



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

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

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

<b>9.No. of IQAC meetings held during the year</b>	<b>2</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>If No, please upload the minutes of the meeting(s) and Action Taken Report</li> </ul>	No File Uploaded	
<b>10.Did IQAC receive funding from any funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>1. Automation of Accreditation Framework: The IQAC played a pivotal role in automating the accreditation process, ensuring seamless documentation and compliance with new NAAC and NBA guidelines. The framework incorporated real-time data tracking, enhanced report generation, and facilitated the submission of evidence-based performance metrics. 2. Automation of Operational Processes: The IQAC facilitated the automation of various operational processes to streamline institutional workflows. This included: Monthly reports generated by Heads of Departments (HoDs) to monitor departmental progress and activities. Faculty appraisal systems for performance evaluation and career progression. Automated processes for notice generation and report generation for every institutional activity. Implementation of indirect assessment mechanisms to determine attainment levels for program outcomes and course objectives. Digitized faculty teaching evaluation to ensure consistent monitoring and enhancement of teaching quality. 3. Implementation of NEP 2020: The IQAC has implemented NEP 2020 through the following UGC-driven initiatives: National Credit Framework (NCrF): Integrated NCrF for credit transfer, facilitating multidisciplinary and experiential learning opportunities. Institutional Development Plan (IDP): Formulated an IDP for systematic improvements in academics, infrastructure, and governance. Academic Bank of Credits (ABC): Adopted ABC to enable flexible curriculum design and multiple entry-exit options for students. Curriculum Guidelines: Revised curriculum to align with UGC's NEP 2020 framework, incorporating skill-based, multidisciplinary, and interdisciplinary courses. Internship</p>		

**Guidelines:** Implemented structured internship programs for four-year research-oriented undergraduate programs, promoting hands-on learning and research skills. **Professor of Practice (PoP):** Engaged industry experts under the PoP initiative to bridge the academia-industry gap and provide real-world insights. **4. Improvement in Teaching and Learning Processes:** Several initiatives were undertaken to enhance teaching and learning, including: Implementation of ICT-enabled classrooms and virtual labs. Conducting faculty development programs (FDPs) focused on innovative pedagogy and blended learning. Promoting the use of advanced tools like Learning Management Systems (LMS) and analytics for tracking student performance. Classroom teaching evaluation was carried out to help faculty improve their classroom teaching. **5. Feedback on Learning and Development Processes:** Comprehensive feedback mechanisms were established to evaluate the effectiveness of learning and development programs. Feedback from students, faculty, and stakeholders was analyzed, and corrective measures were taken to address gaps. Skill development programs were customized based on the feedback, ensuring alignment with industry requirements and improving student employability. **6. New Programs Launched:** MIET's IQAC played a pivotal role in ensuring the seamless implementation of new programs like B.Tech CSE (Cyber Security), LLB Hons and BCA (Hons.). These programs were meticulously designed to meet the evolving demands of various industries and to cater to the diverse interests and career aspirations of students.

**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 style="text-align: center;"><b>QS I-Gauge</b></p>	<p style="text-align: center;">MIET received the prestigious Gold Rating in the QS I-Gauge ranking framework for its commitment to quality education and institutional excellence. The rigorous evaluation process assessed the institution across ten broad areas, including:            Governance and Leadership            Teaching and Learning Faculty            Quality Employability Student            Diversity Research and Innovation Facilities and Infrastructure Social Responsibility Student Satisfaction Entrepreneurship.</p>

<p><b>Introduction of New Programs</b></p>	<p>Three new academic programs were launched this year: BCA (Hons.) B.Tech in CSE (Cyber Security) LLB (Hons.) These programs witnessed excellent response with B.Tech CSE Cyber Security &amp; BCA (Hons.) achieving 100% enrollment in their inaugural year. The Board of Studies For each program was constituted, and the broader structure of the curriculum was approved, ensuring alignment with industry and academic standards.</p>
<p><b>Infrastructure Upgradation</b></p>	<p>MIET made significant enhancements to its infrastructure to support holistic development: Development of new sports facilities, including a futsal turf and new additions in the common room. Renovation of restrooms in Block A and Block B upgrading them to a higher standard of quality. Strengthening of IT infrastructure with: Procurement of 120 new computers and 15 high-end systems. Establishment of a state-of-the-art Apple Authorized Training Center for Education Implementation of an IP PBX system along with 40 IP phones to facilitate seamless internal and external VoIP calling. The bandwidth of internet was increased to 400 mbps Enhancement of campus-wide Wi-Fi connectivity with the installation of additional access points at key locations. Modernization of audiovisual facilities through the addition of new projectors and interactive touch panels.</p>

	<p>Strengthening power backup capabilities with the installation of new online UPS systems at strategic locations.</p>
<p>Implementation of NEP 2020</p>	<p>MIET has adopted several key initiatives as outlined by the UGC for the implementation of the National Education Policy (NEP) 2020: Adoption of the National Credit Framework (NCrF). Development of curriculum frameworks for UG and PG programs. Recruitment of Professors of Practice to bring industry expertise to the classroom. Creation of 15 Year Strategic Plan as per IDP guidelines. Introduction of multidisciplinary programs. Offering minor programs across all disciplines, including Law. Deployment of NEP Sarthis for policy dissemination and implementation.</p>
<p>Comprehensive Learning and Development Plan for Students</p>	<p>A detailed Learning and Development (L&amp;D) Plan was implemented to enhance student employability. The plan focused on the following areas: Core Skill Development: Training in essential skills such as coding, data structures and algorithms (DSA), and company-specific technical preparation to align with placement requirements. Soft Skills and Personality Transformation Workshops: Comprehensive sessions on communication, leadership, and self-confidence to prepare students for professional environments. Tools and Technical Skills Training: Hands-on experience with industry-</p>

relevant tools like Primavera, MS Office, Python, and domain-specific software was carried out to enhance technical expertise. Company-Specific Training: Tailored preparation for recruitment processes of target companies, including mock tests, interviews, and group discussions. Problem-Solving and Logical Reasoning: Strengthening aptitude and analytical skills through focused training modules. Industry Interaction and Guest Lectures: Insights from industry professionals to keep students informed about current trends and expectations. Internship and Placement Preparation: Structured support for internships and placement processes to ensure readiness for real-world challenges. A significant investment of ₹ 94,90,025/- was made in student development, reflecting the institution's commitment to nurturing future-ready graduates.

Strengthening the Teaching and Learning Center

MIET's Teaching and Learning Center (TLC) was further strengthened to enhance the quality of education: Sponsorship of 25 faculty members for an international certification program offered by IUCEE. Standardization of teaching content through the creation of course packs and lesson plans. Evaluation of teaching methodologies by senior faculty members to improve classroom practices. Organization of multiple training sessions to share best

	<p>practices and foster continuous professional development among faculty. These initiatives significantly enhanced the teaching-learning ecosystem at MIET.</p>				
<p><b>Automation of Key Processes</b></p>	<p>The Internal Quality Assurance Cell (IQAC) spearheaded the automation of several critical institutional processes: The Mentor-Mentee System and faculty monthly reports were digitized. Development of an Outcome-Based Education (OBE) Dashboard to automate: Calculation of attainment levels for courses and programs. Indirect attainment metrics through Program Exit Surveys, Alumni Surveys and Employer Surveys. Single-click generation of the Annual Quality Assurance Report (AQAR). Automation of notices and report generation processes, reducing manual effort and improving efficiency. These advancements have streamlined operations, enhancing overall institutional efficiency and effectiveness.</p>				
<p><b>13. Was the AQAR placed before the statutory body?</b></p>	<p>Yes</p>				
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>					
<table border="1"> <tr> <td data-bbox="87 1727 780 1805">Name of the statutory body</td> <td data-bbox="780 1727 1477 1805">Date of meeting(s)</td> </tr> <tr> <td data-bbox="87 1805 780 1872"><b>Governing Body</b></td> <td data-bbox="780 1805 1477 1872"><b>18/04/2024</b></td> </tr> </table>	Name of the statutory body	Date of meeting(s)	<b>Governing Body</b>	<b>18/04/2024</b>	
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<b>Governing Body</b>	<b>18/04/2024</b>				
<p><b>14. Was the institutional data submitted to AISHE ?</b></p>	<p>Yes</p>				
<ul style="list-style-type: none"> <li>Year</li> </ul>					



Year	Date of Submission
2022-23	15/02/2024

### 15. Multidisciplinary / interdisciplinary

Delineate the vision/plan of the institution to transform itself into a holistic multidisciplinary institution. The curriculum is meticulously designed in accordance with NEP 2020, offering a holistic and multidisciplinary approach that includes vocational and skill-specific courses. The institution adheres to the National Credit Framework (NCrF) guidelines, requiring students to earn 20 credits per semester (40 credits annually) across Levels 4.5 to 6.0. To enhance academic diversity, courses such as Sports and Fitness, Indian Constitution, and Artificial Intelligence for Managers have been introduced for BBA (Hons.), B.Com (Hons.), and BCA (Hons.) students. The curriculum also includes multiple entry and exit provisions at the end of the 1st, 2nd, and 3rd years of undergraduate programs, ensuring flexibility. The institution maintains academic rigor by exceeding the credit requirements mandated by regulatory bodies. The program structure and curriculum have been thoroughly reviewed and approved by the respective Boards of Studies (BoS) and the Academic Council. Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. The institution has implemented the integration of humanities and sciences with STEM by undertaking curriculum revisions across all its programs and introducing courses covering Design Thinking, Emotional Intelligence, 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. Two courses on Universal Human Values as approved by the AICTE are also being introduced in the 7th semester 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 value based 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. The institution has adopted the guidelines for Curriculum of UG and PG students as promulgated by the University Grants Commission. 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 40 credits at each level including Level 4.5, Level 5 and Level 5.5. Students are required to complete a vocational course or skill worth 3 credits if they plan to exit the program after the 1st, 2nd, or 3rd year. 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 BCA (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 shall offer advanced courses leading to minor degree specialization for MIET B.E Civil Engineering students. MIET students shall undertake four courses between the third and sixth semesters at IIT Jammu which will be delivered by the faculty from IIT Jammu. The program is expected to result in the attainment of high-quality learning outcomes and help 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 engineering programs to promote multidisciplinary in view of NEP 2020 Introduction of minors in the undergraduate degree programs such as BBA (Hons.), B.Com (Hons.) , BCA (Hons.) 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, BCA, 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. Collaborated with the BFSI Skill Sector Council to incorporate their certifications into the curriculum, aligning with NEP guidelines to integrate industry-relevant skills into academic programs.

#### **16.Academic bank of credits (ABC):**

The institution has taken the following initiatives: Introduction of 4-year undergraduate degree programs with multiple exit and entry options after end of 1st, 2nd and 3rd year Institution level registration in the ABC framework. The institution has made it mandatory for all the students to create their ABC ID at the time of admission and link it with their Digilocker to facilitate result declaration through Digilocker. All students are currently enrolled in ABC and the institution has started uploading their academic records to the portal. 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. The institution has registered under the ABC framework and has uploaded the records of all the students since it became autonomous. Further each student once admitted is enrolled on the ABC portal for credit accumulation. The institution would consider the credits accumulated by students on their ABC account for seeking admission in the 2nd, 3rd and 4th year respectively. (Levels 4.5/5/5.5). The institution intends to earmark some lateral-entry seats to make a provision for the students to seek admission in the 2nd/3rd year and 4th year from other institutions. Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. The institution has partnered with University of Florida (UoF), USA to enable students in the final year to undertake a 16-credit certificate course as part of their internship course in the 8th semester at University of Florida. The students who successfully complete the certificate program get an opportunity to transfer 12 credits of the certificate program to the MS program in

case they are interested to pursue the master's program from UoF. The institution has signed a MoU with University of Missouri Kansas City, USA to provide a direct career path for the students who are interested in pursuing masters after their B.Tech program. These students are exempted from GRE and are offered direct admission with a 50% fee waiver. The institution is not in a position to offer joint-degree programs as it is not a degree granting institution at present. However, there is a clear focus to help students pursue international career paths through strategic tie-ups with foreign universities. 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. All the faculty members in the institution are members of the Board of Studies constituted to design the curriculum. The faculty members at MIET are trained as per the AICTE training framework including training in Curriculum designing. This training is carried out by the Teaching and Learning Center at MIET. The TLC at MIET also carries out several training sessions on different pedagogical approaches such as Flipped Classroom, Problem based learning, Project Based Learning for the faculty members. Faculty members have been trained in the Technology Enabled Learning (TEL) under the Commonwealth of Learning program. 10 MooCs have also been developed by the faculty members. Further, faculty members are working on developing online courses under the Coursera for Campus program under which course-authorship is provided to the institute's faculty. The faculty members are made to undergo a year long teaching learning program carried out by IUCEE leading to an international certification in teaching learning. Being an Autonomous institution, faculty members have complete liberty to deliver their course in a manner that they deem fit as long as the learning objectives and course outcomes are met. Describe any good practice/s of the institution pertaining to the implementation of academic bank credits (ABC) in the institution in view of NEP 2020 The institution has enrolled all the students on the ABC portal. This enables students to correlate their earned credits with their ABC ID and would further facilitate their admission in other institutions in case of exit after 1st, 2nd, and 3rd year. The institutional ERP is also being modified to reflect the ABC IDs of all students so that the process may be automated in future. To support the ABC initiative, the institution conducts regular awareness programs for students and faculty about the benefits and processes of the Academic Bank of Credits. Workshops and training sessions ensure stakeholders are well-versed with the ABC framework and its applications MIET offers students the flexibility to design their academic journey by selecting courses aligned with their career aspirations and interests. This aligns with the ABC system's

emphasis on learner-centric education, enabling students to complete certifications, diplomas, or degrees at their own pace.

### 17.Skill development:

Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework The institution is formalizing a process to recognize the prior learning (informal learning) of a student seeking admission at Levels 4.5/5/5.5 through testing and skill assessment as per the provisions of National Skill and Qualification Framework. The institution has signed a MoU with NASSCOM to offer industry relevant courses to the students at different qualification levels through futureskills prime (A MeitY-NASSCOM Digital Skilling Initiative) The institution has signed an MoU with InfoSys for implementing the InfoSys Springboard platform offering industry-designed courses for skill development of its students. The institution has also signed a MoU with the BFSI Sector Skill Council to offer courses in Banking, Insurance and Financial services for management and commerce students. The institution further intends to partner with the IT-ITES sector skill council to integrate their job specific courses such as software developer into the curriculum. Provide the details of the programmes offered to promote vocational education and its integration into mainstream education The institute took the early lead and became the first institution in the region to offer B.Voc (Software Development) and D.Voc (Software Software Development) in the year 2019. But due to lack of recognition by the government organizations and implementation of National Vocational Educational Framework by Universities in Jammu and Kashmir these programs remained a non-starter in the region. Collaborated with the BFSI Skill Sector Council to incorporate their 8 certifications into the curriculum of BBA BFSI (Hons.), aligning with NEP guidelines to integrate industry-relevant skills into academic programs. The institution has partnered with iACE (Indian Automobile Centre of Excellence), a collaboration between Maruti Suzuki and the Government of Gujarat, to offer Honors/Minor tracks in Electric Vehicles (EVs) and related courses. Recognized by NCVET, iACE provides modular learning opportunities, including micro and nano credits, aligning with industry needs and NEP 2020 guidelines. The institution has partnered with Garuda Aerospace, a leading drone manufacturing company, to provide students with hands-on training and certifications in drone technology. The institution will offer a Minor in Drone Technology for Aerospace and Electrical Engineering students. This initiative aligns with NEP 2020's emphasis on multidisciplinary and skill-based education. 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 life-skills etc The institution is committed to providing value-based education that nurtures positivity, ethical conduct, humanistic values, and life skills among learners. A comprehensive approach has been adopted through the following initiatives: Faculty Training and Curriculum Integration: Over 30% of the faculty has been trained in the Universal Human Values (UHV) Program offered by AICTE, ensuring value-based teaching methodologies. Courses on Universal Human Values, designed by AICTE, has been introduced across all programs. A mandatory course on the Indian Constitution has been included to enhance awareness of the nation's founding ideals, rights, and responsibilities. Experiential and Life Skills Programs: A mandatory annual Survival Boot-Camp involves camping and adventure activities in high-altitude locations, imparting team-building, leadership, and essential life skills. Community service projects are conducted to instill empathy, compassion, and a sense of social responsibility among students. Mental Health and Well-Being: The institution has implemented YourDOST, a 24/7 mental health support platform, providing professional counseling and emotional support. Regular on-campus counseling sessions are also organized to address student concerns, focusing on emotional resilience and stress management. Cultural, Ethical, and Citizenship Values: Observance of national days and festivals and sessions on human values and ethical principles promote respect for diversity and citizenship values. Yoga and meditation sessions are conducted to enhance inner peace and mental well-being. Workshops and Co-Curricular Activities: Interactive workshops and guest lectures on topics such as truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), and ethical living are regularly held. Holistic Mentorship and Counseling: A robust mentorship program ensures personalized guidance for students, helping them address personal and professional challenges while reinforcing a positive outlook. Enlist the institution's efforts to: i. Design a credit structure to ensure that all students take at least one vocational course before graduating. The BoS of each program at MIET ensures that skill-based courses are well integrated within the curriculum. For e.g., skill ability and enhancement courses and lab courses have been introduced for all the four-year undergraduate degree programs. In addition to this other skill-based course focus on employability has been introduced in all the courses. These courses are placement specific and include Placement Preparation-I and II, Corporate Etiquette, Robotic process automation etc Internships are also made

mandatory for all the programs. All the students are required to complete a minimum of 3 internships during their program.

Hons./Minor degree programs in emerging domains such as AI&ML, Cyber Security, Cloud Computing , Data Science and IoT are being offered to the students to make them industry ready. As part of this program a student is required to undertake 4 courses of 5 credits each from 3rd to 6th semester, including a major global industry-certification as part of the program. Collaborated with the BFSI Skill Sector Council to incorporate their 8 certifications into the curriculum of BBA BFSI (Hons.), aligning with NEP guidelines to integrate industry-relevant skills into academic programs. The institution has partnered with iACE (Indian Automobile Centre of Excellence), a collaboration between Maruti Suzuki and the Government of Gujarat, to offer Honors/Minor tracks in Electric Vehicles (EVs) and related courses. Recognized by NCVET, iACE provides modular learning opportunities, including minor and nano credits, aligning with industry needs and NEP 2020 guidelines. The institution has partnered with Garuda Aerospace, a leading drone manufacturing company, to provide students with hands-on training and certifications in drone technology. The institution will offer a Minor in Drone Technology for Aerospace and Electrical Engineering students. This initiative aligns with NEP 2020's emphasis on multidisciplinary and skill-based education. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions The industry experts are invited on a regular basis to deliver lectures on recent and emerging industry trends for the students and faculty members at MIET. Professor of Practice as per the guidelines of UGC has been recruited to offer industry perspective into curriculum development and teaching & learning process. To offer vocational education in ODL/blended/on-campus modular modes to Learners Adjunct faculty with at least 10 years of experience have been empaneled in each department to deliver 10% curriculum through external experts. The T&P Cell at MIET ensures that students and faculty members are trained through extensive workshops on emerging domains such as Artificial Intelligence, Machine Learning, Cyber Security etc. The ACM and IEEE student chapters at MIET invite eminent speakers from the industry to interact with students on emerging trends Coursera for campus offers curated learning paths aligned with emerging domains and industry certifications, leading to minor specializations for students and mapped with specific job roles. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. The institution intends to offer several skilling certificate programs in blended modes and in association with industry partners. Skilling courses are planned to be offered

to students through online and/or distance mode. The institution has partnered with Coursera to provide private authoring access to all the faculty members to develop their online courses. These courses would be further hosted on Coursera and available to prospective learners in online/blended mode. Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. The curriculum at MIET incorporates skill development courses such as Design Thinking, Digital Marketing, Factory Automation, AWS, Robotic Process Automation etc. to help students develop key skills required by the industry. In these courses industry-curriculum is used. Several industry representatives are on the Board of Studies for programs to ensure tight integration. The institution has established tie-ups with companies such as Amazon, Ui-path, NVIDIA and Cisco to offer industry specific curriculum to the students, leading to professional certifications. The institution has partnered with Coursera to offer courses and certifications from 40 leading industry partners mapped to industry-required skills and job roles.

#### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

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 The institution has made it mandatory for all the students to undertake a 3-credit course on Indian Knowledge system and a course on Indian Constitution. A non-formal center for Sanskrit education offers basic certification courses to students as well. What are the institution's plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular) )? Provide the details At present the mode of delivery in the classroom is in English. However, the faculty members do use the local languages in J&K from time to time to explain concepts and to improve assimilation of concepts for students who are not fluent in English. Provide the details of the degree courses taught in Indian languages and bilingually in the institution All the degree programs are delivered in English at present. Describe the efforts of the institution to preserve and promote 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. The institution has been offering Non-Formal Sanskrit education since 2020 through Sanskrit Diploma and Sanskrit Certificate courses under Central Sanskrit University (Formerly Rashtriya Sanskrit Sansthan (Deemed University) as part of initiative taken by Ministry of Education to



boost Sanskrit education among youth. Central Sanskrit University nominates a faculty member and delivery of the course takes place in a hybrid manner.

### **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) The Curriculum design for all the programs offered by the institution follows the OBE (Outcomes-based Education) methodology. The assignments and class tests are designed as per OBE evaluation methodology with each question mapped to a specific course outcome and Blooms level. This allows determination of target attainment levels at the level of each defined course outcome and the overall course. Subsequently program outcomes are computed using the collated course outcome values based on the defined mapping. All faculty members are trained on OBE and related processes and best-practices. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices 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. Each question is mapped with the related course outcome. The faculty generates OBE- aligned question papers from the approved question bank available in the examination module of the ERP. After declaration of the results the system compares outcome attainment to expected attainment and proficiency, identifying any discrepancies through pre-set attainment levels.

**Rubrics:** The seminars, industrial training and internships also form the part of direct assessment. These are assessed and evaluated through well-defined rubrics in a continuous manner. The Rubrics are shared with the students, prior to the evaluation, so that there is complete transparency in the evaluation and assessment process and expectations on levels of performance are clearly articulated.

**Feedback:** The Program Exit Surveys, Student Survey on Institution, Placement outcomes, Alumni Surveys and Employer Surveys are carried out to evaluate the attainment levels of POs and PSOs as part of the indirect assessment. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020 The curriculum is well aligned with the program level outcomes. The course level outcomes are defined by the BoS while drafting the curriculum . These course outcomes are further mapped with program outcomes for calculation of the attainment levels. The process of calculation of attainment level through direct and indirect assessment level is automated by IQAC in Quality Analytics Framework PI360. 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. The OBE dashboard also assists the department in the generation of program level outcome reports using direct assessment and indirect assessment tools

## 20.Distance education/online education:

Delineate the possibilities of offering vocational courses through ODL mode in the institution. The institution plans to offer online certificate and diploma courses in Artificial Intelligence, Digital Marketing, Factory Automation, Robotic Process Automation, English Speaking and Strategic Management.. Describe the development and use of technological tools for teaching learning activities. The faculty at MIET has championed the use of technology tools such as Learning Management System, Google Classroom, collaborative teaching tools like nearpod, mentimeter for teaching learning activities. The institution has published a Technology Enabled Learning policy to provide a framework for the faculty to improve quality of teaching and learning through use of technology and sharing of educational resources. Provide the details about the institutional efforts towards blended learning. The institution effectively practiced blended learning during the Covid time and received very good feedback from all stakeholders. The institution since then has focused on building further capabilities by developing lecture recording studios, framing policy frameworks, training faculty members and establishing linkages with organizations like Commonwealth of Learning to train teachers on Blended Learning. Coursera for Campus implementation is also indicative of the commitment of the institute to promote blended learning for its stakeholders. The institution has started delivering remedial and enrichment classes in blended format to effectively utilize holidays and lean periods.

## Extended Profile

### 1.Programme

1.1 15

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 2.Student

2.1 2463

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>

2.2 606

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

2.3 2299

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 3.Academic

3.1 548

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

3.2 116

Number of full-time teachers during the year:

## Extended Profile

### 1. Programme

1.1 **15**

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 2. Student

2.1 **2463**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	<a href="#">View File</a>

2.2 **606**

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

2.3 **2299**

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

### 3. Academic

3.1 **548**

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

3.2	116
Number of full-time teachers during the year:	
File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>
3.3	118
Number of sanctioned posts for the year:	
<b>4.Institution</b>	
4.1	0
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	56
Total number of Classrooms and Seminar halls	
4.3	815
Total number of computers on campus for academic purposes	
4.4	809.9276297
Total expenditure, excluding salary, during the year (INR in Lakhs):	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Design and Development</b>	
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 semester/year-long startup scheme to provide credit to students who engage in meaningful entrepreneurial pursuits to setup startup.
6. MOOCs have also been introduced.
7. Community projects have been introduced to help students to understand societal, region-specific needs & design relevant solutions.

File Description	Documents
Upload additional information, if any	<a href="#">View File</a>
Link for additional information	<a href="https://mietjmu.in/Attachments/Syllabus.pdf">https://mietjmu.in/Attachments/Syllabus.pdf</a>

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

15

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	<a href="#">View File</a>
Details of syllabus revision during the year	<a href="#">View File</a>
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

244

File Description	Documents
Curriculum / Syllabus of such courses	<a href="#">View File</a>
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	<a href="#">View File</a>
MoUs with relevant organizations for these courses, if any	<a href="#">View File</a>
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

221

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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

13

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Any additional information	No File Uploaded
List of Add on /Certificate programs (Data Template)	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Any additional information	No File Uploaded

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

25

File Description	Documents
List of value-added courses	<a href="#">View File</a>
Brochure or any other document relating to value-added courses	<a href="#">View File</a>
Any additional information	No File Uploaded

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

1913

File Description	Documents
List of students enrolled	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

2536

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	<a href="#">View File</a>
Any additional information	No File Uploaded

## 1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is

A. All 4 of the above

**obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni**

File Description	Documents
Provide the URL for stakeholders' feedback report	<a href="https://mietjmu.in/Attachments/Feedback%20Re_ports%20&amp;%20Action%20Taken.pdf">https://mietjmu.in/Attachments/Feedback%20Re_ports%20&amp;%20Action%20Taken.pdf</a>
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	<a href="#">View File</a>
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	<a href="https://mietjmu.in/Attachments/Feedback%20Re_ports%20&amp;%20Action%20Taken.pdf">https://mietjmu.in/Attachments/Feedback%20Re_ports%20&amp;%20Action%20Taken.pdf</a>
Any additional information	<a href="#">View File</a>

## **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**

**839**

File Description	Documents
Any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

##### **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)**

**839**

File Description	Documents
Any additional information	<a href="#">View File</a>
Number of seats filled against seats reserved (Data Template)	<a href="#">View File</a>

## 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, classroom interaction, and semester end examination. Additionally, the Training and Placement Cell identifies advanced learners using standardized assessments, including aptitude tests, technical training evaluations, and personal interviews. Based on their performance, students are categorized into different grades, ensuring targeted support and development. 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 Ui-path, Amazon, IBM, 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 learners 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	No File Uploaded
Paste link for additional information	<a href="https://drive.google.com/drive/folders/1KPUGB2kB9cv9D4dLclsIqkOfsuT1DkGT?usp=sharing">https://drive.google.com/drive/folders/1KPUGB2kB9cv9D4dLclsIqkOfsuT1DkGT?usp=sharing</a>

### 2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/06/2024	2463	116

File Description	Documents
Upload any additional information	<a href="#">View File</a>

### 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:

1. Laboratory courses in emerging technologies/domains have been introduced in the curriculum of all programs.
2. Multiple internships, typically at the end of even semesters, has been made mandatory in all the programs for promoting on-job experiential learning.
3. Industrial Visits/Exposure visits are organized to engage students in experiential learning.
4. Project-based learning has been introduced in several courses.

#### 2. Participatory Learning:

1. The students are given a short quiz at the end of the lecture to determine their understanding of a specific concept.
2. 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.
3. Community projects are a great way for students to participate in group learning and assimilation in real-world environments.

3. Problem-solving methodologies:

1. A mandatory course on Design Thinking enables students to understand fundamentals for problem solving, apply design thinking framework and strategies.
2. Case Study method is being practiced by the management faculty to help students develop analytical skills for solving a business problem.
3. 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	<a href="https://drive.google.com/drive/folders/17zbBZKfci6YpcJN63rV0A0hSBvCDDGWr?usp=sharing">https://drive.google.com/drive/folders/17zbBZKfci6YpcJN63rV0A0hSBvCDDGWr?usp=sharing</a>

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, 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	<a href="https://mietjmu.in/tlcv2/wordpress/">https://mietjmu.in/tlcv2/wordpress/</a>
Upload any additional information	<a href="#">View File</a>

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

#### 2.3.3.1 - Number of mentors

116

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	<a href="#">View File</a>
Circulars with regard to assigning mentors to mentees	<a href="#">View File</a>

#### 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 the Learning Management System and Performance Insight 360.
- 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	<a href="#">View File</a>

## 2.4 - Teacher Profile and Quality

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

116

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	<a href="#">View File</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

44

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	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>



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

116

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**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**

55

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**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	<a href="#">View File</a>
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.
- Blockchain certified transcript and provisional certificate generation
- Uploading of results in ABC portal

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	<a href="#">View File</a>
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)	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Link for additional Information	<a href="https://mietjmu.in/Attachments/Syllabus.pdf">https://mietjmu.in/Attachments/Syllabus.pdf</a>

## 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 conducts 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	<a href="#">View File</a>
Paste link for additional Information	<a href="https://drive.google.com/drive/folders/1_xDCEzQyejoNqfTsyaiqQOzn2bei96zH?usp=sharing">https://drive.google.com/drive/folders/1_xDCEzQyejoNqfTsyaiqQOzn2bei96zH?usp=sharing</a>

### 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

512

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	<a href="#">View File</a>
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/Attachments/Student%20Satisfaction%20Feedback%2>

[OR\\_eport%202022-23.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.

The institution regularly updates all the aforementioned information on its dedicated website, [www.mietjmu.in/crie](http://www.mietjmu.in/crie).

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View File</a>
Provide URL of policy document on promotion of research uploaded on the website	<a href="https://www.mietjmu.in/index.php/features-mainmenu-47/iqac/objectives-and-policies">https://www.mietjmu.in/index.php/features-mainmenu-47/iqac/objectives-and-policies</a>
Any additional information	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View File</a>
List of teachers receiving grant and details of grant received	<a href="#">View File</a>
Any additional information	No File Uploaded

### 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)

0

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	No File Uploaded
List of projects and grant details	No File Uploaded
Any additional information	No File Uploaded

#### 3.2.2 - Number of teachers having research projects during the year

0

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	Nil
List of research projects during the year	No File Uploaded

#### 3.2.3 - Number of teachers recognised as research guides

3



File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	<a href="#">View File</a>
Institutional data in Prescribed format	<a href="#">View File</a>

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

0

File Description	Documents
Supporting document from Funding Agencies	No File Uploaded
Paste link to funding agencies' website	Nil
Any additional information	No File Uploaded

### 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 (NISP). The institution has submitted 53 patent applications to the Indian Patent and Trademark Office, out of which 18 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	<a href="#">View File</a>
Paste link for additional information	<a href="https://www.mietjmu.in/index.php/features-mainmenu-47/igac/objectives-and-policies">https://www.mietjmu.in/index.php/features-mainmenu-47/igac/objectives-and-policies</a>

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

30

File Description	Documents
Report of the events	<a href="#">View File</a>
List of workshops/seminars conducted during the year	<a href="#">View File</a>
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	<a href="#">View File</a>
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**

4

File Description	Documents
URL to the research page on HEI website	<a href="https://www.mietjmu.in/">https://www.mietjmu.in/</a>
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year**

78

File Description	Documents
List of research papers by title, author, department, and year of publication	<a href="#">View File</a>
Any additional information	No File Uploaded

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

23

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	<a href="https://mietjmu.in/Attachments/Books%20and%200Chapters%20in%20edited%20volumes.pdf">https://mietjmu.in/Attachments/Books%20and%200Chapters%20in%20edited%20volumes.pdf</a>

**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**

91

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	<a href="#">View File</a>

### 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

28

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
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)

0.305

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View File</a>
List of consultants and revenue generated by them	<a href="#">View File</a>
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

42.74 Lakhs

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	No File Uploaded
Any additional information	No File Uploaded

### 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 neighboring community. Some of the key initiatives include:

1. Cleanliness Drive at Amb Village (18 May 2023) - 32 participants
2. Legal Awareness and Outreach Programme at Amb Village (18 May 2023) - 35 participants
3. Swachhta Swasthya Jagrukta Abhiyan (22 August 2023) - 30 participants
4. Sankalp Taru (23 August 2023) - 30 participants
5. Donation Drive at Government Middle School, Amb Village (9 December 2023) - 24 participants
6. Household and Village Survey (12 April 2023 to 12 July 2023) - 107 participants
7. Republic Day Celebration at Amb Village (26 January 2024) -

40 participants

8. Awareness Session on Girls' Hygiene and Sanitation at Amb Village (26 February 2024) - 50 participants
9. Awareness Session on Financial Literacy at Amb and Gharota Villages (29 March 2024) - 26 participants
10. Ek Ped Maa Ke Naam (14 August 2023) - 70 participants
11. Digital Literacy Programme at Amb and Gharota Villages (9 December 2024) - 35 participants

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

24

File Description	Documents
Number of awards for extension activities in during the year	<a href="#">View File</a>
e-copy of the award letters	<a href="#">View File</a>
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)

20

File Description	Documents
Reports of the events organized	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

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

3547

File Description	Documents
Reports of the events	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**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**

116

File Description	Documents
Copies of documents highlighting collaboration	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

**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)**

16

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View File</a>
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	<a href="#">View File</a>
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 850+ 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	<a href="#">View File</a>
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	<a href="#">View File</a>
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**

56

File Description	Documents
Upload any additional information	No File Uploaded
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View File</a>

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

809.9276297

File Description	Documents
Upload audited utilization statements	<a href="#">View File</a>
Details of Expenditure, excluding salary, during the years	<a href="#">View File</a>
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:

- Library Area: 6250 sq.ft
- Number of seats in the reading space: 200
- Number of Library Staff:6
- Number of Books: 37,841
- Number of Titles: 8,038
- Number of Journals (National & International): Print - 48 and Online - 11468
- Magazines: 13
- Electronic Media: 1,789
- Thesis/Project Reports: 3165
- E - Books: 111,91,360 (via DELNET, N-LIST, World e-books Library, National Digital Library, and dSpace)

- Number of computers for public access - 10
- Numbers of printers for public access- 1
- Internet bandwidth/ speed- 150 Mbps
- Participation in Resource sharing - DELNET Member Networks/consortia (like Inflibnet).
- Digital Library available under dSpace (Institutional Digital Repository) - 1,407 PDFs uploaded, including e-books, research papers, and internship reports.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

**4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)**

21.60561

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
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. Campus-wide CCTV surveillance was enhanced with the installation of 100 additional cameras and two new 64-channel NVRs.
2. The Wi-Fi infrastructure in A-block was upgraded to the latest standards, with the addition of 15 new access points.
3. CCTV and data traffic planes were segregated onto separate fiber network cores by deploying 10 new managed switches, resulting in significantly improved network performance.
4. The student internet leased line was upgraded to a bandwidth of 200 Mbps.
5. Ten Dell Precision 3630 Tower workstations were procured for the AI/ML Lab (CRIE).
6. Seven new projectors and screens were installed in the CSE

labs, MCA, and LLB departments.

7. Photocopying and printing facilities were enhanced with the addition of a Canon IR 2425 and a Canon Pixma G7070 ink tank printer.
8. One Dell Precision 3660 workstation was added to the AR-VR Lab, and one Dell R730XD server was added to the IT infrastructure.
9. Four new Senses touch panels were installed in the MBA and CSE departments.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

#### 4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
2463	815

File Description	Documents
Upload any additional information	<a href="#">View File</a>

#### 4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 250 Mbps

File Description	Documents
Details of bandwidth available in the Institution	<a href="#">View File</a>
Upload any additional information	No File Uploaded

#### 4.3.4 - Institution has facilities for e-content development: Facilities available

A. All four of the above

**for e-content development Media Centre  
Audio-Visual Centre Lecture Capturing  
System (LCS) Mixing equipments and  
software for editing**

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil
List of facilities for e-content development (Data Template)	<a href="#">View File</a>

#### 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)

809.9276297

File Description	Documents
Audited statements of accounts	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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 140 CCTV cameras and walkie-talkies to communicate effectively.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
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

59

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

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

78

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>

**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	<a href="https://www.mietjmu.in/">https://www.mietjmu.in/</a>
Details of capability development and schemes	<a href="#">View File</a>
Any additional information	<b>No File Uploaded</b>

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

**3825**

File Description	Documents
Any additional information	<b>No File Uploaded</b>
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	<a href="#">View File</a>

**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**

**A. All of the above**



<b>through appropriate committees</b>	
File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	<a href="#">View File</a>
Details of student grievances including sexual harassment and ragging cases	No File Uploaded
Upload any additional information	No File Uploaded
<b>5.2 - Student Progression</b>	
<b>5.2.1 - Number of outgoing students who got placement during the year</b>	
233	
File Description	Documents
Self-attested list of students placed	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>
<b>5.2.2 - Number of outgoing students progressing to higher education</b>	
9	
File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Details of students who went for higher education	<a href="#">View File</a>
Any additional information	No File Uploaded
<b>5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year</b>	
<b>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</b>	
0	

File Description	Documents
Upload supporting data for students/alumni	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 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

16

File Description	Documents
e-copies of award letters and certificates	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

#### 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 Google Developer Club, Microsoft Azure Club, 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.
3. **IEEE & ACM Student Chapter:** A student-led body, comprising key positions such as President, Vice President, Secretary, and Treasurer, manages the student chapter. Members demonstrate leadership skills by organizing various events, conducting membership drives, and facilitating training programs.

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional information	Nil

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

33

File Description	Documents
Report of the event	<a href="#">View File</a>
List of sports and cultural events / competitions organised per year	<a href="#">View File</a>
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 Almasline 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	<a href="#">View File</a>
Paste link for additional Information	<a href="https://mietjmu.in/Attachments/Alumni%20association%20updated.pdf">https://mietjmu.in/Attachments/Alumni%20association%20updated.pdf</a>

**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 for:

- 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	<a href="#">View File</a>
Paste link for additional Information	<a href="https://drive.google.com/drive/folders/1sHGI9hnPvmrnEWAtPwF5-cL2Tx0X8UQi?usp=sharing">https://drive.google.com/drive/folders/1sHGI9hnPvmrnEWAtPwF5-cL2Tx0X8UQi?usp=sharing</a>

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, 2023 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 most senior faculty members serve on the Governing Body of the college.

File Description	Documents
Upload strategic plan and deployment documents on the website	<a href="#">View File</a>
Upload any additional information	No File Uploaded
Paste link for additional Information	<a href="https://drive.google.com/drive/folders/1F2FI_E2rLIMaQOCbXm7tt0mhHTytUzb6?usp=sharing">https://drive.google.com/drive/folders/1F2FI_E2rLIMaQOCbXm7tt0mhHTytUzb6?usp=sharing</a>

## 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	<a href="#">View File</a>
Paste link for additional information	<a href="https://mietjmu.in/Attachments/MIET%20Strategy%20updated.pdf">https://mietjmu.in/Attachments/MIET%20Strategy%20updated.pdf</a>
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	<a href="https://mietjmu.in/Attachments/Organizational%20Chart.pdf">https://mietjmu.in/Attachments/Organizational%20Chart.pdf</a>
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	<a href="https://mietjmu.in/Attachments/Organizational%20Chart.pdf">https://mietjmu.in/Attachments/Organizational%20Chart.pdf</a>

**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) Document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Details of implementation of e-governance in areas of operation	<a href="#">View File</a>
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 such as 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 education 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	<a href="https://drive.google.com/drive/folders/1_jHas0RYRRMxFeUyzNWEjoURSRBc7abW?usp=sharing">https://drive.google.com/drive/folders/1_jHas0RYRRMxFeUyzNWEjoURSRBc7abW?usp=sharing</a>

### 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

81

File Description	Documents
Upload any additional information	<a href="#">View File</a>
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	<a href="#">View File</a>

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

23

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

### 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.)

365

File Description	Documents
Summary of the IQAC report	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>
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 the 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	<a href="https://drive.google.com/drive/folders/1sL59Q41aVgGjYgnRpSSmNJPE62SbDR?usp=sharing">https://drive.google.com/drive/folders/1sL59Q41aVgGjYgnRpSSmNJPE62SbDR?usp=sharing</a>

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	<a href="https://drive.google.com/drive/folders/1aX3tfZCJcitygHSVPXH4MR2kC28geAsR?usp=sharing">https://drive.google.com/drive/folders/1aX3tfZCJcitygHSVPXH4MR2kC28geAsR?usp=sharing</a>

**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	<a href="https://mietjmu.in/Attachments/IQAC/Annual%20Report%202024.pdf">https://mietjmu.in/Attachments/IQAC/Annual%20Report%202024.pdf</a>
Upload e-copies of accreditations and certification	<a href="#">View File</a>
Upload details of quality assurance initiatives of the institution	<a href="#">View File</a>
Upload any additional information	<a href="#">View File</a>

**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-educational institution committed to fostering an inclusive environment and ensuring equal opportunities for all, irrespective of gender. At MIET, 50% of the faculty members are women, demonstrating the institution's commitment to gender diversity. Additionally, 24% of the student body comprises female students. To promote gender sensitization and equity, the institution has undertaken the following initiatives:

**1. Policy and Structural Support:**

- **Implementation of POSH Guidelines:** A comprehensive framework is in place to prevent and address sexual harassment, ensuring a safe and inclusive campus for all.
- **Faculty Mentoring Program:** A dedicated mentoring initiative supports early-career women faculty members, fostering professional growth and leadership development.

**2. Awareness and Sensitization Programs:**

- **Workshops and Seminars:** Regular sessions are conducted to raise awareness about sexual harassment and promote gender sensitivity.
- **Expert Lectures:** Invited talks by professionals address issues such as workplace equity, empowerment, and gender dynamics.
- **Celebration of Women's Day:** Annual celebrations aligned with the global theme to honor women's achievements and advocate for gender equality.

**3. Student-Centric Initiatives:**

- **Special Scholarships for Girl Students:** Financial incentives are provided to encourage and support the education of female students.



File Description	Documents
Upload any additional information	<a href="#">View File</a>
Paste link for additional Information	Nil

  

<b>7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment</b>	<b>A. Any 4 or All of the above</b>
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File Description	Documents
Geotagged Photographs	<a href="#">View File</a>
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	<a href="#">View File</a>
Geotagged photographs of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus</b>	<b>A. Any 4 or all of the above</b>
File Description	Documents
Geotagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>7.1.5 - Green campus initiatives include</b>	
<b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b>  <b>1.Restricted entry of automobiles</b> <b>2.Use of bicycles/ Battery-powered vehicles</b> <b>3.Pedestrian-friendly pathways</b> <b>4.Ban on use of plastic</b> <b>5.Landscaping</b>	<b>A. Any 4 or All of the above</b>
File Description	Documents
Geotagged photos / videos of the facilities	<a href="#">View File</a>
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	No File Uploaded
<b>7.1.6 - Quality audits on environment and energy undertaken by the institution</b>	

<p><b>7.1.6.1 - The institution’s initiatives to preserve and improve the environment and harness energy are confirmed through the following:</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3.Environment audit</b></li> <li><b>4.Clean and green campus recognitions/awards</b></li> <li><b>5.Beyond the campus environmental promotional activities</b></li> </ol>	<p><b>C. Any 2 of the above</b></p>
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View File</a>
Certification by the auditing agency	<b>No File Uploaded</b>
Certificates of the awards received	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<p><b>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.</b></p>	<p><b>C. Any 2 of the above</b></p>
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File Description	Documents
Geotagged photographs / videos of facilities	<a href="#">View File</a>
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)	<a href="#">View File</a>

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 course on the Constitution of India across all programs 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 Mera Pehla Vote Desh Ke liye, 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	<a href="#">View File</a>
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**

**A. All of the above**

**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**

File Description	Documents
Code of Ethics - policy document	<a href="#">View File</a>
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. World Environment Day (5th June)
4. International Yoga Day (21st June)
5. Independence Day (15th August)
6. Teachers' Day (5th Sept)
7. Engineers Day (15th Sept)
8. NSS day (24th Sept)
9. Gandhi Jayanti (2nd Oct)
10. National Pollution Control Day (2nd Dec)
11. National Energy Conservation Day (India) (14th Dec)

12. National Youth Day (12th Jan)
13. National Startup Day (16th Jan)
14. National Science Day (28th Feb)
15. World Intellectual Property Day

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	<a href="#">View File</a>
Geotagged photographs of some of the events	<a href="#">View File</a>
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:** 850+ research papers published by faculty till date with 60% in international journals and conferences, 56 patents filed, 12 patents granted, 3 IT products incubated, 3 mobile applications developed.

File Description	Documents
Best practices in the Institutional website	<a href="https://mietjmu.in/Attachments/Best%20Practices.pdf">https://mietjmu.in/Attachments/Best%20Practices.pdf</a>
Any other relevant information	<a href="https://mietjmu.in/Attachments/Best%20Practices.pdf">https://mietjmu.in/Attachments/Best%20Practices.pdf</a>

### 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)

Prominent outcomes includes:A quality management framework named Performance Insight 360 (PI-360) has been designed and developed in house. This analytics software monitors, tracks and benchmarks the performance of all stakeholders, providing insights into all aspects of institutional performance. It helps align all stakeholders with common quality objectives and institutionalize a culture of quality and performance at MIET. It additionally streamlines the processes for NAAC, NBA, NIRF, and ARIIA framework compliance. It has won 3 national-level awards from QCI, Ricoh and AICTE, DST and CII. The institution has automated several institutional functions, including the admission process, major operational activities like online attendance, timetable generation, examinations, and result announcement. Further, the institution has adopted blockchain technology for issuing certified transcripts and provisional certificates to students. IT tools for employee engagement, placement preparation, alumni engagement, trouble-ticketing and support, project management etc. are being employed. MIET received the New Code of Education Award 2021 under the category of Top Autonomous Colleges for Digital Excellence, highlighting the quality of IT and digital initiatives undertaken. For the past 5 years, Dataquest & Business Today has consistently ranked the institution among the top 100 in the country.



File Description	Documents
Appropriate link in the institutional website	<a href="https://mietjmu.in/Attachments/Best%20Practices.pdf">https://mietjmu.in/Attachments/Best%20Practices.pdf</a>
Any other relevant information	<a href="#">View File</a>

### 7.3.2 - Plan of action for the next academic year

1. To apply for the Deemed to be University under Distinct Category as per the UGC regulations.
2. Establishing more International Collaborations and Exchange programs.
3. Investing in infrastructure expansion to accommodate the growing needs of various academic departments, including laboratories, libraries, and study spaces.
4. Implementing stringent guidelines and promoting ethical research practices among students and faculty to maintain high academic standards.
5. To attain NBA accreditation for the Civil and ECE programs.
6. To experiment with cloud-based computer Labs for students to provide 24x7 access to students.
7. To significantly enhance R&D output at the institute level.
8. The institution aims to enhance its quality by seeking international accreditation through frameworks like ABET, AACSB etc