



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**MILLIA INSTITUTE OF TECHNOLOGY**

MILLIA INSTITUTE OF TECHNOLOGY RAMBAGH, PURNEA

854301

[www.mitpuerna.org](http://www.mitpuerna.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Millia Institute of Technology (MIT) is the very first engineering college in the Seemanchal Region established in 2002 by Millia Educational Trust (MET). It is affiliated with Purnea University, approved by AICTE, Delhi. The founder principal of this college was the late Prof S.C Roy (Ex HOD MIT Muzaffarpur). Initially, this college started with a small library, a main building, and four core branches Mechanical, Electrical, Electronics & Communication, and Computer Science. Civil Engineering was added in 2007.

Technical education in India contributes a major share to the overall education system and plays a vital role in the socio-economic and overall development of our nation.

The long-awaited and strongly felt need for an Engineering and Technical Institute among a large number of youth of Purnea and the surrounding districts got quenched with the establishment of MIT, under the aegis of MET in the year 1989. It is a milestone and significant, in the extensive journey of MET.

MIT has established with the sole objective of producing skilled and professional manpower who are prepared and trained as per the need and demands of the industries and are able to take up the challenges of the industries and organizations of their preference and interests. MIT offers various undergraduate and postgraduate courses. The large stretches of the MIT campus are covered by greenery. Eco-friendly practices and education are combined to promote sustainable development. MIT campus consists of the administrative and academic building, workshop, Library, and residential area accommodation for students and staff, and other general amenities such as a canteen and sports area with vast expanses of open area. Our development plan includes providing a state-of-the-art teaching-learning environment, strengthening learning outcomes, customization of curriculums and per industry needs, employability of the graduates, encouragement towards on-the-job training and apprenticeship, research and publications, faculty and staff development, enhanced interaction with Industry, academic support for the underachievers.

MIT, Purnea is, Permanently affiliated with Purnea University, Purnea, and recognized by the Government of Bihar.

NIRF ranking registration and documentation have been done for the Millia Institute of Technology.

### **Vision**

Millia Institute of Technology (MIT) aims to serve the nation through high-quality teaching and research to produce a competent, skilled, and sensitive human resource that would generate an enriched environment for humankind in an all-encompassing manner. It endeavors resolutely to pursue the goals of sculpting talent and intellectual capital of young minds, irrespective of class, creed, economy, region, or religion, by providing high-quality education through teaching and research to hone their talent and abilities and to shape them into extraordinary professionals and fellows for the nation and humanity.

The vision statement is:

*“To groom motivated, environment-friendly, self-esteemed, creative and oriented Engineers”.*

## **Mission**

To develop industry-oriented manpower to accept the challenges of globalization. Promoting value education through motivated trained faculties. Maintaining a conducive environment for education at affordable cost. Promoting industry-institute interaction involving alumni.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

Millia Institute of Technology is the very first engineering college in the Seemanchal Region established in 2002 by Millia Educational Trust (MET). Millia Institute of Technology (MIT) has established with the sole objective of producing skilled and professional manpower who are prepared and trained as per the need and demands of the industries and are able to take up the challenges of the industries and organizations of their preference and interests. MIT offers various undergraduate and postgraduate courses. The large stretches of the MIT campus are covered by greenery. Eco-friendly practices and education are combined to promote sustainable development. MIT campus consists of the administrative and academic building, workshop, Library, and residential area accommodation for students and staff, and other general amenities such as a canteen and sports area with vast expanses of open area. Our development plan includes providing a state-of-the-art teaching-learning environment, strengthening learning outcomes, customization of curriculums and per industry needs, employability of the graduates, encouragement towards On-the-job training and Apprenticeship, research and publications, faculty and staff development, enhanced interaction with Industry, academic support for the underachievers.

### **Diversity and Inclusive Education**

Millia Institute of Technology offers inclusive education serving all, especially, the underprivileged sections of society, and takes pride in catering to the rich cultural, religious and regional diversity of the nation. Many students studying at the university are first-generation learners in their families. A dedicated and consistent effort is made in educating women leading to their empowerment as evident from their share in students and faculty.

### **Promotion of National integration and international relations**

Millia Institute of Technology has been at the forefront of promoting National integration and international relations.

### **Well-Established Infrastructure**

Millia Institute of Technology has an outstanding infrastructure like modern laboratories, a library, digital resources, an ICT-enabled campus, faculty resources, and well-trained staff for facilitating quality teaching-learning and research.

## **Institutional Weakness**

### **University-Industry linkage (UIL)**

A strong University-Industry interface is required to ensure that University curricula incorporate the challenges of the industry. Millia Institute of Technology should be indulged in various methods such as inviting industry experts for academic activities, seeking projects, providing consultancies, industrial training of students, etc. were suggested to improve program outcomes and student employability.

### **Entrepreneurship and Innovation Incubation**

This is a critical area to transform new and cutting-edge ideas into innovative products. Millia Institute of Technology has established an Entrepreneurship and Innovation club. However, it needs improvement to exploit the full potential of the college. State-of-the-art prototype lab, Technology Park, and other resources to create a challenging and exciting environment for innovation are required.

### **Career Counseling and vocational guidance**

The students come from diverse economic backgrounds; many are first-generation learners and utilize the creative space of university to actualize their potential. They require hand-holding and motivation. Personality development and vocational guidance are key to their success. The college has counseling and career development center for a long; however, it has not been strengthened in proportion to the growth of the college. Student employability across all streams and fellowships/scholarships to students are required to be increased in proportion to the college's growth.

### **Inadequate hostel accommodation**

Millia Institute of Technology is emerging as a preferred destination for higher education and attracts students from across country and abroad leading to a strong students' diversity with over 10% students coming from other states, besides foreigners. Out of over 500 students across all the programs, only about 45% get hostel accommodation. There is a requirement of more hostels for both boys and girl students.

## **Institutional Opportunity**

### **Gender parity**

Millia Institute of Technology (MIT) has achieved a great milestone in providing gender parity with about 30% of female students enrolled in the university given its woman-friendly environment.

### **Identifying new areas of teaching learning and research**

MIT has tremendous potential to enhance interdisciplinary, application-oriented programs and research. MIT also runs different scholarship programs. The university is well placed to add these new areas of study due to its location advantage and availability of basic infrastructure and other academic resources. MET is also busy in the process of building the infrastructure of our Dream Project which is to establish a Medical College namely

"Millia Institute of Medical Sciences & Hospital, Purnea". Very soon the affiliation formalities will be completed and we will have our Medical College and Hospital operational.

Very soon the institutions under Millia Educational Trust are going to be declared as Deemed University. For this, the trust has already acquired 250 acres of land and the application and other formalities will be initiated very soon.

### **Institute Alumni Connect**

Millia Institute of Technology is in its anniversary year and has produced several alumni who have made a name in national and international arenas in diverse professional disciplines including arts, sports, media, Civil Services, and politics as social reformers, and entrepreneurs. The diverse alumni base is yet to be fully tapped for the benefit and progress of the university and its students.

### **Endowment fund**

Most leading educational institutes in the world have a huge corpus and endowment fund that is utilized for academics, research, and student support. MIT has been set up with a noble vision to foster the goals of building a secular and modern system of integrated education for the sustainable development of society at a large. Millia Institute of Technology has successfully perceived and developed a brand value for itself Seemanchal area. There is an opportunity to explore the possibility of seeking contribution from society for an endowment fund.

### **Institute of Eminence**

Millia Institute of Technology is well poised to secure this status, as it is the oldest institute in this Seemanchal area of the nation.

### **Institutional Challenge**

Millia Institute of Technology has \_\_\_ faculties, 9 departments, viz. Humanities, Management, Engineering & Technology, and other interdisciplinary programs, which include Undergraduate, Master, as well as Diploma and Certificate. The student strength has deteriorated by 20% and that of female students has grown from 29 to 36% in the last 2 years. Keeping the legacy of its founders and its formidable structure, the University pays emphasis on maintaining excellence in teaching and research to accomplish global academic standards and nurtures innovation amongst the students. The University requires suitable and sustained financial support, and persistent improvement in policies and processes to further achieve the standard of excellence. The key challenges to achieve these are;

- Improvement of teaching and research infrastructures and laboratories in sync with new and emerging areas.
- Seeking positions of teaching and non-teaching staff Increase the strength of Foreign Students.
- Improvement of Centre of Entrepreneurship and Innovation University-Industry linkage and Technology Park.
- Women Polytechnic and empowerment.

- Creation of Endowment fund and scholarship for students Building of hostel, faculty, and staff accommodation on campus. Strengthening of e-governance and ICT infrastructure Enhancing use of Renewable energy.
- To secure the status of the Institute of Eminence.
- Alumni connect and global linkages.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

To realize its vision and mission, the college offers 9 academic programs (including the undergraduate, master, and diploma programs) in diverse spheres of knowledge through 40 faculties, 9 departments, viz. Humanities, Management, Engineering & Technology, and other interdisciplinary programs. The varied and highly acclaimed academic programs are instilled with dynamic and well-structured curricula incorporating contemporary knowledge, and multi- and inter-disciplinary learning to address real-life problems. The curriculum provides students with comprehensive knowledge, aptitude, and skill for research and innovation, experiential learning, and capacity for creativity and enterprise. To augment professionalism and employability, curriculum design includes instilling of desirable skill sets, core values, graduate attributes, and internship entrepreneurship.

Millia Institute of Technology strongly believes in ingraining human values, gender equality, professional ethics, sensitization towards environmental conservation, and green and sustainable development among students. The curricula of many courses attempt to address concerns and instill an appreciation for issues relevant to the aforementioned spheres, emphasizing both theoretical and practical contexts. Curricula are designed and revisions are made based on the prospective needs of industry/practice domains, technological advancements, national/international contexts, and stakeholder feedback aligning with UGC guidelines. Choice-Based Credit System provides flexibility to students to pursue papers of their choice for postgraduate and undergraduate programs, besides electives within postgraduate programs.

### Teaching-learning and Evaluation

Millia Institute of Technology attracts students from across the country and overseas. Since 2002, the University grants admission to all programs on the basis of a national-level entrance exam. Admissions to overseas students are approved through well-articulated guidelines aligned with UGC norms. Since affirmation is a Minority Institution, a 10% quota is reserved for Muslim women under the 50% designated minority quota.

The Millia Institute of Technology encourages interdisciplinary, creativity, and innovation in its teaching-learning processes, with stress on associating theoretical knowledge, and practical training to application for problem-solving. Pedagogical practices include diverse methods such as use of different language and skill labs, case studies, class-based seminars, internships and presentations, laboratory-based learning for science courses; use of audio-visual; other ICT-based methods; project-based training/field studies; ICT-enabled classrooms/laboratories. Student-centric education encourages extensive use of dialogue and discussion to facilitate interactive learning. Curricula emphasize group interactions through tutorials; access to faculty; remedial classes. Organization of workshops/conferences/symposiums to promote peer learning; opportunities

to interact with and learn from the wider community of visiting scholars; professionals from industry, governmental and non-governmental organizations from India and abroad, and collaborations with universities/ research institutions. It allows students to improve their academic caliber, and intellect and opens new opportunities. Libraries are well-stocked with the latest textbooks and reference material.

The Academic Calendar of the Millia Institute of Technology is strictly adhered to and followed. Evaluation of students is done in a continuous mode during the semester/ year through diverse methods that allow students to fortify their strengths. Remedial measures are adopted to overcome students' weaknesses under the guidance of faculty.

### **Research, Innovations and Extension**

Education faculty publishes the *International Journal of Impotence Research; International Journal of Recent Advances in Multidisciplinary Topics, literary portal museindia.com. Millia Institute of Technology* has initiated e-Journals/e-magazines/e-newsletters to encourage research activities on campus.

MIT also focuses on social outreach for community development in the vicinity and neighboring places; Livelihood skill development; short-term courses; Empowering local women.

### **Infrastructure and Learning Resources**

The large stretches of the MIT campus are covered by greenery. Eco-friendly practices and education are combined to promote sustainable development. MIT campus consists of the administrative and academic building, workshop, Library, and residential area accommodation for students and staff, and other general amenities such as a canteen and sports area with a vast expansion of the open area. There are 30 classrooms, and labs 20% of which are ICT enabled for high-quality teaching-learning and research; a seminar hall, Auditorium with 200 seats. Millia Institute of Technology encourages performance/training/project and demonstration-based teaching-learning; self-experimentation by students; departmental Instrumentation Facilities in all science; engineering departments. Most of the buildings have disabled-friendly washrooms, ramps, and tactile paving (wherever possible); Millia Institute of Technology has 1-Boys; 1-Girls hostel for students. Sports Complex of basic standards; Multipurpose Hall for indoor games room for students' activities. The college Library System, comprising libraries and archives, has over 20664 subject-specific books; a few Urdu book collections; a few rare books; few rare manuscripts. Besides the print section.

IT infrastructure comprises 50 MBPS, expandable network connections; a LAN of 200 nodes, and Wi-Fi enabled campus is the backbone for ICT-enabled education and administration. Office 365 and other useful tools.

### **Student Support and Progression**

Millia Institute of Technology extends all possible support to students in academic guidance and progression to higher studies and careers. Requisite information regarding administration; departments; offices; admissions; programs with outcomes; examinations; infrastructures; and amenities are provided on the University website and departments/Centres' notice boards. Orientation programs are arranged to acquaint new students with information about courses, faculty, curricular/co-curricular activities, career opportunities, and e-resources.

Besides classroom interactions, tutorials, remedial classes, term papers, field studies/projects, workshops, seminars, and internships are integral components of curricula. ICT infrastructure, e-mail IDs with Microsoft 365 Platform, Office 365, and other useful tools are provided.

Millia Institute of Technology extends Health facilities to all. Office of Dean, Students' Welfare provides guidance and support in all matters and frequently conducts counseling sessions for students from marginalized, economically weaker backgrounds. It disburses college scholarships/free ships to meritorious students; University supports students for national-international sports/cultural events and conferences/innovative exhibitions through Sports/Cultural and Research Councils. Office of Foreign Students Advisor provides assistance to foreign students for their well-being and education. The proctor office issues students' IDs; Sports facilities for cricket, hockey, football, badminton, tennis, and volleyball, are supplemented by a state-of-the-art Gymnasium.

Internal Complaints Committee responds to complaints of sexual harassment according to relevant Acts. There exists an Online Student Grievance; Redressal System; a student feedback system; a committee for anti-ragging, and anti-discriminatory. Subject associations and University NSS/NCC devise various academic and cultural activities. College Placement Cells and Department-specific cells assist students in career identification/employment.

The university offers opportunities for academic progression. There is the provision of a 5% reservation for internal students in UG programs. The average outcome is over 90%.

### **Governance, Leadership and Management**

Millia Institute of Technology has a dynamic and participative administrative structure with a strong leadership drive geared to accomplish excellence in academics and social outreach. MIT promotes a culture of participative management as reflected in the composition of its Statutory Bodies viz., Executive Council, Academic Council, Finance Committee, and Planning Board, which include representatives from concerned stakeholders. New positions have been instituted from time to time as per the requirement to encourage decentralization and enhanced administrative efficiency. Internal audits; and external audits by the Comptroller and Auditors General of annual accounts and balance sheets of the university are conducted and approved by Executive Council prior to presenting to the Court.

The departments function within the aegis of faculties. They conduct curricular/co-curricular activities, determine core areas of research and social outreach, and design/revise curricula, subject to academic approval by University statutory bodies. All academic matters/committees of departments including, implementation/revision of courses/syllabi, paper setting, and moderation are approved by BoS/CoS.

Procurement-related issues are undertaken through an Internal Purchase Committee with relevant General Financial Rules and procedures. Payments of above Rs. 2 lakhs are pre-audited by Internal Audit Officer. Direct purchase authority of up to 25,000/- 50,000/- is dispersed to heads.

Internal examinations are conducted by departments while University conducts UG and PG examinations. The evaluation of results for the Internal examination is done by the Subject Faculties and the declaration is done by the controller of the examinations while the evaluation of results for the UG & PG examination is done by the University. Teaching and Non-teaching staff contribute towards decision-making through representative bodies. Internal Complaints Committee and Offices of the Proctor, and Dean (Students' Welfare) are assigned

the responsibility of addressing specific grievances. Digitized Library and online admissions/examination systems are in place. The Concise Annual Report, in English and Hindi, of the University, is submitted to the Parliament duly after approval by the University Court.

### **Institutional Values and Best Practices**

Millia Institute of Technology maintains a culture of best practices and innovations in its academic and administrative endeavors. Key practices include Adaptation of advancement in teaching-learning pedagogy and research; advancing knowledge through research, innovation, and corporate social responsibilities. Emphasis on inter/multi-disciplinary and applied research; Department/ individual research projects/Grants; Annual Academic Audit of Departments/units; Innovation Projects; establishment of Centre for Innovation and Entrepreneurship.

Some of the best administrative practices include:

- Communal harmony National Integrity
- Clean and green India drive
- Environmental care through practices and offering courses of Honesty and inclusiveness
- Birth anniversary celebrations of national leaders Oath taking ceremonies on national values
- Implementation and promotion of digital India initiatives

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MILLIA INSTITUTE OF TECHNOLOGY
Address	MILLIA INSTITUTE OF TECHNOLOGY RAMBAGH, PURNEA
City	Purnia
State	Bihar
Pin	854301
Website	<a href="http://www.mitpurnia.org">www.mitpurnia.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Saquib Shakil	06454-240433	9939050813	-	drsaquib.mitpurnia@gmail.com
IQAC / CIQA coordinator	Saquib Shakil	06454-	9939050813	-	drsaquib.mitpurnia@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Cer (1).pdf</a>
If Yes, Specify minority status	
Religious	MUSLIM
Linguistic	ENGLISH
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Bihar	Purnea University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	12-06-2012	<a href="#">View Document</a>		
12B of UGC	12-06-2012	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	02-06-2022	12	EOA

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	MILLIA INSTITUTE OF TECHNOLOGY RAMBAGH, PURNEA	Urban	16	1.5

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BTech,Civil Engineering	48	INTERMEDIATE	English	60	9
UG	Bachelor of Computer Science,Computer Science Engineering	48	INTERMEDIATE	English	60	5
UG	BTech,Electronics And Communication Engineering	48	INTERMEDIATE	English	60	0
UG	BTech,Electrical Engineering	48	INTERMEDIATE	English	60	3
UG	BTech,Mechanical Engineering	48	INTERMEDIATE	English	60	2
PG	MCA,Master Of Computer Application	24	GRADUATE	English	60	0
PG	MBA,Master Of Business Administration	24	GRADUATE	English	60	0

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				6
Recruited	6	0	0	6
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	16	0	0	0	16
	Female	3	0	0	0	3
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Millia Institute of Technology strongly believes in ingraining human values, gender equality, professional ethics, sensitization towards environmental conservation, and green and sustainable development among students. The curricula of many courses attempt to address concerns and instill an appreciation for issues relevant to the aforementioned spheres, emphasizing both theoretical and practical contexts. Curricula are designed and revisions are made based on the prospective needs of industry/practice domains, technological advancements, national/international contexts, and stakeholder feedback aligning with UGC guidelines. Choice-Based Credit System</p>
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	<p>provides flexibility to students to pursue papers of their choice for postgraduate and undergraduate programs, besides electives within postgraduate programs. We AIM to describe (a) the level and nature of integration, (b) the problem definitions as a guiding principle for constructive alignment for (c) the design and execution of interdisciplinary/transdisciplinary education.</p>
2. Academic bank of credits (ABC):	<p>MIT has a virtual/digital storehouse (ABC) that contains information on the credits earned by individual students throughout their learning journey. It not only helps the faculties to assess the students but also judge their potential in order to felicitate them.</p>
3. Skill development:	<p>MIT Pedagogical practices include diverse methods such as the use of different language and skill labs, case studies, class-based seminars, internships and presentations, laboratory-based learning for science courses; use of audio-visual; other ICT-based methods; project-based training/field studies; ICT enabled classrooms/laboratories. All these practices help our students to enhance their skills. MIT focuses on Employability/ Entrepreneurship/ Skill development during the last five years. Different Model-Based project has been prepared by our students under the guidance of our expert faculties. This is a critical area to transform new and cutting-edge ideas into innovative products. Millia Institute of Technology has established an Entrepreneurship and Innovation club. However, it needs improvement to exploit the full potential of the college. State-of-the-art prototype labs, Technology Park, and other resources to create a challenging and exciting environment for innovation are required.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>MIT aims to serve the nation through high-quality teaching and research to produce a competent, skilled, and sensitive human resource that would generate an enriched environment for humankind in an all-encompassing manner. It endeavors resolutely to pursue the goals of sculpting talent and intellectual capital of young minds, irrespective of class, creed, economy, region, or religion, by providing high-quality education through teaching and research to hone their talent and abilities and to shape them into extraordinary professionals and fellows for the nation and humanity. Millia Institute of Technology is the</p>

	<p>very first engineering college in the Seemanchal Region established in 2002 by Millia Educational Trust (MET). Since it is located in the Purnia District of Bihar, a large number of students are from different localities of Bihar. Therefore, we do focus on a bilingual (English-Hindi) lecture delivery system. We have also organized different webinars on Ethics and UHV.</p>
5. Focus on Outcome based education (OBE):	<p>The Millia Institute of Technology encourages interdisciplinary, creative, and innovative in its teaching-learning processes, with stress on associating theoretical knowledge, and practical training to apply for problem-solving. Pedagogical practices include diverse methods such as the use of different language and skill labs, case studies, class-based seminars, internships and presentations, laboratory-based learning for science courses; use of audio-visual; other ICT-based methods; project-based training/field studies; ICT-enabled classrooms/laboratories. Student-centric education encourages extensive use of dialogue and discussion to facilitate interactive learning. Curricula emphasize group interactions through tutorials; access to faculty; remedial classes. Organization of workshops/conferences/symposiums to promote peer learning; opportunities to interact with and learn from the wider community of visiting scholars; professionals from industry, governmental and non-governmental organizations from India and abroad, and collaborations with universities/ research institutions. It allows students to improve their academic caliber, and intellect and opens new opportunities. Libraries are well-stocked with the latest textbooks and reference material.</p>
6. Distance education/online education:	<p>Mit doesn't have any Distance Education Program of its own. But during the Pandemic (Covid19), we have successfully conducted online classes for our students. And we are very much confident to tackle any such unforeseen situation.</p>

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, we do have Electoral Literacy Club (ELC) at MIT.
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2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, we have students' co-ordinator and co-ordinating faculty members appointed by the College. The ELCs are functional. Yes, the ELCs are representative in character.
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.	Different programs have been organized by the ELCs. These include voluntary contributions by the students to Cultural Events, Role Plays for voter awareness campaigns, and promotion of ethical voting. chief guest*
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.	yes
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.	dggdf

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
369	460	540	570	656

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 40

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	28	28	22	13

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	59	115	73	115

## 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 college regards effective delivery of the curriculum as the most vital curricular aspect. The college follows the curriculum prescribed by the nea University through its Boards of Studies. Our faculty members have worked on the Board of Studies and their sub-committees, and substantially contributed to the curriculum development.

The college ensures effective curriculum delivery through systematic and strategic transparent mechanisms:

- Principal-HODs Meeting:
- Academic calendar
- Time-Table Committee:
- Lesson plan
- There is optimum utilization of well-equipped laboratories for curriculum delivery of practicals.
- The students maintain the practical journals and the results are certified by the faculty along with HOD.
- Teacher support: The college encourages the faculty to participate in Orientation and Refresher courses to update their knowledge of the subject.
- Course File, the action plans.
- Every faculty member maintains an academic file which contains Individual Time Table, Approved Teaching Plan, Students Attendance Record, Assignments/Tutorials, Continuous Internal Evaluation Records.

#### 1.2 Academic Flexibility

**1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years**

**Response:** 0

**1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**

**Response:**

**1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

### 1.3 Curriculum Enrichment

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

**Response:**

Co-curricular and Extracurricular Activities Institute integrates crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability. The college has Women Grievance Cell and Grievance Redressal Cell to provide counseling to students, promote gender equity among students and also deal with related issues of safety and security of female students, staff and faculty. The college campus is secured with CCTV and high level security.

Professional ethics, environmental ethics and gender ethics also occupy places of centrality in various workshops and seminars organised by institution. We also organize seminars on Ethical issues and human values.

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

**Response:** 19.24

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

Response: 71

### 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 (Yes or No)

**Response:** Yes

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 22.81

#### 2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
19	71	191	88	110

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

2021-22	2020-21	2019-20	2018-19	2017-18
420	420	420	420	420

#### 2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

**Response:**

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

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

### 2.2 Student Teacher Ratio

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

**Response:** 12.72

### 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 using ICT tools

**Response:**

Teaching-learning methods adopted by the faculty members include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning, etc. The Teaching-learning activities are made effective through illustration and special lectures. Lessons are taught through PowerPoint presentations to make learning interesting besides oral presenting methods. **Lecture method:** This conventional method is commonly adopted by all teachers. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the learners.

**Interactive method:** The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, discussion, and questions and answers on current affairs.

Faculty members make efforts in making the learning activity more interactive by adopting student-centric methods.

1. **Experiential Learning:** Department conducts add-on programs to support students in their experiential learning. The department communicates the following experiential learning practices to improve creativity and cognitive levels of the students –

- Laboratory Sessions are conducted with content beyond syllabus experiments.
- Project development on latest technologies by students where they platform their working model in the technical fest.
- Industrial Visits to engage them in experiential learning while visiting the organization.

2. **Participatory Learning:** In this type of learning, students participate in different activities such as seminars, group discussions, wallpapers, projects, and skill-based add-on courses. Students are encouraged to participate in activities where they can use their specialized technical or management skills.

- Annual cultural program – This is organized every year for the students of the department to give an opening to their creativity.
- Regular Quizzes- Quizzes are organized for student participation at intra or inter-department levels.

- Seminar Presentation – Students develop technical skills while presenting papers in seminars.

3. **Problem-solving methods:** Department encourages students to acquire and develop problemsolving skills. For this, the department organizes expert lectures on different topics, participate in different technical tests and other competitions.

- Regular assignments based on problems
- Mini Project development
- Regular Quizzes
- Case studies discussion

- Class presentations
- Debates within the department event.

## 2.4 Teacher Profile and Quality

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

#### Response:

#### 2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

### 2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

#### Response:

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

## 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:

Grievances handling mechanism is completely transparent. Starting of every semester all faculty members described the evaluation process of internal marks and external marks. The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals and end semester examinations. For conducting the internal assessment test, a department level coordinator/committee is constituted for smooth conduction of internal assessment.

? Three internal assessment tests are conducted each semester at department level.

? Time table for test is prepared well in advance and communicated to the students earlier. ? A proper seating plan is followed for internal assessment tests and it is displayed on the notice board.

? After evaluation of internal assessment answer scripts, the scripts are shown to the students to check any discrepancy or doubt in checking.

? If they come across any doubts, clarification is given by faculty to enables them to fare better in future.

? By adopting the criteria as per the direction of affiliating university, complete transparency is maintained in internal assessment tests. ? After preparing the assessments report by faculty it is shown to HoD and a copy is submitted by the concerned faculty to the department.

? The final internal assessment marks calculated on the basis of attendance, marks of class test and assignment marks.

For complete transparency and mall practice in semester Theory examination conducted by other center and for practical examination, university assigned an examiner from other college. University examination result may be challenged by scrutiny/re-evaluation. Form for scrutiny/re-evaluation is shared by the university after about a month from the result Declaration. Students having doubts in marks, fill this form with a nominal Exam fees. Scrutiny process is for checking of total marks and for any unchecked portion in the answer sheet whereas reevaluation process (also known as challenge evaluation) is carried out by reevaluation of answer sheet by another faculty member. This whole process is conducted in such a way so as the student gets updated result within the same semester; hence it is a time-bound process. Further, it is also efficient as its being done with honesty.

**Re-Evaluation:** Students can apply for re-evaluation of their answer scripts within a week from the declaration of results if they are not satisfied with their results. The results of re-evaluation will be announced as per the university norms.

**Challenge Evaluation:** If the re-counting/re-evaluation results are not satisfactory, a student can apply for challenge evaluation within a week after the announcement of the revaluation results. The evaluation process is carried out by two subject experts. Result will be announced before commencement of University Examination and the fees will be refunded to the students if he/she clears the paper. So maximum chances are given to the students to clear the subject. The entire process is maintained transparent and time bound by the university

## 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 and attainment of POs and COs are evaluated

#### Response:

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and the stakeholders. After attainment of consensus, the same are widely propagated and publicized through various means such as display and/or communication specified hereunder.

- Website
- Curriculum /regulations books
- Classrooms
- Department Notice Boards
- Laboratories
- Student Induction Programs
- Meetings/ Interactions with employers
- Parent meet/ calls
- Faculty meetings

- Alumni meetings
- Professional Body meetings
- Library

### **2.6.2 Pass percentage of Students during last five years**

**Response:**

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

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

## **2.7 Student Satisfaction Survey**

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:**

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

### 3.2 Innovation Ecosystem

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

**Response:**

MIT has created an ecosystem for Research and Innovation by

- (i) recruiting and developing desirable human resource,
- (ii) taking initiative for creation and dissemination of knowledge and
- (iii) establishing state of the art infrastructure:

**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:**

**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**

### 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:**

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

**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:**

**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**

### **3.4 Extension Activities**

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

**Response:**

The college organizes a number of extension activities to promote the institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. . Through these units, the college undertakes various extension activities in the neighborhood community.

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

**Response:**

Our institution has received an award from AICTE for successfully conducting the online exam.

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

**Response:**

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

### **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:**

## Criterion 4 - Infrastructure and Learning Resources

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### 4.1 Physical Facilities

#### 4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

##### Response:

MIT is keen on the quality of teaching, learning, and research, and ensures it through adequate infrastructure and physical facilities.

##### Classrooms

ICT Enabled class classroom wifi facility. Well furnished classrooms. Seating arrangement with the capacity of a 60 students.

##### Laboratories

Laboratories are equipped with highly developed air-conditioned hardware and software labs, that have superior quality and sophisticated equipment and trainer kits that allow students to design, implement and think beyond the horizon.

##### ICT facilities

All the Departments/Honours classrooms in the college are ICT enabled with laptops, projectors, and whiteboards. The teachers provide world-class teaching using ICT i.e. PowerPoint presentations, and other learning materials.

##### Cultural activities

The college has a very active and enthusiastic Art Circle managed by students themselves under the guidance of faculty members. The Art Circle serves as a platform for enhancing and exposing the often hidden talents and skills of the students in various fields. The students actively participate in various extracurricular activities including Dance, Orchestra, Fine Arts, Drama, etc., and in competitions held by various Institutions.

##### Yoga center

MIT helps students to learn about various therapies of Yoga. It is designed to specialize students to serve people who are disabled in terms of disorders caused by the psychosomatic phenomenon. In this way, students can help not an individual but the whole society. MIT Yoga center includes asanas, kriyas, pranayama, meditation & more.

**4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)****Response:** 100**4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
54	59	115	73	115

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library****Response:**

The Library plays a central role in enhancing the quality of the academic and research environment in educational institutions. The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books, and newspapers are kept. These books are made available to the students to increase their knowledge and understanding of various subjects. The college library is an important hub of student life. There, students can check out books, conduct their research, find a quiet place to study, and maybe even flip through magazines. The students can extend their search with the use of the internet, e-books, e-journals, etc. made available in the digital library. The Institute library exhibits a positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored the knowledge through various means.

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection****Response:**

The Institute is committed to providing state-of-the-art IT infrastructure and services. With the growth of users, IT services, and increasing internet bandwidth demand, the institution has scaled up the switching

capabilities and implemented the latest managed through optical fiber cables and Wi-Fi access. The Institute has high-end core switches and servers. The upgradation of computer systems is taken up periodically. The printers and scanners are also upgraded with new additions to the laboratories, office, library, and departments. The college annually purchases/upgrades and replaces or adds a fleet of computers, hardware, etc as per the requirements. The IT infrastructure is continually upgraded.

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

**Response:**

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

### **4.4 Maintenance of Campus Infrastructure**

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

**Response:**

##### **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)**

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

**5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years**

**Response:**

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

**5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following**

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

**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:**

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

**5.1.4 The Institution has a transparent mechanism for timely 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

### 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:**

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

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

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:**

*5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

*5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years*

### 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:**

*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*

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

**Response:**

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

### 5.4 Alumni Engagement

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

**Response:**

The Alumni association jointly believes in creating and maintaining associations with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute.

MIT alumni are currently working in various positions all over the country and proving their mettle in all spheres of management.

The Alumni Association Contribution through various means:-

1. Book Donation
2. Alumni Interaction
3. Placement & Career Guidance Assistance
4. Campus recruiters
5. Summer Internship Opportunities
6. Entrepreneurship Awareness

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

#### **Vision**

The University aims to serve the nation through high quality teaching and research to produce competent, skilled and sensitive human resource that would generate enriched environment for humankind in an all-encompassing manner. It endeavors resolutely to pursue the goals of sculpting talent and intellectual capital of young minds, irrespective of class, creed, economy, region or religion, by providing high quality education through teaching and research to hone their talent and abilities and to shape them into extraordinary professionals and fellows for the nation and humanity.

**The vision statement is:**

*“To groom motivated, environment-friendly, self-esteemed, creative and oriented Engineers”.*

#### **Mission**

*To develop industry-oriented manpower to accept the challenges of globalization. Promoting value education through motivated trained faculty. Maintaining a conducive environment for education at affordable cost. Promoting industry institute interaction involving alumni.*

### 6.2 Strategy Development and Deployment

**6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**

**Response:**

#### **ADMINISTRATIVE SETUP:**

With the hands-on experience of the management, the Institutional Management is designed in a scientific way with transparency to get the optimum results out of it. A hierarchical setup is established from top management to the level clearly demarking the Duties, Responsibilities, Accountability, and Authorities at every stage. MIT has been established in 2002. It has a Governing body to monitor and achieve the vision and mission of the institution. It has an effective organizational structure that monitors and improves the institution.

POSITIONS:

GOVERNING BODY

SECRETARY

PRINCIPAL

COMMITTEES

HEAD OF THE DEPARTMENT

DEPARTMENT CO- ORDINATOR

### **6.2.2 Implementation of e-governance in areas of operation**

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

**Response:** A. All of the above

## **6.3 Faculty Empowerment Strategies**

### **6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff**

**Response:**

In our Institution Staff welfare is given the foremost importance. In connection with this, Existing welfare measures for teaching and non-teaching staff are itemized below:

? Health insurance.

? Medical Leave & Maternity leave for eligible staff members

? Faculty members are eligible for Earned Leave

? Advances for the school fee & festivals.

? The gym is also accessible to the staff.

? Transport at a reasonable cost.

? The employee gets a fee concession for their ward.

? As Institution has a multicultural environment on campus, the management ensures the celebration of all the festivals together.

? Recreation centers are established for staff staying on campus.

? Staff quarters with no maintenance cost are available at affordable cost.

? In and around campus, various food centers have been established which are accessible by staff during working and extended hours.

? Internet and free Wi-Fi facilities are also available on the campus for staff

? The teaching and Non-Teaching Staff Club organizes tours and sports activities for the staff.

? Faculty members can obtain admission for their wards in MIT COLLEGE.

? Faculty members are provided with Individual cabins and systems to facilitate a good ambiance.

### **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:** 0

#### **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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

**Response:**

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

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

## **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:**

## **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:**

**6.5.2 Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

**Response:** B. Any 3 of the above

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years**

**Response:**

**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

**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

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

**Response:**

### 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:**

### 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:**



## 5. CONCLUSION

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### **Additional Information :**

MIT is committed to offering cutting-edge learning experiences, internationally benchmarked education, intellectual freedom, and critical research opportunities in niche areas of contemporary concern. The college has been benchmarking its teaching and research processes by increasing its interface with foreign educational institutions through faculty exchange, student exchange, joint research, joint conference, and joint publication.

Aligned to the vision, MIT continues providing high-quality education through teaching. MIT nurtures the educational aspirations of the youth; about 20% of graduating students get employed through campus placements where about 120 companies participate. This successful journey of MIT has been enabled by its very belief in distributed, participative, and dynamic work culture in both academics and administration. The appropriate measures/actions have been taken in respective areas for further improvement.

The following objectives have been set to achieve the mission and accomplish the vision

### **Objectives**

- To impart effective and purposeful education of paramount standard to the children and youth of this area.
- To become a Leader in teaching driven by a spirit of innovation.
- To encourage multidisciplinary learning and research in niche areas.
- To provide access to education for empowering the underprivileged and socially disadvantaged sections of society.
- To impart quality education for all and to contribute in nation-building.
- To develop extracurricular studies, extension services, and other measures for the promotion of lifelong learning.
- To take measures towards sustainable development of the society and environment.

### **Concluding Remarks :**

With a vision for excellence in teaching, MIT is a unique and exclusive blend of the esteemed academic fraternity of energetic young intellectual minds that are thinking tanks with bundles of ideas. MIT is committed to serving the nation and creating the human universe through high-quality teaching and research to produce competent, skilled, and sensitive humans by all means. To accomplish the very vision of conceiving a national institution that would offer progressive education and nationalist ideals to students coming from all communities, especially, to the underprivileged, across the country, religion, culture, as well as traditional boundaries.