



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MILLIA INSTITUTE OF TECHNOLOGY

**MILLIA INSTITUTE OF TECHNOLOGY RAMBAGH, PURNEA
854301**

www.mitpuerna.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2023

1. EXECUTIVE SUMMARY

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 to Purnea University, approved by AICTE, Delhi. The founder principal of this college was late Prof S.C Roy (Ex HOD MIT Muzaffarpur). Initially, the 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 40 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	www.mitpurnia.org

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

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Cer (1).pdf
If Yes, Specify minority status	
Religious	MUSLIM
Linguistic	ENGLISH
Any Other	

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

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	MILLIA INSTITUTE OF TECHNOLOGY RAMBAGH, PURNEA	Urban	16	1.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering, B Tech Civil Engineering	48	INTERMEDIATE	English	60	9
UG	Bachelor of Computer Science,Computer Science Engineering,B. Tech. Computer Science	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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				84			
Recruited	0	0	0	0	0	0	0	0	25	4	0	29
Yet to Recruit	0				0				55			

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						15
Recruited	14		1		0	15
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				6
Recruited	6	0	0	6
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.	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	23	4	0	27
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	0	0	0
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	Others	Total
		5	2	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	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

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	0	3	20	3
	Female	0	0	2	0
	Others	0	0	0	0
ST	Male	0	5	6	7
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	8	14	125	35
	Female	3	2	1	2
	Others	0	0	0	0
General	Male	6	7	33	17
	Female	2	2	4	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		19	33	191	66

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.	The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activities to give experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing, and other programs which create awareness regarding electoral procedures.

Extended Profile

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	View Document
Institutional data in the prescribed format	View Document

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	View Document

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
54.00	59.00	115.00	73.00	115.00

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: 04

File Description	Document
Institutional data in the prescribed format	View Document

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: 7.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
190	0	0	0	0

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

1.3 Curriculum Enrichment**1.3.1**

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability 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: 3.79

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

Response: 14

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: No

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 25.38

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	245	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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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: 27.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	22	154	49	48

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

2021-22	2020-21	2019-20	2018-19	2017-18
208	208	208	208	208

File Description	Document
Institutional data in the prescribed format	View Document

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

- Laboratory Sessions are conducted with content beyond syllabus experiments.
- Project development on the 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: 28.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
84	84	84	84	84

File Description	Document
Upload supporting document	View Document

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: 3.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	0

File Description	Document
Institutional data in the prescribed format	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:

The grievances handling mechanism is completely transparent. Starting off 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 the smooth conduction of the internal assessment.

- Two internal assessment tests are conducted each semester at the department level.
- Time table for the 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 for any discrepancy or doubt in checking.
- If they come across any doubts, clarification is given by faculty to enable them to fare better in the future.
- By adopting the criteria as per the direction of affiliating university, complete transparency is maintained in internal assessment tests.
- After preparing the assessment, the faculty shows it to HoD and a copy is submitted by the concerned faculty to the department.
- The final internal assessment marks are calculated on the basis of attendance, marks class tests, and assignment marks.

For complete transparency and mall practice in the semester Theory examination was conducted by another center and for the practical examination, the university assigned an examiner from another college. University examination results 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 about marks, fill out this form with a nominal Exam fee. The scrutiny process is for checking total marks and for any unchecked portion in the answer sheet whereas the reevaluation process (also known as challenge evaluation) is carried out by reevaluation of the answer sheet by another faculty member. This whole process is conducted in such a way that the student gets updated results 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 the 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. The result will be announced before the commencement of the 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: 84.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	163	277	137	251

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	163	279	231	315

File Description	Document
Institutional data in the prescribed format	View Document

2.7 Student Satisfaction Survey

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

File Description	Document
Upload database of all students on roll	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, Chairs in the institution during the last five years (INR in Lakhs)

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations 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: 0**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**

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

File Description**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: 0.18****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	03	02

File Description**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: 0.03****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**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

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: 0

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

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

File Description	Document
Institutional data in the prescribed format	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: 03

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

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 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: 90.32

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
41.6	50.13	109.58	64.36	110.08

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

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: 3.08

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

Response: 120

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: 9.68

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)

2021-22	2020-21	2019-20	2018-19	2017-18
12.4	8.87	5.42	8.64	4.92

File Description	Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 0.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	2	4	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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: C. 2 of the above

File Description

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: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

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: D. Any 1 of the above

File Description	Document
Upload supporting document	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: 2.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	2	0	0	0

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

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

File Description	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 (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

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

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

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

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	1	8	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	0	0	1

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The 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

File Description	Document
Provide Link for Additional information	View Document

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:

Millia Institute of Technology (MIT) has established with the sole objective of producing skilled and professional manpower those are prepared and trained as per the need and demand 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 post graduate courses. The large stretches of MIT campus are covered by greenery. The Eco-friendly practices and education are combined to promote sustainable development. MIT campus consists of administrative and academic building, workshop, Library and residential area accommodation for students and staff and other general amenities such as canteen and sports area with vast expand of open area. Our development plan includes providing state-of-the-art teaching-learning environment, strengthen 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 under achievers.

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.

File Description	Document
Provide Link for Additional information	View Document

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. The values that we want to inculcate in our students are academic integrity, accountability with respect for all individuals and professions. We also work on the realization of national and global concerns of our students. We cater to the unrestrained spirit of innovation, exploration, creativity, and enterprise. We train our students that the hard work & labor undertaken at this level is going to be added to the history of accomplishment in the future of the country. All the goals set for them, are the key steps toward their own future and the future of the community.

Governing Body: The Governing body per the Constitution of the college has 11 members in all.

Administrative Set Up: The Registrar and the Principal form the nucleus of the administration with the former being the final authority in all institutional matters. The Principal is vested with the day-to-day running of the college. He has his team of Departmental Heads, the IQAC Coordinator, the Teachers' and the office superintendent to assist him in the discharge of this work.

Committees: There are various committees in our institution to run the day-to-day academic and non-academic works.

Head of the Department : The prime role of the Head of the Department is to provide strong academic leadership. The Head of Department is required to lead, manage and develop the department to ensure it achieves the highest possible standards of excellence in all its activities. Maintain the general discipline of the students and staff of the Department. To ensure the development of the Curriculum to keep up to date with relevant changes and to encourage a wide range of activities to learn the subject with practical skill. Responsible for designing the regulations, curriculum, and syllabi.

Department Co-ordinator : Department coordinators are appointed to provide administrative assistant to day to day classes related activities and interaction with students.

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: C. Any 2 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.

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:** 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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**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:** 2.5**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**

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	0	0	0

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

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

File Description**Document**

Institutional data in the prescribed format

[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:

Sources of funds are as follows:

Fees: Fees charged as per the university and government norms from students of various granted and self financed courses. We received fund from Stakeholders, non-government bodies and individuals.

Optimal utilization of resources

The college aims at promoting research, development, consultancy and such other activities, involving the faculty at various levels.

- Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians & system administrators.
- The optimal utilization is ensured through encouraging innovative teaching-learning practices.
- The available physical infrastructure is optimally utilized beyond regular college hours, to conduct remedial classes, co-curricular activities/extra-curricular activities, parentteacher meetings.
- The college infrastructure is utilized as an examination centre for Government examinations/University Examinations.

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 (IQAC) has contributed significantly to institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals.

MIT attempts to chisel out the total quality person through a persistent focus on imparting quality education, through its innovative, comprehensive, and flexible education policy. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning.

It has been performing the following tasks on a regular basis:

- 1. Improvement in quality of teaching and research by regular inputs to all concerned based on feedback from students.**
- 2. Providing inputs for best practices in administration for efficient resource utilization and better services to students and staff.**
- 3. Providing inputs for Academic and Administrative Audit and analysis of results for improvement in areas found weak**

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

File Description	Document
Institutional data in the prescribed format	View Document

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:

The institution acknowledges the fact that today India is the youngest nation in the world with 69 percent of its population between 18 to 35 years of age. This demographic dividend that India achieved has to be harnessed for the progress of the nation.

Safety and Security: The institute has a policy of appreciating faculty without gender bias. Women faculty are nominated, based on their ability, as heads of the departments and conveners of various committees and discharging their duties efficiently.

- Celebrations of International Women's Day.
- A Common Room with an attached Wash Room is the primary facility required for the girl students to meet to their personal needs. As such the institution has provided a spacious Common Room to the girl students with adequate seating facilities. News Papers and magazines are made available to the girls in the common room. Besides the common room for the girls, there is a separate wash room for boys and staff.
- Most of the girl students of our college come from rural areas and the chances of getting married at an early age are not uncommon. Though the institution does not arrange for a daycare center for young children, adequate facilities are provided in the girl's common room for lactating mothers.
- Strict implementation of Anti-Ragging measures and keeping the campus ragging-free.
- The girl students are nominated as members of various committees at the department, and institute levels and the institute encourages their participation in co-curricular and extra-curricular activities.
- Internal Complaints Committee (ICC) interacts regularly with the girl students and resolves the issues addressed by them.
- The college ensures social security through Anti-Ragging Committee and Grievance Redressal Committee.
- The Disciplinary committee curbs indiscipline in the campus
- A complaint box is arranged to receive grievances or suggestions from the students which are addressed by respective committees.

Counseling: Faculty counsel the students during mentoring regarding academic performance, career plans, and personal issues.

- Head of the Department monitors the students and counsel the students regarding their psychological issues.
- Eminent persons from police department and constitutional members are invited to counsel the

students regarding ragging, eve teasing and harassments during college events.

- On-line Grievance Redressal Committees for staff and students is available.
- Women's rights
- Human rights
- Child rights
- Gender justice and Gender equality
- Health Counseling, Values Counseling, and Career Counseling take place periodically.

Other Initiatives: Additional initiatives ensure active participation of students in co-curricular activities including sports as it is an audit course in all UG programs and also at intra-faculty, inter-faculty and inter-university levels.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: D.1 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: E. None 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:

The institution has been taking several efforts and initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities. By celebrating many National and International Days, Events, and Festivals the institution aims at bringing tolerance and harmony among the students and staff, and other stakeholders.

The students at MIT celebrate not only the popular local festivals such as Holi, and Deepawali, but also festivals like Good Friday, Baisakhi, etc. which indicates their respect for regional and cultural harmony. The celebration of the 'Day of Social Justice' by MIT students also spreads social integration and respect for the belief in the equality of human beings. To deliberate on the linguistic harmony between Urdu and Hindi, the Celebration of the Hindi Divas at MIT is reflective of its linguistic harmony promotion on campus. Students participate in Hindi and Urdu poem recitation and essay writing competitions on Hindi Divas.

- To develop the aesthetic skills of future teachers we are planning to conduct a seminar on Empower the Mentor: Life Skill Training for Budding Teachers.
- To unfold the aesthetic talent of the student's various programs like Poster Making and Slogan Writing, Arts and Craft.
- To celebrate the hard work of MIT Teachers we celebrate Teacher's Day, To make freshers comfortable and develop free interaction we plan a Fresher's party.
- To the celebrations of women's empowerment we plan International Women's Day on March 8 every year.
- To inculcate the spirit of social entrepreneurship among the student's one-day seminar is planned entitled Know Your Rights.

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

TEACHING – LEARNING PROCESS

It is a Combined process where a teacher assesses understanding needs, establishes particular learning objectives, formulates teaching and memorizing strategies, enforces a plan of work, and assesses the outcomes of the instruction. This teaching-learning process follows the 5E model - ENGAGE, EXPLORE, EXPLAIN, ELABORATE, EVALUATE.

- To ensure the completion of the syllabus according to the academic calendar of the College.
- To encourage teachers to adapt to advance pedagogical methods including classroom options in classroom teaching.
- To improve pass percentage, and average marks in each semester and enhance the number of ranks bagged by the college at the university level examinations.
- To increase the placement of college as the quality of students would be improved.
- Different teachers use different methods to teach in class. They teach at different paces. It was observed that syllabus coverage remains a challenge when there is a need for uniformity. The teachers find it difficult to keep pace with the techno-savvy student learners. There was a need for uniformity and standard setting so that everyone is able to meet the objective of best teaching practices. It has become essential for teachers to adopt the latest pedagogic styles and include ICT in classroom teaching. The mismatch between the student learner and the teacher in the use and comfort of handling varieties of tools available for teaching-learning needs to bridge.

Steps taken -

- Academic calendar is planned by the respective department under the instructions of the Director and Principal.
- Academic calendar is uploaded on the website for information to students, teachers, and others.
- On the basis of that, every faculty prepares the academic planner in the form of a course file which is audited by the department head.
- The heads of different departments monitor the pace of coverage of the syllabus
- Timely Feedback is obtained from students regarding the content delivery by the Principal.
- Assignments, tests, and evaluations are conducted at scheduled dates to improve performance in the semester-end examinations.
- Timeline of Assignments, and syllabus coverage is monitored by Dean academics at regular intervals.

Evidence of Success: Appropriately paced and timely completion of syllabus, improvement in attendance as well as result.

Problems encountered and Resources required. This practice requires a monitoring system that can show the progress and gaps at each point in time. The institute ERP is serving the purpose but it needs upgrades as time changes.

PARTICIPATIVE MANAGEMENT

The main goal is to inculcate in the faculty a sense of belongingness and responsibility for the overall development of the college through collaborative and participative management. The faculty are oriented and motivated to plan, organize and implement activities related to a specific institutional requirement such as the conduct of examinations, extra-curricular activities, civil and infrastructural development,

etc. n. Only those organizations that are able to motivate their staff to see and take responsibility for the overall functioning of the organization can go the extra mile in delivering quality output through coordinated and concerted efforts of the staff and not through individual excellence. Generally, the overall responsibility for this lies with the Principal of the college, who, along with a team of administrative staff, attempts to execute the same. This places the entire onus of success of the institution on this team as also the burden of its execution. Moreover, such an approach tends to isolate individual faculty members from the overall institutional challenges for they fail to identify themselves in suitable assistive roles. The faculty are therefore grouped into various committees each headed by a senior faculty member who serves as the convenor of the committee. The following are some of the major committees of the college:

- Examination Cell,
- Training and Placement Cell,
- Alumni Cell,
- Library Committee,
- R&D Cell,
- Maintenance Committee,
- Disciplinary Cell.

Evidence of Success: All decisions related to a given domain or portfolio are discussed in detail and resolutions are arrived at by the committee for final approval by the central administrative team.

Problems encountered and Resources required: One of the biggest challenges in this endeavor has been to bring all the faculty on board to equally appreciate the task at hand and deliver effectively. All faculty are part of this effort beginning from the most newly recruited to the senior most. A significant amount of time is spent in the orientation of the faculty to appreciate the challenges on hand. The greatest benefit is that it fosters a sense of belongingness and team spirit.

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:

The performance of the institution in one area is distinctive to its priority: An Atmosphere that facilitates personal commitment to the educational success of students in an environment that values multiplicity and society. College gives priority to promoting education to poor students of rural backgrounds. The students of the locality can't afford their education in the urban colleges, due to

several reasons basically financial. So, our college provides an academic environment to those aspiring students from rural areas so that they can move ahead in their academic endeavors. Keeping the holistic development of the students in view, the college encourages them to participate in extracurricular activities (cultural, literary, and sports) so that they cop with students of the mainstream. Besides, the college also organizes several talks, seminars, workshops, etc., to apprise students of the burning national and international issues.

The College has provided tremendous thrust and priority to its Program of Diversity Inclusion and Integration – an area distinctive to the Vision of the College. 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 of the College is to ***groom motivated, environment-friendly, self-esteemed, creative, and Oriented Engineers. We believe in Giving Back to society and the Environment.***

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

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.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :04</p> <p>Remark : DVV has made the changes as per shared reports by HEI.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>168</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>190</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per 1.2.1</p>	2021-22	2020-21	2019-20	2018-19	2017-18	168	0	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	190	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
168	0	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
190	0	0	0	0																	
1.4.1	<p>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)</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: No</p> <p>Remark : DVV has select No as HEI has not provided sample filled-in feedback forms to validate their claim</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>71</td> <td>191</td> <td>88</td> <td>110</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	19	71	191	88	110	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
19	71	191	88	110																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

19	71	245	88	110
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2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

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)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	0

Remark : DVV has made the changes as per shared Ph.D certificate.

2.6.2

Pass percentage of Students during last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
70	163	277	137	251

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
70	163	279	231	315

Remark : DVV has made the changes as per shared clarification.

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.

Answer before DVV Verification :

Answer After DVV Verification :03

Remark : DVV has made the changes as per shared MoUs.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41.6	50.13	109.58	64.36	110.08

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

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

Answer before DVV Verification:

--	--	--	--	--

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12.4	8.87	5.42	8.64	4.92

Remark : DVV has considered only Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary.

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*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has select C. 2 of the above as per shared report bY HEI.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has select D. Any 1 of the above as per shared report bY HEI.

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

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: C. Any 2 of the above

Remark : DVV has select C. Any 2 of the above as per shared report bY HEI.

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**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**

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	0	0	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared report bY HEI.</p>
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7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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
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5. Disabled-friendly, barrier free environment

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: D.1 of the above

Remark : DVV has select D.1 of the above as per shared report bY HEI.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has select E. None of the above as per HEI clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>59</td> <td>115</td> <td>73</td> <td>115</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>54.00</td> <td>59.00</td> <td>115.00</td> <td>73.00</td> <td>115.00</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	54	59	115	73	115	2021-22	2020-21	2019-20	2018-19	2017-18	54.00	59.00	115.00	73.00	115.00
2021-22	2020-21	2019-20	2018-19	2017-18																	
54	59	115	73	115																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
54.00	59.00	115.00	73.00	115.00																	