



# **SELF STUDY REPORT**

**FOR**

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

**MEERUT INSTITUTE OF TECHNOLOGY**

NH-58, BARAL PARTAPUR, BYPASS ROAD

250103

[www.mitmeerut.ac.in](http://www.mitmeerut.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The institute is located in the Meerut city of Uttar Pradesh, it falls in the Municipal Corporation area of Meerut on NH-235 (Old NH-58), Meerut Bypass. The institute is 55 Kms from the center of National Capital City, New Delhi and 35 Kms from Ghaziabad and lies within the notified region of National Capital Region (NCR) of Delhi.

### TYPE

We are a self financed private institution run by Vishnu Education Foundation. Since its inception in 2007, the institute has evolved into a multi-discipline, multi-faculty and a multi-department institution of repute.

### Vision

To be known as a technical institution that disseminates knowledge and futuristic-skill sets in line with the evolving technologies and prepares students with positive attitude, innovative approach, universal values & ethics and a knack to serve the community.

### Mission

The institute is committed to:

- Imparting quality education and futuristic skill sets relevant to contemporary and ever changing future trends
- Development of students' capability to analytical abilities, problem solving, innovation, teamwork and leadership
- Provide with exemplary infrastructural facilities and an ecosystem conducive to open and experiential learning that makes one's experience at MIT to treasure
- Provide with well qualified, dedicated, adept and highly motivated faculty
- Promote research and development activities
- Promote innovation and entrepreneurship
- Serve the community by extending our resources towards science communication, health and hygiene, environment & ecology, and other social cause

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

### Institutional Strength

The founders of the institute are technocrats and professionals with diverse educational backgrounds from premier institutions of India and abroad. They have served the society, industry and academia at different levels.

The institute's location is a strategic advantage as it is situated only 55 Kms from Centre of New Delhi. With the commencement of operations of Delhi-Meerut express way, the travel time from Delhi is likely to be around 40-45 minutes. The terminal point of this expressway is only half a km from the main gate of the campus. India's first Rapid Rail Transport system (namely Delhi-Meerut RRTS) will have also a station close to the campus thus making accessibility of international airport, Delhi railway stations, Delhi Inter State Bus Terminal and Delhi Metro easily accessible.

We take pride in our faculty who are qualified and are trained on latest technologies by the institution to take up teaching and skill enhancement assignments with the students and to carry out value based projects for R&D and society development.

This strength is enhanced as we have a collaborative arrangement with MIET (Top ranking institute of Dr. APJ Abdul Kalam Technical University, Lucknow) for faculty exchange, students exchange, co-curricular activities and R&D activities.

We have tie-ups with some of the big names of corporate and industry Oracle, AWS Academy, Co-cubes, Aspiring Minds, IBM, Salesforce, AIMA BIZLAB, Linux Academy, Adobe Academy, SAP, Cisco Academy, ICT Academy, IASC sector skill council technical trainings, internships and experiential learning of our students.

### **Institutional Weakness**

Sometimes, as we observe, being in the close vicinity of Delhi is manifested as a limitation, many of very good students in pursuit to better education proceed to Delhi. Also, the majority of the population in Western U.P. depends on Agriculture, thus the diversity of income groups among the families of our students is effected. If the agriculture produce and their market is hit for some reason, the revenue stream of the institute has also a hit on it.

### **Institutional Opportunity**

The shortage of very good institutes in the area in all the stream and faculties is an opportunity as we see to it, to be the best in Applied Science, Pharmacy, Agriculture and Home Science, the programmes we started lately, in 2018. We are making all possible efforts to capitalize this opportunity. Also we are striving hard to make high quality Engineering and Pharmacy education available to students in very much affordable (minimum) fees, making it accessible to all.

### **Institutional Challenge**

The higher education, particularly, technical and professional education has seen a downtrend and decline in

terms of number of aspirants and enrollment. In spite of all the best efforts to keep our placement and students progression substantially high, this phenomenon has had an impact on our enrollments as well.

We are working very hard to make our programmes the very best for quality and outcomes and economically affordable.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institute offers various courses at undergraduate level and affiliated to Dr. APJ Abdul Kalam Technical University, Lucknow and Chaudhary Charan Singh University, Meerut. The affiliating universities design the curriculum & evaluation scheme of various courses for their affiliated institutions. Departments of the institute design their own academic calendars for the smooth functioning of all curricular, co-curricular and extracurricular activities. The faculty members actively participate in various activities like paper setting, evaluation process and as observers in affiliating university and as well as in other universities. As per university ordinance and evaluation scheme, the students have academic flexibility like B.Tech. students may change their branches in 2nd year, lateral entry to second year of B.Tech. and B.Pharm, electives and /or open electives subject of their interests. There is provision that students may pursue their internship program/ Industrial Training at the places/ in organization of their interests, interdisciplinary project work and research are promoted at institute level, as per provision in the university ordinance, sufficient time is provided to students to complete the entire course. Out of total 16 programs offered, 12 programs are based on Choice Based Credit System (CBCS). The departments are promoted to organize several Certificate/ Diploma/Add-on programs for their students to imbibe the state-of-art knowledge. The University curriculum offers various subjects related to cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics. Feedback from students, faculty, stakeholders and employers are obtained and analyzed for continuous quality assessment and fulfil the gaps, if any.

### **Teaching-learning and Evaluation**

In 2019-20 total 930 students of diversified categories and cultural backgrounds were enrolled with the institute. Advanced and slow learners are identified as per their responses in the class room as well as the performance in the class quiz, unit test, and internal examinations. After identifying slow and advanced learners, remedial classes and supportive notes are provided to the slow learner, while seminars, group discussion and online courses are offered to advanced learners.

There are various clubs and societies on the campus to regularly organize several curricular, co-curricular and extracurricular activities which help in development of organizational abilities, team work and experiential learning.

Internal assessment is a continuous process spread across the semester wherein the performance of the student is monitored regularly with the help of sessional examinations, assignments, projects, seminars, presentations, etc.

The institute has competent, experienced and committed teachers. Faculty are encouraged and supported to adopt latest pedagogy like simulation tools, power point presentations, video lectures, virtual labs etc. for

inspired teaching.

The pedagogy includes regular lectures by subject matter experts from Industry and International/National academia; Case studies, experiential learning and industrial visits. Moreover, several value added courses, trainings for employability, language labs, programs by clubs and societies and alumni meets are conducted for enhancing the learning experience.

During their first year, mentors are assigned to students to take care of issues related to academics, performance, improvement with his/her mentee.

The institute ensures transparency and objectivity in all its activities. MIT has a time-bound mechanism to deal with examination related grievances through its Grievance Redressal Cell. Every department has a set of program educational objectives, program outcomes, program specific outcomes and course outcomes of each course in line with the mission and vision of the department and the institute.

The analysis is carried out on the basis of student's performance and responses in different indicators like:

- Class performance and question-answer session conducted in the class room.
- Assignments, seminars, and projects assigned to the students.

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

MIT considers itself, integrated to the society and is determined to motivate its students to be socially responsible citizens.

Socially relevant programs are continuous feature of MIT under which students and staff participate voluntarily in community-based activities with neighbourhood. During the period of 2015-2020, 32 major and numerous minor social interventions have been organized.

Continuous voluntary activities by students are organized to maintain cleanliness in and around the Campus hence creating social awareness on clean & green environment and contribute effectively to the Swachh Bharat Abhiyan.

The institute always promotes its faculty members to apply for grants from Government and non-governmental agencies. The institute has already applied for MODROBS in AICTE in 2020. The Institute encourages faculty to participate in national/ international workshops, seminars/webinars and conferences both online/offline. Faculty are motivated to organize faculty development programs (FDPs) and short term courses at department and institute level on a regular basis. In last five years total 57 FDPs/Seminars/Webinars have already been organized. The Department of Computer Science also organizing as International Conference IEEE Conference on Advances in Computing and Communication engineering is association with MIET, Meerut during April 22-24, 2021. The faculty members publish their research papers/ articles in various journals of national & international repute. Some of the senior faculty members are associated with various journals as reviewer and editorial board members. The Institute's tie up with ACIC MIET Foundation (an initiative of Niti Aayog under ATAL INNOVATION MISSION-ATAL Community Innovation Centre) bolsters its innovation capabilities.

## Infrastructure and Learning Resources

MIT has a lush green campus spread in 08 acres. The Institute boasts of state of the art teaching-learning facilities for its students and staff members. These facilities are in conformity with the requirement specified by the statutory body, viz. AICTE, PCI and UGC. There are 44 classrooms and out of these classrooms, 53% are ICT enabled, 60 well equipped laboratories are available across various departments. We have 4 seminar halls, 1 auditorium and 730 computers are also available in various laboratories and all are equipped with latest workstations, advanced softwares, simulation tools and dedicated leased line of 164 mbps optical fiber backbone.

In order to increase students' employability and enhance their skill base, MIT has invested much to establish various Centres of Excellence (CoEs). ADOBE, Amazon Web Services, SAP, Oracle, Salesforce, IBM, Cisco, AIMA Biz Lab, Linux Academy, IASC sector skill council are the facilities created for the students and faculty members to upgrade their skills.

MIT uses Alice software to automate Institute Library. We have 5,779 Titles and 53,551 volumes. DELNET and AKTU e-consortium have been subscribed as e-learning resource. Apart from this, MIT has also subscribed to Orell language lab software.

MIT has full-fledged gymnasium and sports facilities for indoor as well as outdoor games. Table Tennis, Chess and Carom are available as indoor games whereas Cricket, Football, Volley ball, Basket Ball are available as outdoor games.

All the departments have surplus computers & high-tech computer labs with sufficient peripherals like printers/scanners etc. Each computer/terminal is provided with internet connection (164 Mbps Leased Line-Airtel & Vodafone). Students and staff can use these facilities as and when required. For this purpose, no pre-sanctioning is required.

## Student Support and Progression

The institute has students of diverse socio-economic background. We give various scholarships to students and motivate them to apply for the various govt scholarships also. Apart from that, some scholarship schemes from MIT are also in force from last 5 years, through which Rs. 1,49,17,190/- have been given to the students.

We also organize various career counseling sessions, expert lectures, alumni lectures and lectures from the industrial experts for the students. Apart from that the institute also conducts various Assessment Tests by Co-Cubes and AMCAT, Aptitude Trainings by Zenith, foreign languages programs to make the students industry ready. The institute has constituted a Proctorial board and women grievances cell to take care of all grievances of students. The institute also provides special classes to the students for preparing GATE examinations and during last five year more than 1900 students have attended these special classes for competitive examinations. The placement offers in 2015-16:193 offers, 2016-17:166 offers, 2017-18:134 offers, 2018-19: 94 offers and 2019-20:99 offers has been given to our students of various streams by different companies. The associated departments of the Institute have various students' societies like Computer Engineering Societies and Pharmacy Society. In addition to that the institute has a proactive Alumni Association and institute organizes regular alumni meets at institute and in different cities like Bangalore, Delhi and NCR, Lucknow and Pune.

Even in the pandemic situation, we were in contact with our alumni through alumni connect series which was

helpful for our current students to understand the newer methodologies and technologies adopted by industries.

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

Institute believes in the philosophy of leading by participation. The institute invites suggestions from all stakeholders before implementing different policies. Institute has formed levels of hierarchy with the delegation of authority at these levels to implement decentralized management. Governing Board, Academic Advisory Board, and IQAC are the top bodies of the institute and assigned with the tasks of framing policies helpful to the institute as a whole.

MIT sustain its excellence and distinctiveness by following a strategic plan that is built upon eight (08) sub areas namely

- Academic Process
- Employability of Graduating students
- Industry Connect
- Self-Learning
- Holistic Development
- Faculty Development
- Research
- Extension Activities and community engagement

The institute has implemented e-governance, all the process and flow of information administered by ERP.

Performance appraisal of staff is a formally adopted system. The main goal of this system is to reward and improve the employee/job performance. A detailed appraisal form has to be filled by all the faculty members once an year. It entails the academic achievements (including qualifications earned, papers published, books / chapters written / participation in seminars / conferences / workshops / training programmes) as well as the administrative output. The institute also organizes training programs for faculty and staff on contemporary advances in various areas.

Meerut Institute of Technology conducts its internal as well as external financial audit every year.

Our Institute has formalized the Internal Quality Assurance Cell (IQAC) with effect from 12/05/2019 to carry out academic and administrative audits, assess and monitor academic and administrative performance and to promote measures for institutional functioning towards quality enhancement.

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

MIT has a strong ethical work culture that is based on inclusivity. Equal opportunity is provided to all individuals irrespective of gender. Its unique work culture, healthy traditions and ethos have led to enrolment of girls students and women staff.

#### **The Institute aims to:**

- Engage equally with all staff and other stakeholders, regardless of their gender

- Promote work culture that values gender equality and integrates gender considerations in each aspect of the workplace
- Ensure an understanding of gender issues be developed among all its employees

**The institute gives due weighthage to Safety and Security of its students, staff, and faculty.** The institution has installed high quality CCTV cameras all over the campus, and sufficient security staffs are also available to ensure no untoward incident. In addition, special cell and proctorial boards are also in place to take care of the grievances of the students.

The institute has solar energy system and produces sufficient energy to fulfill its own need and also supply back to the electricity board as well. The institute has also has its own energy conservation policies and prefer to use sensor based motors and power efficient lightening system to conserve the energy and to utilize properly and optimum.

The institute has also created facilities to take care of different types of wastes. A sewage treatment plant (STP) is operating within the MIT campus. Effluent generated from the STP is used for horticulture purpose and the solid waste generated is disposed through sweepers of Meerut Municipal Corporation, Meerut, for further disposal at designated location.

Rain water at MIT is not allowed to go in drains. There are 3 numbers of rain water harvesting pits in MIT campus sufficient to cater rain water harvesting requirement. The institute has tie up with Adinath RecycloTronix Pvt. Ltd., Panipat, Haryana, to take care of E-Waste.

The institutional environment and energy initiatives are confirmed through various audits like Green audit, Energy audit, Environment audit and Clean and green campus recognitions. ***The Institution has barrier free environment for differently abled person's*** like ramps/lifts for easy access to classrooms, specially designed washrooms, etc.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MEERUT INSTITUTE OF TECHNOLOGY
Address	NH-58, Baral Partapur, Bypass Road
City	Meerut
State	Uttar pradesh
Pin	250103
Website	<a href="http://www.mitmeerut.ac.in">www.mitmeerut.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Alok Chauhan	0121-2440900	6399001414	0121-2441700	director@mitmeerut.ac.in
IQAC / CIQA coordinator	Neeraj Kant Sharma	0121-2441600	9899072381	0121-2439058	neerajkant.sharma@mitmeerut.ac.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-2007

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

State	University name	Document
Uttar pradesh	Dr Apj Abdul Kalam Technical University Uttar Pradesh Lucknow	<a href="#">View Document</a>
Uttar pradesh	Choudhary Charan Singh University	<a href="#">View Document</a>

**Details of UGC recognition**

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

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	<a href="#">View Document</a>	10-04-2020	12	
AICTE	<a href="#">View Document</a>	09-06-2020	12	

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Regional Employment Office AICTE
Date of recognition	08-01-2020

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	NH-58, Baral Partapur, Bypass Road	Urban	8	32000

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BPharm, Pharmacy	48	Intermediate PCB PCM	English	60	46
UG	BCom, Department Of Commerce Education	36	Intermediate	English	120	85
UG	BTech, Computer Science Engineering	48	Intermediate PCM	English	120	104
UG	BTech, Computer Science Engineering	48	Intermediate PCM	English	30	0
UG	BVoc, Computer Science Engineering	36	Intermediate PCM	English	25	0

UG	BTech,Mechanical Engineering	48	Intermediate PCM	English	60	9
UG	BVoc,Mechanical Engineering	36	Intermediate PCM	English	25	0
UG	BVoc,Mechanical Engineering	36	Intermediate PCM	English	25	0
UG	BTech,Civil Engineering	48	Intermediate PCM	English	60	10
UG	BTech,Electronics And Communication Engineering	48	Intermediate PCM	English	60	7
UG	BVoc,Electronics And Communication Engineering	36	Intermediate PCM	English	25	0
UG	BCA,Department Of Computer Applications	36	Intermediate	English	120	85
UG	BBA,Department Of Business Administration	36	Intermediate	English	120	82
UG	BSc(Agriculture),Department Of Agriculture	48	Intermediate PCB PCMB Agriculture	English,Hindi	60	30
UG	BSc,Department Of Home Science	36	Intermediate PCB Home Science	English,Hindi	60	0

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				19				95			
Recruited	8	1	0	9	4	0	0	4	66	28	0	94
Yet to Recruit	0				15				1			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				70
Recruited	54	16	0	70
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	10	0	0	10
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	1	0	4	0	0	2	0	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	64	28	0	92

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	534	95	0	0	629
	Female	174	16	0	0	190
	Others	0	0	0	0	0
Diploma	Male	98	2	0	0	100
	Female	10	1	0	0	11
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	21	13	2	6
	Female	3	2	1	3
	Others	0	0	0	0
ST	Male	4	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	181	91	22	40
	Female	46	24	4	7
	Others	0	0	0	0
General	Male	166	97	35	51
	Female	41	32	15	23
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		462	259	79	130



## Extended Profile

### 1 Program

#### 1.1

Number of courses offered by the Institution across all programs during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
387	322	271	305	332
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
16	14	4	4	7

### 2 Students

#### 2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
929	571	516	762	1035
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
470	500	209	209	209

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

### 2.3

#### Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
113	127	196	308	361

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

## 3 Teachers

### 3.1

#### Number of full time teachers year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
115	112	100	124	160

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

### 3.2

#### Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
123	112	124	140	160

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 49**

**4.2**

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
347.27	274.85	215.90	225.67	287

**4.3**

**Number of Computers**

**Response: 730**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 545**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

###### Response:

The affiliating universities Dr. APJ Abdul Kalam Technical University, Lucknow and Chaudhary Charan Singh University, Meerut, have their own well defined procedures to design the curriculum evaluation scheme and course structure of various courses for their affiliated institutions. The affiliated institutions implement and deliver the university approved course structure and syllabi to their respective students. The syllabi comprise of basic sciences, humanities & social sciences, management courses, professional core, professional elective, open electives and allied courses.

There is a well planned procedure to implement the various curricular, co-curricular and extracurricular aspects at institute level. The institute and all its associated departments have their own academic calendars for various academic and non academic activities during an academic session. The tentative schedule of theory classes, sessional tests, end semester theory and practical examinations are reflected in the academic calendars of the various departments, in addition to co-curricular and extracurricular activities. The heads of the respective departments ensure the proper implementation of activities as per pre-planned academic calendars.

The faculty members have their own course files for all the courses that are being taught by them in a particular semester / session. In order to ensure the timely delivery of the content of the syllabus on time, the faculty member have their own lesson plans, lecture notes, unit-wise assignments, model question papers, list of experiments and prescribed formats to keep the assessment and progress report of all the students. At the commencement of the academic session, the outline of the course, course outcomes and evaluation scheme is discussed with the students. A well defined mechanism is in place to identify the curriculum gaps and the inputs received from the various stake holders are taken into consideration.

All the laboratories are well equipped and have lab manuals for all the experiments. The faculty in-charge is responsible and expected to ensure that the SoPs to conduct the experiments are properly followed. The faculty in-charge explains and demonstrates the experiments and discusses the theoretical and applicative aspects of the related experiment with the students. The students have to complete the assigned experiment on the same day; however, he may write the same on the prescribed lab file and get it evaluated in the next turn. Further, the faculty members record the performance of the student on lab assessment sheet.

The faculty members are also expected to match the university curriculum with the syllabi of the competitive examinations like GATE / GPAT/ CAT / GRE etc. and delivers special lectures beyond the curriculum to fill up the gaps. In addition, the institution has brought on board industry giants such as SAP, Amazon Web Services, Sales force, IBM, Google, Adobe, AIMA Biz Lab, CodeTantra, Co cubes AMCAT, ICT Academy, Oracle, Cisco, Red Hat, IASC-SSC etc for training our students to be Industry ready by the time they are ready for placements. The curriculum in tandem with the university curriculum puts MIT among the elite league of technical institutions and is well recognized by Industry & academia.

File Description	Document
Link for Additional information	<a href="#">View Document</a>

### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

#### Response:

As an affiliating institution, the institute follows the academic calendar of the affiliating university. However, the institute and all its associated departments design their own academic calendar after incorporating all the curricular, co-curricular and extracurricular activities scheduled at department or at institute level.

The Meerut institute of Technology follows evaluation scheme and norm of the affiliating universities. The Dr. APJ Abdul Kalam Technical University has adopted choice based credit System and as affiliating institutions the institute also adopted the same for B.Tech., B. Voc. and B.Pharm courses. The institute has also adopted Continuous Internal Evaluation (CIE) as per evaluation scheme of the affiliating university.

- As per university regulation, the institute conducts two internal midterm examinations and these two tests carries 60% weightage of internal assessment and Teacher Assessment (assignments/ Quiz and attendance) have 40% weightage.
- The marks allotted for internal assessment in theory papers are 30 marks, Teacher Assessment for 20 marks and external assessment for 100 marks. The marks distribution for internal and external assessment for practicals is 25.
- The internal assessment for the practicals is continuous and the performance of the students is evaluated on regular basis. The internal assessment for the laboratories works includes regularity, procedure, results, viva and promptness.
- One Pre University Test (PUT) is also conducted in every semester as per university end semester examinations pattern.
- A special internal midterm examinations is also conducted to those who couldn't appear in regular examinations because of any genuine reason or secured less marks.
- The assessment of the project is done in 3rd year and 4th year. A project in-charge is deputed to take care of all the required formalities related to continuous evaluation of the project.
- Groups are formed of 4 to 5 students. All the groups have to submit their synopsis on the prescribed format to the project in-charge after due permission of his/ her guide(s).

All the synopsis is thoroughly assess by the project review committee and approve the project for further implementation

File Description	Document
Link for Additional information	<a href="#">View Document</a>

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

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

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

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**Response:** 75

**1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.**

**Response:** 12

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**1.2.2 Number of Add on /Certificate programs offered during the last five years**

**Response:** 111

**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
59	17	13	6	16

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

**Response:** 55.89

#### 1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1002	389	174	209	438

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

**Response:**

The syllabi of the various courses comprise of Basic Sciences, humanities and social sciences, management courses, professional core, professional elective, open electives and allied courses. The course like Environmental Studies, Technical Communication, Universal Human Values, Constitution of India, Law and Engineering, Indian Tradition, Culture and Society, are the few subjects that have been incorporated in the course structures of the various programs by the university to inculcate the sense of responsibility and accountability towards the society.

The gender equality and sensitization is one of the major and important concerns that must be addressed to strengthen our social fabric. The administration of the institute is very much concerned on these issues and several measures have already been taken to ensure the gender equality and sensitization. It is ensured that the female participation must be there in all administrative and other committees of the institutions. The institute organises various aware programs on gender equality and sensitization on regular basis. Further, the active participation of female faculty members can be observed in various different cells and committees like, women Cell, proctorial board and in such other committees

It is very important and need of the time that the students and society at large must understand the environmental challenges and measures that are being taken by the govt. agencies, public and private sectors to ensure the safety of our environment along with development. There are various courses like Introduction to Environmental Science are available for the students and are being delivered to the students. At institute level various efforts' are being made to make students aware about the challenges and issues related to environment protection and safety. Tree plantation, poster presentation and expert lectures are being conducted on regular basis at institute and department levels.

The institute is always in favor and regularly motivates to its stake holders to promote and follow environment friendly system at all places. The institute runs 218 KW power solar energy set-ups and proper arrangement of natural light in various buildings and class rooms have been made.

All these measures and actions that are being taken at institute level for the protection of the environment that reflects the environment friendly promotional policies of the institutions. The institute also promotes social and extracurricular activities to provide best possible healthy and congenial working environment to all its stake holders.

Apart from this, students are encouraged to participate in various activities like NSS, Unnat Bharat Abhiyan, Swacch Bharat Abhiyan, Blood donation camps, Health Awareness camps and Environment related issues to make them aware about the various social and ethical practices which in turn help to develop responsible citizenship in students in terms of Humanity, Culture, Society and the nation.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 4.13

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
25	15	12	10	6



File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 0

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

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

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

**Response:** D. Any 1 of the above

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed
- 4.Feedback collected
5. Feedback not collected

**Response:** D. Feedback collected

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 32.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
462	259	79	130	156

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

2019-20	2018-19	2017-18	2016-17	2015-16
940	1000	420	420	420

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 30.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
255	130	29	56	65

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

The students admitted in our college are coming from varied backgrounds. The college is very much focused on their overall growth and social upliftment in the society. Our college has a fair system for admission process. The students are admitted in our institution without considering caste, creed, gender, religion, social status or economic status. After the completion of admission process, regular classes commence as per the University & institute calendar and time table. The institution always encourages girls student's for enrolment in college in order to equip them with the knowledge & skills so that they are empowered to face the future competition and to create their own entity.

After admissions, college adopts a process to identify slow and advance learners among students. The slow and advanced learners are identified on the basis of their marks (Percentage) in class XII. After the classification of slow learners and advance learners, college plans a Bridge Course: This is carried out to bridge the gap between the current understanding of the students and the understanding requirement for pursuing the programme in which he/she has been admitted. For example, for students admitted in B.Tech. programme, bridge course is conducted to hone the fundamental concepts of Physics, Chemistry, and Maths. This is carried out 2-3 weeks before the start of an academic session, for new entrants.

Advanced learners and slow learners are identified as per their responses in the class room as well as the performance in the class quiz, unit test, and internal examinations. After identifying slow and advanced learners, teachers conduct extra lectures for slow learners. The teachers observe that whether the students easily understand the lesson. If they fail to understand the topic or teaching of a teacher, the same was having been explained again in an easy way through cabin coaching facility.

#### Slow learners:

1. Separate classes for slow learners
2. Remedial Classes or /Cabin Coaching
3. Extra supportive notes.

#### Advance learners:

1. Seminar sessions
2. Participative learning sessions
3. Experimental learning sessions i.e. Industrial Tour
4. Projects
5. Group discussion sessions
6. Tech Talks
7. Online Courses including NPTEL, Foreign Language Programmes, Course era, Code Tantra classes etc.

The institution has brought on board industry giants such as SAP, Amazon Web Services, Sales force,

IBM, Google, Adobe, AIMA Biz Lab, CodeTantra, Co cubes AMCAT, ICT Academy, Oracle, Cisco, Red Hat, IASC-SSC etc for training our students to be Industry ready by the time they are ready for placements. The curriculum in tandem with the university curriculum puts MIT among the elite league of technical institutions and is well recognized by Industry & academia.

### 2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

**Response:** 8.08

## 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

**Response:**

All the courses predominantly follow the lecture method. ICT facilities are used for enhancing the effectiveness. Besides lectures, other student-centric methods are also employed to ensure the active involvement of the students in the teaching-learning process. These include:

PowerPoint presentations

Students' seminars and assignments

Lectures by subject experts

Case studies

Practical sessions

Mock sessions in the class

Group discussions

Documentary/film/video shows

Preparation of Business Plan

Seminar presentations based on research articles

Role plays, observational visit, and preparation of documentaries on social issues

Problem-solving sessions

Academic projects

Brainstorming sessions

Laboratory work

Subject-based quiz program.

Apart from classroom interactions, departments also employ the following methods wherever relevant:

Industrial visits

Study tours

Field level survey

Industrial training and project work

Academic competitions

Educational field trips

Attending seminars and workshops

The agile technical and innovative pedagogy was the reason that we were the first to seamlessly transition from classroom to online teaching even during the Covid-19 Pandemic. There was not a single day loss of study for our existing students also the new students were also immediately put on learning tutorials to be ready for the new session

Further, with the objective of enhancing academic excellence and experiential learning, MIT follows a policy of empowering the departments as well as students. Various clubs and societies were formed to invite experts and people of eminence to deliver lectures and interact with the students. These societies also organize different curricular, co-curricular and extracurricular activities which help students to develop their organizational skills and experiential learning.

- The departments regularly invite experts from different fields to enlighten the students with their views on areas of their specialization.
- Numerous Webinars, workshops and FDPs were organized during the lockdown to further strengthen our commitment to excellence in technical training
- The alumni who have established themselves as successful professionals at national and international eminence are invited for motivational interactions with the students.
- Different clubs and societies functioning in the institute celebrate important days such as Earth hour, Science day, Environment day, Engineer's day, etc.
- Different technical and non-technical events organized by these clubs and societies like

Mridang, Robochamp, Cyberg Technical competitions etc.

MIT has a culture of nurturing creativity, critical thinking and scientific and engineering temper among the students. This is achieved through a variety of programs organized by the departments and different clubs and societies functioning in the institute.

- Students are encouraged to express their views and opinion in the class.
- Students are exposed to the views of experts in different fields so that they develop a critical research attitude.
- Students are permitted to attend the events organized by other institutions within and outside the state.
- Departments allow the students to do projects in areas of their interest.
- Students are encouraged to present research papers in other academic institutions.
- There are reviews and discussions on scientific articles in the classroom.

File Description	Document
Link for additional information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

In 21st century education, ICT has proved to be a game changer. Faculty members are using ICT tools for effective teaching & learning process, as ICT tools have potential to increase student's motivation, attainment, engagement and, influences the habits of teaching and learning for both teachers and students. To develop the ICT based environment as far as hardware part is concerned at present our 26 classes and seminar halls are equipped with LCD projectors, some classes are having sound system and smart board also. Apart from this now a day's classes are being conducted using tools like google classroom & practical's are conducted with the help of virtual lab platforms and recordings of these classes are provided to the students for their future reference; faculty members are uploading their video lectures in public domains like YouTube & students can go through these lectures at any point of time. These ICT based tools are very useful in teaching the concept where visualization or 3 dimensional projections are required like in total internal reflection used in fiber, in mechanical engineering how transmission system works, in pharmacy human anatomy etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	<a href="#">View Document</a>

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )****Response:** 19.35**2.3.3.1 Number of mentors**

Response: 48

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality****2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 92.54

File Description	Document
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****Response:** 8.39**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
20	10	5	7	8

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

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 3.18**2.4.3.1 Total experience of full-time teachers**

Response: 366.08

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

**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

- Internal assessment is a continuous evaluation process spread throughout the semester wherein the performance of the student is tracked/ monitored regularly with the help of three sessional examinations, assignments, seminars, practical, industrial visits etc.
- The conduct of sessional examinations has been centralized under an internal centre superintendent.
- At MIT, we conduct three sessional examinations in a semester at regular interval of time. Tentative dates of the sessional examination and other events are generally given to the students at the start of the semester in the form of academic calendar, so that all the activities are coordinated in a hassle free manner.
- At MIT we focus on the transparency of internal assessment. One week before the start of the sessional examinations, detailed examination schedule is displayed on all the department notice boards and also sends the information to each student's official e-mail ID. A systematic well organized sitting plan is prepared and made available to all the concerned and pasted on examination rooms.
- Generally, prior to each sessional examination about 30 - 35% of the total syllabus is covered. Gearing up for the third sessional examination after having already prepared for 1st and 2nd sessional examination enable the students to revise around 65% of syllabus for the second time. The third sessional examination is based on the same pattern as that of the university examination. This results in better preparation for the end semester university examinations, increases overall performance of students in terms of percentage/CGPA and increased employability.
- After evaluation of the answer copies of sessional examinations, these are made available to the students for verification and to clear their doubts (if any). The same is collected back and kept with the office of the Centre Superintendent.
- The time taken by the institute for the declaration of the results of Sessional examinations is around 5 days from the date of the last examination. The award list of the sessional examinations is displayed on the departmental notice board for the students.
- The results of such periodic internal assessment are also reported to the parents for improving the performance of concerned students.
- Grievance redressal forums functioning at the Department and Institute levels look into student complaints on internal assessment. Students are free to raise their complaints if any, regarding



internal assessment to the subject Teacher. Every Department has a grievance redressal forum to address the complaints of the students in respect of continuous internal evaluation.

- The regular assessment of the practical conducted by the students is completed by the faculty members either on the same day or on the next turn.
- Apart from the sessional examinations, some other assessment methods such as weekly online test, quizzes, open book test, surprise test, case studies, power point presentation and industrial training/visit etc are also used.

### **2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient**

#### **Response:**

Students are the main stakeholders in any institution imparting education, and its endeavor to make all efforts to ensure transparency in all the activities at different stages. Taking this spirit in consideration, MIT has a transparent, time-bound mechanism to deal with examination related grievances of the students through its grievance cell. Its objective is to introduce a fair, impartial and consistent mechanism for redressal of various examination related issues faced by the students/parents. While dealing with the complaint, the cell at all levels would observe law of natural justice and hear the complainant and concerned officials.

#### **Internal Examination:**

During internal examination, students generally face various issues. All these issues are addressed within a reasonable time, preferably within two working days of the receipt of written application of the student in the examination grievance cell. These issues along with their mechanism of redressal are mentioned below:

#### **Student could not appear in one/more of the sessional examinations**

In this case, the student concerned shall approach the **examination grievance cell** either through Head of the department and concerned class counselor or directly. The examination grievance cell, after examining the genuineness of the case, shall direct the department to conduct a makeup exam for the concerned subject(s).

#### **Student is not satisfied with the obtained marks**

If student remains dissatisfied with the obtained marks even after the discussion with concerned subject faculty /Head of the department, he/she may approach the examination grievance cell. The examination grievance cell, after examining the genuineness of the case, shall direct the department to re-evaluate the answer sheet(s) through some other subject expert of the department.

#### **Question paper related issue**

In this case, the concerned student(s) shall approach the subject teacher/Head of the department. If he/she still remains un-satisfied, the same can be brought in the notice of the examination grievance cell. After giving a patient hearing, the examination grievance cell may direct the department to apply appropriate

scaling of sessional marks, if need do arises for the same.

### External Examination

Any issue related to the end semester university examination are collected through class counselors and reported to university by Registrar of the institute for its redressal. In case the student is not satisfied with the proceedings of examination grievance cell, he / she may approach the Institute Director for the redressal of his / her grievance. On receipt of the application of the concerned student, the Director shall constitute an independent committee to look into the matter. The committee shall give its decision in a time bound manner, preferably with in two working days. For all the internal examination related grievances, the decision of Director shall be final and binding to students / officials of the Institute. For all the external examination related grievances, the decision of Vice-Chancellor of Dr. APJ Abdul Kalam Technical University, Lucknow, shall be final and binding to students / officials of the Institute.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

#### Response:

In MIT, every department has a set of program educational objectives (PEOs), program outcomes (POs), program specific outcome (PSOs), and course outcomes (COs) of each course in line with the mission and vision of the department as well as of the institute. All the PEOs, POs, and PSOs are well displayed in the department as well as on institute website. The students and faculty members are well aware of the PEOs, POs, and PSOs. Faculty members give the detailed description of course outcomes at the beginning of a course. In general, course outcomes contain 4to 6 statements which are mentioned in course file. A mapping of COs, POs, PSOs, and PEOs are well established in each department.

The major stakeholders for the establishment of PEOs and POs are:

- Graduates (Alumni)
- Students
- Employers
- Parents of the students
- Faculty Members
- Non-Teaching Staff

File Description	Document
Upload COs for all courses (examples from Glossary)	<a href="#">View Document</a>

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

**Response:**

The Institute monitors the achievement of stated PEOs, POs, PSOs, and COs by the mechanism which involves data analysis of different indicator and assessment tools. The attainments of outcomes are evaluated by both formal and informal assessment tools. The departments will ensure that the whole syllabus is well discussed in the class and finished in time and all the formal assessment tools are used properly to evaluate attainments of learning outcomes. Besides curricular activities, students are also encouraged to organize quiz, workshops, and participate in extra and co-curricular activities and teachers act as facilitators to enhance their individual talents and life skills

The analysis is carried out on the basis of student's performance and responses in different indicators like:

- Class performance and question-answer session conducted in the class room.
- Assignments, seminars, and projects assigned to the students.
- Performance of students in weekly tutorials and special home assignments.
- Performance of the students in laboratory classes and viva voice session.
- The marks scored in internal as well as the external examinations as a major indicator of the continuous evaluation system.
- Academic Audit.
- Feedback from students, alumni, and parents.
- Informal feedback from the employers who recruit our students.
- Student progression to higher studies and employment is also used as an indicator of the achievement of learning outcomes.
- Students performances in co-curricular, extra-curricular activities
- Exit survey
- Mentor-Mentee record

Issues, weaknesses, and threats are identified and discussed in departmental meetings, Staff meetings and other forums like IQAC, Academic Council, and Governing body. Critical analysis at different levels helps in identifying the barriers to learning and suggesting remedial measures. Remedial classes, discussion of previous question papers, more problem-solving sessions, mentoring and counseling are some of the measures adopted to help the students overcome barriers to learning.

**2.6.3 Average pass percentage of Students during last five years**

**Response:** 94.01

**2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
106	119	189	284	339

**2.6.3.2 Total number of final year students who appeared for the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
113	127	196	308	361

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.12

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 88.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
76.45	11.25	0.4	0	0

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

#### 3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

##### 3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

##### 3.1.2.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
16	14	4	4	7

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

### 3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

**Response:** 36

#### 3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
30	4	1	0	1

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

## 3.2 Research Publications and Awards

### 3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

**Response:** 0.07

#### 3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	0	1	2

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

### 3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

**Response:** 0.16

### 3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
10	4	5	0	1

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

## 3.3 Extension Activities

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

#### Response:

MIT considers society as an important stakeholder of its operation and is determined to motivate and mold its students a socially responsible citizen. The institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities. To remind and achieve this objective, institute has given due importance to this important thing in its mission statement. Every year, programme are organized under which students and staffs participate voluntarily in community-based activities with neighborhood.

- Every Year, programs are organized under which students and staff participate voluntarily in community-based activities with neighborhood. Various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, demonetization and digital payment, and empowerment of girls and women.
- Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National Swachh Bharat Abhiyan.
- Awareness of Oral Health (Aim to Terminate Tobacco and Cancer), Health Checkup Camp
- Training of Rural Women
- MIT was felicitated by Health Department, Govt. Of U.P. for our outstanding contribution in awareness of blood donation through camps and awareness programs.
- Participation in Unnat Bharat Abhiyan
- Plastic Mukh Meerut
- Hara Meerut Sammriddh Meerut
- Joy of Giving (Daan Ka Sukh)
- HIV awareness program
- Youth leadership and Community Development
- Vote's Awareness Program
- Tree Plantation Drives

- Awareness against Animal brutality

### Impact & Sensitization:

Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence, old and infirm, refugees and displaced persons etc. The activities conducted lead imbining the values of social responsibility such as:

- To help people in need and distress
- To understand and share the need of under privileged children
- To promote cleanliness in all span of life and common places, slum areas.
- To acquire social values and a deep interest in environmental related issues.

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

### 3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 5

#### 3.3.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	1	2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 32

#### 3.3.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-



**wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
13	7	4	3	5

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

**3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years****Response:** 97.53**3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1387	1052	396	253	457

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

**3.4 Collaboration****3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response:** 12**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
12	0	0	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of linkage related Document	<a href="#">View Document</a>

### 3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

**Response:** 18

#### 3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
11	6	1	0	0

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
e-Copies of the MoUs with institution./ industry/ corporate houses	<a href="#">View Document</a>

## Criterion 4 - 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 equipment etc.**

**Response:**

Ranked amongst the top colleges in UP, MIT has stood up on the forefront to impart quality education to future technocrats with best possible amenities.

MIT has a wide campus spread in 08 acres of lush green land area. It has more than adequate teaching-learning facilities for its students and staff members. These facilities are in conformity with the requirement specified by the statutory body, viz. AICTE, and UGC. Different facilities available in the Institute are:

- **Classrooms:** Total 49 in number
- **Classrooms with ICT facilities:**26
- **Laboratories:** Total 60 in number
- **Tutorial rooms:** Total 6 in number
- **Seminar Halls:** Total 4 in number
- **Auditorium:** Total 1 in number
- **Computing Systems with LAN/Wi-Fi:** Total 730 in number

In order to increase students' employability and enhance their skill base, MIT has invested much to establish various Centre of Excellence (CoE). These laboratories are apart from the curriculum. Different labs which have been established as CoE are as follows:

- **Sales Force**
- **AIMA BIZLAB**
- **Linux Academy**
- **Adobe Academy**
- **SAP**
- **AWS Academy**
- **Cisco Academy**
- **E-Yantra Laboratory**
- **ICT Academy**
- **Oracle**
- **IASC sector skill council**
- **Palo Alto Networks**
- **Google Suite**

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

#### 4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

##### Response:

##### Sports

MIT offers good facilities for sports. We have gyms and playing areas for various sports activities, both indoor and outdoor. Students regularly use these facilities to make themselves fresh and healthy. MIT also promote competition in sports by organizing its Annual sports event – *SPARDHA*. This competition witnesses good participation from different Institutes and Universities of the region.

Depending upon the level of the competition and requirement, the institute encourages students to participate in inter-college events and provide them with all the required facilities , to make their participation convenient and comfortable. We also provide them Kits and jerseys to infuse a sense of belongingness.

##### Extra and co-curricular Activities:

MIT strives to provide a happening and vibrant atmosphere for the students. With this vision, various cultural, literary art & craft and sports activities are conducted throughout the year. A proper window and schedule is provided to conduct these activities. Many of the major inter-college competitions are planned and mentioned in the academic calendar well in advance. Various other events are also organized on working Saturdays. Mostly all working Saturdays are engaged for these activities.

MIT strives to provide a happening and vibrant atmosphere for the students. With this vision, various cultural , literary art & craft and sports activities are conducted throughout the year . For extra-curricular and co-curricular activities which need to be conducted indoor are held in auditorium with seating capacity of up to 200. Apart from this, many of these activities are conducted in open to sky area of the campus that is big enough to accommodate large number of students.

##### List of Activities:

##### Inter College

- **CYBERG: An inter College Technical Competition**
- Mridang : Annual Cultural Fest (The Mirage-Fashion show, Feel the Beat-Dance, Awaj-e-Virasat-Singing, Vaudeville-Drama etc)
- SPARDHA : Sports

##### Intra College Activities

- Mridang: Annual Cultural Fest
- Documentary Making Competition Poetry Writing Competition
- Song Composition Competition Rangoli Making Competition
- Poster Making Competition
- Photography Competition
- Face painting
- Slogan writing.

## Sports Facilities Description:

Sl No.	Description	Details	Area in Sq. Mt
1	Indoor Games	Table Tennis	
		Chess	
		Carom	
2	Outdoor Games	Cricket Ground	2667.6
		Basketball Court	608.4
		Badminton Court	1450
		Football Ground	4203/5015
		Volleyball	168
3	Gym	Gym for Men	79

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

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response:** 53.06

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 26

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

**Response:** 23.95

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
33.64	32.70	131.93	3.99	101.35

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

MIT uses Alice software to automate Institute library. This is widely used software for automation of library. *Alice for windows* - an integrated library automation software package is the product of '*Softlink Asia Pvt. Ltd.*'. This company is exclusively dedicated to the content and integrated library management solutions for more than 27 years.

Library has integrated and automated library functions such as cataloging, circulation, user profiles, book issue, book return & OPAC using Alice for windows. Information about the books such as authors names, subjects, publisher and suppliers of books are maintained in this software. OPAC is used in the library to search and locate any book. A book can be searched by using various fields or key words like name of author, name of subject, ISBN etc.

Books are cataloged using a software generated unique bar code assigned to every book. Bar code for a

member is also assigned with the help of this software and library membership card is generated with the help of this. A member uses this card to issue and return books.

The institute is very vigilant for development and maintenance of the library. Library of the institute is quite airy and has abundant natural light. It comprises of issue-return counter, reading room, multimedia e-journals, reference books section, magazine racks, newspaper section.

- Library has total 53796 books, 21386 e-books, 40 Journals and 5577 e-journals.
- Library has subscribed DELNET, AKTU Nalanda e-consortium and E-Shodh Sindhu for e-resources

#### **Automated Library Management System:**

- Library of the institute is fully automated.
- Library Management System (ILMS) is used to take care of all the operations since 2010.
- OPAC help users to select books of their choice.
- Wi-Fi facilities available for the convenience of users.

#### **Details about software:**

- Name of the ILMS software: Alice for Windows by *Softlink Asia Pvt. Ltd.*
- Nature of automation : Fully Automated
- Version : 6.00
- Year of Automation : 2010
- Capacity :Can handle high end data and web application with full security

#### **Operations carried out through software:**

- Accession register
- Bar-coding of books
- Circulation
- Photo id cards
- Master entry
- Graphical presentation
- Web enabled
- OPAC available. Students can search all the details about the book like as title, author, publication, location, availability etc.
- Cataloguing through OPAC, sorting by author, title, publication etc.
- Reports generation

**Various reports generated using the software:**

- **Book register report:** Book register report displays the information about the books of the library
- **Library usage report:** Library usage report provides the information of number of books issued and returned by the members of library.
- **Bar code report:** Bar code report provides the books with respective bar codes assigned.

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

**4.2.2 The institution has subscription for the following e-resources**

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

**4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

**Response:** 8.29

**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
9.35	13.03	8.55	3.20	7.32



File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year

**Response:** 26.34

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 275

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The advancement in technology has become the need of the hour. As Internet has revolutionized the globe and spread its roots in all domains be education, entertainment, sports etc. Majority of the campus area of MIT has Wi-Fi Internet accessibility and otherwise LAN connectivity. Internet access and connectivity is the backbone of implementation of various IT facilities in the institute. Institute is ready to strengthen its IT facilities to provide modern and digital platform to students and faculty to enhance their learning avenues.

Over the years, Intake of students have increased from 200 to nearly 930 students now. To match this demand there has been regular updating in IT facilities. Bandwidth of the internet is also upgraded according to the increasing use of the internet in various activities of the institute. Currently we have 164 MBPS speed of internet bandwidth along with latest workstations.

- Institute has server platform for smooth conduction of various computational tasks such as workshops, online examinations etc.
- All computers are connected through high-speed LAN facility of 164 MBPS
- Computers with basic configurations, Quad core processor has been upgraded to Dell i3 Intel core systems.
- Old Dot matrix printers are replaced by Ink-jet and later on by Laser printers, Xerox printer and one Id-Card printer
- Old scanners are now upgraded to latest high speed version.

- Computers for Students: 690
- Computers for faculties and Office : 40
- Laptop for faculties:25
- Total Number of Computers: 730
- Institute has also G-suite platform for online test and evaluation. Students can take test any time as per their convenience and can have feedback about their performance. Faculty members can also design their own test and administer in batches. Presently 690 students can take these tests at a single point of time.
- Gradually and continuously laboratories have been upgraded for better system configuration and ergonomics. This has enhanced learning of the students and facilities are sufficient to conduct various online coding event. Operating systems are also upgraded time to time.
- Configuration of the computer systems are updated every year. Old systems are replaced by the new ones. Number of systems is also increasing every year according to the requirement.
- A state of the art laboratories of 200 computers in Dr. APJ Abdul Kalam block , 340 computers in Ramanujan Block, 30 computer in Vishwakarma block, 50 computers in J N Tata block, and 110 computers in JC Bose block to organize placements (or any other such events) related online tests.
- With high speed LAN connectivity, it is possible for students to attend lectures & video tutorials (NPTEL, You Tube) for competitive preparation & enhance their knowledge. Along with it, MIT has smart projectors that facilitated teachers to have notes prepared during lecture sessions & students to have easy comprehensive & practical understanding.

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

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

**Response:** 1.7

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 112.79

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

2019-20	2018-19	2017-18	2016-17	2015-16
232.04	231.05	227.05	355.27	431.92

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

### 4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

**Response:**

For the holistic development of students, faculty and staff, various facilities like laboratories, library, computer labs, seminar halls and sports complex etc are available at MIT. Equal opportunity to utilize these facilities are available to all the staff members and students. Procedure for allocating various resources from different facilities is briefly described below:

1. **Laboratory:** Generally various laboratories for different disciplines are available within each department. The required apparatus is issued to the student for performing the experiment which he/ she return to the laboratory after performing the experiment. Besides this, these laboratories also provide facilities for extracurricular activities to the students like making models and for participating in different technical events etc. In such cases, student has to approach through his / her Head of the Department (HOD) to the in-charge of such laboratory where he / she is seeking support for the facilities. Facility is granted, if recommended by the HOD of the student.

**Library:** Each student after enrolment at MIT is issued a LIBRARY CARD which enables him/

her to the get the text books and reference books issued for their studies. Subject wise text books are issued for complete semester duration. Further, three more supplementary text books and one reference book can be issued to every student for a week. Students are required to approach the library for getting the text books and reference book issued to them. Proper record is maintained through ERP and *Alice for windows* - an integrated library automation software package is the product of '*Softlink Asia*' for issue and return of the books. Faculty members are eligible to get issued seven books per semester from library.

3. **Sports Complex and MIT Club:** MIT has full-fledged sports facilities for indoor as well as outdoor games. Table Tennis, Chess and Carom are available as indoor games whereas Cricket, Football, Volley ball, Basket Ball are available as outdoor games. Students and staff get the sports kit issued from the sports in-charge and the same has to be returned after its use.

4. **Computer Facilities:** All the departments have sufficient number of computer labs and sufficient peripherals like printers/scanners etc. Each computer/terminal is provided with internet connection (164 Mbps Leased Line- Airtel & Vodafone). Students and staff can use these facilities as and when required. For this purpose, no pre-sanctioning is required.

5. **Seminar Halls:** A number of seminar halls equipped with computer, projector and public address system are available at MIT with seating capacity of around 150-200 persons each. Students requiring the seminar halls can approach through their HOD / faculty member to get the seminar hall reserved through the department coordinator where the seminar hall is located.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

**Response:** 26.98

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

2019-20	2018-19	2017-18	2016-17	2015-16
227	186	179	131	269

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

**Response:** 25.19

##### 5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
150	151	0	251	522

#### File Description

#### Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

##### 1. Soft skills

2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

#### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

**Response:** 34.53

##### 5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
213	160	263	313	307

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

#### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

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

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>

## 5.2 Student Progression

<b>5.2.1 Average percentage of placement of outgoing students during the last five years</b>				
<b>Response:</b> 67.85				
<b>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</b>				
2019-20	2018-19	2017-18	2016-17	2015-16
100	94	136	166	193
File Description	Document			
Upload any additional information	<a href="#">View Document</a>			
Self attested list of students placed	<a href="#">View Document</a>			
Institutional data in prescribed format	<a href="#">View Document</a>			

<b>5.2.2 Average percentage of students progressing to higher education during the last five years</b>				
<b>Response:</b> 4.42				
<b>5.2.2.1 Number of outgoing student progressing to higher education.</b>				
Response: 5				
File Description	Document			
Upload supporting data for student/alumni	<a href="#">View Document</a>			
Institutional data in prescribed format	<a href="#">View Document</a>			

<b>5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</b>				
<b>Response:</b> 0				
<b>5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg:</b>				

**JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

**5.3 Student Participation and Activities****5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

Response: 4

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	1	0	0

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

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )**



**Response:**

MIT, Meerut believes that student and alumnus are the backbone of the organisation. MIT, Meerut puts best effort in providing quality education as well as grooms them so that they are recognised in the society as reformers and leaders. The organisation organises a large number of events and encourage students to participate in the events.

A large number of the scholarly and managerial bodies (committees) are exclusively built so that each and every event organised run in a hassle-free manner. The board (governing body) trust its committee members and provides them the rights up to a permissible extent so that they have a 24\*7 admittance to it. Be it Dance Room, Art room, Incubation Cell, MIT, Meerut Club, Mechanical Workshop, Civil Workshop, Career Counselling and various capability enhancement programs.

Understudy bodies are urged to design exercises in the space territory of their club/social orders/other scholastic body. They plan various activities for the occasions for which they constantly get consent from the executives with no issue.

Class advocates (an employee) through class delegate (an understudy of the part) or class as an entire attempt to accomplish agreement before any timetable which includes understudy's cooperation (like arranging summer and winter preparing programs (INSPIRE)).

Every office additionally has office name understudy bodies which help in managerial and scholastics issues. Understudy members are chosen through meeting and legitimate cycle.

Other than division level understudy bodies, MIT, Meerut has numerous different boards wherein understudies not just work productively on procurement of vital abilities to pro in such extracurricular exercises yet in addition have a continuous experience of dealing with these occasions all alone.

A portion of the boards of trustees are as per the following:

**Cyberg** – A technical event which includes coding competitions/ Technical Poster presentation/ Blind Coding/ Technical Quiz competitions.

**Hostlers Committee:** Hostel committee on agreeable premise is taken care by the hostel warden.

Different occasions coordinated and oversaw by understudies are:

**Mridang** (Annual Cultural Fest)

**E-Yantra** (Robochamp)

**Departmental Clubs and Societies:** Notwithstanding the abovementioned, the establishment energizes investment of understudies in various clubs. The clubs are being run mostly by the understudies themselves. Personnel have been relegated to co-ordinate

these as and when required. Unique Clubs and social orders being controlled by the understudies are Entrepreneurship Development Cell, Women Cell, Computer Engineering Society and Pharmacy Society etc.

The board (Chairman, Vice Chairman, Director) likewise meet understudies to have their input on different issues.

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

**Response:** 7.6

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
10	4	11	6	7

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

## 5.4 Alumni Engagement

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

**Response:**

Graduated class are the brand-envoys just as banner conveyors of the foundation they move on from. MIT, Meerut has continuously accentuated on reinforcing the bond with its graduated class. Graduated class of MIT, Meerut have added to the advancement of their place of graduation with the abundance of information and abilities that they have picked up through their involvement with various areas.

Since recent years, graduated class have been associated with a few exercises of foundation including:

- Assistance in placements
- Direction for higher examinations
- Intuitive/inspirational meetings with the current understudies
- Conveyance of talks on explicit points as topic expert and so forth

Various ex-student reunion of graduated class is organised in order to set up a feeling of belongingness among graduated class with MIT, Meerut. Such meets likewise go about as a stage for the current understudies to collaborate with their seniors who have picked up experience and mastery in the wake of turning out to be experts.

As of late in October, 2019, MIT united its graduated class from first batch (2007-2011) to batch (2015-2019) and commended to continue this event to be scheduled yearly. The occasion accomplished extraordinary accomplishment as the graduated class imparted their all around picked up encounters to choose current understudies. From July 2020, in order to have a strong bonding with the Alumnus, "Alumni Connect" series started in order to contribute to the development of the nation and the society. Alumnus too contribute in involving the industry experts (not Alumnus) to deliver a webinar of their domain expertise under "Industry Connect" which initially started from August 07, 2020.

Alumnus get together have additionally been coordinated at places like Greater Noida, Lucknow, Bangalore, Pune and so on.

Graduated class of MIT, Meerut love to visit their institute of matriculation at whatever point they get time. Graduated class are welcome to convey talk and offer encounters with the current understudies. MIT, Meerut has likewise showed novel drive, wherein, foundation attempts to contact its graduated class by sending messages and afterward gathering to guide them on how to achieve an excellence in their professional career.

"Directive for Juniors" on Facebook, Instagram, LinkedIn. MIT, Meerut guarantees association of visitor address counteractive meeting as a method for aptitude improvement and systems administration. For example, Ms. Surbhi Singh, a graduated class of clump (2011-2015) has conveyed an intuitive talk on "Virtual Tour to the IT World".

Numerous different graduated class have additionally visited foundation and collaborated with the board, HoDs and their youngsters. Thinking about the achievement of such graduated class collaborations, MIT, Meerut has started arrangement of nearby sections of

MIT, Meerut Alumni relationship in the accompanying areas at workplaces: Meerut, Lucknow, Varanasi to additionally fortify the relationship of foundation with its graduated class organization.

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

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response: E. <1 Lakhs**

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

##### Response:

##### Quality policy at several stages

##### Top Management (Chairman/Vice Chairman/ Board of Governors)

- Value Based Technical Education
- Setting objectives and appropriate policies making a conducive ecosystem
- Dynamic Assessment keeping pace with changing academic pedagogy and contemporary needs

##### Director

- Building Team of capable faculty to monitor actions and inspiring to attain Vision and Mission.
- Setting up rules and guidelines and policies of the institution and suggest to BoG and Executive Committee
- Faculty Development Programs
- Transparency in Administration
- Making a collectively responsible system

##### Academic Heads of the Department

- Guiding and monitoring the faculty for best of the delivery and academic development of department
- Consistent and convenient work schedule, not causing stress and fatigue
- Feedback to the Director and BoG about departmental activities and growth

##### Faculty

- Try out innovative practices in teaching and learning
- Continuous pursuit to students' centric teaching learning
- Timely Examinations and fair assessment
- Putting students' interest first

##### Quality services at various levels

##### Top Management

- Creating and improving upon infrastructure, facilities and conveniences for effective services and making the ecosystem most conducive for best delivery
- Creating an environment of ownership among all stakeholders
- Always ahead of the peers in terms of innovative and technical curriculum

## **Director**

- Confirming accessibility to all and maintenance of upgraded infrastructure and services
- Make catalogue of infrastructure requirement
- Optimum usage of resources
- Bring together both conventional and innovative tools for operationalizing services
- Training and Development
- Preparation of academic calendar, schedule of internal exams, discussion with central team
- **Faculty**
- Adopting and developing best teaching-learning practices
- Emphasis on hands on knowledge gathering
- Constant Self-development and evaluation
- Deliver support to preserve core services

## **Delegating authority and Operational Autonomy at Department Level**

- Director delegates power to all the HODs to plan and execute all the curricular, co-curricular and extra-curricular activities.
- Distinct Academic Controllers under HODs.
- Planning of teaching-learning tools – time table, subject in consultation with faculty.
- Instructors supervising actions of students.
- Class Counselors/mentors for over 30-40 students.
- Planning - industrial visits, forum activities, Visitor lectures, and beginning of project suggestions.
- Consistent faculty meetings by HOD in a collective atmosphere.
- Predicting annual events for student development together with Head of the institution.
- Independent evaluation of student performance.
- Liberty to students feedback and proposal on faculty

## **Ways grooming leadership at student level**

### **Academic leadership**

- Activities to inculcate the team spirit and leadership
- Inclusion of students in extension activities by the institute
- Coverage to industry
- Communication with specialists and visiting faculty
- Contribution and demonstration in conferences, seminars and workshops
- Class representative (student) for each class.

### **Sporting and Games leadership**

- Evolving sportsman spirit
- Learning to take disappointments
- Winning for team and creating fame
- Accepting defeat and failure
- Taking the win/success easy

### **Cultural activities leadership**

- Recognizing talents
- Working on trails
- Establishing events
- Endorsing participation
- Spreading appreciation

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

#### **Response:**

#### **Strategic Level**

Governing Board, Academic Advisory Board, and IQAC are the top bodies of the institute and assigned with the tasks of framing policies helpful to the institute as a whole. Number of committees such as Anti ragging, Grievance Redressal, SC/ST Cell, Library committee etc. also exist for the effective governance and ensuring other on-time resolution of any kind if issues come across. Academicians of repute, HODs, Deans and senior faculty members are the part of these bodies and they deliver energetic inputs before management taken from the faculty members and students.

HODs of individual departments conduct a departmental meeting at regular interval and take responses and feedback from the faculty and make an action plan and if anything beyond to their level is forwarded to the higher level for the necessary action to the management which are analytically significant. Throughout departmental meetings, faculty members deliver input which they have collected while interacting and communicating with students.

Authorities also conduct periodic meetings with class counselors and take their response and proposals to frame academic plans and strategies. Class counselors act as a bridge between students and administration.

#### **Administrative System**

The institute has well structured administrative setup to take care of all administrative and academic activities of the institute. The office of Director and Registrar are responsible to take care of all administrative activities at institute level and as well as to look after the official communication with other agencies concerned like Board of Trustees, Board of Governors, Affiliating university, State Government and other regulatory bodies i.e. AICTE, PCI, NBA, NAAC etc.

The institute has independent departments having their independent head of the departments to take care of all academic and administrative activities at department level. However, there are several other boards/cells have also been constituted like Proctorial Board, Women Grievances Cell, Examination Cell, SC/ST Cell, and Placement Cell to take care of other activities at institute level.

### **Functional/Operational Level**

All the departments enjoy independence and free hand in their working. They are free to hold events which are appropriate for the disposal of responsibilities and system development. Annual budget is given to individual departments to run the expenditures. The institute also promotes the department to shape industry academia relations.

Departments have also been given financial independence (to the bound ascertained by the governing body) to decide and approve procurement of lab apparatus/raw material and reimbursement of expenditures accrued in order to run the departmental activities.

All classes have a class representative who contributes in resolving student-related matter, issues and grievances. Class representatives are consistently in contact with class counselors and efforts are made to have proper two- way communication between students and HODs. Furthermore, students have unrestricted entry to the head and faculty members. Thus, students are also the part of decision-making process.

## **6.2 Strategy Development and Deployment**

### **6.2.1 The institutional Strategic / Perspective plan is effectively deployed**

#### **Response:**

**MIT sustain its excellence and distinctiveness by following a strategic plan that is built upon eight (08) sub areas namely**

- Academic Process
- Employability of Graduating students
- Industry Connect
- Self-Learning
- Holistic Development
- Faculty Development
- Research
- Extension Activities and community engagement

Meerut Institute of Technology (MIT) is an esteemed and reputed educational institution to higher education in technical as well as non-technical space. Based on its mission and vision, a strategic plan has been developed which addresses diverse requirements of its different stakeholders.

The institution has a Strategic Plan to help it develop in a systematic, well thought and phased manner.

#### **The strategic plan addresses:**

1. Development of environment conducive to the overall development of students
2. Imparting knowledge to the students in line with the university curriculum through pedagogical



tools developed over a period of more than a decade

3. Development of skill sets in students on latest tools and technologies
4. Imparting skill sets (technical, non-technical and behavioral) as per the requirements from the industry
5. Capacity building through development of infrastructure and development of manpower (Faculty and technical staff)
6. Constant development and innovation in teaching
7. Development of employability enhancement training centers, laboratories, vocational centers for learning and skill development centers for practical exposure to faculty and students
8. Encouraging Research and Development
9. Promoting innovation in present technologies, systems and processes for the betterment of society
10. Inculcating business skills amongst youth and society surrounding our institution as a part of our community engagements.

Thus, it is clear that the institution has made all possible efforts and advances to address all kind of needs and requirements the academia is expected and supposed to take up. We have made concerted effort to reach out to various sources and sectors to mobilize funds as outlined in its Strategic Plan, and have been successful in receiving various types of financial assistance both from the government and non-government quarters for its overall betterment. Our institute is committed to impart Quality education to the youth enabling them to develop the right attitude, professional competence and inculcating the right ethical values

**Goals to be achieved:**

1. All Faculty to have:
  - Ph.D. in their areas of interest
  - Research paper publications: at least one (01) per faculty in a session.
2. All Technical staff to be trained and upgraded in latest technology in relevant field.
3. Balance amongst Faculty:
  - Academic vs Industry Experience
  - Academic vs Research and Development orientation

4. Tie-ups in each stream with
  - Industries
  - R&D Laboratories
  - International academic institutions
5. Each stream to be strengthened to organizing at least:
  - 1 international conference annually
  - 2 domestic conference/seminars annually
  - 2 residential workshops (of at least 5 days duration) for knowledge sharing
6. Development of self-funded and independent Incubation Center at MIT for supporting and guidance to the upcoming business ventures.
7. Faculty or students associated with institute are sensitized for various IPR and Patent filing.

#### **6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

##### **Response:**

Meerut Institute of Technology has a well-defined organizational structure to ensure efficient governance and management through effective decision making. There are various bodies that have been constituted under its Governance Plan to formulate and execute policies and strategic plans based on its Vision and Mission and manage all activities of the Institute.

Effective leadership by setting values and participative decision-making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institute to co-ordinate the academic and administrative planning and implementation reflects the institution's efforts in achieving its vision.

In addition, each stream/faculty has a number of sub-committees and groups including students and staff members for carrying out various activities to ensure efficient functioning through decentralized management.

The organizational structure of MIT includes a three-fold hierarchy headed by Board of Governors that comprise of management personnels, industrialists, and educationists. Subsequent positions in the ladder are Director of the Institute, Academic Advisory Board and Principals/Dean of various departments as administrative and academic heads respectively.

Within the Institute, Director maintains the complete coordination through Internal Quality Assurance Cell (IQAC), Principals and Deans, Head of the departments, Examination Committee etc. The powers and functions of various bodies are well enunciated in the rules which help the statutory bodies to exercise effective monitoring of the entire functioning of the Institute. Various committees and cells have been categorized, including Academic Monitoring, Purchase, Research and Industrial visits, Anti-Ragging,

SC/ST Cell, Women Cell, Proctorial Board, Admission Cell, Class Counselors and Faculty Mentors etc. In addition, each Faculty has a number of sub-committees and groups including students and staff members for carrying out various activities to ensure efficient functioning through decentralized management.

The function of the Grievance Redressal Cell (GRC) is to look into the complaints lodged by any student, staff, and judge its merit. The GRC is also empowered to look into matters of harassment. All the procedures, rules and regulations related to recruitment, promotional policies as well as grievance redressal mechanism are well defined and are maintained at the Institute office and IQAC office.

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

### 6.2.3 Implementation of e-governance in areas of operation

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

**Response:**

**There are many welfare schemes available for teaching faculty as well as non-teaching staff as below:**

- Employee Provident Fund (EPF) scheme is implemented for non-teaching employees of the institute. Equal Management Contribution is credited to the EPF account of the employee every month.
- Laptop is provided to the faculty for the ease of working.
- Paid medical leave, study leave, special leave is available to the teaching staff.
- Travelling expenses for attending seminar/conferences/ FDP or any other training programs, are reimbursed.

- Group Personal Accident Coverage Insurance scheme is implemented for teaching and non-teaching staff through ICICI Lombard.
- Subsidized transport facility is provided to faculty and staff.
- Up to 50% Concession in tuition fee is granted to the employees or wards of teaching faculty whereas for non-teaching staff up to 75%, if admitted to any college of the group.
- Scholarship for books or uniforms is granted to the wards of non-teaching employees irrespective of schools they are studying.
- Skill enhancement training programs for faculties. The fee is paid by the institute.
- Skill development training programs for non-teaching staff.
- Financial advance like interest-free loan, festival advance and salary advance is granted to the employees in case of emergencies, calamities etc.
- Special leave to the employees for appearing for examination to improve qualification including Ph.D.
- Personal pre-counseling for income tax, TDS, purchase of immovable property etc.
- Public holidays, summer, winter and festival vacations are given to staff.
- Two uniforms are provided to all non-teaching staff at free of cost every year.
- Local conveyance is allowed for office work to non-teaching staff / teaching faculty.
- Rent-free accommodation in guest house to bachelor faculty, if requested.
- Free gymnasium facility to teaching and non-teaching staff.
- Compensatory off for working on holiday.

#### Leave and welfare schemes for the Faculty

- Privilege Leave: 36
- Medical Leave: 06
- Maternity Leave: 03 months leave
- Group Insurance: Yes
- Transport Facility: Yes
- Official Duty leave up to 50 every year
- Group Personal Accident Coverage Insurance scheme
- Mobile Facility: One mobile in each Department

#### Leave and welfare schemes for the Non-teaching staff

- Privilege Leave (PL): 24
- Medical Leave: 06
- Maternity Leave: 03 months leave
- Transport Facility: Yes
- Official Duty leave: up to 50 every year
- Employee Provident Fund (EPF) scheme
- ESI Scheme
- Group Personal Accident Coverage Insurance scheme

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

**6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.****Response:** 1.28**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	3	2	0

**File Description****Document**

Institutional data in prescribed format(Data template)

[View Document](#)**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 2.4**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	3	1	3

**File Description****Document**

Reports of Academic Staff College or similar centers

[View Document](#)

Institutional data in prescribed format(Data template)

[View Document](#)**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).****Response:** 14.33

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
46	12	10	12	2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

#### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

##### Response:

Performance appraisal is a formal system that evaluates the performance of staff working in a system. The main goal of this system is to preserve and improve employee/job performance. It is designed to support employees in knowing what is expected of them in terms of job performance and to provide corrective instruction, where warranted, in order to promote effective job performance. Simultaneously, it improves communication between the employee and the Director/HOD by giving an opportunity to provide feedback to individual employees on their job performance.

At MIT, we view appraisal as an important process within performance management system which assesses various parameters related to teaching and non-teaching staff.

##### Appraisal System for Teaching Staff:

A detailed appraisal form has to be filled by all the faculty members once each year. It entails the academic achievements (including qualifications earned, papers published, books / chapters written / participation in seminars / conferences / workshops / training programmes) as well as the administrative output.

The assessment of faculty's performance is performed in a systematic way against several performance indicators including; result of the students in end semester examinations, quality and quantity of output, initiative, leadership abilities, supervision, practical details, cooperation etc. Assessment is carried out in a manner so that it reflects the current performance as well as the future potential of faculty members.

##### Criteria for faculty appraisal

- Teaching effectiveness (including result of students as one of the major component)
- Scholarly and professional achievements;
- Research, as evidenced by both published and unpublished works;
- Development of curricula, new courses, and classroom materials;
- Advisory and counseling service;

- Success in generating external funding to support research or other programs;
- Service to the programs and administrative work of the institute (other than teaching and research);
- Attributes of integrity, objectivity, leadership, and cooperation

Based upon the performance appraisal, faculty is given monetary incentives (in form of annual increments), promotions and additional responsibilities or positions to fulfill their aspirations and simultaneously prepare them for upper level of administration.

One of the major attribute of faculty appraisal is based on student's feedback. Faculty members are informed about their performance and also given adequate guidance or counseling so as to improve their performance and simultaneously motivating them for better contributions towards meeting the academic goals / standards of the institution. It is also a useful tool in assessing employee training needs.

### **Non-Teaching**

In case of appraisal of non-teaching staff, following are the major performance indicators judged by the HODs / Deans / Registrar:

- Job Knowledge & Skills
- Quality/Quantity of Work
- Interpersonal Skills Initiative
- Attitude towards co-workers
- Attitude towards students
- Dependability

Based upon the appraisal, the non-teaching staff is also suitably rewarded either in monetary terms or position upliftment

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1 Institution conducts internal and external financial audits regularly**

#### **Response:**

The institute has to carry out several financial transactions throughout the financial year both in receipts and disbursement side. Therefore, regular auditing of the transactions is essential. Institute has an established mechanism to conduct internal and external audit regularly.

Transactions under receipt sides are mainly tuition fee and development fee collection at the institute, donation, grant for projects, examination fees, fine, penalty, sale of scrapped material, interest from bank etc.

Several heads are there for making expenditure such as Salary of employees, purchases of equipment, books, computers and peripherals, stationery, printing, consumables, recurring maintenance of academic and other infrastructure payments to statutory bodies such as, University, EPFO, etc., Fixed deposits, Awards, Rewards, payment to contractors for arrangement of functions, celebrations, event etc, and several

other heads.

### Internal Audit:

Institute maintains absolute transparency in accounting system. Receipts are issued for every payment received in office or generated online. Most of the transactions are online or by cheque. Qualified Charter Accountants are working for internal audit of transactions. Competent accountant and staff is appointed in account section of the institute.

Proposal in which major expenditure is involved needs prior approval. Voucher moves through, Principal/HOD and Director. Quotations are invited for purchases and purchase orders are issued after preparing comparative statement and approval from the competent authority. Bills, purchase orders need to be attached with the voucher. Before making payment, necessary entries are taken in respective stock registers. As per the policy of the institute, the internal audit is conducted by Piyush Goel & Co. from last five years

External audit is done throughout the financial year. Renowned Chartered Accountants firm namely Amresh Vashisht & Associates., Chartered Accountants, 115- Chappel Street, near St. John's school Meerut Cant., Meerut-250001 (0121--2661946) has been appointed for last several years.

Company sends their auditors throughout the year for audit. Audit objections are discussed and sorted out.

**Audit Reports:** Yearly audit is completed by the company at the end of financial year. Balance sheet is also prepared and detailed audit report is submitted which is available in the office.

### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

**Response:** 690.5

#### 6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
300	0	200	0	190.5

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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



**Response:**

MIT adopts several strategies for mobilization of funds.

Most of the fund for use in institute is via internal accrual generated through fees of students and bank loans.

Apart from these, some parts of the funds are generated through:

- Research grants
- Grants for conducting seminars / FDPs / workshops / symposiums
- Conducting various training programmes

**Optimal utilization of resources**

At MIT, we create the infrastructure and facilities with the aim for their optimum utilization by all stake holders. Laboratories, research centres and other infrastructure have been designed to facilitate their optimum use by students, faculty and other stake holders for different purposes including but not limited to:

- Teaching and training of students, faculty and industry personnel
- Development and implementation of research projects
- Product development
- Patent filing
- Consultancy in different domains

**Mobilization of Financial Resources:**

Institute has a strategy for mobilization of funds and optimal utilization of resources. Institute is self financed as such does not receive any financial aid from Government.

Major resource of finance is the collection of tuition fees and any other fees approved by The University.

- Institute prepares budget for probable expenses. The various heads include:
- Salary to the employees
- Staff welfare schemes
- Infrastructure augmentation
- Payment to Statutory bodies such as affiliation fee.
- Books & journals, Equipment. Computers etc.
- All type of maintenance
- E-governance
- Financial support for workshops Seminars, conferences
- Membership fee of professional bodies
- Scholarships to meritorious students and students from economically weaker section of the society.
- Student activities consumables

The institute management committee closely monitor the utilization of financial resources and advise the

Director accordingly. The sanctioning of various amounts is provided by discretion of the Director. Care is taken to use all resources optimally.

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

**Response:**

#### Objectives of IQAC

- To promote measures for institutional functioning towards quality enhancement.
- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- Improving quality of research and academic programs.
- Optimization and integration of modern methods of teaching and learning.
- Ensuring the maintenance and proper allocation of support structure and services.

MIT always believes in imparting quality through its simple and consistent methodology, quality systems and teaching learning process and governance related deliveries. Its Internal Quality Assurance Cell (IQAC) carries out all the activities which help in better functioning of the organization in one way or the other. Even before the establishment of IQAC cell, MIT always tried, improving its academic and administrative aspects.

**Two practices institutionalized as a result of IQAC initiatives are as follows:-**

#### 1. Focus Based Learning System:

Every year we organize an orientation programme for newly admitted students and their parents where we as an organization aware them about the course structure, its benefits, and various career opportunities that they will grab in the coming years.

From past one year we have started the cabin class system for slow learners on the basis of their performance in the class tests conducted in different weeks or months as per the schedule.

Focus based learning through special programs such as Remedial Classes, Guest Lectures, Class Tests, Counseling by Mentor are arranged for such students to bring them at par with each other. Further, specialized needs such as English Proficiency are also taken care of.

At higher levels students are also encouraged to participate in different national level competitions which help in sparking innovative ideas in them which further leads to overall development of the students and organization.

#### 2. Collaborative Learning and improvement:

- As a part of collaborative learning, both Faculty members and students are encouraged to attend specialized Trainings/FDP/ Conferences/Seminars to gain widened perspective in their fields and their subjects.
- Both faculty and students are encouraged to join NPTEL classes and courses of other MOOCS platforms as 'SWAYM' and their examinations as a part of collaborative and enhanced learning system.
- Actions are being taken to measure the design, content and delivery of the programme, through programme evaluation process such as regular inspection at department level for the assessment of laboratory/class room/workshop by the departmental team in the leadership of departmental head. At the same time importance to student's feedback is also given to ensure the understanding of different issues they are facing at administrative and academic level as a part of collaborative learning and improvement.

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

Our Institute has formalized the Internal Quality Assurance Cell (IQAC) with effect from 12/05/2019 to carry out academic and administrative audits, assess and monitor academic and administrative performance and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture.

Before the existence of this cell, the institute reviewed its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through different inspection committees/meeting.

In general, regular inspections by AICTE and University teams' results in maintaining an optimum balance in quality assurance. Further, time to time inspections at department level for the assessment of laboratory/class room/workshop by the departmental team with the headship of departmental head also are done.

IQAC has played a very crucial role in improving practices in teaching-learning process and

methodologies. IQAC has suggested many reforms in teaching learning process so far. However, a few of them are as below:

1. Promoting usage of ICT in teaching
2. Promoting curriculum enrichment programs
3. Placement trainings based on individual assessment of students have been provided to students

4. Conducting FDPs
5. Skill based training programs for faculties and students
6. Gap identification with premier institute
7. Analysis of feedback collected
8. Arranging guest lecture, industrial visits

The institution reviews the teaching learning process through IQAC committee members. IQAC conducts academic audit in every semester.

#### Example-1

Students' online/offline feedbacks are collected, feedback reports are generated and copies of generated feedback reports are submitted to the IQAC. The faculty concerned are suggested improvement in performance and corrective measures to be initiated, if any. The IQAC discusses on feedback reports with faculty and corrective measures to be initiated in its meeting.

#### Example-2

Two Sessional tests and one Pre University Test are conducted in a semester. Reports of analysis of results of Sessional and PUT are forwarded to the IQAC. The IQAC discusses on result analysis suggests corrective measures to be initiated for improvement. The students with poor performance in the tests are asked to attend remedial class.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

#### 6.5.3 Quality assurance initiatives of the institution include:

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

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

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

NVAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

MIT has a strong ethical work culture that is based on inclusivity. Equal opportunity is provided to all individuals irrespective of gender. Its unique work culture, healthy traditions and ethos have led to enrolment of girls students and women staff. Gender equality is very important for a healthy society, the milestone to be reached is the basic information and awareness about girl child to every family of the community in the areas around the institute, this directly conveying the message of empowered women leads to empowered society and empowered nation.

##### The Institute aims to:

1. Engage equally with all staff and other stakeholders, regardless of their gender, respectful and constructive manner
2. Promote work culture that values gender equality and integrates gender considerations in each aspect of the workplace
3. Overcome barriers to gender equality in the workplace, including gender biases and gender-based stereotypes
4. Ensure an understanding of gender issues be developed among all its employees
5. Ensure that everyone have the same opportunity to participate in and contribute at all levels and to receive appropriate acknowledgement and equitable reward for the same.

Students in our institute come from socio-economic backgrounds, from both rural and urban areas. It is, thus, imperative to create awareness among themselves about need of Gender Equality and Gender Sensitization.

The Institute conducts such activities time-to-time. As an example, one such activity is mentioned below:

- Beti Padhao Kabil Banao
- Awareness Program On Women Hygiene And sanitation
- Extempore Competition On Women Empowerment”
- Program on Safety and security of women
- Essay Writing Competition On Save Girl Child
- Debate On Implementation Of Policies And Program For Women Friendly Work And Study Environment
- Poster Making Competition On “Awareness On Women Safety
- Lecture on eve-teasing and sexual harassment
- Awareness program on breast cancer
- Scholarship program for girl child
- International Women’s day celebration
- Poster competition on women empowerment
- Women empowerment Rally

**(A) Safety and Security**

The institute has taken the following safety & security measures:

- The institution has installed high quality CCTV cameras all over the campus to track the activity of every student thus ensuring their safety inside the campus.
- The Institution has a special cell called student Grievance Redressal Cell (SGRC) through which it addresses the student's grievances related to academic and nonacademic matters, such as assessment, victimization, harassment by colleague students or teachers etc.
- Adequate security forces are available in campus ensuring no untoward incident.

**(B) Counseling**

Gender sensitization camps in urban and rural areas include the following aspects:

- Women rights
- Campaigns against female foeticide
- Awareness on health on hygiene for women

**(C) Common Room**

In order to support gender equality and for gender sensitization, the institute has provided facility of common room for girls appropriately, at convenient locations. It is well equipped with the entire necessary facilities like attached washroom, sitting arrangement, rest space etc.

File Description	Document
Annual gender sensitization action plan	<a href="#">View Document</a>
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>

**7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures**

- 1.Solar energy**
- 2.Biogas plant**
- 3.Wheeling to the Grid**
- 4.Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

#### Response:

At MIT, we have been practicing following strategies for Waste Management:

#### 1. Solid Waste Management:

- Solid waste is mainly generated from boy's hostel mess, girls hostel mess, canteen, etc.
- Separate bins are kept for bio-degradable and non-biodegradable waste.
- Solid waste is also collected in the form of dry leaves and dust after sweeping.
- Major part of this waste is collected by the trucks of Meerut Municipal Corporation, Meerut in containerized bins.
- MIT has started its own Registered Garbage Collection Vehicle which has significantly improved the problem of solid waste disposal
- MIT is in the process of installing a compost making plant to convert biodegradable solid into compost.
- 

#### 2. Liquid Waste Management:

- **Sewage:** A sewage treatment plant (STP) is operating within the MIT campus. Effluent generated from the STP is used for horticulture purpose and the solid waste generated is disposed through sweepers of Meerut Municipal Corporation, Meerut, for further disposal at designated location.
- **Rain Water:** Rain water at MIT is not allowed to go in drains. There are 3 numbers of rain water harvesting pits in MIT campus sufficient to cater rain water harvesting requirement. Additionally, two open well recharge systems are also constructed.

#### 3. E-Waste:

E-Waste collected and is handed over for the safe disposal to authorized E-Waste recycler, Adinath RecycloTronix Pvt. Ltd., Panipat, Haryana

#### 4. Biomedical Waste management



- Biomedical waste like animal anatomical waste, expired medicines, Micro and other clinical lab waste, used gloves, cotton pellets, syringes, needles, glassware etc. are collected in separate bins.
- The material pre-treatment is done either through Chemical disinfection or autoclaving depending upon the nature of the waste.
- Use of appropriate PPE is mandatory when segregating, packing, transporting, and storing Biomedical Waste.

#### **Hazardous chemicals:**

- Hazardous waste means any waste, which by reason of characteristics, such as physical, chemical, biological, reactive, toxic, flammable, explosive or corrosive, causes danger to health, or environment.
- It is always preferred to investigate whether or not processes using hazardous materials can be eliminated; or determine if alternative methods exist for processes that do not use hazardous materials.
- It is always preferred to reduce the quantity, toxicity or other hazardous characteristic of materials being generated from processes that cannot be eliminated or substituted for by an environmentally safe process.
- Material is stored in properly labeled containers that accurately identify each container's contents.
- Only the containers manufactured for the purpose of holding hazardous materials are used for the containment of hazardous materials.
- Empty reagent containers are rinsed thoroughly as per defined guidelines before being reused or discarded.

<b>File Description</b>	<b>Document</b>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.5 Green campus initiatives include:**

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

**7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

**Response:** C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

Institutional efforts/ initiatives in providing an inclusive environment: tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities.

Efforts have been made by the institution in providing an inclusive environment which promoting harmony and tolerance among the students. Right from the enrollment there is no biasness as the enrollment is purely transparent and is merit based. Moreover, university provides equal opportunities to the students in various activities conducted throughout the session irrespective of their caste, creed, religion and region.

Various cultures are represented during the fests which depict sense of respect towards all the cultures. There is no segregation of students on the basis of their lingual or communal background. Students are safe and they also feel safe and secure at the institute, not because of locks, and security guards, but because they know the institution has physical, emotional and spiritual safety. Anti-ragging cell acts as a key factor in maintaining tolerance and harmony among students. For the last decade there is not a single incidence of ragging which shows the efficient working of the cell. Grievance redressal cell is also constituted to address the grievances among students to maintain harmony in the institute.

Different sports and cultural activities organized inside the institute promote harmony towards each other. Various cultural and regional festivals of India inclusive of all the caste, religions and Communities are celebrated in the institute. This establishes positive interaction among people of different racial and cultural backgrounds.

There are different Grievance Redressal cells in the institute like Student Grievance Redressal Cell, Women Grievance Redressal Cell which deal with grievances without considering anyone's racial or cultural background.

To represent our Indian culture, on the eve of our institute annual gathering we organize a traditional dress competition and fashion show. In this competition students wore the different attire representing the different states, religions and cultures. Through this activity students get acquainted with the different culture of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. This also creates the inclusive environment in the institute and society.

File Description	Document
Any other relevant information.	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

#### **Response:**

India is a vast country with many languages, subcultures, religions and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, and race.

MIT sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties and responsibilities of citizens which enables them to conduct as a responsible citizen.

The vision of the institute is to be an outstanding institution in the country imparting technical education, providing need-based, value-based and career-based programmes and producing self-reliant, self-sufficient technocrats capable of meeting new challenges. These elements are inculcated in the value system of the institute community.

The institute hoists the flag during national festivals and invites eminent persons to inspire students and staff by informing the qualities of freedom fighters and to emphasize the duties and responsibilities of citizens.

The institute establishes policies that reflect core values. Code of conduct is prepared for students and staff and everyone should obey the conduct rules.

Seven Day induction program is conducted on "Human Values and Professional Ethics" for both students and staff to strengthen the roots of values, duties and responsibilities.

The institute organized awareness program on "Traffic Rules and Regulations" by Pioneer Automobiles and traffic DSP is invited to give guidelines to students on road safety and to emphasize their responsibility of following rules.

The institute conducted awareness programs and rallies on ban on plastics, cleanliness, Swachh Bharat, Blood Donation etc. involving students.

On Orientation day and fresher's day, reputed persons from police department and legal cell authorities are invited to speak about the duties and responsibilities of citizens and consequences of ragging.

#### **SWACHH BHARAT PROGRAM:**

MIT believes that effective learning occurs in a clean and green campus. The Institute stands to the fundamentals of prosperity with cleanliness along with nurturing the young minds of the Institute students

through value based education. The Swachh Bharat Abhiyan was launched on 2nd October 2014, throughout India by Honourable Prime Minister with a vision of 'Clean India.

As part of this mission the Institute took to the initiative to keep the surroundings clean through active participation by staff and students.

**Plan of Action:** In pursuant to the vision of Swachh Bharat Abhiyan, MIT has initiated cleanliness drive on regular basis. The plan of action decided was as follows:

- Creating mass awareness on cleanliness and hygiene among the students and faculty members by organizing sensitization programmes on "Swachh Bharat Abhiyan" for motivating them to contribute to the campaign proactively.
- Events like drawing and poster competition, essay writing, speeches, slogan competitions, etc on "Swachh Bharat" to be organized.
- Regular participation of students and teachers in the cleanliness drive within the Institute campus.

Rallies with the themes of "Swachh Bharat Abhiyan" in and around the Institute locality for creation of mass awareness.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

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

**festivals (within 500 words).**

**Response:**

Birthday of Dr. Sarvepalli Radhakishnan, second President of India, a Teacher and an Academic Philosopher is celebrated on 5th September in the departments and at institute level. This is celebrated every year on the Mentioned date. The Institute strongly believes that unless the present generation of youth is not sensitized about the significance of the festivals of our secular country and the sacrifices which great men and women of this country have made for uplifting their countrymen the students are not able to understand their responsibility to the nation. To build a nation of youth who are noble in their attitude and morally responsible, the institute organizes national festivals and birth/death anniversaries of Great Indian personalities. The unity which India has in its diversity that serves as the melting pot of cultures, religion, and ethnicity and develops qualities of tolerance and understanding amongst students. The institute observes the following days regularly:

- 26 th January-Republic day,
- 21st June - International Day of Yoga,
- 15th August- Independence day,
- 2nd Oct- Gandhi jayanti,
- 1st December World Aids Day,
- 8th march International Women's Day,
- 7th April World Health Day,
- 5th June World Environment Day,
- 25th September World Pharmacist's Day,
- 1st October National Voluntary Blood donation Day
- 31st October National unity day

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Best practice 1: Career oriented assessment and training to students**

**Objective:** To achieve best possible placement of graduating students through training programs incorporated in line with their academic curricula.

**Context:** To produce best employable graduates and hence the best placement results in the changed placement regime, the institute needs to adopt different ways to prepare its students.

**Tools:** The Institute has tie-ups with Co-cubes, AMCAT, E-LITMUS, Zenith and Code-Tantra to provide the best possible platform to the students.

**Process:** Co-cubes and AMCAT conduct assessments, basis these assessments we design a training framework for individual student. Zenith classes improves soft-skills and Code-Tantra improves coding and programming skills.

**Evidence of Success:**

- Students are able to crack the written examination.
- Students are able to face the different rounds of interview with enough confidence.

Academic Session	Progress Percentage (Placements)
Before 2015-16	50-55
2016-2017	60
2017-2018	68
2018-2019	70
2019-2020	70-72

**Best practice 2: Opportunity for student employability (Job Fair)**

**Objectives:** To provide better employability in multinational industries

**The context:** The employability is one of the biggest challenges for engineering education and institutions for graduating students. The primary reason for this may be disconnection between industry and academic institutions.

**The Practice:** The Institute has taken corrective measure to meet the need for improving employability of students by organizing job fair.

**Evidence of Success:**

Date of Job Fair	Participants	Job Offers
2.2.2019/3.2.2019	1500	456
2.6.2019	1000	417
7.1.2020	1400	439
8.2.2020	10,000	3147

**Best practice-3:** Scholarship distribution to meritorious/Economically challenged students

**Objectives of the practice**

To provide motivation and financial assistance to the meritorious students/economically challenged students to enable them to pursue professional and technical courses.

**The Practice:** Our Institute takes initiative to motivate the students to excel in the technical and professional courses. We can enable greater success in institute, providing backing for deserving students.

#### Evidence of success

Year	No. of Students benefited	Amount
2015-2016	522	58,96,522
2016-1017	251	3,603,880
2018-2019	151	2,576,720
2019-2020	150	2,840,590

**Problems encountered & Resources required:** Lack of awareness among the students and they are unable to reach out to the deserving candidates, while in some cases, the students lack sufficient resources to gather awareness about the scholarship.

#### Best practice 4: Industry and Alumni Connect

##### Objectives

- To enhance the better interaction between institution and industry
- To improve the quality of technical education adequately to meet the needs of the industry.
- To promote and foster interaction amongst the Alumni and the faculty and students of the institute.

**The Practice:** The institute is organizing this event from 2017 to increase the interaction between the alumni and the students. They share practical knowledge and experiences regarding industry environment, new technology and innovations.

**Evidence of success:** Students get the knowledge of professional environment and enhance their skills and prepare themselves for new opportunities and jobs.

**Problems encountered & Resources Required:** Sometime lots of the alumni are not able to connect with institute because of their busy schedules and other responsibilities

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices in the Institutional web site	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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



**within 1000 words**

**Response:**

The establishment of the Meerut Institute of Technology symbolizes the ascendance of plateau of achievement of academic excellence. To recruit and retain well qualified motivated faculty and staff and provide adequate infrastructure, equipment and machinery. To provide amenities and sports facilities in harmony with nature. Industry institute interaction to provide adequate exposure to the students to the world of work. Enrich library and provide latest teaching gadgets and process to promote effective teaching, learning. To provide holistic value based education and inculcate entrepreneurial abilities so that the students are well groomed in knowledge, skills and values to have the ability to face the challenges of the corporate world and life Institute provided inclusive technical education so that a deserving student is not denied an opportunity for technical education solely on socio economic constraints. It also provides holistic education to develop skills, knowledge and values through well-structured curriculum and instructions so that students are made readily acceptable to the corporate world and promote entrepreneurship

Efforts are on not only to invite companies for the placements, but also to make students skilled enough so that they are rated high by the recruiters such as Amazon, HDFC Life, Genpact, IBM, Infosys, Tech Mahindra, Wipro, TCS, MAQ Software, QA Info Tech etc . Institute provide students prerequisite training for building and developing competencies for the placement. Mentoring scheme has developed systematic road map for improving the different aspects of personality developments, Communication Skill, Presentation Skill, Team Work, leadership qualities, resume writing, etc. and make them ready to face the challenges in industry.

Thus, MIT, in the recent past has been doing its level best to make alliances with the industry to establish state of the art training & research facilities. Inherent philosophy of MIT is now to establish itself as a 'Skill Institution'. All of its policies and strategies are oriented towards achieving this objective which is also an inherent part of its vision statement. Thus enhancing the skills of the students is the main priority and thrust area of our Institute.

This is the result of such orientation that MIT is now the proud owner of some of the excellent state of the art lab facilities which anyone can envy. These facilities are fully operational and are planned to use at full capacity for imparting domain specific skills to students and faculty. For each of the laboratory, faculty members are trained from the respective companies. All the cost for the training of the faculty members have been borne by the Institute Further, advanced level certified SAP, AWS and AIMA labs are conducted by instructors from Industries as well as our Institute. The facilities that are established in these laboratories are at par with Industrial standards, sufficient enough to train even Industry personnel as well. It is worth noting that, such facilities have also increased students' participation in various competitions and project development.

## 5. CONCLUSION

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### Additional Information :

- Add-on programs and subjects related to Gender, Environment and Sustainability, Human Values and Professional Ethics are offered
- Teachers participate in Evaluation, paper setting, assessment of the affiliating university and other universities too
- Students of diversified categories and cultural backgrounds are enrolled with the institute
- Advanced and slow learners are identified, remedial actions are taken
- Faculty members adopt latest teaching tools for effective teaching
- Students are assigned with mentors
- Programs are organized for community-based activities with neighbourhood and beyond.
- The faculty members are involved in research and collaborative activities and are encouraged to publish their research papers and some of our senior faculty members are associated with various journals as reviewer and editorial board members
- We have various Centres of Excellence (CoEs) The Sales Force, AIMA BIZLAB, Linux Academy, Adobe Academy, SAP, AWS Academy, Cisco Academy, ICT Academy, Oracle, IASC sector skill council are established
- DELNET and AKTU e-consortium have been subscribed as e-learning resources
- The institute has various scholarship schemes to students that are given basis different criterion and students are motivated to apply for the various govt scholarships also
- The institute provides Group insurance facility to all of its students, faculty and staff members
- The Institute has been recognized as a centre for conduction of Inspire Internship Science camp from Department of Science and Technology, Govt. of India and two major “Inspire Internship Science Camps” have been successfully organized.
- MIT take pride in the infrastructural facilities that we have with us for all kinds of state of art learning resources.
- The placement pattern of our institute tells us about how effectively we have made the employability and placement regime. We have also being organizing Job fairs in association with Regional Employment Office every year for the unemployed youth of this area and the state of Uttar Pradesh.

### Concluding Remarks :

#### The Institute:

- has one of the best placement percentage
- offers various courses at undergraduate level and affiliated to Dr. APJ AKTU, Lucknow and CCS University, Meerut. 75% programs are based on CBCS
- has 53% ICT enabled classrooms
- has 730 computers with dedicated leased line of 164 mbps optical fiber backbone
- organizes various FDPs, STPs and webinars on regular basis
- conducts various Assessment Tests by Co-Cubes and AMCAT, Aptitude Trainings by Zenith, foreign languages programs
- has Alumni Association and institute organizes alumni meet at institute and in different cities
- has collaboration with several agencies like CodeTantra, Oracle, IBM, REDhat, Amazon Web Services

(AWS), CO-CUBE and AMCAT etc.

- invites suggestions from all stakeholders before implementing different policies
- has implemented e-governance
- has several welfare measures for its staff members
- organizes training programs for faculty and staff
- gives due weight age to Safety and Security of its students, staff and faculty
- has solar energy system and produces sufficient energy to fulfill its own need through grid
- has effective waste management policies
- has Clean and green campus recognition and has been audited for energy, and green environment
- has been duly audited and certified for quality systems and processes
- has barrier free environment for differently abled persons

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.3	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.3.1. <b>Number of students undertaking project work/field work / internships</b>            Answer before DVV Verification : 362            Answer after DVV Verification: 0</p> <p>Remark : Internship certificate not provide by HEI.</p>
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) <i>Students</i></p> <p>2) <i>Teachers</i></p> <p>3) <i>Employers</i></p> <p>4) <i>Alumni</i></p> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: D. Any 1 of the above            Remark : DVV has made the changes as per the report provided by the HEI.</p>
1.4.2	<p><b>Feedback process of the Institution may be classified as follows:</b></p> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>1. <b>Feedback collected, analysed and action taken and feedback available on website</b></li> <li>2. <b>Feedback collected, analysed and action has been taken</b></li> <li>3. <b>Feedback collected and analysed</b></li> <li>4. <b>Feedback collected</b></li> <li>5. <b>Feedback not collected</b></li> </ol> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website            Answer After DVV Verification: D. Feedback collected            Remark : Action taken report regarding the students and facilities has not consider.</p>
2.6.3	<p><b>Average pass percentage of Students during last five years</b></p> <p>2.6.3.1. <b>Total number of final year students who passed the university examination year-wise during the last five years</b></p>

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
133	119	189	284	339

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
106	119	189	284	339

**2.6.3.2. Total number of final year students who appeared for the university examination year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
153	127	196	308	361

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
113	127	196	308	361

Remark : DVV has made the changes as per report of appeared and passed students provided by HEI.

**3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**

**3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
45	5	3	2	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
30	4	1	0	1

**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years**

**3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

7	3	3	6	6
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	0	1	2

3.3.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

3.3.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	5	1	2	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	1	2

3.4.1 **The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years**

3.4.1.1. **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	0	1	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	0	0	0	0

4.1.4 **Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

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2019-20	2018-19	2017-18	2016-17	2015-16
53.01	32.70	131.93	3.99	101.35

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
33.64	32.70	131.93	3.99	101.35

Remark : DVV has made the changes as per addition of fixed assets excluding vehicles, Library books , Refrigerator and Fan in audited statement duly signed by HEI.

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

**5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
230	301	446	602	617

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
213	160	263	313	307

**5.2.2 Average percentage of students progressing to higher education during the last five years**

**5.2.2.1. Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 7

Answer after DVV Verification: 5

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

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	7	1	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	1	0	0

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

**5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
18	10	11	6	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	4	11	6	7

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
358	28	20	15	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
46	12	10	12	2

7.1.6 **Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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



Answer before DVV Verification : A. Any 4 or all of the above  
 Answer After DVV Verification: C. 2 of the above  
 Remark : DVV has made the changes as per the report provided by HEI.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>930</td> <td>572</td> <td>517</td> <td>763</td> <td>1036</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>929</td> <td>571</td> <td>516</td> <td>762</td> <td>1035</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	930	572	517	763	1036	2019-20	2018-19	2017-18	2016-17	2015-16	929	571	516	762	1035
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929	571	516	762	1035																	
1.3	<p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>153</td> <td>127</td> <td>196</td> <td>308</td> <td>361</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>127</td> <td>196</td> <td>308</td> <td>361</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	153	127	196	308	361	2019-20	2018-19	2017-18	2016-17	2015-16	113	127	196	308	361
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2.2	<p><b>Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>347.27</td> <td>316.18</td> <td>265.65</td> <td>366.21</td> <td>439.63</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>347.27</td> <td>274.85</td> <td>215.90</td> <td>225.67</td> <td>287</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	347.27	316.18	265.65	366.21	439.63	2019-20	2018-19	2017-18	2016-17	2015-16	347.27	274.85	215.90	225.67	287
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2019-20	2018-19	2017-18	2016-17	2015-16																	
347.27	274.85	215.90	225.67	287																	
2.4	<p><b>Total number of computers in the campus for academic purpose</b></p> <p>Answer before DVV Verification : 690          Answer after DVV Verification : 545</p>																				