing to scholarly growth. In the past five years, it has awarded 34 PhDs and facilitated significant research output.

Community Engagement:

From past five years, IQAC have emphasised on community extension activities which have greatly impacted both the community and students, fostering awareness of social issues and holistic development. Key initiatives include tree planting, promoting gender equality, donation drives, visits to old age homes and orphanages, health check-up camps, financial literacy workshops, food wastage awareness, and eco-friendly Ganesh idol promotion. These efforts cultivate empathy and responsibility, empowering students to effect positive societal change.

Outcomes:

1.Promotes social awareness to nurture creative instinct in the students.

2.Motivates them to be responsible citizens.

Corporate Interaction: Institute accomplishes the number of activities and facilitates industry interaction in various ways. Institute invites eminent industrialists for Guest Lectures, resource persons and key note speakers at conferences, Marketing, Finance, HR, ED and Alumni Meets on regular basis. IQAC have strived for building linkages with Industry for Internship & Placements.

Outcomes:

1.Enriching the students with the latest updates of the industries and technology.

2.Develop corporate environment and signing of various MOU's and linkages.

3.Increase in placements for students.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)	

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institute takes efforts to create a congenial environment free from gender discrimination through mutual respect. The outcome of the efforts is reflected in increasing Gender Equity Ratio for both Staff and students. The gender audit is a tool to assess and check the institutionalization of gender equality in the institute. If there any gender gaps are observed, rigorous analysis of the same will be done to identify its root cause and suggest measures to improvise the same.

Objectives of the audit:

1. **Assessment of Gender Equity Compliance:**

   - Evaluate the extent to which the organization complies with established gender equity policies, regulations, and legal frameworks.
   - Identify areas of non-compliance and provide recommendations for corrective actions.

1. **Identification of Gender Disparities and Inequalities:**

   - Analyze and document existing gender disparities and inequalities across various facets of the organization, including but not limited to admissions, recruitment, promotion, compensation, representation in decision making bodies and professional development.
   - Highlight specific areas where gender imbalances may exist and explore the root causes.

1. **Development of Comprehensive Recommendations:**

   - Synthesize findings into a set of clear and actionable recommendations for fostering gender equity.
   - Prioritize recommendations based on their potential impact, feasibility, and alignment with organizational goals.
   - Provide a roadmap for implementing the recommended changes to ensure sustainable progress toward gender equality.

These broad objectives collectively aim to provide a holistic understanding of the organization's current state regarding gender equity, pinpoint areas of improvement, and offer practical strategies for fostering

an inclusive and equitable workplace and education environment.

The audit has covered following areas: (Check list for the audit)

1. Gender balances in staff and students
2. Mechanism of Grievances for gender issues
3. Equal Opportunities and benefits
4. Security
5. Fair representation
6. Non-discriminatory Obligations and compliances
7. Facilities for women at campus.
8. Activities for promoting gender sensitivity and
9. Women Empowerment Cell – "SPANDAN"

Gender balance is well maintained at the institute, mechanism of women grievance redressal is well established and functioning, Infrastructure requirement are adequate as per the norms. Security and safety is ensured at the institute. Equal opportunities are provided to male and female students and there is fair representation of both genders at various committees. Women empowerment cell is active.

The details of the Audit can be seen in the attached report.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

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

Response:

The Institute is dedicated to fostering an inclusive environment characterized by tolerance and harmony among its diverse group of staff and students, encompassing cultural, regional, linguistic, communal, and socioeconomic dimensions. The cultivation of attitudes and perspectives in students and employees is emphasized to nurture an inclusive environment essential for the development of a harmonious and tolerant society. The Institute is committed to sensitizing individuals to their responsibilities as responsible citizens, raising awareness about constitutional obligations, values, and rights. Several initiatives contribute to achieving these objectives:

Diversity and Equality:

A yearly diversity report reflects the institute's commitment to providing a healthy atmosphere for individuals from all genders, communities, religions, languages, and socioeconomic backgrounds.

Gender equity is promoted through the integration of women into essential roles, with an equal opportunity cell actively ensuring a discrimination-free environment.

Cultural Activities:

The institute organizes cultural exchange programs, including MET Utsav Annual gathering, traditional days, and Fresher's Day, encouraging the sharing of unique traditions and customs.

These activities enhance mutual understanding, celebrate the diversity within the community, and foster the development of interpersonal and teamwork abilities among students.

Regional and Linguistic Activities:

Celebrations of events such as Marathi Bhasha Diwas, Dipavali, Guru Pournima, EID, and Christmas involve students from diverse linguistic and geographic backgrounds.

Hosting events like Marathi Sahitya Sammelan promotes regional and linguistic exchange, emphasizing the value of unity in diversity.

Communal and Socio-economic Activities:

Initiatives such as health check-ups, Arpan donation drives, and Covid care centers during the pandemic showcase the institute's commitment to communal and socio-economic well-being.

Students actively participate in relief efforts, distribution drives for essentials, and various activities contributing to tolerance and peace amid differences.

National and Commemorative Events:

The institute observes national holidays and celebrates events like Mahatma Jyotiba Phule Jayanti, Savitribai Phule Jayanti, Mahatma Gandhi Jayanti, and others, reflecting on the sacrifices of national heroes.

Independence Day and Republic Day are celebrated with activities that involve youngsters in addressing current social issues and fostering unity.

Educational Initiatives:

Courses on professional ethics, human values, CSR, human rights, and cyber security are taught as per University guidelines to instill constitutional obligations among students.

Various workshops and activities, including road safety workshops, environmental conservation initiatives, and financial literacy campaigns, contribute to students' awareness of their responsibilities as responsible citizens.

The institute's comprehensive approach thus encompasses a wide range of activities and initiatives to create an inclusive and harmonious environment while instilling a sense of responsibility and awareness in its students and staff.

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

7.2 Best Practices

7.2.1

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

Response:

At MET's Institute of Management, our commitment to holistic student development sets us apart, as we understand that success in today's professional realm requires more than just academic prowess. Our distinctive approach revolves around the holistic cultivation of Intelligent Quotients (IQ), Emotional Quotients (EQ), Social Quotients (SQ), Creative Quotients (CQ), and the nurturing of Adversity Quotients (AQ). Through meticulously crafted best practices, we aim to enrich these dimensions, ensuring our students are well-prepared for the multifaceted challenges and opportunities awaiting them in both their personal and professional lives.

1. PSYCHOMETRIC TESTING & COUNSELLING: Assess, Guide, Thrive for Excellence One of our pivotal practices is the utilization of Psychometric Tests followed by Counselling. This approach is pivotal in unravelling and nurturing various facets of our students' intelligence. By employing

psychometric assessments, we delve deep into their IQ, EQ, and CQ, gaining invaluable insights into their cognitive abilities, emotional intelligence, and creativity. Subsequently, our dedicated counsellors work in tandem with students, addressing their strengths, weaknesses, and inclinations. This personalized guidance fosters self-awareness and maximizes their potential across all intelligence quotients, empowering them to make informed decisions and build resilience in the face of challenges (AQ).

2. MET MBA MANTRA: Unlocking Potential for Professional Excellence The MET MBA MANTRA - a 15-day intensive program - is another hallmark of our institution. This unique initiative is designed to sharpen essential skills imperative for success in the professional realm. Through a dynamic mix of workshops, seminars, case studies, and outbound activities, we focus on nurturing IQ, EQ, CQ, and AQ. Students are exposed to critical aspects of leadership, strategic thinking, communication, and teamwork, thereby enhancing their social intelligence (SQ) alongside other quotients. This immersive experience not only imparts practical knowledge but also instils confidence and adaptability, attributes crucial for thriving in today's interconnected world.

3. COMMUNITY-DRIVEN LEARNING: Empowering Minds, Transforming Communities for Social Excellence Moreover, our emphasis on Social Projects underscores our commitment to social responsibility and community engagement, further enriching SQ and EQ. Through meaningful projects aimed at tackling societal issues, students apply classroom learning to real-world challenges, nurturing empathy, compassion, and leadership qualities. By identifying social problems and devising innovative solutions, students make positive contributions to the community, thereby nurturing their social consciousness and creativity. In essence, the strategic implementation of these distinctive best practices underscores MET's Institute of Management's unwavering commitment to fostering well-rounded individuals capable of excelling across all dimensions of intelligence. By prioritizing the enhancement of IQ, EQ, SQ, CQ, and AQ, we ensure that our students are equipped with a comprehensive skill set necessary to navigate and succeed in today's dynamic and interconnected world. Through these efforts, we not only differentiate ourselves as a premier institution but also reaffirm our dedication to holistic student development, setting our graduates apart as adaptable, resilient, and socially conscious leaders poised for success in their personal and professional endeavors.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The unique and defining characteristics that set MET's Institute of Management apart from others in the field of management education is Holistic development. A clear focus on holistic development of students through academic excellence, innovative teaching practices, industry relevance and personal developments has contributed the institute to stand out in a crowded marketplace and establish a strong reputation.

Academic excellence alone can no longer assure success in life and career of an individual. With this belief, MET plans for the **Holistic development** of students by initiating distinctive practices as part of its curriculum.

We believe in developing the intellectual, mental, physical, emotional, and social abilities in students so that he or she is capable of facing the demands and challenges of everyday life. With this single minded focus, MET has taken lot of initiatives in developing students and bring difference in them from all aspects. The Institute focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development.

The practices initiated by the institute are-

- Academics
- Teamwork and leadership
- Environment & Sustainability
- Physical health
- Social outreach
- Mental Health

1. Academics:

MET prioritizes academic excellence by employing innovative teaching practices. Blended learning, workshops, and the division of semesters into specific slots focus on developing comprehensive abilities. Encouraging participation in MOOC and NPTEL courses enhances students' domain knowledge, providing additional certifications. Experiential learning through roleplays and case studies integrates different subjects, allowing students to apply their knowledge to real-time problem-solving.

2. Teamwork and Leadership:

Recognizing the importance of teamwork and leadership for management graduates, MET designs programs like Taskforce presentations and outbound programs. Taskforce presentations involve business plan activities evaluated by industry experts, fostering practical skills. The outbound program, 'Anubhuti,' exposes students to various soft skills through management games, enhancing their leadership, teamwork, decision-making, and communication abilities.

3. Physical Health:

MET places importance on the physical well-being of its students, providing ample space for both indoor and outdoor sports. A well-equipped gym and facilities for indoor games like carom and snooker contribute to maintaining physical health. Annual sports activities, including football and cricket, engage

MBA students in physical fitness.

4. Environment:

Addressing the global concern of environmental sustainability, MET actively involves students in green initiatives. Tree plantation drives, both on and off-campus, and adopting a paperless work approach through LMS Moodle showcase MET's commitment to eco-friendly practices. The institute collaborates with Papaya Nursery to ensure ongoing care for planted areas.

5. Social Outreach:

MET encourages social responsibility among students through initiatives like MET Arpan, a donation drive where books, clothes, and materials are provided to those in need. Health check-up camps and food donation camps across Nashik city exemplify MET's commitment to community welfare. Food wastage awareness and involving students in plant donation activities further emphasize social responsibility.

6. Mental Health:

MET recognizes the importance of mental health and has implemented initiatives like MasterMind workshops and Mindfulness Meditation. The MasterMind workshop focuses on various aspects, including developing positive mental beliefs, instilling confidence, setting goals, and understanding human psychology. Mindfulness Meditation promotes daily awareness, aiding in stress management and emotional well-being.

This comprehensive approach to education, encompassing academic knowledge, values, life skills, and interconnected understanding, aligns with MET's goal of producing individuals who are academically proficient, emotionally intelligent, socially adept, and morally grounded. By addressing diverse needs, MET empowers students to reach their full potential, fostering a sense of self and positive contributions to society. Ultimately, MET's Institute of Management strives to create a brighter future for its students and the world at large.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

At MET's Institute of Management, we prioritize the holistic development of our students, recognizing that success in today's professional landscape encompasses more than just academic achievements. Our approach revolves around four crucial facets of development: Intelligent Quotients (IQ), Emotional Quotients (EQ), Social Quotients (SQ), and Creative Quotients (CQ), along with fostering Adversity Quotients (AQ).
Through our carefully curated best practices, we aim to enhance these dimensions of our students' personalities, preparing them for multifaceted challenges and opportunities in their personal and professional lives.

1. Psychometric Test followed by Counselling

2. MET MBA MANTRA - 15 Days Program

3. Social Project.

Through these best practices, MET's Institute of Management remains dedicated to nurturing well-rounded individuals who excel across all dimensions of intelligence. By enhancing IQ, EQ, SQ, CQ, and AQ, we equip our students with the skills and attributes necessary to thrive in today's dynamic and interconnected world.

Concluding Remarks :

MET's Institute of Management stands out across seven crucial criteria, reflecting a commitment to excellence, inclusivity, and sustainability. In curriculum delivery, the institution meticulously plans sessions, exams, and events, utilizing diverse teaching methods and transparent communication with students. Additionally, a range of value-added courses enhances students' skills and employability, aligning them with industry requirements. Cross-cutting issues such as professional ethics and gender equality are prioritized, fostering inclusivity and social responsibility among students. Moreover, the institute maintains a high enrollment rate and favorable student-teacher ratio, ensuring quality education through experiential learning methodologies and highly qualified faculty members. Research and innovation thrive through specialized cells and community engagement initiatives, while the campus infrastructure provides a conducive environment for holistic student development, with modern facilities and robust security measures. Institutional governance is marked by transparency and strategic planning, promoting academic excellence and continuous improvement. Furthermore, MET emphasizes gender balance, sustainability, and social responsibility, fostering inclusivity, environmental stewardship, and civic engagement among students. Overall, MET's holistic approach prepares students to become responsible leaders equipped to address global challenges and contribute positively to society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :18 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 395 Answer after DVV Verification: 389 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years* 3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>12</td><td>11</td><td>6</td><td>9</td><td>8</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>10</td><td>11</td><td>6</td><td>9</td><td>8</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	17	21	20	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	18	9	8	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	2	2	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	2	13	10

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	5	7	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	4	7	4

	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
17.74	7.10	2.42	2.75	3.24 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
15.23	7.10	2.42	2.75	3.24	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
123.56	88.96	126.80	81.85	65.79 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
35.40	6.65	25.91	17.11	5.45	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** 5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
348	312	241	211	235

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
145	132	123	117	119

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

6.3.2

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	5	16	6

Answer After DVV Verification :

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

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

6.3.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	26	41	22	22

Answer After DVV Verification :

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

| 26 | 25 | 26 | 15 | 22 |

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>166.47</td><td>80.10</td><td>100.25</td><td>99.18</td><td>86.45</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>181.71</td><td>87.20</td><td>102.67</td><td>101.93</td><td>89.69</td></tr></table>