



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MANGALMAY INSTITUTE OF ENGINEERING AND TECHNOLOGY, GREATER NOIDA

**PLOT NO. 8, KNOWLEDGE PARK - II, GREATER NOIDA, GAUTAM BUDDHA
NAGAR, UTTAR PRADESH- 201310**

201310

www.mietengineering.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mangalmay Institute of Engineering & Technology, known as MIET, is located in Greater Noida and was founded in 2011 by the Mangalmay Foundation Trust. Its mission is to provide value-based engineering education and promotion the holistic development of its students. Since its inception, MIET has been dedicated to nurturing leadership qualities and entrepreneurial skills through emerging technological developments thus encouraging students to embrace innovative ideas and prepare for successful professional lives. The institute is committed to maintaining diversity and upholding high teaching standards in the diverse filed of engineering, ensuring equality and fairness without gender bias.

MIET's primary goal is to offer engineering education to students aspiring to pursue careers in the respective fields in the domain of Computer Science, Artificial Intelligence and Data Science along with promoting cultural diversity and a collaborative team spirit.

Situated in the vibrant Knowledge Park Phase-II, Plot 8, Greater Noida, MIET provides an ideal location for higher education. While technical education remains a core focus, the institute also strives to provide exceptional employment opportunities, preparing students to excel in the corporate world.

Recognizing the importance of quality education, MIET employs highly qualified faculty members who are experts in their respective fields. The institute has state-of-the-art smart classrooms, boys and girls common room facilities, indoor and outdoor sports facilities, special dedicated places for the counseling for ICC Meeting Room, Anti-Ragging Cell Meeting Room, , SC/ST/ OBC Committee Meeting Room, computer labs, an innovation and incubation center, medical facilities room, gymnastic facilities, yoga facilities etc , and a dedicated placement and CRD Center to support students in their career endeavors. Besides, the institute has proper director's room, registrar office, HR Office, a very rich library and a well-structured IQAC Department.

MIET is renowned for its discipline and commitment to delivering high-quality education in the region. The institute's mentorship program establishes close connections between students and faculty members.

Despite its rapid expansion and growth, MIET remains dedicated to acquiring new knowledge and continually improving its educational offerings for the benefit of its students. The institute faced challenges during the COVID-19 pandemic, but it adapted by providing structured online lectures to minimize the impact on students' education.

The institute is committed to impart Outcome Based Education and strives through-out to provide equal opportunities for the employment to its every student. Predominantly, the strong connect with the industry and multiple MOUs with them establish a holistic industry and academia relationship for the betterment of the students of the institute.

Vision

To be recognized as one of the best institutions to pursue excellence in the field of engineering education, research and innovation that meets the needs of the society and to strengthen nation.

Mission

- To fulfill the requirement of skill manpower with focus on Engineering education.
- To be dynamic, Innovative and flexible in devising academic programmes to match with industry needs in concurrence with affiliating university's norms.
- To create globally competent & socially responsible technocrats by providing need-based engineering training.
- To carry out cutting-edge research and development for the benefit of the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Positive attitude of the management with an outlook of philanthropic approach towards education,
- Special focus to achieve its Vision and Mission through continuous support and motivation,
- Highly effective Teaching-Learning system equipped with ICT facilities, modern laboratories, and full-fledged computerized Library including the Digital Library.
- Highly effective mentorship system,
- Incorporation of Value-Added Courses and Add-On Courses.
- Strong focus on co-curricular and extra-curricular facilities,
- Innovation and Incubation Centre for promoting new start-ups,
- Very effective Research Promotion Policy
- Supportive Placement Cell,
- Continuous sharing feedbacks with the parents about their ward's performance,
- Students' Supports through Outdoor & Indoor Sports Complex, Gymnasium, Computer Lab, Yoga Centre, Medical Facility, Library, Boys/ Girls Common Room, etc
- Alumni of the institute are occupying senior positions in PSUs, R&D organizations, and eminent national / multinational companies.

Institutional Weakness

- The Institute is affiliated to Dr. APJ Abdul Kalam Technical University Lucknow (UP) hence has limitations as the syllabus cannot be upgraded as per the need of the industry.
- There is a need to enhance focus for Research & Development, Consultancy, Trainings through MoU's and collaborations with the other organizations and strengthen industry and academia strengthening.

Institutional Opportunity

- MIET is situated at Greater Noida amidst the educational hub which is a successful industrial hub as well which create opportunities to the students with sufficient placement possibilities.
- Being adjacent to Delhi there is tremendous opportunity to interact, explore, liaison and attract Sponsored Projects of DRDO, CSIR, DST, DMRC, MSME, and other organizations related to the engineering fields.
- There is huge potential for Academic Collaboration including Research with institutions of high repute.

- Excellent opportunities for capstone and dissertation research projects to the students,
- To boost employability Industry Oriented Training may be impacted by setting up of Centre of Excellence as the necessary expertise in almost all the latest technologies is available in this region.
- Due to cosmopolitan culture, fast-growing region, and availability of reputed educational groups, better quality students are available.
- Because of its proximity to International Airport, academic tie-up and collaboration with foreign universities can be explored.

Institutional Challenge

- To attract projects related to specific domain of CS, AI and DS for incubation cell is a big challenge,
- Rapid change in the technology and industry preparedness is a big challenge,
- Placement in the core sector is a big challenge,
- To develop an eco-system to create Entrepreneurs.
- Declining availability of quality faculty, doctorates as well as exposing the teaching faculty to the industrial scenario and get them trained in an industry is another challenge
- Changes in the aspiration, unpredictable, and declining quality of students.
- Declining numbers of admission over the past few years are the biggest threats to face.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricula for the six undergraduate programs of engineering have been formulated in accordance with the guidelines of AICTE, affiliating university and are in tune with the vision and mission of the Institution. Considering the technological advancements, the curriculum for the undergraduate programs of engineering is shaped in the form of Humanities, Basic and Engineering Sciences, Mathematics, Professional Core, Professional and Open electives and Skill development courses. The emphasis is on overall development and knowledge acquisition. The curriculum also includes, Mini projects, laboratory and project work, technical report writing, and training in latest software's and technologies which is offered under technical skills. The core subjects in the curriculum provide technical knowledge in the chosen program. Students learn important concepts in professional core subjects and advanced concepts in professional elective subjects. With a view to promote self-learning, students are required to complete at least one online certification course of minimum eight weeks duration from SWAYAM /COURSERA. The students are also encouraged to participate in technical symposiums, take up internships and involve in NSS events and join in extra-curricular clubs which aim at enhancing their inherent creative talents.

The institute is affiliated to DR. APJ Abdul Kalam Technical University – Lucknow (UP) hence institute follows the curriculum as designed by the university. The curriculum overall is comprehensive and covers most of the recent contents, still, some gaps are there related to the actual trends of modern industry. The institute follows a balanced evaluation process for its internal and external exams in corroboration with the university's norms. The institute tries to bridge these gaps through the various add-on programs offered to the students after identifying through the feedbacks or suggestions received from various stakeholders. There are on regular basis guest lectures, workshops, value added programmes from the industry and academia to enrich the knowledge of the students. All these activities are beyond the course curriculum. All such activities are managed and manned by the students' coordinators duly appointed through a specific manner. These way students develop the

confidence in managing the events which help them into their placements. The course content of the curriculum is effectively delivered by well-qualified and experienced faculty members. Faculty members use the ICT tools and latest pedagogy that increases the learning experience of the students. There is a feedback system in place for the curriculum delivery to ensure the quality of education as per the latest trends. Institute puts best effort to ensure that each student after graduating from our institute contributes significantly to society and country.

Teaching-learning and Evaluation

MIET since its inception has given full importance to its teaching and learning process. The institute adheres the guidelines and polices in the case of admission of the students as per the university norms and take part properly in the admission counseling session accordingly. The institute very strictly follows the norms while admitting the students as per the reservation polices. Ever since it has been the endeavor of the institute to maintain the student teacher ratio and give preference to appoint well-qualified and dedicated faculty members who can work together with other support staff to inculcate students' centric learning culture developing professionalism, traditional values, etc. The student-centric modern pedagogies include experiential learning, individual participative, and collaborative learning that cater to the diverse needs of the students.

The institute maintains their course files as per the stipulation of the norms while observing OBE/ LOCF i.e. "Learning Outcome Based Curriculum Framework" and POs, PSOs and COs accordingly. Thereafter in the end of the semester and even during the course of on-going semester, periodical students satisfaction feedback is obtained online to ascertain that the students are feeling satisfied with the quality level of the teachers and their teaching methodology as well. At the institute level, the internal assessment is carried out to check the progress of students, and the system is made robust and transparent with clear guidelines. Mentor-Mentee system is in place to support students by counseling and guidance to their academic progress. A student feedback system is used to evaluate the Teaching-Learning Process and thereby necessary corrective measures are taken.

Research, Innovations and Extension

The establishment of Innovation & Incubation Centre is the first step in this direction taken by the institute. Gradually the institute has started moving into the research domain to the level which is acknowledged by the government and non-governmental agencies so as to enable to get the funds and grants for the research promotion activities as such. The Institute has a well-structured and practical Research Promotion Policy to promote research, innovation, and extension activities to students and faculty members and encourages faculty and students to undertake in-house and collaborative research projects. The faculty members and students are also prompted to publish papers in refereed journals and conferences. Institute motivates faculty members to organize and attend workshops, seminars, conferences etc. to enhance and update their knowledge. The institute encourages establishing linkages with industry and academia in the form of MOUs. The institute organizes institute-level technical fest every year to inculcate innovation culture among the students.

Infrastructure and Learning Resources

From the day one since the inception of the institute, it has been the endeavor to have a state-of-the-art infrastructure in the institute. The gradual up gradation in the infrastructure facilities which includes smart classrooms with ICT enabled facilities, seminar halls, boys and girls common room,

laboratories, Computing facilities, and hostel accommodation for boys and girls, indoor and outdoor sports facilities, Yoga Centre, Placement Cell, Medical Room, Gymnastic Room, Offices to conduct meetings for Anti-Ragging Cell, Internal Complaint Cell, Grievances Cell Committee Meetings etc which creates an ambiance to high-class teaching and learning process in the institute. The classrooms, seminar halls, labs are equipped with LCD projector with Wi-Fi facilities. The computing facilities and other lab equipment are regularly upgraded as when as required to meet industry-based learning. The institute also has automated LMS software in the central library to manage the library resources. The Institute promotes the use of digital platforms for learning resources such as NPTEL, E-journals, etc. The institute has a total of about 230 computers for student and faculty usage and maintained a good student-computer ratio as per the prescribed norms of AICTE. The internet bandwidth of the institute is sufficient that provides internet service to all students as well as employees. The institute provides a printing facility to the entire department. The campus has various outdoor as well as indoor sports facilities, outdoor facilities like football court, basketball, and indoor games like Carom, Chess, table tennis badminton, etc. Considering the Physical fitness of students institute has set up gymnasiums in hostels, equipped with modern facilities.

Student Support and Progression

In order to ensure professional progression in the students, institute provides adequate support to all its students. The capacity building programmes and skills enhancement programmes are the regular features of the curriculum to facilitate students to pursue their aspiration ambitions in the right perspective. The regular session on soft skill development in the students is the main feature of the co-curricular activities. Besides, there are permanent sessions on communication enhancement, yoga classes, meditation and concentration sessions by the experts and special attention of physical health and hygiene of the students. The institute ensures the employability enhancement as well as the overall holistic development of students. The institute has a well-established support system to assist the students for the various Government/Non-Government scholarships through the registrar's office. Those students, who are interested to pursue higher education, are provided suitable guidance. The institute also promotes students' participation in co-curricular, extra-curricular activities by organizing such events at institute and department levels. The institute has several student clubs under the guidance of faculty members. The cultural and sports fests at the department and institute level are organized by the students under these clubs. The students also have suitable representation in the department and institute-level committees.

Governance, Leadership and Management

The institute's governance and leadership revolve around its vision and mission which have very high esteem at the helm of the affairs of in the functional areas of the institute. The institute has prepared a road map for the future which is prepared as to where the institute wants to reach in the long run through its strategic planning and deployment resources. Institute is seriously concerned about maintaining e-governance in the areas of administration, finance and accounts, students' admission and examination and evaluation of the students. Time to time, institute implement faculty welfare schemes which applies to even non-teaching staff members. Institute has a research promotion policy which entails its faculty members all kind of financial supports including paid on duty leaves to attend workshops/ seminars or take parts in FDPs etc on behalf of the institute.

The Management, Director and faculty of the institute are committed to plan, implement, document, and continually improve effectiveness through a well-structured system. The Internal Quality Assurance Cell (IQAC) and other institute-level committees play a significant role in the progressive growth towards its

mission. The Institute has a defined structure at various levels of academics and administration with defined roles and responsibilities. The institute practices transparent and participative governance and believes that every one has achance to contribute towards the strengthening of the institute.

Institutional Values and Best Practices

The institute understands its social responsibilities and adopt and implement all such polices which are beneficial to the society. It has been the policy of the institute to maintain gender equality without being biased between male and female students and staff as well. As part of the practice, institute celebrates all national and international days with all enthusiasm and zeal. Institute is very much concerned about energy conservation and saves maximum possible energy in the campus. Institute has solar panels and led electrical appliances in the campus to save energy. Not only this institute has water conservation system and conducts proper green campus audit from the appropriate bodies. Besides, one of the best practices which institute observes to uphold high standards in its teaching and learning process through class visitations and teachers' talk sessions. Nevertheless, there is a very effective and dedicated placement cell which extends and ensures hundred percent support in the placement of the students. Another practice of the institute is to have incubation cell through which the commercially viable projects are taken up by the joint involvement of faculty, students and entrepreneurs. The institute maintain a unique manner mentorship and mentee programme which is highly effective to make teaching and learning successful to the satisfaction of all its stakeholders.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANGALMAY INSTITUTE OF ENGINEERING AND TECHNOLOGY, GREATER NOIDA
Address	Plot No. 8, Knowledge Park - II, Greater Noida, Gautam Buddha Nagar, Uttar Pradesh- 201310
City	Greater Noida
State	Uttar pradesh
Pin	201310
Website	www.mietengineering.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Chetan Khemraj Lanjewar	0120-2328400	9958484165	-	director@mietengineering.org
Professor	Yuvraj Bhatnagar	0120-2328401	7017675936	-	yuvrajbhatnagar7@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Uttar pradesh	Dr Apj Abdul Kalam Technical University Uttar Pradesh Lucknow	View Document

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
AICTE	View Document	15-05-2023	12	

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot No. 8, Knowledge Park - II, Greater Noida, Gautam Buddha Nagar, Uttar Pradesh-201310	Urban	6	13187

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Computer Science And Engineering,Data Science	48	Higher Education	English	180	180
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	Higher Education	English	60	60
UG	BTech,Computer Science And Engineering,Artificial Intelligence	48	Higher Education	English	30	29

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	9				14				39			
Recruited	9	0	0	9	8	6	0	14	20	19	0	39
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	13	3	0	16
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	7	0	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	0	0	4	4	0	0	0	0	17
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	2	0	20	19	0	45
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		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	136	102	0	0	238
	Female	21	17	0	0	38
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	13	9	6	7
	Female	3	1	0	2
	Others	0	0	0	0
ST	Male	0	2	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	97	55	29	22
	Female	6	6	2	6
	Others	0	0	0	0
General	Male	126	84	59	67
	Female	20	22	7	8
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		265	179	104	113

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Education with Multidisciplinary components is an academic and pedagogical approach to develop multiple capacities in the intellectual, aesthetic, social, physical, emotional, and moral domains, among the students inside and outside the classroom, by integrating formal and informal learning opportunities and teaching, research and community engagements and promoting cross-disciplinary and interdisciplinary perspectives and academic practice. We are associated with Dr. APJ Abdul Kalam Technical University in Lucknow. The university has already started implementation of the provisions as outlined in NEP–2020 across its programs and curricula. Since 2021-22 academic sessions, NEP has</p>
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	<p>been applied to the B.Tech Program in accordance with AKTU's specified guidelines. Moreover, the affiliating university offers numerous open elective courses and opportunities for summer internships and dissertation projects, beginning from the first year itself. Students have the freedom to choose any area of interest to enhance their skills in specific domains according to their preferences and inclinations.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As per the UGC Notification on University Grants Commission Notification (28th July, 2021) "Academic Bank Account" means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study are deposited, recognized, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution. Academic Bank of Credits shall be established, on the lines of the National Academic Depository shall have a dynamic website providing all details of Academic Bank of Credits and its operational mechanism for the use of all stakeholder of higher education. The University is registered on ABACUS-UP an Academic Bank of Credits developed by Uttar Pradesh Government. Institute is an affiliated institute of AKTU. The institute follows guidelines issued by the affiliating university.</p>
<p>3. Skill development:</p>	<p>The institute provides a variety of courses aimed at improving the employability skills of its students. Annually, the institute offers both value-added courses and add-on courses, specifically designed for skill development. These courses are conducted by esteemed corporate experts through a formally agreed and signed memorandum of understanding.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NEP 2020 envisages a greater Promotion of Indian Languages, Arts and Culture. The NEP document elaborates on the cultural and knowledge heritage of India, the importance of Indian Philosophy in the renewed perception and influence on the world events, the importance of the Multilanguage multicultural background of the country and the necessity for revitalizing these realms for the betterment of the country and the world. This strategy calls for a paradigm shift in our immediate past educational system (which, in general opinion, has devalued the Indian traditional knowledge). To bring</p>

	<p>back the glory of the ancestral values and knowledge and a line with AICTE, guidelines the institution has introduced a mandatory course on 'Indian Constitution and Traditional Knowledge' for all the UG students. To augment the lectures in the class room, standard text books on Indian Constitution and Cultural heritage of India have been given to the students. The university places significant importance on imparting knowledge about various Indian cultures and regional systems. To achieve this, the university has advised to affiliated institutions to offer specific courses with a structured syllabus introducing the Indian Knowledge System relevant to each subject. Emphasizing a bilingual approach, the faculty members are encouraged to use both Hindi and English languages during classroom lectures, discussions, and interactions. To support the promotion of the Indian Knowledge System, the institute has procured dedicated books, readily available in the library. Some of these books in Hindi language have been included in the reference lists for certain courses.</p>
5. Focus on Outcome based education (OBE):	<p>The Institute has implemented Outcome-Based Education, which includes thoroughly developed and documented Program Objectives, Program Outcomes, Course Objectives, and Course Outcomes. These have been carefully aligned with the Institutional vision, mission, and the syllabus of the affiliating university. All this information can be accessed on the institutional website, catering to the needs of all stakeholders. Additionally, the institution conducts evaluations to assess the achievement of both Program Outcomes and Course Outcomes.</p>
6. Distance education/online education:	<p>There is a perceptible change in the modes of the Teaching-Learning all over the world and there is a significant shift from all class room teaching and Learning to partly classroom partly online Teaching-Learning. This is exhibited in the worldwide popularity of online education like MOOCs, etc. India is also keeping abreast in this new paradigm. We encourage our students and faculty to register and write examinations under SWAYAM-NPTEL for several years. Students can take up full time internship in suitable industries. This doubly benefits the students to acquire skills required by the industry and also a favorable career opportunity.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club of MIET (Mangalmay Institute of Engineering and Technology) is a dynamic initiative aimed at nurturing civic engagement and promoting electoral awareness among students. This club serves as a platform for young minds to understand the significance of democracy, electoral processes, and the power of their vote. Through informative workshops, discussions, and awareness campaigns, MIET's Electoral Literacy Club empowers students with the knowledge and skills necessary to become informed and responsible voters. By instilling a sense of civic duty and encouraging active participation in the democratic process, this club plays a pivotal role in shaping the future of socially conscious and politically aware citizens.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>ELC has been constituted with one senior Faculty as Faculty Coordinator and 4 students as students' coordinator. Students have been selected based on their interest and motivation level.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following activities were conducted by Institute under ELC in the session 2022-23: a. National Constitution Day on 26th November 2022 b. Human Rights Day on 10th December 2022 c. National Youth Day on 12th January 2023 d. National Voter's Day on 25th January 2023 e. Organizing pledge on the occasion of UP Municipal Elections on 2nd May 2023</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC of MIET has initiated steps on awareness drives of electoral rights. The students are sensitized about their voting rights and are encouraged to enroll themselves in the electoral roll through Voters Day Celebration and other such programs like Human Rights Day, National Constitution Day & Youth Day. ELC has created a dedicated wall in the institute where students and staff sign to create awareness about electoral system and democracy.</p>

<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>All students enrolled in the institute are over the age of 18. The institute actively organizes various events and programs, such as poster presentations, debates, elocution contests, and essay writing competitions, all aimed at fostering awareness and understanding of electoral procedures.</p>
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Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
607	472	390	380	378

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 104

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	52	54	54	50

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
211.24	170.31	153.60	154.68	176.36

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

MIET, since its inception, has been dedicated to ensuring the effectiveness of its curriculum delivery through a structured process. To maintain high teaching and learning standards, the institute has implemented several measures over the years.

One fundamental practice is the alignment of MIET's academic and event calendars with those of the affiliating university. Faculty members develop individual teaching plans for their assigned courses to uphold these standards. The academic calendar incorporates schedules for internal assessments, university examinations, and various classroom activities designed to assess student performance.

Furthermore, MIET maintains Activity Calendar that complements the Academic Calendar, promoting students' overall development through co-curricular and extracurricular activities. Program-specific meetings at the HOD level are conducted and documented for reference and action. Faculty members diligently maintain attendance records, including details in course files that contain assignments, previous years' question papers, and outcome mappings.

The institute strictly adheres to the university's Academic Calendar and places significant emphasis on continuous internal assessment. Subject allocations to faculty members are made based on their strengths and teaching expertise in specific subjects. A dedicated team prepares the timetable, ensuring compliance with university credit systems and norms, and specifying lecture/tutorial/practical hours for individual faculty members.

MIET recognizes the importance of continuous internal assessment and encourages faculty to create manageable lecture plans in accordance with credit norms. Their credit system comprises 65% syllabus content provided by the university, 20% academic activities (e.g., assignments, presentations, quizzes), and 15% online components to ensure adaptability.

Mentoring plays a vital role, with MIET maintaining a mentee and mentoring system in all courses, well-received by students and parents. The institution conducts internal tests and shares evaluated answer booklets with students for their feedback and improvement.

To maintain quality education, MIET gathers feedback from students on faculty teaching methodologies twice per academic session, aligning with NAAC-SSS standards. Weak students are identified based on sessional exam performance and provided with remedial classes and resources to enhance their skills.

The institute also supports faculty development by enabling them to enroll in NPTEL modules and

inviting technical experts to share insights with both faculty and students. Lab experiments adhere to the university curriculum, and faculty members are encouraged to attend Faculty Development Programs (FDPs) and undertake industrial visits for real-world exposure.

MIET equips faculty and students with ICT-enabled tools to elevate the teaching and learning process. Two distinctive activities further enhance teaching quality:

- Class Visitations, where Directors and HODs assess faculty and student engagement during lectures, and
- Weekly Faculty Talks, where faculty members evaluate each other's lectures.

All of these activities are geotagged for reference and accountability, underscoring MIET's commitment to providing a holistic and high-quality educational experience.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 43

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 84.24

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
338	460	354	358	366

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Mangalmay Institute of Engineering & Technology, Greater Noida (U.P.) (MIET) since its inception is sensitive enough to maintain harmony at the utmost level in all domains of its functionaries. The institute takes extra ordinary precautions and integrates cross cutting issues which are precursor to the society in the varied spheres of moral values or be it human values and professional ethics per-se. Nevertheless, MIET is determined to save the environment of all kinds of pollutants and organizes from time to time events and activities to create awareness amongst the general masses. Not only this, there are structured course syllabus on these issues to teach in the classrooms to the students on a regular basis as part of their course curriculum.

These courses include Moral Values, Human Values and Professional Ethics including Environmental Awareness ones. These courses are mandatory to teach across all classes which are an integral part of the curriculum of the first year students. The compulsory course “Universal Human values & Professional Ethics” for 2nd year & open elective course “Ethical Values and Its Fulfillment” for the final year are important parts of Curriculum.

MIET in its endeavor to create a sense of respect in all the stakeholders regularly celebrate commemorative days of national and international importance without fail on the specific days they belong to.

To name a few such as Republic Day, Independence Day, Women Day, Teachers’ Day, International Yoga Day, Human Right Day and so on and so forth.

These celebrations not only create a sense of belongingness towards our nation but nurture a feeling of pride amongst them about the nation we belong to.

Gender Sensitization

MIET has a well-defined Code of Conduct which is quite an exhaustive document and adhered by one and all of the institute. Institute takes special impetus on the well-being of its women staff and students at the highest level. The institute has a dedicated “Women Grievances and Redressal Cell”. This cell provides counseling to the students and promotes equity in the gender while maintaining equanimity and deals with every kind of women safety issues promptly.

The institute campus is secured with CCTV with high level round the clock security for 24 X 7.

There are separate Boys & Girls hostels (In-campus) for providing a safe environment to all students.

Environment & Ecology

The institute is sensitive enough about environmental safety. Keeping the same in mind, the institute runs a course on “Environment & Ecology” related to ecosystems. Even the affiliating university i.e. AKTU also quite often than not is very proactive in this regard and issues directions with advisories to conduct the sessions on these matters.

MIET perceives the fact that saving the environment is sine- qua- non to save lives of every living being on this planet earth.

Institute has an adequate system of rain water harvesting and conducts sessions and workshops to save every drop of water to save the planet earth. The waste water issued for gardening on campus. The STP water is also used for floor cleaning and washing purposes.

There is an extensive ongoing tree plantation programme to thwart the menace from greenhouse gasses. The institute observes Earth Day, Ozone day and Environmental Day and conducts various events to create awareness amongst the students and staff members as well on a regular basis.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 42.17

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

Response: 256

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 78.48

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
265	180	104	110	118

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
270	180	180	120	240

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 55.15

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
89	60	38	38	48

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	90	90	60	120

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 9.79

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Mangalmay Institute of Engineering and Technology, since its inception strives to impart experiential knowledge amongst its engineering students. Keeping this objective in the forefront, the major impetus is not only given to the classroom teachings in the campus moreover calibrated efforts are extended to provide experiential learnings to all students through practical applications in the industry or at a place where they can attain concerted knowledge to corroborate with the classrooms learning. Being a part of the regular practice, all departments of the institute promote innovative projects and encourage students to stimulate creative problem-solving ability through participative learning. Nevertheless, organizing technical fests in the institute is part of the learning process in which all students participate with full zeal and enthusiasm to showcase their skills through the innovative projects which they develop over time in the institute.

Experiential Learning - As a part of the regular and normal practice, College conducts add-on and value added courses to support the learning in much practical and application mode frequently. The emphasis is given to do the practical in the laboratories which are beyond syllabus. Similarly, Projects reports are undertaken under the strict and controlled supervision by the academic and industry experts and to judge the outcomes from time to- time basis to the benefit to the students. Nevertheless, various add-on courses with NPTEL, ICT, coursera etc. are also undertaken by the students under supervision of the faculty members. Students are encouraged to showcase their projects which they have developed on some latest technology and workout its commercial viability as well. Industrial visits are also part and partial for the experiential learning to the students.

Participative Learning – Students participate in various kinds of seminars, group discussions, projects developments, skills-based courses participation to sharpen their technical and managerial skills under the guidance of the faculty members. Students take part with enthusiasm in the annual fests, sports activities and all kind of cocurricular and extra-curricular activities and exhibit their team leadership to the satisfaction to one and all. College organizes various kinds of technical fest, quizzes and seminars with workshops in which students take part with full zeal and learn many latent technical things thereby. College has a very unique Research Promotion Policy which provides monetary incentives to the students as such on their writing research papers and getting them published in the UGC Care or any reputed journal of national or international fame. Many students are availing these benefits and write research papers under the guidance to the faculty members and present the same to the conferences in other institutions also and getting them published in the reputed Journals as well.

Analytical skills and problem solving – College organizes special dedicated sessions for the students to develop problem solving skills on various current and pertinent topics. Students are motivated to join MOOC courses to hone their professional competence to take the industry challenges in much befitting manner. Not only this, assignments are given by the faculty members in whom students will discuss the same in a group to arrive at a solution.

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

2.4 Teacher Profile and Quality

2.4.1**Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 93.47**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
65	55	58	58	55

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*****Response:** 23.53**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	12	12	10

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Internal Assessment Mechanism: The primary components of our internal assessment mechanism are as follows:

- a) Continuous Internal Evaluation (CIE): Students are evaluated through periodic assessments, such as quizzes, assignments, presentations, and class tests, which contribute to their overall performance.
- b) Assessment Criteria: The assessment criteria include knowledge acquisition, critical thinking, problem-solving abilities, and overall class participation.

As part of the Internal Assessment Process, the institute employs a comprehensive evaluation system to gauge students' performance and progress. This process involves two sessional tests and one Pre-University Test (PUT), each assigned a specific weightage of marks. Additionally, students are evaluated based on assessment, attendance, and class tests, which are added to their sessional and PUT marks to determine their final grades.

Evaluation Components and Mark Allotment:

1. 1st Sessional Test - 30 Marks: It is designed to assess students' understanding of the course material and their progress in the subject.
2. 2nd Sessional Test - 50 Marks: It covers more extensive course content and aims to evaluate students' grasp of advanced concepts.
3. Pre-University Test (PUT) - 100 Marks: It serves as a comprehensive examination of students' overall knowledge and skills in preparation for university-level studies.

Moderation Process: Upon conducting all the tests, the marks obtained by students are moderated on a

scale of 30 marks. This moderation process ensures a fair and standardized assessment across all tests. The marks secured by students in the sessional exams and PUT are proportionately moderated before being uploaded on the university portal. This step eliminates any discrepancies in evaluation and maintains consistency in the grading process.

Additional Evaluation Components: In addition to the sessional tests and PUT, students are also assessed on the following criteria:

1. Assessment - 10 Marks: Based on quizzes, assignments, and other formative assessments.
2. Attendance - 05 Marks:
3. Class Tests - 05 Marks

Final Evaluation and Grading: After considering the sessional tests, PUT, and the additional evaluation components (assessment, attendance, and class tests), the total marks obtained by each student are calculated. The final grades are determined based on the overall performance, showcasing their competency and readiness for higher studies.

External Assessment Mechanism: The institute is affiliating to Dr. A.P.J. Abdul Kalam Technical University (AKTU) – Lucknow. The external assessment mechanism is determined by affiliating university only.

Grievance Redressal System: Addressing grievances is an essential part of our commitment to providing a conducive learning and working environment. Our institute has a robust grievance redressal system that functions as follows:

- a) Grievance Cell: We have a dedicated Grievance Redressal Cell, headed by a senior faculty member, to handle complaints from students, faculty, staff, or any other stakeholders.
- c) Timely Resolution: The Grievance Cell ensures that all complaints are addressed promptly and impartially. Every effort is made to resolve the issues within a reasonable time frame, and regular updates are provided to the complainant.
- d) Confidentiality: The Grievance Redressal System maintains strict confidentiality regarding the identity of the complainant and the nature of the complaint, ensuring a safe and secure environment for lodging grievances.
- e) Escalation Process: In case a complainant is dissatisfied with the resolution provided by the Grievance Cell, there is a provision for escalation to higher authorities, including the institute's management, if necessary.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The Institute switched over to Outcome Based Education (OBE) in year to impart education through student centric approach and follow outcome oriented teaching learning process. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been formulated for all the UG programs. Programme Outcomes (POs) represent the graduate attributes formulated as per as per affiliated University. Programme Specific Outcomes (PSOs) are specifically defined outcomes of the programme which the graduates have to acquire by the end of the programme. Program Outcomes (POs), Program Specific Outcomes (PSOs) of all the UG Programmes have been disseminated to the teachers and students.

Correlation matrices are generated to link Courses with their outcomes, POs and PSOs. These matrices specify the correlation in terms of high, medium and low (3, 2 and 1 respectively) indicating the levels. The average mapping of Program outcomes for the given program is obtained by averaging the levels of mapping for each of the courses. Similarly the averaging is done for Program specific outcomes as well. These COs, POs and PSOs are circulated to all the students and staff through conference brochures, proceedings and Faculty Development programs.

POs and PSOs are displayed in the Department, Laboratories, Department Library, Seminar Hall and the same is also disseminated to students.

While addressing the students, the course handling faculty members create awareness on COs, POs and PSOs. The HOD, faculty members, also informs the students and create awareness and emphasize the need to attain the outcomes.

To evaluate, whether corresponding COs are achieved or not. According to the performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The process of attainment of COs, POs, and PSOs starts from writing appropriate COs for each course of the program in a four-year engineering degree. The course outcomes are written by the respective faculty member using action verbs of learning levels suggested by Bloom and Anderson. A correlation is established between COs and POs on a scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program including the elective subjects. The course outcomes are written and their mapping with respective POs is reviewed frequently by a committee of faculty members and finalized.

Attainment of Course Outcomes

Course Outcomes are narrower statements that describe what students are expected to know and be able to do at the end of each course. These relate to the skills, knowledge, and behavior that students acquire in their enlistment throughout the course.

The CO attainment levels are measured based on the results of the internal assessments and external examination conducted by the university. This is a form of direct measurement of attainment. In the university with which the institute is affiliated, two internal assessment tests are conducted for each course in a semester. In each test, the percentage of students who achieve a set target for the COs that are covered is computed. After the two tests, the average of these percentages is computed to decide the attainment level.

Attainment Level 1: 60% of students scoring more than University average percentage marks or set attainment level in the final examination.

Attainment Level 2: 70% of students scoring more than University average percentage marks or set attainment level in the final examination.

Attainment Level 3: 80% of students scoring more than University average percentage marks or set attainment level in the final examination.

Attainment of Program Outcomes & Program Specific Outcomes:-

Program Outcomes (POs) are one step broader statements than COs that students are expected to know and be able to do upon graduation. These relate to the skills, knowledge, and behavior that students acquire throughout the program. It is required to compute the attainment levels for PSOs in addition to computing attainment of POs.

Program outcomes and 'program specific outcomes' are attained through the attainment of COs.

Direct attainment of PO's – The average of individual PO attainment values.

Indirect attainment of POs and PSOs – Student exit surveys, Employer surveys, Alumni Surveys, etc. A distinct questionnaire was designed for this purpose and the average responses of the outgoing students for each PO are computed.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 81.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	74	75	78	53

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	84	90	88	56

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.92

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5.15

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)

2022-23	2021-22	2020-21	2019-20	2018-19
5.15	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Introduction

Research, Innovation and experimentation have been the prime focus point of MIET. The institute has well operational incubation cell in which startups are promoted and entrepreneurship mindsets are motivated through a team of well experienced faculty members of the institute. The incubation and Entrepreneurship cell works coherently for various research proposals which are received by the private entities and corporate houses. The institute has the partnership with NIESBUD which is a government of India sponsored organization meant to promote skill development of the youths of the nation. MIET's incubation center promotes and develops software for Industry utilities to facilitate management to better control their organizations.

Institution Innovation Cell

The Institution is an active member in Institution Innovation Council activities (IIC) and conducts various programmes for creating awareness among students regarding business plans, start-ups and research activities.

Projects

The institute has signed many MOUs with the software companies in which our students and faculty members are to be engaged in the programming and software development process and understand the nuances of the work culture of the industry. The institute has signed an agreement/MoU with **KABA INFRATECH PVT. LTD. - NEW-DELHI** to **develop software for inventory management at different projects at PAN India level. The cost of this project is 5 Lakh rupees.** Another project received under the MoU with **AMA ADVISOURS PVT. LTD. For the development of HR Software to monitor various activities of its employees from the different locations at project sites. The cost of this project will be 5 lakh rupees.** The incubation cell develops the software as per the needs of the industry and entrepreneurship promotion endeavors initiate new ideas with structures questionnaire which are shared to all. These questionnaires are important to become successful for every new entrant aspires to become entrepreneur. The experienced faculty members design the questionnaires as per the specific needs of the clients and share the same even in the course of the events such as workshops and seminars with the audience to the benefit of each and every interested participant.

Activities

The institute has organized numbers of workshops and seminars on Skills Development and what are the prerequisites to become successful entrepreneurs which were enthusiastically participated by the faculty members and students of the institute. Many unemployed youths having a desire to become entrepreneurs on completion of their education get benefitted by this kind of the workshops.

Institute regularly conducts programmes on Pradhan Mantri Kaushal Vikas Yojna (PMKVY) and appraises participants about the unique flagship features to the audience by our faculty members for their benefits and schemes of the above government initiatives. It has been the impetus of the institute to make everyone aware and motivate youths to take up industry relevant skill training courses which will help them to make their professional lives better and dignified.

The institute has a well-equipped research lab which is perfectly designed in accordance to the technological necessities and requirements of the researchers specially meant for our students of the courses. The institute frequently organizes Industry visits to its students and conduct lectures by distinguished industry experts to share their experience with the students and latest technology in which the industry is working of-late.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 43

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	7	8	8

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	09	07	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	07	01	53	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Mangalmay Institute of Engineering & Technology – Greater Noida (MIET) has been renowned for its exceptional outreach programs, promoting a strong sense of social responsibility and awareness among

its students. For the past five years, MIET has diligently organized a diverse range of extension activities both within and outside the campus, fostering the holistic development of students and leaving a positive impact on society.

The institute's calendar of events includes a plethora of impactful initiatives, all geared towards addressing pressing social issues and uplifting the downtrodden communities. Some of these initiatives encompass road safety awareness programs, active participation in the Swachh Bharat Abhiyan (Clean India Mission), and the distribution of clothes to underprivileged members of society. Such activities serve to instill a profound sense of empathy and compassion within the students.

Moreover, MIET takes environmental stewardship seriously, organizing tree plantation drives to combat pollution and curb greenhouse gas emissions. These events witness enthusiastic participation from both students and faculty, culminating in the transformation of the institute's vicinity into a lush green oasis.

Demonstrating a commitment to the welfare of the society at large, the institute also conducts events focusing on mental health, save the girl child campaigns, and blood donation camps. These activities not only raise awareness but also actively engage students in contributing to the welfare of that in need during critical situations.

In an effort to create awareness and impart knowledge on important civic duties, MIET regularly organizes sessions to emphasize the significance of voter rights. Through these endeavors, the institute strives to nurture responsible citizens who actively participate in the democratic process.

An essential aspect of MIET's extension activities involves reaching out to nearby villages and educating the local population on maintaining cleanliness and health in their surroundings. The institute generously distributes books, notebooks, pens, and pencils to the children in these villages, encouraging them to embrace education with zeal and enthusiasm.

The institute's commitment to sustainability is further evident through its own fertilizer convertible unit, which ingeniously processes kitchen waste into fodder and fertilizer. The resulting products are then utilized to support local nurseries and feed street animals, contributing to both environmental conservation and animal welfare.

MIET executes these commendable activities through its National Service Scheme (NSS), which organizes ten-day camps in nearby villages. These camps focus on sensitizing villagers to the benefits of cleanliness, healthcare, education, and childcare, thereby uplifting their quality of life.

Notably, MIET has established various clubs and initiatives to assist underprivileged children in their education. Through these endeavors, the institute aims to bridge the educational gap and empower children from disadvantaged backgrounds, ensuring that they too have access to a brighter future.

In conclusion, Mangalmay Institute of Engineering And Technology – Greater Noida's extension activities exemplify an unwavering dedication to promoting social awareness, environmental sustainability, and community upliftment. Over the last five years, the institute's students and faculty have wholeheartedly engaged in these initiatives, embodying the spirit of responsible citizenship and leaving a positive and lasting impact on society. MIET's commitment to holistic development and social responsibility continues to inspire and shape compassionate leaders for a better and more inclusive world.

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

3.4.2

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

Response:

MIET places a strong emphasis on extension activities in higher education, which has become an integral part to its institutional identity. This commitment is evident through various initiatives addressing societal needs. Notably, MIET's community outreach engages nearby communities, resulting in healthcare camps, literacy programs, and skill development. The institution encourages faculty, students, and communities to collaborate on real-world challenges, nurturing innovation in waste management, renewable energy, and agriculture.

During the COVID-19 pandemic, MIET played a significant role in assisting communities. They also promote environmental awareness through tree planting, waste reduction, and educational programs and organize blood donation camps etc. Before winter season clothes and blanket distribution is a regular feature for MIET. MIET's Cultural and social outreach events promote diversity and social cohesion. MIET provides financial support through scholarships, ensuring access to quality education for economically disadvantaged students.

MIET's dedication aligns with its vision of nurturing socially responsible engineers, having empathy and responsibility in students, equipping them to drive positive change. Their approach encompasses research, disaster management, environmental sustainability, cultural outreach, and financial aid, reflecting unwavering commitment to social responsibility. The commitment of MIET to help to needy has always been at the helm of the priority.

Detail of Awards

S. No.	Date of Event	Name of Awarding Body	Name of the Event	About the event
1.	26.02.2023	Laxmi Narayan Temple Charitable Trust - Noida	Mega Blood Donation Festival	The event was conducted at Noida and Dr. Harish Bhatia of MIET was awarded.
2.	15.12.2021	Rotary Noida Blood Centre	Blood Donation Camp	60 Volunteers from MIET donated the blood
3.	11.01.2022	Navratan	Free Distribution of	Distributed 100

		Foundations - Noida	woolen sweaters and blankets.	numbers of woolen sweaters and 50 numbers of blankets at Noida for the poor persons.
4.	22/12/2020	Bharat Vikas Parishad- Noida	Distribution Mask and Sanitizers at Noida sector -6.	150 masks and sanitizers were distributed free of cost to the public.
5.	12.01.2021	ISKCON - Noida	Free Food Distribution.	Free food was distributed to the devotees and general public.
6.	12.11.2020	Shri JeeGao Sadan	Free Food Distribution.	Free Food Distributed at Dadapur Khadar Village – Noida

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 29

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	14	5	3	4

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 39

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Mangalmay Institute of Engineering & Technology has a beautiful landscape, aesthetic architecture, eco-friendly environment, spacious classrooms, well equipped laboratories and good infrastructure spread over 6 acres. The Institute has well-furnished, spacious and well ventilated classrooms which are also well illuminated. Classrooms are maintained as per norms for proper visibility and audibility. The classrooms are equipped with adequate furniture, whiteboard/Smart board, projectors, fans, LED lights and power backup.

ICT Enabled class rooms

The class room, laboratories, seminar halls, Board room and Auditorium hall has equipped with LCD projectors and screens, audio systems, white boards and a computer with Internet connectivity. The smart class room facilitated with Interactive boards and other ICT facilities.

Laboratories

The Institution has domain centric laboratories as per the regulations of AICTE and Affiliating University. Adequate and well-maintained equipment to conduct experiments is provided. The laboratories are kept open beyond the working hours depending on the need of the students. Sufficient safety measures have been incorporated and are displayed at strategic locations in the laboratories.

Library

The institution recognizes the importance of the library as a good learning resource. It is updated regularly with the latest books & journals. The central library has a facilitated with Library management Software (KOHA), reading space, reprographic facilities, Digital library. DELNET, National Digital Library of India (NDLI) membership for access e-resources. The digital library facilitated with internet facility. It enables student's remote access to DELNET e-journals.

Sports

A spacious play ground is available for outdoor and indoor games like Cricket, Volleyball, Kho-Kho and Kabaddi, Table tennis, Basketball, Caroms, Badminton and Chess.

Cultural Activities

The students participate in the various cultural events organized during ZEAL & UDAAN the college cultural fest. With systematic and generous support from the college and overwhelming participation of students from the entire department. We have been able to incorporate clubs to facilitate all-round development.

Yoga centre and Gymnasium

Awareness on Yoga and its practice has been included in the student induction programme besides which Yoga Day is celebrated every year in the institute. Besides, college has a well-equipped gymnasium and yoga centre which is made used by the students and staff thus enabling a stress free & a healthy environment.

Transport, medical and canteen facilities

The institute provides transport facilities for the students and staff from and to various parts of the city. A health care center provides first aid facilities and has a tie up with a nearby hospital for any medical emergencies. Canteen facilities are also provided for students & staff which has adequate seating capacity. Food served is hygienically prepared and subsidized.

Miscellaneous

The Amenities and facilities also include Wheel chair for Physically challenged students , RO water plant, Fire Extinguisher, Sanitary napkin vending machine, Water Purifier, CCTV Surveillance, Solar plant , Biogas plant, Herbal Garden with many medicinal plants and Rainwater harvesting. College has provisions of NSS and NCC cell for the extension activities to the neighborhood Community development. The campus of the institute is full of greenery and well served with connecting roads.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 37.84

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
93.09	101.49	58.25	36.02	38.95

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Over the years ‘Mangalmay Institute of Engineering And Technology’ has understood the importance of having a highly effective “Integrated Library Management System” to update its working for the benefit of the institute and students as well. After having realized this fact, the institute gave first priority to have a well configured and calibrated “ILMS”. Subsequently new Library Management Software namely “KOHA Library Management System” was procured which is still in operation to the benefits to every stakeholder of the institute. The ILMS of the institute is a computer-based system used to manage all tangible assets pertaining to the library, financial resources and to have over all control of library resources be it may concern to the books, referred books, journals etc. and to maintain the records of the subscription dates as well. The institute’s library management system is a useful e-resource and used for collecting, processing, storage, retrieval, dissemination information to the user to their purpose. Not only this, the users can have the list of the books of different authors, titles, subjects etc. on a one single click. The ILMS of the institute works on OPAC (Online Public Access Catalog) model for searching the books in the library. The ILMS of the institute is useful to its every user and make their tasks each concerning to the Acquisition, Circulation, Avoiding Duplication of work, Accessioning and cataloging etc. It has become very easy to retrieve any title, publisher, accession number of the document etc. from the ILMS of the institute.

The ILMS is built on a centralized data base and normally utilize a common computing platform after having done the consolidation all the intrigue and regular operations into a uniform enterprise-wide

system.

The institute has the membership of DELNET. DELNET software is easy to use and work with comprises various models. It becomes very easy to find out the document location or availability of the document in the library. Its membership option to know full details of users such as users belong to which course or department, their membership date, their loan history how many times uses library documents, etc. we can produce a bibliography of the documents if required by the users or particular department.

Presently the Library has the following tangible most valuable assets which speak volume as to how each year we make the library resource reach to uphold teaching and learning process in the classrooms and within the institute as well.

The library of the institute has a well-defined system to maintain daily footfalls in a very systematic manner. Every user enters in the library enters his/her presence in the respective Inward register and thereafter other formalities are completed by the other staff members in the library responsible for the purpose.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The Institute has ICT-enabled classrooms, well-equipped laboratories, sports facilities, and good

Infrastructure spread over 6 acres with lush lawns, beautiful landscapes, aesthetic architecture, and an eco-friendly environment. The classrooms are well-furnished, spacious with good ventilation, and well illuminated. They are maintained as per norms for proper visibility and audibility.

The college has established a high-speed campus-wide network connecting all departments with 250 systems. Full access is provided to all staff to access online sources of services and information through one leased lines each of 100 Mbps from World Phone Internet Service Pvt. Ltd. and also a 100 Mbps. Broadband from World Phone Internet Service Pvt. Ltd. A fully distributed computing environment

based on clusters of workstations and PCs provides users with ready access to computing resources, services software, and applications. The environment is tailored to the specific teaching/learning needs of each department.

Computing resources

250 Computer systems are available in the campus with LAN connection. The highly configured system available is the i5 processor 6th Gen with 8 GB RAM and 256 GB SSD. One server available in the server room to provide network connectivity in the campus.

Wi-Fi Campus

Internet facility provided through World Phone Internet Service Pvt. Ltd. with a bandwidth of 100 Mbps. By estimating the volume of data transmission, the bandwidth will be further increased during an ad-hoc situation. For essential services World Phone Internet Service Pvt. Ltd. as a secondary backup with 100 Mbps is available. The computers in the different departments are interconnected with LAN through switches. The entire campus has various Wi-Fi access points to access educational resources.

E-Services

The college website provides all the essential information for the stakeholders. Updates in technology shared by faculty and Google classroom used for the teaching learning process. In an Emergency situation, the class notes assignments are uploaded in Google classrooms.

Updating the IT Facilities

Based on the gradual increase in the student's strength, the number of systems in all the laboratories is updated. As per AICTE norms, the student to the computer ratio is maintained as 3.11:1. Based on the requirements, necessary software and hardware devices, computer systems and its peripheral devices are purchased. To carry out project activities, highly configured systems are provided in the laboratories in the campus.

CCTV surveillance

The MIET campus has a complete CCTV camera system. It helps in monitoring the activities of the students especially during the exam time and also a better security performance that will make it much easier to regularly monitor the daily activities of the students, staff, workers, and members of the public inside the campus.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 3.11**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 195

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 58.24**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)**

2022-23	2021-22	2020-21	2019-20	2018-19
117.86	68.2	92.3	112.93	113.15

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 47.46

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
343	267	173	122	152

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 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
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 16.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	82	50	78	70

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for 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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 74.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	70	70	66	41

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	84	90	88	56

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	0	0

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 6.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	5	5	9

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Mangalmay Institute of Engineering And Technology – endorses the fact that everyone who has ever been associated with the institute in any manner for any purpose can contribute to the growth of the institute after passing out from their respective programme. The belongingness between institute and alumni is everlasting and unique. Hence the involvement of alumni in extending support for the cause of the betterment of the institute is always appreciated by the authorities of the institute.

The institute has a registered Alumni Association. The Alumni Association is registered vide registration No. GBN/13445/2021-2022 dated 24/02/2022 valid till 23/02/2027. For every alumnus it is a kind of a

Deja-vu feeling when they visit the institute and after meeting with the existing students become nostalgic in the past memories.

1. Alumni in a Role model: The institute easily recognizes and accepts the alumni which act as their role model and source of inspiration as well. The alumni share the experience of encountering challenges which they faced when they were students and industry expectations as such. The alumni discuss with the existing students about time management, self-discipline, stress management and how to prepare to face interviews, what are the expectations of the industry from newly recruits from the institutes and many more to the benefit of the students. This way, alumni assist in strengthening confidence, improve motivation and inculcate the right culture in line with what the institute intends to convey to its students' time to time.

2. Alumni in a Role of a Mentor: It is observed that students of the institute feel more confident while discussing their career prospects with the alumni rather than the staff members of the institute. Final year students asked about job availability in certain sectors and as to how to do the preparation for the same. Since final year students are more serious about their career, they feel more secure and satisfied while talking and discussing with the alumni and alumni and set them as their role models for their career progression.

3. Dedicated Workshops and Lectures and Sensitization sessions: Being part of the routine practice, institute time and again invites alumni to deliver talks and conduct workshops to share their experience with the existing students. Under these lectures, the respective department organizes one or two lectures every year by inviting distinguished personnel in the concerned area.

4. Student's Progression and Career development: There is a practice that institute conducts alumni meet from time to time in which a good number of students working in the reputed industry are invited. This meet brings students closer to the alumni and provides an opportunity to discuss their issues with the alumni with open mindedness.

5. Community Development Services: MIET focuses on excellence in knowledge and research. It is important to be aware of the needs of the community lying in the immediate vicinity and make a meaningful contribution towards them. The students of the institute get inspired to work hard for the development of the society when they see the contribution of their own alumni and get themselves involved in the community development with more vigor and enthusiasm.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

MIET is committed to upholding the following objectives for the betterment of its stakeholders and students:

- All the strategic decisions should be corroborated with the Vision and Mission of the institute in concurrence with the departmental visions and missions.
- All departments should work as an autonomous body and participate in strategic decisions to the benefit of the institute.

The management of the institute perceives the fact that vision and mission of the institute serve as its guiding principles, providing a framework for decision-making and action. In order to ensure that the institute is operating in accordance with its vision and mission, its governance and leadership always strives to align with these principles. The entire team of the institute is committed to upholding the values and goals set forth in its vision and mission, and work to ensure that all decisions are taken through participative governance. Hence, effective governance and leadership of the institute focuses on decentralization and participation in institutional governance. MIET policy of decentralization helps to ensure that decisions are made based on the inputs that the institute is able to respond quickly and effectively to changing circumstances.

Participation in institutional governance involves all stakeholders in the decision-making processes of the institute. This includes faculty, staff, students, alumni, and community members, among others. By involving all stakeholders in the governance of the institute, management of the institute ensures that decisions are made in the best interests of the institute, and that everyone has a voice in shaping the future of the institution.

In order to ensure implementation of effective governance and leadership in accordance with the vision and mission of the institute, there are several key practices that MIET adopts. These include:

- 1. Transparency:** MIET maintains a transparent decision-making process, and provides clear explanations for the decisions they make. This helps to build trust and confidence among stakeholders, and helps to ensure that decisions are made in a way that is consistent with the values and goals of the institute.
- 2. Collaboration:** MIET works collaboratively with all stakeholders, seeking input and feedback from a wide range of perspectives. This helps to ensure that decisions are made based on the best available information and that everyone has a voice in shaping the future of the institution.

3. Empowerment: MIET empowers stakeholders to take an active role in the governance of the institute, providing them with the tools and resources they need to contribute effectively to decision-making processes.

4. Accountability: MIET seniors are accountable for the decisions they make, and always willing to take responsibility for any mistakes or missteps. This helps to ensure that the institute operates in a responsible and ethical manner, and can help build trust and confidence among stakeholders.

MIET ensures that the governance and its leadership strive to work in concurrence with the mission of the institute to achieve its visions to take the institute to the next level. More importantly, the decisions are taken by involving all the concerned stakeholders to achieve excellence in its teaching and learning process as such.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

In its quest to meet the evolving demands of society and industry, the institution is dedicated to producing technically competent engineers and managers through the delivery of high-quality education. The institution's commitment to excellence is underpinned by strategic planning, primarily driven by the Internal Quality Assurance Cell (IQAC), which is pivotal in bridging the gap between industry and academia, promoting quality teaching and learning, nurturing innovation through an incubation center, and fostering research among students and staff.

The institution has taken noteworthy initiatives to realize its strategic objectives:

- 1. Special Focus on Research and Development:** The institution has placed a special emphasis on research and development, recognizing it as a cornerstone for progress.
- 2. Engagement of Consultancy and Entrepreneurship Development:** The institution actively encourages consultancy services and entrepreneurship development to equip students with real-world skills.
- 3. Sophisticated Software and Equipment Establishment:** The institution continually invests in

advanced software and equipment to ensure its technical competence.

4. **Faculty Recruitment with Research Abilities:** Faculty members with strong research capabilities are recruited to further research initiatives within the institution.

The institute is poised to implement forward looking Strategically Planning Adoption in order to achieve its deployment strategy to take to the institute to the new heights. Some of the key-indicator are as below:-

- **SWAYAM/MOOC/NPTEL Integration:** The institution embraces modern online learning platforms, such as SWAYAM, MOOCs, and NPTEL.
- **Adoption of ICT-Enabled Teaching Methods:** The institution integrates information and communication technology (ICT) for innovative teaching and learning approaches.
- **Regular Academic Administrative Audits:** Ongoing academic administrative audits ensure the institution's operations are in compliance with established standards.
- **Placements and Training:** The institution offers a spectrum of training modules to prepare students for successful careers and higher education opportunities.
- **Industry Expert Mentoring:** Industry experts play a pivotal role in mentoring students, ensuring they possess the skills needed in the job market.
- **Technical Domain Training:** Core departments provide specialized training in technical domains.
- **Entrepreneurship Awareness:** The institution conducts special training and awareness programs for aspiring entrepreneurs.
- **Summer Training:** In-house summer training opportunities are offered to students.
- **Value-Added and Add-On Courses:** A variety of value-added and add-on courses are available to students.
- **Effective Research Promotion Policy:** A well-structured research promotion policy encourages faculty members to engage in research activities.
- **Special Training for Non-Teaching Staff:** Non-teaching staff members receive specialized training to enhance their skills and competencies.
- **Sports and Yoga Sessions:** The institution promotes holistic development through sports and yoga sessions for both faculty and students.
- **Intellectual Property Rights Sessions:** Sessions are conducted to educate the community on intellectual property rights.
- **Outreach Program Promotion:** Sensitization sessions are held to encourage the promotion of outreach programs.

The institution maintains an unwavering commitment to the quality of its teaching and learning methods.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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 of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

MIET management has consistently prioritized creating a conducive atmosphere within its campus, dedicated to the well-being of its employees. The management actively engages in various welfare activities to ensure the happiness and health of its employees.

One significant welfare initiative implemented by the institute is its participation in the Employee State Insurance (ESI) & PF schemes.

Medical facilities are readily available on the institute's premises during working hours. A medical practitioner is accessible in the Administration department, offering allopathic and homeopathic treatments. Additionally, the institute has established ties with a hospital to handle emergency cases effectively.

The institute also provides uniforms to its class four personnel, ensuring they receive one set of winter and summer uniforms annually. This contributes to a sense of professionalism and comfort among the employees.

Yoga classes are organized for both faculty and staff members, promoting spiritual and holistic development. This aids employees in preparing themselves for creative endeavors while maintaining physical and mental well-being.

The institute encourages sports activities among faculty and staff by providing sports facilities and a dedicated sports room. This creates a healthy work-life balance and promotes physical fitness.

Various employee assistance programs, such as Faculty Development Programs (FDPs), Short-Term Courses (STCs), and workshops, are supported by the institute. Employees are reimbursed for registration expenses, and duty leave is granted to attend such programs. Furthermore, the institute offers monetary incentives to research faculty members as part of its research promotion policy.

Employee engagement through activities like festival celebrations creates a harmonious and conducive environment.

Maternity leave is available to employees, ensuring they receive the necessary benefits during pregnancy and childbirth.

The institute takes employee safety seriously and has established an Internal Complaint Committee as per the Sexual Harassment Act. This committee safeguards employees from harassment and provides clear guidelines for addressing such issues.

For addressing grievances, the institute has established a Grievance Redressal Cell. This mechanism is designed to address complaints made by employees, whether or not they constitute a legal offense or breach of service rules.

Additionally, employees are provided with fixed holidays on the 1st and 3rd Saturday, in addition to government-declared Gazetted and restricted holidays.

Moreover, institute has a well defined and structured appraisal system for the promotion and annual increments for its employees. The appraisal system is absolute transparent system in which the individual faculty maps his/her performance and ascertain himself/herself the slab of the increment which they deserve for. This self-appraisal of the faculty is corroborated with the feedback of the HOD or Director of the institute to do the justice while awarding the increments in concurrence with the management opinion to promote to the employees to their satisfaction. The appraisal of non-teaching staff is done by directly HR team in consultation with the HOD and Director of the institute.

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

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 15.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	4	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 78.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	22	84	48	49

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	11	7	10

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

MIET is a self-financed educational institution which runs under the aegis of “Mangalmay Foundation Trust”. Hence all the funds are raised to run the affairs of the institute by the collection of fees from the students. Mangalmay Foundation Trust also contributes to the institute to fulfill its financial obligation. Nevertheless, at times the institute approaches to the governing bodies such as AICTE, UGC, AKTU, PM Kaushal Vikas Yagna and non-governmental organizations to fund the research projects of the institute. All the matters related to the finance or financial budgeting is done by the trust chairman in the best interest of the institute specially pertaining to the academics or infrastructure upgradation issues. The governing council prepares a proper budget after rigorous deliberation and discussions. Once this budget is decided, thereafter allocation of the available funds is done by ascertaining the deficit amount. Thereafter, the chairman takes the steps to arrange the deficit funds so that the operations of the institute

concerning to academics and otherwise are not hampered. A statement of account containing details of income and expenditure in which budgetary allocation of the expenses wise is placed before the governing council for their perusal. The designated Chartered Accountant prepares the final accounts under the consultation with the director for the governing council.

Though there are various accounting head yet some of which are important areas under:

1. Infrastructure
2. Library expenses
3. Laboratory expenses
4. Staff Salary Expenses
5. Research Promotion Expenses
6. Staff Welfare Expenses
7. Traveling Expenses Etc.

These expenses are met by the allotted budgeted finance amount only.

The institute has a mechanism of conducting from time to time internal and external audits. The Institute has maintained the highest level of transparency in all financial transactions. It may be seen from the audited reports that all the financial transactions are carried out as per the standard norms. The audited reports are uploaded in the college website as per AICTE norms.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) was established in the institute in the year 1st March 2017 as per the norms as provided in the NAAC. Prior to the formation of IQAC cell, the internal Academic Council was responsible to take care academic and administrative tasks of the institute. The IQAC of the institute is duly assisted by the senior faculty members from all the departments.

The impetus of IQAC to maintain OBE and NEP 2020 by enlightening every faculty members from the nuances of COs, POs, PSOs mapping and attainment processes.

The IQAC of the institute has maintained more proactive approach and keeps a very close monitoring on

every activity, be it extracurricular or co-curricular meant to benefit to the students of the institute. It is the policy of the institute to impart highclass teaching by setting some valuable rubrics and conduct sessions based upon it per unit basis which is monitored by IQAC from time to time. Moreover, after the completion of every unit, revision classes are Conducted along with the unit tests to identify weak students of the class. Thereafter, special sessions are held to upgrade the level of weak students through a mentoring process which is appointed by the director of the institute. All the question papers of the internal exams are set as per blooms taxonomy to ascertain its purposefulness and quality of the question papers. Students are expected to escalate their knowledge in accordance to the twelve programme outcomes. The institute believes in the process of continuous evaluation of the students.

IQAC of the institute is committed to the following tasks as on routine basis:

- To ascertain timely, efficient and progressive performance of academic, administrative and financial tasks through class visitation and checking the course files of the faculty members as a routine.
- To encourage for the quality academic / research programmes.
- To ensure equitable access to and affordability of academic programmes for various sections of society.
- To maintain transparency with credibility of assessment and evaluation process.
- To ensuring the adequacy, maintenance and proper allocation of support structure and services.
- Development and application of quality benchmarks.
- Parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education by adopting the required knowledge and technology for participatory teaching and learning process.
- Collection and analysis of feedback from all stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters to all stakeholders.
- Organization of inter and intra institutional workshops, seminars.
- Documentation of the various programmes / activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Periodical conduct of Academic and Administrative Audit and its follow-up.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**

- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

MIET is dedicated to maintaining gender equity on its campus and actively works to create a balanced male-female ratio. The institute celebrates various national and international days with enthusiasm. MIMT has implemented an annual gender sensitization action plan and provide specific facilities for women, including safety and security measures, counseling services, and dedicated common rooms.

The institute's commitment to gender equality is evident through its ongoing efforts. They regularly sensitize both male and female students and employees on gender issues and educate them about the Sexual Harassment of Women at Workplace Act, 2013. To address complaints of sexual harassment, the institute has established an Internal Complaints Committee.

MIET has conducted self-defense workshops for female students and has maintained a female student and faculty percentage above 25% in the last five years, demonstrating their commitment to gender diversity.

In terms of safety and security, the institute ensures 24/7 security at entry points and crucial locations on campus. They have high walls and proper fencing, well-lit areas, and CCTV surveillance throughout the campus. Entry and exit are closely monitored, and faculty members residing on campus enhance the sense of security. The girls' hostel is overseen by a female warden. The institute discourages female employees from working late hours and offers a medical center for emergencies. Female students from hostels are allowed to visit the city with proper permissions and transportation. The institute provides staff supervision on student buses.

For counseling, the institute offers gender sensitivity and Internal Complaints Committee guidance during student admission and employee induction. They have appointed a female counselor to provide support to female students when needed.

The institute has dedicated common rooms for female students with indoor games, and reading materials. These common rooms also have separate washrooms with necessary amenities and security. Additionally, sanitary napkin vending machines are available in the common rooms and the girls' hostel. The Student Activity Centre is well-equipped and under CCTV surveillance for safety.

MIET ensures medical support with an available ambulance on campus, ready to handle any emergency. In the case of a medical emergency, a staff member or warden accompanies the student to the nearest hospital. The institute strictly prohibits the consumption of tobacco and other toxic substances.

The institute commemorates various national and international days with utmost respect and enthusiasm. They celebrate national festivals like Republic Day and Independence Day with pride, hoisting the national flag. National Science Day, Teachers Day, World Environment Day, International Women's Day, International Yoga Day, Independence Day, Republic Day, and Rakshtriya Ekta Divas are observed with meaningful discussions and activities. The institute also celebrates World Literacy Day and Engineers' Day on 15th September each year, emphasizing the importance of literacy and honoring engineers' contributions.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

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

Response:

Mangalmay Institute of Engineering and Technology is a secular campus which gives equal importance to all religions, languages and cultures. The students come from various socio economic and communal backgrounds. The Management and faculty create a sense of belonging in all of them. A multitude of efforts are taken to help the students adapt into the college mainstream and get the benefits of all the opportunities provided by the institution. In addition, the students are taught about their rights and responsibilities as dutiful citizens of this nation. They are encouraged to become responsible professionals who contribute to the well being of the nation.

Initiatives taken by our college to ensure tolerance, Harmony, peace and equality:

- Orientation to fresher's regarding college rules and regulations and the opportunities available during their course of study.
- Bridge course and induction programme for the seamless introduction of the students into their department.
- Fresher's welcome party by the seniors to understand the prospects of their individual departments.
- Equal opportunity to all students in both academics and Placement regardless of their religion, culture, gender and socio-economic background.
- The college celebrates Annual day, Sports day, Cultural day, and International Women's day etc., to give our students the opportunity to display their talents.
- The students are encouraged to exercise their rights during elections.
- Value based sessions like Yoga, meditation, Universal Human Values; Ethical Behavior etc are instilled in our students through Guest Lectures, Motivational workshops and Seminars.
- The students are given awareness of their rights and duties as a responsible citizen with the support of Guest lecturers an awareness camps.
- The fundamental rights in our constitution are Right to equality, Right to freedom, Right against exploitation, Right to freedom of religion, Right to cultural and education, Right to constitutional

remedies, Right to vote. Students are given awareness about the basic constitutional rights and their rights to use the college campus for acquiring academic knowledge.

- To further promote inclusiveness, MIET provides opportunities for students and employees to engage in community service and volunteer work. This can help individuals build relationships with people from diverse backgrounds, and promote a sense of common purpose and shared responsibility.
- In terms of constitutional obligations, MIET works to educate students and employees about the values, rights, duties, and responsibilities of citizens. This can include offering courses on civic education, as well as providing information and resources on topics such as human rights, the role of government, and the importance of participating in elections.

In conclusion, MIET acknowledges that creating an inclusive environment is a multi-faceted effort that requires a commitment from all members of the institution. This can involve providing resources and support to promote cultural, linguistic, and socio-economic diversity, as well as educating individuals about their constitutional obligations and responsibilities as citizens. By working together to promote inclusiveness, institutions MIET shall continue to strive to build a more tolerant, harmonious, and respectful community for all.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1st Best Practice

“MIET & Advanced Operational Paradigm Effectiveness”

Objective of the Practice

The institution is committed to achieving academic excellence and fostering holistic student development, guided by a central mission to contribute to society. Every stakeholder of MIET within the institution is urged to develop a strong sense of social responsibility and make their contribution to this shared and noble cause.

With this in mind, the institution has initiated a set of academic and administrative practices that are fundamental to any educational institution. These include MIET's innovative practice of Classroom Visitation during the course of the lectures, ICT-enabled infrastructure, faculty development programs (FDP), and a commitment to gender equality. These practices are upheld with the utmost regard and

commitment within the institution.

The Context

It is widely recognized that any constructive endeavor encounters its share of challenges, and the institution is no exception. The primary challenge is the rigid curriculum, which serves as the framework around which all academic and administrative activities are organized. As the principal governing authority, faculty members are often consumed by their obligations, such as conducting sessional exams, invigilating final semester exams, and promptly evaluating answer scripts. In essence, faculty members are engrossed in fulfilling their designated responsibilities, leaving limited time for adhering to the periodically assigned best practices.

Furthermore, despite the institution's provision of all necessary facilities to the faculty members, occasional departures in the midst of the academic session can create unforeseen and unmanageable situations, obstructing our collective efforts.

The Practice

MIET practices several key initiatives to enhance the overall educational experience:

Class Visitation – One of the best practices which MIET practices to visit in the classrooms by the senior faculty members to evaluate the performance of the faculty and connect with the students. It is done in the very systematic manner.

ICT-Enabled Learning: MIET employs technology in classrooms, enabling interactive learning through videos, simulations, and digital resources. This approach facilitates better communication between students and teachers, improving feedback and access to information.

Weekly Teacher's Talks: Weekly Teachers Talks for Faculty members actively engage in development to enhance their teaching methods, stay updated in their fields, and develop new research interests.

Holistic Student-Centric Practices: MIET adopts a holistic approach, focusing on students' overall development, including counseling, mental health support, and extracurricular activities that nurture personal and professional skills.

Gender Sensitization: The institute promotes gender sensitization, fostering an inclusive environment that respects diversity and strives for gender equality, reducing gender-based violence and discrimination. These programs empower students to advocate for social justice and equality in their communities.

Evidence of Success

The institute's success is evidenced by its comprehensive policies, including Mentorship, ICT Integration, Research Promotion, and Gender Equality. These policies create a conducive environment for the institution. Feedback from stakeholders validates their effectiveness. New suggestions are incorporated after IQAC's deliberation. Mentorship connects students with faculty mentors for academic and personal support. The institute prioritizes ICT tools for interactive learning. Gender equality is maintained with equal attention to male and female students and staff. Faculty training programs enhance

teaching quality.

Problems Encountered and Resources Required

Challenges include students' initial reluctance to engage in mentorship, the ever-evolving ICT landscape, and time constraints for research due to university requirements and professional obligations. Additional resources are needed to address these issues.

2nd Best Practice

“MIET – Eco Friendly Campus Infrastructure & Alumnus’ Strength”

Objective of the Practice

The institute is dedicated to achieving academic excellence and nurturing students' holistic growth through effective practices that serve society. It emphasizes education's role in national development and encourages collaboration among stakeholders to fulfill this objective. The institute continually enhances its academic and administrative initiatives and updates its infrastructure to provide an optimal educational environment for students and stakeholders.

The Context

The institute faces significant challenges in adopting best practices for student development. Chief among these obstacles is the escalating infrastructure upgrade expenses, the need to align with alumni and university guidelines, and complying with their directives, which underpin all academic and administrative functions. Additionally, unforeseen faculty departures during the academic year, despite adequate support, further hinder best practice implementation.

The Practice

MIET has been dedicated to nurturing a clean and environmentally friendly campus. This commitment is rooted in the well-being of students, faculty, and staff. A pristine campus not only offers aesthetic appeal but also reduces the risk of illnesses and infections, creating a more pleasant environment for learning and work. Moreover, environmentally friendly practices are instrumental in reducing the institution's carbon footprint and promoting sustainability. This includes energy-efficient lighting, water conservation, and waste reduction, which, in addition to being eco-conscious, lead to cost savings and resource conservation.

The institute holds a strong connection with its alumni, valuing them as valuable contributors to its development. Alumni actively engage in mentoring and support students in placement and entrepreneurship activities, further enriching the institute's ecosystem.

Mangalmay Institute of Engineering & Technology also prioritizes celebrating important national and international days, such as International Women's Day and Gandhi Jayanti. These commemorations serve as platforms for raising awareness and appreciation of significant social, cultural, and historical events. The festivities include a variety of activities, from guest lectures and panel discussions to cultural

performances. By honoring these days, the institute promotes diversity, equality, and social justice while nurturing a sense of community and belonging among the stakeholders.

In addition to these practices, outreach programs play a pivotal role in maintaining and enhancing the quality of education at MIET. At individual levels, students and faculty engage in community service projects, fostering leadership skills and a deeper understanding of community needs. Departmental engagement includes research partnerships with local organizations, fostering innovation and economic development. At the institutional level, MIET conducts community outreach programs such as health fairs and cultural events, strengthening the institute's ties with the community.

Evidence of Success

The lush green campus creates a true ambiance of teaching and learning to the benefit of its students and faculty fraternity.

Problems Encountered and Resources Required

Overall, the institute's policies and initiatives demonstrate a commitment to providing a supportive and inclusive learning environment that promotes academic excellence and personal growth for all students but quite often than not face problems which becomes impediments in its growth.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

MIET, Greater Noida has a very systematic teaching and learning process in the institute which typically involves several steps and stages, including the following:

The institute perceives the facts that a systematic teaching and learning process must be designed in such a way to provide students with a comprehensive and practical education that prepares them for successful careers in their chosen field.

Research, Innovation and Extension Practices

Research, innovation, and extension practices are integral components of MIET that allow students and faculty members to contribute to the field of engineering by producing innovative solutions and advancing the knowledge base.

Research is one of the primary functions of MIET. It is a systematic investigation to discover new knowledge or to develop new technologies that solve real-world problems. The research activities in the institute are usually conducted by the faculty members and students, and they may collaborate with other institutions or industries. The research areas in the institute include various fields such as computer science, Artificial Engineering and Data Science etc.

Innovation is another important aspect of the institute. Innovation refers to the process of creating something new or improving an existing product or service. In the institute, innovation takes many forms, including new product development, process improvement, and technology transfer and setting up incubation cell and entrepreneurship cell. Innovation requires a creative mindset, and it involves identifying new opportunities, developing new ideas, and implementing them effectively.

Extension practices refer to the dissemination of information and knowledge to the wider community, including industry, government, and society. Extension activities in the institute include technology transfer, consulting, training, and outreach programs. These activities help to bridge the gap between the academic world and the real-world applications of engineering.

There is various researches, innovation, and extension practices that are commonly employed in institute. Some of the practices include:

1. Collaborative research: Collaborative research is a practice where faculty members and students collaborate with other institutions or industries to conduct research in various fields of engineering.
2. Entrepreneurship: Entrepreneurship is a practice that encourages students to develop new ideas and technologies and to create new businesses and start-ups.
3. Industry collaborations: Industry collaborations involve working with companies and industries to develop new products, technologies, and solutions that solve real-world problems.
4. Outreach programs: Outreach programs involve engaging with the wider community to disseminate knowledge and information and to educate people about the benefits of engineering.
5. Technology transfer: Technology transfer involves the commercialization of research findings and the transfer of technology to industry or other institutions.

Placement & Leadership Programme

Placement and leadership programs are an integral part of MIET, aim at providing students with the skills and knowledge required to succeed in their professional careers. These programs are designed to bridge the gap between classroom education and industry requirements, enabling students to develop the necessary skills to thrive in a competitive job market.

Placement programs of the institute are typically involving collaboration between the college and industry partners, who provide students with opportunities to participate in internships, co-op programs, and job shadowing. These programs enable students to gain real-world experience in their chosen field and to build a professional network that can be leveraged to secure employment upon graduation.

Leadership programs, on the other hand, focus on developing the soft skills required to succeed in a leadership role. These programs typically involve workshops and seminars on topics such as communication, teamwork, time management, and conflict resolution. Leadership programs also provide opportunities for students to take on leadership roles and to participate in community service activities.

Combining placement and leadership programs can provide a powerful combination that enables students to not only secure employment but also to thrive in their chosen profession. By gaining hands-on experience in their chosen field and developing the necessary soft skills to lead and succeed in a team environment, students can position themselves for success both in the short term and over the course of their careers.

In addition to providing benefits to students, placement and leadership programs also benefit employers, who are able to recruit top talent and develop a pipeline of skilled professionals for the future. By partnering with engineering colleges to provide internships, co-op programs, and job shadowing opportunities, employers can identify and develop the best and brightest talent, helping to ensure their future success.

In conclusion, placement and leadership programs play a vital role in the education of engineering students. By providing opportunities for students to gain real-world experience and develop the soft skills required to succeed in a leadership role, these programs help to bridge the gap between classroom education and industry requirements, positioning students for success both in the short term and over the course of their careers

Experiential Learning and Labs Practical in Engineering College

Experiential learning and laboratory practical play a crucial role in the education of engineering students. They provide a hands-on experience that complements the theoretical knowledge gained in the classroom, and enable students to apply what they have learned in a real-world setting.

The Institute understands that there are several benefits to experiential learning and labs practical hence special impetus is always given on this area which includes:

- 1.Improved Understanding: Practical experience helps students understand complex theories and concepts that they might struggle to grasp in a classroom setting.
- 2.Enhance Problem Solving Skills: By working on projects in the laboratory, students learn to troubleshoot problems and find creative solutions to technical challenges.
- 3.Career Readiness: Hands-on experience in the laboratory can help prepare students for the demands of the workplace and provide them with practical skills and knowledge that they can apply in their future careers.
- 4.Collaboration and Communication: Working in groups on laboratory projects helps students develop teamwork and communication skills, which are essential for success in engineering careers.
- 5.Personal Growth: Laboratory practical offer students the opportunity to develop practical skills, confidence, and independence as they work on projects and experiments.

Overall, experiential learning and laboratory practical are an essential component of engineering education, and play a significant role in shaping the future of the profession for which MIET is very much concerned about.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

MIET is committed to participating in NIRF and conducts regular audits on Energy and the Environment to protect Mother Earth. MIET gives special attention to its cocurricular and extracurricular activities with full sincerity. Besides, all important cultural events are organized in the institute with full zeal and enthusiasm. In a nutshell, MIET aspires to attain excellence in every domain of education for the betterment of its students.

Concluding Remarks :

The Mangalmay Institute of Engineering and Technology has dedicated itself for over a decade to achieving excellence in engineering education. MIET is firmly committed to enhancing its research endeavors and is well-prepared to further contribute to consultancy and project development through its incubation cell, to build a stronger nation that serves society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :43</p> <p>Remark : Repetition of Add on/Certificate/Value added programs in every year during assessment period will be counted one only. Hence input edited accordingly.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>119</td> <td>73</td> <td>38</td> <td>38</td> <td>48</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>89</td> <td>60</td> <td>38</td> <td>38</td> <td>48</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>135</td> <td>90</td> <td>90</td> <td>60</td> <td>120</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>135</td> <td>90</td> <td>90</td> <td>60</td> <td>120</td> </tr> </tbody> </table> <p>Remark : Input is edited from supporting documents.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	119	73	38	38	48	2022-23	2021-22	2020-21	2019-20	2018-19	89	60	38	38	48	2022-23	2021-22	2020-21	2019-20	2018-19	135	90	90	60	120	2022-23	2021-22	2020-21	2019-20	2018-19	135	90	90	60	120
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135	90	90	60	120																																					
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	13	17	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	09	07	0	0

Remark : Input edited from data template as per ISSN numbers.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	44	1	53	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	07	01	53	0

Remark : Publications with ISBN number only will be considered. Hence input edited accordingly.

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
93.09	131.49	58.25	36.02	38.95

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
93.09	101.49	58.25	36.02	38.95

Remark : Input edited from supporting documents.

4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 562"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>161.86</td> <td>128.20</td> <td>112.3</td> <td>112.93</td> <td>113.15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 777"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>117.86</td> <td>68.2</td> <td>92.3</td> <td>112.93</td> <td>113.15</td> </tr> </tbody> </table> <p>Remark : Input edited from supporting documents.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	161.86	128.20	112.3	112.93	113.15	2022-23	2021-22	2020-21	2019-20	2018-19	117.86	68.2	92.3	112.93	113.15																				
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6.3.3	<p>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</p> <p>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1216 1046 1348"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>59</td> <td>84</td> <td>56</td> <td>49</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1431 1046 1563"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>22</td> <td>84</td> <td>48</td> <td>49</td> </tr> </tbody> </table> <p>6.3.3.2. Number of non-teaching staff year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1646 1046 1778"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>16</td> <td>11</td> <td>7</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1861 1046 1993"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>16</td> <td>11</td> <td>7</td> <td>10</td> </tr> </tbody> </table> <p>Remark : Multiple participation of the faculty in the same academic year will be considered as one</p>	2022-23	2021-22	2020-21	2019-20	2018-19	81	59	84	56	49	2022-23	2021-22	2020-21	2019-20	2018-19	57	22	84	48	49	2022-23	2021-22	2020-21	2019-20	2018-19	17	16	11	7	10	2022-23	2021-22	2020-21	2019-20	2018-19	17	16	11	7	10
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only. Hence input edited accordingly.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 112 Answer after DVV Verification : 104