Muthoot
Institute of Technology & Science

INSTITUTIONAL DEVELOPMENT PLAN

CONTENTS

INTRODUCTION

INSTITUTION PROFILE

The Muthoot Group, one of India's prominent and diversified business conglomerates has crossed the threshold into the higher education sector, in the Year 2013, through the establishment of Muthoot Institute of Technology and Science (MITS), at Varikoli, Puthencruz – Ernakulum (District). In a world administered by reservations, the enterprise has firm belief in its the power of vision that leads to some of the imperative discoveries. It is this faith that drives individuals towards accomplishments.

Henceforth, the mission of Muthoot Institute of Technology and Science (MITS) states *"To build a strong center of excellence for learning and research in engineering and technology, to facilitate students to learn and imbibe, along with their subjects of study, discipline, ethics, tradition and culture, and to bring out students not only intellectually well-equipped but also combined with a value system which will enable them to become socially committed citizens".* The basic philosophy of the institution is to serve the cause of technical education by altering engineering education into a cost effective and quality focused educational endeavor. Our Institution, established in 2013, in a short span of time, has achieved a commendable name in the educational sector of the state in terms of results, placements and admissions. We have incorporated scholarships of almost 90% fee waivers for academically brilliant students and 40% of our students come under this category. We have competent students as well as excellent faculty, who are knowledgeable and well-equipped to nurture their innovative minds. There are several projects funded by various government organizations and other agencies in various departments.

The institution is situated in the Industrial suburb of Kochi. It is also near to the Smart City and Info park. The institute is located on the Cochin Madurai National Highway and is at a 15 kms of distance from Vytilla Junction. The proximity of the college to various public and private sector establishments in Kochi-Aluva belt provides an opportunity to the students to have continuous interface with the industry.

The organization aims to be a cutting edge institute which anticipates the needs of the future to create an environment that promotes teaching, learning and research. The institution has been approved by AICTE and is also affiliated to Mahatma Gandhi University, Kottayam and APJ Abdul Kalam Technological University. The institute offers six Engineering branches of study in undergraduate programmes which include Civil Engineering (CE-60 seats), Mechanical Engineering (ME-60 seats), Electrical and Electronics Engineering (EEE-60 seats), Electronics & Communication Engineering (ECE-60 seats), Computer Science and Engineering(CSE-120 seats), Computer Science and Engineering with Artificial Intelligence(CSE - AI - 60 seats),Computer Science and Engineering with Cyber Security(CSE - CC -60 seats) and Artificial Intelligence and Data science (AI&DS - 60 seats) with total annual intake of 540. It also offers three Postgraduate programmes, Masters in Computer Applications (MCA -60 seats) and PG in Computer Science Engineering - i) Cyber Security (12 seats) and Artificial Intelligence and Data Science (12 seats). The present faculty strength of the institution is 123, of which 40% are phDs and another 30% currently pursuing phD. MITS also hosts an industry oriented International Post Graduate programme, in association with prestigious ESIGELEC University, France. MITS has signed MOU's with Industry giants like IBM, Siemens, CIPET, BPCL-Kochi which offer academic partnership programs and internships. The institution is equipped with modern facilities like Tinker lab, Centre for Industrial Consultancy, Inter-disciplinary Research, Innovation & Entrepreneurship cell, central computing labs, central library and a central workshop.

MITS has fruitfully embarked a successful journey of ten years in the educational arena. MITS has always been in the forefront of Technical education. MITS holds the first position among all the Private Engineering Colleges in the state of Kerala. It stands second in terms of pass percentage and fourth in terms of Academic Performance Index. It has been accredited by National Board of Accreditation (NBA) for 5 eligible programmes till 2025. It has entered into the National Institute of Ranking Framework (NIRF 2021) in the year 2021 and 2022 in the band of 250-300, gaining national visibility. It has also been recognised in the band Performer by Atal Ranking of Institutions on Innovation Achievements (ARIIA 2021), and NIRF Innovation Ranking 150-300 in (ARIIA 2022), a national level ranking for Innovations.

VISION AND MISSION STATEMENT

VISION

To be a Centre of excellence for learning and research in engineering and technology, producing intellectually well-equipped and socially committed citizens possessing an ethical value system.

This vision statement of MITS outlines the institution's desire to be a place of academic excellence, predominantly in the field of engineering and technology. It also highlights its commitment of nurturing graduates who are not only intellectually capable but also socially conscious and guided by a strong ethical extent, thus contributing positively to humankind.

- "To be a Centre of excellence": This part of the statement emphasizes the institution's aspiration to be a Centre for outstanding quality in education and research.
- "for learning and research in engineering and technology": This highlights the specific focus of the institution on education and research in engineering and technology. It suggests that the institution intends to excel in these areas.
- "producing intellectually well-equipped": The institution's goal is to nurture and educate students and mould them into resilient intellectuals. It aims at providing excellent training, capable of stimulating the minds of the students.
- "and socially committed citizens": In addition to academic brilliance, the institution aims to instill a sense of social accountability in its students. It aims at producing graduates who are committed and actively involved towards creating a positive impact on society.
- "possessing an ethical value system": The institution seeks to cultivate a strong ethical foundation in its graduates. It aims at creating alumni who are capable of making choices based on a set of moral principles and values, ensuring integrity and responsibility in their personal and professional conduct.

MISSION

1. ***Offer well-balanced programme of instruction, practical exercise and opportunities in technology.***
2. ***Foster innovation and ideation of technological solutions on sustainable basis.***
3. ***Nurture a value system in students and engender in them a spirit of inquiry.***

These mission statements of MITS reflect the institution's fundamental objectives and guiding principles. These assertions can be interpreted as below:

- *"Offer well-balanced Programme of instruction, practical exercise, and opportunities in technology":*
    - This mission statement emphasizes the obligation of providing a comprehensive and holistic education. The college aims to make available a composed program that combines theoretical instruction, hands-on practical experience, and opportunities for students to engage with technology. This approach ensures that students not only acquire theoretical knowledge but also gain practical skills and a deep understanding of technological applications.
- "Foster innovation and ideation of technological solutions on a sustainable basis":
    - This mission statement emphasizes the promotion of innovation and creativity among students. It encourages them to think critically and come up with novel technological solutions. It also focuses on sustainability and considers finding long-term solutions to problems and believes in dealing with the real-world challenges in an environmentally and socially responsible manner,
- "Nurture a value system in students and engender in them a spirit of inquiry":
    - This statement highlights the importance of character formation and aims at inculcating ethical values among students. It also seeks to inspire a spirit of inquiry, which encourages students to be interrogative and outstanding. This value system is considered essential for producing ethical and responsible engineers who can positively influence the society.

The mission statements of MITS highlights an informed training method that comprises of a resilient ethical foundation, practical experiences and innovation. These ideologies guide the resolves of the institution to prepare students for successful careers in engineering and technology along with inculcating in them the potentials and standards necessary for making them righteous and responsible professionals.

CORE VALUES OF THE INSTITUTE

The **CORE VALUE**S adopted by MITS are consequent of the vision and mission statements. They can be listed as below-

Excellence	• Striving for higher standards in education, research, and innovation with a global perspective.
Collaboration	• Promoting teamwork, interdisciplinary partnership and collaboration through the exchange of ideas to develop sustainable solutions for the well-being of Society
Diversity and Inclusion	• Encompassing a diverse student group and faculty, to create an all-inclusive learning environment.
Leadership	• Preparing students to be leaders in their corresponding fields in order to become accountable global citizens.
Ethical Engineering	• Prioritizing ethical concerns in decision making. Developing sustainable engineering solutions through ethical practices
Social Commitment	• Addressing the socially and economically weaker sections of society.
Integrity	• Catering stakeholders through integral values.

MILESTONES

MITS: Pioneering Excellence in Education and Innovation

In its relentless pursuit of academic excellence and a commitment to staying at the forefront of technological advancements, MITS has witnessed a series of transformative milestones over the past few years. The institution's unwavering dedication to education and innovation is reflected in its continuous efforts to broaden the horizon of knowledge and offer students cutting-edge programs.

Year 2020: Expanding Horizons

In 2020, MITS took a significant stride forward by introducing M.Tech programs in two dynamic and high-demand fields, Cyber Security and Artificial Intelligence & Data Science. These programs were launched to equip students with the knowledge and skills needed to tackle the challenges and opportunities presented by the rapidly evolving digital landscape.

Additionally, the institution expanded its undergraduate offerings with the commencement of the B.Tech in Computer Science and Engineering with a specialization in Artificial Intelligence. Furthermore, recognising the growing interest in the field of Computer Science, the intake of students in the Computer Science and Engineering (CSE) program was enhanced to accommodate the burgeoning demand.

Year 2021: Charting New Frontiers

In 2021, MITS continued to innovate in response to the evolving needs of the industry and students. The institution introduced a Bachelor of Technology (B.Tech) program in Artificial Intelligence & Data Science, further strengthening its commitment to technology-driven education.

Year 2022: A Seal of Excellence

The year 2022 marked a pivotal moment in MITS's academic journey. Five B.Tech programs at MITS received accreditation from the National Board of Accreditation (NBA) for the years 2022-2025. This esteemed accreditation is a testament to the institution's commitment to maintaining high academic standards and providing quality education.

Year 2022: Embracing Innovation

2022 also witnessed the launch of new courses aimed at aligning with the latest industry trends and technology advancements. MITS initiated the B.Tech program in Computer Science and Engineering with a specialization in Cyber Security. Simultaneously, the institution introduced the Master of Computer Applications (MCA) program, further expanding the range of academic offerings.

Year 2023: ARIIA Recognition

In the latest edition of the NIRF Innovation Rankings in 2023, MITS secured a commendable ranking in the 151-300, reflecting its commitment to fostering innovation and research within its academic ecosystem. This recognition highlights MITS's dedication to providing a dynamic and innovative learning environment that empowers students to excel.

MITS's journey of growth, innovation, and academic excellence continues, driven by a passion for knowledge, a commitment to quality education, and a vision to prepare students to excel in the ever-changing landscape of technology and innovation. As MITS moves forward, it remains dedicated to nurturing the next generation of innovators, technologists, and leaders, preparing them for a future marked by endless possibilities and uncharted frontiers.

KEY FEATURES AND PRESENT SCENARIO

Results

The Institute has been placed in the top 5 colleges in the state since its inception.

Placements

The Institute boasts an excellent placement for the students, pay packages ranging from Rs.15 Lakhs per annum to Rs. 5.8 Lakhs per annum. The placement has been for 95% and more for eligible students in almost all branches with at least an average of 2 offers per placed student.

Research

The Institute has an active research culture, with over (all amount is in Rs.) 165 million in consultancy, 3 million of completed projects, 112 million of ongoing projects. Another 150 million worth of projects have been submitted and is under review by various governmental and non-governmental agencies. Details of research including ongoing and applied projects is attached in Annexure.

Collaborations

MITS has various collaborations with renowned industries including memorandum of understanding between various esteemed organizations like Redhat, IBM, Siemens, Keysight Technologies, ICT Academy etc. for student development, training and certifications.

MGCER , Muthoot Global Centre for Education and Research , a sister concern of MITS has a tie up with Esigelec University, France leading to many of our Alumni undergoing masters there and finding very good internships and job opportunities in Europe.

CIDRIE – Centre for Industrial Consultancy, Interdisciplinary Research, Innovation and Entrepreneurship

The Centre will help to bring faculty and students together to develop, refresh and exercise their research skills by helping to solve real world problems facing businesses, government and the community in general. The Centre primarily has the following four goals:

1. To provide faculty with applied research opportunity.
2. To teach applied research methods to students and interested faculty.
3. To produce high quality low cost information for the local stakeholders (the Institute, Muthoot Group, Small & Medium Industries and Businesses, Government Bodies, Social Welfare Workers, NGOs).
4. Be an incubation centre for start-ups and help guide entrepreneurs.

State of the Art Sports facilities

Excellent Sports facilities such as badminton courts, basketball court, volleyball courts and Cricket nets for practice.

NEED FOR A INSTITUTIONAL DEVELOPMENT PLAN

NEED FOR IDP

Engineering education has undergone enormous changes, during the past decades. The need for quality education, number of excellent technical institutes, good faculty and efficient resources has increased steadily.

Engineering education not only requires planning but also a clear vision towards the future. It also requires a detailed analysis of the current structure in the light of the vision encountered, adaptable policies, effectively managed action plans, periodic monitoring and assessment. It is difficult to bring about an educational competence which is relatively compatible with the rest of the world.

Higher education institutions should also be restructured in accordance with current technological advancement. It is necessary to follow the change and create efficient and effective teaching and learning environment. Since long life learning programs (LLP) are seen as essential for the development of the society, Institutes should be capable of generating sophisticated individuals who are capable of managing these LLP initiatives.

Thus it is important to adjust the strategic objectives and quantifiable targets, measure the performances of the predetermined indicators, monitor and evaluate the strategic plan. It is the participative approach that enables the institute to prioritize the resources in accordance with the objectives mentioned in the strategic plan.

In the last 2-3 years, it has been observed that :

1. Few seats in some branches are vacant
2. Number of toppers joining the institute has decreased
3. It has become difficult to attract students all over the nation.
4. The quality of research and publications from faculty needs to be enhanced.

There is a tough competition for admissions and it is equally difficult to build a reputation with respect to academics and placements. It is extremely difficult to sustain competition and remain in the list of reputed institutes of the country. It is also important to attract the best students from across the nation, focus on proper strategic plan which aims development and growth of the institute. To address these issues, discussions with various stake holders revealed the following interpretations-

- Imparting quality education
- Producing industry- ready engineers

In light of the above statements, it is only prudent that an engineering college should have a development plan which guides the institution towards accomplishing its vision and mission and helps the institution in keeping up with competitors and appropriately operating the assets. Furthermore, it also makes sure that the institution is equipped for any discrepancies in the engineering industry and is capable to offer eminent standards.

A strategic development plan is indispensable for an engineering college due to several significant reasons:

• **Long-term Vision:** By means of a strategic development plan, the college will be able to have a vision that is perfect in the short run. The plan helps to illustrate the way in which the college wishes function in the future.

• **Resource Allocation**: Resource allocation helps the college to manage its resources efficiently. Improving the capacity of engineering colleges demands huge funds on infrastructure, faculties, equipment, and technologies. The strategic plan should help in ensuring that the institution's objectives are realized through efficient use of the scarce internal resources.

• **Improving Academic Quality:** High academic standards needs to be upheld in engineering colleges. A strategic plan can indicate ways of improving curriculum, research programs, and staff training with an aim to improve the quality of education offered.

• **Competitive Advantage:** The environment for the establishment of higher education institution is very competitive. Strategic planning assists an engineering college in distinguishing itself from all other institutions that provide similar services by identifying its strength and weaknesses, seizing its opportunities and curtailing its threats.

• **Adaptation to Market Trends:** The Engineering vocation keeps varying because of technological alterations as well as industry requirements. A strategic plan can help the college to adjust its educational programs in a way so as to prepare its graduates for their profession and to help them to stay informed about market demands.

• **Enrollment and Retention:** An engineering college cannot flourish without attracting students and holding onto them in economies of scale and scope. The strategic plan may also contain marketing and recruitment measures, as well as student support schemes aimed at enhancing enrollment and retention.

• **Accreditation and Compliance**: The engineering curriculum is compelled to maintain accreditation standards developed by NBA, NIRF or other such groups. The college needs to match these criterions to maintain its accreditation, hence a strategic plan is indispensable.

• **Fundraising and Development:** For research projects, infrastructure developments of an engineering college are often based on fundraising or outside help. It can also point out prospective contributors and inform development of raising money schemes.

• **Community Engagement-** The local and region community can hardly ignore the engineering colleges. Partnering with business, education, or community groups in a strategic plan,will lead to mutual advantage of the college and the community.

• **Risk Management:** A strategic plan enables the college to identify potential challenges and risks that would permit development of contingency plans and averting possible threats to continuity and sustainability.

• **Measurement of Progress:** The strategic plan must have KPIs (Key Performance Indicators) through which the organization can keep its performance on check, and readapt as it progresses in time.

At MITS, Strategic planning process was conceived as an IQAC initiative. The IQAC, along with the involvement of Principal, heads of departments, various coordinators and senior faculty members has developed the strategic plan. The plan is aligned with the institute's vision, mission, and goals and is capable of guiding strategic decisions and action plans. A strategic plan is an important tool for a college to manage itself effectively because it:

- provides a framework for effectiveness and a sense of direction
- outlines the goals and measurable targets
- is useful for guiding day-to-day activities
- helps in evaluating progress and varying approaches while evolving

It is an iterative process at both the stages, i.e., while framing and applying as well, as shown in Figure 1.

Figure 1: Strategic plan stages

The plan is developed to provide a firm foundation for the constant up-gradation of the institution, as well as to strengthen the drive of experimentation and innovation, concentrating on the institution's vision and mission. The strategic plan sets out a framework of priorities for the institution.

The strategic plan has to be reviewed and evaluated carefully, and any aspect of the proposal that is challenging must be highlighted, e.g., any fragment of the proposal that might be unrealistic or excessive in cost, either in terms of time or money.

Deployment of teams with assigned team leaders is essential to implement the plan. Monitoring of progress with a close watch on the collective efforts and timelines will lead the team towards the accomplishments. At the same time, modifications may be applied to the strategy, if required.

IDP DEVELOPMENT PROCESS

Strategic planning is a well-known systematically designed process as illustrated in Figure 2. The internal dynamics of organization is a highly effective in creating a concrete plan.

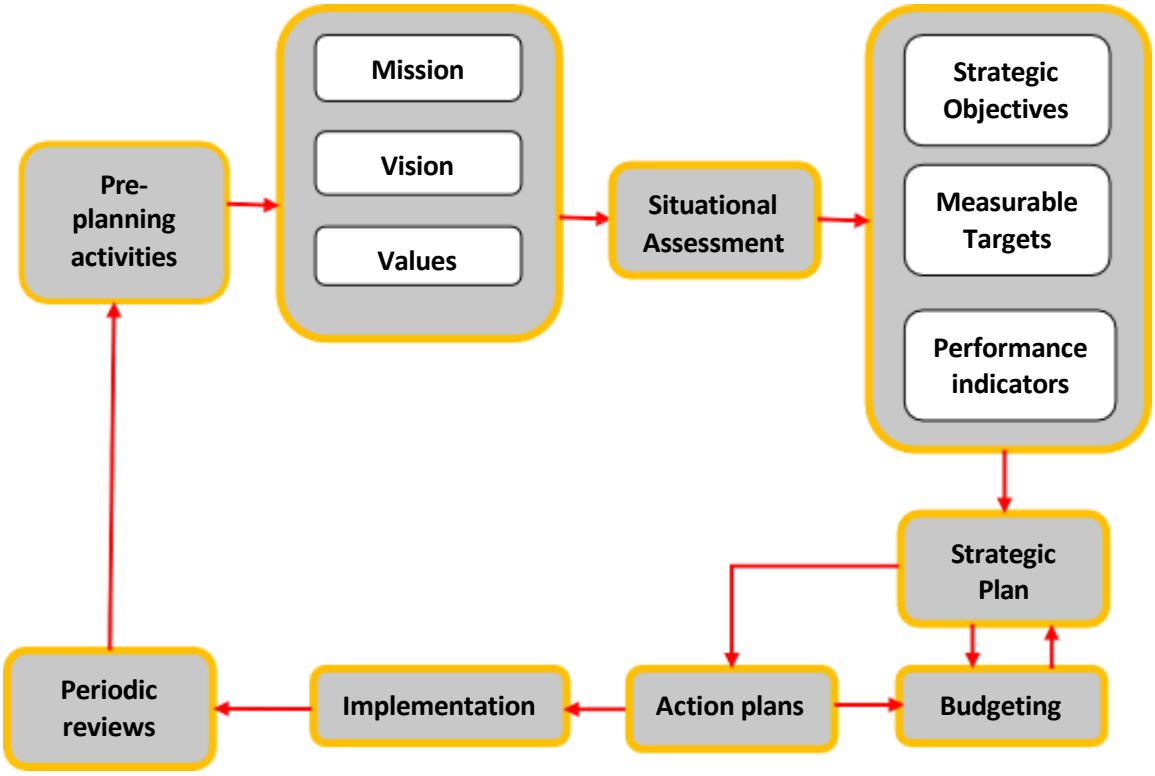


Figure 2: Strategic planning process

As illustrated in Figure 2, strategic planning starts with a series of pre-planned activities and continues with the assessment of organizational values, mission and vision. It is on this basis that, an assessment of the state of affairs is done to trace the current situation of the organization. This produces the SWOT results indicating the performance of the organization in certain areas related to organizational goals and mission.

Following the situational analysis, strategic objectives are defined to be the baseline for functional measurable targets. Performance indicators need to be developed to follow the progress of organizational activities. A clear action plan and resource management is also

crucial part of the planning process and implementation of the plan should be periodically monitored in order to assure that the progress is achieved towards the purposes.

COMPONENTS OF IDP PROCESS

STAKEHOLDER ANALYSIS

Stakeholders play a vital role in the development, evaluation and enhancement of the quality of education in Higher Education Institutions. With the fast changing scenario of the teaching learning process, it has become necessary to identify the expectations and aspirations of the students, teachers, alumni, parents, employers and other stakeholders. Muthoot Institute of Technology and Science (MITS) has a structured feedback mechanism to ensure quality of curriculum, infrastructure, teaching, learning, research opportunities, training and placement and outreach services in the process of education. This framework of feedback policy collects, analyses, summarizes and documents the perceptions of the stakeholders for ensuring quality and continuous improvement of all programmes imparted by MITS. The inputs of the stakeholders are essential to direct the institution in its trajectory of relentless passion for excellence and leads towards achieving its vision, mission and goals. It is also beneficial to identify the curricular gaps and take actions to bridge it.

STAKEHOLDER IDENTIFICATION AND CATEGORISATION

In pursuit of achieving the mission of MITS, the following stakeholders with different expectations and requirements were identified. The needs and expectations of a group of internal and external stakeholders of MITS were analyzed while developing the Institutional Development Plan. The stakeholder groups which were identified are as follows:

1. Students
2. Faculty
3. Alumni
4. Administrative and non-teaching staff
5. Parents, guardians

6. Management
7. Employers and Industry partners
8. Accreditation and Professional bodies
9. Local Community
10. Government, Regulatory and Compliance Authorities
11. Non-profit Organizations and Community groups
12. Student Organizations and Clubs
13. University, Research and Development Partners
14. Media and public relation
15. Peer Institutions

STAKEHOLDERS ROLES, RESPONSIBILITIES AND EXPECTATIONS

1. **Students:**
    - Role: Primary beneficiaries of education.
    - Responsibilities: Attend classes, complete coursework, adhere to college guidelines.
    - Expectations: High-quality education, access to resources, a safe and inclusive environment.
2. **Faculty:**
    - Role: Educators and researchers.
    - Responsibilities: Teach, mentor, conduct research, contribute to institutional goals.
    - Expectations: Support for professional development, a conducive work environment.

3. **Administrative Staff:**
    - Role: Support college operations.
    - Responsibilities: Manage finances, HR, admissions and facilities.
    - Expectations: Effective communication, efficient processes, and a well-maintained campus.
4. **Alumni:**
    - Role: Former students and potential donors.
    - Responsibilities: Maintain connections, support fundraising efforts.
    - Expectations: Opportunities for networking, continued engagement, and a positive reputation for the college.
5. **Parents and Families:**
    - Role: Financial and emotional supporters.
    - Responsibilities: Financial support, involvement in students' education.
    - Expectations: Transparent communication, student well-being, and educational excellence.
6. **Management:**
    - Role: Oversee college governance.
    - Responsibilities: Set policies, provide strategic direction.
    - Expectations: Fiscal responsibility, adherence to legal and ethical standards.
7. **Employers and Industry Partners:**
    - Role: Employ graduates and collaborate on research.
    - Responsibilities: Offer internships, provide input on curriculum, fund research.
    - Expectations: Job-ready graduates, research collaboration, and access to talent.

8. **Accreditation and Professional bodies:**

- Role: Ensure educational quality.
- Responsibilities: Evaluate programs, assess compliance with standards.
- Expectations: Maintaining high academic standards and adherence to accreditation criteria.

9. **Local Community:**

- Role: Neighbors and local businesses.
- Responsibilities: Engage in community outreach, support local development.
- Expectations: Positive impact on the community, partnership opportunities.

10. **Government and Regulatory Agencies:**

- Role: Oversee compliance with laws and regulations.
- Responsibilities: Ensure adherence to education laws, distribute funding.
- Expectations: Regulatory compliance, responsible use of public resources.

11. **Non-Profit Organizations and Community groups**

- Role: Provide financial support and grants.
- Responsibilities: Contribute to scholarships, research funding, or facility development.
- Expectations: Effective use of donations and recognition for their contributions.

12. **Student Organizations and Clubs:**

- Role: Represent student interests and foster extracurricular activities.
- Responsibilities: Organize events, advocate for student needs.
- Expectations: A platform for student engagement, support for their initiatives.

13. **University, Research and Development Partners**

- Role: Provide academic, industry-specific guidance.

- Responsibilities: Offer expertise, advise on curriculum relevance.
- Expectations: An effective partnership in preparing students for careers.

14. Media and Public Relations:

- Role: Shape public perception.
- Responsibilities: Promote college achievements and manage public relations.
- Expectations: Accurate representation, timely responses to inquiries.

15. Peer Institutions:

- Role: Comparison and benchmarking.
- Responsibilities: Exchange best practices, collaborate on research.
- Expectations: Academic collaboration, shared knowledge.

Each of these stakeholders plays a unique role in the success of a professional college. Meeting their expectations and collaborating effectively can help ensure the college's reputation, sustainability, and fulfillment of its educational mission.

STAKEHOLDER ANALYSIS MATRIX

A Support, Influence, Interest, and Importance (SI3) matrix, also known as a Stakeholder Analysis Matrix, is a tool used in project management and business analysis to assess and categorize stakeholders based on their level of support, influence, interest, and importance in a project or organization. It helps in identifying how to effectively engage and manage stakeholders.

List of Stakeholders: Start by identifying all the stakeholders involved in the project or organization. This can include individuals, groups, or entities with a vested interest in the project or organization.

- Support: Assess the level of support each stakeholder provides to the project or organization. This support can be positive, negative, or neutral. Assign a score or label to represent the extent of their support.

- Influence: Determine the degree to which each stakeholder can influence the project or organization. This influence can range from high to low, and it is important to consider in what ways their actions or decisions can impact the project or organization.
- Interest: Analyze the level of interest that each stakeholder has in the project or organization. Stakeholders with high interest are more likely to be engaged and may require more communication and management.
- Importance: Evaluate the overall importance of each stakeholder to the project or organization. This importance is based on a combination of their support, influence, and interest. Stakeholders with high importance require more attention and engagement.

Once each stakeholder is assessed based on support, influence, interest, and importance, they can be categorized into different segments. For example:

- Key Players: High support, high influence, high interest, and high importance. These stakeholders are crucial to the success of the project or organization.
- Supporters: High support, but their level of influence may vary. They have a positive attitude towards the project or organization.
- Influencers: High influence, but their support and interest may vary. They can affect project decisions and outcomes significantly.
- High-Interest Stakeholders: Have a strong interest in the project, but their support and influence may vary.
- Neutral Stakeholders: Have neither high support nor high opposition, and their influence and interest may be moderate.
- Opponents: Have low support and may actively oppose the project or organization.
- Low-Interest Stakeholders: Have low interest in the project, and their support and influence may vary.

The SI3 matrix is a dynamic tool that should be updated throughout the project's lifecycle as stakeholder dynamics may change. It helps project managers and organizations to modify their

engagement strategies and communication plans to address the specific needs and concerns of different stakeholder groups.

A Stakeholder Analysis Matrix was also created to understand the landscape of stakeholders of MITS to periodically review, update and reflect changes in stakeholder dynamics and priorities. The data which states the stakeholder's level of support, influence, interest and importance were composed from feedback, questionnaires, interviews, meetings and existing records. A scale of Low, Medium and High denotes the level of dimension of each stakeholder.

Sl. No.	Stakeholders	Influence	Interest	Support	Importance
1.	Students	Medium	High	High	High
2.	Faculty	High	High	High	High
3.	Administrative and Non-teaching staff	H	H	H	H
4.	Alumni	Medium	Medium	Medium	Medium
5.	Parents and Families	Low	Medium	Medium	Medium
6.	Management	High	High	High	High
7.	Employers and Industry Partners	High	High	High	High
8.	Accreditation and Professional bodies	M	M	M	M
9.	Local community	Low	Low	Low	Low
10.	Government and regulatory agencies	Medium	Medium	Medium	Medium
11.	Nonprofit organizations and Community groups	Low	Low	Low	Low
12.	Student Organizations and Clubs	Medium	Medium	Medium	Medium
13.	University, Research and Development Partners	High	High	High	High
14.	Media and public relation	Medium	Medium	Medium	Medium
15.	Peer Institutions	Medium	Medium	Medium	Medium

Table 1 SI3 Matrix of Stakeholders of MITS

The relationships, responsibilities and influence of stakeholders within MITS were analyzed from the grid to identify patterns, priorities and potential areas of action. The dynamic nature of the influence, support, importance and interest of stakeholders paves way to the regular updating and revisiting the matrix for the purpose of managing the stakeholders.

ENVIRONMENTAL FACTORS IMPACTING HIGHER EDUCATION IN KERALA

The landscape of higher education is ever-evolving, and Kerala, known for its commitment to education, is not immune to the influences of a dynamic external environment. Environmental factors play a pivotal role in shaping the educational narrative, and they have the potential to propel institutions toward innovation or pose intricate challenges. Here, we delve into some key environmental factors that have been shaping higher education in the state of Kerala.

Economic Factors -: The economic backdrop in India, marked by a growing GDP at 7.7%, serves as a pivotal determinant. This economic vigour intertwines with the job market, impacting the number of students securing placements. Any turbulence in placement opportunities inevitably ripples through admissions, especially in the management quota, underlining the deep interdependence between economic stability and education.

Social Factors -: The social fabric in Kerala presents a unique challenge. A significant portion of the parental community is increasingly inclined toward job-oriented courses, with a focus on immediate employment prospects. While pragmatism is laudable, there is a risk of side-lining the pursuit of genuine education. The predominant focus on placement-centric learning potentially jeopardizes the elevation of academic standards.

Technological Factors : Embracing technology has become indispensable for ensuring the effectiveness and competitiveness of education. Syllabus revisions to incorporate evolving technologies and the challenges of training faculty to keep abreast of industry changes are pressing concerns. The advent of e-learning, online learning, and online examinations may redefine the traditional classroom teaching-learning paradigm in the near future.

Government Policies -: Government policies, both at the state and national levels, wield substantial influence over the educational landscape. Striking a balance between regulation and fostering growth is an ongoing struggle. The need for educational systems to align with international standards is apparent, as is the importance of avoiding overly restrictive policies that stifle educational expansion.

Political Factors -: The synergy between political factors at the state and central levels can be a nuanced aspect in shaping educational policies and implementations, demanding adroit navigation.

National Education Policy NEP 2020 -: The National Education Policy 2020 heralds a shift toward multidisciplinary teaching and learning, aiming to nurture holistic development, critical thinking, creativity, and problem-solving skills. The policy encourages higher education institutions to promote interdisciplinary research and collaboration, emphasizing the cultivation of a well-rounded education.

Market/Competition Factors -: The influx of industry-led universities and engineering colleges in neighbouring states has the potential to lure students away from Kerala. The migration of students to institutions with recognizable brand names may affect admissions. The emergence of foreign universities poses a formidable challenge in the form of competition. While MITS is not immediately impacted, faculty retention and curriculum reforms are areas requiring immediate attention to remain in sync with the flexible systems offered by foreign institutions.

Higher education in Kerala stands at a critical juncture, poised for transformation, but not without its share of challenges. Adapting to these environmental factors, leveraging opportunities, and aligning with global standards will be instrumental in ensuring a bright future for education in the state. As the educational landscape continues to evolve, institutions like MITS remain committed to providing a robust and holistic education, empowering students to navigate the shifting tides of an ever-changing world.

SWOT ANALYSIS-PREPLANNING

A SWOT analysis is a valuable tool for identifying the strengths, weaknesses, opportunities, and threats facing an organization.

Conducting a SWOT analysis can help to develop a strategic plan which augments the college's performance and achieve its goals. SWOT analysis can be completed by following these steps :

1. Gather a Team: Assemble a diverse team of stakeholders, including faculty, staff, students, alumni, and administrators. The different perspectives of team members will provide a comprehensive view of the contemporary state of affairs of the institution.
2. Define the Purpose: Outline the purpose of the SWOT analysis to identify areas for strategic development in MITS.
3. Data Collection:
    a. Internal Assessment (Strengths and Weaknesses):
        i. Review academic programs, faculty qualifications, and research output.
        ii. Analyze student enrollment trends, retention rates, and graduation rates.
        iii. Evaluate the infrastructure, laboratories, and facilities.
        iv. Assess financial resources and budget constraints.
        v. Gather feedback from faculty and staff about their experiences and concerns.
        vi. Survey students and alumni for their perspectives on the college's strengths and weaknesses.
    b. External Assessment (Opportunities and Threats):
        i. Research market trends in engineering education.
        ii. Evaluate competition from other engineering colleges or online courses.
        iii. Consider regulatory changes or accreditation requirements.
        iv. Identify emerging technologies and industry demands.

v. Assess the job market for engineering graduates.

vi. Explore potential partnerships with industry, government, or other institutions.

4. SWOT Analysis Matrix:

   a. Create a matrix with four quadrants, labeling them as Strengths, Weaknesses, Opportunities, and Threats.

      i. Identify Strengths:

         1. List the internal factors which give the engineering institute an edge over other colleges. The factors include competent faculty, well-organized program, a good track record of graduate placement and financial stability.

      ii. Identify Weaknesses:

         1. List the internal factors that hinder the institution's performance. These include outdated infrastructure, faculty shortages, declining enrollment, or budget constraints.

      iii. Identify Opportunities:

         1. List external factors that the college could capitalize on. These might include a growing demand for engineers, emerging fields of study, potential partnerships with local industries, or changes in government policies favoring higher education.

      iv. Identify Threats:

         1. List external factors that could negatively impact the college. This includes increased competition, economic downturns affecting funding, changing accreditation standards, or declining interest in engineering as a career.

5. Prioritize and Develop Strategies:

   a. Review the items in each quadrant and prioritize them based on their potential impact and feasibility.

b. Develop strategies to leverage strengths and opportunities while addressing weaknesses and mitigating threats.

c. Ensure that each strategy is specific, measurable, achievable, relevant, and time-bound (SMART).

6. Implementation Plan:

   a. Develop an action plan with clear responsibilities and timelines for implementing the identified strategies.

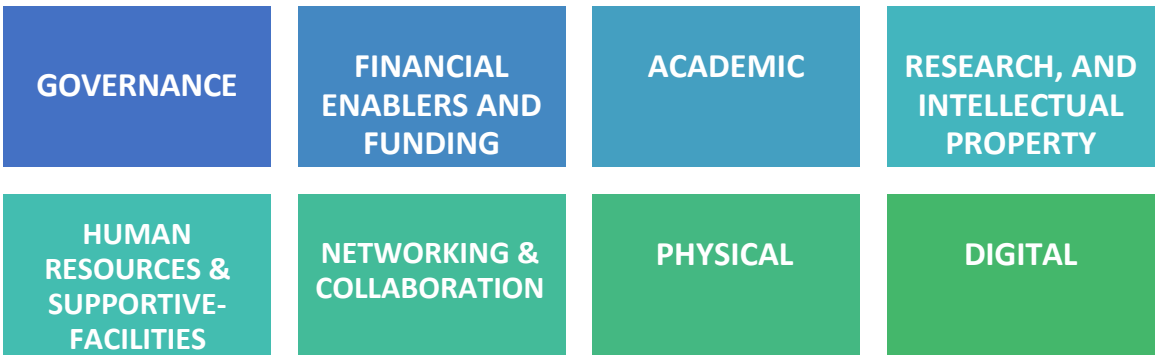
   b. Allocate resources, set milestones, and establish key performance indicators (KPIs) to track progress.

7. Review and Update:

   a. Regularly review and update your SWOT analysis and strategic plan to adapt to changing circumstances and ensure constant progress.

   b. A SWOT analysis is a dynamic process, and it should be reexamined periodically to ensure that the engineering college remains receptive to internal and external changes.

INSTITUTIONALDEVELOPMENT PLAN VERTICALS



GOVERNANCE ENABLERS

1. Governance: BoG/Senate/Syndicate

- MITS has a functioning Board of Governors with representatives from academia and industry.
- Alumni involvement is growing, especially in placements and entrepreneurship mentoring.
- Roles are defined but scope exists for formal accountability frameworks.

2. Quality Assurance

- NBA accreditation achieved for 5 main departments
- IQAC functional, conducting periodic audits and process evaluations.
- Some outcome-based tracking present, but limited MIS-based governance analytics.

3. Financial Autonomy

- Moderate external funding through consultancy, FDPs, and industry training.
- Start of alumni endowment and CSR collaborations.
- No dedicated research chairs yet.

4. Leadership

- Strong departmental heads and active leadership in student affairs.
- Strategic focus seen in MoUs and startup initiatives.
- Need for institution-wide strategic alignment.

5. Vision, Mission, and Roadmap

- Vision and mission exist but require refresh aligned with NEP 2020 and autonomy.
- Roadmaps available at departmental level, though informal in nature.

6. IT-enabled Monitoring

- ETLAB based academic or performance analytics system.

7. Risk Management

- Fire and safety norms in place.
- No structured annual review with risk insurers.

- Campus disaster management poliy and guidelines present.

8. External Advisory Boards

- Departments have academic and industry advisors.

9. Student Feedback System

- Feedback collected online
- No holistic 360° system.

Future Strategic Plan

1. BoG / Senate / Syndicate

Goal: Strengthen governance through structure, staffing, and accountability

Actions:

- Establish Senate and Academic Council as per UGC autonomous norms.
- Formal alumni representatives (2 per year) inducted in BoG.
- Annual governance audit by external expert panel.
- Orientation & review workshops for BoG/Senate roles and impact.

2. Quality Assurance

Goal: Establish quality assurance as a culture, not compliance

Actions:

- Develop SOPs for all academic and administrative processes.
- Define department-wise KPIs linked to learning outcomes, placement, research, etc.
- Introduce quality dashboards with monthly review mechanisms.
- Integrate AICTE/NAAC/NBA rubrics in curriculum delivery audit.

3. Financial Autonomy

Goal: Achieve 25% non-fee revenue by 2030

Actions:

- Create Industry-Collaboration Cell to drive consultancy and training programs.
- Launch 3 Research Chairs
- Alumni Fundraising Campaign—"MITS@10: Give Back, Grow Forward".
- Leverage CSR portals for project funding (SIEMENS, L&T, Infosys).

4. Leadership Development

Goal: Build transformational leadership at all levels

Actions:

- Leadership Bootcamps for HODs and Section In-charges.
- Internal Leadership Council (ILC) with quarterly leadership meetings.
- Strategic Planning Retreats (biannual) to align goals.
- Introduce "Leadership Scorecard" system.

5. Vision, Mission & Roadmap

Goal: Align institutional goals with NEP 2020 and employability

Actions:

- Revise Vision/Mission via stakeholder workshops (students, alumni, faculty, industry).
- Prepare 2-tier Roadmap:
  - **5-Year**: Research ecosystem, Centre of Excellence.
  - **10-Year**: Deemed University status roadmap.

- Design Roadmap templates for all departments and units.

6. Web-based MIS

Goal: Digital-first decision making

Actions:

- Implement Academic MIS covering student learning, attendance, course delivery.
- Integration with ERP, placement dashboards, alumni portal.
- Real-time reporting for HODs and Deans.
- Performance-linked appraisal based on system metrics.

7. Risk Management

Goal: Build a resilient campus ecosystem

Actions:

- Annual "Risk Mitigation Meet" with insurers, local authorities.
- Risk Register created and reviewed quarterly by the Director's Office.
- Department-level disaster response drills.
- Environmental hazard audits every two years.

8. External Advisory Boards

Goal: Leverage industry-academia synergy

Actions:

- Institute-level External Advisory Board (EAB) with 10 members.
- Department-specific EABs with annual innovation summits.
- Create Advisory Board Charter and annual report.
- Invite board members for project reviews, curriculum update meetings.

9. Student Feedback & Faculty Development

Goal: Make student voice central to academic excellence

Actions:

- Deploy a 360° feedback system (peers, students, self, mentors).
- Tie feedback to PDP (Professional Development Plans) for faculty.
- Monthly feedback analysis review by IQAC and Director.
- Reward system for teaching excellence based on student insights.

FINANCIAL ENABLERS AND FUNDING MODELS

1. Financial Policies

- Financial decisions are mostly routed through the Principal and the Management
- HoDs handle limited department-level budgets
- There are clear policies for capital vs. operational expenditure approvals

2. Action Plan and Budgets

- Budgets are created annually but lack detailed monthly or quarterly forecasting. No rolling 5-year budget exists.
- Departmental budget proposals are typically reactive rather than aligned with strategic goals (e.g., NAAC/NBA preparation, NEP implementation).
- Tracking of actual vs. budgeted expenditure is not real-time; financial performance dashboards are absent.

3. Main Sources of Revenue

- Major income is from tuition fees; other sources (like CSR, endowments, IP royalties) are negligible.
- Consultancy and research projects are minimal; faculty engagement in external funding opportunities is low.
- Institutional infrastructure (labs, software) is underutilized for income generation or industry use.

4. Access to External Grants & Liaison

- There is no dedicated external funding cell or nodal officer for interfacing with government bodies.
- Faculty apply for grants individually with a coordinated calendar and proposal support structure.
- Limited success in tapping central schemes such as AICTE MODROB, DST-FIST, or MSME incubation support.

5. IRG Schemes by Departments

- Departments have not formally listed their IRG capabilities or assets that can be monetized (labs, testing, training).
- Consultancy projects are occasional and dependent on individual faculty efforts; no common institutional branding or package exists.
- No awareness campaigns or advertisements in the public domain to attract external users or industry clients are limited

6. Financial/Investment Committee

- Investment decisions are typically taken by the top management with minimal involvement of an academic group.
- No formal Financial/Investment Committee exists with terms of reference or structured meeting schedules.

7. Staff for Financial Services

- Finance operations are handled by a small team without a designated CFO or specialist in grants and investment management.
- Data entry, accounting, and compliance tasks are performed manually or with basic software tools (e.g., Tally).
- No internal training system exists for finance staff on grant management, ERP tools, or budgeting best practices.

Future Strategic Plan

1. Financial Policies

Goal: Establish a transparent, accountable, and role-based financial policy framework across the institution.

Action Plans:

- Develop and implement a comprehensive Financial Policy Manual outlining roles and responsibilities of BoG, Principal, CFO, HODs, and administrative staff.
- Introduce a financial delegation matrix to define approval limits for different roles.

- Conduct annual policy review workshops involving key stakeholders for updates and accountability.

2. Action Plan and Budgets

Goal: Integrate budget planning with the Institutional Development Plan (IDP) and implement performance-linked budgeting.

Action Plans:

- Create monthly budgets for Year 1 and quarterly budgets for Years 2–5, linked to IDP goals and department-level milestones.
- Define and implement separate Capital, Recurring, and Non-Recurring budgets across all departments.
- Set up a Budget Committee to monitor utilization and approve any revisions based on performance tracking.

3. Main Sources of Revenue to be Developed

Goal: Diversify institutional revenue streams beyond tuition to ensure long-term financial sustainability.

Action Plans:

- Launch an Alumni Endowment Campaign and register MITS on national CSR portals to attract industry support.
- Encourage faculty and departments to pursue consultancy projects and externally funded research.

4. Liaison with GOI Ministries & External Grants

Goal: Establish an efficient, centralized mechanism to secure funding from GOI ministries and external agencies.

Action Plans:

- Appoint a Grants & Research Officer responsible for identifying and coordinating proposals for government and private grants.
- Develop standard proposal templates and SOPs in consultation with HODs for R&D and modernization funding.
- Organize quarterly funding opportunity workshops to build awareness and proposal-writing capacity among faculty.

5. Internal Revenue Generation (IRG) by Departments

Goal: Institutionalize IRG schemes in each department using infrastructure, consultancy, and external services.

Action Plans:

- Conduct an infrastructure audit to identify lab equipment and facilities that can be commercially used.
- Publish and promote departmental consultancy and service brochures to industry and local MSMEs.
- Set up an annual IRG target and review mechanism for each department with performance incentives.

6. Financial / Investment Committee

Goal: Ensure professional and strategic financial management through a dedicated investment and financial oversight body.

Action Plans:

- Form a Financial/Investment Committee with representation from finance professionals and the institution.
- Create a long-term investment policy for corpus funds, endowments, and other reserves.
- Prepare and present an Annual Financial and Investment Report to the BoG with projections and recommendations.

7. Staff Providing Financial Services

Goal: Build a competent and well-structured finance team to manage operations and strategic financial planning.

Action Plans:

- Recruit key financial personnel: Chief Financial Officer (CFO), accountants, and support staff.
- Provide annual training on financial planning, ERP systems, and regulatory compliance.
- Implement an integrated financial ERP system for tracking budgets, expenditures, and audits across departments.

ACADEMIC ENABLERS

1. Courses Catering to Professional/Future Requirements

- Traditional UG/PG programs in core disciplines.
- Elective options exist, but not multidisciplinary.
- Student interest data not systematically used.

2. Curriculum Updated as per Industry Requirements

- Limited Curriculum revision by KTU
- Internship inclusion is informal, not credit-based.

3. Employability Skills Embedded Curriculum

- Placement Cell conducts training sessions.
- No embedded employability modules in credit structure.
- Limited structured exposure to values, digital, and communication skills.

4. Skill Enhancement Courses

- Good number of courses offered as add-ons
- Not formalized as credit-based or embedded in curriculum.
- Labs are not integrated with skill-based training.

5. Emerging Technologies in Curriculum

- AI, ML, Data Analytics discussed in some electives.
- limited structured curriculum linkage or lab alignment.
- Tech trends like AR/VR, Digital Twins limited

6. Centre for Curricular & Life Skills Development (CCLSD)

- No formal center exists.
- Life skills addressed as per KTU curriculum
- limited life skills credit/assessment system.

7. Faculty / Teaching Staff

- Faculty are qualified and experienced.

- Limited participation in research or innovation.
- Minimal industry linkage or exposure.

8. Centre for Faculty Development (CFD)

- No centralized facility; FDPs are mainly department-level.
- Maximum support for modern teaching tools or content creation.
- Industry exposure for faculty is lacking in some department.

9. Non-Teaching Staff

- General administrative roles are filled.
- ERP/digital system usage limited.
- No training calendar for administrative development.

10. Session-wise Teaching Plan

- Teaching plans created before the start of the semester by faculty.
- outcome-based linkage and review system.
- Good integration with ERP or LMS.

11. Learning Materials

- Notes and resources shared through Google classroom / ETLabs.
- No standardized content repository.
- Good NPTEL/SWAYAM integration.

12. Question Bank

- Maintained manually by departments.
- Not linked to COs/POs or Bloom's Taxonomy.
- No centralized quality review.

13. Assignments

- Assignment design varies widely across the department
- standard format and rubric, present, submission tracking lacking
- Some delays in evaluation/feedback.

14. Assessments

- Offline exams dominant.
- Little use of alternative or on-demand modes.
- standard Rubric-based assessment system

15. Value-Added Skill Enhancement Papers

- Few VAPs offered with limited enrollment.
- Mostly non-credit or external certification-based.
- No common policy for department-wide implementation.

16. Pedagogy

- Traditional chalk-and-talk and PPTsstill dominant.
- Blended learning usage is limited.
- Teaching resources for PwDs are not in place.

17. Other Learning Activities

- Active student clubs and forums.
- Participation not formally tracked or credited.
- limitedNo framework for assessing holistic development.

18. Earn While Learn

- limited official policy or structure in place.
- Some students assist departments informally.
- limited institutional funding for part-time student work.

19. Flexibility & Multidisciplinarity

- MOOC integration widespread.
- Rigid program structures restrict cross-departmental learning.

20. Research & Innovation Skills

- Final year project is the only formal research element.
- Clubs conduct hackathons/competitions frequently.
- Students lack mentoring for innovation.

21. International Exposure

- MoUs with foreign institutions.
- No participation in global student exchanges.
- International conference exposure minimal.

Future Strategic Plan

1. Courses Catering to Professional/Future Requirements

Goal: Introduce multidisciplinary, flexible, and future-ready academic programs.

Actions:

- Launch dual degree/major-minor options.
- Conduct annual skill-gap and interest analysis.
- Offer cross-department elective clusters.

2. Curriculum Updated as per Industry Requirements

Goal: Build an agile curriculum aligned with dynamic industry needs.

Actions:

- Establish Department-Industry Curriculum Boards.
- Integrate internship/apprenticeship credits.

3. Employability Skills Embedded Curriculum

Goal: Make employability skills a core part of all UG/PG programs.

Actions:

- Introduce mandatory common employability modules.
- Partner with industry for skill delivery.
- Align modules with NSDC frameworks.

4. Skill Enhancement Courses

Goal: Embed future skills in curriculum through credit-bearing courses.

Actions:

- Launch SE courses on AI, IoT, Blockchain, Drones.
- Use digital labs and virtual environments.
- Certify through industry-academic partnerships.

5. Emerging Technologies in Curriculum

Goal: Prepare students for the future of work using tech integration.

Actions:

- Create a Centre for Emerging Technologies.

- Use simulators/digital twins in labs.
- Offer micro-credentials in AR/VR, Cybersecurity, etc.

6. Centre for Curricular & Life Skills Development (CCLSD)

Goal: Operationalize a dedicated CCLSD by 2026.

Actions:

- Recruit sanctioned staff and create activity calendar.
- Integrate life skills modules into academic structure.
- Launch digital life skills portal.

7. Faculty / Teaching Staff

Goal: Strengthen faculty competencies in research and innovation.

Actions:

- Mandatory annual FDPs with research goals.
- Faculty mini-grants for applied research.
- Adjunct industry mentors for co-teaching.

8. Centre for Faculty Development (CFD)

Goal: Establish CFD as a central hub for pedagogical excellence.

Actions:

- Develop studio for teaching material production.
- Facilitate industry sabbaticals for faculty.
- Host masterclass sessions by global educators.

9. Non-Teaching Staff

Goal: Build a digitally competent and proactive support system.

Actions:

- Train staff in academic processes, ERP, and communication.
- Link performance appraisals to service KPIs.
- Introduce admin innovation awards.

10. Session-wise Teaching Plan

Goal: Digitize and standardize teaching plans for accountability.

Actions:

- Map lesson plans to Kw,Kc and Ks via ERP.
- Monitor via Academic Coordinators.
- Faculty to self-evaluate via reflection notes.

11. Learning Materials

Goal: Ensure equal academic access through curated content.

Actions:

- Develop departmental study kits per subject.
- Use open educational resources (OER).
- Archive video lectures and tutorials online.

12. Question Bank

Goal: Standardize CO-mapped question banks.

Actions:

- Create 3-level question formats (recall, apply, design).
- Peer review and update annually.
- Publish on LMS for transparency.

13. Assignments

Goal: Institutionalize structured, assessed assignments.

Actions:

- Define submission and assessment policy.
- Automate through LMS.
- Incorporate interdisciplinary assignments.

14. Assessments

Goal: Enable flexible and competency-based assessment system.

Actions:

- Implement blended/offline/online exams.
- Develop rubrics for uniformity.
- Enable make-up exam provisions.

15. Value-Added Skill Enhancement Papers

Goal: Offer VAPs across departments every semester.

Actions:

- Industry professionals as course leads.
- Real/virtual experiential learning integrated.
- Include certification as part of evaluation.

16. Pedagogy

Goal: Adopt blended, inclusive, and learner-centric pedagogy.

Actions:

- Train faculty in blended and active learning models.
- Create UDL-based inclusive content.
- Encourage use of educational tech.

17. Other Learning Activities

Goal: Formalize co-curricular credits and assessment.

Actions:

- Launch co-curricular transcript.
- Grade participation and assign credits.
- Integrate with PBL (Project Based Learning).

18. Earn While Learn

Goal: Create 20 on-campus student roles by 2026.

Actions:

- Identify departments needing student support.
- Allocate stipend via CSR/funding.
- Track hours through ERP.

19. Flexibility & Multidisciplinarity

Goal: Build a flexible, student-customized academic ecosystem.

Actions:

- Enable interdepartmental minors.
- Recognize MOOCs/certifications for credit.
- Allow faculty-guided independent study.

20. Research & Innovation Skills

Goal: Foster UG research from second year onwards.

Actions:

- Launch mini-research grant scheme.
- Host innovation expos and ideathons.
- Assign research mentors for UG teams.

21. International Exposure

Goal: Build global partnerships and exchange opportunities.

Actions:

- Sign MoUs with 3 international institutions.
- Sponsor students for global competitions.
- Host international expert lecture series.

RESEARCH AND IP ENABLERS

1. Quality Research

- Limited student intake in research-oriented programs.
- Few structured research portfolios or high-end research labs.
- Quality research is scattered and not centralized under a unified framework.

2. **Research-Oriented Experienced Faculty**

- Research output is variable across departments.
- Availability of seed funding/support for disruptive tech.
- Faculty research culture is emerging but not self-sustaining.

3. **API-Based Faculty Compensation**

- API scoring exists.
- Low awareness among faculty about API's potential benefits.
- No differential reward structure based on research performance.

4. **Targeted & Collaborative Research**

- Some departments engage in thematic research areas.
- Collaborative research with industry is minimal.
- No structured patent planning or IP targeting.

5. **Ph.D. and Post-Doctoral Researchers**

- No Ph.D. scholars and post-doctoral programs yet.
- Faculty guides are underutilized.
- No full-time research professor positions.

6. **Faculty with Ph.D.**

- Ratio of Ph.D. holders improving slowly.
- Faculty mentoring for research is inconsistent.
- Limited institutional drive to recruit Ph.D. holders.

7. **Incentives for Publications & Patents**

- Individual initiatives lead to some outputs.
- Good institute-wide policy or financial incentive for IP or papers.

- Awareness of IPR processes is limited.

8. **Conferences (Min 2 per year)**
    - Departments organize technical events, not always research-focused.
    - Inter-college research meets are rare.
    - Limited funds allocated for research dissemination.
9. **Student Involvement in Research**
    - Final year projects dominate student research.
    - Limited funding or structured mentorship below final year.
    - Good tracking of UG/PG research output.
10. **Industry & Institutional Collaboration**
    - Some MoUs signed; few result in active research.
    - institutional mechanism for collaborative IP creation but limited takers
    - Faculty access to industrial labs is rare.
11. **University Incubation Centres**
    - Entrepreneurship Cell exists; incubation limited.
    - Business plan support not fully established.
    - pre-incubation training for student ideas.
12. **University Publications (Own Press)**
    - No internal journal or digital publishing platform.
    - Faculty depend on external publishers.
    - Publishing costs are a barrier.
13. **Citation and Publication Services**
    - No dedicated citation or research analytics cell.
    - Limited Faculty awareness of Scopus/Web of Science indices.
    - Bibliometric services not available.
14. **Patent Targets for UG/PG Projects**
    - No targets set for student patent filings.
    - Patent filings exist but are sporadic and faculty-driven.
    - No patent mentors or IPR clinic.
15. **Faculty Ranking System (Annual)**
    - Annual performance appraisal exists but limited research-weighted.
    - Rankings based on API are not publicly recognized.
    - No competitive academic benchmarking among faculty.
16. **CTO / Research Monetization Office**
    - No designated CTO or TTO office.
    - No licensing process or royalty tracking system.
    - Low institutional focus on tech transfer.
17. **Value-Added Skill Enhancement Papers**
    - Skill modules exist but are not research-integrated.
    - No formal policy on skill-paper credit allocation.
    - Content quality and delivery varies.
18. **Other Learning Activities (Research Linked)**
    - Co-curriculars are vibrant but not research-tied.

- Design thinking, team projects, and innovation activities need formal linkages.
- Cultural events dominate student involvement.

19. **Earn While Learn – Research Support**
    - No formal EWYL model for research students.
    - Students assist faculty informally without pay or recognition.
    - Financially needy students lack support opportunities.
20. **Flexibility & Multidisciplinarity**
    - Interdisciplinary courses exist but not research-based.
    - Limited exposure to cross-domain research projects.
    - Research work often department-confined.
21. **Research & Innovation Thinking**
    - Innovation cells and hackathons exist.
    - Creativity and problem-solving are encouraged, not structured.
    - International innovation exposure is missing.

Future Strategic Plan

1. **Quality Research**

Goal: Build a strong institutional research ecosystem with structured portfolios and facilities.
Actions:

- Create research clusters per domain with lab infrastructure.
- Enroll more PG and integrated research scholars annually.
- Establish a centralized Research Data Repository.

2. **Research-Oriented Faculty**

Goal: Empower faculty for applied and disruptive research.
Actions:

- Provide seed funding for faculty innovation.
- Appoint research-only faculty tracks.
- Set annual publication and patent targets per faculty.

3. **API-Based Compensation**

Goal: Link faculty appraisal to research outcomes via API.
Actions:

- Implement differential salary increments based on API.
- Reward top 10 API scorers annually.
- Use API to define research mentoring eligibility.

4. **Targeted & Collaborative Research**

Goal: Promote thematic, collaborative research with IP outputs.
Actions:

- Launch 5 flagship targeted research themes.
- Facilitate joint projects with industry and national labs.
- Establish Patent Planning Units (PPUs) in departments.

5. **Ph.D. and Post-Doctoral Programs**

Goal: Expand research capacity through doctoral and post-doc programs.

Actions:

- Start MTech , PhD and post doc programs department wise
- Hire Research Professors for PG/Ph.D. guidance.

6. **More Faculty with Ph.D.**

Goal: Achieve 80% Ph.D. qualified faculty by 2030.

Actions:

- Recruit Ph.D. holders in every future faculty intake.
- Support internal faculty for Ph.D. completion.
- Align incentives for academic upskilling.

7. **Encourage Publications & Patents**

Goal: Make MITS an IPR and research publication hub.

Actions:

- Provide ₹10K–₹25K incentives per publication/patent.
- Fund faculty for Scopus/Web of Science submissions.
- Conduct annual IPR Week to build culture.

8. **Host Research Conferences**

Goal: Organize at least two national/international conferences per year.

Actions:

- Allocate ₹5 lakh per dept annually for conferences.
- Invite global keynote speakers.
- Publish proceedings with ISBN/ISSN.

9. **Student Research Involvement**

Goal: Engage UG/PG students in all levels of research.

Actions:

- Launch Student Research Grant Scheme.
- Assign 2 research mentors per department.
- Track UG project-to-publication conversion rate.

10. **Industry & Institutional Collaborations**

Goal: Generate IPR and research output through collaboration.

Actions:

- MoUs with 10 industry R&D labs by 2026.
- Initiate co-guided Ph.D. programs with industry.
- Joint lab facilities in 3 priority areas.

11. **Incubation Centre**

Goal: Support student-led startups and tech translation.

Actions:

- Upgrade E-Cell to full-fledged Incubation Centre.
- Offer startup seed grants through CSR.
- Pre-incubation bootcamps for final-year projects.

12. **University Publication Press**

Goal: Launch MITS Press for institutional publishing.

Actions:

- Publish 2 internal journals (Tech + Management).
- Offer faculty publishing grants.

- Support digital publishing (e-books, PDFs).

13. **Citation & Analytics Services**

Goal: Improve research quality via citation tools.

Actions:

- Create Research Analytics Cell.
- Provide Grammarly, Turnitin, Scopus access.
- Offer workshops on citation ethics.

14. **Patent Targets for Students**

Goal: File 20+ student patents annually.

Actions:

- Assign patent mentors per department.
- Link IP filing to project grades.
- Host Patent Clinics every semester.

15. **Faculty Ranking System**

Goal: Foster competitive research culture.

Actions:

- Publish annual Faculty Research Rankings.
- Reward top 5 researchers per year.
- Link rankings to promotions.

16. **CTO/Research Monetization Office**

Goal: Establish a CTO/TTO to manage and monetize IP.

Actions:

- Hire a dedicated IP & Tech Transfer Officer.
- Draft royalty sharing and licensing policy.
- Monetize at least 5 technologies in 5 years.

17. **Value-Added Skill Papers**

Goal: Link value-added papers to applied research themes.

Actions:

- Introduce research-skill electives (design thinking, IP drafting).
- Co-teach with industry experts.
- Align with Center of Excellence themes.

18. **Other Learning Activities (Innovation-Oriented)**

Goal: Integrate innovation-focused co-curriculars.

Actions:

- Launch “Design and Innovate” credit-based courses.
- Grade innovation in tech/cultural festivals.
- Facilitate student-led social innovation projects.

19. **Earn While Learn – Research Roles**

Goal: Employ students in research roles with stipends.

Actions:

- Pay UG/PG students for research assistantships.
- Budget ₹10L annually under Dean Research.
- Offer recommendation letters and certificates.

20. **Flexibility & Multidisciplinary Research**

Goal: Encourage interdisciplinary, student-led research initiatives.
Actions:

- Offer research electives across departments.
- Co-guide projects with mixed-domain faculty.
- Organize Interdisciplinary Research Showcase.

21. **Research & Innovation Thinking**

Goal: Cultivate innovation and critical thinking through global exposure.
Actions:

- Organize annual international innovation tour.
- Host 2 hackathons and design challenges per year.
- Partner with global institutions for exchange programs.

HUMAN RESOURCE AND SUPPORTIVE – FACILITATIVE ENABLERS

1. **Student and Learner Enablers**
    - Admissions are based on academic merit through government and management quotas.
    - Scholarships are offered under merit and social inclusion categories.
    - Scholarship under Muthoot group
    - structured implementation of Mentoring and remedial support
2. **Staff Empowerment Enablers**
    - Recruitment is qualification-based, with performance reviews annually.
    - Limited structured professional growth roadmap.
    - Orientation and induction are informal and department-dependent.
3. **Faculty and Researcher Enablers**
    - Recruitment is UGC/AICTE compliant, but lacks diversity-focused practices.
    - Faculty development initiatives are periodic and mandatory.
    - Promotion is linked more to performance-based systems then experience
4. **Cross-Functional Enablers**
    - Recognition is done via annual faculty awards.
    - Mental well-being support is minimal and informal.
    - Cross-departmental collaboration is in early stages.
5. **Strategic Funding and Emotional Support Enablers**
    - Research projects are funded via internal budget and occasional grants.
    - Emotional intelligence support is offered through mentoring informally.
    - Dedicated institutional support networks in its early stages**.**
6. **Enablers for Pedagogical Innovation**
    - LMS, smart classrooms, and online tools are implemented.
    - Faculty use blended learning techniques, but innovation is individual-driven.
    - Limited use of immersive tech like AR/VR in classrooms.
7. **Accessibility/Proximity**
    - Faculty and HoDs are accessible during working hours.
    - Interaction with leadership is easy and not limited to formal meetings.

- Feedback channels are not formalized.

8. **Rich Communication**
   - Internal communication through email, WhatsApp, and notice boards.
   - Limited real-time communication tools and feedback loops.
   - Stakeholder communication is event-based.
9. **Role Model**
   - limited formal platform for recognizing internal role models.
   - Junior faculty mentoring happens informally**.**
10. **Institutional Values (Core Values)**
    - Institution promotes discipline, integrity, and learning.
    - Core values are implied but not formally published or embedded.
    - Value orientation is part of initial induction**.**
11. **Vision**
    - Vision and mission statements are available on website.
    - Alignment to vision at department level is monitored.
    - Stakeholder awareness of vision is limited.
12. **Trust Among Stakeholders and Outsiders**
    - Good public image and consistent placement record.
    - Trust is maintained through regular communication with parents.
    - Alumni and industry stakeholders are partially engaged.
13. **Institutional Tradition Rituals**
    - Celebrates Foundation Day, Tech Fest, Alumni Meet annually.
    - Institutional rituals are not documented systematically.
    - Participation of alumni in traditions is evolving.
14. **Alternative Strategy & Support Network**
    - Backups for academic delivery are managed at department level.
    - Digitization is underway but needs SOPs for continuity.
    - Emergency response is not standardized.
15. **Goal Setting in Every Student**
    - Career guidance and mentoring are available.
    - Student goal setting is informal and faculty-driven.
    - Monitoring of individual student aspirations is limited.
16. **Safety & Security**
    - CCTV, security personnel, anti-ragging measures in place.
    - Safety committees exist but drills are not conducted regularly.
    - Awareness of safety protocols needs strengthening.
17. **Search for Proximity (Local Culture)**
    - Local food and cultural festivals are celebrated occasionally.
    - Language and social support for non-local students is limited.
    - Local mentorship or buddy system is not formalized**.**
18. **Legacy of the System**
    - Institutional achievements are documented on the website.
    - Oral tradition of senior faculty drives legacy.

- Long-serving staff are occasionally recognized**.**

19. Respect & Perception

- MITS has a positive reputation in the region.
- Students and faculty identify with the institution.
- Limited formal channels for collecting perception data**.**

20. Openness in Terms of Information

- Academic calendar and notices are published on ERP/website.
- Policy decisions are shared in meetings, but not on public portals.
- Financial transparency is limited to management.

21. Ability to Deliver on Promises

- Academic commitments like exams and results are delivered on time.
- Delays occasionally happen in infrastructure upgrades.
- Continuous improvement mechanisms are in early stages.

22. Accountability Measures

- Performance appraisal exists but lacks direct consequence framework.
- Responsibility is tracked informally.
- No public performance dashboards**.**

23. Mental Health

- Informal mentoring provides some emotional support.
- full-time mental health professional or center.
- Stress management workshops are occasional.

Future Strategic Plan

1. Student and Learner Enablers

Goal: Create a student-centric ecosystem with inclusive admissions and academic support**.**

Actions:

- Implement a holistic admission process evaluating academics and extracurriculars.
- Provide merit-based and equity-focused financial aid and scholarships.
- Establish academic success programs: tutoring, mentoring, and career guidance centers.

2. Staff Empowerment Enablers

Goal: Foster an inclusive, growth-oriented work environment for staff**.**

Actions:

- Adopt competency-based recruitment aligned with departmental and institutional goals.
- Develop structured career development pathways and training programs.
- Introduce comprehensive induction protocols to ensure smooth onboarding.

3. Faculty and Researcher Enablers

Goal: Promote research and teaching excellence through transparent processes**.**

Actions:

- Ensure fair, transparent, and merit-driven faculty recruitment and promotion.
- Offer fellowships and training in pedagogy, research, and leadership.
- Introduce performance-based tenure and appraisal systems.

4. Cross-Functional Enablers

Goal: Encourage collaboration, recognition, and well-being across roles.
Actions:

- Launch comprehensive recognition and rewards for achievements.
- Provide resilience, mental health, and wellness initiatives for all.
- Create **leadership and cross-functional collaboration platforms.**

5. Strategic Funding and Emotional Support
Goal: Secure diversified funding and emotional well-being for stakeholders.
Actions:

- Develop seed funding, incubation, and innovation grant schemes.
- Conduct EQ training for students, staff, and faculty.
- Set up structured **peer mentoring, counseling, and emotional support systems.**

6. Pedagogical Innovation
Goal: Integrate technology and innovation into teaching.
Actions:

- Offer curriculum innovation grants for departments.
- Organize workshops on digital pedagogy, blended learning, MOOCs.
- Encourage **AR/VR, simulation tools, and interactive content.**

7. Accessibility / Proximity
Goal: Promote accessible and approachable leadership.
Actions:

- **Host regular** open sessions and interactions with students and faculty.
- Schedule weekly "open office hours" by department heads.
- Develop feedback **collection tools on leadership accessibility.**

8. Rich Communication
Goal: Foster real-time, transparent communication.
Actions:

- **Adopt ERP/**interactive platforms for faster internal communication.
- Train staff/faculty in digital and empathetic communication.
- Use multi-lingual **communication tools for inclusivity.**

9. Role Model Leadership
Goal: Establish faculty and staff as role models.
Actions:

- **Publicly recognize** faculty/staff for achievements in academics/service.
- Introduce annual leadership/mentorship awards.
- Facilitate mentorship programs **led by senior staff.**

10. Institutional Values (Core Values)
Goal: Reinforce core institutional values across stakeholders.
Actions:

- **Publish** and distribute institutional values handbook.
- Integrate value-based learning modules across disciplines.
- Conduct value **sensitization workshops during orientation.**

11. Vision Alignment
Goal: Align all efforts with the long-term vision of the institute.
Actions:

- **Discuss vision in** strategic meetings and departmental reviews.
- Run “vision workshops” for faculty, staff, and students.
- Establish KPIs to track vision **alignment.**

12. Trust Among Stakeholders

Goal: Foster trust through openness and collaborative decision-making.

Actions:

- **Publish** quarterly financial and academic progress reports.
- Form joint decision-making bodies with student/faculty reps.
- Maintain **transparency in operations and grievance redressal.**

13. Traditions and Rituals

Goal: Build institutional identity through shared traditions.

Actions:

- **Celebrate** cultural/academic festivals annually.
- Create a digital archive showcasing institutional legacy.
- Recognize long-**standing associations through ceremonies.**

14. Alternative Strategy & Support Network

Goal: Ensure continuity through contingency planning.

Actions:

- Develop SOPs for digital exams, classes, and evaluations.
- Train alternate staff/faculty for emergency substitution.
- Maintain **cloud backups and LMS for academic materials.**

15. Student Goal-Setting

Goal: Cultivate a goal-oriented mindset in students.

Actions:

- Conduct goal-setting workshops during induction.
- Use goal-tracking dashboards in the student portal.
- Assign faculty **mentors for continuous review.**

16. Safety and Security

Goal: Maintain a secure and supportive campus.

Actions:

- Deploy 24/7 CCTV monitoring and access control.
- Set up internal safety and security committees.
- Conduct **regular safety audits and drills.**

17. Cultural Belonging and Local Integration

Goal: Foster belongingness among students.

Actions:

- Organize local food/culture days.
- Encourage peer bonding activities and language clubs.
- Include **local cultural icons in institute décor/themes.**

18. Legacy of the System

Goal: Preserve and promote the institutional legacy.

Actions:

- **Conduct** annual legacy parades or events.
- Document milestones and publish yearbooks.

- Honor founders and alumni **contributions.**

19. Respect and Perception

Goal: Build institutional pride and visibility.

Actions:

- **Launch social media** storytelling campaigns.
- Engage alumni for testimonials and branding.
- Recognize stakeholders **through spotlight segments.**

20. Openness in Information

Goal: Promote transparency and openness.

Actions:

- **Maintain** updated academic and financial dashboards.
- Organize Q&A sessions.
- Establish RTI and **open data cells.**

21. Ability to Deliver on Promises

Goal: Deliver commitments reliably and efficiently.

Actions:

- **Set KPIs for all** units and monitor regularly.
- Use PM tools for strategic tracking.
- Conduct quarterly **delivery audits.**

22. Accountability Measures

Goal: Embed accountability and ownership.

Actions:

- **Link outcomes to** individuals and departments.
- Institutionalize structured review and appraisal.
- Promote a reward/penalty **culture.**

23. Mental Health

Goal: Promote mental wellness across the campus.

Actions:

- **Set up** mental health and EQ support center.
- Train staff as mental health first responders.
- Run monthly **campaigns for awareness and peer support.**

NETWORKING AND COLLABORATION ENABLERS

1. Strategic Collaborations

- **MITS has** signed MoUs with select industries and nearby academic institutions, mainly for internships and workshops.
- Alumni engagement exists, with structured alumni network or database.
- Industry integration into curriculum is mostly ad-hoc, limited to guest lectures or elective inputs.
- Community engagement **is occasional and lacks long-term partnership models.**

2. Academic and Research Excellence

- Academic collaborations (e.g., student/faculty exchange, joint degrees) are minimal
- Research is largely individual faculty-driven with institutional support for collaborative grants or consortia.
- There is limited access to shared research infrastructure (labs, databases) beyond the institution.
- Co-authored research and cross-institutional publication initiatives are rare.

3. Practical Exposure and Experience

- Internship opportunities are facilitated but not integrated with credit-based learning or evaluation.
- Only a small percentage of students participate in live projects or consultative assignments.
- "Earn While You Learn" initiatives are not in place.
- Hands-on workshops with industry experts are conducted sporadically without a structured plan.

4. Community Engagement and Service

- Participates in national programs like Unnat Bharat Abhiyan and organizes NSS camps.
- Long-term, curriculum-integrated community projects are lacking.
- Limited Collaborations with NGOs or civic organizations
- Community engagement is primarily led by student clubs or NSS volunteers with limited faculty involvement.

5. Professional Development and Employment

- Placement cell is active and improving its industry engagement year on year.
- Industry visits and industrial training are offered but without structured learning outcomes.
- Faculty consultancy and collaborative problem-solving with industry are minimal.
- No formal system exists for mapping student employability skills or aligning them with industry roles.

6. Quality and Credibility

- Programs have NBA accreditation;.
- Internal academic audits and feedback loops are conducted regularly.
- There is limited benchmarking against national or international standards.
- Quality initiatives **are faculty-led but lack a centralized strategic quality assurance system.**

7. Innovation and Entrepreneurship

- IEDC cell is operational with students participating in ideation events and minor project pitches.
- Pre-incubation support exists but incubation infrastructure (labs, mentors, funds) is underdeveloped.
- There is limited established startup policy or roadmap for student entrepreneurship.
- Collaboration with industry mentors or angel investors is yet to be initiated in a structured manner.

Future Strategic Plan

1. Strategic Collaborations
Goal: Establish multi-sector partnerships for innovation and relevance.
Action Plans:

- Sign formal MoUs with industries for student internships, joint FDPs, and collaborative research.
- Create structured alumni chapters and advisory councils to support mentoring, internships, and fundraising.
- Partner with NGOs, social organizations, and community stakeholders to implement shared initiatives.

2. Academic and Research Excellence
Goal: Develop national and international academic collaborations to promote excellence.
Action Plans:

- **Collaborate** with reputed HEIs for joint degree programs, shared faculty, and student exchange.
- Establish consortia for access to shared labs, research databases, and international projects.
- Organize joint research **publications, sabbaticals, and collaborative proposals.**

3. Practical Exposure and Experience
Goal: Strengthen experiential learning through real-time industry exposure.
Action Plans:

- **Launch 'Earn** While You Learn' models by engaging students in live industrial projects and research internships.
- Set up skill studios and mini-workshops co-managed with industry mentors.
- Collaborate with companies **for capstone projects, industrial case studies, and hybrid courses.**

4. Community Engagement and Service
Goal: Deepen engagement with local communities through structured service learning.
Action Plans:

- Create a dedicated Community Engagement Cell to coordinate outreach, NSS, and Unnat Bharat Abhiyan activities.
- Collaborate with panchayats, civic bodies, and NGOs for sustainable field projects.
- Integrate community projects into student learning outcomes via credit-based assessment.

5. Professional Development and Employment
Goal: Improve career readiness and industry-academia collaboration.
Action Plans:

- Establish strong industry clusters and alumni-backed placement networks.
- Promote faculty consultancy projects with incentivized revenue-sharing models.

- Conduct industry speaker series, mock interviews, and job-readiness workshops across departments.

6. Quality and Credibility

Goal: Achieve excellence through continuous quality benchmarking and accreditation.

Action Plans:

- Apply for NAAC, and other national/international quality recognitions
- To enter into the NIRF top 150 band
- Strengthen the Internal Quality Assurance Cell (IQAC) with program-specific audit mechanisms.
- Organize institutional self-review retreats and external academic audits annually.

7. Innovation and Entrepreneurship

Goal: Create a robust innovation ecosystem fostering entrepreneurship.

Action Plans:

- Operationalize a full-fledged Incubation & Innovation Centre with seed funding and mentoring support.
- Launch student startup competitions, ideathons, and pre-incubation programs.
- Integrate access to digital labs, IPR training, and funding from bodies like MSME/Startup India.

PHYSICAL ENABLERS

1. **Smart Campus**
   - Digital infrastructure exists for academic and administrative use.
   - Building management systems are fully integrated.
   - Good Energy and water management systems
   - Limited use of data analytics for performance monitoring.
2. **Green/Sustainable Building**
   - Solar panels are installed on select buildings.
   - Rainwater harvesting and LED lighting have been initiated.
   - Green campus practices are institutionalized.
3. **Infrastructure to Commute**
   - Good internal roads and parking spaces are available.
   - Good facilities for differently-abled individuals.
   - Public transport connectivity is very good
4. **Administrative Block (Admission & Counselling)**
   - Central admin block handles admissions and counselling.
   - dedicated counselling infrastructure.
   - Ample space during peak admission season.
   - Departmental administrative spaces are moderate.
5. **Library/Digital Resource Centre**
   - Central library with physical and digital resources.

- Subscription to main e-journal databases.
- Ample Reading space available
- Library hours extended to suit student needs.

6. **Lecture Complex, Classrooms**
   - Classrooms equipped with projectors and whiteboards.
   - Comfort and acoustics vary across rooms.
   - flexible seating for active learning.
   - Experimental learning hub available
7. **Tutorial Rooms**
   - Used interchangeably with classrooms.
   - No dedicated rooms with recording facilities.
   - Group discussion spaces are available
   - Lacks modular furniture.
8. **Examination Branch**
   - Separate office space for exam-related work.
   - Confidential room available with limited capacity.
   - Digital exam processing in early stages.
   - Limited automation in exam logistics.
9. **Facilities to Faculty and Staff**
   - Faculty rooms available in departments.
   - Shared spaces for part-time/visiting faculty.
   - No dedicated residential quarters on campus.
   - Research scholars share existing infrastructure.
10. **Meeting Rooms**
    - Basic meeting rooms in admin and departments.
    - Good access to digital conferencing tools.
    - soundproof or tech-upgraded meeting rooms
    - Centralized .Booking facilities available
11. **Office Rooms**
    - All departments have office rooms for staff.
    - Space availability varies by department.
    - Ergonomic standards not uniformly applied.
12. **Laboratories and Research Centres**
    - Functional UG labs in core engineering fields.
    - Some labs upgraded with modern equipment.
    - Advanced research facilities still developing.
    - Limited interdepartmental research spaces.
13. **Computer Centre/Multimedia Studios**
    - Central computer centre operational.
    - Labs maintained at department level.
    - No dedicated multimedia studios.
    - Soundproofing and editing tools absent.
14. **Cafeteria/Dining Room/Mess Facility**
    - Central canteen available for students and staff.

- Good Hygiene and seating arrangements
- Dedicated dining hall for hostelers.
- Menu and food feedback mechanisms are informal.

15. **Games & Sports Facility**
    - Outdoor field and basketball, vollyball court available.
    - Indoor space limited to small gymnasium.
    - Lack of advanced sports infrastructure.
    - No swimming pool or multipurpose arena.
16. **Auditorium and Conference Rooms**
    - Lack of central auditorium
    - Open air auditorium available
    - Few departments have ample seminar halls.
    - Limited acoustic and lighting enhancements.
    - Not all rooms equipped for hybrid events.
17. **Hostels**
    - Separate boys' and girls' hostels, Girls hostel on campus.
    - Capacity sufficient for ~60-65 % of students.
    - Basic amenities available.
    - No dedicated research scholar accommodation.
18. **Parking**
    - Designated parking for staff and students.
    - No charging stations for electric vehicles.
    - Markings and signage need improvement.
    - No covered parking areas.
19. **Exhibition Hall**
    - Exhibition space created temporarily for events.
    - No permanent structure for academic displays.
    - Project showcase opportunities are limited.
    - No digital exhibition provisions.
20. **Guest Accommodation**
    - Guest rooms available within hostel premises.
    - Limited number of rooms.
    - Facilities basic and not hotel-grade.
    - Not suited for long-stay faculty/visitors.
21. **Commercial Shops/Centres**
    - Small stationery and snacks shop on campus.
    - No multi-utility or branded store facilities.
    - Limited options for student convenience.
    - Informal setup without permanent structure.
22. **Health and Well-being**
    - First aid and basic dispensary operational.
    - Visiting doctor available part-time.
    - No in-patient or 24/7 facility.
    - Wellness programs are ad-hoc.

23. **Student Recreation Facilities**
    - Common room and TV available in hostels.
    - Limited recreational games and activities.
    - No centralised recreation centre.
    - Student clubs provide sporadic engagement.
24. **International Student Centres**
    - No dedicated international student cell or amenities.
    - Foreign student population is currently minimal.
    - No special housing or cultural integration support.
    - Documentation support is done through admin.
25. **Incubation Centre and Research Park**
    - IEDC supports ideation and mentoring.
    - No physical incubation centre yet.
    - Collaboration with industry is limited.
    - IP awareness sessions are occasionally held.
26. **Botanical Park/Garden**
    - Green campus with some landscape elements.
    - No structured botanical garden.
    - Tree plantation drives are held annually.
    - Lack of labelled scientific plant collection.
27. **Vocational Education, Training and Skilling Infrastructure**
    - Departments conduct workshops on tools/software.
    - No separate skilling centre or building.
    - Equipment for hands-on training is department-owned.
    - Skilling programs are occasional, not curriculum-integrated.

Future Strategic Plan

1. Smart Campus
Goal: Transform MITS into a fully integrated smart campus using intelligent systems.
Action Plans:
- Integrate IoT-based sensors for energy, lighting, and HVAC systems.
- Launch a unified campus app for real-time issue reporting and service access.
- Implement predictive maintenance protocols using AI/ML tools.

2. Green/Sustainable Building
Goal: Attain Green Building Certification for major infrastructure.
Action Plans:
- Install solar panels on rooftops and pathways.
- Expand rainwater harvesting and greywater recycling.
- Use green-certified materials in new constructions.

3. Infrastructure to Commute
Goal: Develop a sustainable and inclusive campus transport system.
Action Plans:
- Create separate bicycle and pedestrian paths.
- Introduce battery-operated shuttle services.

- Ensure ramps and tactile pavements for PwD access.

4. Administrative Block

Goal: Enhance administrative facilities to streamline student services.

Action Plans:

- Redesign admin block to include student-friendly counseling areas.
- Develop department-specific admin spaces.
- Digitalize document processing and student records.

5. Library/Digital Resource Centre

Goal: Build a hybrid library ecosystem blending physical and digital resources.

Action Plans:

- Expand online database subscriptions.
- Create collaborative learning and digital resource zones.
- Add AI-powered book recommendation and search tools.

6. Lecture Complex/Classrooms

Goal: Provide flexible, tech-enabled teaching-learning spaces.

Action Plans:

- Upgrade all classrooms with digital boards and lecture capture tools.
- Create modular spaces for flipped classrooms and peer learning.
- Standardize ergonomic seating and ventilation.

7.Tutorial Rooms

Goal: Enable tech-assisted microteaching and flipped learning.

Action Plans:

- Add video capture and soundproofing systems.
- Equip with flexible seating for group discussions.
- Train faculty in using digital tutorial tools.

8. Examination Branch

Goal: Strengthen the confidentiality and efficiency of examination processes.

Action Plans:

- Expand secure storage with biometric access for question papers.
- Implement an AI-proctored digital exam system.
- Separate cubicles for revaluation and grievance redressal.

9. Facilities for Faculty and Staff

Goal: Provide individualized and collaborative workspaces for faculty.

Action Plans:

- Construct new faculty cabins with video conferencing tools.
- Create shared lounges and innovation zones.
- Develop on-campus housing for faculty families.

10. Meeting Rooms

Goal: Create collaborative spaces for academic and administrative meetings.

Action Plans:

- Build soundproof, tech-equipped meeting rooms in all blocks.
- Install smart boards and hybrid conferencing tools.
- Integrate digital scheduling and room booking systems.

11. Office Rooms

Goal: Optimize workspaces for non-teaching staff efficiency.

Action Plans:

- Redesign workspaces with ergonomic furniture.
- Equip with secure digital filing systems.
- Provide training in new digital workflows.

12. Laboratories and Research Centres

Goal: Establish interdisciplinary research hubs and advanced labs.

Action Plans:

- Upgrade labs with industry-grade equipment.
- Create R&D clusters with external funding.
- Partner with industries for research fellowships.

13. Computer Centre/Multimedia Studios

Goal: Build a central multimedia and computing studio for content creation.

Action Plans:

- Set up media production studio with editing suites.
- Integrate virtual lab and AR/VR tools.
- Improve server and cloud access for research computing.

14. Cafeteria/Dining/Mess

Goal: Provide high-quality, hygienic and affordable food services.

Action Plans:

- Upgrade kitchens with modern cooking and cleaning systems.
- Introduce digital food ordering and feedback systems.
- Ensure regular hygiene audits and menu diversity.

15. Games & Sports Facility

Goal: Promote physical well-being through world-class sports infrastructure.

Action Plans:

- Develop indoor stadium and synthetic courts.
- Add a swimming pool and open gym facilities.
- Hire professional coaches for student sports clubs.

16. Auditorium & Conference Rooms

Goal: Host national-level events with professional-grade infrastructure.

Action Plans:

- Upgrade sound and lighting systems.
- Build more mid-sized conference halls across departments.
- Support hybrid events with livestreaming capabilities.

17. Hostels

Goal: Expand residential capacity with inclusive hostel infrastructure.

Action Plans:

- Construct new blocks for UG, PG and research scholars.
- Integrate study halls, gyms, and mental wellness spaces.
- Include international-standard hostels.

18. Parking

Goal: Develop an organized, eco-friendly parking system.

Action Plans:

- Mark dedicated spaces for EVs, PwDs and bicycles.
- Add solar-panel shaded parking zones.

- Implement RFID-based parking access control.

19. Exhibition Hall

Goal: Create permanent exhibition spaces for academic & innovation displays.

Action Plans:

- Construct tech-enabled exhibition halls in central block.
- Host monthly student innovation expos.
- Integrate with museum/heritage corner to showcase legacy.

20. Guest Accommodation

Goal: Develop dedicated guest houses with hospitality standards.

Action Plans:

- Construct guest house near entrance zone.
- Provide online booking and 24x7 reception.
- Include common dining and recreation zones.

21. Commercial Shops/Centres

Goal: Create a smart utility and shopping arcade for campus needs.

Action Plans:

- Set up cooperative store, pharmacy, and postal service.
- Invite reputed vendors through lease tenders.
- Ensure green compliance and waste management.

22. Health and Wellbeing

Goal: Provide round-the-clock primary healthcare and wellbeing services.

Action Plans:

- Expand dispensary into 24x7 medical unit with ambulance.
- Hire full-time doctor and counselor.
- Regular annual health check-up and mental health camps.

23. Student Recreation Facilities

Goal: Foster community and emotional well-being through leisure spaces.

Action Plans:

- Set up music/art studio, gaming zone and student lounges.
- Organize inter-house cultural events.
- Provide indoor and outdoor recreational areas in hostels.

24. International Student Centre

Goal: Prepare for future internationalization.

Action Plans:

- Create a student support cell for international admissions.
- Design spaces with multicultural inclusivity.
- Partner with foreign universities for short-term programs.

25. Incubation Centre & Research Park

Goal: Build a fully equipped Incubation Centre to support startups.

Action Plans:

- Partner with MSMEs and startups for co-working labs.
- Apply for DST/AICTE funding for innovation hubs.
- Conduct idea pitch events and accelerator programs.

26. Botanical Garden

Goal: Create a living plant repository for education and conservation.

Action Plans:

- Mark and label native plant species.
- Collaborate with botany departments or NGOs.
- Introduce student-run biodiversity clubs.

27. Vocational Education/Training Infrastructure

Goal: Integrate structured skill development into curriculum.

Action Plans:

- Set up labs for mechatronics, IoT, and CNC training.
- Partner with NSDC and Sector Skill Councils.
- Offer industry-certified diploma programs.

DIGITAL ENABLERS

1. **Internet Usage**
   - High-speed broadband is available across campus.
   - Internet is accessible through labs and admin offices.
   - Strict Usage policies are in place but need regular upgrades.
   - Limited monitoring of bandwidth and access control.
2. **Website**
   - Institutional website provides basic info and news updates.
   - Not fully dynamic; lacks real-time integration of departments.
   - Limited student-centric or course-specific content.
   - Mobile responsiveness and UI need improvement.
3. **Online Messaging Stakeholders' Groups**
   - WhatsApp/Telegram used informally by departments.
   - No centralized, secure internal messaging platform.
   - No archiving or communication log features.
   - Lacks integration with institutional email or ERP.
4. **Online Blogs & Sites for Every Course**
   - No structured blogs maintained per course.
   - Moodle partially used by some faculty for updates.
   - Course progress is uniformly tracked online.
   - Student engagement through blogs is minimal.
5. **Wi-Fi Campus**
   - Wi-Fi available in most academic blocks.
   - Coverage and speed consistent across campus zones.
   - Guest Wi-Fi and outdoor coverage are limited.
   - Bandwidth congestion during peak hours.
6. **Online Study Material**
   - Notes shared through Google Classroom , ETLabs or WhatsApp.
   - No centralized repository for multimedia learning content.
   - Limited access to recorded lectures or podcasts.
   - Lack of structured study resources across all programs.

7. **Digital Library**
    - Good access to digital journals and NDL.
    - E-resource awareness among students is low.
    - Limited unified platform for search and access.
    - Library content update frequency is regular.
8. **Digital Publication**
    - No dedicated institutional publication platform.
    - Institute and Department newsletters published digitally
    - Academic publications are dispersed.
    - No ISBN/ISSN registration process in place.
9. **Paperless Office**
    - Partial digitization through MIS and Google Workspace.
    - Interdepartmental processes still require physical forms.
    - Limited integration across student services.
    - No document tracking system implemented.
10. **Paperless Exams**
    - Internal exams mostly offline.
    - Online exams were used during COVID period.
    - Infrastructure for e-assessments is underutilized.
    - Lack of policy framework for paperless examination.
11. **Online Evaluation**
    - Manual evaluation dominates; no integration of AI-based tools.
    - Online feedback collection in use in some departments.
    - No centralized grading or analytics dashboard.
    - Evaluation timelines are not digitally tracked.
12. **Website-Based Result Announcement**
    - Results published manually via PDF uploads.
    - Results integrated with student dashboards.
    - Delay in access during peak periods.
    - Limited SMS/email alert system integrated.
13. **NAD Markscards Facility**
    - NAD adoption in progress for graduating batches.
    - Awareness sessions planned for students.
14. **Online Admission Test**
    - Entrance through common platforms like KEAM by CEE
    - No proprietary online entrance tests.
    - Admission process is semi-digital mode
    - limited real-time query or grievance portal.
15. **Education ERP**
    - Currently using limited modules of a basic ERP. System ETLabs
    - Integration across all departments is yet to be fully achieved.
    - single window dashboard for students, parents and faculty
    - User interface and training are limited.
16. **Plagiarism Software Facility**
    - Access to Turnitin/Urkund for all departments.
    - Good Faculty awareness

- Institutionalized across all departments.
- student-level access for project submissions.

17. **Online Digital Magazine & Student Publications**
    - Department magazines exist and are digitized.
    - Student publications are not hosted centrally.
    - uniform template and editorial structure.
    - Archiving and indexing are limited
18. **Online Placement (Project, Internship, Final)**
    - Placement updates posted on email or WhatsApp.
    - No online portal for project/internship tracking.
    - Records maintained manually or through Excel.
    - Limited corporate collaboration tools.
19. **Video Documentation of Each Course & College**
    - Few departments create video recordings or course trailers.
    - No repository exists for recorded lectures.
    - No policy or incentive for faculty to create content.
    - Lacks uniform format and platform.
20. **Video Documentation on Online Public Platforms**
    - YouTube presence limited to webinars and a few events.
    - Institutional brand visibility through video is low.
    - No student-led digital content initiatives.
    - No strategy for online video campaigns.
21. **Social Media-Based Promotions**
    - Active on Instagram, LinkedIn, and Facebook.
    - Content strategy and frequency can be improved.
    - Event coverage is inconsistent.
    - Alumni or industry engagement through platforms is limited.
22. **Use of ICCT Technologies (AI, BA, CC, DS, MB, OC, VR, AR)**
    - Occasional seminars and workshops on emerging tech.
    - Hands-on implementation is minimal.
    - Projects in AI/ML conducted in silos.
    - Labs lack advanced ICCT tools and licenses.
23. **Studio for Video Online Classes**
    - No in-house AV studio available.
    - Faculty use mobile or laptop-based setups.
    - Audio-visual quality is inconsistent.
    - Post-production support is unavailable.
24. **Video Conference Facility**
    - Basic VC tools like Zoom/Google Meet are used.
    - No dedicated rooms with permanent VC infrastructure.
    - Events dependent on ad-hoc setups.
    - Bandwidth and AV hardware constraints exist.
25. **Online Open Publication System**
    - No open-access research repository established.
    - Faculty publications are not centralized.
    - No DOI registration or institutional access.

- Lacks policy on open educational resources (OER).

Future Strategic Plan

1. Internet Usage

Goal: Provide secure, seamless, and high-speed internet access across the campus.

Action Plan:

- Upgrade campus internet backbone to high-speed fiber with failover support.
- Implement access control and user authentication systems for secure browsing.
- Establish a centralized monitoring dashboard for bandwidth usage and alerts.

2. Website

Goal: Create an interactive, responsive institutional website with dynamic content.

Action Plans:

- Revamp the website UI/UX to enhance mobile compatibility and real-time updates.
- Integrate departmental and student dashboards for dynamic content updates.
- Introduce SEO and analytics tools to track traffic and visibility.

3. Online Messaging Stakeholders' Groups

Goal: Implement a secure institutional messaging system for all stakeholders.

Action Plans:

- Deploy a licensed enterprise-level messaging tool integrated with ERP.
- Establish departmental groups for vertical and horizontal communication.
- Archive messages and maintain communication logs for accountability.

4. Online Blogs & Sites for Every Course

Goal: Facilitate course-specific digital platforms for continuous student engagement.

Action Plans:

- Train faculty to maintain and update Moodle or LMS blogs.
- Mandate course-wise weekly reflections or content updates.
- Allow students to contribute blogs on project learnings.

5. Wi-Fi Campus

Goal: Ensure 100% high-speed Wi-Fi coverage across all academic and residential blocks.

Action Plans:

- Conduct Wi-Fi signal strength audit and install boosters.
- Upgrade to 5GHz network where feasible for better speed.
- Enable guest access and timed authentication system.

6. Online Study Material

Goal: Build a centralized digital repository for multimedia study material.

Action Plans:

- Encourage faculty to create and upload recorded lectures and podcasts.
- Standardize PDF notes format and storage on institution cloud.
- Integrate repository with student LMS dashboard.

7. Digital Library

Goal: Provide 24x7 access to comprehensive digital knowledge resources.

Action Plans:

- Subscribe to leading digital libraries and e-journal databases.
- Conduct orientation sessions on using NDL and e-resources.

- Implement unified search access across all digital resources.

8. Digital Publication

Goal: Establish an institutional digital publication platform.

Action Plans:

- Launch a publication wing with ISSN/ISBN registration.
- Digitize student/faculty publications and host in OJS.
- Encourage periodic release of journals and newsletters.

9. Paperless Office

Goal: Automate all academic and administrative workflows.

Action Plans:

- Expand MIS to cover attendance, leave, finance, and student records.
- Implement e-signature and e-approval workflows.
- Train staff in using digital forms and e-tracking systems.

10. Paperless Exams

Goal: Digitize the entire examination lifecycle.

Action Plans:

- Implement secure LMS-based assessment platform.
- Pilot MCQ and descriptive exams digitally.
- Train invigilators and evaluators in digital exam handling.

11. Online Evaluation

Goal: Ensure fast, transparent, and scalable evaluation using digital platforms.

Action Plans:

- Integrate automated evaluation features in LMS for MCQs.
- Pilot AI-based auto-evaluation tools for descriptive responses.
- Digitize feedback and revaluation requests.

12. Website-based Result Announcement

Goal: Establish real-time and accessible result declaration system.

Action Plans:

- Automate result publishing through ERP with grading visuals.
- Enable SMS and email alerts for result announcements.
- Provide download-ready transcript and grade sheets.

13. NAD Markscards Facility

Goal: Enable integration with National Academic Depository.

Action Plans:

- Onboard MITS with NAD through official MHRD channels.
- Map historical records digitally and upload securely.
- Educate students and alumni on retrieving records from NAD.

14. Online Admission Test

Goal: Conduct transparent, remote-proctored entrance exams.

Action Plans:

- Implement AI-based proctoring tools.
- Create bilingual online mock test modules.
- Integrate with digital payment and registration platform.

15. Education ERP

Goal: Achieve full integration across academic, finance, exam, and HR domains.

Action Plans:

- Customize existing ERP modules for department-specific needs.
- Train all users through role-based access and demo sessions.
- Periodically audit ERP usage and security.

16. Plagiarism Software Facility

Goal: Promote academic integrity through accessible plagiarism detection tools.

Action Plans:

- Subscribe to Turnitin/Urkund for faculty and PG students.
- Train students on ethical writing practices.
- Make plagiarism reports mandatory for final submissions.

17. Online Digital Magazine & Student Publication

Goal: Encourage and publish digital creative output by students.

Action Plans:

- Launch quarterly online magazines using student editorial boards.
- Link publication to academic and co-curricular credits.
- Host open access archives on institute website.

18. Online Placement (Project, Internship & Final)

Goal: Strengthen digital placement ecosystem.

Action Plans:

- Maintain internship/job boards and application portals.
- Integrate recruiter dashboard for bulk resume access.
- Track placement metrics through ERP analytics.

19. Video Documentation of Each Course & College

Goal: Archive all academic and institutional events as digital assets.

Action Plans:

- Assign media teams per department for documentation.
- Maintain YouTube/Vimeo channels for outreach.
- Tag videos with metadata for easy retrieval.

20. Video Documentation on Online Public Platforms

Goal: Increase global reach of institutional achievements.

Action Plans:

- Create curated playlists of academic and cultural events.
- Partner with ed-tech platforms for wider broadcast.
- Include video storytelling in accreditation submissions.

21. Social Media Based Promotions

Goal: Enhance institutional branding and outreach.

Action Plans:

- Create a content calendar with posts, reels, and event teasers.
- Train student ambassadors in digital branding.
- Monitor engagement using analytics tools.

22. Use of ICCT Technologies (AI, BA, CC, DS, MB, OC, VR & AR)

Goal: Integrate advanced ICCT in academic and administrative systems.

Action Plans:

- Implement AI chatbots for query handling.
- Use VR for remote lab access and DS for predictive analytics.

- Conduct workshops on latest tech tools for faculty and students.

23. Studio for Video Online Classes

Goal: Establish a state-of-the-art recording studio.

Action Plans:

- Allocate space and procure studio-grade AV equipment.
- Train faculty in scripting and delivery.
- Schedule and manage content repository.

24. Video Conference Facility

Goal: Enable seamless hybrid meetings and virtual events.

Action Plans:

- Set up dedicated conference rooms with stable bandwidth.
- Partner with Zoom/MS Teams for enterprise accounts.
- Maintain event calendar for guest lectures and international tie-ups.

25. Online Open Publication System

Goal: Promote open access knowledge sharing.

Action Plans:

- Launch digital commons for hosting preprints and reports.
- Encourage students and faculty to publish course-based findings.
- Link repository to Google Scholar and DOAJ.

CONCLUSION

The Institutional Development Plan (IDP) is an outcome of management commitment, institute leadership commitment, steering committee's detailed deliberations with all the stake holders. This collective wisdom ensures participation, ownership of the plan among all the stake holders. The institutional strategic goals have strategies: strategies have sub strategies with detailed implementation plan to ensure success and sustainability over a period of time. The execution and operational implementation is monitored by stringent evaluation standards and speaks the quality of the strategy itself. The caveat is strategy itself can do nothing but its implementation holds the key. The strategy is not static document but dynamic due to continuous changing environment and it is an ongoing process to evolve as per the necessity.

The strategic plan is an effort to sketch down a pathway for the development and accomplishing the goals of the institute. The framework is designed for conveying the goals of the institute for upcoming years. The proper implementation of strategic and regular evaluation will be carried out through team work with good spirit to lead success and sustainability over the time.