



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MET INSTITUTE OF COMPUTER SCIENCE

MUMBAI EDUCATIONAL TRUST BHUJBAL KNOWLEDGE CITY BANDRA
RECLAMATION, BANDRA(WEST) MUMBAI-400050, MAHARASHTRA, INDIA
400050

met.edu/institute/institute_of_computer_science

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The MET League of Colleges is a conglomerate of premiere educational institutions, driven by a single-minded focus on imparting quality education to make students sharp.

Established in 1989, with a mission to redefine the system of education, Mumbai Educational Trust (MET) is a professionally managed, multi-disciplinary and multi-faceted oasis of knowledge. Its premiere educational institutes conduct university accredited and autonomous courses. The grant of the ISO 9001:2015 certification is an acknowledgement of the institution's capability to deliver professional education that meets the highest standards of professionalism worldwide. All this, to help young professionals face the challenges of life. And make their mark in the corporate world.

Training is imparted round-the-clock, seven days a week. Projects and assignments are given utmost importance and students learn on the job. Application-oriented knowledge, garnered in the lecture halls, is applied to industry assignments. The faculty spares no effort to make the students' razor sharp, so that they make their mark in the corporate world. No effort has been spared, to create an environment that encourages students, to push the limits of their minds.

MET ICS was established in 2001 in order to create a professional and innovative learning environment that focuses on creating IT professionals that effectively blend technology and management.

The Institute conducts the two-years, full-time Master of Computer Application (MCA) affiliated to the University of Mumbai.

At MET ICS, we strongly believe that the whole world is an IT professional's work place. Precisely, in the midst of a well-stocked library, a highly equipped computer laboratories with top-of-the-line hardware and software, and through interactive sessions with dedicated faculty who are experts in their own fields of specialisation, students are not just technically nurtured but also professionally groomed.

Vision

VISION OF MET ICS: To evolve as a centre of excellence in building competent and socially responsible computer professionals.

Mission

MISSION OF MET ICS: Impart knowledge and quality education to create skilled computer professionals.

1. Create an environment that encourages collaborative and inter-disciplinary activities.
2. Facilitate all round growth of students to have successful careers while maintaining high ethical

standards.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Strategic Location and Excellent Infrastructure
2. Supportive Educational Environment for Teaching and Learning
3. Proficient and Highly Seasoned Faculty Ensuring High-Quality Teaching and Learning
4. Holistic Approach to Education through a Comprehensive Curriculum and Diverse Activities
5. Well Equipped Learning Resource Center
6. State-of-the-Art Computer Center with the Latest Machine Configurations
7. Personalized Guidance and Support for Students
8. Ensuring the All-Round Development of Students through High-Quality Education
9. Guaranteed Placement Support with a 100% Assistance Rate.
10. Our students achieved high rank at Mumbai University Examination.

Institutional Weakness

1. Insufficiently funded research and consultancy projects are a prevailing issue for the Institute, as it operates as a private institution and does not receive adequate financial support from both government and non-government funding agencies.
2. Inadequate global exposure to Faculty Members and Students.
3. The absence of international linkages poses a significant challenge for the Institute. Without robust connections to global networks and institutions, the Institute is limited in its capacity to collaborate, exchange knowledge, and foster international partnerships.

Institutional Opportunity

1. Situated in the heart of Mumbai, a prominent business hub, this location offers convenient access to various placement opportunities and valuable resources for exploration.
2. Collaborate with industry and research institutions to initiate research projects, industry consultancy services, and management development programs.
3. Foster a culture of research excellence by establishing a dedicated Research Center and encouraging faculty members and students to publish their work in internationally recognized, peer-reviewed journals.
4. Boost Entrepreneurial Activities.
5. Strengthen ties with corporate entities to enhance collaboration and create mutually beneficial partnerships.
6. Expand the range of skill development programs and certifications offered to equip individuals with the necessary expertise and qualifications for professional growth.
7. Engage in a broader range of Institute Social Responsibility activities to contribute positively to the community and address societal challenges.
8. Secure additional grants to support funded research projects, enabling the Institute to undertake more extensive and impactful research endeavours.

Institutional Challenge

1. Competitions from other Autonomous Institutes, Private Universities which are offering similar programs.
2. Enhance the institutional branding, promotion, and positioning strategies.
3. No choice of students while admitting
4. Rising cost of computer education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The MET-Institute of Computer Science Studies is officially affiliated with the University of Mumbai (UoM) and follows the curriculum prescribed by the University. The institute strongly emphasizes that the curriculum is not limited to a mere syllabus, but encompasses various approaches that enable learners to accomplish their educational goals. To ensure effective delivery, the institution formulates a well-structured plan for timely implementation.

In order to design and finalize syllabi, faculty members actively participate in syllabus revision meetings organized by the University of Mumbai. Furthermore, the Principal of the MCA program holds the position of a special invitee to the Board of Studies of UoM, making valuable contributions to the curriculum design.

The institute boasts a carefully devised and systematic Five-Step Mechanism, encompassing the stages of Preparation, Planning, Implementation, Review, Result Analysis, and Continuous Improvement.

For curricular **enrichment** and to inculcate the employability skills among the students, various add-on/certification courses are conducted like AWS, Oracle, Microsoft Virtual academy, Great learning, Coursera etc.

Efforts are made by the Institute to integrate cross-cutting issues into the curriculum by offering relevant courses throughout the semesters of the MCA program. These conscious endeavors are aimed at sensitizing students and instilling a sense of responsibility in them as citizens of India.

To ensure the ongoing assessment and improvement of academic excellence, a well-functioning feedback system is put into place. Valuable input is gathered from students, teachers, alumni, and employers on a regular basis, enabling a comprehensive evaluation of academic quality.

The faculty members and students regularly attend Orientation Programs, STTPs, FDPs, SDPs, Workshops,

Seminars, Webinars and International Conferences to improve the teaching learning process. Faculty members and students are encouraged to participate in various research activities. Students and faculty members jointly write research papers/articles. These joint and comprehensive activities ensure effective curriculum delivery for MCA Programs.

Teaching-learning and Evaluation

The Centralized Admissions Process is used to admit students. MET-ICS is a participant in the State of Maharashtra's Centralized Admission Process and adheres closely to the guidelines and procedures that are periodically set forth by the pertinent authorities.

Before the official start of the course delivery, MET-ICS begins the Teaching-Learning and Evaluation processes by assessing students at the entry level.

The institution is aware of the diversity of its student body and how their experiences, skills, and other characteristics affect how much they learn. Government regulations state that students from different caste categories, such as SC/ST/OBC/NT/VJ, etc., are admitted in addition to 50% of the Open Category.

Students are classified as learners based on the percentage of marks they receive upon graduation and the correlation between their entrance exam scores. There are two categories for learners: High Achievers (Advance Learner) and Emerging Learner (Slow Learner).

At MET-ICS, improving the educational experience is the primary objective. Using a variety of experiential, interactive, and problem-solving techniques, including lectures, role plays, presentations, audio-visual film-based learning, management games and activities, case studies, projects, and assignments, among others, faculty members involve students in the learning process. Additionally, learners are exposed to real-time issues through ongoing industry interventions, which can take the form of industry visits or guest lectures, seminars, and webinars held on campus. At MET-ICS, teachers use ICT-enabled tools to facilitate effective teaching and learning. The institute's faculty members have made a conscious effort to gradually enhance the teaching-learning process each semester.

The teaching-learning process is defined by the Programme and Course Outcomes, which are based on the Learning Outcomes as stated by the University of Mumbai. Through the calculation of CO-PO attainment, the Institute has a mechanism for evaluating the Program and Course Outcomes. There is an intentional drive underway to raise these standards.

Course evaluations are conducted in compliance with University of Mumbai policies. The program's internal assessment is conducted according to the prescribed format which is transparent, fair and robust.

Research, Innovations and Extension

MET-ICS is dedicated to the pursuit of research excellence and seeks to become internationally recognized by means of collaborative, multidisciplinary research programs across all management functions. Financial support is given to faculty members for their publications and research. Writing, presenting, and publishing collaborative papers with faculty members is encouraged for students.

Through this, the Institute instills a culture of research among the student body. Research conferences and publications are how the institute's research is represented. International conferences and faculty development programs have been arranged by MET-ICS. Several workshops on research writing have been held to assist students in learning the proper methodology for writing papers.

The institute helps startups by offering guidance thus encouraging entrepreneurial skills. Regular sessions are held by the MET-ICS Entrepreneurship Development Cell, where alumni and entrepreneurs share their journeys to success and innovations they have made. The Institute has 16 Memorandums of Understanding (MOUs) in place with National and International Organizations, Universities, and Industries for Training, Research, Placements, and Internships.

The Institute actively engages in outreach initiatives to provide its services to the community and encourages its students to take part in these kinds of social events.

Our students have taken part in numerous blood donation camps, tree planting events, beach clean-ups, feeding the hungry through the RotiGhar project, eye exams, ration distribution in underprivileged areas, and COVID-19 warriors. The Institute also hosts a number of other social events, such as tree planting drives, street play against the plastic ban, computer awareness programs for BMC schoolchildren, and donation drives for the less fortunate.

Infrastructure and Learning Resources

MET Institute of Computer Science prioritizes high-quality facilities and resources that adhere to AICTE, DTE, and University of Mumbai standards. Their smart classrooms are well-equipped with computers, projectors, Wi-Fi, LAN, audio systems, microphones, and whiteboards. The institute houses two computer labs, each accommodating 35 students, enabling access to the latest software and technology.

Presentations and extracurricular activities are supported with a seminar hall equipped with Wi-Fi, LCD projector, a whiteboard, a podium, and microphones. The air-conditioned, Wi-Fi-enabled library is all on same floor and is automated using Libsys software. Teachers have access to a cozy area with LAN-connected PCs so they can easily access course materials. Books, magazines, newspapers, project reports, annual reports, bound volumes, CDs, audio/video (VHS), e-books, and e-journal databases are the part of library's collection. . A cafeteria on campus provides staff and students with reasonably priced meal alternatives while upholding hygienic standards. Gender specific common room and separate washrooms are also designed to facilitate the students.

MET Institute of Computer Science offers a comfortable and modern learning environment, meeting all infrastructural requirements and guaranteeing that students have access to the most recent materials and equipment.

Student Support and Progression

MET Institute of Computer Science actively assists students in accessing various government and non-government scholarship and freeship schemes, promoting awareness through notices and personal guidance.

The institute is dedicated to comprehensive student development, offering career counselling, language labs, pre-placement talks, and employability training.

A focus on work-life balance is encouraged through individual mentoring, counseling, yoga, meditation programs. Students are motivated to engage in social responsibility activities like beach cleaning, tree plantation and blood donation. The institute provides ample opportunities for participation in curricular, co-curricular, and extra-curricular activities through annual cultural and sports events, supported by the Student Council.

The institution runs an alumni association that makes it easier for alumni to participate in workshops, webinars, seminars, and guest lectures in order to help students to further study and productive employment. MET Institute of Computer Science fosters improved citizenship and lifelong enriching experiences for its alumni by preparing students for workplace readiness and equipping them to succeed in a variety of scenarios.

Governance, Leadership and Management

The primary goal of MET - ICS Governance is to use a decentralized, participatory management framework to continuously improve the quality of technical education. The institute places a strong emphasis on fundamental principles including commitment, honesty, ethics, teamwork, and social consciousness. The MET Trust's IQAC is the highest governing body, with the College Development Committee (CDC) coming in second. The principal, who also acts as the Member Secretary of the CDC and leads the IQAC, is the driving force behind leadership.

The process of making decisions becomes easier by the presence of different committees, which include both teaching and non-teaching staff. These committees are responsible for planning, implementing, and evaluating various activities. The principal plays a crucial role in promoting a leadership style that is democratic and encourages active participation from all staff members. To ensure transparency, the composition of these committees is displayed on the institute's website and notice board. Regular meetings are held to communicate responsibilities, fostering a decentralized and participatory management approach. Additionally, student committees are responsible for organizing co-curricular and extra-curricular activities throughout the academic year. The institution has a well-organized mechanism for both teaching and non-teaching staff to evaluate their work.

Institutional Values and Best Practices

Mumbai Educational Trust is committed to creating a secure and welcoming environment where employees, instructors, and students can work without fear of discrimination, harassment, or violence, including sexual and gender-based harassment. The institute uses CCTV surveillance, highly skilled security guards, well-lit grounds, and a mix of male and female security officers to assure safety. They keep in touch with a local hospital in case of medical issues and offer contact details and floor plans for reference.

MET ICS emphasizes building competent computer professionals through personal mentoring and various initiatives like career guidance from the first year, placement orientation, skill enhancement sessions, alumni interactions, industry visits, and invited talks. These efforts aim to make students industry-ready and well-prepared for their careers.

The institute focuses on the all-around development of students by following innovative teaching methodologies and organizing a range of academic, co-curricular, and extracurricular activities. These include cultural, sports, academic events, and social responsibility activities aimed at enhancing students' intellectual, creative, and interpersonal skills.

The Professional Mentorship Alliances (PMA) program at MET ICS connects MCA students with experienced alumni mentors. This initiative is designed to facilitate personal and professional development, offering guidance, advice, and feedback to help students achieve their goals and develop essential skills.

MET ICS conducts free workshops for B.Sc. IT & Computer Science students on the MAH-CET exam, providing tips and guidance for cracking the entrance exam for the MCA course. This workshop has received an enthusiastic response from aspirants.

The institute boasts a 100% project and final placement rate for its students in core IT companies, providing them with valuable experience on live projects and exposure to the latest technologies in the IT industry.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MET INSTITUTE OF COMPUTER SCIENCE
Address	Mumbai Educational Trust Bhujbal Knowledge City Bandra Reclamation,Bandra(west) Mumbai-400050,Maharashtra,India
City	Mumbai
State	Maharashtra
Pin	400050
Website	met.edu/institute/institute_of_computer_science

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Abhijit Banubakode	022-39554200	9890590333	022-26440155	principal_ics@met.edu
IQAC / CIQA coordinator	Omprakash Mandge	022-39554386	8390800392	022-26440155	omprakashm_ics@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 minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	Applied for Extension of Approval for the next Academic Year

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	Mumbai Educational Trust Bhujbal Knowledge City Bandra Reclamation,Bandra(west) Mumbai-400050,Maharashtra,India	Urban	1.85	17012.6

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	MCA, Met Institute Of Computer Science,	24	Graduation	English	60	60

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				3			
Recruited	1	0	0	1	0	1	0	1	1	2	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
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				14
Recruited	11	3	0	14
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				5
Recruited	4	1	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	4	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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		Total
		1	1	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	46	5	0	0	51
	Female	17	1	0	0	18
	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	8	3	0
	Female	0	0	2	1
	Others	0	0	0	0
ST	Male	4	2	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	9	6	6	3
	Female	4	2	2	3
	Others	0	0	0	0
General	Male	29	35	40	33
	Female	10	12	10	5
	Others	0	0	0	0
Others	Male	2	4	2	1
	Female	3	0	3	0
	Others	0	0	0	0
Total		69	69	68	46

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by our Institute. A discussion among the faculty members has been initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. The Institute is affiliated to University of Mumbai where in Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives and institute started offering these electives to students. In order to provide the holistic academic</p>
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	<p>growth among students, Inter-disciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of program offered by the institution. All the courses offered by institute are Choice Based Credit System (CBCS). Few of them also include value based and Management based like Entrepreneurship Management, Business Infrastructure Management etc. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments and MOOC through SWAYAM. As a part of their curriculum students must participate in Institute Social Responsibility (ISR) activities. These activities have a profound impact on students by cultivating a sense of civic duty and community engagement, fostering a commitment to addressing societal issues. Through these activities, students develop leadership skills and a deeper understanding of the importance of contributing positively to the world around them. It can be said that the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our institution preparedness in implementation of Academic Bank of Credits conforms to the guidelines of the affiliated university i.e., Mumbai University (MU). MU being state university is an official member of the National Academic Depository which is a government endeavor to offer an online repository for all academic awards under the Digital India Programme. MU is in the process of uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform through its affiliated colleges. The National Academic Bank of Credits (ABC) portal has now been integrated into the NAD portal https://nad.digitallocker.gov.in platform and is currently live from academic year 2021 onwards. MU follows a choice-based credit system (CBCS) for all its programmes and is now in the process to pass a resolution related to the ABC in the Academic Council. MU will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies. For this purpose, Institute is in the process of creating centralized database of the college students using ERP. Through this database, where in the academic credits earned by the student from various courses</p>

	<p>will be digitally stored so that the credit earned by student previously could be forwarded when the student enters the program again. For monitoring ABC, proper technical support system will be created.</p>
3. Skill development:	<p>The institute has an established skill development cell which actively participates to strengthen technical, vocational, soft skills of the students. The institute has an established training cell which actively participates to strengthen the current trends required in industry. During induction of the new batch, sessions on UHV (Universal Human Values) are conducted to instill empathy, respect, and tolerance, fostering a more compassionate and harmonious environment. These sessions also equip students with essential life skills, enabling them to navigate diverse social contexts with integrity and understanding. The Institution is already conducting the skill courses as designed by affiliating university in Semester III. Also, under the employability enhancement program for student in skill courses, the college has already been running courses such as soft skill development.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In order to promote /integrate the local language, art and culture, it is the regular practice at institute that all the Social activities conducted in adopted villages are compulsory executed in local Marathi language. In MET UTSAV at MET our students are actively participating in various cultural events and received prizes and color coats in many events. As most of our students are from rural areas of Maharashtra they can share their thoughts in any language.</p>
5. Focus on Outcome based education (OBE):	<p>The institution, being affiliated with MU university follows the guidelines as and when directed where in variety of approaches in teaching Learning process like lectures, seminars, tutorials/workshop/practical and project-based learning field work, technology enabled learning internship and apprenticeship and research work is already suggested and Institute is implementing it wherever possible. All the programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. Course outcome of every subject well defined in the curriculum itself by MU. The Institute has implemented outcome-based education with clearly stated Programme Outcomes and Course outcomes from 2018-19 onwards. All</p>

	<p>courses are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO philosophy.</p>
6. Distance education/online education:	<p>The institution is already prepared, especially during COVID-19 pandemic situations and teaching learning process through different online modes likewise app, Google Class rooms, WhatsApp etc. the whole college campus is Wi-Fi enabled with LCD Projectors installed in each classroom and hence no hindrance /obstacle in online education. Post-pandemic, the online learning experience has been adopted by the faculty and students to full advantage of flexible blended mode of teaching learning. From 2019 onwards departments are exclusively using Google Classroom for sharing learning contents with students for most of the subjects / courses. The faculty members also prepared themselves by getting trained for using various MOOCs and other online platform for online teaching learning through FDP, STTP and workshops during lockdown period. During Covid -19 pandemic various programs, meetings, seminars for students were also organized by institute via online platform conducting conferences and meetings. The institute being NPTEL Centre, students and faculties are encouraged to undergo MOOCs courses every year. Faculties are encouraged to offer MOOC courses at MU which promotes the blended mode of learning of learning. These efforts can be considered as the new normal, which is envisaged in New Education Policy as well.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Established in the academic year 2018.												
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	<table border="1"> <thead> <tr> <th>Sr.No.</th> <th>Year</th> <th>Faculty Coordinator</th> <th>Student Coordinator</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2018-19</td> <td>Prof. Chetna Achar</td> <td>Ratnesh Mishra</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sr.No.	Year	Faculty Coordinator	Student Coordinator	1	2018-19	Prof. Chetna Achar	Ratnesh Mishra	2			
Sr.No.	Year	Faculty Coordinator	Student Coordinator										
1	2018-19	Prof. Chetna Achar	Ratnesh Mishra										
2													

whether the ELCs are functional? Whether the ELCs are representative in character?	2019-20 Prof. Chetna Achar Harshad Zagade 3 2020-21 Prof. Chetna Achar Harshad Zagade 4 2021-22 Prof. Chetna Achar Siddharth Bundere 5 2022-23 Prof. Chetna Achar Siddharth Bundere
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Shri. Balram Mungekar (Mobile no. 9324455069) is appointed as a care taker for “Loksabha Sarvatrik Nivadnuk -2019” Reference: No.: Election / Saninia/177 Bandra (W) Ja.No.304/2019 Dated 24/04/2019 Subject: Regarding appointment as Care Taker for Lok Sabha General Election 2019. (Umesh Birari) Six. Election Adjudicating Officer 29 Mumbai North Central Lok Sabha Constituency
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	On request form Election commission of India for “Vidhan Sabha Elections-2019” Mumbai center, MET College Building (Rishikul Vidyalay) Stilt parking and Ground floor allocated to them. Reference: No. Election / Munuji/ Ka-5/ Mt. K.A.A./2019 Dated :- 18/09/2019 Read:- Section 160 (1) (a) of the Representation of the People Act, 1951. (Milind Borikar) District Magistrate and District Election Officer Mumbai Suburban District.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Plan to conduct voter registration drive in the Academic Year 2023-2024

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
138	183	152	132	136
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: 11

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
7	7	8	10	11

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
93.78751	60.65720	35.12132	73.16837	113.15180

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 MET Institute of Computer Science has a comprehensive academic planning and scheduling process in place to ensure a smooth and effective learning experience for faculty and students. The key highlights of their academic planning and execution include:

Academic Calendar: The Academic Planning and Time Table & Feedback Committee prepares an annual academic calendar, which is shared with both faculty members and students. This calendar encompasses assignment submission deadlines, test dates and details of Co-curricular activities throughout the semester.

Subject Allocation: Subject allocation is completed before the semester starts. Faculty members are informed well in advance about their workload for the upcoming semester, including course commencement and completion dates.

Teaching Plans: Faculty members are responsible for creating teaching plans for their assigned theory and lab subjects, ensuring that the curriculum is effectively covered during the semester.

Continuous Assessment: The Examination Committee designs a continuous assessment plan in alignment with the syllabus guidelines. Internal exams are conducted, and results are promptly shared with students within a week after the exams.

Course Evaluation: Subject faculty members are involved in the continuous evaluation of each course to monitor progress and ensure the quality of education.

Bridge Courses: Specialized bridge courses as specified by MCA University syllabus addresses the diverse needs of students from varying backgrounds, helping them bridge any knowledge gaps.

Add-on Courses: To meet industry standards and stay updated with technological advancements, planning for add-on courses is carried out, giving students additional skills and knowledge.

Feedback Analysis: Regular feedback analysis for teaching, learning, and evaluation processes is conducted every semester, allowing for continuous improvement in the quality of education.

Communication: The institute maintains updated information on its website and notice boards to keep students and faculty informed about important events and developments.

Alumni Association: Pass-out students are encouraged to become part of the Alumni Association, fostering connections and opportunities for networking and collaboration.

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: 25

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: 45.88

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
24	158	133	02	23

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Gender, environmental sustainability, human values, and professional ethics are integral aspects that collectively shape a responsible society. All people, regardless of gender identity, have equal opportunities and rights thanks to the recognition and promotion of gender equality. Environmental

sustainability recognizes the connection between environmental health and human activity, emphasizing the need to conserve and maintain our planet for present and future generations. Human values are the moral compass that points people in the direction of empathy, compassion, and social responsibility while also encouraging a sense of shared humanity and community. Professional ethics provide the moral guidelines and standards that people in their respective fields must adhere to in order to maintain honesty, fairness, and integrity. Together, these pillars contribute to the creation of a harmonious and sustainable world. The Institute makes an effort to sensitize our students in these varied aspects.

Professional Ethics:

Curriculum – The MCA Program incorporates the following courses to inculcate Professional Ethics in our students:

Compulsory Courses:

1. Soft Skill Development
2. Institute Social Responsibility
3. Internship

Elective courses:

1. Cyber Security & Digital Forensics

Gender:

The Institute organizes guest lectures on topics such as women's health and hygiene, safety, etc. in order to plan year-round activities for gender sensitization. Girls' involvement in decision-making and their teachers' encouragement of gender-sensitization are guaranteed. The Institute ensures students take an active role in addressing gender issues and come up with fixes for them.

A Grievance Redressal Cell has been established, in order to provide counselling for grievances received.

Further, we have a Women's Development Cell that hosts seminars on women's empowerment, safety, and health.

Human Values:

MET-ICS hosts seminars on "Universal Human Values" as part of the MCA First Year Induction Program, in compliance with AICTE guidelines. This is done in an effort to spread moral principles among students as part of the Value Education program, such as happiness, harmony, and prosperity. The academic schedule also includes a one-hour UHV session.

The AICTE-organized a 5-day online workshop on "Inculcating Universal Human Values in Technical Education", which was attended by the faculty.

Additionally, the Institute has held yoga and blood donation camps to instil human values in the students.

Environment and Sustainability

Through a variety of initiatives, the Institute protects the environment and advances sustainable green practices. As part of its green initiatives, the Institute holds e-waste awareness workshops, beach clean-up drives, and tree plantation drives in association with various NGOs.

The curriculum includes courses on "Green Computing" and "Institute Social Responsibility" to raise students' awareness of social awareness and to instil environmentally conscious behaviour in them.

The infrastructure of the institute facilitates segregation of wet and dry waste, disposal of electronic waste, and preservation of paper. The Institute has created awareness amongst students and staff members about the importance of conservation of water and electricity by displaying posters in the premises.

Posters are placed at prominent places to switch off lights, fans, AC and computers etc. when not in use to save electricity.

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: 80.43

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

Response: 111

File Description	Document
Upload supporting document	View 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
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: 89.8

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
60	60	60	46	38

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	54	60

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: 68.75

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
33	26	24	24	14

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
36	36	36	32	36

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: 19.71

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:

The Institute practices student centric methods to ensure that students play an active role in the learning process. The conventional method of conducting lectures is interspersed with discussions and doubt solving. This is complimented with approaches of experiential learning, participative learning and problem solving methods to ensure effective learning, through the following:

1. **Laboratories:** Laboratory sessions enable students to explore and execute the concepts learnt in the theory sessions.
2. **Curriculum Based Projects:** Curriculum-based Mini projects build the problem-solving capability of students
3. **Industry Internships and Projects:** Internship opportunities for students are provided by the institute to enhance problem solving abilities of the students.
4. **Activity Based Learning:** Institute conducts group based activities to demonstrate technical concepts through well-defined activities.
5. **Learners Handbook:** Institute provide learner's handbook to enhance participative learning
6. **Institute Magazine:** Institute publishes "EDGE" Magazine and encourages students to write articles
7. **Research Papers:** Students are encouraged to publish research papers.
8. **Skill Enhancement Sessions:** The Institute runs a regular soft skills lab to train students through a rigorous series of quizzes, group discussions, presentations, aptitude tests and technical tests.
9. **Cultural, Sports, and Technical activities:** The institute actively participates in Cultural and Sports activities organized during "MET UTSAV". Students are encouraged to participate in intercollegiate sports and cultural activities.
10. **Workshops/Training:** The Institute organizes various hands-on workshops/training from industry experts through several professional bodies/chapters. This makes students aware of the latest technologies and helps to fill the gap between industry/organizations and programs
11. **MOOC Courses:** MOOCs are a flexible way for students to learn new skills and advance their career. Certification courses from NPTEL, AWS Academy, Oracle Academy, Infosys Springborad, IIT Virtual Labs, Coursera, Udemy, Great Learning Academy and others.
12. **Guardian Faculty Mentor System and Professional Mentorship Alliances:** Implemented to monitor student performance and to guide students to improve in their studies, and inculcating discipline and ethical values among students in line with the college vision and mission statement. The PMA (Professional Mentorship Alliances) platform delivers a one-to-one mentoring of our students with an alumnus.

Teachers use ICT enabled tools to deliver effective teaching learning to all students.

The Institute is **Wi-Fi** enabled and has an **internet connection with 100 Mbps** facilitates access to various e-resources by teachers and students.

Institute has three **ICT enabled classrooms (Smart Classrooms)** equipped with PCs and projectors to facilitate lecture delivery using PowerPoint with other visual aids.

All **computers labs** are connected through LAN and equipped with internet connectivity.

Faculty members share textbooks/Reference books, study material, assignments/tutorials/quizzes on Google Classroom and ERP System. The **G-suite platform** is specifically used to facilitate online teaching learning.

The Institute library is Well-resourced with sufficient books, national and international journals, and e-resources like the National Digital Library of India (NDLI).

The Institute has its own **YouTube channel** on which various guest speaker sessions and events are available.

Students use e-learning platforms such as NPTEL, Spoken tutorial (IIT Mumbai), IIT virtual Labs etc. Students use online resources for project work, lab assignments, and course work

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
7	7	8	10	11

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: 27.91

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
2	2	2	3	3

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Examinations at various levels are conducted under the supervision of an examination committee. The committee comprises of the Course Coordinator as Chief Conductor (CC) and Faculty members as Supervisors. The end-semester examination is conducted by the University of Mumbai (UoM) and executed by the examination committee of the institute. All examinations are conducted as per the guidelines of University of Mumbai.

The Mechanism of Internal Assessment

1. At the department level, two Internal Assessment tests (for MCA 3 Years) and one Internal Assessment test (for MCA 2 Years) are conducted every semester.
2. Timetable and Seating Arrangement of test is communicated with the students well in advance.
3. The IA result is displayed within a week after test, and answer books are shown to the students to check for any discrepancies.
4. Faculty clarifies students' queries if arise.
5. The final internal term work marks are calculated based on attendance, experiments and assignment marks, Quizzes per Semester, Mini Project if any, and Technical Paper Presentation.

The Mechanism of External Assessment

1. The exam cell receives the question papers from the university in online mode.
2. Further, the papers are downloaded, under strict surveillance and the papers are sealed in packets

and Chief Conductor handovers these packets to respective exam halls.

3. Jr. Supervisor with the sign of two students opens the packets and distributes the paper to the candidates. After collecting the answer book from the junior supervisor all the relevant information is verified by Chief Conductor and Joint Supervisor.
4. Answer books are verified and barcoding is done in presence of Chief Conductor and Joint Supervisor.
5. All Answer books are dispatched to University of Mumbai.
6. Any grievances related to university question papers like out of the syllabus question, wrong question numbers, and missing marks during semester exams are reported to the university immediately through Chief Conductor.
7. After resolving the grievances/corrections in the question paper, the university decision or information is immediately communicated to the students during the examination through the examination committee members.
8. Following the examination, the answer book is digitally evaluated at various evaluation centers designated by the university, and the result is announced.
9. If a student has any grievances about the evaluation done, the student can apply for a photocopy or reevaluation. After completing the process, the university declares the reevaluation result
10. Exam Related Grievances
 - Following are typical types of grievances related to exam:
 1. Student's name not found in the eligible list
 2. Hall ticket not received
 3. Mistakes in the hall ticket relating to name, subject, etc
 4. Allocation of different centers for same student for regular and ATKT
 5. Divyangjan's support not received
 6. Printing mistakes in question paper
 7. Questions out of syllabus

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 Outcome Based Education (OBE) focuses on students' learning. In the OBE process, importance is given to learning by students after completion of course and program. The Course Outcomes (COs) and Program Outcomes (POs) are assessed.

Programme Outcomes

The programme outcomes ensure that students acquire the technical skills, knowledge and behaviour required by the time of completion of programme. This enables them to realize the educational objectives in their professional lives.

Program Outcomes are defined for the MCA Program in line with University of Mumbai guidelines. Twelve POs are framed taking into consideration the Programme Educational Objectives (PEOs) defined by the Institute and Graduate Attributes (GAs) defined in the NBA guidelines manual. Input from stakeholders such as faculty, alumni, industry professionals and parents are taken into consideration while framing POs.

The POs are disseminated through presentation by the Principal, Programme Coordinator and Course Coordinators at the commencement of the term, as well as periodically during sessions. Importance of PEOs along with its relevance to the Programme Outcomes (POs) is presented to the students by the faculty members during sessions.

POs are conveyed to the stakeholders through:

1. Digital Media

- Institute website https://www.met.edu/institute/institute_of_computer_science
- Student / Staff Login in ERP

2. Displayed at prominent places in the institute

- Display boards at the Institute entrance.
- Display boards at the Principal's office.
- Display boards at Faculty rooms.
- Display boards in Laboratories.
- Notice Board.
- Display boards at the Library.
- Display boards at the Conference Room.

3. Print media

- Institute magazine Edge
- Faculty Attendance Records
- Course Files
- Lab Files

4. Verbal Information

- Parent-teacher meetings
- Orientation Programmes

Course Outcomes

Course Outcomes are defined for every subject keeping in mind the learning levels defined by Bloom's Taxonomy. The course outcomes defined are mapped with the Programme Outcomes. Course Outcomes are defined for every course by the concerned course faculty and are approved by the subject expert and the Course Coordinator. COs are revised with every syllabus revision for MCA Program curriculum, which is usually every 4-5 years.

CO attainment values along with **CO-PO mapping** help to evaluate the PO attainment. The PO attainment is calculated for each course as per its CO attainments. This is subsequently done for all the courses of the MCA Program.

The COs are published and disseminated via multiple means viz.

1. Print Media - Faculty Course Files , Learner's Handbook
2. Digital Media – Faculty Presentation, ERP System
3. Physical displays - Classrooms and computer labs
4. Verbal information - during the course orientation

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:

Attainment of POs and COs is evaluated by the institution:

To improve teaching learning process in outcome based education, attainment calculation and its analysis for Course Outcomes (COs), and Program Outcomes (POs) is essential. The CO and PO attainment calculations are as follows:

1. Course Outcome attainment: The following components are used to calculate Course Outcome Attainment:

[A] Direct Method

Internal Evaluation:

Term Work: It is evaluated based on Lab performance, assignment, attendance, Mini Project if any, and Technical Paper Presentation or case studies.

Internal Assessment Tests (IA): Two internal assessment (IA) tests are conducted each semester at the department level covering all COs. For 2 Years programme one internal test is conducted and assignments are given to cover all COs.

The total term work marks and IA are evaluated at the end of the semester, and from these parameters mapping of COs to POs is done.

External Evaluation:

External evaluation is conducted for End Semester Oral/Practical and Theory Examination.

[B] Indirect Method

Course Exit Survey: To assess the students' understanding of the course, online course exit surveys are conducted and analyzed for each course.

2. Program Outcome attainment:

[A] Direct Method

Each course's COs are mapped to the POs. The PO attainment is calculated based on the attainments of individual COs in each course and is then applied to all courses in that program.

[B] Indirect Method

Course Exit Survey: To assess the students' understanding of the course, online course exit surveys are conducted and analyzed for each course.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 97.44

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
64	111	36	48	45

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
67	111	38	49	47

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
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.44

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

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

MET Institute of Computer Science brings together a diverse lineup of events, seminars, workshops, faculty development programs and expert interactions to create an environment that fosters creativity. The Principal has prudently established a number of committees with the goal of fostering an atmosphere that supports continuous learning and growth. These committees are essential to the dissemination of knowledge because they guarantee that both teachers and students are motivated to reach their full creative potential.

One of the biggest achievements in promoting innovation and entrepreneurship has been the opening of the MET Incubation Centre. The centre's mission is to support and nurture emerging startups by giving them the tools and resources they need to succeed. It also hopes to stimulate job creation and economic

growth. The MET Incubation Centre's launch signifies a commitment to cultivating a thriving ecosystem where innovation thrives and contributes to societal advancement. Guest lectures conducted on the "Innovation & Incubation Centre" have provided invaluable insights into the critical role these centers play in nurturing entrepreneurial talent and driving economic growth. Students also gained a deeper understanding of how these centers foster innovation, provide essential resources, and create a supportive ecosystem for startups to thrive.

The Entrepreneurship Development Cell at MET-ICS is another testament to its commitment to holistic education. With a mission to "instill an entrepreneurial culture" and a vision to "create successful entrepreneurs with leadership qualities following ethical practices to make an impact globally," the institute holds a number of workshops and seminars. These sessions aim to nurture the entrepreneurial spirit within students, equipping them with the skills and mindset required for success in the dynamic business landscape.

The Institution Industry cell at MET-ICS plays a crucial role in shaping the professional trajectory of its students. The institute is dedicated to helping students plan their careers and giving their dreams direction because it promotes holistic development. Students gain additional insights from interactive sessions featuring prominent figures in the IT industry, better equipping them to face the ever-changing challenges of the professional world. Aptitude tests, technical instruction, group discussions, and mock interviews are all part of the extensive training program that guarantees students are ready for the IT sector.

The IPR Cell and Institution Innovation Council aims to infuse a spirit of innovation among students, and conducts workshops on Intellectual Property Rights (IPR), Patents, and Copyrights. These sessions enlighten students on how to gain exclusive rights over unique concepts or designs they conceive. Understanding the importance of protecting intellectual assets, students are empowered to navigate the complexities of legal frameworks surrounding innovation.

MET Institute of Computer Science stands at the forefront of fostering innovation and holistic development. With a diverse curriculum that emphasizes intellectual property, career counseling, entrepreneurship, research opportunities, and career guidance, MET-ICS is shaping students into well-rounded professionals ready to make a big difference in the ever-changing field of computer science and technology.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 33

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
09	04	05	10	05

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.91

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
0	9	1	0	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: 7.91

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
66	14	6	1	0

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:

As a part of their academic journey our students participate in various activities including CET workshops, Orientation Programmes, Alumni Interactions, various Guest Sessions on topics ranging from IPR, Research Paper Writing, Design Patterns, Data Mining, Cyber Security, to Digital Disruption and a Robotech Exhibition. Along with these academic pursuits, it is essential to expose the student to Extension Activities.

Through extension activities, educational institutions play a role in education that goes beyond the classroom and into the heart of the communities they serve. These programs, which aim to close the gap between academic study and the demands of society, have had a significant positive influence on students' overall development. Our students have become agents of positive change through various health camps, literacy programs, and environmental initiatives, among other things.

Through active engagement with community members, our students have participated in various WHO (World Health Organization) and UNICEF campaigns, Tree Plantation Programmes, Temple Cleaning and Beach Clean-up Activities. The impact of these is measured not only in terms of relief experienced right away but also in terms of long-lasting changes brought about in the environment.

Furthermore, extension activities are essential for introducing students to a wide range of social issues. Students see the actual reality of diverse communities beyond textbooks and lectures. Our students have gained empathy, and a deeper understanding of social issues through interactions such as Computer Awareness Program conducted for underprivileged students, Street Play – Say no to Plastic and Contributions made towards Flood Relief in interior Maharashtra.

The foundation of education is holistic development, and extension activities act as a spark for this change. Through participation in various Blood Donation drives, assisting in Covid Vaccination Drives and Food distribution for underprivileged people; our students received practical experiences that supplemented their theoretical learning, developing well-rounded people who can successfully negotiate the challenges of the real world.

Moreover, engagement in extension activities fosters a lifetime dedication to social responsibility. After seeing the results of their actions whether it be contributing to a clothes donation drive, feeding stray dogs, helping school teachers improve their technical knowledge; our students take this sense of accountability with them into their future endeavours. They become advocates for good change and use the knowledge they gain from community service to bring about systemic changes.

In conclusion, the outcome of extension activities in the neighbourhood community is both impactful and transformative. It goes beyond the boundaries of traditional education, fostering a holistic development that encompasses academic knowledge, empathy, and a commitment to social change. By sensitizing students to social issues, extension activities become a cornerstone of education for societal well-being,

producing graduates who are not just academically adept but socially conscious leaders of tomorrow.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Khushiyaan Foundation, a non-profit organization dedicated to uplifting marginalized communities, has partnered with MET Institute of Computer Science. The collaboration has opened avenues for students to actively engage in projects such as Roti Ghar – providing meals to underprivileged children, Roti Ghar Animals – providing care to stray animals and Beach cleaning – raising awareness about environmental protection and contributing towards a cleaner coastline. This unique partnership reflects a holistic approach to education, blending academic excellence with a sense of social responsibility.

Students from the MET Institute of Computer Science actively participated in projects aimed at addressing societal issues such as education, digital literacy and the environment. Some of these include initiatives carried out by **Human Rights Council of India** such as Teaching Underprivileged kids and Tree Plantation Programs. This not only provided students with a real-world application of their academic knowledge but also instils a sense of empathy and social awareness.

Further our students participated in numerous Blood Donation Campaigns including **Tata Memorial Hospital, Borivali Blood Centre, SBTC**, etc. They have not only contributed to saving lives but have also fostered a culture of social responsibility within their community. Their actions have had a direct and profound impact on patients in need, highlighting the significance of donating blood as a life-saving measure.

Our students participated as Covid volunteers at various organizations such as **Nagarparishad Mhaswad, Deep Ashray Social Foundation, Bharatiya Rashtriya Congress** and many more. Invaluable hands-on experience in crisis management, empathy, and community service, shaping them into compassionate and responsible individuals. The impact on these students extends beyond their immediate involvement, fostering personal growth, resilience, and a lifelong commitment to civic engagement and social responsibility. Such experiences are invaluable in shaping well-rounded individuals who not only excel in their technical capabilities but also possess a deep understanding of the ethical dimensions of their work.

Our MET-ICS students been involved in Clothes donation drive organized by Lions Club, Wardha and Goonj. Volunteers got opportunity to engage with the local community, fostering goodwill and empathy. As an outcome they have developed a sense of civic duty and understand the transformative power they hold as future professionals in the field of computer science. This ethos aligns with MET's broader vision of producing socially responsible graduates who actively contribute to the betterment of society.

In conclusion, the collaboration between various organizations and MET Institute of Computer Science exemplifies the potential for academia and non-profit organizations to join forces in creating meaningful social impact. Through these associations, students are not merely passive participants but active contributors to projects that strive to make a positive difference in the lives of the less privileged. These partnerships serve as an inspiring model for other educational institutions and non-profits to collaborate and foster a generation of socially conscious professionals.

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: 44

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
11	27	02	01	03

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: 16

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 computer Science has state-of-the-art facilities and learning resources that adhere to the criteria and standards established by the AICTE, DTE, and the University of Mumbai.

With the objective of facilitating the teaching learning process in a conducive, comfortable and contemporary environment, the Institute has well equipped classrooms.

The Institute has been fulfilling the norms of physical infrastructure, laid down by AICTE and meeting the requirements of adequate classrooms required for teaching in the Programme.

Classrooms: All the classrooms are smart classrooms which are well illuminated, ventilated and air conditioned with Wi-Fi. The classrooms are equipped with a computer, projector and projecting screen, internet, LAN, audio system, cord mike ,cordless mike and a lectern. The classrooms also have a white board and markers.

Computer Lab: The Institute has well equipped computer labs which allow students access to the latest technologies in IT, to help them to be up-to-date with the current developments in the field of IT. There are 2 Labs which have capacity of 35 computers where students can carryout there practical sessions and have access to all the software's required as per their curriculum.

Seminar Room: Seminar hall is well equipped with Computer, Wi-Fi, LCD Projector along with White-Screen, White-Board, Podium ,Mike and Sound System. Seminar Hall also provides all the required amenities and has sufficient space to carry out extra-curricular activities.

Library: The well-furnished, Air conditioned and Wi-Fi enabled library is located on the same floor of the institute. Library has introduced state of the art information technology and its routine service has been fully automated using the library database management Software Libsys.

Faculty Room: The Institute features a comfortable faculty room with a visitors' area, equipped with PCs connected via LAN to classroom PCs, facilitating easy access to teaching materials and data.

Cafeteria: On campus, there is a cafeteria. It maintains a high degree of hygiene and offers affordable culinary services to students and staff.

Common Rooms: There are gender specific Common rooms for both Boys and Girls .These rooms are used to relax and revitalize them after the lectures, and also for some interactions and discussions with each other.

Wash Rooms: Separate Wash Rooms for Boys and Girls have been provided .

MET Institute of Computer Science is committed towards an education that allows for all-round development, i.e., comprehensive development of students through balance of five areas, namely physical, practical, creative, moral and intellectual. Students participate in extracurricular activities such as indoor games, cultural events, communication skills development, various technical workshops, health and hygiene workshops, etc., on a regular basis.

The institute has adequate facilities for indoor games. Facilities for indoor games like Table Tennis, Carrom and Chess Board are made available for both girls and boys. The Institute provides a Convention Hall for various events such as cultural event, convocation ceremony, Farewell and Orientation. Institute also provide a seminar hall to conduct technical workshops for students to enhance their knowledge and give them insights from the experiences shared by various industrial mentors.

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: 16.74

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
35.84956	2.56166	0	4.59795	19.92652

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:

The institute has a separate and well equipped digital library as per the norms. A separate server has been provided in this section to handle the digital contents. More than 380 e-books, 3300 NPTL videos of professors from national and international institutes of well repute are available for the students and faculties as well. It has has the provision to access scholarly national and international journals. The aspirants can access all types of digital contents during the regular library working hours.

Availability of digital library content: Yes

If available, then mention number of courses, number of e-books, etc: 1000+

Availability of an exclusive server: Yes

Availability over intranet/internet: Internet

Availability of exclusive space/room: Yes

Number of users per day: 4

Library operating policies and procedures:

Introduction: The MET Library, established in 2001, is a well-equipped, air-conditioned, and Wi-Fi-enabled facility on the 8th floor of the institute. It supports academic and research needs, with state-of-the-art information technology and security systems. The library holds 13425 books, periodicals, journals, magazines, and newspapers, and subscribes to e-Resources and electronic databases.

Vision: To promote knowledge enriched learning community, which is committed to support the development and empowerment of the communities we serve with integrity.

Mission: To support teaching, learning and research with state of the art information that Complements, education, reflective thinking and development of thought using Contemporary knowledge in the relevant field.

Objectives:

1. Select, acquire and organise high quality, relevant and up to date information resources according to need and requirement of the MET users.
2. To assist the MET's Faculty in keeping abreast of development in his/her field.
3. Develop, maintain and promote a wide range of library services to optimise the use of library resources;
4. Adopt the latest tools and technologies to provide library services to the users more effectively and efficiently.
5. To bring books, students and scholars together under condition which encourage reading for pleasure, self-discovery, personal growth and the sharpening of intellectual curiosity

Purpose of Policy: This policy sets out the principles which guide the development of a quality Library collection that meets the information needs of a dynamic community. The policy will ensure that the quality of the collection is maintained through consistency in selection and deselection processes and a process of continuous evaluation.

Clients:

The Library provides collection access to the following client groups:

- Students
- Faculty and staff
- Research scholars
- Alumni

Scope Of The Collection: The Library collection holds resources designed to support the learning, teaching and research needs of the Institute. Resources are provided in a variety of formats including:

- Books and other hard-copy printed materials
- Serials (i.e. journals, periodicals or newspapers in both electronic and hard-copy format)
- Databases (electronic collections containing bibliographic citations and/or full-text items)
- Multimedia material (including CDs, DVDs,)

Library Collection: The Library collection comprises of books, periodicals, newspapers, Project report ,

Annual reports, Maps, Bound Volume, CDs, Audio / Video(VHS) , e-books, e-journals database available in the library.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

MET has well-equipped and well-facilitated computer center with LAN connectivity. Every teaching and non-teaching staff member has a separate computer with LAN connectivity. MET has an Internet Lease Line facility which has gradually updated from 50 Mbps lease line to 100 Mbps lease line. This up-gradation has been done from time to time as per the norms prescribed by AICTE and institute's requirements. Wi-Fi services are available for student with 10 Mbps speed.

Following are the Details of IT facilities:

Sr. No.	Equipment	Number
1	Projectors	05
2	Scanners	02
3	Laptops	02
4	Printers	03
5	Switches	08
6	Firewall (Hardware)	01
7	Smart Board	01
8	Online UPS System	02
9	Server	02
10	Speakers	24
11	WebCam	30

Details of IT facilities:

Currently MET ICS has 85 computers. Considering the changes in technology, the institute has been

constantly updating itself by discarding old PCs and procuring new PCs.

Computers for students with the following configuration:

Computer (70): Processor i7, 8GB RAM, 1TB Hard Disk, 3.10 GHz CPU Speed.

Computers for Faculty with the following configuration:

Computer (15): Processor i3, 8GB RAM, 1TB Hard Disk, 2.60 GHz CPU Speed.

Bandwidth of Lease line (Mbps): -

To adhere to the norms laid down by AICTE, MET ICS has constantly updated its lease line bandwidth from time to time. Following are the details of the same –

Name of the Internet provider: TATA Communications

Available bandwidth: 100 MBPS

Access speed: 100 MBPS

Availability of Internet in an exclusive lab: Yes

Availability in most computing labs: Yes

Availability in departments and other units: Yes

Availability in faculty rooms: Yes

Institute's own e-mail facility to faculty/students: Yes

Security/privacy to e-mail/Internet users: firewall on gateway and end point penetration.

The entire institute is equipped with 24*7 Wi-Fi services: Yes

Licensed software's: Institute has various software's needed for academic purposes which include Oracle, Visual Studio Professional, Orell, apart from basic software like Office, Tally etc.

Licensed version of OS: The institute has license copies of Windows Operating System and also works with open-source operating systems like LinuxUbuntu OS and other software tools such as Cisco packet tracer, NS3, Wireshark, Python,Node js, XAMPP, Spark, and Hadoop.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 2

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

Response: 69

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

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: 26.09

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
22.55444	17.44236	11.0509	16.24958	30.78334

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: 49.26

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
78	93	72	62	60

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: 52.23

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
90	61	124	32	80

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: 76.55

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
92	23	29	43	48

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
64	111	36	48	48

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
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 2.78

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
1	1	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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: 13

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
4	4	1	1	3

File Description**Document**

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 0.8

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
1	1	0	1	1

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

Response:

1. There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services.
2. **Registration of Alumni Association:** The institute has constituted and registered Alumni Association with charity commissioner (**Identity Number : U80300MH2022NPL374471**).

1. Alumni are an important pillar of the Institution and play a significant role in connecting the academia with industry. MET Institute of Computer Science gives a platform for the alumni to network and interact with the students; faculty members and the management, thereby enhancing the educational experience at the institute. They are the institute's Brand Ambassadors. They promote a spirit of support & responsibility, and assist in refreshing, enhancing and enriching the name and fame of the institute. They develop synergistic plans and create a decisive roadmap for the future.
2. The alumni are also invited to contribute to International Conference arranged by the institute in the form of authors to give a platform for networking and knowledge sharing to the Alumni and current students.
3. Alumni Association significantly contributes for the development of the institute in many folds.

- **Career Guidance & Counselling sessions:** Alumni Association organizes and conducts Career Guidance Sessions and Counseling sessions for current students in which they share their real life corporate experiences, so as to make the students well acquainted with the challenges and opportunities of corporate world. This helps students to choose their specialization on the basis of corporate facts shared by Alumni.
- **Contribution in summer internship & final placement:** Alumni of MET Institute of Computer Science contribute by way of providing opportunities for summer internships and final placements to current students. They also help in grooming the students to enhance their employability.
- **Guidance for Entrepreneurship Development:** Some of our alumni who are entrepreneurs keep on visiting campus to interact and guide students for encouraging them to become entrepreneurs.
- **Representation in IQAC:** IQAC is responsible for taking quality initiatives, quality assurance and quality improvements. Alumni members actively participate in IQAC.
- **Contribution towards academic enrichment:** The suggestions from alumni are incorporated in academic planning and delivery. Our Alumni contribute in the curriculum delivery as a visiting faculty, adjunct faculty and industry resource person.
- **Contribution towards Institute admission:** Many alumni recommend the Institute to their siblings, friends during admission
- **Organizing Alumni Meet:** With the alumni being the part of IQAC, it acts as a facilitator for quality improvement and assurance. The Alumni has been actively involved in the various activities related to the Institute development. MET ICS organizes Alumni meet on the campus for networking purpose.

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 main objective of MET - ICS Governance is to achieve continuous improvement in quality of technical education through structured framework. Decentralized governance and participative management is ensured through institute's hierarchy as well as with the involvement of stakeholders. Principal of the Institute is bestowed with necessary powers for smooth functioning of the Institute towards achieving its mission. For this purpose, core values are defined as Personal and Professional Integrity, Ethics, Collaboration, Social Conscience, Quest for Excellence and Commitment.

The sustainability of an Institute depends upon strategic plan which provides a blue print towards accomplishment of its mission. Stakeholders play an active role in ensuring the implementation of institutes' vision, mission, core values, quality policy, objectives and strategic plan. The Executive Committee MET Trust is the top governing authority of the institute, whose prime function is to direct the Institute towards excellence. The College Development Committee (CDC) of institute represent next level after IQAC. Leadership is driven by the principal under the guidelines of AICTE, DTE, UOM and METICS. Principal is the chairman of IQAC, Member Secretary of CDC and Chairman of all Statutory and Institutional committees. The decision making is carried out through formation and functioning of various committees that hold meetings at regular intervals.

By assigning duties, the principal involves the staff and the course coordinator in the organization, execution, and assessment of every activity. They are authorized to serve in a variety of extracurricular, co-curricular, and curriculum committee capacities as coordinators and member secretaries. As a result, decision-making is accomplished through the establishment and operation of numerous committees that meet on a regular basis.

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

Response:

The institute Principal ensures a Democratic and Participative style of leadership, soliciting the total participation and active involvement of both teaching and non-teaching staff. He guides, initiate and advice the staff to actively involve themselves in realizing the goals and objectives of the Institute.

Various committees are appointed for the academic and non-

academic activities to be conducted during the academic year and responsibilities are fairly distributed among all the staff members and students. The committees are constituted and displayed on institute website as well as notice board. This ensures transparency in policy execution. The role and responsibilities are communicated to the respective committee members through regular meetings to involve everyone in decision making.. Student committees organize various co-curricular and extra-curricular activities throughout the academic year. This reflects decentralization and participative management.

Case Study:

Two Days International Conference on “International Conference on Recent Advances in Information Technology ICRAIT”, 23rd and 24th June 2023

The International conference was organized by MET-ICS. The theme, conveners, and coordinators were chosen during brainstorming sessions. The CDC approved the conference proposal and budget, which was prepared by conveners.

Aim and Objective:

This conference provided an open platform to industry professionals and academicians, research scholars to discuss various business strategies for inclusive growth.

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:

Participative Management and decentralization in execution of all the process is practiced at MET ICS. College Development Committee governs the Institute by making higher management decisions. Various Statutory and institutional committees are formed in the Institute for the smooth and efficient

management of activities. Functions and Responsibilities of the committees in the Institute are well-defined. For better functioning of the Institute, authority and power is delegated to Teaching and Non-teaching Staff members. It also gives an opportunity to the staff members to develop administrative and managerial skills.

The committees are constituted by the Principal in consultation with Course Coordinator. The outgoing Member Secretary /Conveners of the committees are expected to hand over all the relevant documents/files to the new Member Secretary /Conveners in the presence of the Principal or a representative appointed by him. The Organizational Structure, Administrative Setup, Policies and Procedures refer to

Administrative and Academic Process Handbook.

Executive Committee: The Executive Committee is a parent authority of entire MET Institute of Computer Science.

Board of Governors (BOG) and College Development Committee (CDC): These committees plans the academic, administrative and infrastructural growth, and enables institute to attain excellence in curricular, curricular and extra-curricular activities.

Principal

is responsible for implementation of strategic plans and initiating innovation related to sustainability and growth of an institution.

IQAC initiates plan and supervise various activities that are necessary to enhance the quality of the education.

Course Coordinator acts as a link between Principal and students, faculty and staff members.

Administrative Office, Library, Training & Placement they all work under the guidance of IQAC and **Principal**.

The Course Coordinator prepares the academic calendar and ensures strict adherence to it, The Guardian Faculty Members address the emotional and psychological issues of students, while the Examination Cell facilitates the smooth conduct of examinations and timely declaration of results. The Librarian and team plan the purchase of books, subscribe to national and international materials, and conduct awareness programs regarding library facilities. The IQAC, established according to NAAC norms, makes sure a quality culture, and the Internal Complaints Committee handles complaints of sexual harassment of women in the workplace. The Grievance Committee prevents unfair practices and provides staff and students with a mechanism for the redressal of their grievances, while the SC/ST Committee deals with

the unfairness of students and staff members of the reserved category. Teaching staff members' performance appraisal is evaluated every year. Confidential data is kept in the office. The College Development Committee, consisting of representatives from management, the Principal, and staff representatives, sets goals and decides its course of action.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
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 Management System (PMS) at MET has been designed with the purpose of:

1. Providing a fair and transparent performance management process.
2. Linking performance to the promotion and increments.

3. Providing feedback to the employees for future development.

Methodology used for Performance Appraisal Process

The Performance Management process at MET uses 360-degree method for performance review. 360-degree appraisal method include self (Employee)-appraisal, managerial reviews, HOD feedback, Institute/department wise corporate feedback from staff and student feedback wherein feedback of key positions- Principal, Director, Placements, Registrar, Library, Canteen is taken from students. The multi-rater quality of 360 performance appraisal makes it an ideal evaluation tool, which is totally unbiased.

Performance Period

The Performance Management process at MET has an annual cycle i.e. performance from 1st April to 31st March of the next year will be assessed in the annual appraisal. However employees joining on or after 31st October are excluded from the Performance Management Cycle.

Financial Welfare Measures:

Provident Fund: All Teaching and Non-teaching staff member gets benefit of Employee Provident Fund as per Government rules.

Gratuity: Gratuity benefits are made applicable to all teaching and non-teaching staff as per provisions of Payment of Gratuity Act 1972.

Insurance: Institute provides Accidental and Health insurance to all Teaching and Non-Teaching staff members.

MET Loan Policy: Employee would be entitled for interest free loan of maximum amount of 20,000 rupees at one time. Recovery of the loan amount shall be done in twelve equal installments (EMI).

Research policy: Faculties will be given a reimbursement for National Level Seminar/Workshop/

Conference/Paper Presentation/FDP annually as follows: -

1. Director – Rs. 30,000/-
2. Associate Professor and Professor- Rs. 25,000/-
3. Assistant Professor - Rs. 20,000/

Uniform for Non-teaching Staff Members: Class 4 Non-teaching staff members are provided with Uniform from institute.

Food Coupons at Institute level: monthly sanction of rupees 700 at Institute level

for food coupons towards visitor's hospitality.

Canteen Coupons: Canteen Coupons of Rs 400 are provided to all teaching and non-teaching staff every month.

Non-Financial Welfare Measures:

Holidays and Vacation: Institute grants Holidays and Vacation to teaching and non-teaching staff as per the norm and guidelines of University of Mumbai

Maternity Leave: Institute grants a maternity leave of 3 months to female staff members.

Extended Medical Leave
: Institute grants extended medical leave to its staff members in case of Medical emergency.

Compensatory Leave: Institute grants compensatory leaves to all teaching and non-teaching staff members for work done on holidays.

Earned Leave: Teaching and non-teaching staff is provided with the benefit of earned leave as per norms.

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: 39.53

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
7	1	0	5	4

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: 12.5

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
5	1	4	3	1

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
19	12	11	13	14

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
Annual reports highlighting the programmes undertaken by the 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:

MET Institute of Computer Science is a private self – financed and permanently unaided institution. The motto of METICS is to build and develop a complete person, a responsible citizen, to play a meaningful role in the corporate world and the society as a whole. We create the zeal, excitement and potential in our students to plunge into the world of corporate with total dedication.

1. The primary source of income is Tuition fee from the students. The tuition fees itself is regulated by Fee Regulation Authority i.e. FRA, established as per Maharashtra Unaided Private Professional Educational Institutions (Regulation of Admission and Fees) Act, 2015 by Government of Maharashtra.
2. The Institute manages three types of resources i.e. Human-Resources, Equipment & Material Resources and Infrastructural Resources. The Institute ensures that qualified manpower as per the norms of concerned regulatory authority like AICTE, DTE is recruited.
3. An important part of cash inflow in budget is the student admission. In order to ensure that maximum seats are filled against approved intake, the mobilization plan is implemented.

On the utilization side the institute has a robust process given below:

1. In the beginning of every academic year, the budget is prepared with different Committee Members and Accountant which includes recurring and non-recurring expenses. Adequate budgetary provisions are made for development of infrastructure, conducting various curricular,

co-curricular and extra-curricular activities and to enhance various facilities, newer initiatives and welfare schemes for the students.

2. Budget is scrutinized and approved by Board of Trustees.
3. Constant checks are done with regard to the funds received and the expenses incurred with the help of the administrative and accounts staff.

Funds Utilization Plan

1. Salary to Staff
2. Student Development
3. Placements
4. Staff Development Programs
5. Office & Administrative Expenses
6. Capital Expenditure – Purchase of Equipment's, etc.
7. ICT Facility
8. Library Resources
9. Infrastructure Development & Maintenance

External Audit:

Frequency of Audit: Annual

External Audit:

The institute regularly conducts external audit and all account books are maintained by the accountant as per the guidelines of the ICAI (Institute of Chartered Accountants of India) Accounting Formats. The accounts of the institute are audited by Chartered Accountant appointed by the Mumbai Educational Trust regularly as per the Accounting Standards at the end of each financial year and are certified.

1. Income and Expenditure Statement
2. Balance Sheet
3. Depreciation of Fixed Assets
4. Opening and Closing Balance of Total Fees collection, Fees outstanding and Student and Social Welfare
5. Internal Audit Report
6. Professional Tax, Income Tax, TDS and Provident Fund returns

Internal Audit:

1. Income Receipts and other Income Receipts with linkage to Bank.
2. Bank Receipts
3. Bank Reconciliations Statement
4. Cash Book
5. Tally Entries
6. Professional Tax, Income Tax, TDS, GST and Provident Fund
7. Vouchers Checking: Bank and Cash Vouchers
8. Monthly Salary Statement and Deductions
9. Yearly Budget
10. Fee Regulatory Authority (FRA) for Fee Approval
11. University of Mumbai Fees (Affiliation Fee, Exam Fee, Enrolment Fee, Eligibility Fee, Pro-rata and Student Welfare Fee)
12. Availability of Sanctions from Trust for Expenses.

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

6.5 Internal Quality Assurance System**6.5.1**

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

Response:

Internal Quality Assurance Cell has been constituted on **3/7/2018** in the presence of all Teaching and non-teaching staff members of MET ICS. It is an institutionalized body which is constituted by all stakeholders of the Institute.

Quality is an integral part of our service. The cell is constituted by the Institute to assess the Internal Quality of the Institute and it works for dissemination and implementation of the quality policy of the Institute. IQAC conducts various academic, Co-curricular and extra-curricular activities for the quality improvement. The key function of the IQAC is to develop a system for conscious, consistent improvement in the overall performance of institution.

Activities Initiatives by IQAC

1. Faculty members are provided with financial support for attending

National and International Conferences/Seminars/FDP/ Paper Publications.

2. Faculty members are supported with infrastructure, library, human resources, and assistance to carry out research activities.
3. Add-on and Certification Courses for students.
4. Refine Teaching-Learning Process.
5. Activity / Event report.
6. Preparing students for the final placements.
7. Student performance in examinations.
8. Strengthen Industry Institute Interaction.

The academic process of institute is directed by Academic Planning, Time Table and Feedback Committee, where IQAC gives suggestions for development and enrichment of Teaching-learning process. At MET ICS Course Coordinator of Academic Planning, Time Table and Feedback Committee is member of IQAC to maintain the proper link between the both committees.

Initiation of Academic Process

1. **Academic-Calendar:** At the beginning of Academic year there is practice of preparing Academic Calendar for semester so that all academic events can be scheduled in a systemic way.
2. **Time-Table**
: Once the Academic calendar is prepared the next step is preparation of timetable for both of the semester accordingly as per guidelines given by university.
3. **Session-Plan**
: After declaration of academic timetable this is now task of subject teacher to prepare session plan for their concerned subject and get it approved by the Academic Head.
4. **Certification-Courses:**
Certification courses as per suggestions of IQAC and Academic Advisory Committee are planned and executed.
5. **Assignments-Submission:** As per sessions-plan the assignments given to students should be collected within timeline
6. **Lab Sessions:** Through LAB sessions the students access internet immediately and gather the information about the topic taught by teacher which helps to assemble massive facts and figures which is not possible in only classroom teaching method.
7. **Career Guidance:** Institute facilitates the acquisition of skills and knowledge to help students understand themselves while exploring career options through career guidance.

Evaluation of Academic-Process

1. **Teaching Plan:** The session plan which is prepared by concerned subject teacher is time to time checked and evaluated by Principal and accordingly suggestions are given to faculty to improve their teaching skill.
2. **Evaluation:** The evaluation is done by the subject teacher as per guide lines of University of Mumbai.

Feedback

System

: Teaching feedback is collected at the end of the semester, which is analyzed by Academic Planning, Time Table and Feedback Committee.

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:

MET-ICS uses dynamic initiatives to promote gender sensitivity. Women's Day celebrations and food festivals honoring diversity in cuisine are interspersed with yoga, Garba, singing and dancing performances, fashion shows, sports, and bike shows. These activities support empowerment, inclusivity, and awareness, all of which are in line with MET-ICS's mission to promote a gender-inclusive atmosphere.

MET-ICS prioritizes gender sensitivity through comprehensive measures. Alongside celebratory events MET-ICS ensures safety with robust security systems including CCTV surveillance. Emergency contact numbers further reinforce safety, reflecting MET-ICS's dedication to fostering a secure and inclusive environment for all genders.

MET-ICS has demonstrated its steadfast dedication to gender sensitivity through an extensive set of programs. Through a variety of committees, such as the internal complaints committee, women's grievance redressal cell, and anti-ragging committee, the institution proactively addresses harassment. These organizations play a crucial role in offering channels for reporting problems and swiftly resolving them, guaranteeing a secure and encouraging atmosphere for every member of the MET-ICS community.

In addition, MET-ICS furthers its commitment to diversity by creating a grievance redressal committee that is solely responsible for resolving issues raised by faculty and staff. This committee is an essential channel through which workers can air their complaints, look for support, and get fair remedies.

MET-ICS fosters a culture of responsibility, dignity, and empowerment through these programs. The organization places a high value on each person's rights and well-being, creating an atmosphere in which everyone can prosper and make a positive contribution to the community. MET-ICS reaffirms its commitment to establishing a friendly and equitable environment for learning, working, and personal development by aggressively promoting gender equality and offering strong grievance redressal procedures.

File Description

Document

Upload Additional information

[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: 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:

MET-ICS is an ambassador of inclusivity, encouraging harmony and tolerance among people from different linguistic, cultural, and geographic backgrounds. The organization's multifaceted approach to promoting inclusivity was demonstrated by the numerous events that honored diversity and promoted harmony.

Students from different cultural and linguistic backgrounds came together to create a collective masterpiece at the Delphic Art Wall event, which provided a platform for artistic expression. The Aarambh program extended a warm welcome to the incoming MCA batches, fostering a sense of unity and belonging among the newcomers.

Frequent parent-teacher conferences provided forums for candid discussion, bridging the gaps between the home and the classroom, and graduation ceremonies celebrated life's accomplishments with a sense of unity that transcended individual backgrounds.

MET Utsav cultural nights featured captivating dance and singing performances that reflected the diversity of cultural influences, showcasing the rich tapestry of talent within the MET-ICS community. Exhibitions of photography and art by creative individuals emphasized the distinct viewpoints and skills of educators and students, promoting a respect for various mediums of communication.

Sports events and talent showcases promoted involvement and teamwork, dismantling barriers and fostering a sense of community via common experiences. The esteemed MET Bhushan and Ratna awards ceremony recognized excellence in a range of fields, highlighting the importance of inclusivity and meritocracy. Furthermore, events like robotech displays and bike shows gave enthusiasts a place to explore and share their passions, promoting a culture of acceptance and appreciation for a wide range of interests.

MET-ICS is a pioneer in fostering an inclusive environment that embraces communal socioeconomic diversity. The Institute has addressed important societal issues while promoting harmony and tolerance through a number of initiatives. Numerous blood donation camps in which our students have taken part are evidence of MET-ICS's dedication to community welfare. In a similar vein, efforts to plant trees and clean up beaches foster environmental responsibility and solidarity across socioeconomic divides.

Through computer awareness programs, the institution helped close the digital divide by equipping marginalized communities with the necessary technological skills. Street plays about the plastic ban were effective means of bringing attention to the issue and encouraging community members to change their behavior. MET-ICS encouraged people to take action together for a sustainable future by educating them and inspiring them through captivating performances and creative storytelling.

These programs foster community cohesion and a sense of shared responsibility in addition to promoting inclusivity. In order to create a more just and peaceful society where everyone has the chance to prosper and make a positive contribution to the community, MET-ICS is dedicated to embracing communal socioeconomic diversity.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE I: Student Development Program on LinkedIn Profile Optimization, Business Practice and Use of Social Media Platform for Promotions.

Objectives of the Practice

1. To Optimize the LinkedIn profile to showcase skills, experience, and personality.
2. To access the logical reasoning and thinking ability
3. To improve English speaking skills and CV writing.
4. Enable the students to crack the interviews and to develop their overall personality.
5. To enhance critical thinking skills, problem solving skills

BEST PRACTICE II: Usage of Eduworld ERP Software

Objectives of the Practice

·To collect and store an organization's complete functional data.

- 1.To improve communication and collaboration across various departments.
- 2.Automation also means faster transaction processing, leading to quicker stakeholder response times and improved service.
- 3.To simplified admission process and easy communication with the students.
- 4.To maintain real-time data records with faster management process.
- 5.To maintains a backup so that in case of the system crashes, critical information is not lost.
- 6.ERP software digitizes administrative activities, reducing paperwork to a bare minimum.

BEST PRACTICE III: Professional Mentorship Alliances

Objectives of the Practice

- 1.To Improve ability to express and learn to communicate
- 2.To Demonstrate strengths and explore potential
- 3.To Discuss goal setting and aspirations
- 4.To Provide personal development tips
- 5.To Share knowledge and life experiences
- 6.To Advise on professional development
- 7.To Identify and provide resources
- 8.To Support the mentee's journey toward progress
- 9.To Offer encouragement during challenging times
- 10.To Develop Leadership skills

BEST PRACTICE IV: Usage of MET Helpdesk Software

Objectives of the Practice

- 1.To provide interaction among faculty members, staffs, and ERP network department.
- 2.Secure data access with the help of "Login and Password"
- 3.To provide integrated complaint registration and resolution facilities.
- 4.Ease of access for the staff members.
- 5.To provide the facility of monthly/weekly reporting.

BEST PRACTICE V: Learner's Handbook

Objectives of the Practice

- 1.To provide guidelines to student in different areas of Information Technology (IT)
- 2.To include brief information about all the subject in particular semester.
- 3.To ideally describe a direction for the student to acquire new knowledge, skills, and attitudes.
- 4.To transform the lives of our learners through high quality vocational education, training and leadership

BEST PRACTICE VI: Workshop on getting ready for MAH MCA CET**Objectives of the Practice**

1. To help students to crack MCA CET.
2. To enhanced student's aptitude and technical skill.
3. To provide guidance about how to approach for CET Examination.
4. To give tips and tricks to solve mathematical and logical problems.
5. To give insight about the MCA courses.

File Description	Document
Best practices as hosted on the Institutional website	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:

Key Indicator - 7.3 Institutional Distinctiveness (20)

7.3.1 Portray the performance of the Institution in one area distinctive to its priority

Career Guidance and Placement Counseling

With our vision “**To evolve as a center of excellence in building competent and socially responsible computer professionals**”. Keeping this ideal in view we at MET ICS, firmly believe in building competent and socially responsible computer professionals. This objective is achieved through personal mentoring and feeding regularly the right mental inputs. Our thrust is to create self-reliant, competent and robust professionals.

MET ICS strives to be unique and distinctive in its own ways by institutionalizing various distinctive programs, during the curriculum, by taking distinctive initiatives. MET ICS boasts of its distinctiveness through program/activities such providing Career Guidance and Placement Counselling. Students are given career guidance starting from first year respective to the subjects they learn. Placement orientation programs are organized to encourage students to join the Placement Cell. The Cell, in turn, tailors its tasks to the specific needs of the student and strives to equip them to be placed in a career path or a specific job.

Skill Enhancement Sessions: The Institute runs regularly soft skills lab to train students, through a rigorous series of quizzes, group discussions, presentations, mock interviews, role play and aptitude and technical tests. This helps them enhance their employability and make the students industry-ready.

Alumni Connect: The MET ICS Alumni are in regular touch with the Institute and provide their enriching experience to our students, which helps preparing them to face life in the corporate world. The PMA (Professional Mentorship Alliances) provides a platform for one-to-one mentoring of our students with an alumnus. Their role is to guide and nurture these students throughout their MCA tenure. The Institute also provides an online platform “AlmaShine” for the alumni to connect and interact with each other as well as their faculty.

Industry Interactions and Visits: The Institute invites key personalities from the IT industry for student-industry interaction. This is done with a long-term goal of encouraging students to explore the various trending domains and technologies in the industry. This further augments the curriculum for the students. The students are taken for industrial visits, to get a feel of the working environments. They have visited Asian Paints, General Mills and Monteria Village.

Invited talks, Faculty Development Programs, Seminars & Workshops: The Institute offers practical exposure through its curriculum and industry academia sessions. The Institute invites guest speakers from leading companies and institutions, who interact with our aspiring students. Eminent personalities are invited regularly to address students on life skills such as leadership, motivation, personality development, work life balance, etc. Faculty members are encouraged to attend and organize FDPs of their interest. This ensures that our faculty members are updating their knowledge base.

Holistic Development:

Our priority is in making a student understand the granularities of the corporate world. With a distinctive vision of creating, “Center of Excellence in the development of Professional Leaders” at MET ICS we practice and follow Mumbai University academic practices, innovative teaching methodology with a focus on 360 degree development of students. Learning and growth is facilitated through various academic, co-curricular and extracurricular activities designed to enhance intellectual and creative capacities of students. Holistic development is ensured by year round academic events and placement calendar activities. Various cultural, sports, academic and inter-collegiate and intra-collegiate events like MET Utsav, Tech@MET, Aarambh guest sessions etc. are organized to enrich the knowledge and experience of the real world of students, enhancing their personality and thereby improving their decision making and interpersonal skills. All events are organized by Student Association of Computer Science(SACA), which is a key contributor, to acquire desired business knowledge and trigger leadership qualities in the student. Strong Emotional Quotient, Social Quotient and Intellectual Quotient are inculcated in students through humanitarian stance and CSR activities in association with Khushiya Foundation for activities like beach cleaning, roti ghar for food distribution, tree plantation drive under MET Seva, bone marrow

donation , blood donation.

Professional Mentorship:

MET ICS started Professional Mentorship Alliances (PMA) mentorship program to accelerate the personal and professional development of MCA students. The programme aims to provide mentees with guidance, advice and feedback through regular interactions. The mentors of this programme are experienced alumni of MET ICS who will motivate, inspire and support the students. They will give mentees the tools they need to achieve their goals and work through challenges. The main objectives of this programme are to improve communication skills, to advice on professional development, to develop leadership skills.

CET Workshop :

MET Institute of Computer Science conducts free workshop on MAH-CET exam for B.Sc. IT & Computer Science students from various colleges in Mumbai. Tips to crack the entrance exam were delivered by esteem faculties of MET to the aspirants who are trying for MCA course. The workshop got an overwhelming response from the MCA aspirants.

Highlights of the Workshop

1. Logical / Abstract Reasoning
2. Mathematics & Statistics
3. English comprehension and Verbal Ability
4. Computer Concepts

Placements@MET

MET provides 100% project and final placement to students. These students are placed in Core IT companies and are getting experience of working on live projects. The first-hand experience of working on latest technologies with esteemed IT companies like Asian Paints, Corner Stone, BNP Paribas, NSEIT etc. help the students in their professional career. The challenging projects like Inventory & billing system, World Trade Centre, Smart Home Automation, Phishing attack, Adobe experience management etc., are handled by the students during their internship.

Some of the distinctive features of the College are listed below

1. Well qualified, dedicated, motivated and experienced faculty members.
2. Good Industry-Institute Interaction.
3. MoUs with corporates and academia.

4. Official Nodal Centre of IIT Bombay.
5. 100% internship project placement in the industry during final Semester.
6. AICTE, DTE and Government of Maharashtra and affiliated to the University of Mumbai.
7. Principal of the institute has published papers in UGC/Scopus indexed journals, Published International Books and Book chapters.
8. Professional membership of IEEE and CSI.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

MET Institute of Computer Science aspires to be distinctive in its own right by instituting a variety of unique programs throughout the curriculum and by adopting innovative initiatives. Promotion of Higher Education among Rural Students, Research Publications, National and International Conferences, Project Exhibition, Mentorship Program, Language Lab, Aarambh, PMA, Value added courses, MET Vikram Trophy, Sports day, Talent hunt, cultural events, to name a few, are just a few of the programs and activities that MET Institute of Computer Science uses to highlight its uniqueness.

The institute encourages faculty members to pursue higher studies. One faculty members of the Institute have successfully completed their PhD's and two faculties are pursuing their PhD. The Institute appreciate students by "Best Academic performer Award" based on academic excellence and "Student of Excellence", participation in extracurricular and co-curricular activities.

Concluding Remarks :

MET Institute of Computer Science offers top-notch technical education to students and boasts first-rate facilities. It features a group of driven employees who work with students to give them advice. IQAC plays a major role in upholding and enhancing quality in all aspects. The passing rate of students serves as a reflection of the efforts made by the teaching staff in terms of academic planning, execution, and monitoring. The Innovation and Incubation Center encourages faculty members to submit innovative project ideas, intellectual property rights, and research articles in reputed journals. Institute encourages faculty participation in conferences, workshops, and FDPs is encouraged by the institute. Institute encourages faculty members to participate in networking events and to organize. The Institute is actively addressing issues pertaining to improving employability and skill development. The institute is dedicated to educating students about gender equality, environmental sustainability, human values, and professional ethics.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :25</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																																								
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>27</td> <td>24</td> <td>24</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>26</td> <td>24</td> <td>24</td> <td>14</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>36</td> <td>36</td> <td>32</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>36</td> <td>36</td> <td>32</td> <td>36</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	33	27	24	24	14	2022-23	2021-22	2020-21	2019-20	2018-19	33	26	24	24	14	2022-23	2021-22	2020-21	2019-20	2018-19	36	36	36	32	36	2022-23	2021-22	2020-21	2019-20	2018-19	36	36	36	32	36
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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36	36	36	32	36																																					
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>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</p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	04	05	10	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	04	05	10	05

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	9	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	9	1	0	0

Remark : DVV has made changes as per the report shared by HEI.

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
78	8	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66	14	6	1	0

Remark : DVV has made changes as per the report shared by HEI.

3.4.3	<p><i>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.</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 566"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>62</td> <td>03</td> <td>01</td> <td>04</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>27</td> <td>02</td> <td>01</td> <td>03</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	11	62	03	01	04	2022-23	2021-22	2020-21	2019-20	2018-19	11	27	02	01	03
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	62	03	01	04																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	27	02	01	03																	
3.5.1	<p><i>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.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :16</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1458 1046 1592"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>0</td> <td>6</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1671 1046 1805"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	5	4	0	6	10	2022-23	2021-22	2020-21	2019-20	2018-19	1	1	0	1	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	4	0	6	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1	1	0	1	1																	
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 																				

3. Student Admission and Support**4. Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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
7	1	0	8	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	0	5	4

Remark : DVV has made changes as per the report shared by HEI.

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
25	06	24	17	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	4	3	1

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
19	12	11	13	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	12	11	13	14

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations