



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**INSTITUTE OF TECHNOLOGY AND MANAGEMENT,
GWALIOR**

ITM CAMPUS, OPPOSITE SITHOULI RAILWAY STATION, NH-75, JHANSI
ROAD, GWALIOR

475001

www.itmgoi.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- The Institute of Technology and Management (ITM), Gwalior, was established in 1997 under the Samata Lok Santhan (SLS) Trust. Approved by AICTE and affiliated with Rajeev Gandhi Proudhyogiki Vishwavidyalaya (RGPV) Bhopal and Jiwaji University Gwalior, ITM offers accredited programs recognized by the NBA (fifty percent of all eligible courses are accredited).
- Located on a lush green 10.9-acre campus in northern Madhya Pradesh, ITM began with three programs—Chemical Engineering, Computer Science Engineering, and Electronics and Communications—with an initial intake of 120 students. Today, the institute has grown to include nine undergraduate and four postgraduate programs, enrolling approximately 2,400 students. In response to emerging industry needs, ITM introduced three new programs in 2022-2023 in the emerging areas of Data Science, AI/ML and IOT.
- ITM aspires to be a center of excellence in education, research, training, and consultancy, aiming to significantly contribute to the technical and overall development of the country. Hence, the Institute is committed to continuous quality improvement through various initiatives and endeavours. Quality is viewed as an ongoing journey, with the Outcome-Based Education (OBE) framework at the heart of all institutional activities.
- The institute places a major focus on the holistic development of students through a student-centric teaching methodology. By fostering an environment that emphasizes both academic and personal growth, ITM aims to equip its students with the skills and knowledge necessary to contribute meaningfully to the technical and overall development of the country.

Vision

- To develop the institute into a center of excellence in education, research, training, and consultancy to the extent that it becomes a significant player in the technical and overall development of the country.

Mission

- To meet the global need for competent and dedicated professionals.
- To undertake R&D, consultancy & extension activities that are of relevance to the needs of mankind.
- To serve the community by interacting on technical, scientific, and other development issues.

The Values

- Humanity and ethics blended with sincerity, integrity, and accountability.
- Productive delivery supported by healthy competition.
- Efficiency and dynamism coupled with sensitivity.
- To nurture innovation and the ability to think differently with rational creativity.
- Appreciation of sustainable socio-cultural values and to feel proud to be a good professional contributing to the betterment of mankind and Mother Earth.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A strong and supportive Board of Governors dedicated to the exceptional development of the Institute.
- NBA accreditation of the eligible program and the other recognitions from AICTE and Ministry of Education
- Efforts made to train the trainers (teachers) in turn increased the skill development of the students
- Focus on holistic development of students through various extension activities in the campus and the adopted villages under UBA
- The Institute's distinctiveness in all-round grooming of the students through the strong Indian Knowledge system activities like the sculpture symposiums, collection of fine painting and various programs focusing on the traditions and cultural of India
- The dedicated Training Augmentation and Placement Cell (TAP Cell)
- The involvement of the Alumni in the Institute activities and the dedicated Alumni mentorship program for the students
- Strong incubation centre IDEAPAD
- In house developed Learning Management System (LMS) and the Management Information System (MIS)
- The beautiful green campus of the Institute

Institutional Weakness

- Institute completely depends on the tuition fees for financial resources. The tuition fee is very less
- Very little control on flexible curriculum. Being an affiliated institute dependency on curriculum limits introduction of industry relevant course in the credit system
- Very few government grants and hence research papers
- Inclination of students towards higher studies and government jobs is very lean
- Students writing skills specially after COVID need more focus

Institutional Opportunity

- Institute focuses to acquire Autonomy
- Collaboration with foreign Universities /Institutions for faculty and student exchange and joint research
- Students diversity in terms of admission from different states of India and abroad
- Start distance education to attract diverse students
- Improve peer reviewed journal publications
- Attract admission of higher ranking students (JEE)

Institutional Challenge

- To align the industrial needs only through the add on and value added course
- Motivate students for careers in core engineering branches
- Accessibility to government grants
- Incline students towards becoming employer rather than employees

- Attracting qualified faculty members to Gwalior

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ITM Gwalior is committed to providing a holistic, industry-relevant education that aligns with the evolving needs of society. Criterion 1 of the NAAC, focusing on curricular aspects, highlights the institution's efforts in designing and delivering a robust and flexible curriculum that emphasizes academic excellence, skill development, and inclusivity.

- The curriculum at ITM Gwalior is provided by the affiliating universities in line with the guidelines provided by the University Grants Commission (UGC) and incorporates inputs from stakeholders such as industry experts, alumni, faculty, and students. The institution periodically review the curriculum to stay aligned with advancements in technology and the changing demands of the job market by adding the value added certificate, NPTEL, Spoken tutorial courses. This ensures that students are equipped with the latest knowledge and skills required for employability and entrepreneurship.
- ITM Gwalior follows a multidisciplinary approach, offering a variety of programs across engineering, management, computer science application. The curriculum integrates project-based learning, internships, and practical exposure through collaborations with industry and academia. Additionally, the institution also promotes value-based education through courses on ethics, environmental sustainability, and community engagement.
- To ensure academic flexibility, ITM Gwalior has introduced choice-based credit systems (CBCS) that allow students to select courses based on their interests and career aspirations. Electives and skill development courses are also offered to enhance students' competencies. Furthermore, the institution fosters research and innovation by encouraging students to participate in research projects, hackathons, and academic competitions.
- The curriculum is regularly evaluated through feedback mechanisms that involve students, faculty, and industry partners. This feedback is used to enhance teaching methodologies, improve course content, and strengthen assessment procedures.

In conclusion, ITM Gwalior's curricular framework ensures that students receive a balanced education that prepares them for the challenges of the global workforce while fostering a commitment to lifelong learning and societal contributions.

Teaching-learning and Evaluation

ITM utilizes MOODLE for online learning and assessment, combining multimodal methods and industry-relevant experiences to enhance education efficiency.

- **MOODLE for Teaching and Evaluation:** ITM utilizes MOODLE for online teaching, learning, and assessment, allowing continuous evaluation. The Learning Management System (LMS) and

Management Information System (MIS) are also integrated for efficient process management.

- **Multimodal Teaching-Learning methods:** ITM follows MMTLP, combining traditional and digital teaching methods for a balanced and comprehensive approach to education.
- **Project-Based Learning (PBL) and Activity-Based Continuous Assessment (ABCA):** ITM enhances experiential learning through ABCA activities, PBL, and participative learning, focusing on developing problem-solving and industry-relevant skills.
- **Participative Learning:** ITM promotes participative learning through group discussions and projects. Initiatives such as the Google Developer Student Club, Makers Lab, and hackathons like the Smart India Hackathons encourage active student engagement.
- **Industry-Relevant Experience:** ITM provides platforms for students to gain hands-on, industry-relevant experience, helping them bridge the gap between theory and practical application while building problem-solving, leadership, and collaboration skills.
- **Mentoring System:** ITM has a structured mentoring system that supports students in their academic, professional, and personal growth throughout their educational journey.
- **Use of ICT Tools:** Advanced ICT tools are employed at ITM for teaching and assessment, ensuring a modern and technology-driven learning environment.
- **MOOCs and Credit Transfer:** RGPV offers students to select electives and earn additional credits via NPTEL and SWAYAM platforms.
- **Examination Reforms Policy:** ITM has adopted new exam reforms aligned with Outcome-Based Education (OBE), ensuring assessments correspond with learning outcomes through mid-term exams, assignments, and other evaluations.
- **CO Attainment Calculation:** ITM calculates Course Outcome (CO) attainment using 40% internal and 60% external assessments. The final CO attainment includes indirect assessments, with a formula incorporating direct (80%) and indirect (20%) inputs.

Overall POs Attainment = Direct Attainment \times 0.8 + Indirect Attainment \times 0.2.

- **PO Attainment Calculation:** Program Outcomes (PO) attainment is determined through direct CO-PO mapping and indirect assessments like alumni, employer surveys, with the final PO attainment calculated as 80% direct and 20% indirect.

Overall POs Attainment = Direct Attainment \times 0.8 + Indirect Attainment \times 0.2.

Research, Innovations and Extension

The Institute of Technology and Management (ITM) Gwalior has implemented a comprehensive strategy to foster research, innovation, and community engagement, reflecting its commitment to academic excellence and societal contribution.

- In the realm of research, ITM provides robust support, including financial resources, infrastructure, and academic guidance, to enable faculty to submit research proposals and engage in interdisciplinary and interdepartmental research activities. From 2019-2024, the institute secured over **Rs.40 lakh in research funding** from various government and non-government agencies.
- ITM's innovation ecosystem is anchored by its National Innovation and Start-up Policy, Institute Innovation Council (IIC), and its state-of-the-art incubation center, IDEAPAD, Makers Lab and

Research Cell. The institute nurtures entrepreneurial ventures by providing resources such as mentorship, funding, and advanced prototyping facilities through all these departments/sub departments and labs.

- ITM has hosted over **50 events focusing on research methodologies**, intellectual property rights (IPR), and entrepreneurship. Notable achievements include winning prizes in national hackathons and filing more than **100 IPRs**, including patents and designs.
- Research publications and awards form a crucial part of ITM's academic culture, with over **750 research articles/book chapters** and books are published in the last five years. The institute's faculty and students contribute significantly to the knowledge base, enhancing the quality of teaching and learning through their scholarly outputs.
- Through extension activities, the institute demonstrates its commitment to social responsibility through its NSS Unit, UBA, WEC, NCC, ECO clubs and other cells, organizing over 100 community activities addressing environmental protection and gender disparity and awarded/Recognized over 20 times. Institute has adopted five villages (Saranagat, Badera, Chetupada, Barvage and Belgada, block Dabara, District Gwalior) under Unnat Bharat Abhiyan 2.0, an initiative by the Ministry of Education.
- ITM has established more than 20 collaborations with academic institutions and industries, enriching student learning experiences through resource sharing, training programs, and faculty exchange initiatives.

Thus ITM Gwalior demonstrates a strong commitment to research, innovation, and community engagement by fostering a research culture through funding, interdisciplinary collaboration, and robust infrastructure. The institute's efforts extend to promoting entrepreneurship, publishing scholarly work, and organizing extensive social outreach programs, showcasing its societal responsibility and academic excellence.

Infrastructure and Learning Resources

The institute, spanning over acres, offers advanced classrooms, laboratories, a comprehensive library, and extracurricular facilities, promoting holistic education and engagement.

- The institute spans **10.85 acres**, featuring **42 classrooms**, **two seminar halls**, **one conference hall**, along with well-equipped laboratories, **25 classrooms** are equipped with ICT facilities adhering to AICTE norms.
- There are **13 active student clubs**, with around **09 dedicated** to cultural, yoga, sports, and games activities.
- The **Aruna Asif Ali Auditorium**, **NAAD Garden**, and **open-air amphitheater** are frequently used for both indoor and outdoor cultural events.
- Comprehensive facilities for **extracurricular activities and sports include** badminton, table tennis, yoga, football, hockey, cricket, basketball, volleyball, and meditation.
- The institute ensures adequate **budget allocations for the maintenance, renovation, and augmentation of its infrastructure**, library, and learning resources, advised by recommendations from dedicated committees.
- Administrative facilities, including the Director's office, Dean's office, HOD and faculty cabins, are

well-established, along with **essential amenities** like a canteen, gym, boys' and girls' common rooms, hostels, medical, cooperative shop, transportation services, and security services, all adhering to AICTE norms.

- The campus also includes a **Sewage Treatment Plant and a rooftop rainwater harvesting system** to aid groundwater recharge, as well as a power backup system, **diesel generators, and a 270KW rooftop solar** system to promote energy efficiency.
- The central library houses over **64,000 books, rare manuscripts, 12,000+ titles, 1500+ e-journals, and 21 magazines**.
- It is also an NPTEL chapter, offering video lectures and over **2,500 CDs/DVDs of learning material**.
- The **digital library, equipped with 25 computers**, provides access to online learning resources such as EBSCO, e-journals, e-books, INFLIBNET, Shodh Ganga, and other databases, available both on-campus and remotely.
- The library is automated with **SOUL Library Management** Software and employs Wi-Fi and RFID technologies for efficient book circulation.
- The campus offers robust internet connectivity through dedicated leased lines, including 80 Mbps from PC Care Infratel Private Limited, 500 Mbps via Fibrenet Solution OPC Pvt. Ltd, and BSNL broadband, providing a **total bandwidth of 580 Mbps**, complemented by extensive computing facilities, and a dedicated team ensures IT infrastructure maintenance and optimal utilization.
- The campus is Wi-Fi-enabled with CCTV surveillance for enhanced security. Regular stakeholder feedback is used for continuous review and improvement of infrastructure and learning resources.

Student Support and Progression

ITM is dedicated to fostering academic excellence and personal growth through mentorship, counseling, and skill development programs that support students in all aspects of their lives.

- **Financial Aid and Scholarships:** Recognizing the financial barriers that can limit access to quality education, ITM provides substantial financial assistance. Scholarships are offered through both central and state government programs, along with institutional schemes. These financial aid programs aim to reduce the burden on students.
- **Training Augmentation and Placement (TAP) Cell:** ITM has established the TAP Cell to bridge the gap between academic learning and industry requirements. The TAP Cell collaborates with various organizations to offer training that enhances soft skills, problem-solving abilities, and professional aptitude, all crucial for employability. This dedicated support system equips students with the tools they need to confidently enter the competitive job market.
- **Partnership with Cambridge University:** ITM's MoU with Cambridge University offers specialized language training to improve students' English skills, enhancing their professional prospects and confidence in a globalized work environment.
- **Value-Based Education:** ITM incorporates values like social responsibility, integrity, and good citizenship into its education, ensuring students are career-ready and prepared to make meaningful contributions to society.
- **Co-Curricular and Extracurricular Achievements:** The institution strongly encourages students to engage in activities beyond academics. ITM provides platforms for students to excel in sports, arts, debates, and other extra-curricular, where they have demonstrated exceptional performances at state, national, and international competitions, showcasing their all-around development.

- **Grievance Redressal System:** ITM takes student concerns seriously and has implemented a transparent and effective mechanism for resolving grievances. Whether the issue pertains to sexual harassment, ragging, bullying, or other forms of misconduct, the institute ensures that complaints are addressed promptly and fairly, contributing to a secure and supportive campus environment.
- **Active Alumni Association:** Alumni Association of the institute connects former and current students through tech talks, guest lectures, and networking events, sharing industry experience and insights to enhance current students' understanding of the professional world.

Governance, Leadership and Management

Established in 1997 by the Samata Lok Sansthan Trust, ITM, Gwalior aims to deliver top-tier education in management, engineering, and applied sciences. The institution is affiliated with **Rajiv Gandhi Proudyogiki Vishwavidyalaya and Jiwaji University**, and it is recognized by the **All India Council for Technical Education (AICTE)** and the Government of Madhya Pradesh.

- The institution's vision, mission, branding statement, and value framework are strategically aligned with its comprehensive **perspective and strategic plan**. This plan is developed through collaborative efforts involving the **Board of Governors (BoG)**, IQAC, and faculty members, incorporating a detailed **SWOC analysis**.
- The institution's governance structure is led by a **Board of Governors**, which ensures strategic growth in line with **AICTE and UGC** standards. A decentralized management system fosters transparency and participative decision-making, with bodies such as the **Internal Quality Assurance Cell (IQAC)**, Research Cell, Central Purchase Committee, and Student Council playing key roles in the institution's academic and administrative processes.
- The Institute's daily administration is efficiently managed by the Director, supported by faculty members assigned with critical academic and administrative roles. The organizational structure, detailing each functionary's clearly defined roles and responsibilities, ensures operational clarity and accountability.
- A key initiative at ITM is the implementation of the **New Education Policy (NEP) 2020**, which fosters multidisciplinary education, skill development, and the integration of technology into learning. The institution has embraced a flexible academic framework that supports vocational education and industry-focused training programs, preparing students for the global marketplace.
- ITM manages its financial resources through policies emphasizing transparency and accountability. Tuition fees and grants are the main income sources, with the BUAC ensuring proper budget allocation. Regular audits and careful planning support infrastructure maintenance, academic facilities, and research funding.
- ITM Gwalior supports the well-being and career development of its teaching and non-teaching staff through comprehensive welfare measures. These include healthcare facilities, housing, and financial benefits, along with capacity-building initiatives such as Faculty Development Programs, research funding, and performance-based promotions. The institute ensures transparent appraisals and encourages ongoing professional growth.
- ITM has adopted modern educational platforms for learning and management, Learning Management System (LMS), and Management Information System (MIS), further advancing the academic process.

Institutional Values and Best Practices

Institutional values and practices at ITM Gwalior, focus on social responsibility, gender equity, environmental sustainability, and holistic student development. Key sections include:

- **Gender Equity:** ITM Gwalior actively promotes gender equality through its Women Empowerment Cell (WEC), which organizes workshops, training, and support systems like counselling and mentorship for those facing gender-based challenges. The institution prioritizes female safety and wellness, offering facilities like 24/7 security, crèche services for working mothers, and specialized healthcare at the ITM Hospital.
- **Environmental Sustainability:** ITM Gwalior has implemented initiatives for energy conservation, waste management, and water conservation, contributing to a green and sustainable campus. The institution conducts regular environment and energy audits and engages in activities to promote sustainability beyond its campus.
- **Inclusive Environment:** ITM fosters inclusivity by promoting cultural, linguistic, and socioeconomic diversity. The institution organizes cultural festivals, language workshops, and provides scholarships to economically disadvantaged students. Efforts to promote communal harmony include interfaith dialogues and seminars.
- **Empowering students through community service:** One of ITM's best practices is its focus on the holistic development of students, integrating academic, emotional, and social growth. Through programs like Unnat Bharat Abhiyan (UBA) and the National Service Scheme (NSS), students engage in community service projects, preparing them for real-world challenges.
- **Empowering educators/teachers to enhance students success:** Through its "Training the Trainer" initiative, ITM enhances faculty expertise by facilitating training sessions with industry professionals. Faculty members gain first-hand knowledge of the latest industry practices, tools, and technologies, which they then pass on to students through a structured curriculum. This approach bridges the gap between academic learning and industry requirements, significantly improving students' employability. The initiative has resulted in higher internship placements and better job prospects for graduates, as students are equipped with the practical skills and industry-relevant knowledge that employers seek.
- **Institutional Distinctiveness:** ITM Gwalior integrates traditional Indian knowledge into modern education. Initiatives like the Harmony in Stone and Colour art collections, cultural festivals, and intellectual events reflect ITM's commitment to fostering a culturally and intellectually rich campus life.

These efforts highlight ITM Gwalior's commitment to creating a socially responsible, inclusive, and holistic educational environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INSTITUTE OF TECHNOLOGY AND MANAGEMENT, GWALIOR
Address	ITM Campus, Opposite Sithouli Railway Station, NH-75, Jhansi Road, Gwalior
City	Gwalior
State	Madhya Pradesh
Pin	475001
Website	www.itmgoi.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Meenakshi Mazumdar	0751-2440056	9340620782	-	itm.office2015@gmail.com
IQAC / CIQA coordinator	Rajeev Singh	0751-2440058	9926244862	-	rajeev.singh@itmgoi.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Madhya Pradesh	Jiwaji University	View Document
Madhya Pradesh	Rajiv Gandhi Proudhyogiki Vishwavidyalaya	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	19-05-2024	12	We have received the Extension of approval for upcoming session from AICTE so we have uploaded the approvals of current session and also upcoming session

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ITM Campus, Opposite Sithouli Railway Station, NH-75, Jhansi Road, Gwalior	Urban	10.848	43416.65

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Department Of Chemical Engineering,Chemical Engineering	48	Intermediate	English	30	0
UG	BTech,Department Of Civil Engineering,Civil Engineering	48	Intermediate	English	30	20
UG	BTech,Department Of Computer Science And Engineering, Computer Science and Engineering	48	Intermediate	English	240	240
UG	BTech,Department Of Computer Science And Engineering, Computer Science and Engineering Data Science	48	Intermediate	English	60	60

UG	BTech,Department Of Computer Science And Engineering, Computer Science and Engineering Artificial Intelligence and Machine Learning	48	Intermediate	English	60	60
UG	BTech,Department Of Computer Science And Engineering, Computer Science and Engineering IOT	48	Intermediate	English	60	60
UG	BTech,Department Of Electronics And Communication Engineering,Electronics and Communication Engineering	48	Intermediate	English	60	60
UG	BTech,Department Of Information Technology,Information Technology	48	Intermediate	English	120	120
UG	BTech,Department Of Mechanical Engineering, Mechanical Engineering	48	Intermediate	English	30	13
PG	Mtech,Department Of	24	B.Tech.	English	9	3

	Computer Science And Engineering, Computer Science and Engineering					
PG	Mtech, Department Of Electronics And Communication Engineering, VLSI	24	B.Tech.	English	9	0
PG	MCA, Department Of Mca, Masters in Computer Applications	24	Graduation	English	60	60
PG	MBA, Department Of Management, MBA	24	Graduation	English	120	120

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	10				20				100			
Recruited	7	2	0	9	14	3	0	17	61	39	0	100
Yet to Recruit	1				3				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	20	3	0	23
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	18	2	0	20
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	2	0	10	3	0	2	2	0	26
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	4	0	0	38	20	0	62
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	5	0	6
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	11	0	23
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		6	0	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	569	54	0	0	623
	Female	161	17	0	0	178
	Others	0	0	0	0	0
PG	Male	134	3	0	0	137
	Female	78	5	0	0	83
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	26	24	12	9
	Female	9	5	1	5
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	191	108	70	74
	Female	36	24	15	19
	Others	0	0	0	0
General	Male	349	270	241	231
	Female	115	109	83	91
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		726	540	423	430

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary/Interdisciplinary Approach The Institute of Technology and Management (ITM), established in 1997 under the aegis of Samata Lok Santhan Trust, it is affiliated with RGPV Bhopal and Jiwaji University Gwalior. The institute's vision is to create professionals who are grounded in ethics and social responsibility. ITM's curriculum, designed by the affiliating universities is in alignment with the National Education Policy (NEP) 2020, and is geared toward providing a holistic and multidisciplinary education. ITM is dedicated to evolving into a holistic, multidisciplinary institution by integrating various academic disciplines. The new curriculum focuses on enhancing students' skills and offers</p>
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flexibility in selecting open and departmental electives based on individual interests. For instance, open electives such as Object-Oriented Programming, Renewable Energy Resources, Entrepreneurship Development and Management, AI in Healthcare, Cognitive IoT, and Rural Technology and Community Development are available to all students, ensuring opportunities for interdisciplinary studies. Departmental electives, such as Mechatronics in Mechanical Engineering and Embedded Systems in IT, further support a multidisciplinary approach. Additionally, programming courses like Python are now mandatory for branches like Mechanical Engineering. The curriculum also allows students to choose and include NPTEL/MOOCs/SWAYAM courses

(https://uitshivpuri.rgpv.ac.in/PDF/4c_Ordinance.pdf) to earn additional credits and honours. The curriculum at ITM integrates humanities and sciences with STEM (Science, Technology, Engineering, and Mathematics). Courses combining engineering with environmental science, social sciences, Indian Knowledge Systems (IKS), Universal Human Values, and NSS/NCC are designed to help students understand the societal implications of technological advancements. This integration is essential for producing graduates who are technically proficient, socially aware, and ethically responsible. ITM Gwalior offers flexible and innovative curricula aimed at providing a holistic education. The curriculum includes credit-based courses and projects that involve community engagement and environmental education. Value-based learning is also an integral part of the curriculum, enriching students' learning experiences while aligning with the institution's mission to serve the community and address global challenges. In line with NEP 2020, ITM Gwalior has implemented several best practices to promote a multidisciplinary and interdisciplinary approach. The institution is training faculty members of core engineering programs in emerging areas under the “AICTE-QIP-PG Certificate Programme in Emerging Areas” (<https://facilities.aicte-india.org/QIP-PG/>) to address the shortage of teachers in fields like AI/ML, IoT, and Cybersecurity. Collaborative projects involving students and faculty from different departments are encouraged, fostering a culture of innovation and cross-disciplinary

learning. Additionally, workshops and seminars focusing on the integration of various fields of study are regularly organized to broaden students' perspectives and prepare them for the complexities of the modern world. The institute has also introduced a value-added course on theatre and drama under the Performing Arts Club, where students are trained in acting. This initiative has helped students develop new skills, contributing to their holistic development and supporting the institute's vision.

2. Academic bank of credits (ABC):

Academic bank of credits (ABC) ITM Gwalior in coordination with the University has initiated the registration of all the students on the ABC portal as per instruction from the University students are in a process of registration on National Academic Depository (NAD). Both the ABC and NAD are interlinked hence the registration on NAD and Digi locker for the students is under process. The credits earned by the students will be stored in the NDS using Digi locker. Assisting easy transfer of the credits across various NAD recognized platforms and HEIs. Accordingly, the students of ITM can continue their respective program in nationally renowned institutions like IISC/IITs/NITS/IIMs/IIITs and can avail the facility of credit transfer (https://www.rgpv.ac.in/UC/frm_download_file.aspx?Filepath=CDN/PubContent/Ordinance/Ordinance%20No%20%2004%20D%20Under%20NEP130223021658.pdf). The university Ordinance for B.Tech under NEP2020 facilitates multiple entries/exit as per the National skill qualification frame work (NSQF). (https://www.rgpv.ac.in/UC/frm_download_file.aspx?Filepath=CDN/PubContent/Ordinance/Ordinance%20No%20%2004%20D%20Under%20NEP130223021658.pdf). To enhance the internationalization of education, ITM Gwalior has forged collaborations with two foreign institutions and soon plans to implement standard credit recognition system that aligns with global best practices, allowing students to transfer their credits without the loss of academic progress when moving between institutions. ITM Gwalior empowers its faculty to design pedagogical approaches within the approved academic framework. Faculty members are encouraged to select textbooks, reading materials, and design assignments that best meet the learning outcomes of their courses and the e Kumbh portal of AICTE is employed to assist teachers to align their

	<p>courses with OBE. This autonomy extends to assessment methods, allowing faculty to choose from a variety of evaluation techniques, including continuous assessment, project-based learning, and traditional exams. The institution provides ongoing professional development opportunities for faculty to stay updated with the latest teaching strategies and tools, ensuring that their pedagogical approaches are innovative and effective.</p>
<p>3. Skill development:</p>	<p>National Skills Qualification Framework life skill includes vocational education and soft skills. Soft skills comprises of various components such as communication, cooperation, teamwork, leadership, empathy and resilience. In order to make the students understand, fundamental duties and Constitutional values noncredit courses related to the same are part of the curriculum. Skill development is an integrated process, where the interest of students are mapped and aptitudes of students are to be developed with industry and market demand. ITM has provides various add on and value added courses to students for Skill development. The Institute and regularly invites industry veterans, master craftsmen, and professionals to conduct workshops, seminars, and guest lectures. These sessions offer students valuable insights into industry practices, emerging trends, and real-world challenges, bridging the gap between academic learning and industry demands. The institution has adopted a multidisciplinary approach allowing students to choose vocational courses as electives alongside their core academic subjects. This Various activities are conducted by faculty and students in Institute Innovation Council (IIC). This integration ensures that students not only gain theoretical knowledge but also acquire practical skills that are directly applicable to their future careers. The institution has also designed a pool of value added courses (VAC) and add on courses where students are required to complete at least four vocational course and two soft skill courses not less than 30 hours before graduation. This mandatory requirement ensures that all students, regardless of their program, graduate with a set of practical skills that enhance their employability. These course embraced online and blended learning modes, course under spoken tutorial are carried out in blended mode where students are extended support through their teachers</p>

to clear the certifications. A pool of VACs are conducted directly by the industry officials they lead to global certification there by fetching job with better remunerations. In line with the holistic approach advocated by NEP 2020, ITM Gwalior places a strong emphasis on the development of soft skills. Recognizing that technical skills alone are not sufficient for career success, the institution offers a range of programs aimed at enhancing students' communication, leadership, teamwork, and problem-solving abilities. These programs are integrated into the academic sessions and are delivered through workshops, group projects, and extracurricular activities. The institution also offers personalized career counseling and mentoring services, where students receive guidance on how to improve their soft skills and prepare for the job market. This focus on soft skills development ensures that ITM Gwalior graduates are well-rounded professionals who can thrive in diverse work environments. In addition to technical and soft skills, ITM Gwalior emphasizes the importance of value-based education. The institution integrates courses on ethics, civic responsibility, and environmental sustainability into the academic session through the Student Induction Program (SIP), ensuring that students develop a strong sense of social responsibility and ethical conduct. This focus on values aligns with the NEP 2020's vision of creating well-rounded individuals who contribute positively to society.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) India has a rich heritage and traditional knowledge in the field of Arts, Literature, Agriculture, Mathematics, Astronomy, Numerology, Medicine, Architecture, Economics, different regional languages, music, dance, Engineering and Technology, so on. The Ministry of Education (MoE) at AICTE has started innovative cell known as Indian Knowledge Systems (IKS) to promote interdisciplinary research in all aspects of IKS. ITM Gwalior is actively integrating the Indian Knowledge System (IKS) into its curriculum, aligning with the vision of the institute and the National Education Policy (NEP) 2020. ITM since its inception is a hub for various art meets like painting and sculptor, the music festivals and the dance festivals and the poetry

festival (Ibarat) is a platform for not only our students getting exposed to the various culture and tradition of our country but also to public of Gwalior. These programs are attended by other art and cultural institutional of Gwalior. In its pursuit of holistic education of the students ITM has come up with valued added courses in theater and drama. Students registered for this course learn the art of acting and in this phase of disappearing theater shows have started delivering theaters and dramas at various events organized by the institute. These students have also developed a deep sense of creativity, belongingness and empathy for others through the various roles they enact. The University curriculum delivers a non-credit course on IKS in the second year of the study in the B.Tech Program where the flexibility has been offered to the institute to carry out any course of relevance. ITM has conducted a short course on Discover the game of life focusing towards the Bhagwat Gita as a reference book for life. In this way the institution is incorporating elements of Indian languages, culture, and traditional knowledge into its effort of holistic development of students. In order, to preserve the Indian ancient traditional knowledge, Arts, Culture, tradition are included as mandatory credit course such as Social Connect and Responsibilities, NSS for students. Teacher at ITM Gwalior offer several courses that are taught bilingually, in both English and Hindi. These courses are designed to cater to students who are more comfortable learning in their native language, while still providing them with the opportunity to develop proficiency in English. ITM Gwalior promotes Indian arts by offering programs and workshops in classical dance, music, painting, and sculpture. The institution also organizes cultural events and festivals that celebrate India's artistic heritage. One of the notable practices at ITM Gwalior is the establishment of a dedicated IKS cell, which oversees the integration of Indian Knowledge System elements into the curriculum. This cell works closely with academic departments to develop courses and content that highlight India's cultural and intellectual heritage.

5. Focus on Outcome based education (OBE):

ITM has its eligible courses accredited by NBA hence the institute employs OBE to the fullest. The institution strictly follows the curriculum, guidelines and regulations of the RGPV to award the degree in

UG based on the Outcome-Based Education and Choice Based Credit System (CBCS). Assessment of course outcomes are the key aspects of Outcome-Based Education (OBE), the four levels of OBE are: Program Educational Objectives (PEOs), Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs). Course Outcomes, Program Outcomes and Program Specific Outcomes relate to the knowledge (cognitive), skills (psychomotor), and behavior (affective) that the student acquires through the programme. The courses are designed with outcomes centered on cognitive abilities namely, remembering, understanding, applying, analyzing, evaluating and creating. To facilitate this transformation, the institution has also invested in faculty development programs focused on OBE principles. Faculty members are trained in designing assessments and activities that align with the desired outcomes, ensuring that students are evaluated based on their ability to demonstrate these competencies. This shift from traditional content-based education to OBE reflects ITM Gwalior's commitment to producing graduates who are ready to meet the challenges of the contemporary job market. ITM Gwalior has implemented a range of strategies to embed Outcome-Based Education into its teaching and learning practices. One of the key efforts is the adoption of active learning methods that encourage students to engage deeply with the material hence moving from teacher centric to learner centric mechanism of teaching as mention in the 17 SDGs given by the UN. The student centric techniques includes the use of problem-based learning, case studies, group projects, and hands-on experiments, activity based continuous assessment scheme (ABCAS) all of which are designed to help students achieve the specific outcomes outlined in their courses. Moreover, the institution has developed a robust system for continuous assessment and feedback. Regular assessments are conducted to measure students' progress towards achieving the desired outcomes. The institution also uses technology to track and analyze student performance data, allowing for real-time adjustments to teaching strategies and curriculum design. This data-driven approach helps in identifying gaps in learning and provides insights into the effectiveness of the teaching methods being employed. One of the

standout practices at ITM Gwalior in the realm of Outcome-Based Education is the establishment of an IQAC. IQAC is responsible for overseeing the implementation of OBE across all departments and ensuring that the principles of OBE are consistently applied. IQAC conducts various academic audit to ensure proper implementation. Another notable practice is the integration of industry and alumni feedback into the curriculum design process. ITM Gwalior actively seeks input from industry experts and alumni to ensure that the outcomes defined for each program are relevant and aligned with current industry needs. This feedback loop not only helps in keeping the curriculum updated but also ensures that students are acquiring skills that are in demand in the job market.

6. Distance education/online education:

The online classes were conducted during COVID-19 pandemic. Students and Faculty members of ITM were encouraged for self-learning and using online resources. ITM Gwalior has made significant investments in the development and use of technological tools to enhance teaching and learning activities. The institution has implemented a robust Learning Management System (LMS) that serves as the backbone for its online and blended learning initiatives. This LMS supports a variety of educational activities, including content delivery, assessments, discussions, and feedback. It also allows for the seamless integration of multimedia resources, enabling faculty to create engaging and interactive learning experiences. In addition to the LMS, ITM Gwalior has adopted various technological tools such as virtual classrooms, video conferencing platforms, and digital collaboration tools. These technologies have facilitated the transition to blended learning, where students can combine face-to-face instruction with online learning. The institution has also developed online courses that include video lectures, interactive modules, and self-paced learning activities, allowing students to learn at their own pace while receiving regular support from faculty. Platforms such as SWAYAM, NPTEL and MOOCs were also been the part of online education during the pandemic. The students and faculties undergo regular training programmes, webinars, FDPs through online mode. Faculty members are encouraged to experiment with innovative teaching methods, such

as flipped classrooms and gamified learning, to enhance student engagement and learning outcomes. ITM Gwalior's focus on student support in online education. The institution provides a range of support services to online learners, including academic advising, technical assistance, and access to digital libraries and resources. ITM Gwalior offers online/offline orientation programs for new students, helping them acclimate to the online learning environment and understand how to navigate the LMS and other digital tools.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club (ELC) at the institute operates efficiently, led by a Nodal Officer and supported by Campus Ambassadors. The Nodal Officer coordinates election awareness activities on campus and beyond the campus, while the Campus Ambassadors assist in ensuring smooth execution. Both the Nodal Officer and Ambassadors actively participate in meetings and programs organized by the Election Cell at the Gwalior Collectorate Office. At the institute, regular ELC meetings are held with all members, focusing on upcoming activities and planning electoral awareness campaigns. These meetings foster idea sharing and the development of new initiatives to enhance voter awareness and understanding.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The following individuals have been appointed as Campus Ambassadors and Nodal Officer: • Campus Ambassadors: Saurav Yadav (0905EC171123), Ujjwal Batham (0905CS191189), Ashutosh Sharma (0905CS201039) • Nodal Officer: Mr. Narendra Kumar Verma, Assistant Professor, Dept. of Mechanical Engineering • ELC Club Coordinator: Mrs. Priusha Narwariya, Assistant Professor, Dept. of Computer Science and Engineering The Campus Ambassadors are responsible for organizing election awareness activities under the guidance of the Nodal Officer. The Nodal Officer's role includes conducting required activities and attending regular meetings at the Gwalior Collectorate Office.</p>
<p>3. What innovative programmes and initiatives</p>	<p>Program/Initiative 1: ELC ITM Volunteers as Special</p>

<p>undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Police Officers for Municipal Corporation Electoral Literacy Club (ELC) volunteers were appointed as Special Police Officers at polling booths during the elections. Their responsibilities included maintaining order, assisting voters, and ensuring smooth election operations. In recognition of their contributions, the Superintendent of Police, Gwalior, awarded them certificates. Program/Initiative 2: Voter Awareness Rally ELC volunteers from ITM College organized multiple voter awareness campaigns in ITM-adopted villages. These initiatives educated villagers on the importance of voting, the electoral process, and their rights as voters. Through street plays, door-to-door interactions, and informative sessions, volunteers successfully raised awareness and encouraged higher voter turnout in these communities.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>KAP Baseline Survey: Mr. Narendra Kumar Verma, ELC Coordinator at ITM College, was appointed as the Nodal Officer for the KAP Baseline Survey in the 15-Gwalior East constituency. Under his leadership, Electoral Literacy Club (ELC) volunteers successfully conducted the survey, collecting essential data. All survey forms were accurately completed and submitted to the Collector's Office, marking the successful conclusion of this important civic initiative.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>At ITM, a significant focus is placed on ensuring that students above 18 years who have not yet been enrolled in the electoral roll are promptly registered as voters. Through the efforts of the Electoral Literacy Club (ELC), the college regularly conducts voter registration drives, awareness campaigns, and informational sessions to educate students on the importance of exercising their voting rights. The college has also institutionalized mechanisms, such as on-campus registration booths and collaboration with local election authorities, to streamline the process and encourage eligible students to register as voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2420	1926	1584	1420	1507
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 120

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

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
95	69	58	61	67

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
1041.10	758.06	416.72	287.36	512.79

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institute of Technology & Management (ITM), Gwalior, established in 1997 by the Samata Lok Sansthan (SLS) Trust, offers Undergraduate and Postgraduate Programs. The B Tech, M Tech, MCA programs are affiliated with Rajiv Gandhi Proudyogiki Vishwavidyalaya (RGPV) Bhopal, and the MBA program is affiliated with Jiwaji University, Gwalior. Both universities design curricula to meet the evolving needs of industry and society, ensuring students receive a well-rounded, future-ready education.

Academic Calendar and Timetable Preparation

At the start of each academic year, the Institute creates an academic calendar aligned with those of RGPV Bhopal and Jiwaji University Gwalior. Departments tailor this calendar by adding specific activities. Before each session begins, departments prepare class timetables, which are displayed on notice boards and shared with students via the Learning Management System (LMS) or Management Information System (MIS).

Session Plan and Course File Preparation

Subject coordinators and teachers prepare session plans, including lecture planning and assessments aligned with the Outcome-Based Education (OBE) framework, emphasizing student-centric methodologies. This includes Activity-Based Continuous Assessment Scheme (ABCAS) where in students are assign activities such as case study, technical discussion, poster presentation etc. which the students present on the specified dates in their respective academic calendars, student centric activities in the class room like Flip the role, brainstorming etc. are employed to have an interactive class room teaching, and Project-Based Learning (PBL). The academic calendar reflects these session plans. Faculty members also compile course files containing the timetable, lecture plan, course outcomes, CO-PO mapping matrices, and supplementary materials like notes and past exam papers. Teaching progress and student assessments are tracked via delivery reports.

Delivery of Session Plan

The institute conducts two midterm exams per session as per RGPV/Jiwaji guidelines. To enhance engagement, innovative methods like peer learning, ABCAS, PBL, and quizzes complement traditional lectures. Attendance and internal assessment marks are tracked through MIS and LMS. Mentor-student and Parent-Teacher meetings address academic progress and concerns.

Activities and Lab Conduction

Activities and assignments under ABCAS are evaluated based on conceptual understanding and presentation. Projects, such as industry solutions and software design, follow a structured process. Laboratory sessions, aligned with the university curriculum, include additional experiments to deepen understanding and assess student performance.

Academic Reviews and Monitoring

Regular reviews of syllabus coverage and attendance are conducted by the HOD, Dean Academics, and IQAC. Feedback is collected via MIS and student council meetings to improve the teaching-learning process. Remedial classes are provided for slow learners. Monthly progress is reviewed by the Director, and per, mid, and end-semester audits ensure teaching quality.

Teaching Pedagogy during COVID-19

During the COVID-19 pandemic, the Institute maintained quality education by leveraging the LMS (TATTVA), providing students access to webinars, interactive video lectures, virtual labs, ABCAS, PBL, and quizzes. ITM also launched a YouTube channel where faculty posted lectures. Faculty are encouraged to pursue online professional development.

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

1.2 Academic Flexibility

1.2.1

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

Response: 90

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1	View Document
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1.2.2

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

Response: 80.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
2420	1926	1556	873	340

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

ITM Gwalior adheres to the curriculum as prescribed by the affiliating Universities, the curriculum is well designed and integrates cross-cutting issues such as Professional Ethics, Gender Equity, Human Values, and Environment & Sustainability into both undergraduate (UG) and postgraduate (PG) programs.

Professional Ethics

Professional ethics are integral to ITM Gwalior's educational framework and institutional culture. The Institute prioritizes integrity, accountability, and respect in all professional interactions. Through the Students Induction Program (SIP) and a curriculum that emphasizes honesty, fairness, and confidentiality, ITM Gwalior prepares students to uphold the highest standards of professionalism. Furthermore, the majority of internal assessment tools focus on group activities, ensuring that students not only learn to work collaboratively but also internalize the professional ethics expected in their respective fields. By fostering ethical behaviour, ITM Gwalior ensures that its graduates contribute positively to their professions and uphold the Institute's reputation for excellence.

Gender Equity

ITM is dedicated to advancing gender equity, recognizing its vital role in sustainable societal development. The Institute implements various measures to promote gender equity through curricular and co-curricular activities:

- **Flexible Seating Arrangements:** Classrooms are designed to facilitate equitable participation.
- **Leadership Representation:** Gender balance is maintained in leadership roles within class and college-level committees.
- **Balanced Activities:** Both curricular and co-curricular activities are structured to promote an inclusive environment.

The Institute also conducts awareness programs and collaborates with external organizations to further gender equity:

- **Women Empowerment cell:** Conduct activities on regular basis on different issues related to women and girls
- **Unnat Bharat Abhiyan (UBA):** Engages with rural communities to address local issues inclusively.
- **National Service Scheme (NSS), Nation Cadet Corps (NCC) and Swachh Bharat Abhiyan:** Facilitate community service and promote cleanliness.
- **Health Awareness Camps:** Include blood donation drives and health check-ups to support overall community well-being.

The active participation of both genders in extracurricular activities and committees is promoted, supported by robust safety measures, including CCTV surveillance and separate hostel facilities.

Human Values

Aligned with AICTE guidelines, ITM Gwalior incorporates human values and professional ethics into its

Student Induction Program (SIP). This program, conducted for first-year students, aims to:

- **Integrate Human Values:** Through lectures and activities focusing on self-awareness, decision-making, and ethical behaviour.
- **Holistic Development:** Activities include physical and health exercises, literary activities, and lectures by eminent personalities to foster overall growth.

Faculty development programs on human values enhance teaching effectiveness. ITM Gwalior hosted two AICTE-sponsored faculty development programs. The Institute also has anti-ragging and discipline committees to maintain a respectful environment.

Environment and Sustainability

Environmental sustainability in alignment with the 17SDG can be seen through ITM Gwalior's educational approach. Various environmental friendly initiatives have been acquired by the Institute. The curriculum also complements the same includes:

- **Environmental Studies Course:** This mandatory course focuses on ecosystem balance and sustainability and is delivered to second-year UG students.
- **Electives Courses:** Includes subjects like Environmental Engineering, Renewable Energy Resources, and Energy Conservation across various engineering disciplines.
- **Awareness Programs:** Through the two NSS unit along with plantation drives and cleanliness drives promote environmental stewardship.
- **National Environment Day:** The Institute mandatorily celebrates national science day, emphasizing the link between well-being and environmental consciousness.

The Institute's efforts as mentioned above foster a culture of integrity, inclusivity, and environmental stewardship, aligning with its mission to shape future leaders.

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

1.3.2

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

Response: 34.92

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

Response: 845

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 85.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
1030	708	542	393	416

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
888	678	678	696	666

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 32.61

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

2023-24	2022-23	2021-22	2020-21	2019-20
163	126	117	97	85

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

2023-24	2022-23	2021-22	2020-21	2019-20
444	339	339	348	333

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 25.47

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

ITM is dedicated to providing high-quality education through a dynamic, student-centered approach that integrates innovative teaching methodologies and practical skills to prepare students for industry challenges. Central to ITM's educational philosophy is the use of experiential learning, participative learning, and problem-solving techniques, all aimed at enhancing the overall learning experience.

Curriculum Design and Development

The curriculum at ITM is carefully structured in collaboration with affiliating universities, RGPV Bhopal and Jiwaji University Gwalior. It is designed to reflect current industry trends, professional standards, and societal needs. By blending theoretical knowledge with practical applications, the curriculum ensures students are well-prepared for real-world scenarios. Course gaps are periodically reviewed and addressed through input from alumni and industry experts, leading to the introduction of add-on and value-added courses, including spoken and NPTEL certifications.

Diverse Teaching Methods

ITM's teaching methods combine traditional lectures with modern, interactive techniques to cater to various learning styles:

1. **Lectures and Tutorials:** While lectures are fundamental, they are complemented by tutorials and interactive sessions to deepen understanding.
2. **Experiential Learning:**
 - **Project-Based Learning (PBL):** Students participate in projects throughout their academic journey, culminating in minor or major projects in their third and final years. This approach enhances critical thinking, creativity, and teamwork.
 - **Activity-Based Continuous Assessment System (ABCAS):** This system emphasizes practical learning through diverse activities such as case studies, simulations, and presentations, instead of solely relying on traditional exams. Regular assessments foster engagement and provide immediate feedback.
 - **Industrial Visits:** Visits to various industries offer practical insights into how theoretical concepts are applied in real-world settings.
 - **Traditional Activities:** Laboratory work, quizzes through LMS, assignments, and expert talks complement the prescribed syllabus.
3. **Participative Learning:** ITM supports initiatives such as the Google Developer Student Club, Makers Lab, and hackathons like Smart India Hackathon. These activities provide hands-on experience, bridging the gap between academic learning and practical application.
4. **Information and Communication Technology (ICT)-Enabled Learning:** ICT tools like interactive whiteboards, online platforms, in-house LMS, YouTube channels, and virtual labs enhance learning by blending traditional methods with digital resources.
5. **Mentoring and Guidance:** Each student at ITM is assigned a mentor who offers academic, career, and personal guidance. This one-on-one support helps students navigate challenges and achieve their goals.

Conclusion

ITM's teaching-learning approach is designed to provide a comprehensive education that integrates theoretical knowledge with practical skills and industry exposure. Through innovative teaching methods, continuous assessment, and personalized mentoring, ITM prepares students to excel in their fields. The

focus on research and hands-on learning ensures that ITM graduates are well-equipped to meet the demands of a competitive global job market.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 97.22

2.4.1.1 Number of sanctioned posts year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
100	70	60	60	70

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 28

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
23	23	20	18	14

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

ITM Gwalior ensures a fair, transparent, and efficient assessment system while maintaining a time-bound grievance redressal process, fostering trust among students, faculty, and stakeholders. These systems promote accountability and uphold high academic standards.

Transparent Mechanism for Internal and External Assessment

ITM's assessment system aligns with the academic objectives of its affiliating universities. Both internal and external assessments are conducted with clear procedures to guarantee fairness, objectivity, and consistency.

1. Internal Assessment

Internal assessments form a core part of ITM's continuous evaluation process, including midterm exams, Activity-Based Continuous Assessment Systems (ABCAS), Project-Based Learning (PBL), quizzes, assignments, presentations, lab work, and class participation. Key aspects include:

- **Clear Communication of Criteria:** Students are informed of assessment criteria, weightage, and schedules through course outlines, orientation programs, and notices, ensuring they understand how their performance will be evaluated.
- **Continuous Evaluation:** Various methods assess student learning, including theoretical knowledge, practical skills, and critical thinking abilities, allowing for regular progress monitoring.
- **Transparency in Marking:** Results from internal assessments are promptly shared with students, who receive detailed feedback on their performance. Faculty members are available to address any concerns or clarify doubts.

2. External Assessment

External assessments, conducted at the end of each semester, include final exams and practical evaluations. These assessments ensure students meet the academic standards set by the affiliating universities. Features include:

- **Fair Examination Procedures:** End-semester exams follow standardized procedures and are overseen by university observers to ensure fairness.
- **Transparent Evaluation Process:** Answer scripts are evaluated by the affiliating universities to maintain impartiality and standardization.
- **Publication of Results:** Results are published promptly, and students can access detailed scores via the university portal. Clear guidelines are provided for re-evaluation or rechecking if needed.

Efficient Grievance Redressal System for Internal Assessment

ITM Gwalior has a well-established grievance redressal system to address student concerns related to internal assessments quickly and effectively.

1. Clear Procedures for Filing Grievances

Students can file grievances regarding assessment discrepancies, re-evaluation requests, or other academic issues. The process is straightforward, communicated at the start of each academic term, and grievances can be submitted via an online portal or directly to the HoD.

2. Time-bound Resolution

The grievance system ensures complaints are resolved within a specified timeframe. Once a grievance is submitted, it is acknowledged immediately, and a resolution deadline is set.

3. Grievance Redressal Committees

Grievance redressal committees at both departmental and institutional levels, including faculty and academic administrators, handle grievances impartially. The Departmental Academic Planning Committee (DAPC) resolves concerns without bias or delay.

4. Feedback and Follow-up

After a grievance is resolved, feedback is provided to the student to close the loop in the process. If unsatisfied, students can escalate the issue for further review by higher authorities.

Conclusion

By ensuring transparency in assessments and a prompt, efficient grievance redressal process, ITM Gwalior upholds academic excellence and fosters a culture of trust and fairness, contributing to the academic and personal development of its students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

ITM emphasizes in delivering quality education across a variety of programs. One of the institution's key strategies for ensuring that its educational objectives align with industry standards and societal needs is the clear articulation and dissemination of Program Outcomes (POs) and Course Outcomes (COs). The links provided below also display the PEOs and PSOs.

Definition of Program Outcomes (POs)

Program Outcomes (POs) are broad statements that describe what students are expected to know and be able to do by the time they complete a specific program. These outcomes typically align with professional, regulatory, and accrediting bodies to ensure that graduates are equipped with the necessary skills and knowledge to excel in their respective fields. At ITM Gwalior, the POs for engineering program are in accordance with the guidelines provided by the National Board of Accreditation (NBA) and other governing bodies, ensuring that the education provided is up to national and international standards.

For the program like MBA and MCA institute has reframed its own set of POs that encompass a wide range of competencies, including technical knowledge, analytical skills, problem-solving abilities, ethical responsibility, lifelong learning, leadership, communication, and decision-making skills.

Course Outcomes (COs)

Course Outcomes (COs) are more specific statements that define what students are expected to achieve after completing a particular course. While POs cover the entire program, COs are designed at the course level to ensure that each subject contributes to the overall learning objectives. At ITM Gwalior, COs are meticulously crafted for each course to support the POs of the program, ensuring coherence and continuity in the educational experience. COs outline the key learning goals for each course, ranging from knowledge acquisition to skill development. For instance, a course on data structures in an engineering program will have COs focused on the ability to use algorithms and data structures to solve computational problems, while a course on human resource management in the MBA program will have outcomes related to understanding organizational behaviour and managing teams effectively.

Display of POs and COs on the Website

In line with its commitment to transparency and accountability, ITM ensures that the POs and COs for all programs are prominently displayed on institute website. This initiative allows students, faculty, and stakeholders to access clear information regarding the expected learning outcomes for each program and course.

The website offers detailed descriptions of the POs for each program, categorized by discipline, such as engineering and management. Additionally, for each course within these programs, COs are listed alongside course descriptions, giving students a clear understanding of what is expected from them upon completion of the course.

Importance of Stating and Displaying Outcomes

In conclusion, institute's approach to stating and displaying Program Outcomes (POs) and Course Outcomes (COs) on its website reflects the institution's commitment to providing a structured, outcome-based education that is both transparent and aligned with professional standards. This initiative ensures that students, faculty, and other stakeholders have a clear understanding of the goals and expectations, fostering an environment of focused learning and continuous development.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The attainment of Program Outcomes (POs) and Course Outcomes (COs) is a key component of ITM's academic process, ensuring that students acquire both knowledge and critical skills. The institute follows the new exam reform policy, where POs and COs are evaluated through a systematic process. This evaluation measures the effectiveness of teaching methods and offers feedback for continuous improvement.

Evaluation Process

The evaluation of POs and COs follows a multi-stage approach, including mapping outcomes, setting targets, and continuous assessment.

1. Mapping POs with COs

Course Outcomes are mapped to specific POs they contribute to, following AICTE's exam reform policy. This mapping ensures that all required Competency Indicators (CI) and Performance Indicators (PI) are addressed.

2. Setting Attainment Targets

After mapping, specific targets are set for each CO and PO based on the desired competency level students should achieve by the end of the course or program.

3. Assessment Methods

Assessment includes two primary methods:

- **A. Direct Assessment (80%):** This includes Activity-Based Continuous Assessment Systems (ABCAS), midterms, quizzes, assignments, and end-semester exams.
- **B. Indirect Assessment (20%):** Indirect assessments are conducted through surveys such as Course Exit Surveys, Graduate Exit Surveys, Alumni Surveys, and Employer Surveys.

4. Attainment Calculation

CO attainment is calculated based on student performance in various assessments, categorized into internal and external evaluations.

- **University Examinations:** External assessments, with attainment levels defined as follows:
 - **Level 1:** 60% of students score 60% or more.
 - **Level 2:** 70% of students score 60% or more.
 - **Level 3:** 80% of students score 60% or more.
- **Internal Examinations:** Similar criteria are applied for internal assessments like ABCAS, quizzes, and midterms.

Direct Attainment Calculation

Direct attainment is calculated by weighting internal (40%) and external (60%) assessments. The formula is:

$$\text{Direct CO Attainment} = (\text{Internal Assessment} \times 0.4) + (\text{External Assessment} \times 0.6)$$

Indirect Attainment Calculation

Indirect attainment is calculated based on feedback from students via exit surveys. The overall CO attainment is determined by:

$$\text{Overall CO Attainment} = (\text{Direct CO Attainment} \times 0.8) + (\text{Indirect CO Attainment} \times 0.2)$$

PO and PSO Attainment Calculation

Both direct and indirect methods are used to compute the attainment of POs and Program-Specific Outcomes (PSOs).

Direct POs/PSOs Attainment

This is computed using the CO-PO-PSO Mapping Matrix. The weighted average PO and PSO attainment

across courses is then calculated.

Indirect POs/PSOs Attainment

Indirect attainment is based on feedback from Alumni, Employer, and Graduate Exit Surveys.

The overall PO/PSO attainment level is calculated as:

$$\text{Overall PO/PSO Attainment} = (\text{Direct Attainment} \times 0.8) + (\text{Indirect Attainment} \times 0.2)$$

Conclusion

The evaluation of POs and COs at ITM provides valuable feedback for refining curricula, teaching methods, and assessment strategies. If desired outcomes are not achieved, the faculty reviews and adjusts course content or instructional methods. This ensures that ITM maintains a high standard of education, aligned with professional and industry requirements.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 95.35

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

2023-24	2022-23	2021-22	2020-21	2019-20
482	435	318	343	492

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

2023-24	2022-23	2021-22	2020-21	2019-20
506	460	330	361	514

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.74

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 6.65

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	6.65

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institute of Technology and Management (ITM) has emerged as a beacon of innovation and knowledge transfer, setting a high standard in the realm of higher education institutions (HEIs). Its ecosystem is meticulously designed to foster creativity, facilitate research, and translate academic ideas into tangible societal benefits. This approach is exemplified through several initiatives and facilities that underscore ITM's commitment to advancing technology and management practices.

- The **National Innovation and Start-up Policy** underpins our institute's commitment to fostering innovation, providing a structured framework that supports ideation, incubation, and commercialization, empowering students and faculty to transform ideas into successful ventures.
- The **Institute Innovation Council (IIC)** at ITM is another cornerstone of the institution's innovation strategy. The IIC is tasked with orchestrating various innovation-related activities,

including workshops, hackathons, and collaborative projects. Students (Aniket Kumar, Team Leader) won the second prize in 2019's Hackathons.

- ITM's state-of-the-art incubation center "**ITM Business and Incubation Foundation**" with corporate identity number "U80301MP2021NPL055625/01.04.2021" commonly known as "**IDEAPAD**" is registered under company act 2013 serves as a hub for entrepreneurial activity, providing a conducive environment for startups and innovative ventures. Entrepreneurs benefit from a range of resources, including mentorship, funding opportunities, and access to advanced facilities.
- The **Makers Lab** a cutting-edge facility is equipped with advanced tools like 3D printing machine and robotics/drone lab, enabling users to prototype and test their ideas in a hands-on environment. This facility fosters a culture of experimentation and innovation, providing the practical experience necessary to complement theoretical knowledge.
- The **Research Cell** is dedicated to supporting and promoting high-impact Research grants (Rs. 40, 25,911/- in last Five years), ensuring that ground breaking ideas are not only conceptualized but also developed and protected through a structured process of patent filing and publication. During last five year over 100 IPR's including Patents (Filled and published 60, Design Grated 20), Copy Rights and Designs have been filled/granted highlighting the impactful research contributions of its faculty and students.
- The Research Cell publishes the "**ITM International Journal of Innovation in Science, Engineering and Management**" (**IJISEM**), a double-blind peer-reviewed international journal (ISSN: 2581-6020) <https://ijisem.com/>.
- At our institute, we emphasize holistic student development beyond academics through the strong legacy of regular arts and cultural activities like **Megh-Malhar-Music festivals, Ibarat, Arts, Drama, Sculptor symposium** with the blend of **Indian Knowledge System etc. The Performing Arts Club** and innovation hubs like the Makers Lab and Google Club, students cultivate creativity, mental resilience, and technological prowess.

In summary, the ITM Gwalior exemplifies a forward-thinking approach to higher education by cultivating an environment that supports innovation and knowledge transfer. Through its Institute Innovation Council, IDEAPAD, Research Cell, Makers Lab and IKS, ITM effectively bridges the gap between research and real-world application, fostering a culture of creativity and entrepreneurship that benefits both its academic community and society at large.

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

3.2.2

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

Response: 50

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	19	10	07	04

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.13

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	2	6	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 2.85

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

2023-24	2022-23	2021-22	2020-21	2019-20
36	41	71	114	80

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities**3.4.1**

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

Response:

The Institute of Technology and Management (ITM) Gwalior is deeply committed to the holistic development of its students through regular engagement in various extension activities conducted in collaboration with the National Service Scheme (NSS), Unnat Bharat Abhiyan (UBA), Women Empowerment Cell, National Cadet Corps (NCC), Red Ribon club and Eco club aimed at fostering social responsibility and community involvement.

- The institute has conducted several Swachhta Awareness Programs in villages like Turari, Mughalpura, Chetupada, Sharanagat, Badnera and including local areas of Gwalior during 2019-24. where students and faculty members engage with residents to promote cleanliness and sanitation practices. This initiative not only raises awareness about the importance of a clean environment but also encourages local communities to adopt sustainable practices.
- In the villages of Sharanagat and Badnera near Dabra, ITM students carried out the Parivar and Gramin Sarvekshan Program (2019-2020), a family and rural survey that aims to understand and address the needs of the rural population. Recognizing the importance of education, ITM established a school library at the High School in Chetupada village (2019-2020). This initiative provides students in the village with access to books and learning resources, thereby enhancing their educational opportunities and fostering a love for reading.
- The NSS unit at ITM is particularly active, organizing camps (one every year) and special programs across various locations of Gwalior District focusing on a range of activities, including community service, leadership training, and cultural exchange, all aimed at nurturing well-rounded individuals who are socially conscious and capable of contributing positively to society.
- Under the Unnat Bharat Abhiyan (UBA 2.0) an initiative by the Ministry of Education Govt of India, the Institute has adopted five villages (Saranagat, Badera, Chetupada, Barvage and Belgada of block Dabara, District Gwalior) and organized various activities/events to encourage creativity, critical thinking, and academic excellence among the young students of the villages.
- During the COVID-19 lockdown in 2020, ITM played a critical role in supporting the community by distributing food to those in need. ITM volunteers participated in the Corona Vaccination Mahotsav at Nirawali Village near Gwalior. The ITM NSS unit has also been actively involved in organizing blood donation camps at various hospitals in Gwalior.
- Additionally, ITM students conducted a Knowledge, Attitude, and Practice (KAP) baseline survey under the guidance of the Election Commission. Moreover in every scorching summer, ITM's Rashtriya Seva Yojana volunteers organize a free cold water distribution program at the Gwalior Railway Station.
- Beyond these community-focused activities, ITM students have also been selected for prestigious internships under AICTE's 'Mission Amrit Sarovar,' the Archaeological Survey of India, and the National Highway Authority of India (NHAI). The Women Empowerment Cell at ITM regularly organizes events and activities focused on women's rights, gender equality, and empowerment, fostering a supportive and inclusive environment for all students.

Through these diverse activities, ITM Gwalior not only contributes to the betterment of society but also ensures that its students develop into well-rounded, socially responsible individuals ready to make a

positive impact on the world.

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

3.4.2

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

Response:

The Institute of Technology and Management (ITM) Gwalior is significantly contributing to societal development through various extension activities through NSS/UBA/WEC etc. Its commitment to community service and national integration has earned it numerous accolades and recognition from prestigious organizations, highlighting its role as a leader in fostering positive social impact.

- One of the notable achievements of ITM Gwalior is its first prize award during "Hariyali Mahotsava" organized under the auspices of the All India Council for Technical Education (AICTE) in 2019. This accolade underscores the institute's dedication to environmental sustainability and its proactive role in combating climate change.
- In addition to its environmental efforts, ITM Gwalior has been recognized for its involvement in national integration camps. Pooja Ram and Neetesh Narwariya participated in national integration camp at Kakinada, Andhra Pradesh and Sultanpur, Telangana. Pooja Ram also got selected for state level NSS training at Gotegaon, Jabalpur. NSS volunteer Ashutosh Sharma selected for Pre-Republic Day parade camp 2021-22.
- The approval of the NSS (National Service Scheme) Women Wing at ITM Gwalior is another significant milestone. This approval highlights the institute's dedication to empowering women and enhancing their participation in social service activities.
- ITM Gwalior's contributions to public health awareness are also noteworthy. The institute has been recognized for its efforts in HIV/AIDS and blood donation awareness programs. These initiatives are crucial in educating the community about important health issues and encouraging proactive health practices. NSS unit of ITM got recognition by Blood Bank of Jayarogya Hospital for blood donation program (2024).
- The prestigious Perennial Assistance Award (2020) Govt. of India is a testament to ITM Gwalior's consistent and impactful contributions to various social causes. This award acknowledges the institute's ongoing efforts and achievements in extending support and assistance to communities in need, reinforcing its role as a socially responsible institution.

- Furthermore, ITM Gwalior has represented Madhya Pradesh in the Adventure Camp held in Manali, Himachal Pradesh. Student of ITM got second prize in State Level Nukkad Natak competition at Barkatullah University, Bhopal (2024).
- 30 students of Civil and Mechanical Engineering received certificates upon completion of Mission Amrit Sarovar Internship from AICTE and the Ministry of Education. Mission Amrit Sarovar is an initiative aimed at promoting water conservation and the rejuvenation of water bodies. The certificates awarded to ITM Gwalior’s students reflect their active participation in and contribution to this vital national mission.
- Additionally, ITM Gwalior’s involvement in AICTE-Internship NHAI (National Highways Authority of India) Selection further underscores the institute’s role in providing valuable opportunities for its students. Vinayak Sharma, a student of Civil Engineering got such an opportunity.

In conclusion, ITM Gwalior’s extensive involvement in various extension activities demonstrates its unwavering commitment to societal development and national integration. Through these efforts, ITM Gwalior continues to make a significant impact on both its students and the broader community, reinforcing its status as a leading institution dedicated to creating positive change.

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

3.4.3

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

Response: 27

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

2023-24	2022-23	2021-22	2020-21	2019-20
08	07	05	03	04

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

3.5 Collaboration

3.5.1

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

Response: 17

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Infrastructure & Physical facilities (Classrooms, Laboratories, Cultural, and Sports activities etc.):

The Institute of Technology & Management, Gwalior, is located on a sprawling 10.85 -acre campus known for its lush greenery and well-maintained landscape. The Institute is dedicated to providing high-quality education and fostering the holistic development of its students. With **45 classrooms, including seminar and conference halls**, the campus is equipped with advanced **ICT audio-video facilities in 25 rooms**, featuring smart interactive LCDs, projectors, and Wi-Fi/LAN connectivity. This robust technological infrastructure enhances classroom interactions and enriches the learning experience. Additionally, all classrooms and laboratories are connected through a fiber optic backbone network, ensuring seamless connectivity across the campus.

The Institute boasts 42 state-of-the-art laboratories, including 18 specialized computing labs, providing essential hands-on experience to students. Integrated with ICT tools and supplemented by virtual labs, these facilities offer a comprehensive learning environment. The campus is well-equipped with 728 computers dedicated to student use, along with additional computing resources available to faculty. To support academic success, the Institute provides access to both licensed and open-source software, including ANSYS, Microsoft Office, and Turnitin for plagiarism detection.

Each department within the Institute is equipped with notice boards, suggestion boxes, and well-furnished Boys' and Girls' Common Rooms (BCR & GCR) to meet students' needs. Continuous academic improvement is fostered through an ERP-based feedback system, with evaluations conducted every semester.

The campus features the open amphitheater, NAAD, with a seating capacity of over 2,500 people, serving as a venue for large gatherings and events. Additionally, the campus includes a conference hall (50 Seating Capacity) equipped with a smart board and three seminar halls designed to support academic and extracurricular activities. For students' convenience, a cooperative store offering photocopy services is available on campus, along with a centralized language laboratory that enhances communication skills and language learning.

The Institute has its own MOODLE server to facilitate e-learning, conduct theory and MCQ-based examinations. A local chapter of NPTEL established in 2019, further supports e-learning through MOOC

courses.

Dedicated to holistic development of students, the Institute actively promotes participation in sports and cultural activities. A well-established sports cell, overseen by the Dean of Student Welfare and supported by a dedicated team, manages the campus's versatile multipurpose ground. This facility accommodates sports like cricket, football, volleyball, kabaddi, kho-kho, hockey, basketball, and badminton. The Institute also utilizes the sports grounds of ITM University, managed by the SLS Trust, to host larger events. Indoor games such as chess, table tennis, and carrom are also available, alongside an indoor gym that supports physical fitness and well-being. The campus features a meditation center and a lawn with seating for over 100 people, complete with a stage frequently used for yoga sessions and other events.

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

4.1.2

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

Response: 17.49

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

2023-24	2022-23	2021-22	2020-21	2019-20
306.11	95.03	21.23	53.95	51.28

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Institute of Technology & Management, Gwalior, houses the state-of-the-art Central Library, "AKSHARDHAM," along with five departmental libraries, collectively serving the academic and research needs of staff, students, and scholars. The AKSHARDHAM Library, spanning 1200 square meters across three floors, is thoughtfully designed to meet diverse academic requirements. It offers seating for 250 individuals and features essential amenities like water coolers, high-speed internet, and Wi-Fi with a robust 580 Mbps bandwidth. The library operates daily from 9:00 AM to 9:00 PM, ensuring year-round access to its vast resources. Surrounded by lush green lawns, medicinal trees, and sculptures, the library provides a serene and inclusive environment, featuring ramps to accommodate physically disabled students. The AKSHARDHAM Library's extensive collection includes **56209 text and 8198 reference books**, rare manuscripts, **1785 journals**, **21 magazines**, and **12,127** titles across various disciplines. These resources are meticulously organized into sections such as the Reference Section, Journal Section, Reading Hall, Digital Library, and Stack Room, each tailored to support the diverse academic and research needs of its users.

A key feature of the AKSHARDHAM Library is its automation through the SOUL Integrated Library Management System (ILMS), implemented in 2005. The ILMS streamlines library operations, including acquisition, cataloging, and circulation, and offers an enriched Online Public Access Catalogue (OPAC). This system allows users to efficiently search for resources by author, title, subject, or keywords, both within the library and online. The library's open-access system promotes self-directed learning, enabling students to browse and select materials directly from the shelves.

The Digital Library section is another significant asset, equipped with 25 computers, a projector, and audio-visual facilities, providing access to a wide range of e-resources, including e-books, e-journals, and databases like Web of Science, EBSCO, and Delnet. These resources are accessible both on campus and remotely, offering flexibility in research and study activities.

The library's digital offerings are further enhanced by LMS-Tattva, an institutional repository that provides open access to a diverse collection of e-books, e-magazines, e-newspapers, and project documents. Tattva plays a crucial role in supporting the University's academic mission by making essential learning resources readily accessible to the entire university community.

The Central Library's ongoing development is guided by a Library Advisory Committee, which meets twice each semester to discuss and implement improvements, ensuring the library remains dynamic and responsive to the evolving needs of its users. In addition to its traditional and digital collections, the library offers a wealth of multimedia resources, including educational audio and video lectures, CD-ROMs, and access to MOOC NPTEL courses, providing engaging content for students and educators alike.

For research purposes, the library houses an extensive collection of project reports and M.Tech thesis, offering valuable insights and references to support scholarly work. The library also upholds academic integrity by providing access to Turnitin, a leading plagiarism detection tool, ensuring all scholarly communications and research outputs adhere to the highest standards of originality, fostering a culture of honesty and integrity within the Institute's scholarly community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The Institute's IT infrastructure is meticulously designed to provide secure, reliable, and round-the-clock access to software, hardware, and internet resources for all users. By developing advanced computer technologies, the Institute has made significant strides in enhancing the quality of teaching, learning, and research.

The Institute boasts formidable internet connectivity with a primary bandwidth of over **580 Mbps**. This includes a 500 Mbps leased line from Fibrenet Solution OPC Pvt. Ltd. and an 80 Mbps connection from PC Care Infratel Private Limited, supported by additional connections from one more ISP. To further enhance connectivity, the network backbone has been upgraded from 30 Mbps to over 580 Mbps, and more than 900 LAN points have been installed across the campus. Additionally, **31+ Wi-Fi access points** are deployed in academic and hostel blocks, ensuring 24/7 internet service.

The Institute's server infrastructure is equally robust, featuring three racks and three servers, including a dedicated Library Soul server. The commonly used licensed software is made available centrally and extended to all departments, ensuring that all users have access to essential tools. To maintain seamless operations, a dedicated Network Cell, staffed with technical experts, manages the Institute's network, hardware, software, projector, and UPS maintenance.

To streamline support, the Institute has established dedicated email IDs through the Network Cell for addressing system service queries, network issues, and hardware problems. This system not only ensures efficient support but also bolsters the secure handling of academic and administrative processes.

Recent IT infrastructure upgrades (2023-24)

Significant upgrades to the IT infrastructure were implemented during the 2023-24 period, reflecting the Institute's dedication to maintaining cutting-edge facilities. These upgrades include:

- New desktop machines were acquired in August 2023 to enhance laboratory facilities.
- Digital Pen Tablets acquired in April 2024, these tablets support teaching in both lab and theory courses.
- Interactive Panels purchased in October 2023 and July 2024, these 75" and 85" panels improve ICT-enabled teaching aids.
- Audio Podiums installed in December 2023 and July 2024, these podiums enhance classroom teaching aids.
- A 500 Mbps line and an 80 Mbps backup line were secured during 2023-24 to ensure uninterrupted internet connectivity.
- Optical fiber connectivity was implemented between all blocks in February 2024.
- Inverters and online UPS systems were installed in July 2024 to maintain consistent power and internet access during online activities.

The Institute has also established a comprehensive IT policy covering critical aspects such as Wi-Fi usage and cybersecurity, underscoring its commitment to secure and efficient IT management. The significant budget allocated for these updates highlights the Institute's dedication to providing top-tier facilities that support a thriving academic environment. Furthermore, key Institute and Trust events are webcasted live, leveraging the Institute's IT infrastructure.

Internet Leased Line Details – ITM Gwalior

[1] Year: 2023-24 – Airway – 80 Mbps + Fibernet Solution – 500 Mbps

[2] Year: 2022-23 – Airway – 80 Mbps

[3] Year: 2021-22 – Airway 80 Mbps

[4] Year: 2020-21 – Jio – 30 Mbps

[5] Year: 2019-20 – Jio – 30 Mbps

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 3.32**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 728

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 12.31**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
84.44	90.42	120.77	31.31	44.38

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 53.58

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

2023-24	2022-23	2021-22	2020-21	2019-20
1034	766	602	1420	924

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 81.16

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

2023-24	2022-23	2021-22	2020-21	2019-20
979	1926	1356	1420	1507

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

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 80.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
330	360	275	288	362

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

2023-24	2022-23	2021-22	2020-21	2019-20
412	436	318	344	492

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 8.79

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	5	2	5	4

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 9

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	2	0	0

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

5.3.2

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

Response: 27.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
36	50	24	27	1

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

5.4 Alumni Engagement**5.4.1**

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

Response:

The ITM Alumni Association (ITMAA) is a registered body that plays a significant role in the development of the institute through financial contributions and other forms of support. Formally registered on March 12th, 2021, under the Madhya Pradesh Societies Registration Act, 1973 (Registration Certificate No. 02/42/01/25050/21), ITMAA operates under a legally recognized framework guided by predefined rules and regulations outlined in its byelaws.

Purpose and Objectives of ITMAA

The primary mission of ITMAA is to build and maintain strong connections between the institute's alumni, staff, and current students. The association ensures that alumni stay informed about the institute's vision and values, while fostering a vibrant community of past and present students.

Objectives:

- Database Maintenance: Regularly update the alumni database to ensure continued communication.
- Experience Sharing: Facilitate opportunities for alumni to share their experiences, supporting the professional growth of current students.
- Career Guidance: Offer mentorship to assist students in making informed decisions about their careers.
- Internships and Placements: Utilize alumni networks to create opportunities for internships and placements.
- Institute Development: Engage alumni to support and contribute to the institute's overall growth.

By working towards these objectives, ITMAA strengthens the connection between alumni and the institution, promoting a sense of community that drives ongoing success and growth for both the institute and its graduates.

Impact of the Alumni Association

1. Alumni Portal: In collaboration with Coherendz India Private Limited, ITMAA has developed a dedicated alumni portal, accessible via <http://itmalumni.in> and the "My Alumni Network" app. This portal facilitates two-way communication between alumni and current students, providing:

- Communication channels between alumni, students, and the administration.
- A platform for alumni to discuss academic, cultural, and social issues.
- Mentorship programs that connect students with alumni for career development.

1. Alumni Relations Cell: Established in 2018, this cell works to strengthen ties between alumni and the institute, fostering mutual support and collaboration.
2. Alumni Meets: ITMAA hosts annual alumni meets during Diwali, where alumni reconnect, share professional insights, and discuss industry trends.
3. Alumni Chapters: To extend ITMAA's influence, chapters have been established in Delhi, Bangalore, and Pune. These chapters support the institute's development and provide platforms for alumni to engage in discussions about their careers and studies.
4. Curriculum Enrichment: Alumni feedback is instrumental in identifying gaps in the curriculum and addressing emerging industry trends.
5. Interaction Sessions: ITMAA organizes seminars where alumni share information about career opportunities and study abroad options with current students.
6. Mentorship Program: Alumni mentors guide students through their academic and professional journeys, helping them prepare for future success.
7. Internship Opportunities: Alumni play a key role in offering and preparing students for internships.
8. Placement Assistance: Alumni networks help students secure placements by providing referrals, guidance, and support during the placement process.
9. Entrepreneurship and Start-up Support: Alumni entrepreneurs mentor students interested in starting their own businesses.
10. Financial Support: Alumni voluntarily contribute financially to support the institute's growth and development. This support not only improves the institution's facilities and resources but also strengthens its reputation and long-term success.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

ITM Gwalior, founded in 1997 by the Samata Lok Sansthan Trust, is a prestigious institution certified by the All India Council for Technical Education (AICTE) and recognized by the Government of Madhya Pradesh. Affiliated with Rajiv Gandhi Proudyogiki Vishwavidyalaya (University of Technology, Bhopal) and Jiwaji University, Gwalior, ITM aims to provide high-quality education in management and technology, focusing on developing competent professionals who contribute to the nation's development.

Institutional Governance and Leadership: Aligning with Vision and Mission

ITM's leadership, directed by a Board of Governors (BoG), plays a pivotal role in institutional growth, handling policy decisions related to infrastructure, recruitment, and academic developments. The BoG comprises administrators, academicians, industry experts, alumni, and faculty, ensuring the institution's alignment with AICTE and UGC guidelines. Operational responsibilities are delegated to the Director, Deans, and HODs for efficient functioning, ensuring ITM's continuous contribution to technical education and research. By aligning all practices with the vision and mission (https://www.itmgoi.in/mission_vision.php) of the institution, engaging stakeholders in governance, and implementing effective planning strategies, institutions can create a dynamic and inclusive educational environment that benefits all.

Decentralized Academic Administration and Transparent Governance:

The institute's decentralized academic administration promotes efficiency and collaboration, ensuring transparency through committees with members from society, alumni, industry, and students. These diverse groups provide valuable insights, aligning the institute's goals with societal needs and industry trends. This inclusive approach fosters accountability and trust among stakeholders.

- BOG: Board of Governors
- IQAC-Institute Quality Assurance Cell
- Student Council,
- Research Cell
- Training Augmentation and Placement Cell

- Alumni Relation Cell,
- Grievance Redressal Cell
- WEC: Women Empowerment Cell
- CPC-Central Purchase Committee
- BAUC: Budget Allocation and Utilization Committee

New Education Policy (NEP) Implementation:

Our institution is committed to aligning its educational practices with the NEP of the Government of India, ensuring that our students receive a holistic, flexible, and multidisciplinary education.

Multidisciplinary Approach: ITM offers a flexible, NEP 2020-aligned curriculum with diverse electives across STEM, humanities, and sciences, fostering holistic education.

Academic Bank of Credits (ABC): ITM facilitates credit transfer via ABC and NAD, allowing students to study at top institutions like IITs, promoting multiple entry-exit options.

Skill Development: ITM enhances employability with value-added courses and vocational training through industry collaborations.

Indian Knowledge Systems (IKS): ITM integrates Indian culture, languages, and traditional knowledge into its curriculum, offering bilingual courses and promoting holistic learning.

Outcome-Based Education (OBE): ITM employs OBE with active learning, continuous assessment, and industry feedback, ensuring graduates meet modern job market demands.

Through these initiatives, ITM is actively contributing to the realization of the NEP's vision of transforming Indian education. The details of NEP implementation are outlined in the SSR under the institute's preparedness for NEP.

Academic and Administrative Transparency:

ITM has established clear academic policies covering teaching, internships, and attendance. Regular meetings of Deans and Heads ensure structured academic planning, with decisions shared across departments for transparency. Information is effectively communicated to faculty, staff, and students via notice boards, the MIS system, and classroom circulars. Student attendance is monitored fortnightly, and parents are notified if attendance falls below 75%.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institutional Perspective Plan (2018-2033) at ITM is effectively deployed, ensuring efficient functioning through well-defined policies, administrative structures, and service rules. Additionally, the Strategic Plan (2021-2026) provides a focused, short-term roadmap to achieve key institutional objectives.

Perspective Plan (2018-2033)

The 15-year Institutional Perspective Plan (IPP) of ITM (2018-2033) is a comprehensive roadmap guiding the institution toward excellence in education, research, and industry collaboration. It reflects ITM's commitment to aligning with national and global educational trends. The plan focuses on infrastructure development, academic and administrative excellence, human resource policies, and student-centered initiatives. This forward-looking approach ensures ITM's sustained growth and relevance in higher education.

Strategic Plan (2021-2026)

As a complement to the long-term Perspective Plan, the Strategic Plan 2021-2026 serves as a short-term roadmap that outlines specific, actionable goals. The five-year strategic plan breaks down the broader institutional vision into focused objectives that are aligned with national educational priorities and global standards.

Deployment of Perspective and Strategic Plan

NBA Accreditation: ITM successfully obtained NBA accreditation for all eligible programs, thanks to the NBA committee's efforts in implementing processes aligned with NBA criteria.

Increased Admission Intake: ITM has witnessed a significant increase in student admissions, with the intake capacity reaching above 1200 from 350 in 2018. This success is driven by effective Teaching and Learning, improved infrastructure, and strong industry collaborations fostered by ITM's leadership

Introduction of Allied Branches: In 2022, ITM introduced new programs in Data Science, AI/ML, and

IoT, developed in consultation with industry experts to align with emerging trends.

Research Promotion: ITM has fostered a vibrant research culture, with a substantial increase in research output, publications, and collaborations.

Outcome-based Teaching-Learning Process: ITM has implemented an outcome-based education (OBE) framework, aligning curriculum, delivery, and assessment with Program and Course Outcomes.

Holistic Development: ITM fosters holistic student development through enhanced counseling, mentoring, and career guidance, supported by collaborations with AWS, Microsoft, and others for training and placements. Co-curricular activities, clubs, and community programs, like the performing arts club, further enrich students' personal growth

Administrative Set-up

ITM's administrative structure supports the goals of the Institutional Perspective Plan (IPP) by delegating key responsibilities to the Director, Deans, and Heads of Departments, ensuring efficient governance and decision-making. Various committees, such as the Institute Quality Assurance Cell and student council, enhance transparency and stakeholder engagement. The decentralized model fosters inter-departmental collaboration, aligning academic units with societal and industry needs. Regular meetings and performance reviews ensure the institution stays responsive to emerging challenges and opportunities.

One of the key components of the IPP is the establishment of comprehensive **service rules and appointment procedures** that align with best practices in higher education. ITM places great emphasis on transparency and fairness in recruitment, ensuring that qualified candidates are selected based on merit. This process is supported by clear service rules that define roles, responsibilities, and performance expectations for faculty and staff. By fostering a culture of accountability and professionalism, ITM enhances its operational efficiency and creates a positive work environment conducive to academic excellence.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

ITM Gwalior has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression. The institute has implemented various welfare measures and initiatives to support its employees' personal and professional development.

1. Staff Welfare Measures:

- ITM Gwalior provides comprehensive staff welfare measures, including an on-campus multi-bedded hospital with an ICU, Provident Fund contributions, Group health insurance, maternity and paternity leave, staff quarters, and transportation for nearby residents.

1. Research Development and Progression:

- The institute encourages and supports staff members to attend conferences, workshops, and seminars relevant to their fields of expertise. Also, provide financial support for the same.
- Faculty members are motivated to pursue higher education and research through sponsorships and study leave provisions.
- A robust performance appraisal and feedback system is implemented to identify areas of

improvement and provide constructive feedback for career growth.

- Promotions and incentives are based on performance, contributions, and adherence to the institute's values and goals.
- Funding is provided for faculty research projects/patents to encourage ongoing research efforts.
- Financial support for international travel for industry and institute interactions is available once every four years.

1. Capacity Building Initiatives:

- ITM Gwalior conducts regular Faculty Development Programs (FDPs)/Workshops on advanced teaching methodologies, research techniques, and emerging trends are organized to keep the faculty updated with the latest developments in their respective domains.
- Training sessions on the effective use of technology and digital tools for teaching and administration are conducted to promote digital literacy among staff.
- Non-teaching staff members are provided with skill enhancement programs to improve their efficiency and productivity.

A self-explanatory Annual Performance Appraisal Report Form (as per AICTE) covering various aspects, including role and responsibilities, R&D, projects, and other important assignments of the faculty members will be processed by the Heads of Department for the period as per the specified time.

The whole process of the appraisal will be transparent, predictive, scientific, and motivational to the above-average performers in the ITM Gwalior.

- Employees who have completed 6 months in an organization are eligible to fill out an Annual Performance Appraisal and submit it to their respective HoD.
- HoD will review the details and verify the supporting documents before submitting them in accordance with his recommendations.
- Dean Academics will verify the HoD feedback and send it to the applicant for a meeting with the HR department.
- HR will update the leave records, compile all the data, and submit the complete report to the Hon'ble Director and management.

- A regular increment is given to employees based on their API and PI scores.
- No increment may be given to employees who have not attended the minimum API and PI or have been found deficient in parameters defined in the API and PI format for their category.

ITM Gwalior remains committed to the holistic development and well-being of its teaching and non-teaching staff. The institute continuously reviews and enhances its welfare measures and career progression avenues to create a nurturing and empowering work environment for its employees.

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

6.3.2

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

Response: 38

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

2023-24	2022-23	2021-22	2020-21	2019-20
47	63	02	15	06

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

6.3.3

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

Response: 58.93

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

2023-24	2022-23	2021-22	2020-21	2019-20
88	60	69	35	78

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

2023-24	2022-23	2021-22	2020-21	2019-20
42	42	42	42	42

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

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

regularly (internal and external)

Response:

ITM Gwalior implements robust policies and strategies for fund mobilization and optimal resource utilization. The main source of institutional funding is tuition fees. The institute has sufficient financial resources to meet developmental needs, including infrastructure maintenance, acquisition of new equipment and devices, inventory management, and daily operational expenses. These resources ensure the maintenance and continuity of high-quality academic programs.

The BUAC (Budget Utilisation and Allocation Committee) is the recommendatory body for development proposals, the approving body for audited statements, and the budget for expenditures.

Based on the fees approved by the State Government's competent authority, i.e. AFRC (Admission and Fee Regulatory Committee is a statutory body with quasi-judicial power, constituted under Madhya Pradesh Act 21 of 2007 of Madhya Pradesh Niji Vyavsayik Shikshan Sanstha (Pravesh Ka Viniyaman Avam Shulk Ka Nirdharan) Adhinyam, 2007). The institute decides its annual budget allocation and is reflective of the needs and priorities of relevant academic

The CPC Purchase Committee is responsible for approving purchases and overseeing the development of infrastructure. Budget allocations are made with careful consideration of financial resources to ensure the maintenance of infrastructure and academic facilities. The budget is utilized consciously, taking into account departmental priorities and academic needs. At the beginning of each academic year, a specific percentage of the institute's budget is allocated for research activities.

Key elements and strategies for maintaining financial stability and fostering growth in financial management and resource mobilization at ITM Gwalior:

- Budget Allocation & Utilization: Review of current financial year's budget and previous year's expenditure.
- Income Sources: Fees from students, government grants, and industry partnerships.
- Resource Utilization: Transparent allocation to departments and activities.
- Funding & Grants: Securing additional funds from government bodies like MPCST, AICTE, KAPILA, SPICES, NSS, and industry collaborations.
- Financial Planning: Strategic planning for sustainability and contingency planning for future needs.

The institute has a well-defined internal and external financial audit which is conducted on regular basis:

- Internal Audit: Each department maintains copies of budget proposals, invoices, vouchers, and supporting documents for every purchase or event. These original documents are then forwarded to the Accounts Department for verification. The accountant meticulously reviews each document, and any discrepancies or issues identified are promptly communicated to the

respective Heads of Departments (HoDs) for immediate correction. The Accounts Office compiles a consolidated record of all expenditures and transactions for the entire financial year, which is then prepared for submission to the external audit at the end of the financial year. Additionally, a committee of faculty members is established for the purpose of conducting stock verification in each department.

External Audit: An external audit of the institution is conducted annually, following the close of the fiscal year on March 31st. This audit is carried out by chartered accountants CA Manoj Goyal (Manoj Jeevan and Associates), who gather audit evidence regarding the amounts and disclosures in the financial statements. The auditors assess the appropriateness of the accounting policies applied, the reasonableness of accounting estimates made, and evaluate the overall presentation of the financial statements.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC is established within the institution and plays a pivotal role in developing and implementing quality benchmarks for academic and administrative activities. It is typically chaired by the institution's director and includes deans, heads of departments, administrative members, teaching staff, alumni, and other stakeholders.

Objectives of IQAC:

Develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution.

Promote measures for institutional functioning towards quality enhancement through the internalization of a quality culture and institutionalization of best practices.

Functions of IQAC:

- Develop and apply quality benchmarks for various academic and administrative activities.

- Facilitate a learner-centric environment that promotes quality education and faculty development.
- Arrange for feedback from students, parents, and other stakeholders on quality-related institutional processes.
- Foster a culture of quality within the institution.
- Promote industrial involvement in academics by organizing industrial training, visits, workshops, guest lectures from industry experts, and signing MOUs.
- Implement outcome-based education in all programs.
- Coordinate with Training Augmentation and Placement to arrange various trainings and collaborations to enhance students' personality and employability.
- Participate in NIRF, NBA, AISHE, and various other quality audits recognized by state, national, and international agencies.
- Establish a Research and Development cell to promote R&D activities.
- Conduct quality programs such as seminars, webinars, guest lectures, and conferences.
- Implement and enhance the use of ICT tools to strengthen the teaching-learning process.
- Establish and effectively implement the Mentor-Mentee process (Teacher Guardian Scheme).

Benefits of IQAC:

- Ensures a heightened level of clarity and focus in institutional functioning towards quality enhancement.
- Promotes the internalization of a quality culture.
- Enhances and integrates various institutional activities and institutionalizes good practices.
- Provides a sound basis for decision-making to improve institutional functioning.
- Acts as a dynamic system for quality changes in the institution.

Action Plan of IQAC:

- Activities reflecting the goals and objectives of the institution.
- Innovations in curricular design and transition.
- Examination reforms.

- Community services.
- Improvements in the library services.
- Feedback from stakeholders.
- Financial aid to students.
- Health services.
- Placement services provided to students.
- Development programs for teaching and non-teaching staff.

Academic and Administrative Audits:

The institution adopts a rigorous academic and administrative audit system divided into three parts: pre-academic, mid-academic, and end-semester academic audits. This includes auditing various processes such as the evaluation of courses, projects, continuous assessment activities, seminars, and faculty responsibilities. The audit process ensures accountability and quality enhancement in all teaching-learning components.

Documents required for Audit:

The institution maintains detailed records of various academic activities, which are made available for internal and external audits. Every faculty has to maintain a faculty diary, course file, and mentor's diary, these files include academic calendars, timetables, syllabus, session plans, lecture delivery reports, lecture notes, project details, lab manuals, attendance registers, result analysis, sample ABCAS internal question papers, midterm copies, previous years' university question papers, etc.

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

6.5.2

Quality assurance initiatives of the institution include:

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

3. Collaborative quality initiatives with other institution(s)

4. Participation in NIRF and other recognized rankings

5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institute of Technology and Management (ITM) Gwalior is deeply committed to fostering gender equality and advancing the professional and personal development of women across its campus. This dedication is not merely a statement of intent but is actively pursued through the institution's strategic initiatives, policies, and dedicated bodies, such as the Women Empowerment Cell (WEC).

The WEC at ITM Gwalior plays a pivotal role in translating the institution's commitment to gender equity into actionable outcomes. It is instrumental in organizing a wide range of workshops and training sessions that focus on gender sensitivity, challenging stereotypes, and promoting an inclusive culture. These programs are designed to educate and empower both students and staff, fostering an environment where all members of the community are respected and valued. Additionally, the WEC provides critical support systems, including counseling centers, helplines, and mentorship programs, to assist individuals facing gender-based discrimination or harassment. By ensuring equal opportunities in areas such as admissions, recruitment, and promotions, the WEC actively contributes to creating a safe and equitable environment within the institution.

Leadership at ITM Gwalior further underscores this commitment to gender equity. Prominent figures such as Mrs. Ruchi Singh Chauhan, Chairperson of Samata Lok Sansthan Trust, and Dr. Meenakshi Mazumdar, who has served as Director since 2018, exemplify the institution's dedication to gender diversity in leadership and decision-making roles. These leaders have been instrumental in driving ITM's vision forward, ensuring that gender equity remains a core strategic priority.

Facilities for Women on Campus

ITM Gwalior is committed to creating a supportive and secure environment for its female students, faculty, and staff, addressing their unique needs and ensuring their safety, well-being, and development.

1. Safety and Security

The safety of female students and staff is a top priority at ITM Gwalior. The campus is equipped with well-lit pathways, extensive CCTV surveillance, and a 24/7 dedicated security team. A strong grievance redressal system is also in place to effectively address incidents of harassment or discrimination, ensuring a safe and supportive environment.

2. Creche Facility

To support working mothers, ITM Gwalior provides a crèche facility for faculty members and staff. This service offers reliable childcare, allowing mothers to balance their professional responsibilities while reflecting the institution's commitment to a supportive work environment.

3. Health and Wellness

ITM Gwalior prioritizes the health and wellness of its female community members through the ITM Hospital of Trust, which offers specialized healthcare, including gynecological care and mental health counseling. Wellness programs, yoga sessions, and fitness classes further promote physical and mental well-being. Maternity leave and sabbatical provisions are also provided to support work-life balance.

4. Accommodation

The institution offers secure and comfortable accommodation for female students, with amenities like 24/7 security, common rooms, and recreational facilities. These hostels are designed to create a homely environment, enabling students to focus on their studies and personal growth without concerns for their safety.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

ITM is committed to fostering an inclusive environment that embraces tolerance and harmony across cultural, regional, linguistic, and socio-economic diversities. The institution's efforts are aimed at sensitizing students and employees to constitutional obligations, ensuring they understand and uphold values, rights, duties, and responsibilities as citizens.

Promoting Cultural and Regional Diversity

ITM actively promotes cultural and regional diversity through a variety of initiatives. The institution organizes cultural festivals, such as the annual "Cultural Fest," where students from different backgrounds come together to celebrate their heritage through music, dance, and art. These events provide a platform for students to showcase their cultural traditions and foster mutual respect and understanding.

Linguistic Diversity

Recognizing the importance of linguistic diversity, ITM encourages the use of multiple languages in academic and social settings. Language clubs and workshops are established to promote the learning of regional, National and foreign languages. This initiative not only enhances linguistic skills but also fosters an appreciation for different languages and cultures among the student body.

Socioeconomic Inclusion

ITM Gwalior ensures socioeconomic inclusion by providing scholarships and financial aid to deserving students from economically disadvantaged backgrounds. The institution also runs mentorship programs where senior students and faculty members guide and support economically weaker students, helping them navigate academic and personal challenges.

Communal Harmony

To promote communal harmony, ITM Gwalior organizes interfaith dialogues and seminars that encourage students to engage in discussions about various religious beliefs and practices. These activities aim to break down stereotypes and build a more inclusive campus community where different faiths are respected and valued.

Sensitization to Constitutional Obligations

ITM Gwalior places a strong emphasis on sensitizing students and employees to their constitutional obligations. The curriculum includes courses on the Indian Constitution, human rights, and civic responsibilities. Regular workshops and seminars are conducted on topics such as gender equality, environmental sustainability, and social justice.

Values and Ethics

The institution has integrated value-based education into its academic framework. Ethical practices are emphasized in every aspect of campus life, from classroom interactions to administrative processes. This commitment is reflected in the institution's code of conduct, which outlines the ethical responsibilities of students and staff.

Rights and Responsibilities

ITM Gwalior ensures that students and employees are aware of their rights and responsibilities through orientation programs and ongoing awareness campaigns. These initiatives highlight the importance of adhering to the rule of law, participating in democratic processes, and contributing to societal welfare.

Community Engagement

Community service is a key component of ITM Gwalior's efforts to create responsible citizens. The institution encourages students to participate in community service projects, such as cleanliness drives, health camps, and literacy programs. These activities not only benefit the community but also instill a sense of duty and responsibility in students.

Inclusivity in Policies

The institution's policies reflect its commitment to inclusivity. Anti-discrimination policies ensure that no student or staff member faces prejudice based on their cultural, regional linguistic, or socio-economic background. Grievance redressal mechanisms are in place to address any issues related to discrimination or harassment promptly and effectively.

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

7.2 Best Practices

7.2.1

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

Response:

1. Empowering Students through Community Engagement: The NSS and UBA Initiatives

Objectives:

The main goal of this practice is to enhance the holistic development of students through community service, instilling social responsibility via NSS and UBA. Key objectives include:

- Instilling leadership, empathy, and problem-solving skills in students.
- Bridging academic knowledge with real-world applications, particularly in rural areas.
- Encouraging active contributions to national development through rural engagement.
- Aligning student activities with Sustainable Development Goals (SDGs) such as quality education, health, clean water, and sustainable communities.
- Providing experiential learning opportunities for personal growth and societal impact.

The Context

Indian higher education has often emphasized theoretical learning, with limited engagement in social issues, especially in rural contexts. Recognizing the need for practical involvement, ITM Gwalior has integrated NSS and UBA into its curriculum to address these gaps. Challenges faced in this initiative included:

- **Student Awareness and Motivation:** Many students were initially unaware of rural issues and needed motivation to engage in community projects.
- **Curricular Integration:** Balancing academic workloads with NSS and UBA participation was challenging, necessitating integration into the academic schedule.
- **Sustainability:** Ensuring ongoing engagement required sustained effort and resources.

The Practice

The initiative at ITM Gwalior focuses on community-based projects that enable students to apply academic skills to real-world issues. Key features include:

- **Community Service through NSS:** Students participate in health awareness campaigns, literacy drives, tree plantations, agricultural efforts, gender based activities and environmental

conservation like rain water harvesting thereby contributing directly to improving life in underserved areas.

- **Rural Engagement through UBA:** Students work with rural communities to identify challenges and develop solutions, enhancing their hands-on problem-solving skills and fostering responsibility for rural development.
- **Alignment with SDGs:** The practice aligns with global priorities, focusing on clean water, sanitation, and education, enhancing the sense of contributing to broader goals.
- **Experiential Learning and Personal Growth:** Emphasizing experiential learning helps students develop leadership, teamwork, and communication skills, enhancing their empathy and problem-solving abilities.

Evidence of Success

The practice has shown significant success, evident through:

- **Student Participation:** Over 1,000 students have actively engaged in NSS and UBA initiatives, reflecting growing enthusiasm.
- **Community Impact:** More than five villages have benefited, with improvements in sanitation, health awareness, and education infrastructure. A testimonial from the Panchyat is a proof the same.
- **Personal Growth and Leadership Development:** Feedback indicates enhanced leadership skills and increased empathy among students, fostering a sense of social responsibility. Many international/National/State level recognition witness the achievement of the students
- **Sustained Engagement:** Many students continue community service post-graduation, indicating lasting influence on their attitudes.

Problems Encountered and Resources Required

Challenges included:

- **Logistical Issues:** Organizing visits to remote areas required significant coordination and careful planning for safety and transportation.
- **Financial Constraints:** Limited funding for projects necessitated careful resource allocation.
- **Stakeholder Collaboration:** Coordinating among students, faculty, communities, and government agencies required ongoing effort.

Resources Required:

- **Funding:** Adequate financial support for project implementation and logistics.
- **Partnerships with Government and NGOs:** Collaborations are essential for smooth project execution and access to rural areas.
- **Training and Skill Development:** Providing training in project management and community engagement is crucial for student preparedness.

Despite challenges, the holistic development initiative through NSS and UBA remains a transformative approach, fostering social responsibility, leadership, and practical learning in higher education, with plans for further expansion and engagement.

2. Empowering Educators for Enhanced Student Success

Objectives of the Practice

- The primary goal is to improve student learning experiences and equip them with essential skills for successful careers.
- The institute emphasizes training educators to enhance student success through inclusive teaching, industry internships, and live projects, leading to better placements.
- Teachers with current expertise significantly boost students' competitiveness in the job market.
- This approach blends theoretical knowledge with practical skills through ongoing professional development, optimally preparing students for their careers.

The Context

- This practice addresses the limitations of traditional educational models, which often prioritize academic success over practical skills. By enhancing educators' skills, we create a sustainable impact on students. Teachers guide students through approximately 220 credits over two to four years, greatly influencing their learning outcomes.
- Training in recent technologies enhances teachers' critical thinking, allowing them to shift from traditional methods to a dynamic, student-centric approach. This enables them to nurture practical skills, critical thinking, and personal development in their students, preparing them for professional success and meaningful societal contributions.
- This approach is vital in modern Indian higher education, bridging the gap between theoretical learning and practical application.

The Practice

- At ITM, the Training Augmentation and Placement (TAP) Cell focuses on uplifting both student and faculty skills through industry collaboration, rather than solely on placements.
- Comprehensive training for educators is essential, as they play a pivotal role in shaping students' knowledge and skills. Faculty actively participate in Faculty Development Programs (FDPs), enhancing their awareness of relevant technologies.
- Trained faculty members possess the specialized skills necessary for engaging students in capstone and industry-sponsored live projects.
- Capstone projects allow students to apply academic knowledge to real-world problems in collaboration with industry partners, improving their problem-solving and critical thinking skills. Industry-sponsored live projects provide direct exposure to professional environments, tackling current industry challenges and enhancing students' technical skills and understanding of industry standards.

Evidence of Success

- These initiatives have led to improvements in students' academic performance, critical thinking, and problem-solving abilities.
- Over 80% of students complete internships, and job offers from reputable organizations reflect the success of these practices.
- Positive feedback from industry partners highlights the preparedness and competence of ITM students in addressing real-world challenges.

- The continuous assessment model has resulted in higher student engagement and retention rates, fostering a vibrant learning environment that encourages innovation and creativity.
- Overall, ITM Gwalior has established itself as a leader in providing a comprehensive education that effectively prepares students for their professional careers.

Problems Encountered and Resources Required

- Challenges included resistance to moving away from traditional teaching methods, requiring extensive faculty training and support.
- Coordinating with industry partners presented logistical challenges, such as aligning academic schedules with industry timelines and ensuring consistent communication.
- The increased workload from continuous assessment and personalized learning necessitated additional resources, including hiring more faculty and administrative staff and investing in modern infrastructure and technology for hands-on learning and industry collaboration.

This practice underscores ITM Gwalior's commitment to providing a comprehensive and dynamic educational experience, ensuring students are well-prepared for their future careers.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Harmonizing Heritage and Progress: The Cultural Landscape of ITM Gwalior

ITM Gwalior is more than just a higher education institution; it’s a vibrant sanctuary where art and education beautifully converge. Set against a backdrop of picturesque hillocks, the campus embodies a deep commitment to engaging with artistic communities. ITM Gwalior stands as a beacon of cultural, artistic, and intellectual excellence, distinguished by a rich array of initiatives that enhance the educational experience and foster vibrant campus life. Central to ITM’s identity is the integration of the Indian Knowledge System (IKS) into its curriculum, a visionary effort since 2006. This initiative reflects ITM's commitment to weaving traditional Indian wisdom into modern education, nurturing both intellect and cultural spirit, and positioning itself from IKS to a global knowledge hub.

Harmony in Stone: A Sculptural Collection

A key expression of this vision is the **Harmony in Stone** sculptural collection that adorns the campus.

These sculptures, crafted by talented artists, serve not only to beautify the environment but also to inspire contemplation among students and faculty. Each piece tells a story, highlighting various aspects of Indian culture and heritage, enriching the cultural fabric of the institution.

The establishment of the first International Sculpture Symposium in 2006 marked a pivotal moment in this journey, bringing together artists, scholars, and students from around the globe to collaborate, share ideas, and explore the transformative power of sculpture. Through these initiatives, ITM continues to demonstrate that art is not merely an ancillary aspect of education, but a vital component that enriches understanding, inspires critical thinking, and encourages emotional connection to the world.

Harmony in Color: A Painting Collection

Complementing the sculptures is the **Harmony in Color** painting collection, which further enriches ITM's cultural landscape. Strategically displayed across the campus, these paintings offer aesthetic experiences that stimulate the mind and nurture appreciation for visual arts. The diverse collection showcases a wide range of artistic styles and traditions, contributing to a culturally enriching atmosphere.

The institution's commitment to this initiative was further exemplified by the inaugural exhibition in 2007, which provided a platform for artists to present their interpretations and insights. Through this engagement, students and the broader community are encouraged to explore the complexities of identity, heritage, and expression.

Celebrating Words and Art: "Ibarat" earlier known as "Hyumras"

Ibarat, ITM's distinguished literary and cultural event, highlights the institution's commitment to cultural literacy and intellectual engagement. This event brings together writers, poets, and artists, creating a space for intellectual exchange and artistic expression. Ibarat celebrates literature, poetry, and the performing arts, reflecting ITM's dedication to fostering deep engagement with the arts.

Since its inception in 2007, this initiative has played a crucial role in enhancing students' critical thinking and communication skills. Participants are challenged to articulate their thoughts clearly and effectively, honing their ability to analyze and respond to diverse literary works. Through workshops, readings, and discussions, students deepen their appreciation for the profound impact that words and art can have in shaping our understanding of the world.

Rhythms of Tradition:

- **A Nritya and Sangeet Mahotsav**

ITM's commitment to cultural heritage is exemplified by the **Rhythms of Tradition: A Nritya and Sangeet Mahotsav**. This annual festival celebrates dance and music, showcasing a diverse range of performances from classical to contemporary forms. It provides a platform for students to display their talents while embracing cultural diversity, fostering deep appreciation for India's rich artistic traditions.

- This vibrant event, which became an integral part of ITM's legacy in 2007, breathes life into the campus, attracting participants and audiences from across the institution and beyond. It stands as

a dynamic celebration of the arts, offering a rich tapestry of performances that immerse students in the rhythms and melodies that have shaped Indian culture for centuries.

- **Megh Malhar**

ITM is proud to celebrate "Megh Malhar," an annual event that began in 2007, honouring the rich traditions of vocal music of Gwalior with a special focus on the evocative raag Megh Malhar, attributed to the legendary master Tansen. This vibrant celebration highlights Tansen's expertise in Raag Megh Malhar. Bringing together students, faculty, and music enthusiasts, the event explores the emotional depth and cultural significance of this raag. By emphasizing the importance of artistic expression, ITM reaffirms its commitment to fostering creativity and cultural literacy among its students.

4o mini

Performing Art Club

The **Performing Art Club** serves as a hub for creativity and artistic expression, offering students opportunities to explore various art forms and collaborate with peers. The club regularly hosts workshops, exhibitions, and competitions, fostering a vibrant artistic community on campus.

In the academic session of 2022-23, ITM launched a value-added course under the Indian Knowledge System initiative, aimed at nurturing both social and cultural sensibility among students. This course is closely aligned with the ethos of the Performing Arts Club and is designed to enrich students' educational experiences through comprehensive training in various artistic disciplines, including theatre, music, dance, fine arts, and literature.

Through this value-added course, students receive hands-on instruction and mentorship from experienced practitioners, allowing them to hone their skills and deepen their appreciation for the arts. The curriculum emphasizes the importance of cultural heritage while also encouraging innovative thought and creativity. By participating in this program, students not only develop their artistic talents but also gain insights into the broader societal contexts in which these art forms exist.

Conclusion

In the nutshell, ITM Gwalior serves as a vibrant hub of cultural, artistic, and intellectual engagement, blending tradition with modernity. Through initiatives like the Harmony in Stone and Harmony in Color collections, as well as celebrated literary and performing arts events, the institution nurtures creativity and cultural literacy. Annual celebrations like "Megh Malhar" and "Rhythms of Tradition" exemplify ITM's commitment to preserving India's rich artistic heritage while encouraging students to explore their artistic identities. The Performing Arts Club, focusing on personal growth and social awareness, amplifies this mission, equipping students with skills that extend beyond the classroom. Ultimately, ITM Gwalior's dedication to the arts enriches the educational experience and shapes culturally aware, empathetic individuals ready to contribute meaningfully to a diverse world.

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

5. CONCLUSION

Additional Information :

ITM stands out among private institutions in the northern central area for several reasons:

1. **High Admission Rate:** ITM boasts over 70% of first-year admissions through DTE counseling, making it a top choice in the Gwalior region.
2. **Strong Industry Connections:** The institute maintains robust partnerships with industry leaders, which enhances opportunities for internships and job placements.
3. **Accreditation Excellence:** ITM is the only private institution in Gwalior with 50% of its eligible programs accredited by NBA, ensuring high academic standards.
4. **Robust Outreach Services:** ITM is known for its effective extension and outreach services, demonstrating a commitment to community engagement and support.

These factors collectively position ITM as a leader in the region.

Concluding Remarks :

ITM Gwalior, established in 1997 by the Samata Lok Sansthan Trust, aims to provide top-tier education in management, engineering, and applied sciences. Affiliated with Rajiv Gandhi Proudyogiki Vishwavidyalaya and Jiwaji University, the institution is recognized by AICTE and the Government of Madhya Pradesh. Its strategic vision and mission align with a comprehensive plan developed collaboratively with the Board of Governors, Internal Quality Assurance Cell (IQAC), and faculty, underpinned by a detailed SWOC analysis. Governance at ITM is robust, with a decentralized management structure that promotes transparency and participative decision-making. Daily administration is efficiently handled by the Director, Deans and faculty members, ensuring operational clarity and accountability. The institution actively implements the New Education Policy (NEP) 2020, fostering multidisciplinary education and integrating technology into learning. Financial management is characterized by transparency and accountability, with careful budget allocation supporting infrastructure and academic facilities.

ITM prioritizes the holistic development of its students and staff through various welfare measures, including healthcare, housing, and professional development initiatives. The integration of modern educational platforms, such as Learning Management Systems (LMS) and Management Information Systems (MIS), enhances the academic process, ensuring a technology-driven learning environment.

Spanning 10.85 acres, the campus is equipped with advanced classrooms, laboratories, and extensive facilities for extracurricular activities. It promotes gender equity through initiatives like the Women Empowerment Cell and fosters environmental sustainability with energy conservation efforts and waste management practices.

The curriculum at ITM emphasizes academic excellence, skill development, and inclusivity, regularly updated to align with industry demands. Choice-based credit systems and multidisciplinary programs further enhance academic flexibility, preparing students for the global workforce. The institution's commitment to research, innovation, and community engagement reflects its dedication to societal contributions.

In conclusion, ITM Gwalior stands out for its commitment to providing a holistic education, fostering social responsibility, and promoting student engagement, ensuring a well-rounded learning experience.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :90</p> <p>Remark : Campus Recruitment Training Program, Quantitative Aptitude , Logical & Verbal Reasoning Training Program, Spoken Tutorial,Basic Skills Training Program,NPTEL-Managerial Skills for Interpersonal Dynamics,Communication Skills & Aptitude Enhancement. This courses will not be considered in this metric and repeated course in every year will counted as one only. Input edited accordingly.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1720</td> <td>1652</td> <td>1095</td> <td>895</td> <td>523</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2420</td> <td>1926</td> <td>1556</td> <td>873</td> <td>340</td> </tr> </tbody> </table> <p>Remark : Campus Recruitment Training Program, Quantitative Aptitude , Logical & Verbal Reasoning Training Program, Spoken Tutorial,Basic Skills Training Program,NPTEL-Managerial Skills for Interpersonal Dynamics,Communication Skills & Aptitude Enhancement etc.This courses will not be considered in this metric. Input edited accordingly.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	1720	1652	1095	895	523	2023-24	2022-23	2021-22	2020-21	2019-20	2420	1926	1556	873	340
2023-24	2022-23	2021-22	2020-21	2019-20																	
1720	1652	1095	895	523																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
2420	1926	1556	873	340																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 2186</p> <p>Answer after DVV Verification: 845</p> <p>Remark : Repeated students will not be considered and the internship conducted by institution in short duration are considered for value added courses, it will not be considered in this metric. Hence</p>																				

input edited accordingly.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
327	251	157	100	85

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
163	126	117	97	85

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
444	339	339	348	333

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
444	339	339	348	333

Remark : Admitted students from reserved categories should not greater than seats earmarked, it will considered in general merit. Input edited accordingly.

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
29	22	20	16	18

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
23	23	20	18	14

Remark : For year 2019-20 joining of teacher in assessment period but PhD degrees received is beyond year 2019-20. Hence input edited accordingly.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
412	436	318	344	491

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
482	435	318	343	492

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
417	437	318	345	491

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
506	460	330	361	514

Remark : Input edited from clarification documents.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
23.61	0	9.99	0	6.65

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	6.65

Remark : The grants received from Non-Government sources for which financial transaction

statement/ utilization can not be sured as per assessment period, Input edited considering only government grants.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
11	21	11	8	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	19	10	07	04

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
17	3	12	7	14

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	2	6	5

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
75	136	139	0	336

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

36	41	71	114	80
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Remark : Excluding repeat title of publication claimed author-wise, input edited accordingly.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
34	22	10	14	20

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
08	07	05	03	04

Remark : National festivals, Awareness program, Days celebrations like Yoga day, Women's day etc., and Events conducted for the benefit of their own students will not be considered under outreach programs.

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

Answer before DVV Verification :

Answer After DVV Verification :17

Remark : Input edited as MoU including only for internship, on-the-job training, project work, student / faculty exchange and collaborative research.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
501.47	394.53	155.28	202.80	213.15

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

306.11	95.03	21.23	53.95	51.28
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Remark : Input edited considering only the expenditure for infrastructure development and augmentation excluding salary from provided authenticated extract for clarification.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
681.28	489.91	376.69	206.41	405

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
84.44	90.42	120.77	31.31	44.38

Remark : Input edited considering only the expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs) from clarification documents.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1034	766	602	1578	924

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1034	766	602	1420	924

Remark : Students benefited should not be greater than enrolled students [1.1] Input edited accordingly.

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1327	1396	682	939	652

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
979	1926	1356	1420	1507

Remark : Students participated should not be greater than enrolled students [1.1] and Only programs or workshop related to guidance for competitive examinations and career counselling will considered. Input edited accordingly.

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years**5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
340	365	281	296	376

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
330	360	275	288	362

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
412	436	318	344	494

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
412	436	318	344	492

Remark : 5.2.1.1-Repeated students will considered as one only. 5.2.1.2-Only pass students will be considered input edited w.r.t 2.6.3.1

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
17	5	3	8	9

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
18	5	2	5	4

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
9	12	5	0	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	2	0	0

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution

participated year wise during last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
50	81	24	32	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
36	50	24	27	1

6.2.2

Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the documents provided by HEI input edited considering only option 2, 3 and 4.

6.3.2

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
47	63	02	15	06

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
47	63	02	15	06

6.3.3

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

Answer before DVV Verification:

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2023-24	2022-23	2021-22	2020-21	2019-20
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6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
40	35	33	37	34

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
42	42	42	42	42

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2420</td> <td>1926</td> <td>1584</td> <td>1420</td> <td>1507</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2420</td> <td>1926</td> <td>1584</td> <td>1420</td> <td>1507</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	2420	1926	1584	1420	1507	2023-24	2022-23	2021-22	2020-21	2019-20	2420	1926	1584	1420	1507
2023-24	2022-23	2021-22	2020-21	2019-20																	
2420	1926	1584	1420	1507																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
2420	1926	1584	1420	1507																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1223.03</td> <td>905.91</td> <td>549.21</td> <td>427.51</td> <td>654.36</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2023-24	2022-23	2021-22	2020-21	2019-20	1223.03	905.91	549.21	427.51	654.36										
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1223.03	905.91	549.21	427.51	654.36																	

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2023-24	2022-23	2021-22	2020-21	2019-20
1041.10	758.06	416.72	287.36	512.79