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| | |
| | Best Practices-2 |
| | Describe best practice-2 successfully implemented by the Institution |

2. Empowering Educators for Enhanced Student Success

The "Empowering Educators for Enhanced Student Success" practice at ITM Gwalior represents a transformative approach to education by focusing on developing the skills of educators, integrating real-world applications into the curriculum, and building strong ties with industry partners. The goal is to equip students not just with academic knowledge, but with practical skills and experiences that make them competitive in the job market and ready for successful careers. Here's a more detailed exploration of the key components:

Objectives of the Practice

- **Improving Student Learning Experiences:** The primary focus is on creating an educational environment that goes beyond traditional academic teaching. The goal is to foster deeper learning experiences that emphasize the application of knowledge to real-world scenarios, helping students develop critical skills like problem-solving, teamwork, and adaptability.
- **Empowering Educators:** By investing in the training and professional development of educators, the institute ensures that teachers are well-equipped to handle the rapidly changing demands of the job market and industry. This is crucial because educators are the ones shaping students' academic and professional journey.



- **Blending Theory with Practice:** While theoretical knowledge remains essential, the practice emphasizes combining this with practical, hands-on learning. This includes projects, internships, and industry collaborations that prepare students for the real challenges they will face in the workforce.
- **Enhancing Student Competitiveness:** The approach aims to make students more competitive by aligning their academic curriculum with current industry standards. This is achieved through the involvement of educators who are up-to-date with the latest technological advancements and industry practices.

Context

- **Addressing Traditional Educational Limitations:** Traditional educational systems, particularly in India, often focus on rote learning and academic success rather than practical, job-ready skills. This can result in students lacking the hands-on experience and critical thinking abilities required by modern employers. The initiative tackles these gaps by upskilling educators so they can better mentor students and impart practical, industry-relevant skills.
- **Bridging the Skill Gap:** As the job market evolves, there is a growing gap between what students learn in the classroom and the skills they need to succeed in their careers. ITM Gwalior addresses this by ensuring that educators themselves are continuously trained in the latest industry trends, technologies, and teaching methodologies. This helps educators shift from conventional, lecture-based teaching to a more interactive, project-based learning model.
- **Significance in Indian Higher Education:** India's higher education sector has long been criticized for focusing more on theoretical knowledge and less on employable skills. By integrating industry internships and live projects into the curriculum, ITM is helping students gain exposure to real-world challenges, making them more job-ready and capable of contributing meaningfully to society. Teachers guide students through



approximately 220 credits over two to four years, greatly influencing their learning outcomes.

The Practice

- **Training Augmentation and Placement (TAP) Cell:** The TAP cell plays a pivotal role in driving this initiative. Its focus is not solely on securing placements for students, but on improving both student and faculty skills. By fostering collaborations with industry, the TAP cell ensures that the curriculum and training programs are aligned with the latest market needs.
- **Faculty Development Programs (FDPs):** Teachers regularly participate in FDPs, which are designed to keep them informed about the latest technologies and teaching strategies. This continuous professional development helps educators stay ahead of industry trends, enabling them to provide more relevant and up-to-date guidance to students.
- **Capstone Projects:** These projects allow students to apply the theoretical knowledge they have gained in real-world scenarios. Students work on complex, multidisciplinary problems that often involve industry collaboration, which hones their critical thinking, creativity, and problem-solving skills.
- **Industry-Sponsored Live Projects:** Live projects sponsored by industry partners provide students with direct exposure to the workplace. They engage in solving current industry problems, which helps them develop a practical understanding of industry standards, workflows, and expectations. This also enables them to build a network within the industry before they even graduate.



Evidence of Success

- **Improved Student Performance:** Students who are part of this enhanced educational framework show significant improvements in their academic performance. The focus on critical thinking and problem-solving helps them excel not just in their coursework but also in practical, real-world applications.
- **High Internship Completion Rate:** With more than 80% of students completing internships, ITM has demonstrated its success in integrating industry experience into the academic program. These internships often lead to job offers, reflecting the strong employability of the students.
- **Positive Industry Feedback:** Industry partners frequently provide positive feedback, noting that ITM students are better prepared to tackle real-world challenges compared to their peers from other institutions. This shows that the focus on practical, hands-on experience is paying off in terms of student readiness for the job market.
- **Higher Engagement and Retention:** The use of continuous assessment and personalized learning methods has led to higher levels of student engagement. Students are more motivated to participate in their education because they see the direct relevance of what they are learning to their future careers. This has also led to higher retention rates and a more dynamic, innovative learning environment.
- **Institutional Reputation:** ITM Gwalior has built a strong reputation as a leader in providing a holistic education that not only focuses on academic success but also on real-world employability. The success of this initiative has helped position the institution as a forward-thinking, industry-aligned institute that effectively prepares its students for professional careers.



Problems Encountered and Resources Required

- **Resistance to Change:** One of the main challenges was overcoming resistance from faculty who were more comfortable with traditional teaching methods. Shifting to a more dynamic, student-centered approach required substantial training and support. The institution had to invest in extensive faculty development programs to ease this transition.
- **Coordination with Industry Partners:** Establishing and maintaining partnerships with industry presented logistical challenges. Aligning the academic calendar with industry timelines, managing student and faculty schedules, and ensuring consistent communication with industry partners were all hurdles that needed to be addressed.
- **Increased Workload:** Continuous assessments and personalized learning methods demanded more time and effort from both faculty and administrative staff. The institution needed to hire more staff and invest in modern infrastructure, such as labs and technology platforms, to support hands-on learning. This included upgrading facilities to accommodate capstone projects, live industry collaborations, and internships.
- **Resource Investment:** Modernizing the teaching process and integrating practical learning required significant financial investment in both human and technological resources. The institute needed to expand its faculty, invest in ongoing professional development, and build partnerships with industries that could offer students real-world exposure.

Conclusion

The practice of empowering educators at ITM Gwalior reflects a comprehensive strategy to create a sustainable, skill-based education model that meets the needs of modern employers and prepares students for the realities of the workforce. By focusing on both faculty development and industry collaboration, the institute ensures that students receive an education that goes beyond the classroom, making them capable, adaptable, and competitive in the job market. This initiative not only enhances student success but also positions ITM Gwalior as a leader in bridging the gap between academia and industry.



Best Practice 2nd - Supportive Documents

| S. No | Activity | Hyperlink |
|-------|---|----------------------|
| 1. | Faculty Development Program | View |
| 2. | Industry-Specific Training Programs for Faculty | View |
| 3. | Industrial Training Completed by Students | View |
| 4. | Internships Completed by Students | |
| 5. | Live Projects | View |
| 6. | Success Story | View |



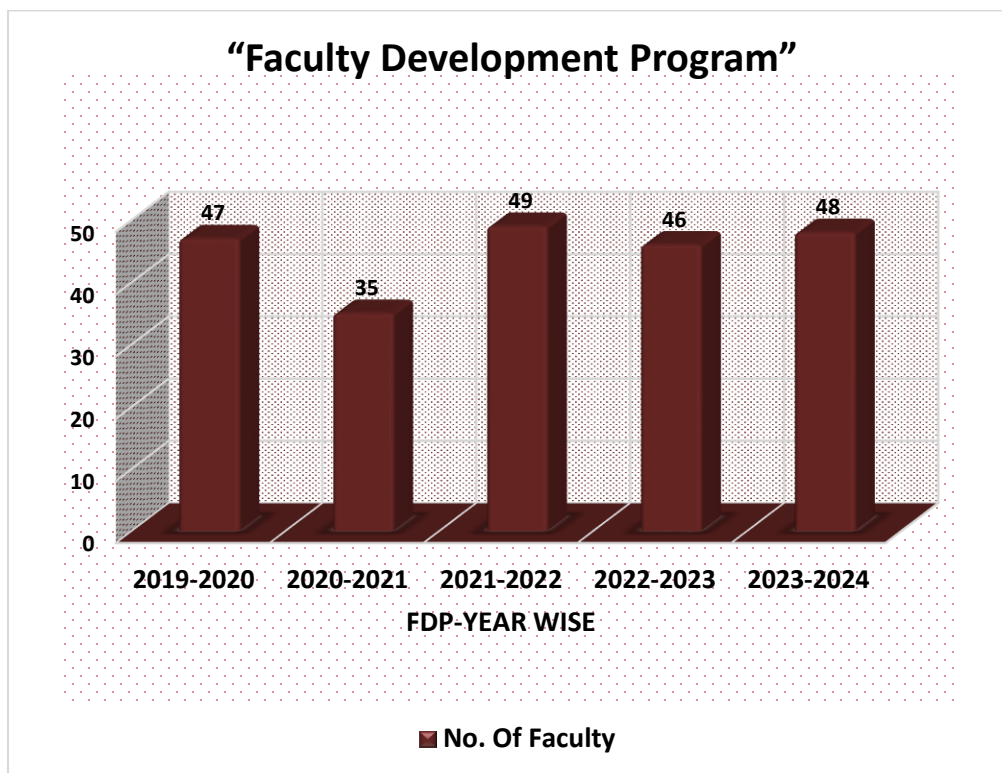
1. Faculty Development Program

The **Faculty Development Program (FDP)** is designed to enhance the skills and capabilities of faculty members, ensuring they remain updated with the latest educational methodologies, tools, and techniques. It is a vital initiative aimed at professional growth, fostering a culture of continuous learning among educators.

The graph titled "Faculty Development Program" tracks faculty participation in the FDP over five academic years, from 2019-2020 to 2023-2024. In the **2019-2020 academic year**, a total of 47 faculty members participated. However, in **2020-2021**, participation dropped significantly to 35 members, possibly due to the global disruptions caused by the COVID-19 pandemic.

Despite this dip, the **2021-2022 academic year** marked a strong recovery, with 49 faculty members—the highest number across the five-year span—engaging in the program. This suggests a renewed focus on professional development post-pandemic. The number slightly decreased to 46 members in **2022-2023**, maintaining consistency with previous years.

For the **2023-2024 academic year**, participation saw a slight uptick to 48 members, reflecting a stable commitment to faculty development. Overall, after an initial drop, the program has rebounded and maintained high participation, highlighting the institution's dedication to fostering faculty growth and development.



Graph-1: Faculty Development Program



2. Industry-Specific Training Programs for Faculty

The **Industry-Specific Training Programs for Faculty** aim to equip educators with cutting-edge skills and knowledge that align with the evolving demands of various industries. These programs focus on emerging technologies and industry-specific tools crucial for preparing faculty members to stay relevant and contribute to modern academic and industrial settings.

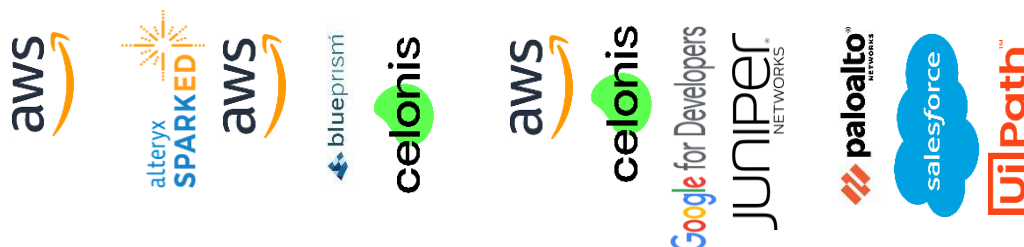
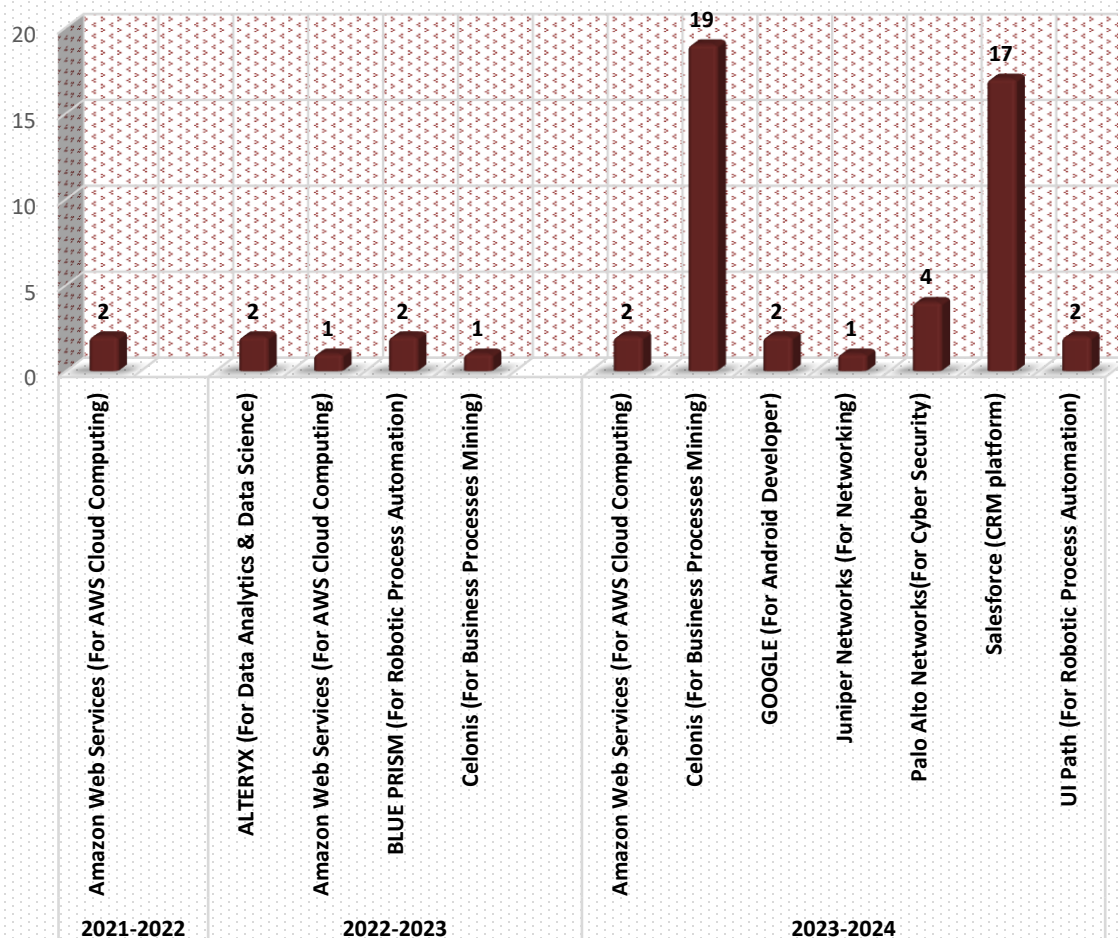
The graph-2 titled "Industry-Specific Training Programs for Faculty" tracks participation from **2021 to 2024**. In the **2021-2022 academic year**, faculty members participated in two sessions each on **Amazon Web Services (AWS)** for Cloud Computing and **Alteryx**, a tool for Data Analytics and Data Science.

In **2022-2023**, the focus on AWS Cloud Computing continued with two additional sessions, alongside one session each on **Blue Prism** for Robotic Process Automation (RPA) and **Celonis** for Business Process Mining.

The **2023-2024 academic year** marked a significant rise in training activity, with a notable 19 sessions dedicated to **Celonis**, highlighting an increased emphasis on Business Process Mining skills. Other key programs included two each for **AWS Cloud Computing** and **Google Android Developer**, one session for **Juniper Networks** focused on Networking, and four sessions on **Palo Alto Networks** covering Cyber Security. A substantial focus was also placed on **Salesforce**, with 17 sessions dedicated to this Customer Relationship Management (CRM) platform, alongside two more sessions on **UI Path** for Robotic Process Automation.

Overall, this analysis reflects the growing importance of cloud computing, business process mining, CRM platforms, Robotic Process Automation (RPA) and cybersecurity, indicating a strong alignment between faculty training and the demands of the modern tech industry.

Industry-Specific Training Programs For Faculty



Graph 2: Industry- Specific Training Program for faculty



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of

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for successfully completing the AWS Academy Educator Training on

AWS Academy Solutions Architect



Date : 22/02/2023
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Dr. Satya Ranjan Biswal
CTO, EduSkills



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Blue Prism in partnership with EduSkills Foundation is proud to recognize

Aruna Bajpai

from

Institute of Technology & Management, Gwalior

for successfully completing the **Foundation Educator Training** as part of
BLUE PRISM ACADEMIA PROGRAM in the field of **Robotic Process Automation**

Date: 15/11/2022

Signature:

Ana Howes
Global Head of
Education Services



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THIS CERTIFICATE OF COMPLETION CONFIRMS THAT

Madhukar Dubey

has successfully completed

**Cybersecurity Foundation, Network Security, Cloud
Security & Security Operations Fundamentals Train the
Trainer Course**

Nikesh Arora
CEO and Chairman
Palo Alto Networks

Authorization Number

070323-198

Authorization Date

March 07, 2023

Regional Academy:



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Nikesh Arora
CEO and Chairman
Palo Alto Networks

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Ramnaresh Sharma

from

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for successfully completing the **Foundation Educator Training** as part of
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Date: 15/11/2022

Signature:

Ana Howes
Global Head of
Education Services



3. Industrial Training Completed by Students

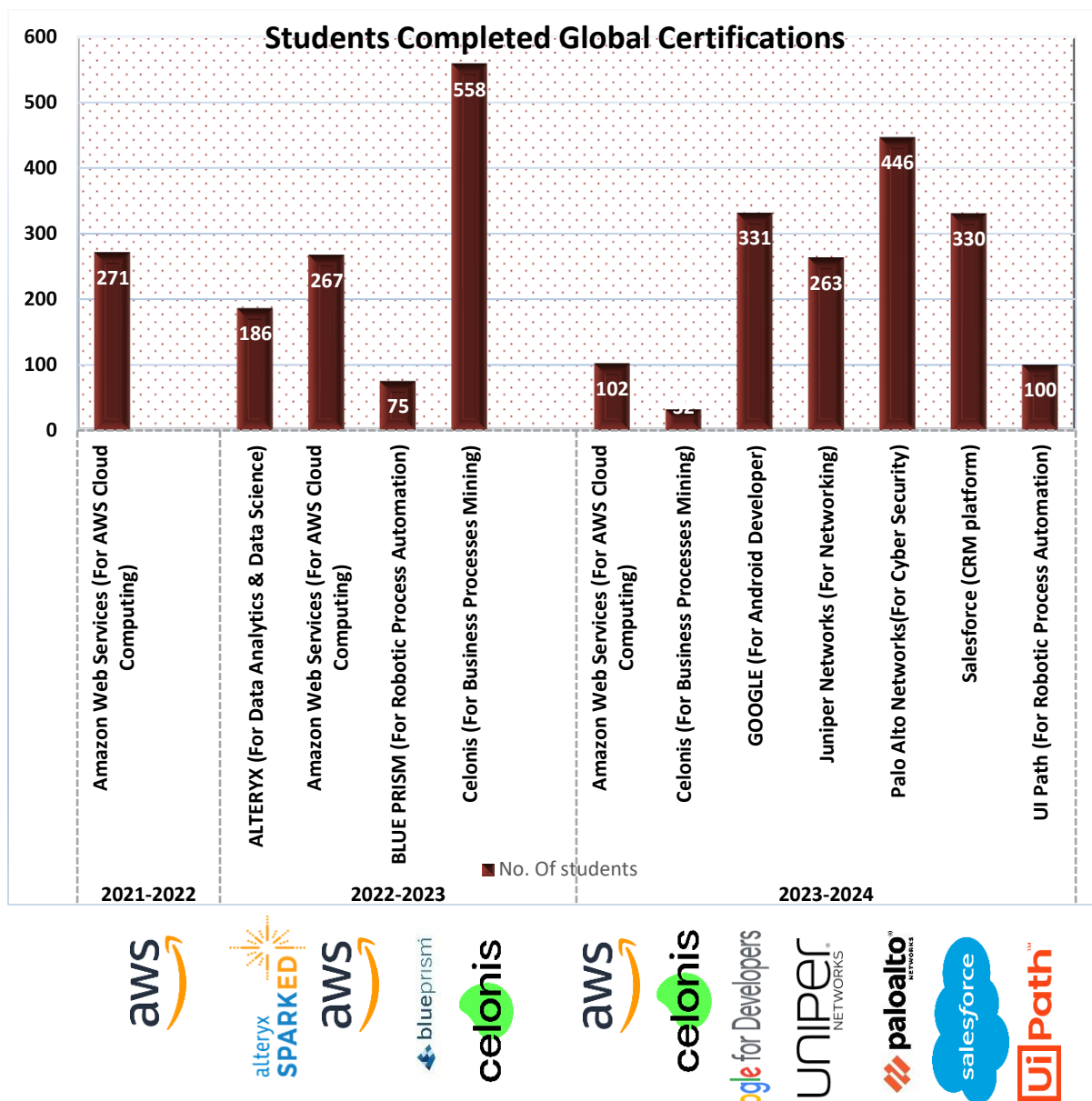
The **Industrial Training Completed by Students** provide students with valuable hands-on experience and exposure to industry-specific tools and technologies, preparing them for future career opportunities in various sectors. These programs focus on emerging platforms and technologies that are in high demand in today's workforce.

The graph titled "Industrial Training Completed by Students" presents data from **2021 to 2024**, showcasing the number of students who completed training programs in various fields. In the **2021-2022 academic year**, **271 students** completed training in **Amazon Web Services (AWS)** for Cloud Computing, while **186 students** completed training in **Alteryx** for Data Analytics & Data Science. Additionally, **267 students** engaged in further AWS Cloud Computing training, and **75 students** completed training in **Blue Prism** for Robotic Process Automation (RPA).

Participation surged in the **2022-2023 academic year**, particularly in **Celonis** (for Business Process Mining), where **558 students** completed training. **102 students** continued their AWS Cloud Computing training, and a smaller group of **32 students** focused on Celonis for Business Process Mining.

By the **2023-2024 academic year**, student engagement expanded into more diverse areas. **331 students** completed **Google** training for Android Development, and **263 students** participated in **Juniper Networks** training for Networking. The highest participation came from **Palo Alto Networks**, with **446 students** completing Cyber Security training, followed closely by **Salesforce** (CRM Platform) training with **330 students**. Additionally, **100 students** completed training in **UI Path** for Robotic Process Automation.

The chart highlights the growing trend of students participating in advanced training programs, particularly in cloud computing, business process mining, Robotic Process Automation and cybersecurity. This increasing participation reflects the industry's demand for these skills and the students' eagerness to align with these emerging technologies.



Graph 3: students completed global certifications



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Microsoft Certified Azure Fundamentals

Yash pathak

has successfully completed the requirements of
Azure Fundamentals

Date Issued: September 27, 2023




Satya Nadella
Chief Executive Officer



verify.certiport.com: 7hbz-uSe3

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Certificate of Completion

is hereby granted to

DEV GUPTA

in recognition of successful participation in

Blue Prism® Foundation Training

Date of Completion: **12/23/2022**

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celonis

Celonis Academy

hereby confirms that

Alisha Khan

is the recipient of the following credential:

Rising Star - Technical



Verify: <https://www.credly.com/badges/375a5b9c-ba5f-46e2-8b92-a24b8510e007>

Issued by: Celonis SL
Oct 23, 2023

Expiration date, if applicable:

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CERTIFICATE *of* ACHIEVEMENT

THIS ACKNOWLEDGES THAT

Anish yadav

HAS SUCCESSFULLY COMPLETED THE EXAM



alteryx
FOUNDATION

06.19.2023

ISSUE DATE

06.19.2025

EXPIRATION DATE

4. Internships Completed by Students

Successful Implementation of AICTE Internship Policy

Adaptation Post-Pandemic: ITM successfully navigated the disruptions caused by the COVID-19 pandemic by ensuring that the AICTE-mandated internship policy was integrated into the curriculum starting from 2022. This highlights the institute's resilience and commitment to ensuring students continue to receive practical exposure despite global challenges.

Increasing Internship Participation

2022-2023 Academic Year: In the first year of full focus on the policy, ITM facilitated internships for **883** students. This achievement marks a significant effort to provide real-world industry experience for nearly **900** students, showing the institute's ability to collaborate with companies and create valuable internship opportunities.

2023-2024 Academic Year: The number of students completing internships at ITM increased dramatically to **2,186** students. This more than two-fold rise demonstrates ITM's growing partnerships with industries and its dedication to providing hands-on experiences to students, essential for building their professional skillsets.

Enhanced Industry-Readiness and Employability

ITM's internship program has significantly contributed to making its students more industry-ready. The focus on internships has equipped students with practical knowledge and skills in real-world environments, helping them align their academic learning with current industry demands.

The increasing internship participation also indicates the growing trust of industries in ITM's curriculum and its students, further enhancing the employability of graduates.



Strategic Collaborations with Industries

The institute has likely built strong relationships with industries across sectors to ensure a broad range of internships are available to students, covering various fields of engineering and technology.

These partnerships not only benefit students but also create a network for future job placements and long-term collaboration.

Commitment to AICTE's Vision

ITM's rapid scale-up of internship opportunities directly aligns with AICTE's vision of creating a skilled and job-ready workforce in India. By closely adhering to the internship guidelines, ITM showcases its leadership in providing quality education integrated with hands-on training.



Glimpses of Internship Programs



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Government of India




Ministry of Housing
and Urban Affairs
Government of India





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AICTE MINISTRY OF EDUCATION





MISSION AMRIT SAROVAR – JAL DHAROHAR SANRAKSHAN INTERNSHIP

Report (1st July – 5th Aug, 2022)
Name of water body : Asi Khamma Baodi, Gwalior Fort
Type: Baodi
City: Gwalior
State: Madhya Pradesh
Number of Students: 30
INO: Tania Das, Assistant Director-Training
Institute of Technology & Management (ITM), Gwalior



Ministry of Education
Government of India



Ministry of Housing
and Urban Affairs
Government of India



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National Educational Alliance for Technology
AICTE MINISTRY OF EDUCATION



Fig No.20 Roof Outlets on Asi Khamma Structure

- On the second-hand water at the roof of Asi Khamma structure flowing through the outlet and drainage towards the channel with its maximum flow velocity.

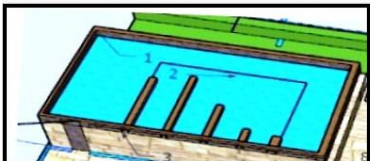


Fig No. 22 Drainage of Terrace

- When rain water falls on the roof of Asi Khamma, collect and passes throughout the different numbers of drainage and flow on the side level.



Fig No. 19 Choked Drainage

- On the third hand there is a single main outlet, situated at the left outside of the structure (near the garden) should be unblocked for the straight flowing of water into the Baodi.
- Rest of area around the channel naturally flowing their water due to its sloppy region throughout the channel.



Fig No. 23 Drainage of Side walls

- Then it passes through the side wall of structure and flow towards the ground (4).

WORKING EXPLANATION THROUGH THE DESIGN



Fig No. 24 Drainage of Single Long Channel

- Water from the ground (4) flow through the different number of small outlets (5).



Fig No. 25 Drainage system

- Now water from the outlets passes through a single long channel (6).



Fig No. 26 Pit Design

- At point (7) water passes from the main entrance and falls into the Baodi from a height.

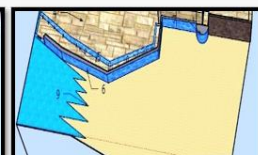


Fig No. 27 Drainage system from ground area

- Water of the major ground area slope (9) passes through the main channel (7) and falls into the Baodi (8).



Fig No.34 Taking Dimension of Pillars of Asi Khamma

- Measurements of columns and their distance from each other of Asi Khamma for their maintenance planning

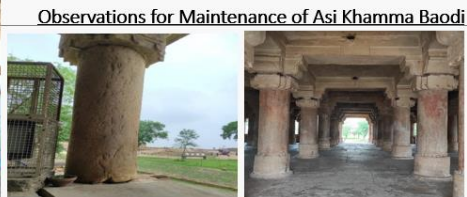


Fig No.35 Damage Pillars of Asi Khamma

- We have found out the various cracks and damage on the column and ceiling of Asi Khamma monument.



Fig No. 36 Rajputana art work present in Gwalior Fort

- The Asi Khamma monument is the combination of Mughal & Rajputana Architecture.



Fig No. 37 Picture showing Minor gap in outer portion of pillar

- The inlet of Baodi is choked so water is coming from walls of Baodi which result in algae on walls

- There's a minor gap (in micro meters) below the pillars from where we can feel cool breeze.



- Sign board and site's historical data is not available there for tourists.

- Red color is present on the pillars of Baodi due to presence of iron oxide present in sandstone

Fig No. 38 Picture showing presence of Iron Oxide of pillar

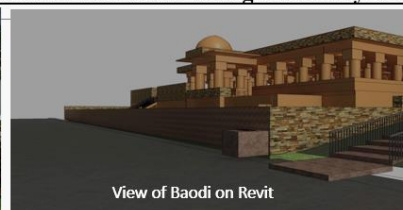


Recommendations for enhancing the beauty of Asi Khamma Baodi.



Garden opposite to Baodi

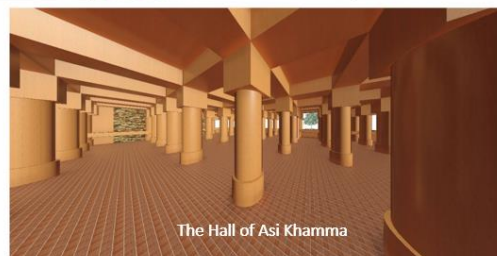
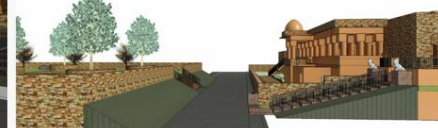
- Current way of entrance of Baodi should be blocked because it is not attractive entrance for Baodi.
- New entrance for the Baodi should be provided from gardening area in which new stairs will be built for entering in the Baodi.
- Lightening should be provided with fountain at Baodi and also lightening in Asi Khamma.
- In future an exit gate can also be provided at outer boundary if ticket counter will provide.



View of Baodi on Revit

- After complete renovation, light and fountain show can also be done there at evening.
- Another entrance of Baodi at its surface which is partially closed now. It should be permanently closed because it's of no use.
- There is a room area in garden area which should be filled with stones to give strength to its surface because it is the way of new entrance so more human traffic will be there.

Side view of the Asi Khamma Baodi and its surrounding area.



The Hall of Asi Khamma



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Ministry of Education
Government of India



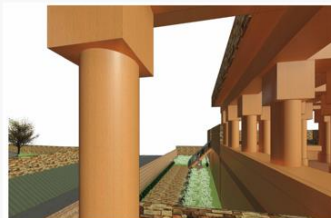
Ministry of Housing
and Urban Affairs
Government of India



N-E-A-T
प्रौद्योगिकी के लिए राष्ट्रीय शैक्षणिक सहयोग
National Educational Alliance for Technology
AICTE MINISTRY OF EDUCATION

75
आज़ादी का
अमृत महोत्सव

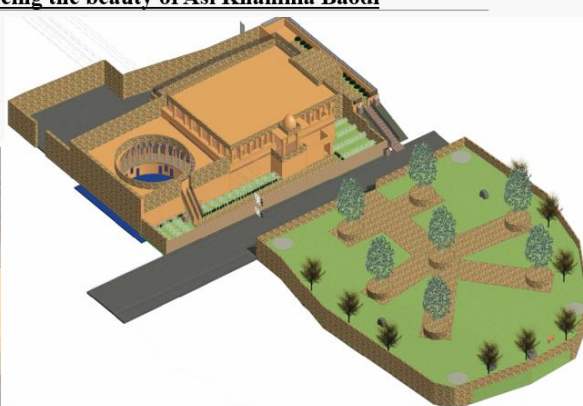
Recommendations for enhancing the beauty of Asi Khamma Baodi



The view from Asi Khamma Balcony to
entrance of the Baodi



The view of Asi Khamma Baodi



3D plan of Asi Khamma Baodi and surrounding area with newly Design Park



Ministry of Education
Government of India

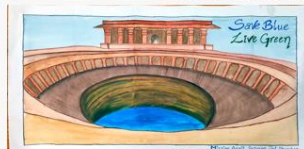


Ministry of Housing
and Urban Affairs
Government of India



N-E-A-T
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National Educational Alliance for Technology
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अमृत महोत्सव



Plantation Activity at Asi Khamma Baodi

Drafting of Sketches of Baodi

Posters made on topic: Mission Amrit Sarovar-Jal Dharoohar Sanrakshan, Water conservation, Asi Khamma Baodi & importance of plantation

ITM Campus, NH-75, Opposite Sithouli Railway Station, Gwalior (M.P.)- 475001, India

Email: directoritmooffice@itmgoi.in, web: www.itmgoi.in



All India Council for Technical Education
(A Statutory body under Ministry of Education, Govt. of India)
Nelson Mandela Marg, Vasant Kunj, New Delhi-110070 Website: www.aicte-india.org
Sanction Letter
AICTE Mission Amrit Sarovar – Jal Dharohar Sanrakshan Internship



F.No.:- 1-1/NEAT/AMRIT/2022-23/ AMS-JDS - 409

Date: 22nd August, 2022

To

The Drawing and Disbursing Officer,
All India Council for Technical
Education, Nelson Mandela Marg,
Vasant Kunj, New Delhi - 110070

Sub: Release of a sum of **Rs.100000/- (Rupees One Lakh Only)** being the 2nd installment eligible amount **Grant-In-Aid** under the Mission Amrit Sarovar – Jal Dharohar Sanrakshan for the duration 1st July 2022 to 5th August 2022 and payable during the current financial year 2022-23- reg.

Sir/ Madam,

With reference to the Mission Amrit Sarovar Jal Sarovar Sanrakshan Internship, for the participating institute, this is to convey that the sanction of the Council for payment of 2nd installment eligible amount of **Rs.100000/- (Rupees One Lakh Only)** as sanctioned Grant-In-Aid under the **Mission Amrit Sarovar Jal Dharohar Sanrakshan**, as per details given below:

| | | |
|----|--|---|
| 1. | Name and address of the Beneficiary Institution: | Institute of Technology & Management (ITM), Gwalior ITM Campus NH-75, opp. Sithouli Railway Station, Sithouli, Gwalior, Madhya Pradesh 475001 |
| 2. | Scheme under which grant is to be released | Mission Amrit Sarovar – Jal Dharohar Sanrakshan (MAS-JDS) |
| 3. | Water Body Allocated | Asi Khamma Gwalior fort |
| 4. | Name of Head of Institute (HOI): | Dr. Meenkashi Mazumdar |
| 5. | Name of Institute Nodal Officer (INO): | Tania Das |
| 6. | Duration of the project: | 1 st July 2022 to 5 th August 2022 |
| 7. | Total Budget allocated for Each Water Body | Rs. 2,00,000/- (Rupees Two Lakh Only) 1 st Installment – Rs. 1,00,000/- 2 nd Installment Balance Eligible Amount – Rs.100000/- |
| 8. | Sanctioned Grant-In-Aid is debitable to: | 601.23 (a) |

(i) The amount of the Grant shall be drawn by the Drawing and Disbursing Officer, All India Council for Technical Education on the Grant-In-Aid bill and shall be disbursed to and credited to the account of Director/ Principal/ Registrar of the Institute through RTGS.

(ii) This Grant-In-Aid is being released in conformity with the terms & conditions as well as guidelines of the Jal Dharohar Sanrakshan Internship guidelines as already communicated, and also being communicated in this letter.

The instructions/ guidelines linked with Mission Amrit Sarovar – Jal Dharohar Sanrakshan (MAS-JDS), to be followed by University/ institution are as given below:

I. Release of funds

- a. The sanction is issued in exercise of the powers delegated to the Council and other terms & conditions laid down in the

1-1/NEAT/AMRIT/2022-23/ AMS-JDS/ 409

26 जुलाई 2022 8



दैनिक सत्यास्र

आईटीएम छात्र संवारेंगे ग्वालियर किला स्थित अस्सी खम्बा की बाबड़ी

मिशन अमृत सरोवर के अंतर्गत महत्वपूर्ण प्रोजेक्ट में भागीदारी



सत्यास्र -समाचार-ग्वालियर



ग्वालियर। किले स्थित अस्सी खंबा की बाबड़ी को अब आईटीएम ग्वालियर के स्टूडेंट्स संवारेंगे। जिसके लिए उन्हें स्टाइपेंड भी दिया जाएगा। उन्हें प्रधानमंत्री नरेंद्र मोदी की महत्वकांक्षी योजना मिशन अमृत सरोवर योजना में सक्रिय भागीदारी देने के लिए चुना गया है।

प्रधानमंत्री नरेंद्र मोदी की महत्वकांक्षी योजना मिशन अमृत सरोवर योजना का क्रियान्वयन 24 अप्रैल 2022 को किया गया था इसका मुख्य उद्देश्य भविष्य के लिए जल का संरक्षण कैसे किया जा सके था। आजादी के अमृत महोत्सव के उत्सव में प्रत्येक जिले में 75 जल निकायों का विकास और कायाकल्प करने का जिम्मा इस योजना के माध्यम से सरकारी और गैर सरकारी सरकारी संस्थानों को दिया गया था। इस हेतु पूरे भारत में अखिल भारतीय तकनीकी संस्थान नई दिल्ली द्वारा लगभग 204 संस्थानों का चयन किया गया था और प्रत्येक संस्थान को एक वाटर बॉडी प्रदान की गई थी इसी क्रम में आईटीएम ग्वालियर को फेर्ट स्थित अस्सी खम्बा की बाबड़ी एलॉट की गई थी

जल संरक्षण में भारतीय युवाओं की भागीदारी हो बढ़ाने के उद्देश्य से अखिल भारतीय तकनीकी संस्थान नई दिल्ली एवं मिनिस्ट्री ऑफ हाउसिंग एंड अर्बन अफेयर्स भारत सरकार द्वारा एक पेड इंटरशिप के माध्यम से ऐतिहासिक जल स्रोत का संरक्षण एवं कायाकल्प करने हेतु स्टूडेंट्स से विचार, आईडिया आदि इंटरनेट के माध्यम से मंगाए गए थे जिसमें आईटीएम के 30 छात्र-छात्राओं

के समूह ने इस इंटरशिप के लिए भाग लिया। इंटरशिप का आयोजन 1 जुलाई से लेकर 5 अगस्त तक किया जाएगा जिसमें स्टूडेंट्स को स्टाइपेंड भी दिया जाएगा साथ ही इंटरशिप को पूर्ण करने के उपरान्त स्टूडेंट्स को सर्टिफिकेट प्रदान किया जाएगा

दैनिक आधार पर किया जाएगा साइट का अध्ययन

आईटीएम ग्वालियर की डायरेक्टर डॉ मीनाक्षी मजूमदार ने बताया कि मिशन अमृत सरोवर योजना के अंतर्गत ग्वालियर फेर्ट स्थित 80 खंबे की बाबड़ी का कायाकल्प, संरक्षण एवं संवर्धन हेतु स्टूडेंट्स द्वारा इंटरशिप के माध्यम से अपने आईडिया प्रेषित किए जाएंगे और जो भी प्रयोजन राष्ट्रीय स्तर पर अच्छे होंगे उन सभी स्टूडेंट्स को मिनिस्ट्री ऑफ अर्बन अफेयर्स के द्वारा प्रशस्ति पत्र के माध्यम से सम्मानित किया जाएगा। उक्त इंटरशिप में आईटीएम ग्वालियर से सिविल एवं मैकेनिकल इंजीनियरिंग डिपार्टमेंट से 30 स्टूडेंट्स के समूह ने अपनी भागीदारी सुनिश्चित की है और दैनिक आधार पर उक्त वाटर बॉडीज का अध्ययन करके ऑनलाइन माध्यम से रिपोर्ट को सबमिट किया जाएगा उक्त इंटरशिप में आर्कलॉजिकल सर्वे ऑफ आईडिया के नोडल ऑफिसर एवं इंस्टीट्यूट नोडल ऑफिसर तान्या दास के मार्गदर्शन में स्टूडेंट्स अपनी दैनिक रिपोर्ट को तैयार करेंगे एवं फइनल रिपोर्ट 5 अगस्त तक एआईसीटीई पोर्टल पर जमा करेंगे।

Internship Certificate of Students





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All India Council for Technical Education



Virtual Internship Completion Certificate

This is to certify that

Mritujanjay Sharma

Institute of Technology & Management, Gwalior

has successfully completed 10 weeks

Data Analytic Process Automation

during December 2022 - February 2023

Supported By



Olivia Duane-Adams

Olivia Duane-Adams
Chief Advocacy Officer (CAO)
Alteryx

Shri Buddha Chandrasekhar

Shri Buddha Chandrasekhar
Chief Coordinating Officer (CCO)
NEAT Cell, AICTE

Dr. Satya Ranjan Biswal

Dr. Satya Ranjan Biswal
Chief Technology Officer (CTO)
EduSkills



Certificate ID : o81df365do4b68085933a589815747a7
Student ID : STU63c5967256ab21673893490

ITM Campus, NH-75, Opposite Sithouli Railway Station, Gwalior (M.P.)- 475001, India

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Virtual Internship Completion Certificate

This is to certify that

Deepanshi Rai

Institute of Technology & Management, Gwalior

has successfully completed 10 weeks

Process Mining Virtual Internship

during December 2022 - February 2023

Supported By **celonis**

Jerome Geyer-Klingeberg
Head of Academic Alliance
Celonis

Shri Buddha Chandrasekhar
Chief Coordinating Officer (CCO)
NEAT Cell, AICTE

Dr. Satya Ranjan Biswal
Chief Technology Officer (CTO)
EduSkills



Certificate ID : 60edfe0d5d8abc001f42838bd5dd7837
Student ID : STU81632070213aa1633888320

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Virtual Internship Completion Certificate

This is to certify that

Shivam Rathore

Institute of Technology & Management, Gwalior

has successfully completed 10 weeks

Cybersecurity Virtual Internship

during December 2022 - February 2023

Supported By



Saravanan Rajagopal

Saravanan Rajagopal
Training Partner Manager, APAC
Palo Alto Networks

Shri Buddha Chandrasekhar

Shri Buddha Chandrasekhar
Chief Coordinating Officer (CCO)
NEAT Cell, AICTE

Dr. Satya Ranjan Biswal

Dr. Satya Ranjan Biswal
Chief Technology Officer (CTO)
EduSkills



Certificate ID : cf9de03d9460e11ba2d5ba3467184917
Student ID : STU638c14e5a52e81670124773

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All India Council for Technical Education



Certificate of Virtual Internship

This is to certify that

AJAY YADAV

Institute of Technology & Management, Gwalior

has successfully completed 10 weeks

Structural Analysis with STAAD. Pro Virtual Internship

During January - March 2024

Supported By **Bentley**
Education

Mohit Bradoo
Director, Bentley Education
Bentley Systems

Shri Buddha Chandrasekhar
Chief Coordinating Officer (CCO)
NEAT Cell, AICTE

Dr. Satya Ranjan Biswal
Chief Technology Officer (CTO)
EduSkills



Certificate ID :66329afb6b097c986f95bfbbcff1a7d6
Student ID :STU6389c361c13ff1669972833



GRADE: O (Outstanding): 90-100 | E (Excellent): 80-89 | A (Very Good): 70-79 | B (Good): 60-69 | C (Fair): 50-59 | D (Average): 40-49 | P (Pass): 30-39 | F (Fail): Below 30

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National Educational Alliance for Technology

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All India Council for Technical Education

**EduSkills**
Nation Building Through Skills




Sanjiv Varma
Vice President, Customer Education Services,
Certification & Global Field Enablement
Juniper Networks


Shri Buddha Chandrasekhar
Chief Coordinating Officer (CCO)
NEAT Cell, AICTE


Dr. Satya Ranjan Biswal
Chief Technology Officer (CTO)
EduSkills


Certificate ID : 08b2a33928b67d5474814664bd03342a
Student ID : STU658da9d26038f1703782866

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Certificate of Virtual Internship

This is to certify that

Aanya Sirohi

Institute of Technology & Management, Gwalior

has successfully completed 10 weeks

Android Developer Virtual Internship

During April - June 2024

Supported By : India Edu Program

Google for Developers

Karthik Padmanabhan
Developer Ecosystem Lead
MENA & India, Google

Shri Buddha Chandrasekhar
Chief Coordinating Officer (CCO)
NEAT Cell, AICTE

Dr. Satya Ranjan Biswal
Chief Technology Officer (CTO)
EduSkills



Certificate ID : 62cf04594870a56a55a3b2e98c3d2213
Student ID : STU64e6f9410bcb01692858689



GRADE: O (Outstanding): 90-100 | E (Excellent): 80-89 | A (Very Good): 70-79 | B (Good): 60-69 | C (Fair): 50-59 | D (Average): 40-49 | P (Pass): 30-39 | F (Fail): Below 30

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In Partnership With



CERTIFICATE OF COMPLETION

February 02, 2024

Aditya Sharma

Salesforce Administrator Virtual Internship

During the 8 Weeks period of Virtual Internship (**November 2023 - January 2024**), Aditya Sharma has completed the following Salesforce Trailhead modules

Salesforce Fundamentals
Organizational Setup
Relationship & Sales Cloud
Service Cloud & Process Automation
Flow & Chatter
Security, Reports & Dashboards
Data Management

Super Badge - Security Specialist
Super Badge - Business Administration Specialist
Super Badge - Lightning Experience Reports & Dashboards Specialist
Super Badge - Admin Super Set

Certificate ID: SISFVIPAD2024-82543 | Verify this certificate @ https://smartinternz.com/internships/salesforce_certificates/c2368b9b57ecb23aade9660fac830459

Shri Buddha Chandraseker

Chief Coordinating Officer(CCO),
NEAT Cell-AICTE

Mr Amarender Katkam

Founder & CEO, SmartBridge &
SmartInternz

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CERTIFICATE OF COMPLETION

January 31, 2024

Sanju Shukla

Salesforce Developer Virtual Internship

During the 8 Weeks period of Virtual Internship (**November-December 2023**), Sanju Shukla has completed the following Salesforce Trailhead modules

Salesforce Fundamentals
Organizational Setup
Relationship & Process Automation
Types Of Flows & Security
Apex, Testing & Debugging
VS Code Setup & CLI Setup
Lightning Web Components (LWC) & API

Super Badge - Apex Specialist
Super Badge - Process Automation Specialist
Super Badge - Developer Super Set

Certificate ID: SISFVIPAD2024-80315 | Verify this certificate @ https://smartinternz.com/internships/salesforce_certificates/97cdaade24d073d4f1f8861514054790

Shri Buddha Chandraseker

Chief Coordinating Officer(CCO),
NEAT Cell-AICTE

Mr Amarender Katkam

Founder & CEO, SmartBridge &
SmartInternz

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5. Live Projects

Tech Mahindra Live Celonis Projects

Integrating Business Process Mining as a live Project within our Project Based Learning (PBL) Program is an excellent way to bridge the gap between theoretical knowledge and practical application. This initiative demonstrates our institution's dedication to experiential learning and ensuring students are well-prepared for the challenges of the industry. Here are some key points to highlight the significance of this initiative:

Experiential Learning: The live Project in Business Process Mining provides students with hands-on experience in solving real-world problems. This type of experiential learning is invaluable in preparing them for their future careers.

Industry Collaboration: Partnering with Tech Mahindra & Celonis for live project and having session jointly conducted by Tech Mahindra and Celonis demonstrates a strong connection to the industry. This exposure to industry practices and collaboration with experts is highly beneficial.

Tool Proficiency: By using the Celonis process mining tool, students gain proficiency with a real-world industry tool. This tool proficiency is a valuable skill that can make them more attractive to potential employers.

Mentorship: Having Tech Mahindra, Celonis experts' and ITM mentor the projects provide students with guidance from both academic and industry perspectives. This support system is crucial for the success of complex projects.

Certification: Obtaining the live project certifications from Tech Mahindra is a significant achievement for the students. It formally recognizes their expertise in Celonis Process Mining, which is a valuable asset on their resumes.

Critical Thinking and Problem-Solving: Live projects encourage students to think critically, analyze data, and develop innovative solutions. These are crucial skills that will serve them well in their future careers.

Networking Opportunities: Collaborating with Tech Mahindra and working on live project opens up networking opportunities for students. Building professional connections can be advantageous for their careers.

Student Achievement: The successful completion of live Projects demonstrates the commitment and capabilities of our students. These projects contribute to their academic and professional development.



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Glimpses of the program



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celonis

TECH
mahindra

CERTIFICATE OF COMPLETION

This certificate is awarded to

Aashika Agrawal

in recognition of successful completing the
Live Celonis Project from ITM University, Gwalior

Bharath Vasudevan
Chief Capability Officer,
BPS



Rahul Agarwal
Group head - Capability
and Digital transformation

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Maintenance of Biogas Plant

The project of maintaining and repairing a non-functional biogas plant was given to 3rd-year students, presenting a unique learning opportunity. This task not only taught students the principles of biogas technology but also allowed them to engage in diagnostics, troubleshooting, and system optimization in a complex, real-world scenario.

Objective:

To ensure the efficient, safe, and continuous operation of the biogas plant by performing regular maintenance tasks that prevent breakdowns, extend equipment lifespan, and optimize biogas production. Outcome:

Proper maintenance results in consistent biogas production, reduced downtime, minimized repair costs, improved system efficiency, and safe operation, ensuring the sustainability and longevity of the biogas plant.

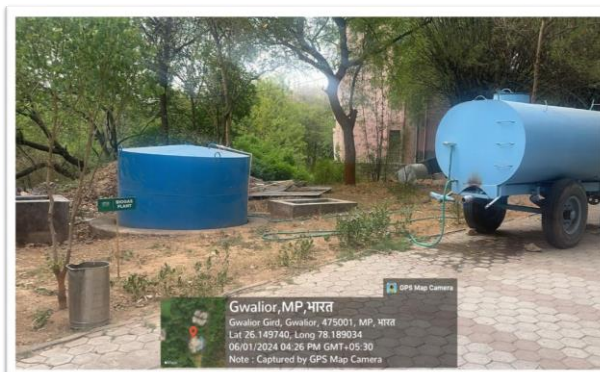
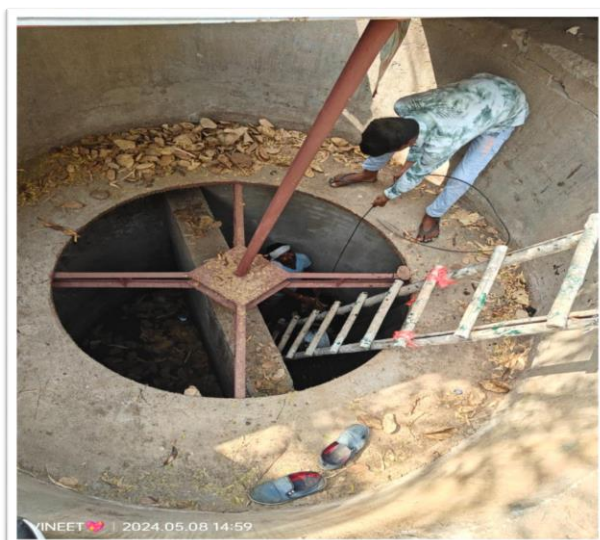
Specification of Bio Gas Plant (Feed Material-Kitchen Waste)

| S. No. | Parameters | Description |
|--------|--|--|
| 1 | Material of Digester | Brick wall |
| 2 | Type of Digester | Floating Drum (KVIC- Khadi & Village Industries commission) |
| 3 | Diameter of Digester | 02 meters 75 cms |
| 4 | Height of Digester | 02 meters 80 cms |
| 5 | Gas Holder Height | 02 meters 20 cms |
| 6 | Gas Holder Diameter | 02 meters 67 cms |
| 7 | Material Floating Gas Holder | Mild Steel |
| 8 | Total Volume of Digester | 16.62 m ³ |
| 9 | Effective volume of Gas Holder | 12.31 m ³ |
| 10 | Primary Filling | 6 Tons Cow dung and 6-ton Water |
| 11 | Required Cow dung per day | 300 kg (12*25) and 300 kg water (Ratio 1:1) |
| 12 | Required Kitchen Waste per day | 150 kg and 450 kg water (Ratio 1:3) |
| 13 | Per Day Gas Generation (CH ₄) | 12 m ³ |
| 14 | Per Day Energy Generation (kilo calories) | 12X4700 =56400 Kilo calories |
| 15 | Equivalent LPG Generation | 12X3.6 = 43.2 m ³ |
| 16 | Required Gas for Cooking | 0.25m ³ /person/day = 48 persons per day (Approx) |
| 17 | Food Waste Disposer in sinkerator (Pulveriser) power consumption | 460 watts (0.55 HP) |



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Design & development of Hybrid solar car

Objective:

The objective of the project on the design and development of a hybrid solar car is to provide students with an understanding of renewable energy applications in the automotive industry. It aims to develop their skills in integrating solar energy and hybrid technology for sustainable transportation solutions, fostering innovation in green engineering and design.

Outcome:

Upon completion, students will have hands-on experience in designing and developing a hybrid solar car, gaining knowledge in renewable energy systems, automotive design, and power management. They will enhance their problem-solving abilities, teamwork, and technical skills, preparing them for careers in sustainable engineering and automotive innovation.



Student working on frame

Glimpses of the program





11/05/2022 | 06

पत्रिका

event city सोलर एनर्जी एवं इलेक्ट्रिकल एनर्जी दोनों से ही चला सकते हैं

आइटीएम ग्वालियर के स्टूडेंट्स ने बनाई हाईब्रिड कार

पत्रिका **plus** रिपोर्ट

ग्वालियर वर्तमान परिदृश्य में पेट्रोल-डीजल की कीमतों में लगातार वृद्धि देखी गई है, साथ ही इनका उपयोग भी पर्यावरण के लिए लाभकारी नहीं है। इसी को ध्यान में रखते हुए आइटीएम ग्वालियर के मैकेनिकल के स्टूडेंट्स ने हाईब्रिड कार को तैयार किया है। सेकंड ईयर के इन स्टूडेंट्स ने प्रोजेक्ट बेस्ड लर्निंग के अंतर्गत इस हाईब्रिड कार को बनाया है जिसे सोलर एनर्जी एवं इलेक्ट्रिकल एनर्जी दोनों से ही चलाया जा सकता है।

इस हाईब्रिड कार को स्टूडेंट्स आर्यन कुमार, विकास कुमार, कुशवाह, विकास कुमार, निर्मय सिंह, अजय सिंह हाड़ा, युवराज शर्मा ने असिस्टेंट प्रोफेसर अमित जैन एवं अजीत सिंह सिक्कारवार के मार्गदर्शन में बनाया है। कंट्रोल



सिस्टम एवं इलेक्ट्रिकल पार्ट में मार्गदर्शन दीपक द्विवेदी टेक्निकल स्टाफ ने दिया है। हाईब्रिड कार में 12 वोल्ट 28 एम्पएस की चार बैटरी का उपयोग किया गया है। उसके अलावा गाड़ी को उच्च टॉर्क देने के लिए 900 वाट की बैटरी का उपयोग किया गया है। सोलर एनर्जी से बैटरी को चार्ज करने के लिए 12

एम्पियर आउटपुट वाले तीन सोलर पैनल का उपयोग किया गया है। इस गाड़ी का डिजाइन एवं उसका एनालिसिस भी स्टूडेंट्स ने स्वयं ही किया। सबसे बड़ी बात यह है कि इस कार को इलेक्ट्रिकल एनर्जी से महज 1 घंटे में फुल चार्ज किया जा सकता है। इसके अलावा यदि सोलर एनर्जी से चार्ज किया जाए तो

इसकी बैटरी को 5 घंटे में फुल चार्ज किया जा सकता है। इस हाईब्रिड कार में कंट्रोल सिस्टम इ-रिक्सा का उपयोग किया गया है। इस हाईब्रिड कार को बनाने में कुल लगत लगभग 90 हजार के करीब आई है। कार को बनाने के लिए पूरा फंड आइटीएम संस्थान द्वारा प्रदान किया गया है।



Design & development of ATV for Mega ATV Championship

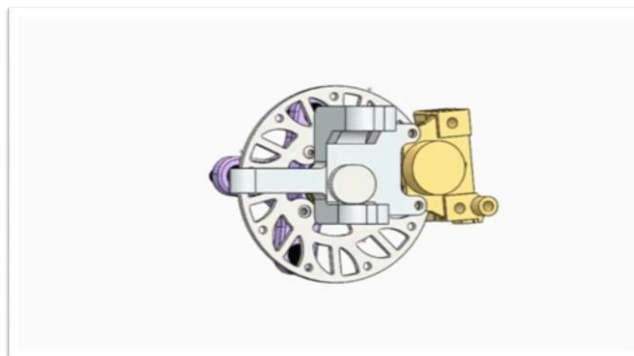
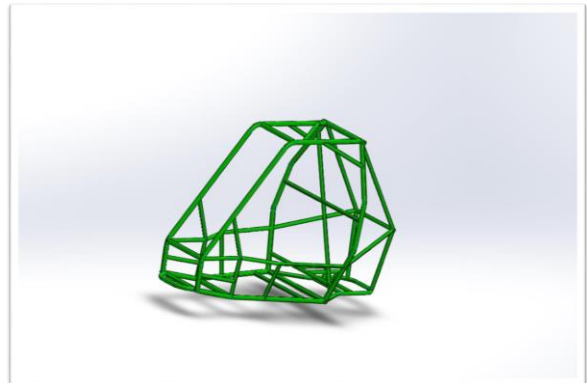
Objective:

To equip students with hands-on experience in designing and developing an All-Terrain Vehicle (ATV) for the Mega ATV Championship, enhancing their technical skills in automotive engineering, teamwork, and problem-solving.

Outcomes:

1. Gain practical knowledge in ATV design and fabrication.
2. Develop teamwork, leadership, and project management skills.
3. Apply theoretical concepts to real-world automotive challenges.
4. Enhance career readiness through competition exposure and technical expertise.

Designing phase



Frame and Hub design



Glimpses of the program







28 जून 2022 8



दैनिक सत्याश्र

आईटीएम की ब्लैक हॉक रेसर प्रदेश में रही नंबर-1

सात लाख लागत का है यह प्रोजेक्ट

सत्याश्र न्युज

ग्वालियर। नेशनल चैम्पियनशिप में प्रदेश में पहला स्थान प्राप्त, नेशनल में रही टॉप-15 टीम में हुई शामिल 72 टीमों ने लिया था भाग रेस के सारे चरण पूरे करते हुए 70 किमी दूरी तय की, इससे पहले भी कई चैम्पियनशिप जीत चुके हैं। गोवा में आयोजित हुई नेशनल मेगा चैम्पियनशिप में शानदार प्रदर्शन कर आईटीएम ग्वालियर ने प्रदेश में प्रथम स्थान पर रही। टीम ने नेशनल लेवल पर भी टॉप 15 टीमों में जगह प्राप्त की है। आईटीएम की टीम ब्लैक हॉक रेसर ने यह स्थान फ्लट चैम्पियनशिप सीजन 7 में शानदार प्रदर्शन के दम पर हासिल की है। गोवा में आयोजित उक्त चैम्पियनशिप में पूरे भारत से लगभग 72 टीमों ने भाग लिया था मध्यप्रदेश में प्रथम स्थान प्राप्त करने में सफल रही जबकि नेशनल पर टीम ने 14वां स्थान प्राप्त किया। मेगा ए टी की चैम्पियनशिप में टीम ब्लैक हॉक रेसर ने सात चरणों को पार करते हुए यह स्थान प्राप्त किया है। स्टूडेंट की टीम द्वारा ऑल टेरन व्हीकल बनाया था जो की किसी भी प्रकार के रोड पर चलने में सक्षम होता है। टीम ब्लैक हॉक रेसर ने फ्लैट डर्ट रेस, ड्रैग रेस, टी आई, ब्रेक टेस्ट, इंजिन टेस्ट आदि चरणों को पार करते हुए इंदुरीस में लगभग 70 किलोमीटर दूरी तय की। टीम ब्लैक हॉक रेसर के इस ग्रुप में दीपांशु, चेतन, जयेश, हर्ष राय, निर्भय सिंह,



मानव, मुदुल, अजय हाड़ा, विकास गुप्ता, शिवांशु आदि शामिल थे जिन्होंने असिस्टेंट प्रोफेसर अमित जैन एवं अजीत सिंह सिकरवार के मार्गदर्शन में इस व्हीकल को बनाया था। सबसे खास बात यह थी कि व्हीकल के डिजाइन एनालिसिस से लेकर मैन्युफैक्चरिंग तक का पूरा कार्य स्टूडेंट द्वारा किया गया था। इस प्रोजेक्ट को पूरा करने में लगभग 7 लाख रुपए का खर्च आया, जो आईटीएम मैनेजमेंट के सहयोग से पूरा हो सका। टीम ब्लैक हॉक रेसर के शानदार प्रदर्शन पर आईटीएम ग्वालियर की निदेशक डॉक्टर मीनाक्षी मजूमदार ने स्टूडेंट्स को बधाई दी।

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6. Success Story of our students

The successful execution of these initiatives reflects a strong alignment between academia and industry needs. The **Faculty Development Program** has consistently upskilled educators, ensuring they stay current with the latest teaching methodologies and industry trends. The **Industry-Specific Training Programs for Faculty** have empowered faculty members with expertise in cutting-edge technologies like cloud computing, process mining, and cybersecurity, making them better equipped to deliver high-quality education. Similarly, the **Industrial Training and Internships for Students** have provided hands-on experience in crucial industry areas such as data analytics, cybersecurity, and networking, preparing students for real-world challenges. Furthermore, through **Live Projects**, both faculty and students have engaged in live projects, gaining practical experience which has greatly enhanced their problem-solving skills. Together, these initiatives have contributed to the professional growth of both faculty and students, ensuring they are well-prepared to meet evolving industry demands and fostering a culture of innovation and excellence.



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Mohini Tomar
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