



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

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| 1.Name of the Institution | Model Institute of Engineering and Technology |
| • Name of the Head of the institution | Prof. Ankur Gupta |
| • Designation | Director |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 9797522100 |
| • Alternate phone No. | 7889395696 |
| • Mobile No. (Principal) | 9419118421 |
| • Registered e-mail ID (Principal) | ankurgupta@mietjammu.in |
| • Address | Kot Bhalwal |
| • City/Town | Jammu |
| • State/UT | Jammu & Kashmir |
| • Pin Code | 181122 |
| 2.Institutional status | |
| • Autonomous Status (Provide the date of conferment of Autonomy) | 15/07/2020 |
| • Type of Institution | Co-education |
| • Location | Rural |

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| • Financial Status | Self-financing | | | | |
| • Name of the IQAC Co-ordinator/Director | Prof. Sahil Sawhney | | | | |
| • Phone No. | 7006602692 | | | | |
| • Mobile No: | 8713081369 | | | | |
| • IQAC e-mail ID | sahil@mietjammu.in | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | https://mietjmu.in/naac/aqar/2021-22.pdf | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://mietjmu.in/pdf/MIET%20AC-22-23.pdf | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B | 2.57 | 2012 | 05/07/2012 | 04/07/2017 |
| Cycle 2 | A | 3.02 | 2017 | 30/10/2017 | 31/12/2025 |
| 6.Date of Establishment of IQAC | | | 01/08/2012 | | |
| 7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)? | | | | | |
| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount | |
| Institution | Autonomous | UGC | 15/07/2020 | NIL | |
| Computer Science and Engineering | NBA Accreditation | National Board of Accreditation | 24/08/2022 | NIL | |
| 8.Provide details regarding the composition of the IQAC: | | | | | |
| • Upload the latest notification regarding the composition of the IQAC by the HEI | View File | | | | |

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| 9.No. of IQAC meetings held during the year | 1 | |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10.Did IQAC receive funding from any funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> • If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <p>a) Implementation of Coursera for Campus:• MIET has partnered with Coursera to integrate Specialization courses in Engineering and Management programs, covering crucial domains like AI, ML, Cloud Computing, Data Science, Cyber Security, Digital Marketing, and more. The learning model adopted combines online courses with faculty-led sessions, supported by institution-level success managers, student ambassadors, and faculty mentors. Faculty and internal teams play a pivotal role, delivering Coursera's value to students. These courses are also part of faculty onboarding, embedding Coursera courses and creating tailored learning paths aligned with their research areas. Continuous learning is now integral to MIET's culture, leading to a remarkable achievement of 6,200 certificates completed in a year, with students dedicating nearly 25,000 hours on Coursera. In addition to the specially curated learning paths, the students at MIET have access to more than 9000 courses and 3500 guided projects. b) Implementation of Mental Health Platform: The IQAC at MIET recognized the crucial importance of mental health in the academic environment. To address this concern, the institution has signed an MoU and implemented the 'YourDost' portal. This platform was designed to provide accessible mental health support and counseling services for both students and faculty members. It offered a confidential space where individuals could seek guidance, counseling, and support for various mental health issues, stress, anxiety, and more. c) Secured Transcripts Generation: Understanding the significance of secure and easily verifiable academic credentials, the IQAC implemented the Blockchain</p> | | |

certified transcripts and provisional certificates. This initiative ensured the authenticity and integrity of academic credentials by employing a tamper-proof and transparent verification process. d) IQAC Processes Automation (ARIIA, NIRF, NBA): The IQAC at MIET enabled the software development cell at MIET to automate various processes, particularly those associated with accreditation and ranking bodies such as ARIIA, NIRF and NBA. By automating these processes, the institution aimed to improve efficiency, accuracy, and compliance with the set standards. e) Introduction of Sports Policy: The IQAC actively contributed to the development and implementation of a comprehensive sports policy at MIET. It provided a framework for organizing sporting events, allocating resources, and fostering a culture of sports within the institution, contributing to the overall well-being and holistic growth of students. The policy also includes provisions for offering sports scholarships and organizing a sports day.

12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

| Plan of Action | Achievements/Outcomes |
|------------------------------------|--|
| <p>Program Level Accreditation</p> | <p>The Department of Computer Science and Engineering was reaccredited by the National Board of Accreditation for a duration of three years from July 2022 to July 2025. A two-member peer team from the NBA visited and evaluated the department as per the guidelines of NBA. The MBA Department successfully submitted the Self-Assessment Report in the month of November and is awaiting the visit of the peer team. The Civil Engineering Department is in the process of submitting its Self-Assessment Report.</p> |
| <p>Implementation of NEP 2020</p> | <p>The institution introduced three four-year undergraduate programs including BBA (Hons.), B.Com (Hons.), BBA BFSI (Hons.) and BCA(Hons.) with multiple exit options at the end of the 1st, 2nd, and 3rd year as per</p> |

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| | <p>provisions in NEP 2020. The Board of Studies for all the programs designed the curriculum as per the broader framework prescribed by UGC and the parent University which provisioned inclusion of majors, minors, multi-disciplinary, skill ability & enhancement, non-credit and MooC courses in the curriculum. Minor specializations in IT, Management, Commerce, Economics and Law for the students enrolled under different Hons. Programs were introduced.</p> |
| <p>Provisioning of Director's Merit List for Meritorious Students</p> | <p>Director's Merit List was introduced for the students at MIET during 2022-23 who have produced outstanding results in semester examinations and finished in the top 3 in their course of study.. The award was presented to 44 students from all the UG and PG programs including B.E., BBA, B.Com, MBA, and MCA.</p> |
| <p>Up-gradation of IT Infrastructure</p> | <p>The institution has undertaken several initiatives to upgrade its IT infrastructure and provide better stakeholder experience: 100 computers and 16 laptops were purchased for setting up computer labs in the law and management programs. 18 projectors have been installed in the last 6 months to ensure 100 percent ICT-enabled classrooms and laboratories. 11 LED screen's of 65" size have been installed as Digital Notice boards in all the departments along with cloud-based signage players. 41 additional CCTV</p> |

cameras have been installed for improved surveillance. 20 additional Wi-fi access points have been provisioned for improved network coverage. 20 KVA UPS has been installed in D Block to provide uninterrupted supply to computers and projectors for the newly created School of Law. A 10 KVA UPS has been provisioned in B-Block to provide power backup to the new laboratory setup and projectors for the BBA/B.Com programs. A comprehensive Video Conferencing solution has been installed in the convention room for better student experience. 5 Workstations (Model: HP Z2 - G4 Mini) purchased for higher end video editing, 3D graphics, engineering design, and data science visualization specifically for CAD and 3D rendering jobs. Two copier Canon Digital Photocopiers purchased recently to cope up the demand of the reprographic section.

Improvement of Placements

A comprehensive Learning and Development plan comprising skill-based training and workshops for students was implemented during the academic year to enhance the employability rate of the students. Placement specific credit courses were introduced in the curriculum of all the programs offered at MIET to strengthen the placement outcomes. Over 300 offers of placement were received by MIET students with a maximum salary of 13.45 Lacs per annum and a median salary of 4.5 Lacs per

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| | annum engineering and management students during the academic year 2022-23. |
| Improvement in Teaching and Learning | <p>Cloud-based Learning Management System was implemented to enable the faculty members to deliver curriculum as per pedagogical approach, provide seamless access of teaching and learning resources to all stakeholders and enhance shareability. Teaching Learning Center was set up at MIET under the aegis of the Indo-Universal Collaboration for Engineering Education (IUCEE). TLC@MIET empowers the faculty and students to strive for excellence based on a model of deep engagement and experimentation. 33 faculty members were sponsored for a 6 month International Engineering Educator Certification Program by IUCEE. The TLC conducts a rich plethora of events and activities including training, skill and capacity building programs, content creation, induction and orientation programmes besides championing hybrid-learning, peer-tutoring and academic support. Adoption of new pedagogies, technology, global best-practices and engaging in research around teaching- learning is also under the ambit of the TLC.</p> |
| 13. Was the AQAR placed before the statutory body? | Yes |
| <ul style="list-style-type: none"> Name of the statutory body | |

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| Name of the statutory body | Date of meeting(s) |
| Governing Body | 25/08/2023 |

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| 14. Was the institutional data submitted to AISHE ? | Yes |
| • Year | |

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| Year | Date of Submission |
| 2021-22 | 15/02/2023 |

15. Multidisciplinary / interdisciplinary

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| Delineate the vision/plan of the institution to transform itself into a holistic multidisciplinary institution. | The institution has taken concrete steps in this direction by offering several new courses after being conferred with Autonomous status by the UGC in July 2020. The institution has since then introduced B.E CSE (AI&ML), BBA (Hons.), B.Com (Hons.) besides the BBA LLB (Hons.) program. The institution intends to start B.E CSE (Cyber Security), LLB (Hons.) and BCA (Hons.) from next academic year. Several minor specializations have also been introduced. Thus, the institution has forayed into non-engineering/technical courses. This is in addition to the existing undergraduate engineering programs, post-graduate (Engineering, Management, and MCA) programs. The institution has further plans to introduce diverse multidisciplinary programs such as integrated programs in the next few years to complete the envisaged transition. |
| Delineate the Institutional approach towards the integration | The institution has implemented the integration of humanities and |

of humanities and science with STEM and provide the detail of programs with combinations

sciences with STEM by undertaking curriculum revisions across all its programs and introducing courses covering Design Thinking, Indian Knowledge System, Indian Constitution, Community Projects, Sports and Fitness, Training and Placement preparation, Organizational Behavior, Entrepreneurship etc.. The institution has also started a non formal center for Sanskrit offering free certification courses to the students under a project of the Ministry of Education. Advanced course on Universal Human Values as approved by the AICTE is also being introduced in the final year engineering curriculum.

Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and valuebased towards the attainment of a holistic and multidisciplinary education. Explain

Boards of Studies for all the programs have been constituted to design a modern curriculum incorporating credit-based courses, community projects, courses on environment and sustainability, value-based courses and courses focused on lifelong learning through different MooC platforms. In addition to this, credit and noncredit courses focused on placements, universal human values, corporate etiquette, student induction etc. have also been introduced.

What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.

The curriculum has been designed as per the guidelines of NEP 2020 making it holistic, multidisciplinary, and includes vocational and skill specific courses. The institution ensures that a student is required to earn 36-40 credits at each level including Level 5, Level 6 and

Level 7. For example, courses such as Sports and Fitness, Indian Constitution, Artificial Intelligence for Managers etc. have been introduced for the students enrolled in BBA (Hons.), B.Com (Hons.) and BA (Hons.) program. To maintain academic rigor, the institution ensures that the overall credits earned by its students are more than the recommended credits by regulatory bodies. Exit options at the end of 1st, 2nd and 3rd year have been provisioned and the curriculum and the overall program structure has been approved by the respective BoS and the Academic Council.

What are the institutional plans to engage in more multidisciplinary research endeavors to find solutions to society's most pressing issues and challenges?

The institution has signed a MoU with IIT Jammu under which IIT Jammu offer advanced courses leading to minor degree specialization for MIET B.E Civil Engineering students. MIET students undertake four courses between the third and sixth semesters at IIT Jammu which will be delivered by the faculty from IIT Jammu. The program has resulted in the attainment of high-quality learning outcomes and helped orient the students towards solving critical challenges in the local context. The institution further intends to strengthen this endeavor by offering consultancy services through its collaborations with industry bodies such as CII, ASSOCHAM and Phd chamber. The institution is working with the University of Jammu to start offering PhD programs so that formal research-based programs can be started. The intent of

these PhD programs will be to focus on real-world problems and come up with effective solutions for the same.

Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

- The MoU with IIT Jammu to offer Hons. Degree in Civil Engineering program is the first instance of such a MoU with the Institute of National Importance in the country which also aligns with the broader framework of NEP.
- Introduction of Minor specialization in undergraduate programs to promote multidisciplinary in view of NEP 2020
- Inclusion of skill ability enhancement, multidisciplinary, universal human value courses in the curriculum to promote multidisciplinary approach.
- The institution has used its traditional strength in computer science/information technology to design and offer minor programs in IT across all branches, considering that all branches are expected to heavily leverage information technology going forward. This involves students across BBA, MBA, B.COM and BBA LLB programs being able to get a minor in IT with focus on

cloud computing, AI, cybersecurity, data science and analytics etc.

16.Academic bank of credits (ABC):

Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.

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Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.

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Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.

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| <p>How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.</p> | <ol style="list-style-type: none"> 1. Al th 2. Th tr de Le 3. Th on Cl fo 4. Fa Le 10 Fu co co 5. Th te an | |

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| | <p>6. Be co th ou</p> |
| <p>Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020</p> | <p>1. Th po cr th ls</p> <p>2. Th AB au</p> |
| <p>17.Skill development:</p> | |
| <p>Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework</p> | <p>1. Th pr ad as Qu</p> <p>2. Th in qu NA</p> <p>3. Th im in st</p> <p>4. Th Sk Fi</p> <p>5. Th se</p> |

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| <p>Provide the details of the programmes offered to promote vocational education and its integration into mainstream education</p> | <ol style="list-style-type: none"> 1. The in De th go Vo an re 2. Ho ce th te |
| <p>How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also lifeskills etc</p> | <ol style="list-style-type: none"> 1. Mo Va Ed 2. A as in 3. A ha id 4. A fo a sk |
| <p>Enlist the institution's efforts to:</p> <p>i. Design a credit structure to ensure that all students take at least one vocational course before graduating</p> | <ol style="list-style-type: none"> 1. Th co e. |

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| | | <p>ha de</p> <p>2. In em co Pr au</p> <p>3. In Al in</p> <p>4. Ho AI Io re un se as</p> |
| <p>Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions</p> <p>To offer vocational education in ODL/blended/on-campus modular modes to Learners</p> | <p>1.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> | <p>1. Th de th</p> <p>1. Ad be th</p> <p>2. Th me do Cy</p> <p>3. Th sp em</p> <p>4. Co wi to sp</p> |

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| <p>NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. Skilling courses are planned to be offered to students through online and/or distance mode.</p> | <p>The inst programs partners The inst authorin online c and avai</p> |
| <p>Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.</p> | <p>1. Th co Au st th re en 2. Th as sp pr 3. Th co pa</p> |
| <p>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</p> | |
| <p>Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses</p> | <p>The inst undertak mandator Sanskrit as well.</p> |
| <p>What are the institution's plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular))? Provide the details</p> | <p>At prese However, from tim of conce</p> |
| <p>Provide the details of the degree courses taught in Indian languages and bilingually in the institution</p> | <p>All the</p> |
| <p>Describe the efforts of the institution to preserve and promote</p> | <p>The inst</p> |

the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) ii. Indian ancient traditional knowledge iii. Indian Arts iv. Indian Culture and traditions.

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19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)

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Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices

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| <p>Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020</p> | | <ul style="list-style-type: none"> • The ou • The dr ma at • The di in • An on co me th as ou as |
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20.Distance education/online education:

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| <p>Delineate the possibilities of offering vocational courses through ODL mode in the institution.</p> | | <p>The inst courses Automati 2022-202</p> |
| <p>Describe the development and use of technological tools for teaching learning activities.</p> | | <p>The facu such as collabor for priv institut provide teaching educatio</p> |
| <p>Provide the details about the institutional efforts towards blended learning.</p> | | <ul style="list-style-type: none"> • The du al bu re |

Extended Profile

1. Programme

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| 1.1 Number of programmes offered during the year: | 11 |
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| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2. Student

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| 2.1 Total number of students during the year: | 1912 |
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| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

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| 2.2 Number of outgoing / final year students during the year: | 347 |
|--|------------|

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

| | |
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| 2.3 Number of students who appeared for the examinations conducted by the institution during the year: | 1883 |
|---|-------------|

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |
| 3.Academic | |
| 3.1 Number of courses in all programmes during the year: | 487 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.2 Number of full-time teachers during the year: | 118 |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.3 Number of sanctioned posts for the year: | 118 |
| 4.Institution | |
| 4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | 0 |
| 4.2 Total number of Classrooms and Seminar halls | 52 |
| 4.3 Total number of computers on campus for academic purposes | 646 |
| 4.4 Total expenditure, excluding salary, during the year (INR in Lakhs): | 699.09214 |
| Part B | |
| CURRICULAR ASPECTS | |

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

All the courses in any program of study offered by the institute are designed to have relevance to local, regional, national, and global developmental needs. Every program has well-designed (POs), (PSOs) and (PEOs).

The highlights from the recently approved curriculum:

1. The overall course structure of the programs includes courses from Humanities and Social Sciences including Management courses, Basic Science courses, Engineering Science courses, Professional core courses, Professional Elective courses, Open Electives, Project Work, Internships, Seminars, MooCs and mandatory non- credit courses including environmental sciences, Indian Constitution and Essence of Indian Knowledge Tradition.
2. The curriculum is designed to provide an opportunity for the students to undertake additional credits for award of Hons./Minor Degree and specializations as per the guidelines of AICTE and UGC.
3. Internships have been included in the curriculum at the end of 2nd, 4th, and 6th semesters for all the programs.
4. The curriculum now includes an option for students to undertake year-long internships in their final year.
5. Introduction of a year-long startup scheme to provide credit to students who engage in meaningful entrepreneurial pursuits to set up a startup.

| File Description | Documents |
|---------------------------------------|---|
| Upload additional information, if any | View File |
| Link for additional information | https://mietjmu.in/index.php/downloads |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

6

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | No File Uploaded |

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

107

| File Description | Documents |
|---|---------------------------|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced across all programmes offered during the year**

178

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

10

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The curriculum offered by the institution effectively integrates cross-cutting issues relevant to Professional ethics, gender, environment and sustainability and human values for strong value-based holistic development of students.

Gender Sensitization

A mandatory Induction Training course has been introduced in the curriculum during the 1st semester to provide requisite exposure to the students on gender specific issues as part of the introductory unit on Universal Human Values.

Environment and Sustainability

A mandatory course on Environment and Sustainability has been introduced in all the programs offered by the institution to help students to understand the relations between humans, environment, and sustainability.

Human Values and Professional Ethics

Courses on Business Environment and Ethics, The Indian Constitution and Introduction to Human Psychology are offered as Open Electives for all the students to understand the role of human values and ethics in the professional world. In addition to it courses on Indian Philosophy and Sanskrit are also being offered to students to develop understanding of the rich Indian culture.

By integrating these cross-cutting issues into its curriculum, MIET ensures that students graduate not only with technical expertise but also with a strong ethical compass and a sense of responsibility towards society and the environment.

| File Description | Documents |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | No File Uploaded |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

19

| File Description | Documents |
|--|---------------------------|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | No File Uploaded |

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

1605

| File Description | Documents |
|----------------------------|---------------------------|
| List of students enrolled | View File |
| Any additional information | View File |

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

2096

| File Description | Documents |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | No File Uploaded |

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| 1.4 - Feedback System | |
| 1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni | A. All 4 of the above |
| File Description | Documents |
| Provide the URL for stakeholders' feedback report | https://mietjmu.in/Downloads/fbr.pdf |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | No File Uploaded |
| 1.4.2 - The feedback system of the Institution comprises the following | A. Feedback collected, analysed and action taken made available on the website |
| File Description | Documents |
| Provide URL for stakeholders' feedback report | https://mietjmu.in/Downloads/fbr.pdf |
| Any additional information | View File |
| TEACHING-LEARNING AND EVALUATION | |
| 2.1 - Student Enrollment and Profile | |
| 2.1.1 - Enrolment of Students | |
| 2.1.1.1 - Number of students admitted (year-wise) during the year | |
| 704 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |
| 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats) | |
| 0 | |

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

A. Advanced Learners

The advanced learners are identified by the concerned faculty based on their performance in internal assessment tests, class- room interaction, and semester end examination. Some specific strategies adopted are listed below:

1. Meeting in small groups with the Director under the "Tea with the Director" program.
2. These students are invited to become a part of the Center for Research, Innovation and Entrepreneurship (CRIE) to undertake advanced projects and participate in competitive technical events at university and national levels.
3. These students among others are motivated and supported to obtain industry-oriented certifications from Amazon, UI Path, Cisco, NVIDIA.
4. These students are placed under the guidance of the leadership team and provided financial support among others for projects.

B. Slow Learners

The process starts with identifying the slow earners through teacher's feedback, classroom response, and mid-term evaluation. A need assessment analysis with the shortlisted students is performed to identify the areas which need to be focused upon in the next stage. The Remedial classes are structured and planned with the objectives to fulfill the gap discovered in the earlier phase. The feedback of the sessions is recorded, and the impact is measured through results.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 01/07/2022 | 1912 | 118 |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

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:

1. Experiential Learning:

a) Laboratory courses in emerging technologies/domains have been introduced in the curriculum of all program.

b) Multiple internships, typically at the end of even semesters, has been made mandatory in all the programs for promoting on-job experiential learning.

c) Industrial Visits are organized to engage students in experiential learning.

d) Project-based learning has been introduced in several courses

2. Participatory Learning:

a) The students are given a short quiz at the end of the lecture to determine their understanding of a specific concept.

b) The students are encouraged to share their views on the questions to the broader class through online tools like Nearpod which will then reflect/collate their ideas as word clouds.

c) Community projects are a great way for students to participate in

group learning and assimilation in real-world environments.

3. Problem-solving methodologies:

a) A mandatory course on Design Thinking enables students to understand fundamentals for problem solving, apply design thinking framework and strategies.

b) Case Study method is being practiced by the management faculty to help students develop analytical skills for solving a business problem

c) Flipped classrooms are being used by the faculty members to acclimatize the students with group problem solving.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | No File Uploaded |
| Link for additional Information | https://mietjmu.in/index.php/downloads |

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

1. The institution has implemented a learning management system which provides access of entire course content including course packs, lecture plans, video lectures etc. to students on mobile and web.

2. The institute has subscribed to Microsoft Academic Alliance program providing access to free and legal software packages from Microsoft for all faculty and students.

3. Faculty gets trained on cutting-edge technologies under institutional industrial linkages with Amazon, IBM, Ui-Path, Huawei and NVIDIA (Computer Vision and Deep Learning).

4. The institution constantly strives to upgrade the infrastructure and procure resources for effective delivery of the curriculum such as Laser/LCD projectors, digital lecterns, wired/Wi-Fi internet access in classes.

5. Quality Analytics framework PI-360 which has been developed in-house is used to measure and track student, faculty, department and the institutional performance indices.

6. The students and faculty at MIET have access to free industry-endorsed and other world-class courses on Infosys Springboard, Coursera and Future Skills platform (NASSCOM).

7. Software's like Nearpod, Mentimeter and Google Jam Board are used for participative learning and building engagement in online teaching and learning.

8. The institute subscribes to the World eBook Library providing access to over 41 Lakh e-Books.

| File Description | Documents |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://mietjmu.in/tlcv2/wordpress/ |
| Upload any additional information | View File |

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

118

| File Description | Documents |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

MIET follows the Academic Calendar formulated by the Planning and Academic Affairs Committee of the college. Academic Calendar contains the following details:

- Date of commencement of classwork semester-wise
- Dates for conduct of 1st and 2nd sessional tests and final exams
- Dates for conduct of lab practical tests, viva-voce for projects, internships etc.
- Dates for declaration of results
- Dates for major academic events and activities

Adherence to Academic Calendar and Teaching plans by the institution is the combined responsibility of key stakeholders such as the Director, Dean Academics, HoDs and the CoE

- Each faculty prepares course plans/handouts and lesson plans for their subject and upload it on Learning Management System.
- The Central IT team ensures correct student enrollment data is available in the ERP and LMS, timetable is uploaded and the configuration is up to date.
- HoDs conduct orientation and induction programs for students as they begin new semesters.
- HoDs continue to monitor the daily classwork and ensure academic progress as per plans. Course coverage reports are submitted by faculty members monthly.
- Controller of Examination (CoE) publishes examination and evaluation schedule

Dean Academic Affairs (DAA) ensures the adherence to the academic calendar through regular review meetings with faculty and students.

| File Description | Documents |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

118

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | View File |

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

30

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | View File |

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

534

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

20

| File Description | Documents |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

| File Description | Documents |
|---|---------------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | No File Uploaded |

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The following aspects have been automated in the Exam Management Systems of the institution:

- Examination Form Filling
- E-collection of examination fees Generation of Hall Ticket Seating Allocation
- Bundle Management (Exam Attendance Sheet) Exam Attendance Answer Script covers can be generated through the software Evaluation Sheets
- Result Summary - Generation of Declaration Report Moderation Result Announcement
- Revaluation Results CGPA Calculation Mark Statement
- Consolidated Mark Statement/Transcript generation

The following examination procedures and processes including Continuous Internal Assessment have brought in considerable improvement:

1. The Direct assessment tools at the course level including assignments, quizzes, class tests, mid-semester evaluation and final exams along with projects, internships, labs and seminars evaluation using well-defined rubrics have been put in place.
2. The Question papers in the assignments, mid-semester tests and final examinations are aligned with the Blooms Taxonomy for measuring the learning levels of each student as per the defined course outcomes.
3. An OBE dashboard has been built to provide in-depth reports on overall course level attainment including specific course outcome level attainment enabling the faculty members to understand and devise corrective actions for their future course delivery.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Yes, each program of the college has spelled out its Course Outcomes (CO's), Program Outcomes (PO's) and Program Specific Outcomes (PSO's).

At the course level, all courses have a well defined set of course outcomes which are formulated during the course planning stage by a department-level committee. The CO's are also approved by the Board-of-Studies (BoS), comprising external experts to ensure quality and their mapping with specific PO's and PSO's.

All the instruments used for evaluating the student performance, including assignments, quizzes, individual questions of continuous assessment tests and final assessment tests are mapped to specific CO's, which allows the determination of attainment levels at the level of each CO rather than the overall course.

Publicizing PO's, PSO's, & CO's

1. These are made known to the stakeholders through the college website and course handouts.
2. PO's & PSO's are displayed at the strategic locations in the department.
3. The CO's, PO's & PSO's are discussed with the students during student orientation sessions at the beginning of each semester.
4. All faculty members make the course objectives, course outcomes, lesson plan schedule, detailed day-wise lesson plan, evaluation pattern etc. and upload it to the LMS from the first day of the class.

| File Description | Documents |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | No File Uploaded |
| Link for additional Information | https://mietjmu.in/index.php/downloads |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

1. Direct Assessment Tools

- Assessment Tool
- Assessment Process Assignments & Class Tests

The assignments and class tests are designed as per OBE evaluation methodology with each question mapped to a specific course outcome.

1. **Lab Evaluation:** The students are reviewed on assigned experiment execution, record writing and viva-voice questions as per pre-defined Rubrics.
2. **Presentations/Group Discussions/Seminars:** Conducted as part of various courses to evaluate assimilation and articulation of concepts by the students.
3. **Project Work:** Reviewed on the continuous basis and once at the end of the semester through Viva-voice and demonstration of the project.
4. **Internship:** The students are reviewed on feedback by the employer, viva-voce, internship report and attendance during the internship
5. **Final Examination:** Institute conduct it at the end of the semester.

2. Indirect Assessment Tools

1. **Program Exit Survey:** It is published and disseminated among the students of the graduating batches to gauge their understanding and perception towards the attainment of the program objectives/graduation attributes.

2. **Alumni Survey:** Designed to measure the perception of alumni on the attainment of POs and PSOs including the level of preparation and exposure imparted by the program.
3. **Employer Survey:** It is sought annually to understand the curricular gaps and take their inputs for the overall improvement.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

321

| File Description | Documents |
|---|---------------------------|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://mietjmu.in/Downloads/SSF-22-23.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

1. **Seed Grant Policy:** A Seed Grant policy for faculty members has been formulated to provide financial support up to Rs. 5 Lakhs for faculty pet projects.
2. **IPR Policy:** An extensive Intellectual Property policy was formulated and implemented to boost IP-related activities at MIET and provide a clear workflow for the generation, protection, and commercialization of IP.
3. **Innovation and Start Up Policy:** This policy captures the guidelines and provide a framework for the faculty and students who are interested in starting their companies from the campus.
4. **Consultancy Policy:** The institution has well-defined guidelines for the faculty members who are interested in offering consultancy to the industry and other institutions.
5. **Research Vision Document:** A Research Vision document was released along with a revised Research Incentive Scheme to provide financial support and incentives to MIET faculty for producing quality research output.
6. **Faculty Development Incentive Scheme:** The institution provides financial support of Rs 10,000 to faculty members for attending training/workshops and presenting research papers at conferences.
7. **Membership of Professional Bodies:** The faculty members at MIET are also encouraged to become members of the professional societies like ACM, IEEE by reimbursing 50% of their membership fees.

| File Description | Documents |
|--|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | https://mietjmu.in/pdf/Revised%20Research%20Incentives%202021.pdf |
| Any additional information | View File |

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

7.4

| File Description | Documents |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money | View File |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | View File |
| Any additional information | View File |

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

| File Description | Documents |
|---|------------------|
| e-copies of the award letters of the teachers | No File Uploaded |
| List of teachers and details of their international fellowship(s) | No File Uploaded |
| Any additional information | No File Uploaded |

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)**7.4**

| File Description | Documents |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | View File |

3.2.2 - Number of teachers having research projects during the year**2**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |
| List of research projects during the year | View File |

3.2.3 - Number of teachers recognised as research guides**1**

| File Description | Documents |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | View File |
| Institutional data in Prescribed format | View File |

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year**2**

| File Description | Documents |
|---|---------------------------|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | Nil |
| Any additional information | View File |

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Innovation has been identified as a core value driving the MIET strategy and its identified objective of emerging as a credible center for innovation and research in the J&K region.

Intellectual Property Rights (IPR) have received significant attention and focus in recent times. The Intellectual Property Rights (IPR) Policy at MIET was implemented from this year. This policy shall serve to create awareness among the faculty, staff and students at MIET regarding the importance of viewing "Knowledge, Innovation and Invention" as integral to personal growth, institutional excellence and societal transformation. The institution has also come up with the Innovation and Start up policy which is in line with National Innovation and Startup Policy (NISIP). The institution has submitted 46 patent applications to the Indian Patent and Trademark Office, out of which 8 have been successfully granted to date

The institution was approved as an Incubation Center under MSME in 2016 and has helped create awareness among students and faculty members on entrepreneurship and Incubation. A faculty-driven startup, Perpetual Innovation Pvt. Ltd., has been operational since the last 5 years from campus and is a product-driven startup developing software for higher education institutions.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

13

| File Description | Documents |
|--|---------------------------|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | No File Uploaded |

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

0

| File Description | Documents |
|--|------------------|
| URL to the research page on HEI website | Nil |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | No File Uploaded |
| Any additional information | No File Uploaded |

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website

during the year

0.67

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | No File Uploaded |

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

3

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://mietjmu.in/pdf/dpbc-2024.pdf |

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**3.4.5.1 - Total number of Citations in Scopus during the year**

166

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | View File |

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**3.4.6.1 - h-index of Scopus during the year**

7

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | No File Uploaded |

3.5 - Consultancy**3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)****0.875**

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | View File |
| List of consultants and revenue generated by them | View File |
| Any additional information | No File Uploaded |

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year**7.24999**

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | No File Uploaded |
| List of training programmes, teachers and staff trained for undertaking consultancy | No File Uploaded |
| List of facilities and staff available for undertaking consultancy | View File |
| Any additional information | View File |

3.6 - Extension Activities**3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year**

The institutes organize several extension activities to promote institute-neighborhood-community bonhomie and to sensitize the students towards community needs. The students of the institution actively participate in social service activities leading to their overall development. The NSS Committee at the college undertakes

various extension activities in the neighborhood community.

The following activities were organized in the neighborhood by the NSS committee:

S.No.

Name of the activity

Organizing Agency

Number of Students/Faculty participants

1

International Yoga Day

Yogatvam

40

2

Tree Plantation Drive

Dept. of Higher Education, Ministry of Education

15

3

Blood Donation Camp

J&K Thalassemia Welfare Society

64

4

Cleanliness Drive

Unnat Bharat Abhiyan

40

5

Legal Awareness on Domestic Violence Act and Dowry Prohibition

Unnat Bharat Abhiyan

12

6

Extension and Outreach Program

Government Higher Secondary School of Kot Bhalwal

10

7

Energy Literacy Training

AICTE jointly with Energy Swaraj Foundation

40

8

74th REPUBLIC DAY

Ministry of Culture, Government of India

0

9

Social Outreach Programme

Unnat Bharat Abhiyan

60

10

Road Safety Awareness

Ministry of Road Transport and Highways

60

11

Blood Donation Campaign

J&K Thelessemia Welfare Society

100

12

Constitution Day Celebration

Ministry of Parliamentary Affairs

60

13

Non-Formal Sanskrit Program

Rastriya Sanskrit Sansthan, Ministry of HRD

66

14

75th Independence Day Celebration

Ministry of Culture, Government of India

66

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

0

| File Description | Documents |
|--|------------------|
| Number of awards for extension activities in during the year | No File Uploaded |
| e-copy of the award letters | No File Uploaded |
| Any additional information | No File Uploaded |

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

14

| File Description | Documents |
|---------------------------------|---------------------------|
| Reports of the events organized | View File |
| Any additional information | View File |

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

633

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| Any additional information | View File |

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

6

| File Description | Documents |
|--|---------------------------|
| Copies of documents highlighting collaboration | View File |
| Any additional information | No File Uploaded |

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

6

| File Description | Documents |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | No File Uploaded |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

The MIET campus is spread over 40 acres with lush-green surroundings and natural topology providing a very conducive environment for education. The infrastructure includes over 22,000 sq.m of built-up area covering classrooms, tutorial rooms, administrative areas, laboratories, seminar halls, library, common-room, workshop, canteen and other amenities for students and faculty. The institute provides high quality computing infrastructure including 600+ computers and an optical fiber backbone for network connectivity. A 400 Mbps leased line internet connection has been provisioned. The entire campus is wi-fi enabled allowing students seamless access to the internet.

All the classes and labs are ICT-enabled with projectors and audio-video facilities. Digital lecterns have been provided in a few classrooms for ease of integration of ICT technologies.

The institute offers high quality lab infrastructure with modern equipment from reputed suppliers across all branches of study. A total of 30 laboratories are available to cater to the needs of the curriculum and beyond. The institute has recently added 3-D printing and AR/VR equipment on a pilot basis to develop labs in these emerging domains.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

Details of various facilities for curricular and co-curricular activities are:

1. Indoor Sports Hall cum common room
2. Sports Ground 150m*150m
3. Sh. H.L. Gupta Auditorium State of the art auditorium with seating capacity of 252 persons
4. Urban forest 10 acres for environment
5. Gardens 4 in number for general purpose activities
6. Multipurpose Halls for various indoor cultural activities programs
7. Basketball and Volleyball Court A 6000 square feet basketball court has been set up with FIBA approved playing surface. It is a multipurpose court and can be used to play Volleyball as well.
8. Cricket Practice Pitches 2 (with Astro Turf and Bowling Machine)
9. Futsal Court - 5100 Sq. Ft

| File Description | Documents |
|---------------------------------------|---------------------------|
| Geotagged pictures | View File |
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

52

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

245.53468

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | No File Uploaded |

4.2 - Library as a Learning Resource

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

MIET's Library is spread over 6250 sq.ft and has a collection of over 37,265 books and subscribes to 48 print journals besides 11468 e-journals under IEEE ASPP & IEEE POP package/DELNET/N-LIST/ EBSCO BSE. Moreover, over 41 lakh e-Books are also available under the World E-Book Library. All books are RFID tagged and managed through the Library Management KOHA Software. Project Reports of the final year students are also kept in the library for reference by the students. Computers are provided in the library for accessing online material and references. Further, the library is a member of DELNET to augment existing resources. Some major details of the library are given below:

- Number of seats in the reading space: 200
- Number of Library Staff:6
- Number of Books: 37,265
- Number of Titles: 7,888
- Number of Journals (National/International): Print - 48 and

Online - 11468

- Magazines: 13
- Electronic Media: 1,791
- Thesis/Project Reports: 2,971
- EBooks: 111,96,360 (Delnet), 41,86,185 (World e-books) and 7000000 (NDL)
- Number of computers & printers for public access - 16 & 1.
- Internet bandwidth/ speed- 150 Mbps
- DELNET Member Networks/consortia (like Inflibnet).
- Digital Library available under dSpace (Institutional Digital Repository) - Uploaded 600 pdf of e-books and 361 Research Papers

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File |
| Upload any additional information | No File Uploaded |

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals

during the year (INR in lakhs)**36.89834**

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts | View File |
| Any additional information | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)**4.2.4.1 - Number of teachers and students using the library per day during the year****225**

| File Description | Documents |
|--|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | No File Uploaded |

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The institution has a well-defined IT Policy. The following initiatives were launched during this year:

1. Laying of a fiber-optic backbone across the campus
2. Upgradation of network switches to 10G capability for improved throughput
3. Installation and commissioning of campus-wide wi-fi network
4. Deployment of UTM for hardware-based threat avoidance and mitigation.
5. Defining institution-wide security policies to define userlevel security privileges and prevent misuse.
6. Defining mobile profiles for each student and faculty to login to any system in the institute and access their personal data.
7. Moving the IT tools (ERP, Quality Analytics, Website and CRM) to the Amazon AWS Cloud infrastructure for 24x7 uptime and availability facilitating remote work.
8. Investing in Google for Education Cloud services for

professional email, online classes and virtual conferencing support, data backup and retrieval.

9. Investing in Microsoft Academic Alliance to provide legal software to all faculty and students.
10. Providing power backups through online UPS for all digital infrastructure.

The expenditure incurred vs. the budgeted amount for IT for last three years is give below:

Financial Year

IT Budget

Actual Expenditure

2020-2021

1800000

3625459

2021-2022

200000

5085406

2022-2023

6450000

6369194

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|--------------------|---------------------|
| 1912 | 646 |

| File Description | Documents |
|--|---------------------------------|
| Upload any additional information | View File |
| 4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus | A. 750 Mbps |
| File Description | Documents |
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | No File Uploaded |
| 4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing | A. All four of the above |
| File Description | Documents |
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |
| List of facilities for e-content development (Data Template) | View File |
| 4.4 - Maintenance of Campus Infrastructure | |
| 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs) | |
| 245.53468 | |
| File Description | Documents |
| Audited statements of accounts | View File |
| Upload any additional information | View File |
| 4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities – classrooms, laboratory, library, sports complex, computers, etc. | |

The central campus development and maintenance team includes Director Campus Experience, IT and Network Operations Manager, Campus Supervisor, Campus Engineer, Security Supervisor. The leadership team is supported by a team of electricians, plumbers, carpenters, and helpers. Support for repair and fabrication is additionally provided by the central workshop which has facilities for welding and metal work.

- The Campus Supervisor manages the sanitation and housekeeping aspects of the campus through a team of 35 workers, comprising both on-rolls and outsourced workers. Checklists are maintained to ensure compliance with quality norms.
- The Campus Engineer is responsible for overseeing all repair, maintenance, upgradation work besides undertaking new projects either internally or by engaging external vendors.
- The IT team conducts regular technical checks of all labs, IT and networking equipment and a trouble-ticket system has been made operational to cater to stakeholder requirements in a timely manner.
- The security team is responsible for keeping a strict watch over the proceedings across the campus using a network of 75 CCTV cameras and walkie-talkies to communicate effectively.

The Director Campus Experience oversees all aspects of campus management with a special focus on landscaping, plantations, green initiatives, campus safety etc. and ensuring compliance with norms in vogue.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the

Government during the year

69

| File Description | Documents |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | No File Uploaded |

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

111

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

| File Description | Documents |
|---|---------------------------|
| Link to Institutional website | Nil |
| Details of capability development and schemes | View File |
| Any additional information | No File Uploaded |

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

1550

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

107

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | No File Uploaded |

5.2.2 - Number of outgoing students progressing to higher education

11

| File Description | Documents |
|---|---------------------------|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | No File Uploaded |

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

0

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

13

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

No. Administrative Bodies/Committees:

There are committees in the college which look after academic and non-academic aspects. Students are nominated as members of these committees and participate actively in planning activities for the

benefit of the students at large. These are as under:

1. **Cultural and Co-Curricular Activities Committee:** To organize various events, cultural programmes etc.
2. **Sports and Games Committee:** To conduct and organize various sports activities/events.
3. **NSS, Extension & Outreach Committee:** To organize various NSS activities with a view to improve social outreach and create awareness among students on important social issues and causes.
4. **Placement and Alumni Committee:** To interface with the industry and create placement opportunities for students and to manage alumni relations and engagement.

Academic Bodies:

1. **CRs:** Two students from each class who exhibit certain leadership traits are being selected for the role of CRs. The CRs represent the voice of the student community in various college committees and provide regular feedback related to various processes in the system.
2. **Student Clubs:** Student centric clubs such as Literary, Cultural, Sports etc. led and managed by students provide platforms for grooming leadership skills among students by planning and executing academic and non-academic events and activities.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

5.3.3 - Number of sports and cultural events / competitions organised by the institution

25

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | No File Uploaded |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

We have an Alumni Association named MIETAA. The Alumni Association assists the institution in running the "Alumni Mentoring Programs" for current students. Several placement opportunities have been created due to the active involvement of the alumni association.

Recently, the MIET alumni virtual community was launched on the Almashine platform, and more than 3000 alumni are now a part of this virtual community. It is envisaged that this community shall help foster a deeper and more meaningful engagement with the alumni of the institute. As of now no financial contributions from the alumni have been solicited though plans are in place to create a facilitating environment for the same.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://mietjmu.in/pdf/cimua-2024.pdf |

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Vision : To create a world-class institution

Mission : To deliver exceptional value to students, industry and society

Core Values : Shreshtha (Excellence), Navinta (Innovation) and Shram (Diligence)

The mission and vision of MIET stem from the legacy of its founding body i.e. the Model Institute of Education and Research, which was setup in 1936 and was the first educational enterprise in the private sector in the State of J&K.

The leadership team and faculty work in synergy for implementing its quality policy leading to the long-term realization of its vision. The leadership provides the road map for achieving excellence in technical education and the academic and administrative processes are geared towards realizing this vision.

The leadership team at MIET is responsible-

- Defining a viable roadmap for the institution with well-defined outcomes and a focus on quality
- Ensuring that the quality plans are aligned with the core values of the institution.
- Hire competent, dedicated individuals to effectively implement the quality plans of the institute
- Create an atmosphere that is fair, transparent, motivating and conducive for staff and students to produce quality output and outcomes.
- Make financial provisions to provide infrastructure, facilities and resources to effectively realize the quality policy.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://mietjmu.in/pdf/ms-2024.pdf |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

At the college level decentralization and participative management has been practiced to promote shared responsibility and governance.

- The Planning and Academic Affairs committee formulates all execution-related and operational plans for the institution. This committee comprises all Heads of Departments besides the leadership team and senior faculty members. All decisions are consensus-based.
- The finance committee including the finance officer of the University of Jammu and a Chartered Accountant and senior faculty members from the institution independently reviews the income, expenditure, balance sheets of the college on an annual basis and proposes the budgets, fee structures etc. to the Governing Body for approval.
- Twelve Committees overseeing different operational aspects of the institute functioning are the best example of participative management in action.
- Finally, the Academic Council and Governing Body constituted as per UGC Regulations, 2018 for Autonomous Colleges are prime examples of a truly decentralized and participative leadership model, where diverse opinions and expertise is collated to create value for stakeholders. All the Heads of Departments of the institution along with a few senior leaders are part of the Academic Council, whereas senior most faculty members serve on the Governing Body of the college.

| File Description | Documents |
|---|---|
| Upload strategic plan and deployment documents on the website | View File |
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | https://mietjmu.in/pdf/ms-2024.pdf |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Yes, the institution has a strategic plan which outlines the perspectives for future growth while defining core areas of focus and deriving competitive advantage. This plan has been arrived through significant brainstorming at all levels and after considering a diverse set of elements which include:

- Environmental Analysis including socio-politico-economic scenario in J&K
- Stakeholder perceptions and expectations
- Competitive landscape analysis
- Regulatory framework provisions
- Market dynamics
- SWOT analysis of the institution
- Resource availability and mobilization

The institution has reoriented itself towards quality and sustenance over expansion in the near term. The institution has promulgated a four-element framework for institutional sustenance and growth - SOUL or Strategy, Operations, Urgency and Leadership. Strategic planning is deeply practiced at the institution and is an area of expertise at the leadership level. All major decisions are evaluated on the strategy decision matrix developed. The Strategic Plan is displayed prominently in each staff room, HoD room, available on the website of the college and used as a reference in every induction and orientation program. A special position of General Manager, Strategic Initiatives has been created at MIET since 2013 which helps create institutional focus around the practice of Strategic Management.

| File Description | Documents |
|--|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://mietjmu.in/pdf/ms-2024.pdf |
| Upload any additional information | No File Uploaded |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

The leadership at MIET comprises seasoned academicians with decades of experience and proven track record of academic service. The motto is "leadership by example and objectives". Being part of a group with its genesis since 1936, the institution realizes its deep responsibility towards its stakeholders and upholding the rich legacy of the founders. Thus, the institution has always been at the forefront in devising transformational and enabling policies which are employee and student friendly. The institution ensures that it complies to the national norms and policies as best- as-possible keeping in view its resources, being a completely self- financed institution.

The administrative setup of the institution is based on high standards of corporate governance and shared leadership. The Board of Directors governs the policies at the group level, while the college has an independent Governing Body, Academic Council, Finance Committee and Board of Studies constituted and operational as per the UGC Regulations for Autonomous Colleges. The Governing Body of the College considers and approves all the forward-looking policies. Appointments etc., while the Board of Directors approves the service rules, procedures etc. in line with the Govt. mandated rules and regulations.

| File Description | Documents |
|---|---------------------------|
| Paste link to Organogram on the institution webpage | Nil |
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Documen | No File Uploaded |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | No File Uploaded |

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Teaching Staff

- Teachers are encouraged to pursue higher studies with partial sponsorship from the institution on a part-time basis. Faculty members can avail of a yearly scholarship of Rs. 25,000 for pursuing Ph.D and Rs. 10,000 for purchase of books/journals during higher studies.
- Under the Research Promotion Scheme (RPS) the institute provides up to Rs. 10,000 (ten thousand only) per year to each faculty member to enable them to register for and attend conferences.
- For each research paper published, the faculty is provided monetary incentive of upto Rs. 5000 to encourage research. Financial incentives for patents, projects and consultancy are also covered under the RPS.

- Teachers are also deputed for in-service training to external agencies like NITTTR, Chandigarh and other Universities to gain exposure to new technologies in emerging areas.
- The faculty is provided mentoring and coaching by the leadership team to build great careers in academia.

Non-Teaching Staff

- The institution encourages the non-teaching staff to pursue higher studies under the same policy for teaching staff.
- Specific training and orientation programs for non-teaching staff are organized before the start of each session.
- Subsidized fee for wards of employees in MIET and Model Academy School, run by the management of MIER.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

50

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

25

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | View File |

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

83

| File Description | Documents |
|---|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | No File Uploaded |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The institute follows all the recommended and mandatory best practices for financial management, which includes internal and external audits. The college has a well formulated financial management process which ensures effective and optimal utilization of finances for academic, administrative and development purposes. Towards this end, every year, the budget is formulated by the Finance Committee well in advance after taking into consideration the requirements of every department coupled with the strategic objectives of the institution. The budget is approved by the Governing Body. As and when required, the Board of Directors of the institute make provision for additional funds. The Board of Directors approves the annual Expenditure, scrutinizes the balance sheet, and provides feedback for further optimal use of financial resources. Financial audits are conducted by a certified auditor every financial year to verify the mandatory compliances. The Board of Directors appoints the external auditors from time to time. Finally, the institute files all audited reports to the Income Tax Department and the Ministry of Corporate Affairs as per norms.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

0

| File Description | Documents |
|---|------------------|
| Annual statements of accounts | No File Uploaded |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | No File Uploaded |
| Any additional information | No File Uploaded |

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

The institute is a self-financed institution relying on student fees as the primary source of funds. The capital needs for the institutional development were initially committed by the parent body which was committed to creating the foundations for a quality institution. Later revenues from fees were ploughed back into the institution to sustain the institution over the years. Keeping in mind the rapid modernization of the higher education sector and the need for proportionate resources, the institute has adopted the strategy of "premiumization of offerings", while retaining its value perception and offering affordable, yet high quality education.

As far as utilization of resources is concerned, the strategic plan of the institution provides a broad framework for the deployment of resources in key areas. The budget formulated by the finance committee is aligned with the strategic objectives of the institution. In recent years budgetary allocations have been increased for Establishment, IT, Training and Placement, Research and Development, Staff and Student Support, Infrastructure etc. This has helped the institution meet its objectives while improving infrastructure through judicious resource allocation and utilization.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The broad quality assurance strategies promulgated by the IQAC include:

1. Driving the design and development of a quality analytics framework - Performance Insight 360 - to automate quality assurance within the institution. Championing the adoption of IT/ICT tools to streamline operations and attain operational excellence such as ERP, Online Classes, Online Examinations with Proctoring, CRM with Admissions Management, Workplace Communication, Financial Management etc.
2. Conducting regular stakeholder meetings, audits, feedback collection/analysis and designing corrective interventions to ensure compliance with stated quality objectives and consistent improvement.
3. Automating all accreditation related processes for NAAC, NBA including auto-generation of reports and data analysis

Since 2nd cycle of accreditation in 2017:

- Get permanent affiliation from the JU in 2018
- NBA accreditation for the CSE program in 2019, as the sole CSE program in JK (UT) accredited for a continuous 3-year period. Subsequently, attained re-accreditation for the CSE program by the NBA for an additional 3-year duration till July 2025. Was granted Autonomous status by the UGC in 2020, becoming only technical institution in J&K to become Autonomous.

- Start 8 new programs including B.Tech CSE (AI & ML), B.Tech CSE (Cyber Security), BBA LLB (Hons.), LLB (Hons.), BBA (Hons.), B.Com (Hons.), BBA BFSI (Hons.), and BCA (Hons.)

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The IQAC Cell along with active support of the different committees oversees all academic and administrative processes from a quality perspective. The various measures institutionalized by IQAC to assess and review teaching-learning process, structures and methodologies of operation and learning outcomes are summarized below:

1. Teaching-Learning Process

- Academic Audits
- Classroom visits by experts and teaching quality evaluation
- Student feedback
- Recording and review of online lectures
- Review of academic outcomes and designing corrective interventions
- Center for teaching-learning to support faculty members in constantly improve classroom delivery.

2. Structures and methodologies of Operation:

- Stakeholder feedback

- Administrative Audit
- Review attainment of objectives

3. Learning Outcomes

- Standardization and quality review of learning outcomes for each course/value-added course Regular review of CO-PO mapping as the curriculum changes.
- Automated calculation of CO's, PO's and PEO's based on academic outcomes.
- Review of learning outcomes and designing corrective interventions at program level
- Stakeholder feedback for indirect assessment of learning outcomes.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Paste the web link of annual reports of the Institution | Nil |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | No File Uploaded |

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 during the year

MIET is a co-education college and equal opportunities are given to all the students irrespective of their gender. At MIET, 50% of the staff are women while 24% of the students are girls. Some of the activities promoting gender sensitization and equity are:

- Workshops/Seminars on sexual harassment awareness
- Celebration of Women's Day every year as per the theme
- Faculty mentoring program for early career women faculty members
- Expert and invited lectures on these issues
- Special scholarships for girl students

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant

B. Any 3 of the above

Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

The institution has a well-defined procedure to handle waste generated at the campus. The institution lies outside the municipal limits due to which special efforts are made to dispose of the waste. Hazardous materials like chemicals, paints, inflammable gasses are segregated and kept separately. These are disposed of under supervision of Campus Supervisor through vendors which specialize in their disposal. E-waste is segregated and disposed-off as per the new E-Waste Management Rules which have come in force in the country since Oct 2016. J&K State Pollution Control Board has authorized two vendors for handling and disposing of E-Waste material. College deposits E-Waste material with them as and when e-waste is to be disposed of. Daily waste generated is segregated into biodegradable and nonbiodegradable waste. Color-coded dustbins are provided in several locations of the college and the students and faculty are sensitized on using the correct bins to be used for waste disposal. The biodegradable waste is added to the composting pit on campus for generation of manure which is used entirely on campus during plantation of trees, bushes and flowers. The non-biodegradable waste is collected in large containers and disposed off weekly through designated waste collection agencies.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks

D. Any 1 of the above

and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

C. Any 2 of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

D. Any 1 of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | No File Uploaded |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

C. Any 2 of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of facilities | View File |
| Policy documents and brochures on the support to be provided | No File Uploaded |
| Details of the software procured for providing assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

MIET, Jammu, strives relentlessly to cultivate an inclusive environment that embraces diversity in all its forms. The institution promotes tolerance, harmony, and mutual respect among its diverse student body, faculty, and staff. MIET fosters a culture of inclusivity by organizing cultural exchange programs, celebrations of various festivals, and events that showcase the rich heritage of different regions, languages, and communities

represented within the institution.

The college actively encourages dialogue and interaction among students from diverse backgrounds, fostering an atmosphere where different perspectives are valued and celebrated. Efforts are made to create a platform for students to express their cultural identities, languages, and traditions through clubs, societies, and intercultural forums.

MIET also emphasizes equality and socio-economic diversity by offering scholarships, financial aid, and support services to ensure that students from all economic backgrounds have equal access to quality education.

The institution organizes various cultural programs to celebrate the cultural diversity of India. These cultural events are organized at different levels- and on different occasions like Independence Day, Republic Day, etc. Apart from the annual cultural event organized by the institution, MIET Students also conducts a weeklong cultural and sport event called Sannilan to celebrate cultural diversity and promote inclusion.

| File Description | Documents |
|--|------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | No File Uploaded |

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The institution has introduced a Non-credit course on the Constitution of India across all engineering disciplines to create awareness and sensitize the students on the spirit of the Indian Constitution, which is unique in the world. All students undertake an online course on Indian Constitution created by the Department of Legal Affairs, Ministry of Law and Justice, Government of India in collaboration with NALSAR University of Law, Hyderabad. In addition to this all the important relevant days like the National Constitution Day, National Voters Day etc. are celebrated at the institution level to create awareness towards constitutional obligations among the students and faculty. The Electoral Literacy Club shall be established at MIET as part of the SVEEP initiative of Election Commission of India to engage students through interesting activities and hands-on experience to sensitize them on their

electoral rights and familiarize them with the electoral process of registration and voting. NSS Committee of the college organizes a spectrum of activities designed to give back to the society such as village adoption, donation drives, volunteering to spend time in orphanages, old/age homes, traffic rules week, cleanliness drives, blood donation drives to develop a culture of giving back to the society.

| File Description | Documents |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

D. Any 1 of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics - policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institute celebrates the following National festivals, important international commemorative days and events

1. Republic Day (26th Jan)

2. International Women's Day (8th March)
3. National Technology Day (11th May)
4. World Environment Day (5th June)
5. International Yoga Day (21st June)
6. Independence Day (15th August)
7. Teachers' Day (5th Sept)
8. Engineers Day (15th Sept)
9. NSS day (24th Sept)
10. Gandhi Jayanti (2nd Oct)

| File Description | Documents |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice 1:

Title: Pi360: Quality Analytics Framework at MIET **Goal:** To enhance quality, performance and achievement levels of all stakeholders and institutionalize a culture of high performance in the institution
The Context: Using ICT to enhance governance and improve institutional performance. **The Practice:** A cloud-based quality management software which automates many aspects of quality assurance and provides each stakeholder with a dashboard of their cumulative performance. **Evidence of Success:** Year-over-year improvement in institutional performance index and achievement levels leading to best admissions in the region.

Best Practice 2:

Title: Research Promotion Scheme. **Goal:** To create a culture of promoting quality research at MIET. **The Context:** Research is an integral component of higher technical education but producing quality research output remains a challenge. MIET, which offers primarily UG courses in Engineering, getting research activities off the ground required an innovative strategy to be formulated. **The Practice:** The RPS at MIET provides financial incentives to faculty

and students for their research output and financial support in attending conferences etc. Evidence of Success: 650+ research papers published by faculty till date with 60% in international journals and conferences, 41 patents filed, 5 patents granted, 2 IT products incubated, 3 mobile applications developed.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://www.mietjmu.in/index.php/features-mainmenu-47/best-practices |
| Any other relevant information | https://www.mietjmu.in/index.php/features-mainmenu-47/best-practices |

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The Computer Science and Engineering Department at MIET has emerged as a leading department in the Jammu and Kashmir region. Since receiving its first NBA accreditation in 2008, it has maintained this status, currently accredited through 2025. The department is at the forefront of innovation with 45 patents filed, granted 9 patents including 7 utility patents & 2 design patents, and published over 350 research papers. This entrepreneurial spirit has led to the successful commercialization of faculty led start up Performance Insight 360, drawing in more than 50 clients. The department has further developed linkages with industry partners like IBM, NVIDIA, Corover ai, AWS, UiPath, Cisco, and Oracle to provide world class exposure to students and faculty members. Since its foundation in 1999, the department has started two new programs including B.Tech CSE(AI & ML) and B.Tech CSE Cyber Security. Additionally, it launched an M.Tech (CSE) program in 2021 and is poised to introduce PhD programs within the next year, further solidifying its position at the forefront of technological education and research.

| File Description | Documents |
|---|------------------|
| Appropriate link in the institutional website | Nil |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

1. Setting up of MIET - IT Park.
2. Establishing more International Collaborations and Exchange programs.
3. Creating an Entrepreneurship and Innovation Center to support and nurture the entrepreneurial spirit among students, providing mentorship, resources, and funding for innovative projects and startups.
4. Strengthening ties with industry leaders through internships, guest lectures, and collaborative projects, ensuring that academic programs align with industry needs and trends.
5. Enhancement of Skill Development Workshops and Certifications for the students as well as staff.
6. Investing in infrastructure expansion to accommodate the growing needs of various academic departments, including laboratories, libraries, and study spaces.
7. Implementing stringent guidelines and promoting ethical research practices among students and faculty to maintain high academic standards.
8. Conducting regular faculty development programs, workshops, and seminars to enable them to deliver high-quality education.
9. To attain NBA accreditation for the Civil and MBA programs.
10. To significantly enhance R&D output at the institute level.
11. The institution aims to enhance its quality by adhering to the guidelines of the international accreditation framework such as QS I Gauge.
12. To explore fund generation opportunities through philanthropists, individuals and alumni networks.
13. To launch integrated programs in management and computer applications as per the guidelines of AICTE