Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

2023-24

1. Experiential Learning Initiatives

Introduction

During the academic year 2023-24, ITM University Gwalior, guided by its Internal Quality Assurance Cell (IQAC), undertook significant initiatives to enhance its educational framework through experiential learning. These initiatives were designed to bridge the gap between theoretical knowledge and practical application, preparing students for real-world challenges and fostering a deeper understanding of their fields. The experiential learning approach at ITM University included a range of methods such as internships, industry projects, simulations, hands-on workshops, and project-based learning (PBL).

Key Components of Experiential Learning Initiatives

1. Internships and Industry Projects

- **Engineering Internships:**

  Engineering students engaged in industry-sponsored projects that addressed complex problems within the industry. These projects involved developing innovative solutions, thereby providing practical experience and exposing students to current industry practices and challenges.

- **Management Internships:**

  Management students completed internships at leading companies, where they gained firsthand experience in organizational operations, management practices, and strategic decision-making. These internships helped students understand the intricacies of business operations and enhanced their professional skills.

2. Simulations and Hands-On Workshops

- **Simulations:**
  The university incorporated simulations to provide students with a virtual environment that mimics real-world scenarios. These simulations allowed students to apply theoretical concepts in controlled settings, enhancing their problem-solving and decision-making abilities.

- **Workshops:**
  Hands-on workshops were conducted across various disciplines to facilitate practical learning. These workshops included lab experiments, technical training sessions, and creative workshops, enabling students to develop specific skills relevant to their fields.

3. Industry Collaborations

- **Partnerships with Industry:**

ITM University actively collaborated with industry partners to offer students exposure to cutting-edge technologies and trends. These partnerships included guest lectures, industry visits, and collaborative projects, which enriched students' learning experiences and kept them abreast of industry developments.

- **Exposure to Trends:**

  Students were introduced to the latest industry trends and technologies, fostering an entrepreneurial mindset and encouraging innovation and creativity.

4. Project-Based Learning (PBL)

- **Interdisciplinary Projects:**

  PBL was integrated across various disciplines, encouraging students to work on interdisciplinary projects that spanned multiple semesters. These projects were designed to address real-world challenges, promoting critical thinking and the application of theoretical knowledge.

- **Real-World Challenges:**

  Engineering students, for example, worked on designing and prototyping sustainable solutions for community issues. Business students developed comprehensive marketing strategies for local enterprises. These projects provided practical experience and allowed students to contribute meaningfully to societal needs.

5. Support and Facilities

- **State-of-the-Art Facilities:**

  ITM University provided state-of-the-art facilities to support experiential learning. These included modern laboratories, technical equipment, and collaborative workspaces that facilitated effective project execution and hands-on experience.

- **Industry Mentors:**

  Access to industry mentors was facilitated, allowing students to gain insights and guidance from professionals with extensive experience in their respective fields. Mentorship helped students refine their projects and gain valuable industry perspectives.

6. Student Ownership and Presentation

- **Project Ownership:**

  Students were encouraged to take ownership of their projects, from conceptualization to presentation. This approach fostered skills in project management, teamwork, and effective communication.

- **Presentation Skills:**

  Students presented their projects to faculty, peers, and industry professionals, enhancing their presentation skills and receiving constructive feedback to improve their work.

Impact of Experiential Learning Initiatives

1. Enhanced Learning Experiences

- **Practical Application:**

  The integration of experiential learning methods provided students with opportunities to apply classroom concepts to real-world scenarios, deepening their understanding and retention of knowledge.

- **Skill Development:**

  Students developed essential skills such as problem-solving, critical thinking, project management, and communication, which are crucial for their future careers.

2. Improved Employability

- **Industry Readiness:**

  Exposure to industry practices and technologies, along with hands-on experience, enhanced students' employability and prepared them to meet the demands of the professional world.

- **Entrepreneurial Mindset:**

  The emphasis on innovation and creativity encouraged students to think entrepreneurially, fostering a proactive approach to their careers and future ventures.

3. Holistic Education

- **Resilience and Adaptability:**

  Experiential learning instilled resilience and adaptability in students, preparing them to handle diverse challenges and thrive in dynamic environments.

- **Practical Understanding:**

  By working on real-world projects and collaborating with industry experts, students gained a practical understanding of their fields, complementing their academic knowledge.

4. Institutional Growth

- **Strengthened Industry Relationships:**

  The university's collaborations with industry partners reinforced its relationships with key stakeholders and enhanced its reputation as a leader in experiential learning.

- **Innovative Educational Approach:**

  The successful implementation of experiential learning initiatives demonstrated ITM University's commitment to innovative and effective educational practices, setting a benchmark for other institutions.

Conclusion

The implementation of experiential learning initiatives at ITM University Gwalior during the academic year 2023-24, under the guidance of the Internal Quality Assurance Cell (IQAC), has significantly enriched the educational experience for students. By integrating internships, industry projects, simulations, hands-on workshops, and project-based learning, the university effectively bridged the gap between theoretical knowledge and practical application. These initiatives have enhanced students' skills, employability, and understanding of their fields, preparing them for successful careers and contributing to their holistic development. ITM University's commitment to experiential learning underscores its dedication to providing a dynamic and relevant educational experience that equips students to excel in the professional world.

2. Outcome-Based Education (OBE)

Introduction

In the academic year 2023-24, Internal Quality Assurance Cell (IQAC) at ITM University Gwalior embarked on a transformative journey by implementing Outcome-Based Education (OBE). This educational approach emphasizes defining clear, measurable learning outcomes and aligning curriculum, teaching methods, and assessment practices to achieve these outcomes. The primary goal of OBE is to enhance the quality and relevance of educational programs, ensuring that students acquire the knowledge, skills, and competencies necessary for success in their chosen fields.

Key Components of Outcome-Based Education at ITM University Gwalior

1. Definition of Learning Outcomes

- **Clear Articulation:**

  ITM University established well-defined learning outcomes for each course and program. These outcomes were crafted to encompass not only theoretical knowledge but also practical skills and competencies relevant to the respective fields of study. The outcomes were designed to reflect both academic and industry requirements, ensuring that students are well-prepared for their professional careers.

- **Alignment with Program Objectives:**

  The learning outcomes were aligned with the overall objectives of each academic program, creating a coherent educational experience. This alignment ensured that every course contributed to the broader goals of the program, facilitating a structured and focused learning path for students.

2. Curriculum Design and Mapping

- **Curriculum Maps:**

  Faculty members collaborated to design curriculum maps that explicitly linked course content and activities to the defined learning outcomes. These maps served as guides for aligning teaching methods and assessments with the intended outcomes, ensuring that all aspects of the course contributed to achieving the desired learning goals.

- **Learning Plans:**

  Detailed learning plans were developed to outline the specific strategies and resources used to achieve the learning outcomes. These plans included instructional methods, learning activities, and resources tailored to meet the needs of students and facilitate their progress toward the outcomes.

3. Assessment Practices

- **Diverse Assessment Tools:**

A variety of assessment tools were employed to measure students' attainment of learning outcomes. These tools included traditional exams, project work, presentations, and portfolios. The use of diverse assessment methods ensured a comprehensive evaluation of both theoretical knowledge and practical skills.

- **Rubrics and Criteria:**

  Assessment rubrics and criteria were established to provide clear benchmarks for evaluating students' performance. These rubrics detailed the expectations for each outcome and facilitated objective and consistent grading practices.

4. Continuous Improvement and Feedback

- **Regular Reviews:**

  The university implemented regular reviews and evaluations of the educational practices and outcomes. Feedback from students, faculty, and industry partners was collected and analyzed to identify areas for improvement. These reviews helped in refining the curriculum and instructional methods to better align with evolving industry demands and global standards.

- **Feedback Loops:**

  Continuous feedback loops were established to ensure that the insights gained from assessments and reviews were used to make informed adjustments. This iterative process supported ongoing enhancement of the educational programs and maintained their relevance and effectiveness.

5. Faculty Development and Training

- **Training Programs:**

  Faculty members received training and support to effectively implement OBE principles. Workshops and seminars were conducted to enhance their understanding of outcome-based teaching and assessment strategies, ensuring that they were well-equipped to contribute to the success of the OBE framework.

- **Collaborative Efforts:**

  Faculty collaboration was encouraged to share best practices and experiences related to OBE. This collaborative approach fostered a culture of continuous learning and improvement among educators.

6. Integration with Industry Needs

- **Industry Collaboration:**

  ITM University actively engaged with industry partners to ensure that the learning outcomes and curriculum were aligned with current industry trends and expectations. This collaboration provided students with relevant, real-world insights and enhanced their preparedness for professional challenges.

- **Practical Exposure:**

The curriculum was designed to include practical exposure and industry-related projects, allowing students to apply their learning in real-world contexts and develop skills that are directly applicable to their future careers.

Impact of Outcome-Based Education

1. Enhanced Learning Outcomes

- **Competency Development:**

  The OBE framework facilitated the development of both theoretical and practical competencies, ensuring that students acquired a well-rounded set of skills and knowledge relevant to their fields of study.

- **Preparedness for Professional Careers:**

  Graduates emerged from the program with a strong foundation in their respective disciplines, equipped with the skills and competencies needed to excel in their professional careers.

2. Improved Curriculum Relevance

- **Alignment with Industry Standards:**

  The alignment of the curriculum with industry needs and global standards ensured that the educational programs remained relevant and effective in preparing students for the demands of the job market.

- **Continuous Adaptation:**

  The ongoing refinement of the curriculum based on feedback and reviews allowed for timely adjustments, keeping the educational programs current and responsive to changes in the industry.

3. Strengthened Educational Practices

- **Effective Teaching Methods:**

  The focus on clear learning outcomes and diverse assessment practices enhanced the effectiveness of teaching methods and promoted a more engaging and supportive learning environment.

- **Informed Decision-Making:**

  The data-driven approach to assessing learning outcomes provided valuable insights for making informed decisions about curriculum development and instructional practices.

Conclusion

The implementation of Outcome-Based Education (OBE) at ITM University Gwalior during the academic year 2023-24 has significantly enhanced the quality and relevance of its educational programs. By defining clear learning outcomes, aligning curriculum and assessment practices, and incorporating continuous improvement processes, the university has created a robust framework that supports student success and prepares graduates for their professional careers. The commitment to

OBE reflects ITM University's dedication to excellence in education and its proactive approach to meeting the evolving needs of students and the broader industry.

Picture-13: Workshop on Outcome-Based Education (OBE)

3. Activity Based Continuous Assessment (ABCA)

Introduction

In the academic year 2023-24, Internal Quality Assurance Cell (IQAC) at ITM University Gwalior introduced Activity-Based Continuous Assessment (ABCA) to transform the traditional assessment paradigm. This innovative approach focuses on continuous evaluation through various activities rather than relying solely on periodic examinations. ABCA aims to provide a more comprehensive assessment of students' learning by integrating a range of activities that assess different skills and competencies, ultimately fostering a more engaging and effective learning experience.

Key Components of Activity-Based Continuous Assessment (ABCA)

1. Diverse Assessment Activities

- **Projects:**
  Students undertook individual and group projects that required them to research, analyze, and present findings on specific topics related to their coursework. These projects encouraged deeper engagement with the material and facilitated the application of theoretical knowledge to practical scenarios.

- **Presentations:**
  Oral presentations were incorporated into the assessment process, allowing students to demonstrate their understanding of topics and enhance their communication and presentation skills. Feedback from faculty and peers helped refine their presentation techniques and content delivery.

- **Case Studies:**

  The analysis of real-world case studies provided students with opportunities to apply problem-solving skills and critical thinking. Case studies encouraged the exploration of complex issues, enabling students to develop practical solutions and gain insights into industry practices.

- **Practical Demonstrations:**

  For subjects requiring hands-on experience, practical demonstrations were used to assess students' proficiency in applying theoretical concepts. This approach ensured that students could effectively translate their knowledge into practical skills.

- **Peer Evaluations:**

  Peer assessments were integrated into the ABCA framework, allowing students to evaluate each other's work. This method not only provided diverse perspectives on performance but also fostered a collaborative learning environment.

2. Faculty Involvement and Facilitation

- **Activity Design:**

Faculty members were responsible for designing activities that aligned with course objectives and learning outcomes. They ensured that each activity was purposefully crafted to assess specific skills and competencies relevant to the subject matter.

- **Continuous Feedback:**

  Regular feedback was a cornerstone of the ABCA approach. Faculty provided timely and constructive feedback on students' performance in various activities, guiding their development and encouraging continuous improvement.

- **Guidance and Support:**

  Faculty members offered ongoing support and mentorship throughout the assessment process. They facilitated discussions, provided additional resources, and addressed any challenges faced by students in completing their activities.

3. Enhancement of Learning Experience

- **Active Learning:**

  ABCA promoted active learning by involving students in practical and engaging activities. This hands-on approach encouraged students to actively participate in their learning process, leading to a deeper understanding of the subject matter.

- **Critical Thinking and Problem Solving:**

  The diverse range of activities required students to apply critical thinking and problem-solving skills. This focus on practical application helped students develop a more comprehensive skill set, preparing them for real-world challenges.

- **Communication and Collaboration:**

  Activities such as presentations and group projects enhanced students' communication and teamwork skills. Collaborative tasks provided opportunities for students to work together, share ideas, and learn from each other.

4. Personalized Learning Pathways

- **Paced Learning:**

  ABCA allowed students to progress at their own pace, accommodating different learning styles and speeds. The continuous assessment approach ensured that students received regular feedback and had opportunities to improve their performance incrementally.

- **Individualized Feedback:**

  Personalized feedback was provided based on students' performance in various activities. This tailored approach addressed individual strengths and areas for improvement, supporting students in their academic and personal growth.

5. Monitoring and Evaluation

- **Assessment Review:**

The effectiveness of ABCA was monitored through regular evaluations and reviews. Feedback from students and faculty was gathered to assess the impact of the new assessment approach and identify areas for refinement.

- **Continuous Improvement:**

  Insights gained from the monitoring process informed adjustments and enhancements to the ABCA framework. The iterative approach ensured that the assessment system remained relevant and effective in meeting educational goals.

Impact of Activity-Based Continuous Assessment (ABCA)

1. Enhanced Student Engagement and Learning

- **Active Participation:**

  The incorporation of varied activities encouraged active participation and engagement among students. By moving beyond traditional exams, students became more involved in their learning process, leading to a more dynamic and interactive educational experience.

- **Deeper Understanding:**

  The focus on practical applications and real-world scenarios facilitated a deeper understanding of course material. Students were able to connect theoretical concepts with practical experiences, enhancing their overall grasp of the subject matter.

2. Development of Practical Skills

- **Skill Acquisition:**

  ABCA supported the development of essential skills such as problem-solving, critical thinking, communication, and teamwork. These skills are crucial for success in both academic and professional settings.

- **Career Readiness:**

  The practical nature of ABCA prepared students for the demands of the workforce. By engaging in activities that mimic real-world challenges, students were better equipped to transition into their careers with relevant experience.

3. Continuous Improvement and Feedback Integration

- **Ongoing Enhancement:**

  The continuous feedback mechanism allowed for regular improvements in student performance and learning outcomes. The iterative nature of ABCA ensured that students had multiple opportunities to refine their skills and knowledge.

- **Adaptability:**
  ABCA's flexible approach accommodated diverse learning styles and needs, contributing to a more inclusive and supportive educational environment.

Conclusion

The implementation of Activity-Based Continuous Assessment (ABCA) at ITM University Gwalior during the academic year 2023-24 marked a significant shift towards a more holistic and practical approach to student evaluation. By incorporating a range of activities and continuous feedback mechanisms, ABCA enhanced student engagement, skill development, and overall learning outcomes. The proactive involvement of faculty, personalized learning pathways, and ongoing evaluation processes contributed to a successful and impactful assessment framework, aligning with the university's commitment to academic excellence and student success.

Picture-14: Workshop on Activity Based Continuous Assessment (ABCA)

4. Syllabus and Scheme aligned with NEP-2020 and Industry Requirements

Introduction

During the academic year 2023-24, IQAC Cell at ITM University Gwalior undertook a comprehensive overhaul of its syllabus and academic schemes to align with the National Education Policy (NEP) 2020 and evolving industry requirements. This strategic reform aimed to enhance the quality and relevance of the university's educational offerings by integrating contemporary trends, interdisciplinary perspectives, and practical skill-based learning into the curriculum.

Alignment with NEP-2020

1. Holistic Education

- **Curriculum Revamp:**

  The university restructured its courses to promote holistic education, a key objective of NEP 2020. This involved revising course content to incorporate a broad range of subjects and learning outcomes that foster both academic and personal growth.

- **Interdisciplinary Learning:**

  New interdisciplinary modules were introduced, allowing students to explore connections between various fields. For example, courses integrating technology with management practices or sustainability with engineering were developed to provide a more comprehensive learning experience.

2. Flexibility in Learning Pathways

- **Choice-Based Credit System (CBCS):**

  ITM University adopted the Choice-Based Credit System, which offers students flexibility in selecting courses according to their interests and career goals. This system enables students to tailor their educational journey, encouraging exploration and specialization in areas of personal and professional interest.

- **Modular Courses:**

  The introduction of modular courses allowed for a more adaptable and responsive curriculum. Students could engage in short-term, intensive modules on emerging topics such as artificial intelligence, data analytics, and digital literacy, enhancing their learning experience and keeping pace with industry developments.

3. Integration of Vocational Education

- **Skill-Based Learning:**

  Courses were designed to blend academic knowledge with vocational skills, preparing students for real-world challenges. Modules focused on practical skills such as project management, digital marketing, and environmental sustainability were incorporated into various programs.

- **Hands-On Training:**

  Practical training sessions, workshops, and field visits were included to provide students with hands-on experience in their chosen fields. This approach aimed to bridge the gap between theoretical knowledge and practical application.

Alignment with Industry Requirements

1. Industry Collaboration

- **Curriculum Design:**

  Collaborations with industry partners were integral to the curriculum design process. Industry experts were engaged to provide input on course content, ensuring that the syllabus reflected current trends and requirements in the job market.

- **Guest Lectures and Workshops:**

  Regular guest lectures and workshops conducted by industry professionals offered students insights into the latest industry practices and technologies. These sessions facilitated knowledge transfer and exposed students to real-world applications of their studies.

- **Mentorship Programs:**

  The university established mentorship programs connecting students with industry veterans. These mentorships provided guidance on career development, industry expectations, and professional growth.

2. Emerging Industry Needs

- **Incorporation of Contemporary Topics:**

  The syllabus was updated to include subjects that address emerging industry needs. Courses on artificial intelligence, data analytics, blockchain technology, and

sustainability practices were introduced to equip students with relevant skills and knowledge.

- **Practical Applications:**

  The curriculum emphasized practical applications of theoretical concepts through case studies, industry projects, and internships. This hands-on approach ensured that students gained practical experience and developed skills that are directly applicable in the workforce.

3. Outcome-Based Assessments

- **Assessment Methods:**

  The university implemented outcome-based assessments to evaluate students' proficiency in achieving the defined learning outcomes. Assessments included a mix of exams, projects, presentations, and practical demonstrations to measure both theoretical understanding and practical skills.

- **Continuous Feedback:**

  Regular feedback mechanisms were put in place to provide students with insights into their performance. This feedback helped students identify areas for improvement and facilitated ongoing development throughout their academic journey.

Impact and Benefits

1. Enhanced Employability

- **Skill Alignment:**

  By aligning the curriculum with industry requirements, ITM University ensured that graduates were well-prepared for the job market. The integration of contemporary topics and practical skills enhanced students' employability and career readiness.

- **Industry-Relevant Experience:**

  The involvement of industry experts and the focus on real-world applications provided students with valuable experience and insights. This exposure increased their competitiveness in the job market.

2. Improved Learning Outcomes

- **Holistic Development:**

The holistic and interdisciplinary approach to education fostered a well-rounded learning experience. Students developed a broader perspective and acquired diverse skills, contributing to their overall academic and professional development.

- **Practical Competence:**

  The emphasis on practical training and skill-based learning ensured that students were capable of applying their knowledge effectively in real-world scenarios. This practical competence enhanced their ability to tackle industry challenges.

3. Adaptability and Innovation

- **Curriculum Flexibility:**

  The flexible and modular structure of the curriculum allowed for quick adaptation to emerging trends and industry demands. This adaptability ensured that the university's educational offerings remained relevant and up-to-date.

- **Encouragement of Innovation:**

  The integration of contemporary topics and industry collaborations encouraged students to think creatively and innovate. This forward-thinking approach prepared students to contribute to advancements in their respective fields.

Conclusion

The alignment of ITM University Gwalior's syllabus and academic schemes with NEP 2020 and industry requirements during the academic year 2023-24 marked a significant step towards enhancing educational quality and relevance. By incorporating holistic education, flexible learning pathways, vocational training, and industry collaboration, the university has created a dynamic and responsive curriculum. This approach ensures that graduates are well-equipped with up-to-date knowledge, practical skills, and a strong foundation to excel in diverse professional environments, reflecting ITM University's commitment to excellence in education and alignment with national and industry standards.

Picture-15: Demonstration of Prabandh Online Software

Picture-16: Demonstration of Prabandh Online Software

5. Research Module on Prabandh Online Software

Introduction

In the academic year 2023-24, IQAC Cell at ITM University Gwalior embarked on a significant initiative to enhance its research capabilities through the implementation of a dedicated research module using the Prabandh Online software platform. This strategic move aimed to streamline research processes, foster collaboration, and elevate the overall research output within the university. The adoption of Prabandh Online was a crucial step in aligning the university's research activities with contemporary best practices and advancing its academic reputation.

Objectives

1. **Enhance Research Management:**

   To provide a structured framework for managing all aspects of research activities including project planning, resource allocation, and data management.

2. **Foster Collaboration:**

   To facilitate interdisciplinary research and collaborative projects among faculty and students across various disciplines.

3. **Improve Transparency:**

   To ensure transparency and accountability in the research process through systematic tracking and reporting.

4. **Promote Knowledge Dissemination:**

   To support the effective dissemination of research findings through various channels including conferences, publications, and industry partnerships.

Features and Implementation

1. Research Management Framework

- **Project Planning and Tracking:**

  Prabandh Online provided a comprehensive suite of tools for project initiation, planning, and monitoring. Faculty members and research teams used the platform to set project goals, allocate resources, and track progress in real-time. This capability helped in maintaining alignment with project timelines and objectives.

- **Resource Allocation:**

  The software facilitated effective management of research resources including funding, equipment, and personnel. It allowed researchers to request and track resource utilization, ensuring optimal use and avoiding duplication.

- **Data Collection and Analysis:**

Prabandh Online supported the collection and management of research data, offering tools for data entry, analysis, and visualization. This feature streamlined data handling and enhanced the accuracy and reliability of research findings.

- **Reporting:**
  The platform enabled the generation of detailed reports and documentation, which were crucial for project evaluation and accountability. Researchers could easily compile and share reports with stakeholders, including funding agencies and academic committees.

2. Interdisciplinary Research Initiatives

- **Collaboration Across Disciplines:**

  The implementation of Prabandh Online encouraged faculty members to undertake interdisciplinary research projects. The platform's collaborative features facilitated communication and coordination among researchers from different departments, leading to innovative solutions to complex problems.

- **Student Involvement:**

  Students played an active role in these interdisciplinary projects, gaining hands-on experience in various research methodologies. Under the mentorship of faculty members, students were involved in data collection, analysis, and academic writing, which significantly enriched their learning experience.

3. Integration with Institutional Resources

- **Knowledge Sharing:**

  Prabandh Online's integration with institutional databases allowed for efficient sharing of research outputs and resources. Researchers could access a centralized repository of research materials, previous studies, and institutional knowledge, which enhanced their ability to build on existing research.

- **Dissemination of Findings:**

  The platform facilitated the dissemination of research findings through various channels. Researchers were able to share their work with the academic community through conferences, publish papers in journals, and engage with industry partners for practical applications of their research.

Impact and Outcomes

1. Promotion of Research Excellence

- **Increased Research Output:**

  The streamlined processes and collaborative environment fostered by Prabandh Online contributed to an increase in the volume and quality of research output. Faculty and students were able to conduct more research projects and publish their findings in reputable journals.

- **Enhanced Research Skills:**

Students gained valuable research skills and experience through their involvement in projects. This practical experience complemented their academic learning and prepared them for future careers in research and related fields.

2. Improved Research Collaboration

- **Interdisciplinary Projects:**

  The platform facilitated the successful execution of interdisciplinary projects, leading to innovative research solutions and a more integrated approach to problem-solving.

- **Strengthened Industry Links:**

  Collaboration with industry partners was enhanced, resulting in valuable partnerships and opportunities for applied research and technology transfer.

3. Enhanced Transparency and Accountability

- **Efficient Monitoring:**

  The ability to track research progress and resource utilization in real-time ensured greater transparency and accountability in the research process.

- **Comprehensive Reporting:**

  Detailed reporting capabilities provided stakeholders with clear insights into research activities and outcomes, supporting informed decision-making and resource allocation.

Conclusion

The implementation of the Prabandh Online research module at ITM University Gwalior during the academic year 2023-24 marked a significant advancement in the university's research capabilities. By providing a robust framework for research management, fostering interdisciplinary collaboration, and enhancing transparency, the university has positioned itself as a leader in promoting research excellence and innovation. The integration of this platform not only streamlined research processes but also enriched the academic experience for faculty and students, contributing to the university's overall mission of advancing knowledge and addressing contemporary challenges through scholarly research.

Picture-17: Demonstration of Research Module on Prabandh Online Software

Picture-18: Research Module on Prabandh Online Software