SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

NEHRU INSTITUTE OF INFORMATION TECHNOLOGY AND MANAGEMENT

NEHRU INSTITUTE OF INFORMATION TECHNOLOGY AND MANAGEMENT NEHRU GARDENS, THIRUMALAYAMPALAYAM COIMBATORE 641105 www.niitm.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The NEHRU INSTITUTE OF INFORMATION TECHNOLOGY AND MANAGEMENT (NIITM) is an independent, self-financed standalone business school approved by AICTE, New Delhi, and has permanent affiliation with Anna University, Chennai. Established in 2007, NIITM is a division of the Nehru Group of Institutions (NGI), founded by the late Shri P.K.Das, a visionary leader and former Indian Air Force Veteran. The institute is currently led by Managing Trustee Shri Adv.Dr.P.Krishnadas, Honorary Trade Commissioner of Mauritius – India, and Shri Dr.P.Krishnakumar, Chief Executive Officer and Secretary of NGI.

NIITM is sponsored and promoted by the Nehru College of Educational and Charitable Trust, which has been dedicated to higher education since 1968. Situated near the Palakkad main road amidst the picturesque Western Ghats, surrounded by a lush, green environment. NIITM offers two-year,regular MBA and MCA programmes, with an intake of 60 students each. NIITM is recognised by UGC under the section 2(f) and 12(B).

With a vision to excel in Management and Information Technology, NIITM strives to cultivate the next generation of Managers and Technocrats with a strong skill set. Over the past 17 years, the institute has successfully transformed students from novice levels to expertises, equipping them with the skills needed to excel in Management and Information Technology. The institute features modern infrastructure, including a well equipped Library, Digital Library, Computer Lab, Communication Lab, Mindmapping Hall, Shri P K Das Auditorium and separate hostel for boys and girls.

NIITM employs contemporary teaching methods to align with the evolving learning preferences of students. The institute emphasises practical learning through industry interactions, experiential learning, role plays, case discussions and situational analysis. Students learning experiences are enriched through a well-planned events, competitions and club activities. The activites at NIITM are designed to foster team-building, creativity and leadership skills, contributing to a holistic educational experience. We nurture professionals with high integrity and indispensable human values. NIITM engages and inspire learners while empowering women candidates for nation-building.

The institution fosters alumni engagement through registered NIITM Alumni Association, which plays a crucial role in mentorship programmes and students professional development. The association helps to bridge the gap between academia and industry, aligning emerging industry needs with educational outcomes.

Vision

To develop and mould the young professional aspirants into a value based human assets by imparting quality education for a global career prominence.

Mission

- To provide serene ambience and conducive environment for a focused learning and personal growth.
- To offer ideal facilities that support knowledge acquisition and professional development.

- To foster the growth of technocrats and managers, for a career prospects and skill enhancements.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Focussed, committed and progressive Management.
- Good infrastructure and ambience of the college
- Well established and reputed brand name of the institute
- Effective administration with decentralized setups.
- Faculty retention for a stable work environment
- ICT enabled smart classrooms with Wi-Fi connectivity
- Well stacked library, E-Journals, DELNET subscription and Digital Library
- Conducive learning environment and university ranks
- Empowering Women - Women Scholarship
- Functional MoU's and industry linkages
- Company internships
- Placement cell for placements and training
- Registered Alumni Association
- Out Bound Training facility
- Indoor and outdoor sports facility
- A well managed transportation system
- A strong mentoring system for students
- A well developed academic culture and transparent working environment
- Students and Staff members satisfaction

Recognized certification – Affiliation certification are quite valued and recognized by stakeholders because of its global reputation adds strength to the institute.

IQAC – The standard of educations are maintained by a well planned Anna University audit systems at NIITM.

Institutional Weakness

- Lack of international student's admission for the program.
- Lack of foreign collaboration programs.
- Lack of funding from government organizations.
- Lack of academic freedom in curriculum design.
- Lack of research centre and guide ship with affiliating university.
- The admitted students with graduate attribute lack self-confidence and have limited exposure to business environment

Research Initiatives: Uncertainties in predicting Government funds, restricts the scope of NIITM research initiatives. It hinders the innovation and advancement in IT and management fields, making it challenging to plan and execute. This leads to restricted research collaborations limiting access to resources, expertise and knowledge sharing, reducing the practical application and impact of research.

Institutional Opportunity

- NEP initiation for establishing research centres.
- Utilization of faculty expertise for consultancy and research works.
- MoU's for collaborative activities.
- Business start-ups in accordance with professional standard.
- Tie up with foreign universities.
- Placements with high salary packages
- Industry tie ups with Coimbatore small scale industries.
- To increase student participation in national and international programs

Autonomy in curriculum design

The autonomy may have the freedom to design and implement our own curriculum that helps is designing the program as per the emerging industrial needs.

Innovation and Flexibility

The autonomous institute has the liberty to innovate and adapt to industry changes quickly

Self-Governance

The institute may have the power and control over the governances and decision making.

Potential for specialization

To compete and strategize among other standalone institutions, the institute may seek to specialize in certain specific industry areas that will differentiate from other institutes.

Institutional Challenge

- Curriculum constraints-NIITM follows and aligns with Anna University guidelines
- Assessment and evaluation-Affiliation patterns of assessment that limits the ability to innovate in teaching and learning process.
- NIITM face challenges in securing funding and resources from university's allocation and distribution.
- Contending with established B-Schools reputation.
- To get featured in NIRF ranking.
- Pooling qualified and experienced technology oriented teachers
- Students job hopping creates unpleasantedness among placement partners
- Quality enrolment of students
- Transformation of students from job seeking mindset to entrepreneurial attitude
- Developing students reading habit is a major challenge.
- Accreditation and Compliance – The college face difficulties in maintaining AU compliance and regulatory requirements

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Nehru Institute of Information Technology and Management (NIITM) adhere to the curriculum prescribed by Anna University, Chennai, ensuring effective planning and delivery through a structured process. At the start of each academic year, the Principal establishes the academic calendar in accordance with university guidelines. Subsequently, the Head of Department assigns subjects to faculty members based on their expertise and interests, facilitating a focused instructional approach.

Faculty members at NIITM are responsible for developing course materials, including syllabi, teaching aids, and learning objectives, all of which are meticulously documented. To ensure ongoing improvement, regular class committee meetings are held, involving both teachers and student representatives. These meetings address academic activities and facilitate continuous enhancement of the educational process. Feedback from students and faculty are obtained to refine the curriculum and necessary adjustments for the following academic year.

To enrich the teaching-learning experience, NIITM encourages faculty to employ innovative methods -workshops, seminars, industrial visits, internships, and projects. These approaches ensure that students gain practical exposure to industry trends. Additionally, elective courses are offered based on student interests. Attendance and logbooks are maintained for tracking, student attendance and syllabus coverage.

NIITM conducts Continuous Internal Assessments (CIA) to evaluate students through a combination of written tests, assignments, and case studies. The results of these assessments are reviewed for their performances and students are categorized for necessary attentions. This assessment structure provides a comprehensive evaluation of student capabilities and progress.

Cross-cutting issues such as professional ethics, gender sensitivity, human values, environmental concerns, and sustainability are seamlessly integrated into the curriculum. This is accomplished through interdisciplinary teaching, case studies, and active learning approaches, all designed to cultivate graduates with a robust ethical foundation and a heightened awareness of their societal and environmental responsibilities.

NIITM collects feedback from students, teachers, alumni, parents, and employers to continually improve its programs. It offers certificate and value-added courses, including online platforms like NPTEL, enhancing students' skills for the global job market. This fosters critical thinking and problem-solving, while promoting sustainability and ethical leadership to develop responsible, skilled global citizens.

Teaching-learning and Evaluation

The Institute follows the admission guidelines set by the state government and its affiliating University, ensuring a transparent, merit-based process for PG programs. Over the past five years, the Institute has admitted high-caliber students, from reserved categories, in compliance with state reservation policies. This diverse and academically strong student body contributes to a dynamic, inclusive, and vibrant learning environment that fosters both personal growth and intellectual collaboration among students.

The teaching-learning process at the Institute is characterized by innovation, student engagement, and a focus on practical applications, utilizing modern pedagogical methods. A dedicated team of 15 full-time faculty members, including 10 Ph.D. holders and 2 pursuing Ph.D.s, ensure the delivery of quality education. With a student-faculty ratio of 15:1, personalized attention is emphasized, while a robust mentorship program, with a mentor-student ratio of 1:15, addresses both academic and personal concerns of students, fostering holistic

development, emotional well-being, and overall student success.

To maintain high educational standards, the Institute follows an Outcome-Based Education (OBE) model. Faculty members regularly attend empowerment programs for the effective implementation of OBE, utilizing ICT tools such as e-learning resources, digital libraries, and online assessments. Quantifiable Course Outcomes (COs) are defined for every course and shared with stakeholders through various platforms, including the website, key campus locations, and curricular materials.

CO attainment is measured through a combination of 80% direct assessments, including formative and summative evaluations, and 20% indirect assessments, such as course-end surveys. Program Outcomes (PO) and Program-Specific Outcomes (PSO) are evaluated by 80% CO attainment and 20% graduate-end surveys, ensuring continuous monitoring and enhancement of student learning outcomes.

The Institute also enforces a rigorous, transparent, and well-structured evaluation process. Continuous Internal Assessments (CIA) are conducted periodically in line with the academic calendar of both Anna University and the Institute, ensuring fairness, consistency, and academic integrity. The scheduling, conducting, and post-assessment processes are transparent and well-organized, and any grievances related to the CIA are addressed in a timely and systematic manner, ensuring student satisfaction, accountability, and upholding the overall academic standards.

Research, Innovations and Extension

The Nehru Institute of Information Technology and Management (NIITM) has a long history of advancing academic achievement by offering a wide range of internal initiatives that are beneficial to both faculty and students. The institution's accomplishments in obtaining funding for research projects and endowments from both governmental and non-governmental bodies are a testament to these efforts. The availability of such financing greatly enhances NIITM's capacity of faculty members to conduct innovative research and enhance the research culture at NIITM.

NIITM has established a robust ecosystem integrating the Indian Knowledge System (IKS) as a part of its ongoing innovation quest. The purpose of this ecosystem is to promote innovation, creativity and awaremesson Intellectual property rights (IPR). Central to this is its IPR cell and incubation centre, supported by NGI-TBI, which enhance research and technology transfer. The institution regularly hosts workshops, seminars, and conferences on research methodology, intellectual property rights, and entrepreneurship, promoting professional growth and entrepreneurial spirit.

NIITM is distinguished by the noteworthy research contributions made by its faculty members. Teachers have published the research articles in SCOPUS, UGC CARE listing journals in the past five years and also have actively contributed book chapters in ISBN publications, edited books, and published articles in proceedings of national and international conferences. The academic quality of the institutions is strengthened by scholarly achievements and hence improves the reputation.

NIITM frequently participates in outreach initiatives that link the institution with the neighbourhood in an effort to develop people who are socially conscious. Numerous programs were conducted to inspire students to acquire a feeling of social responsibility and to increase understanding of important social concerns. The recognitions given out by reputable organizations and government agencies to NIITM attest to the success of these outreach initiatives.

NIITM has signed 22 Memorandums of Understanding (MoUs) with organizations and sectors in India and outside, NIITM has developed a network of strategic alliances. These partnerships offer priceless chances for internships, hands-on training, project work, teacher and student exchanges, and cooperative research to both students and faculty.

Infrastructure and Learning Resources

NIITM prioritizes high standards in its infrastructure and facilities to foster student creativity and leadership. Annual assessment on infrastructural needs and timely maintenance are aligned with AICTE and Anna University guidelines, promoting overall student development regularly.

Classrooms and Learning Spaces: Equipped with modern tools like PCs, LCD projectors, and interactive whiteboards for enhanced learning.

Library, Digital and E-Resources: The library's extensive resources and modern management system enhance the learning experience to support academic and operational needs. The physical and digital resources support a diverse academic need that provides online periodicals, e-books, e-journals, and multimedia resources. 90 percentage user satisfaction of library reflects the high engagement of library by staff and students.

ILMS: Uses Koha for cataloguing, circulation, and inventory management, offering secure and remote login access.

Computer Lab and IT Facilities: Well-equipped lab with high-speed internet to support academic and operational needs for collaborative work.

LAN and Wi-Fi: Extensive LAN and wireless infrastructure routers provide reliable connectivity in administrative areas, classrooms, and labs. The student to computer ratio is 1:1.6 where regular updates on software, hardware, and peripherals are maintained to access the current technology.

E-Services: Supports a college website, Google Classroom for coursework, DELNET for e-journals, and digital platforms for admissions, fee payments, and grievance redressal. Online classes and training sessions are also supported.

Intercom Facility: Enhances communication across departments for operational efficiency

CCTV Security Measure: A comprehensive HD CCTV system with a 16-channel NVR DVR and 2 TB storage provides continuous, real-time surveillance for campus security needs.

Mindmapping Hall : Versatile venue for conferences, workshops, and cultural events.

Recreational and Support Facilities: Includes a gymnasium, yoga spaces, and accessible amenities for student well-being.

From the financial reports of the past five years period it is evident that major portions of the expenses are for developing academic and physical facilities like expansion of library with digital resources, upgrading surveillance cameras, ramps and energy lighting. Similarly, the expenditures are on routine maintenances of

physical and academic facilities that supports the overall mission of the institution.

Student Support and Progression

At NIITM, student support and progression are prioritized through a multifaceted approach designed to enhance academic and personal development. Over the past five years, 75.06% of students have benefited from scholarships and freeships provided by a combination of government, non-government, industrial, and individual sources. This financial aid significantly contributes to easing the burden on students and supporting their educational journey.

The institution is committed to developing students' skills beyond academic knowledge. Capacity building and skills enhancement programs are organized to improve students' soft skills, language and communication abilities, life skills (including yoga, physical fitness, and health and hygiene), and ICT computing skills. This comprehensive approach helps students become well-rounded individuals prepared for various challenges.

Guidance for competitive examinations and career counseling is also a key support mechanism at NIITM. Approximately 49.76% of students have benefited from these services in the last five years, aiding them in preparing for and navigating their career paths effectively.

To address grievances, including issues related to sexual harassment and ragging, NIITM follows stringent measures. These include adhering to statutory and regulatory guidelines, raising awareness about zero tolerance policies, providing mechanisms for online and offline grievance submission, and ensuring timely redressal through designated committees.

The institution boasts impressive outcomes in student placement and examination performance. An outstanding 96.17% of outgoing students secure placements, and 13.33% excel in state, national, and international level examinations such as JAM, IIT, NET, SLET, GATE, and more.

Students also excel in extracurricular activities, with 41 awards and medals won at national and international levels in sports and cultural events. On average, 32.6% of students participate in these activities, reflecting the institution's emphasis on holistic development.

Additionally, the NIITM has registered Alumni Association, under the Tamil Nadu Societies Registration Act, anticipating to contribute to the institution's growth through financial and other support. With a strong alumni base quite often interactions and supports are received from alumni members. The mentor mentee association of alumni, Guest lectures, workshops, internships are few areas where alumni engagements are visible. This strong alumni engagement underscores the ongoing connection and commitment to the institution's development.

Governance, Leadership and Management

NIITM's governance and leadership are strategically aligned with its vision and mission through effective practices and planning. Central to this alignment is the implementation of the National Education Policy (NEP), reflecting the institution's commitment to modernizing education. NIITM integrates technology into its curriculum, adopts a Choice Based Credit System as per the university guidelines, and emphasizes skill-based training, aimed at enhancing practical knowledge and industry connections.

Sustained Growth and Governance: NIITM's leadership is dedicated to continuous growth, focusing on increased enrollment, improved programs, quality faculty, and better infrastructure. The institution uses a decentralized governance model, with the Governing Body overseeing operations and the Principal managing daily activities. Department Heads and faculty are involved in decision-making, fostering a collaborative approach to governance.

Decentralization and Participation: The Principal leads both academic and administrative bodies to implement strategies effectively. Department Heads collaborate with faculty for departmental decisions, while faculty and staff participate in committees and policy-making processes. This inclusive model ensures the institution remains responsive and adaptable to evolving needs.

Strategic Planning and Perspective: NIITM prioritizes strategic planning with a balance of short-term and long-term goals. The Strategic Plan, supported by the Governing Council, aligns with the institution's vision and guides activities. The Academic Calendar helps manage tasks efficiently, balancing immediate needs with long-term objectives. Key strategic areas include academic excellence, partnerships, human resource development, campus life, and community engagement.

Financial Management: Robust financial strategies are in place, including securing grants, forming partnerships, and encouraging faculty research funding. The institution ensures transparency and accountability through detailed financial statements and regular audits. Resources are allocated to infrastructure, innovative programs, and faculty development, supporting overall growth.

Internal Quality Assurance: Established in March 2022, the Internal Quality Assurance Cell (IQAC) drives quality improvement by setting benchmarks, and conducting audits to enhance teaching, learning, and administrative processes.

Faculty Empowerment and E-Governance: NIITM supports faculty development with training programs and financial aid for professional activities. E-governance systems streamline administration, finance, admissions, and examinations, ensuring operational efficiency.

Overall, NIITM's governance, leadership, and management frameworks effectively support its educational goals, fostering continuous improvement, strategic growth, and a commitment to quality.

Institutional Values and Best Practices

NIITM prioritizes gender equity, with nearly 48% female staff, including leaders. Initiatives include the Women's Development Cell for empowerment, regular gender audits, and comprehensive campus facilities like security, medical care, counseling, and a safety app. These efforts ensure a supportive, safe environment that fosters women's growth and equal opportunities.

NIITM promotes sustainability with solar energy, energy-efficient systems, and waste segregation. It implements rainwater harvesting and water-saving fixtures, fosters green spaces, and integrates sustainable practices. The campus is barrier-free, featuring accessibility features and support services for individuals with disabilities, ensuring an eco-friendly and inclusive environment.

NIITM conducts regular quality audits to ensure its environmental and energy initiatives are effective. Green audits assess waste management and conservation practices, while energy audits evaluate efficiency and

identify improvements. The campus maintains cleanliness and green spaces and engages in community environmental activities, reflecting its commitment to sustainability and continuous improvement.

NIITM fosters an inclusive environment that values cultural, regional, linguistic, and socioeconomic diversity. It supports diverse backgrounds through cultural events, scholarships, and constitutional education. The institution promotes communal harmony with interfaith dialogues and ensures inclusivity in co-curricular activities, building a vibrant and respectful campus community.

NIITM's Centre of Knowledge Enrichment (COKE) enhances learning for rural colleges in Tamil Nadu by offering free programs to students and staff. COKE's objectives include advancing education, fostering lifelong learning, integrating technology, and promoting inclusivity. Faculty Development Programs (FDPs) and workshops, receives positive feedback and fostering community impact.

NIITMS scholarship policy not only empowers the women but also indirectly supports the institute for a sustainable growth in the form of best practice. At the end of the day working for community satisfies the mere objective of educating women and paving way for their development. The scholarship fosters gender equality, providing financial aid and holistic support while addressing challenges with necessary resources.

NIITM's Holistic Talent Transformation Program (HTTP) develops well-rounded individuals through yoga, mentor-mentee program, alumni interactions, industry expert engagements and club activities for leadership excellence. The outbound training provides experiential learning, enhancing resilience and decision-making, preparing students for both professional and personal success.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NEHRU INSTITUTE OF INFORMATION TECHNOLOGY AND MANAGEMENT
Address	Nehru Institute of Information Technology and Management NEHRU GARDENS, Thirumalayampalayam Coimbatore
City	Coimbatore
State	Tamil Nadu
Pin	641105
Website	www.niitm.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	K. Ravi Kumar	0422-2232007	9943436059	-	niitmprincipal@nehrucolleges.com
IQAC / CIQA coordinator	V Vasanth	-	9942015678	-	niitmiqac@nehrucolleges.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Anna University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-08-2020	[View Document](#)
12B of UGC	10-06-2022	[View Document](#)

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](#)	23-03-2024	12	EOA Copy uploaded till the current year

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	Nehru Institute of Information Technology and Management NEHRU GARDENS, Thirumalayampalayam Coimbatore	Rural	2.5	4246

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
PG	MBA,Department Of Management Studies,General Management	24	A pass in a recognized Bachelors Degree of minimum three years duration and obtained at least fifty percentage marks	English	60	60
PG	MCA,Department Of Computer Applications,	24	A pass in BCA or BSc computer science or BSc IT or BE CSE or B Tech IT or equivalent degree or a pass in any graduation degree.	English	60	60

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	4				4				7			
Recruited	3	1	0	4	2	2	0	4	3	4	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

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Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	63	18	0	0	81
	Female	21	23	0	0	44
	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	9	3	0	1
	Female	1	3	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	38	22	15	23
	Female	12	6	5	7
	Others	0	0	0	0
General	Male	33	35	14	24
	Female	32	27	15	28
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		125	96	49	83

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	According to the New Education Policy 2020, NIITM envisions to provide Quality Education through a well designed affiliated Choice Based Credit System (CBCS) curriculum and pedagogy

	with Technological Innovation in Teaching-Learning process. The curriculum has functional and sectoral specialization that add values to the existing curriculum which are interdisciplinary in nature. To enrich and to build the capacity of the students, the institution introduce Life skill and multi-domain specific value added courses. The multidisciplinary approach encompasses learner with values, Skill, attitude and are able to identify the specific knowledge that are important for a PG course to attain. The reputed industry interactions and functional MoU's with different institutions enhance the promotion of research skills, and exchange programmes. This leads to exposure of a diversified culture which are essential for a multidisciplinary learning environment.
2. Academic bank of credits (ABC):	Nehru Institute of Information Technology and Management is a non-autonomous institution affiliated to Anna University, Chennai. The credits earned by student are awarded by Anna University in the form of semester wise grade sheets, consolidated mark statement and degree certificate. The university is the apex body to issue degree certificate as per the credit earned by students. Understanding the significance of digital initiatives developed by National e-Governance Division (NeGD) and guidelines of NEP 2020 the institute has registered with Academic Bank of Credits. The institute encourages faculty members to onboard students ABC ID to our NAD account (NAD 100241). The institute is utilizing the NAD services for record keeping and verifying all authentic certificates deposited in the repository. This greatly reduces our overall processing time and helps the institute to reduce paper delays.
3. Skill development:	NIITM encourages and motivates the budding managers and technocrats to strengthen the individual skills by volunteer participation of organising various events and club activities. The college has initiated MoU's with various industry and training partners for capacity development programs. The managerial and technical skills of students are nurtured by means of well designed Anna University course curriculum that paves way for employment and entrepreneurial journey. Laboratory courses and hands on practice skill improves and develop logical reasoning of learners. Thoughtful value added courses bridge the

	curriculum gaps. The college facilitates experiential learning through outbound facility for improving strategic leadership qualities. Training and Development division (NCPI&R) improves the aptitude and communication skill set of students. Decision making, Creativity and Innovation skills are stimulated through conduct of club events. Business and technical etiquettes are tuned through news analysis hour and logical reasoning sessions inside the class rooms. Case discussions, presentations and decision making ability are assessed, evaluated and brainstormed for analytical skills during class hours. Soft and Hard skill of students are enhanced by means of internships and project works. Participation in various competitions enables the learning community to develop core competencies that prepare them to develop life skills and professional skills. It enhances students ability to explore and face the challenges in a most promising way for a holistic development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	NIITM practices integration of Indian Knowledge System and its significance in contemporary education. The university curriculum of MBA and MCA courses are designed for imparting knowledge on Indian Ethos, Business Ethics, Creativity and Innovation lab. Apart from this student industrial visit to various states of this country helps in exploration of Indian heritage and culture. NIITM provide students with a holistic understanding of Indian culture and its relevance to management and technology. Innovative teaching methodology like case discussions from Indian context help in promoting the significance of IKS. The integrated yoga events like Surya Namaskara, Maha mudra, Sambavi yoga and meditation help the students to participate and reap the benefits. The college also celebrates signified seasonal festivals of Tamil Nadu and Kerala states like Onam, Diwali, Pongal and Navarathiri poojas to specify the importance of traditional festivals and cultural diversity. The student's cultural thoughts and traditional systems are invoked for an internal realisation and simulated for carrying out in their day today practices. Students are encouraged to register NPTEL and SWAYAM courses on IKS. Every academic year the institute also host cultural fest confluence our signature event , students from various colleges participate and

	perform stage events that reveals our heritage culture and traditions. This clearly indicates our efforts and contribution in promoting and maintaining a sustainable IKS environment.
5. Focus on Outcome based education (OBE):	Nehru Institute of Information Technology and Management (NIITM) strongly believes in Outcome-Based Education (OBE) that emphasizes the outcomes of our educational programs. Anna University introduces the concept of OBE in their regulations. Our curriculum is meticulously designed with clear, measurable Program Outcomes (POs) that align with industry standards and academic expectations. Course Outcomes (COs) ensures that every subject contributes directly to achieving the overall Program Outcomes. This alignment guarantees that the learning objectives of each course are strategically integrated. NIITM employs active learning strategies like project-based assignments, case studies, and collaborative activities, to engage students in the learning process and facilitate the attainment of learning outcomes. Our teaching methodology incorporate modern tools and techniques, such as digital resources, board games, events, activities and interactive technologies, to enhance student learning and ensure that educational outcomes are effectively met. Assessments are designed to directly measure the Program and Course Outcomes. NIITM actively seek feedback from students, alumni, and industry stakeholders to assess the effectiveness of our OBE approach and make necessary improvements to our programs for professional pursuits. Students engage in extracurricular activities, industry internships, research projects, and leadership programs, are part our educational framework to reinforce learning outcomes and enhance overall development. We utilize continuous assessment methods, including formative and summative evaluation, to monitor and evaluate students progression towards achieving the defined outcomes. Faculty members receive regular training and professional development for implementing outcome-based teaching and assessment strategies in OBE. We provide faculty with the necessary resources and support to design and deliver outcome-focused educational programs, ensuring that teaching practices are aligned with our commitment to OBE. NIITM's focus on Outcome-

	Based Education ensures that our graduates are well-prepared to meet the demands of their professions and contribute effectively to their fields. By aligning our curriculum, teaching methods, assessments, and faculty development with OBE principles, we commit to deliver the educational experience that fosters academic excellence and prepare students for success in a dynamic and competitive world.
6. Distance education/online education:	The institution conducts only regular courses in person and utilize the facilities for online education. The online sessions are planned with industry experts, alumni guest lectures, seminars, workshops etc. For placement activities HR does the online interviews.The pedagogy of teachings are unlimited, exceeds beyond the class rooms with online teaching. Students are encouraged to register for online courses such as NPTEL, SWAYAM and Coursera. Google classrooms, Icampuz and other online platforms that are effectively used for audio and video lecturing sessions. E-contents are developed by faculty members and students have remote access. Online assignments, quiz programmes, project reviews, are few samples of the institute indulged in online education. Setting up of an remote access for digital library is a part of infrastructure development and academic online support facilities are few evidences for implementing the online education in our institute. Free and continuous Wi-Fi access in the campus provide a seamless opportunity and easy access to complete all the online tasks.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NIITM has a set up for formation of the Electoral Literacy Club. The objective of the club is to create awareness on fundamental rights and constitutional rights.
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?	The students' coordinator and coordinating faculty members are nominated and appointed by the college to function as Executive Officers for the electoral club. The Electoral Literacy Club is very much functional to ensure that every individual possess voter id .The Electoral Literacy Club are representative in nature. The club takes initiative to

	apply and register voter id in online. So that the members can exercise their voting rights on declaration of election days.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The elected members of electoral club and staff members along with the District Election Administration conduct competitions and awareness programs on elections. The competitions include street play, songs and music, poster making, and information on curbing unethical practices of casting votes during election time. The posters made by students are displayed and wide publicity is created. The members of ELC organize survey and interpret the collected data on ethical influences of casting vote and voter's right. There are very few instances of student volunteer participation on Election Day to assist Poll officers on a polling day
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.	ELC celebrates National Voters Day on 25th January. Voters pledge is administered to enhance the significance of National Voters Day. Awareness are created by valuable presentations on Global elections and its political impacts on a country. Brain storming discussions and debate are part of this event on every January. The student participation and creating awareness programme towards their power on casting votes for a stabilized economy and growth is very much significant
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.	NIITM ELC reveals a mechanism to identify the eligible students who are not in possession of voter id. The actions are initiated to collect the details of such students and online applications are processed for obtaining voters id through posts. Surveys are initiated on exercising electoral freedom.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
221	147	133	179	170

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: 19

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
54.88	15.92	6.8	26.26	16.15

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:

Nehru Institute of Information Technology and Management, Coimbatore is affiliated with Anna University, Chennai and approved by AICTE, New Delhi strictly follows the curriculum prescribed by the University.

Effective Curriculum Planning and Delivery through a Meticulously Documented Process:

- At the start of the academic session, the institution, led by the Principal, sets the academic calendar according to the university's schedule.
- The Head of the Department assigns subjects to faculty members based on their interests and expertise, which is then approved by the Principal.
- Faculty members create their course materials, based on the syllabus, teaching aids, plans the methodology, timetable, objectives, outcomes, CO-PO mapping, and a question bank.
- Academic activities are discussed in class committee meetings with teachers and student representatives.
- Finally, an improvement plan for the next academic year is developed based on feedback from students and faculty.
- To enhance the teaching-learning process, faculty members are encouraged to use innovative methods and incorporate activities like industrial visits, workshops, seminars, guest lectures, internships, projects, and additional courses. These efforts, guided by the department head's suggestions, aim to connect academic knowledge with industry practice.
- The students are encouraged to select the elective subjects of their own interest and college offers all elective subjects prescribed by the University.
- The primary goal of the teaching-learning process is the documenting of teaching-learning and syllabus coverage. Every faculties receives a log book to record student attendance and covered topics.
- The Head of the Department conducts class committee meetings to evaluate the progress of course delivery, syllabus completion, and student performance both in the classroom and laboratories.
- Faculty members mentor students in academic and non-academic areas, including personal development, career choices, emotional well-being, and ethical behaviour. They create a supportive environment to help students excel both academically and personally.

CONTINUOUS INTERNAL ASSESSMENT (CIA) PROCESS

Continuous Internal Assessments (CIA) follow the academic calendar and are scheduled by the department exam cell coordinator according to the university's assessment schedule. Two internal assessments are held before the university semester exams. While the department manages these internal assessments, the Exam Cell oversees the semester exams. Additionally, students are evaluated on assignments, case study analysis, and presentation skills.

The CIA results will be discussed in the Academic Council meeting and the same is communicated to the students. Students are divided into categorized based on the results of the Continuous Internal assessment and suitable activities are carried out. A visual representation of the Continuous Internal Assessment (CIA) system's functioning.

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: 19

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](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 85.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
189	133	126	179	101

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:

The institution imparts value based education and create an environment for a sustainable curriculum transactions like:

1.**Professional Ethics**: Integrating professional ethics into the curriculum involves teaching students about the principles and standards that govern behavior in their careers, such as integrity, accountability, and confidentiality. This education helps students navigate ethical dilemmas and make responsible decisions in their future professions.

2.**Gender**: Gender issues address the roles, expectations, and inequalities related to gender in society. In the context of the curriculum, this means including discussions on gender equality, the impact of gender stereotypes, and the challenges faced by different genders. This integration helps students develop a more nuanced understanding of gender dynamics and prepares them to work in diverse environments where gender sensitivity and inclusivity are crucial.

3.**Human Values**: Human values encompass fundamental principles that guide human behavior and interactions, such as respect, empathy, honesty, and fairness. Incorporating human values into the curriculum means that educational content and pedagogical methods reflect and promote these values. This approach helps students develop a strong moral foundation and encourages them to apply these

values in both their personal and professional lives.

4.**Environment**: Environmental issues pertain to the impact of human activities on the natural world and the importance of conserving natural resources. Integrating environmental topics into the curriculum involves educating students about environmental challenges, sustainability practices, and the role they can play in protecting the environment. This could include studying climate change, resource management, and the ecological impacts of various industries.

5.**Sustainability**: Sustainability is about addressing current needs while ensuring future generations can also meet their needs. In education, this involves teaching students about sustainable practices like reducing waste, using renewable energy, and considering the long-term effects of their actions. It encourages students to make choices that support a more sustainable future in both their personal and professional lives.l

Transacting the Curriculum: This phrase refers to the implementation and delivery of the curriculum in an educational setting. When an institution integrates crosscutting issues into the curriculum, it means that these topics are woven into the fabric of the educational experience rather than being treated as isolated or secondary subjects. This can be achieved through various methods:

Interdisciplinary Teaching: Combining insights from different subjects to address complex issues. For example, a project might combine environmental science with economics to explore the impact of sustainable business practices.

Case Studies and Real-world Applications: Using practical examples and case studies to illustrate how professional ethics, gender issues, human values, environmental concerns, and sustainability are relevant in real-life scenarios.

Thematic Courses: Offering specific courses or modules dedicated to these crosscutting issues, allowing for an in-depth exploration of each topic.

Active Learning: Engaging students in discussions, projects, and activities that require them to apply their understanding of these issues in practical contexts.

By integrating these crosscutting issues into the curriculum, an institution aims to produce well-rounded graduates who are not only knowledgeable in their specific fields but also aware of their broader social, ethical, and environmental responsibilities.

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: 71.95

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

Response: 159

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: C. Feedback collected and analysed

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

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 60.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
125	96	49	50	49

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
125	120	120	120	120

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 51.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	30	19	31	24

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

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

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.73

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:

STUDENT CENTRIC METHOD DESCRIPTION

The institution fosters student-centric learning by using experiential, participative, and problem-solving methods. Teachers, trained in these approaches, act as facilitators to support self-directed learning, develop students' talents into specialized skills, and uncover hidden abilities through interactive experiences.

Experiential Learning:

Experiential learning is a dynamic approach that encourages active engagement, reflection, and application of knowledge, fostering deeper understanding and practical skills development. NIITM inculcates with,

- **Industrial visit** organized for the students which enable them to have an exposure towards industrial practices
- **Outbound Training** provided for the students through the institute outbound facility called NOBLE (Nehru Outbound for Leadership Excellence). The outbound training helps our students to discover and maximize their untapped potential for self-reinvention.
- **International Tour** offers a unique opportunity for students to expand their horizons, both academically and personally, preparing them for an interconnected world.
- Structured **Internships** embedded in the curriculum to enrich hands-on learning experiences.
- **Marketing Mela** a dynamic platform to showcase the skills of creative marketing through strategies of planning, budgetting and forecasting sales and revenue earned. Fostering learning on the field improves the scope of marketing skill towards marketing excellence.
- "**Coffee with Executives**" offer students an informal yet insightful opportunity to engage with industry leaders, gaining valuable perspectives and advice on their professional development and career aspirations.

Participative Learning

Participative learning fosters deeper understanding, active engagement, and critical thinking, helping students develop collaborative skills and preparing them to be lifelong learners and effective contributors in various settings.

- **Participation of Workshop** enriches students' learning experiences beyond the confines of their syllabus, fostering enhanced confidence and skills development.
- **Student Seminar** provides a platform for academic growth, skill development, and contributing significantly to students' overall educational experience and preparation for future endeavors.
- **Value Added Course** complement traditional academic programs by providing students with additional skills, experiences, and perspectives that contribute to their overall personal and professional growth.
- **Expert talk** enriches students' educational experiences by bridging the gap between academic theory and practical application, preparing them for future professional challenges and opportunities.
- **Peer Teaching** is a powerful educational strategy that benefits the student and their peers, fostering deeper learning, collaboration, and personal growth within the classroom setting.

- **Group Discussion** equips them with valuable interpersonal and cognitive skills essential for personal and professional growth.

Problem Solving

Incorporating problem-solving learning into education boosts academic performance and equips students to be adaptable, resourceful, and resilient, preparing them to contribute effectively to society.

- **Project Work** serves as a powerful tool for developing students' problem-solving skills by engaging them in authentic, hands-on experiences where they apply critical thinking, creativity, collaboration, and decision-making to address meaningful challenges.
- Gamification improves education by making learning more interactive and motivating, using play and competition to increase engagement, skill development, and academic success.
- **Case studies** are an excellent method for developing problem-solving skills among students due to their immersive and practical nature.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

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

2.4.2

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

Response: 62.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	9	9	9

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 awaeded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Response:

The institution ensures rigorous and transparent evaluation processes through EMS led by a senior faculty member as Coordinator and Chief Superintendent, supported by faculty and administrative staff for both internal and external examinations.

Internal Examination:

- The institution conducts two internal assessment tests per semester as per Anna University 2021

regulations. The internal exam schedule is prepared and approved by the Head of Department/Principal according to the Academic calendar, and it is prominently displayed on the Notice board for students' information.

- The exam cell organizes the invigilation schedule and makes all necessary arrangements for conducting examinations.
- The course in-charge prepares two sets of question papers, from which one will be chosen by the department's EMS coordinator or Head of Department.
- Students who engage in exam misconduct will be halted, their script submitted to the Head of Department, and they will receive a warning and counseling. With approval, they may be allowed to retake the exam.
- The answer scripts will be assessed within two days, and the results will be promptly communicated to the students. Any grievances regarding the evaluation will be addressed by the respective course faculty without delay, and if necessary, escalated to the HoD / Principal for further consideration.
- Students with low marks or with valid absences can retake tests or submit assignments to improve their internal assessment, which contribute to 40% of the total evaluation.
- The Class advisor prepares result analysis for each examination, which are submitted to the Principal after receiving approval from the Head of the department for university assessment portal entry.
- Every student has a personal login on the university portal, providing them transparent access to their individual internal assessment marks.

External Examination:

- The EMS conducts university examinations in accordance with university guidelines.
- The rules and regulations for university exams are posted on the Notice board, and eligible students receive their hall tickets.
- Late comers with valid reasons are allowed to write the examination within 30 minutes of its commencement
- The course instructor reviews question papers to evaluate their difficulty and gather feedback, which is subsequently shared with the Principal, in consultation with the Head of Department.
- Any issues in the question paper, like content beyond syllabus, typographical errors, inaccuracies in values, or missing information, are reported promptly to the University via email or post to ensure they are addressed during evaluation.
- After university results are released, students can pay a fee to request photocopies of their answer scripts. These photocopies are evaluated internally by the respective course faculty. If still dissatisfied, students may opt for revaluation by paying a nominal fee.
- Even after the revaluation, if the student is not satisfied with the result, he/she can apply for a challenge valuation. The institution provides all support for applying the same.
- After revaluation, even if the student remains dissatisfied with the result, they may apply for a challenge valuation. The institution fully supports students in this process.

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:

Program Outcomes (POs) are broad objectives that outline the general knowledge, skills, and attitudes students are expected to acquire by the end of the MBA and MCA program. They encapsulate the overall achievements and competencies that the program seeks to develop in its graduates. In contrast, Program-Specific Outcomes (PSOs) focus on the specialized skills and capabilities that students should demonstrate, tailored to specific areas within management or computer applications. These outcomes provide a more targeted approach to the skills necessary for success in particular fields. Additionally, Course Outcomes (COs) define the objectives of individual courses, detailing the specific knowledge and skills students will gain and be able to apply by the end of each course. Together, POs, PSOs, and COs create a comprehensive framework for guiding and assessing student learning throughout the program.

Implementation at NIITM:

NIITM ensures a structured approach to communicating and implementing these outcomes for its Management Program and Computer Applications. The institution follows a systematic process to make these outcomes accessible and clear to all stakeholders.

1. Communication of Outcomes:

- **Online Accessibility:** The syllabi, Course Outcomes (COs), Program Outcomes (POs), and Program-Specific Outcomes (PSOs) are available in digital format on the institution's website. This ensures easy access for faculty members, students, and the general public.
- **Physical Display:** POs and PSOs are prominently displayed in laboratories, classrooms, and corridors to keep these important outcomes visible and top of mind for students and faculty alike.
- **Hard Copies:** Printed versions of syllabi and COs are provided to both teachers and students as a convenient reference.

2. Faculty and Student Engagement:

- **Faculty Awareness:** Faculty members are encouraged to discuss and highlight COs, POs, and PSOs during their classes, helping students understand their relevance and importance.
- **Student Orientation:** During the orientation programs, institute conducts sessions on Outcome-Based Education to familiarize students with the learning outcomes and their significance.
- **Continuous Communication:** The Head of Department (HOD), class advisors, and faculty members regularly inform students about these outcomes, emphasizing their role in achieving them.

3. Institutional Support:

The significance of learning outcomes is reiterated in every staff meeting to ensure that all teaching staff are aligned with the program's goals. And the institution organizes workshops focused on developing and refining POs, PSOs, and COs, involving faculty in shaping and understanding these outcomes.

Through these efforts, NIITM maintains a transparent and supportive environment that ensures all stakeholders are well-informed about the outcomes of the MBA & MCA program and its individual courses, thereby fostering an outcome-oriented educational experience.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute assesses students' achievements by measuring their progress against course outcomes, program outcomes, and program-specific outcomes. For each program, the attainment of program outcomes (POs) and program-specific outcomes (PSOs) is evaluated upon graduation, while the attainment of course outcomes (COs) for each course is reviewed at the end of every semester.

Course attainment is generally categorized into two types:

1. **Direct Assessment**
2. **Indirect Assessment**

Direct Assessment includes evaluations from both internal and external sources. Internal assessment is based on:

- **Formative Assessments:** Student response systems (online),
- **Summative Assessments:** Including internal tests, assignment and case study.

Indirect Assessment is gauged through surveys conducted at the end of the course.

Process for Measuring Course Outcome (CO) Attainment:

- **Direct Attainment:** 80% of the evaluation is based on formative and summative assessments.
- **Indirect Attainment:** 20% of the evaluation comes from course-end surveys.

By combining both direct and indirect assessments, the total course attainment is determined as 100%.

Process for Setting Course Attainment Benchmark Values:

1. **Historical Analysis:** Analyze course grades from previous years to inform benchmarks.
2. **Proficiency Levels:** The course coordinator determines the proficiency and attainment levels for each course.
3. **Program Targets:** The Program Advisory Committee establishes overall program targets by summing CO attainment levels and adjusting based on historical grades.
4. **Approval:** The Departmental Advisory Board reviews and approves the set targets.
5. **Ongoing Review:** Targets are revised after assessing the attainment data from three consecutive student batches.

PO Attainment Process:

The assessment of Program Outcomes (POs) is divided into two categories:

1. **Direct Assessment:** This accounts for 80% of the attainment measurement, derived from Course Outcome (CO) attainment.
2. **Indirect Assessment:** This constitutes 20% of the measurement, based on the Graduate Exit Survey.

PSO Attainment Process:

1. **Direct Assessment:** This represents 80% of the measurement and is based on CO attainment.
2. **Indirect Assessment:** This includes 10% from the Alumni Survey and 10% from the Graduate Exit Survey.

Process for Setting POs/PSOs Attainment Benchmark Values:

1. **Target Setting:** The Program Advisory Committee (PAC) establishes target levels for Program Outcomes (POs) and Program-Specific Outcomes (PSOs) based on the attainment data from previous batches.
2. **Review and Approval:** The proposed target levels for POs/PSOs are reviewed and approved by the Departmental Advisory Board (DAB).
3. **Revisions:** Target levels are adjusted after evaluating the attainment data from three consecutive student batches.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	50	81	94	71

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	50	81	94	71

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: 3.71

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: 0.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
.03600	00	0.0	00	00

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:

NIITM Institute has successfully established a robust ecosystem for innovation, with the establishment of an Intellectual Property Rights (IPR) cell. These initiatives align perfectly with the activities of the MBA and MCA departments, promoting an environment conducive to academic excellence, practical application, and industry readiness.

In today's rapidly evolving academic and technological landscape, fostering an environment that encourages innovation is crucial for institutional success and societal advancement. This ecosystem integrates several key components, including Intellectual Property Rights (IPR) cell, an incubation center, and other initiatives, each playing a vital role in nurturing and managing innovation.

Indian Knowledge Systems and IPR Awareness:

The institution values Indian knowledge systems, integrating traditional wisdom and cultural practices into its research and innovation efforts. This respect for heritage enriches contemporary technological advancements. Additionally, the institution emphasizes Intellectual Property Rights (IPR) by offering workshops and training to educate the academic community on protecting and commercializing innovations. This dual focus on traditional knowledge and IPR ensures that new developments are both culturally informed and legally safeguarded.

Establishment of an IPR Cell:

The institution has established a dedicated IPR cell to streamline the management of intellectual property. The IPR cell provides guidance and educating individuals and organizations about IPR. It involves understanding the importance and navigating the complexities of legal protections. Understanding IPR helps individuals and organizations avoid unintentional infringement of others' rights. Awareness of existing patents, copyrights, and trademarks can prevent legal disputes and promote ethical use of intellectual property.

Incubation Center:

The institution's incubation center is a key element of its innovation ecosystem, offering startups and emerging businesses essential resources like training and mentorship. It aids entrepreneurs in developing ideas into viable products through services such as business planning and technical support. Additionally, the center promotes collaboration between academia and industry, allowing students and researchers to tackle real-world problems and transfer technology from research to market.

Other Initiatives:

In addition to the IPR cell and incubation center, the institution undertakes various other initiatives to promote innovation. These include organizing innovation contests, and hackathons that encourage creative problem-solving and showcase the talents of student. Furthermore, partnerships with industry leaders and research institutions enhance the exchange of knowledge and resources, driving collaborative innovation and technological advancement.

Outcome of the Ecosystem:

The outcomes of this comprehensive ecosystem are evident in several ways. IPR awareness plays a crucial role in supporting innovation, protecting intellectual assets. The outcomes of Indian knowledge systems are multifaceted, impacting cultural preservation, health, sustainability, innovation, education, social development, and global influence. By integrating these systems into modern practices, societies can harness the wisdom of the past to address contemporary challenges and enhance overall well-being.

Overall, the institution's commitment to creating a robust innovation ecosystem ensures that it remains at the forefront of academic and technological advancements, effectively bridging traditional knowledge with contemporary innovation and contributing significantly allowing students to tackle the real world problems and a broader knowledge economy.

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: 42

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	9	5	8

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 1.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	08	05	06	05

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0

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

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

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Outcomes of Extension activities in the neighbourhood community in terms of impact and sensitizing for the students to social issues for their holistic development.

NIITM has been deeply engaged in extension activities aimed at benefiting the local neighbourhood community. These initiatives have played a crucial role in sensitizing students to social issues, fostering their holistic development. Here's a detailed look at the outcomes of these activities:

Community Impact:

a. Environmental Sustainability Efforts:

Extension activities have included environmental sustainability projects such as tree planting drives, waste management campaigns, and water conservation workshops. These activities have led to a cleaner, greener environment and have fostered a sense of environmental responsibility among community members. The visible improvements in local environmental conditions underscore the success of these initiatives.

b. **Health and Wellness Initiatives:**

The institution has organized health camps, vaccination drives, and wellness workshops to address public health issues. The institute has facilitated free medical check-ups, health screenings, and awareness campaigns on preventive healthcare. These initiatives have improved overall health standards, reduced disease incidence, and educated the community about healthy living practices.

2. Sensitization and Holistic Development of Students:

a. Awareness of Social Issues:

Participation in extension activities has significantly enhanced students' awareness of various social issues, including poverty, health disparities, and environmental challenges. Through direct engagement with the community, students have gained first hand insights into these issues, which has fostered a deeper understanding and empathy. This exposure helps students connect theoretical knowledge with real-world problems, enriching their educational experience and social consciousness.

b. Development of Soft Skills:

Extension activities provide students with opportunities to develop essential soft skills such as communication, leadership, and teamwork. Organizing and planning community service require students to collaborate effectively, manage resources, and interact with diverse groups. These experiences contribute to their personal growth and enhance their readiness for professional and civic roles.

c. Fostering Civic Responsibility:

Engaging in community service instills a sense of civic responsibility in students. It teaches them the value of contributing to societal well-being and highlights the impact of their actions. This fosters a proactive and engaged attitude towards social change.

d. Integration of Academic Learning with Community Service:

Extension activities have enabled students to apply their academic knowledge in practical settings. This integration reinforces classroom learning and demonstrates the relevance of their studies in addressing real-world challenges.

3. Long-term Benefits:

a. Strengthened Community Relations:

The institution's extension activities have fostered stronger relationships with the local community. It creates a value, mutual trust and cooperation.

b. Enhanced Institutional Reputation:

The successful outcomes of these extension activities have bolstered NIITM's reputation as a socially responsible institution. The positive impact on the community and the holistic development of students reflect the institution's commitment to contributing meaningfully to society.

In summary, NIITM's extension activities significantly impacted students' holistic development by addressing community needs and raising awareness of social issues. These efforts promoted social responsibility and practical learning, benefiting the institution.

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:

Nehru Institute of Information Technology and Management (NIITM) has continually demonstrated a profound commitment to social responsibility, innovation, and community engagement, as evidenced by the numerous accolades it has received over the years.

In 2023, the institute's faculty was honoured with an appreciation award from Swachh Bharat Garbage-Free India, recognizing their exceptional efforts towards promoting cleanliness and environmental

sustainability. This award underscores NIITM's ongoing dedication to societal well-being and sustainable practices.

In 2022, NIITM emphasized the importance of digital security and awareness. Student of NIITM, took the Cyber Security Pledge, committing to vigilant and secure online practices to protect against potential cybercrimes. This initiative aligns with the institute's broader objective of fostering a digitally literate and cyber-aware community. In the same spirit of advancing innovation, Mr. A. Balasubramanian, a distinguished faculty member, completed the "foundation level and Advanced Level" training conducted online, which has equipped the institute significantly for the initiatives of institute's innovation-driven activities.

The year 2021 was marked by several notable achievements for NIITM. The institute received an appreciation award from Rotary International for its significant contributions in helping Rotary open new opportunities, reflecting its proactive engagement in community service. Additionally, NIITM was awarded the Swachh Bharat Pledge Certificate by the Government of India on September 1, 2021, in recognition of its active participation in the national cleanliness campaign. Further demonstrating its commitment to community engagement, Dinesh Kumar M., a student of NIITM, was commended by the Regional Blood Bank and Component Processing Centre at K.G. Hospital for organizing a voluntary blood donation camp, showcasing the institute's encouragement of altruism and social responsibility among its students.

In 2020, during the challenging times of the COVID-19 pandemic, Mr. A. Balasubramanian was recognized for his courageous and dedicated service to the community of Coimbatore. His efforts during the pandemic earned him an award, highlighting NIITM's commitment to service and resilience in the face of adversity.

NIITM's dedication to social causes and community support was further acknowledged in 2019 when the institute received an appreciation award from the Indian Association for the Blind. This accolade was in recognition of NIITM's outstanding excellence and commitment to voluntary contributions aimed at empowering persons with disabilities. The institute received a support award from the Rotary Club for its active role in promoting health and wellness through its involvement in the Kovai Marathon.

The institute's responsiveness to national emergencies and civic duties was also evident in 2018. NIITM received an appreciation award from C4TN an NGO for its contributions to the Kerala flood relief efforts, demonstrating its commitment in providing aid and support during times of disaster. In the same year, NIITM was recognized by the Systematic Voters Education and Electoral Participation (SVEEP) initiative for its efforts in promoting voter education and participation, underscoring its dedication to civic responsibility and the democratic process.

In summary, NIITM has consistently demonstrated a strong commitment to social responsibility and innovation, earning multiple awards for community engagement and sustainable practices.

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: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	3	2	4	11

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 0

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:

NIITM is dedicated to fostering creativity and leadership among its students by ensuring that its infrastructure and physical facilities meet high standards. The institute is committed to maintaining a robust and supportive environment, aligning with the guidelines of AICTE and Anna University, Chennai.

Annual Assessment and Upgrades: NIITM conducts a comprehensive annual evaluation of departmental needs and the status of existing infrastructure. This process involves detailed input from department heads, system administrators, and other key team members. Based on their recommendations, the institute undertakes necessary additions, upgrades, and replacements of facilities and equipment. This proactive approach ensures that NIITM's infrastructure remains aligned with current educational demands and technological advancements, supporting a dynamic and effective learning environment.

Classrooms and Learning Spaces: The classrooms are equipped with PCs, LCD projectors, study chairs, fans, whiteboards, and glass boards for documentation. This setup ensures an optimal learning environment conducive to student engagement and interaction. The institute also prioritizes a strong industry-academia interface, supporting a comprehensive learning experience.

Auditorium and Event Spaces: NIITM's auditorium is a versatile space used for conferences, workshops, seminars, induction programs, cultural events, guest sessions, and student development activities such as business plan presentations and poster exhibitions. This well-equipped venue supports a wide range of academic and extracurricular activities.

Library and Digital Resources: NIITM's library is well-equipped with a diverse collection of management-related magazines, general literature, textbooks, and reference materials. It provides access to a wide range of national and international periodicals, magazines, and journals, catering to varied academic and research interests. Complementing the physical collection, the institute also features a digital library that offers e-books and other online resources. This dual approach enhances students' research capabilities and ensures they have comprehensive access to both traditional and digital academic materials.

Computer Lab and IT Facilities: The computer lab features a whiteboard, fire extinguisher, ceiling fan, ventilation fan, comfortable chairs, projector, and high-speed internet. Wi-Fi access is available

throughout the campus, ensuring connectivity in all areas. The institute also provides separate discussion rooms with internet access and computers for group discussions and mock interviews. DSLR cameras and tripods are available for recording presentations and activities.

Recreational and Support Facilities: NIITM provides a range of recreational and support facilities to enhance student well-being and inclusivity. The campus features a well-equipped gymnasium for weightlifting and indoor games, including chess, badminton, and carrom. Students can also participate in yoga sessions in dedicated spaces designed for relaxation and physical wellness. For physically disabled individuals, the institute offers ramps and wheelchairs, ensuring accessibility and support. Additionally, serene green spaces are available across the campus, providing areas for relaxation and contemplation amidst the academic environment.

Security Measures: To ensure the safety and security of students and staff, NIITM has implemented an extensive HD CCTV surveillance system throughout the campus. The system includes strategically placed cameras and a dedicated monitoring setup that oversees real-time footage. This comprehensive approach provides enhanced security, enabling effective monitoring and response to any incidents, thereby maintaining a secure and well-regulated environment on campus.

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: 32.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.57	8.06	1.86	6.01	0.64

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:

NIITM's library is a well-equipped facility designed to support the academic and research needs of its students, faculty, and staff. The library utilizes an Integrated Library Management System (ILMS), specifically Koha, to streamline operations including cataloging, circulation, and inventory management. This open-source system offers a user-friendly interface, ensuring efficient access to both physical and digital resources.

Library Facilities: Covering approximately 2,575 square feet, the library at NIITM is designed to accommodate up to 100 users, offering ample seating and a range of essential services. The facility includes dedicated reading areas, printing and scanning services to support academic work. Additionally, the library features an Online Public Access Catalog (OPAC) for efficient resource management and retrieval. To further support academic pursuits, the library provides reference and research assistance, ensuring that students and faculty have access to the guidance they need for their research and learning activities.

Collection Strength: NIITM's library is designed to support diverse academic and research needs. It houses 9,505 hard copy books across 3,582 titles, along with 361 back volumes of journals, 1,236 project reports, and 1,162 compact disks. Additionally, the library subscribes to 48 national and international journals. Through DELNET, the library extends its resources with access to 542 e-journals and 537 e-books. This extensive and varied collection ensures that students and faculty have a broad range of academic materials available for in-depth research and comprehensive study.

Subscription to E-Resources: The library subscribes to a variety of online and offline periodicals covering multiple disciplines. DELNET's online database significantly expands the library's resource base, supporting diverse academic and research needs.

Library Usage: The library is actively used, with an average daily attendance of 130 students and 10 staff members. The digital library, a crucial component of NIITM's library services, provides access to e-books, e-journals, online databases, and various forms of digital media such as videos, audio files, and images.

Integrated Library Management System (ILMS): The Koha ILMS manages the library's cataloging, circulation, and inventory efficiently. Its administration module features grouping policies, transaction-level security, and configurable settings for labels and emails. Secure access is provided through Single Sign-On (SSO) with NIITM credentials, and remote access is available with secure login details. Online tutorials and dedicated helpdesk support enhance user experience.

Digital Library Statistics: The digital library has an average daily usage of 150 users, with 25 e-books and articles downloaded monthly. User satisfaction is notably high, with 90% of users reporting contentment with the digital library services.

Member Login/Logout: The ILMS includes a log-in and log-out module that tracks library attendance, uses bar-coding for students, and generates attendance reports by date, month, and year.

Working Hours: The library operates from 09:00 am to 05:30 pm on all working days, providing ample time for users to access its resources.

NIITM's investment in an Integrated Library Management System (ILMS) and a wide range of e-resources and physical materials demonstrates its commitment to enhancing the learning experience. This integration supports research and academic activities, providing students and faculty with essential tools and resources for their intellectual growth and fostering a thriving educational environment.

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:

NIITM is equipped with a range of advanced IT and ICT facilities, meticulously designed to support both academic and operational needs.

Computer Lab with Latest Software: The institute boasts a state-of-the-art computer lab featuring a mix of Lenovo, Dell, and Zenith computers. With 156 computers configured with Intel i5 processors, 8 GB RAM, and 256 GB SSD, the lab provides robust performance. It is supported by a high-speed upto 300 Mbps internet connection, and is equipped with a comprehensive suite of system and application software. The lab includes both Wi-Fi and LAN connectivity, ensuring seamless internet access throughout the campus. Lab assistants are available to assist with any technical queries.

LAN and Wi-Fi Infrastructure: The campus is outfitted with extensive LAN infrastructure and wireless routers strategically placed across key areas such as the administration office, faculty rooms, seminar hall, library, auditorium, and classrooms. This setup ensures consistent and reliable connectivity throughout the campus. Wi-Fi access is also available in computer labs, departmental hallways, libraries, and classrooms, supporting laptops and mobile devices for both students and staff.

E-Services: NIITM's digital infrastructure includes a well-maintained college website offering essential information for stakeholders. The institute utilizes Google Classroom for the teaching-learning process, where class notes, assignments, and resources are uploaded. E-journals are accessible through DELNET, and services such as online admissions, fee payments, and grievance redressal are facilitated through digital platforms. Online classes, corporate interactions, faculty development programs (FDPs),and training sessions are conducted to enhance learning and professional growth.

Updating IT Facilities: NIITM ensures that its computer laboratories are consistently updated to meet the growing demands of students and faculty. The institute maintains a student-to-computer ratio of 1:1.57, reflecting its commitment to providing ample access to computing resources. To accommodate evolving needs, NIITM regularly acquires necessary software, hardware, and peripheral devices. This proactive approach guarantees that the technological infrastructure remains current and capable of supporting advanced academic and research activities.

Intercom Facility: A well-designed intercom network enhances communication across various departments, supporting operational efficiency with clear and reliable connectivity.

ICT Facility: At NIITM, all classrooms and seminar halls are equipped with state-of-the-art ICT tools, including computers, speakers, and LCD projectors. These modern technologies are seamlessly integrated with high-speed internet connectivity, facilitating interactive and multimedia-enhanced teaching. This setup supports a dynamic and engaging learning environment, enabling faculty to utilize a variety of digital resources and teaching methods to enrich the educational experience for students.

CCTV Security: The campus is equipped with a comprehensive CCTV surveillance system featuring a 16-channel NVR DVR with a 2 TB storage capacity. This system effectively monitors activities across the campus, including those of students, staff, and visitors. The advanced CCTV setup enhances campus security, ensuring a safe and well-regulated environment by providing continuous, real-time surveillance and reliable video storage for security purposes.

In summary, NIITM's IT and ICT facilities are designed to create a technologically advanced environment that supports academic excellence and operational efficiency, providing comprehensive resources and infrastructure to meet the diverse needs of its academic community.

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: 1.56

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

Response: 142

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: 6.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.76	0.73	1.29	1.9	2.36

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: 75.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
205	116	118	120	79

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 49.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	19	108	98	93

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 96.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	48	78	89	68

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	50	81	94	71

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**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

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

Response: 13.33

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

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

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**
Provide Links for any other relevant document to support the claim (if any)	**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: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	03	03	04

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 10.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	02	16	13

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 Nehru Institute of Information Technology and Management's alumni association, known as the NIITM ALUMNI ASSOCIATION, is formally registered in Coimbatore under the Tamil Nadu Societies Registration Act, 1975.

At Nehru Institute of Information Technology and Management (NIITM), alumni play a pivotal role in nurturing a vibrant academic community through their active engagement with the institute. This engagement is multifaceted, encompassing interactive sessions such as webinars, workshops, and seminars that leverage alumni expertise to enrich the learning experience for students. Alumni meetings are organized under the flag of REWINDER.

Webinars, Seminar and workshops hosted by NIITM features distinguished alumni who share their professional journeys, insights into industry trends, and practical advice on career development. These sessions not only supplement academic curricula but also inspire students by showcasing real-world applications of their studies. Alumni involvement as guest speakers and panelists in workshops and seminars further enhances these experiences, providing students with firsthand knowledge of current practices and challenges in their fields. Especially during pandemic many of our Alumni volunteered sessions on current trends in technology and Industry requirements.

Beyond knowledge dissemination, alumni contribute significantly to NIITM through their financial support. Their contributions bolster the institute's infrastructure, and support research initiatives, thereby enhancing the overall educational environment. This financial backing not only strengthens NIITM's resources but also enables the institution to innovate and adapt to emerging educational trends and technological advancements.

NIITM Institute excels by fostering a culture of lifelong learning and collaboration among its alumni and current students. Alumni are actively involved guiding students in their academic and career pursuits. The institute's alumni network serves as a valuable resource for professional networking, facilitating internships, job placements, and entrepreneurial ventures for graduates. Numerous alumni interactions with students are arranged.

Effective alumni engagement at NIITM is characterized by continuous feedback mechanisms that solicit alumni input on curriculum development and program enhancements. This iterative process ensures that educational offerings remain relevant and responsive to industry demands, preparing students to excel in

their chosen fields upon post-graduation.

Furthermore, NIITM Institute celebrates its alumni's achievements through various recognised programs and alumni reunions, strengthening bonds and fostering a sense of pride among graduates. Alumni are encouraged to participate in institutional governance and strategic planning, ensuring that their perspectives contribute to NIITM's future growth and sustainability. NIITM is proud of establishing many entrepreneurs. Events like Coffee with Executive, Marketing Mela, help to imbibe entrepreneurial skills. The Alumni entrepreneurs are engaged with NIITM having MOUs signed to support internships, placements, workshops and seminars. It is a great pride of NIITM, that iCampuz, an advanced web based campus management system was developed as product by our MCA Alumni of First Batch and is used by our sister concerns.

NIITM is committed   to leverage alumni support and engagement to enhance the educational experience of postgraduate students. By cultivating strong alumni relationships through interactive sessions, financial contributions, and collaborative partnerships, NIITM not only enriches its academic offerings but also builds a resilient community of lifelong learners

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:

NIITM's governance and leadership align with its vision and mission through several key practices. The implementation of the National Education Policy (NEP) highlights the institution's dedication to modern educational standards. Ongoing growth reflects its dynamic approach to development. Decentralization facilitates participatory and responsive management, involving various stakeholders in governance. These practices are integrated into both short-term and long-term plans, ensuring that the institution continuously supports its strategic goals and adapts to changes for ongoing improvement.

1. Implementation of National Education Policy

The institution adheres to Anna University's regulations and focuses on integrating technology into education. It emphasizes a Choice Based Credit System, vocational and skill-based courses to enhance practical knowledge. Additionally, the institution supports student development through an Incubation Centre, soft skills training, and industry relations initiatives like Nehru Corporate Placements, NGI Technology Business Incubator, and the Institutional Innovation Council. It also leverages virtual platforms for teaching and has faculty skilled in developing e-content and using technological tools in the educational process.

2. Sustained Institutional Growth and Institutional Governance

NIITM's leadership highlights that sustained growth—encompassing higher enrollment, effective programs, quality faculty, and better infrastructure—is vital for achieving its vision. This commitment is evident in the Strategic Plan. The college uses a participatory, decentralized, and transparent governance model, with a Governing Body overseeing operations and the principal managing daily activities. Department heads, faculty, and staff handle academic and administrative tasks, with the librarian and office staff reporting to the principal.

3. Decentralisation and Participation in Governance

1. The Principal lead both Academic and Administrative Bodies to ensure effective implementation of the strategies.
2. The Department Heads (HoDs) collaborate with faculty members to make decisions regarding various departmental activities.
3. Both faculty members and the administrative team actively participate in the decision-making process while fulfilling their duties, responsibilities, and rights.
4. Faculty members play an active role in various committees such as Training and Placement Cell,

Entrepreneurship Development Cell, Grievance Redressal Committee, Anti-Ragging Committee, Women Empowerment Centre, etc., as part of the Programme Committee. They are encouraged to contribute ideas for the institution's growth, engaging in policy formulation, planning, execution, and monitoring. The governance structure reflects a collective leadership of the administrative team, shaped by years of experience.

4. Short Term and Long Term institutional Perspective Plan

Our leadership prioritizes strategic planning to achieve the institution's vision through dynamic short-term and long-term plans. These plans adapt to changes in education and industry while staying aligned with the institution's core mission. The Governing Council supports and oversees the implementation of these plans, ensuring they align with the institution's goals. Additionally, an effective Academic Calendar supports strategic objectives by organizing academic and administrative tasks, ensuring smooth operations and contributing to overall success. His strategic approach ensures that the institution remains agile and focused on its long-term goals despite evolving external conditions. By integrating these plans with daily operations, the institution effectively balances immediate needs with its broader vision for sustainable growth and excellence.

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:

NIITM has developed a comprehensive strategic plan that directs all institutional activities, ensuring alignment with the Vision and Mission established by its stakeholders. This plan is meticulously crafted to guide the institution towards its long-term goals and is formally approved by the Principal before implementation.

To enhance the quality of teaching and learning, NIITM actively fosters an environment conducive to new ideas and innovations. The institution organizes various activities aimed at stimulating creative thinking among students. By encouraging creative exploration and providing opportunities for interdisciplinary research, NIITM significantly contributes to the intellectual development of its students.

NIITM's campus culture promotes interdisciplinary research, enabling students to explore diverse fields and acquire a broad knowledge base. This environment fosters critical thinking skills and prepares

students to make significant contributions to their fields and society.

POLICIES AND PROCEDURES

The college's vision, purpose, and basic principles are aligned with the streamlining of institutional governance. UGC and the University have established rules and regulations that are adhered to by the academic and administrative policies. The college has unique and tailored policies for human resources, admissions, recruitment, scholarships, code of conduct, and other areas. The mode of appointment is direct recruitment, which is solely determined by the applicant's qualifications.

PERSPECTIVE PLAN

The goal of perspective planning is to drive the institution's transformational growth, fostering comprehensive development for each student. This planning process involves engaging with various stakeholders to ensure that diverse perspectives are incorporated. It is meticulously organized to align with the institution's mission and vision statements, guiding strategic actions across key areas. The Strategic Pillars of the Perspective Plan — education and academic excellence, partnerships and alliances, human resource development, campus life, research and development, community engagement, student success and placements, and finance, ensuring a well-rounded approach to institutional advancement and student growth. Through these pillars, the institution aims to create a robust educational environment that supports innovation, professional development, and community involvement.

STRATEGIC GOALS

- Attract an excellent and diverse set of students
- Hire and retain talented and committed staff members
- Introduce and update governance and management systems and structures to support college operations
- Promote Innovations in Teaching and Learning
- Promote learning and professional development of both staff and students
- Enhance student employability and create placement opportunities
- Collaborate with educational institutions and industries on wide range of themes
- Conduct and engage in nationally and internationally relevant research activities
- Ensure operational sustainability
- Provide an attractive learning and infrastructural facilities in the campus

DEPLOYMENT

- 90% staff retention throughout the assessment years
- Setting up a multipurpose auditorium and indoor stadium
- More MoU s has made with various organisation, in order to enrich the industry institute collaborations
- Students were made better Placement records in recent years
- Providing Value Added Program to the students
- Streamlining teaching and learning process in tune with Outcome Based Education
- Classroom are upgraded with ICT facilities
- Faculty members publishing books and research papers
- NPTEL courses were successfully by the faculty members

- Adequate LED lights were installed and replaced
- Applied for NIRF
- Applied for NAAC Accreditation

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
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:

In NIITM, the staff community plays a crucial role as key stakeholders, and we are deeply committed to their well-being and professional development. We recognize that fostering both physical and psychological health is essential for creating a supportive and productive environment where personal and professional growth can flourish. To this end, we have implemented a range of employee benefit schemes designed to enhance staff well-being. These initiatives are a testament to our dedication to creating a nurturing atmosphere where staff can thrive both personally and professionally.

- Our campus culture is intentionally designed to promote a familiar atmosphere, which aims to boost staff performance and satisfaction. This supportive environment is further enhanced by providing adequate facilities for faculty members, particularly those pursuing Ph.D. programs. We understand the unique demands of advanced academic work and ensure that our faculty members have access to resources that support their research and academic endeavors.

- In addition to these facilities, we offer a comprehensive array of programs and schemes dedicated to staff welfare. These initiatives include addressing grievances and responding to needs with generous support from the management. We are committed to ensuring that our staff members feel valued and supported, and we actively work to resolve any issues they may face.

- Our commitment to excellence is reflected in our approach to evaluating and promoting best practices. We aim to enhance organizational efficiency by maximizing individual potential through various initiatives. One key component of this approach is our Academic Performance Index (API) system, which assesses performance across multiple criteria. This system includes evaluating skills enhancement through certificate courses, active participation in research projects and publications, and delivering invited talks. By recognizing excellence in these areas, we not only celebrate individual achievements but also contribute to the continuous improvement of our overall system.

- Furthermore, we employ a 360-degree feedback system that offers comprehensive evaluations shared directly with individual staff members. This feedback is integral to our Faculty Development Program (FDP), which focuses on nurturing professional growth through targeted training and support. The 360-degree feedback system helps staff members understand their strengths and areas for improvement, facilitating their development and helping them to reach their full potential.

- Promoting a supportive and enriching environment is fundamental to our institution's mission. We are dedicated to fostering a sense of community among our staff and investing in their development. By doing so, we aim to create a thriving academic institution where every member can achieve their highest potential. Our commitment to continuous improvement and strategic initiatives underscores our dedication to upholding high standards of performance, innovation, and excellence across all facets of our organization.

- Our support for staff goes beyond mere employment, reflecting a shared commitment to excellence and fulfilment. By offering comprehensive support systems, fostering a nurturing environment, and adhering to best practices, we enable each member to contribute meaningfully to our collective success and the broader educational landscape. This holistic approach to staff welfare and development cultivates a vibrant academic environment where everyone can excel and advance the institution's goals.

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: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 57.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	15	06	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	6	2	0

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:

NIITM has established robust strategies for mobilizing and utilizing financial resources from various sources, including government and private sectors. These strategies involve securing grants, forming partnerships, and attracting philanthropic support, all built on principles of transparency, efficiency, and accountability. We ensure rigorous auditing and transparent financial management to optimally deploy

resources for the benefit of our students and faculty. This approach, supported by comprehensive financial reporting and regular audits, not only meets regulatory standards but also fosters stakeholder trust. Our strategic allocation of resources enables investments in advanced facilities, innovative programs, and faculty development, enhancing educational quality and supporting the overall growth of our academic community.

Financial Mobilization: Our primary means of financial mobilization include the collection of tuition fees and other charges from our students. Additionally, we encourage faculty members to pursue various research incentives, funding opportunities, and external support from different agencies. Each fiscal year, our institution prepares detailed statements of expenditures and income, which are carefully reviewed. To ensure prudent financial management, our management committee rigorously monitors expenditures. All expenditure proposals are meticulously documented with supporting materials and undergo a thorough approval process by management.

Financial Utilization: In managing financial resources, we adopt a strategic approach to ensure funds are allocated and utilized in alignment with our academic and operational goals. We implement stringent financial controls, conduct periodic audits, and follow meticulous approval procedures to guide the effective deployment of resources. Funds are strategically allocated to address institutional infrastructure needs, including the launch of new programs and facilities. Additionally, our management provides financial support for seminars, workshops, expert lectures, association activities, and faculty development initiatives. We actively encourage departments to seek sponsorships for organizing seminars, festivals, and conferences. Before initiating any construction or maintenance projects, we conduct comprehensive feasibility studies in collaboration with financial and monitoring experts to ensure prudent financial planning.

Auditing Process: Financial accountability is a cornerstone of our financial management strategy, and we place a strong emphasis on regular internal and external audits to ensure the integrity of our financial operations.

- **Internal Audit**: Our internal audits involve continuous scrutiny of financial transactions to identify discrepancies, irregularities, and opportunities for improving financial management practices. These audits help us maintain high standards of financial control and transparency.
- **External Audit**: We engage reputable chartered accountants for external audits, who provide an unbiased evaluation of our financial operations. These audits ensure compliance with stringent accounting standards and regulations, offering an additional layer of oversight and accountability.

In conclusion, our institution's financial management strategies are meticulously designed to balance resource mobilization, efficient utilization, and rigorous auditing processes. Our unwavering commitment to transparency and accountability ensures that financial resources are judiciously employed to support our mission of delivering exceptional education. By adhering to these practices, we continuously enhance our capabilities and effectively support the holistic development of our academic community. This approach not only upholds the integrity of our financial operations but also reinforces our dedication to providing a high-quality educational experience.

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:

Quality sustenance and enhancement in higher education present significant challenges that institutions must navigate. To systematically address these challenges, our institute established the Internal Quality Assurance Cell (IQAC) on March 2, 2022. The IQAC is pivotal in driving quality improvement by initiating, monitoring, evaluating, and reporting on measures that elevate teaching, learning, evaluation, and research. This ensures a continuous and systematic approach to maintaining and enhancing educational standards.

A key component of our quality assurance strategy is the Strategic Development Plan (SDP), which serves as a comprehensive, ongoing process aligned with the institution's strategic goals. The SDP is designed to address both long-term and short-term departmental objectives within a dynamic educational context, ensuring that we remain responsive to emerging trends and challenges. It involves a meticulous analysis of the current environment, including a detailed assessment of institutional strengths, weaknesses, opportunities, and threats, and anticipates future scenarios to guide proactive planning. By continuously evaluating and refining our strategies, the SDP facilitates adaptive changes that uphold and enhance the institution's academic standards. This proactive and strategic approach not only helps our institution stay ahead of educational trends but also fosters innovation and continuous improvement. Additionally, the SDP integrates feedback from stakeholders, including students, faculty, and industry partners, ensuring that our initiatives are relevant and impactful. Through comprehensive planning and implementation, we effectively address the evolving needs of our academic community and achieve ongoing excellence in education

Objective

The primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

Vision

- To build and ensure a quality culture aimed at all round excellence at the institutional level.

Mission

- To channelize and systematize the efforts and measures of an institution towards academic excellence.
- To be the driving force for ushering in quality to remove deficiencies and enhance quality.

Functions

- Development and application of quality benchmarks / parameters for the various academic and administrative activities of the institution.
- Documentation of the various programmes / activities leading to quality improvement.
- Dissemination of information on the various quality parameters of higher education.
- Organisation of workshops, seminars on quality related themes and promotion of quality circles.
- Organising Orientation Programmes for Staff and Administrative Staff.
- Conduct Academic and Administrative Audit
- Adoption and dissemination of best practices to all stake holders.
- Administering Feedback Mechanism for the College.
- Preparation of the Annual Quality Report based on the quality parameters.

Quality Initiatives

- Conduct IQAC Meetings for determining the action plan for the upcoming academic year.
- Enhance and ensure for providing better Teaching Learning Process
- Promote the participation of students in curricular and co-curricular activities.
- Aim for good placement record with high package.
- Encourage the research contribution such as Funding Projects, Quality Research Publications, Patents etc.
- Motivate to adopt more consultancy work for generating revenue for the institution.
- Participate and acquired better ranking position in National Institutional Ranking Framework (NIRF).
- Target to get an accreditation by National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA).

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: C. Any 2 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](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

At NIITM, gender equity and sensitization are key priorities, with nearly 48% of the workforce being women, including those in leadership roles. This reflects the institution's commitment to creating a balanced and supportive environment for students and staff.

Women in Leadership and Development

Women in leadership at NIITM play a crucial role in promoting female empowerment and growth. The Women's Development Cell (WDC) advocates for women's rights and gender equality through events, workshops, and campaigns that foster dialogue and engagement on women's issues, leadership, and safety, aiming to educate and support female students and staff in achieving their full potential.

Gender Audit and Sensitization

NIITM performs regular gender audits to evaluate and improve its policies, programs, and infrastructure from a gender-sensitive perspective. These audits help identify strengths and areas for improvement, ensuring that both curricular and co-curricular activities are inclusive and address the challenges faced by women, thereby promoting equitable access to opportunities and resources.

Campus Facilities for Women

NIITM provides a range of facilities designed to support the safety and well-being of female students and staff:

- **Security Personnel & CCTV:** The campus is well-monitored by security personnel, and CCTV cameras are strategically placed to ensure the safety of all students and staff. These measures provide a secure environment, with particular attention to the safety of women on campus.
- **Medical Facilities:** Medical care is easily accessible at NIITM, with special provisions for addressing women's health concerns. On-campus medical facilities ensure that students and staff have immediate access to healthcare services when needed.
- **Student Counseling Services:** NIITM prioritizes emotional and psychological well-being by offering counseling services that support female students facing academic or personal challenges, providing a safe space for them to express concerns and seek guidance.
- **Mentor-Mentee System:** The mentor-mentee system pairs female students with mentors, often female faculty members, to guide them through their academic journey. This system fosters

personal and academic growth, helping women overcome challenges and achieve their goals with the support of experienced mentors.

- **Common Restrooms:** NIITM has dedicated common restrooms for female students and staff, ensuring comfort and privacy in their day-to-day activities on campus.
- **Kaaval Uthavi App:** In a step towards enhancing safety, all female students are required to install the Kaaval Uthavi app, a service provided by the Tamil Nadu police. This app allows users to quickly access emergency services, adding an extra layer of security for women on campus.

Conclusion

NIITM demonstrates its commitment to gender equity through inclusive policies, leadership, and campus facilities. With a nearly 48% female workforce, including women in leadership, and a proactive Women's Development Cell, the institution fosters a safe and empowering environment, supported by gender audits and dedicated facilities to ensure women have the resources and opportunities to thrive.

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:

Institutional Efforts for an Inclusive Environment at NIITM

The Nehru Institute of Information Technology and Management (NIITM) is committed to fostering an inclusive environment that promotes tolerance, harmony, and respect for diversity. The institution actively engages in efforts to ensure that students and staff from varied cultural, regional, linguistic, communal, and socioeconomic backgrounds are embraced and supported, creating a vibrant and welcoming campus.

Promoting Cultural, Regional, and Linguistic Diversity

NIITM values cultural and regional diversity by organizing cultural festivals, regional events, and language programs that celebrate and educate about different traditions and practices. These activities, along with language assistance programs, promote mutual respect and understanding, support students from non-English-speaking backgrounds, and foster an inclusive academic and social environment.

Embracing Socioeconomic Diversity

NIITM addresses the challenges of students from diverse socioeconomic backgrounds by offering scholarships, financial aid, and merit-based assistance. These support measures aim to eliminate financial barriers and ensure equal educational opportunities for all students.

Sensitization to Constitutional Obligations

NIITM is dedicated to cultivating responsible citizens who are aware of their constitutional rights, duties, and responsibilities. To this end, the institution incorporates sessions on constitutional values into its curriculum and extracurricular activities. Through seminars, workshops, and discussions, students and staff are sensitized to their roles as responsible citizens who uphold the principles of justice, equality, liberty, and fraternity.

NIITM organizes programs that educate students and staff about fundamental rights, human rights, and duties enshrined in the Constitution of India. This helps them develop a deeper understanding of their civic responsibilities, as well as a strong commitment to protecting and promoting constitutional values. Discussions on social justice, secularism, and democracy are regularly encouraged to foster an environment of active citizenship.

Building Communal Harmony

NIITM takes proactive steps to promote communal harmony on campus by ensuring that all religious and communal groups are respected and valued. The institution organizes interfaith dialogues, festivals, and events that encourage understanding and cooperation among different communities. By creating spaces for interaction and conversation, NIITM ensures that students and staff from diverse communal backgrounds can engage in meaningful exchanges that promote peace and unity.

Inclusivity in Co-Curricular Activities

Inclusivity is also reflected in the institution's co-curricular activities. Whether it's student clubs, sports teams, or volunteer programs, NIITM ensures that students from all backgrounds have equal access to participate and lead. The institution encourages collaboration and teamwork, which helps break down barriers and fosters a sense of belonging among all participants.

Conclusion

NIITM's institutional efforts focus on creating an environment of tolerance, respect, and inclusivity. By embracing cultural, regional, linguistic, and socioeconomic diversity and by sensitizing students and staff to their constitutional obligations, NIITM builds a campus community that is not only academically strong but also socially responsible and harmonious.

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:

Best Practice 1:

Title of the Practice: Centre of Knowledge Enrichment (COKE)

"Wisdom begins with wonder"

NIITM's Centre of Knowledge Enrichment (COKE) aims to enhance learning and life skills for rural higher education institutions in Tamil Nadu. COKE offers free departmental programs to both students and staff, providing valuable resources and support to these colleges.

Objectives of the Practice

Our initiatives aim to advance higher education and career development by broadening teachers' knowledge, fostering lifelong learning, integrating technology, promoting inclusivity, updating teaching pedagogy, encouraging creativity, critical thinking, and innovation, enhancing research, leadership, communication, and social responsibility.

The Context

The four M's—Motivation, Mobility, Mindset, and Money—are essential for advancing higher education. Motivation drives change among teachers, courses, and students, while a growth mindset helps learners adapt to transformative changes. Financial investment is crucial for pursuing education and enhancing teaching quality, particularly in higher education. COKE addresses the lack of guidance and resources in rural areas by providing support and sharing resources. Its initiatives focus on improving learner capacity, preparing students for the job market, and fostering their development through training, engagement, and evolution.

The Practice

As part of our social initiative, we collaborate with various institutions to enhance higher education through knowledge sharing and capacity development. We organize interactive sessions with students and faculty, leveraging our extensive network to deliver expertise via experiential learning. Our initiatives include Faculty Development Programs (FDPs), Strategic Development Programs (SDPs), and

workshops targeted at rural higher education institutions.

Evidence of Success

We have conducted more than 10 FDPs and workshops to the various institutions

They have amazed by

- Appreciating each other at work
- Sensitizing others need
- Setting and achieving goals
- Competing and collaborating in a team.
- Managing conflicts

We have taken post-program surveys to gather participants' feedback on the content, delivery, and overall impact of the FDPs and workshops

Problems encountered and Resources required

Resource Constraints: Limited financial, technological, or human resources to support the program because of the Academic Activities

Scheduling Conflicts: Difficulty in finding a time that works for all potential participants.

Resistance to Change: Participants may be resistant to adopting new teaching methods or technologies.

Inadequate Follow-Up: Lack of follow-up to reinforce learning and track progress due to the academic schedule of both colleges

Technical Issues: Post Covid Technical difficulties with online platforms or classroom technology

Cultural and Language Barriers: Diverse participant backgrounds may lead to communication challenges.

Facilities and Equipment: Projectors, microphones, speakers, and other audio-visual tools in physical

Virtual Challenges: Constraint towards organizing and making involved in the process of Coke training Team Workers, AB Learning, Gamification becomes a challenges task on virtual mode

Model Greatness: The institute greatness is reflected in serving the community beyond the campus. The COKE feedbacks of the participants strengthen NIITM and motivate faculty resource for the future endeavors.

Best Practice: 2

Title of the Practice: Empowering NARI SAKTHI of NIITM

Objectives of the Girl Child Scholarship

1. **Empowerment:** Provide financial support to women pursuing higher education in technology and management.
2. **Inclusion:** Enhance gender diversity and inclusion within the NIITM student body.
3. **Encouragement:** Increase female enrollment in technology and management programs.
4. **Leadership:** Develop future female leaders through resources and opportunities for growth.
5. **Innovation:** Support women to bring diverse perspectives and foster innovation in technology and management.
6. **Safe Learning Environments:** Ensure safe, inclusive, and supportive spaces for girls at NIITM.
7. **Support Holistic Development:** Promote extracurricular activities, health programs, and personal growth opportunities for the overall well-being of female students.

The Context of the Girl Child Scholarship

The Girl Child Scholarship at NIITM was created to address the underrepresentation of women in technology and management fields. Despite advances in gender equality, barriers to quality education and professional opportunities persist for women. This scholarship supports talented female students, reflecting NIITM's commitment to fostering an equitable academic environment and advancing gender equality in education and the workforce.

The Practice of the Girl Child Scholarship

The Girl Child Scholarship program at NIITM is implemented through a structured and transparent process:

1. **Application:** Female candidates apply by submitting their admission forms along with academic records and other relevant information.
2. **Selection:** Applications are reviewed based on eligibility, academic performance, financial need, and overall potential.
3. **Awarding:** Selected candidates receive scholarships covering a significant portion of their tuition fees for all semesters of their course.
4. **Support:** Recipients gain access to mentorship, leadership training, and networking opportunities with industry professionals and alumni.
5. **Monitoring:** The progress of scholarship recipients is monitored through regular academic evaluations and feedback to ensure adequate support for their success.

Problems encountered and Resources required

Implementing the Girl Child Scholarship program at NIITM has encountered several challenges:

1. **Awareness:** Ensuring that potential applicants are aware of the scholarship and its benefits requires extensive outreach and marketing efforts.
2. **Application Volume:** Managing a high volume of applications and ensuring a fair and thorough review process can be resource-intensive.
3. **Financial Constraints:** Securing adequate funding to sustain and expand the scholarship program, especially in times of economic uncertainty, can be challenging.
4. **Support Services:** Providing holistic support to scholarship recipients, including academic, emotional, and career guidance, requires collaboration across various departments and resources.

Resources Required

To effectively administer and sustain the Girl Child Scholarship program, NIITM requires the following resources:

Financial Resources: Funding is provided to cover scholarships, including tuition fee waivers and stipends.

Human Resources: A dedicated committee and support staff manage the application process, selection, and monitoring of recipients.

Technology: Online systems are utilized for application submissions, reviews, and communications with applicants and recipients.

Partnerships: Collaborations with industry partners, alumni, and philanthropic organizations help secure funding, mentorship, and internships.

Outreach Programs: Efforts such as school visits, online campaigns, and information sessions raise awareness about the scholarship program.

By addressing these challenges and leveraging the necessary resources, NIITM aims to ensure the long-term success and impact of the Girl Child Scholarship program, fostering a more inclusive and diverse academic community.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

NIITM's Holistic Talent Transformation Program: Institutional Distinctiveness

At NIITM, the primary objective is to develop not only competent graduates but well-rounded individuals who can make a meaningful impact on society. The Holistic Talent Transformation Program (HTTP) exemplifies this commitment by offering a unique and innovative approach to student development. It integrates multiple elements that enhance not only academic proficiency but also the

personal and professional growth of students, ensuring they are ready to thrive in today's competitive world.

The Holistic Talent Transformation Program is a comprehensive initiative designed to nurture the leadership, self-drive, decisiveness, team spirit, and adaptability of students through experiential learning. However, what sets HTTP apart is the inclusion of distinctive features like yoga, a mentor-mentee program, alumni interactions, industry expert engagements, club activities, and outbound training programs. Each of these components contributes significantly to making HTTP a key differentiator for NIITM in the field of higher education.

The Role of Yoga in HTTP: Cultivating Mental and Physical Resilience

Yoga is a key component of NIITM's Holistic Talent Transformation Program (HTTP), emphasizing the importance of mental and physical well-being. Regular yoga sessions help students develop resilience, focus, and emotional balance by teaching mindfulness, breathing, and meditation techniques. This practice aids in stress management and overall well-being. Additionally, yoga enhances physical endurance and flexibility, essential for handling challenges in academics, outdoor activities, and future careers. By integrating yoga into HTTP, NIITM ensures students are well-rounded, being both intellectually prepared and equipped to face real-world demands.

Mentor-Mentee Program: Personalized Guidance for Growth

The Mentor-Mentee Program is a vital feature of NIITM's Holistic Talent Transformation Program (HTTP), providing students with personalized guidance throughout their academic journey. Each student is paired with a mentor, who may be an experienced faculty member, offering tailored advice and support for both academic and personal challenges.

This one-on-one relationship fosters growth by helping students identify strengths and weaknesses, set goals, and develop strategies for success. Mentors play a key role in building students' self-awareness, confidence, and accountability in their personal and professional development. By ensuring that each student receives individualized support, the Mentor-Mentee Program helps them stay on track, overcome obstacles, and maximize their potential during their time at NIITM, contributing significantly to their holistic development.

Alumni Interaction: Bridging the Gap between Academia and Industry

Alumni interactions are a key component of NIITM's Holistic Talent Transformation Program (HTTP), offering students valuable insights into transitioning from academia to professional life. The extensive alumni network, featuring successful individuals across various industries, provides students with guidance and a roadmap for success. Regular sessions with alumni allow students to learn about career journeys, market realities, and essential skills. These interactions also offer inspiration and mentorship, helping students understand different career paths and stay connected to the NIITM community. By bridging classroom knowledge with real-world demands, alumni sessions enhance students' preparedness for their future careers.

Industry Expert Interaction: Exposure to Real-World Trends and Challenges

The inclusion of industry expert interactions in NIITM's Holistic Talent Transformation Program (HTTP)

is crucial for preparing students for their careers. Industry professionals share knowledge on the latest trends, challenges, and innovations, exposing students to real-world applications of their studies. Through talks, workshops, and seminars, students gain insights into current industry practices, build professional networks, and receive valuable career guidance. This hands-on exposure helps students develop a practical understanding of the professional world, ensuring they are not only academically prepared but also industry-ready.

Club Activities: Enhancing Leadership, Teamwork, and Creativity

Club activities play a vital role in NIITM's Holistic Talent Transformation Program (HTTP), offering students opportunities to explore their interests, develop leadership skills, and collaborate with their peers. NIITM's wide array of clubs, including the Ada Club (Coding Club), Tech Launch Club, Personality Development Club, daVinci Club (Bits and Bytes Club), Entrepreneurial Club, Sports and Adventures Club, Information Club, Creativity Club, Readers Club, HR Forum, Marketing Forum, Finalytix Club, Public Speaking Club, and CSR Club, cater to diverse passions.

These clubs provide students with valuable experiences beyond academics, helping them enhance skills like communication, teamwork, creativity, and conflict resolution.By taking on leadership roles and organizing events, workshops, and competitions, students also gain practical lessons in project management, decision-making, and delegation. Club activities complement HTTP's academic elements, offering a well-rounded experience that prepares students for leadership roles in their personal and professional lives

Outbound Training Program: Learning Beyond the Classroom

A standout feature of NIITM's Holistic Talent Transformation Program (HTTP) is its outbound training program, which extends learning beyond the classroom into real-world scenarios. This program challenges students physically, mentally, and emotionally through activities like obstacle courses, survival simulations, and team-building exercises. It aims to develop resilience, leadership, self-drive, decisiveness, and teamwork by placing students in high-pressure situations where they must make quick decisions, collaborate, and persevere. This program, immersive experience helps students understand their strengths and limitations and prepares them for future professional challenges, setting NIITM apart from other institutions.

Conclusion: A Distinctive Educational Experience

NIITM's Holistic Talent Transformation Program is a cornerstone of the institution's distinctive approach to education. By integrating elements such as yoga, the mentor-mentee program, alumni interaction, industry expert engagement, club activities, and outbound training, HTTP offers students a well-rounded educational experience that goes beyond academics. NIITM is committed to producing graduates who are not only knowledgeable but also resilient, adaptable, and equipped with the leadership skills needed to succeed in today's competitive world.

Through HTTP, NIITM provides its students with the tools and experiences they need to unlock their full potential and become leaders in their fields. The program's holistic approach ensures that students are prepared not only for their careers but also for the challenges and opportunities that life will present. NIITM's focus on experiential learning and personal growth makes it a truly distinctive institution, setting its graduates apart as well-rounded, capable individuals ready to make a meaningful impact on

society.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Institution Overview:

Nehru Institute of Information Technology and Management (NIITM) is a key division of the Nehru Group of Institutions (NGI), operating under the Nehru College of Educational and Charitable Trust. Established in 1968, NGI now includes 23 educational institutions across Tamil Nadu and Kerala state, earning a strong reputation in higher education.

NIITM's vision and mission align with NGI's tagline: "Moulding True Citizens," demonstrating a commitment to holistic student development and academic excellence.

Student Engagement and Development:

- **Student Associations:** The Department of Management Studies and the MCA Department each have dedicated student associations—Presto and Fiducia—that organize and manage events.

- **Industry Mentorship Program:** This program connects students with industry mentors, providing career guidance and support for project development, including websites and apps. Case room discussions and competitions enhance critical thinking and decision-making.

Digital Library: A digital library with remote access is planned to support research and reference needs.

Yoga and Wellness: Students participate in yoga and other activities focused on physical and mental well-being.

Innovation and Entrepreneurship:

- **Institute Innovation Council (IIC):** NIITM is star-rated by IIC, reflecting its focus on fostering innovation.
- The institute has hosted two Impact Lecture Series with grants of Rs. 12,000 and Rs. 20,000.

Business Incubation Centre: NIITM promotes entrepreneurship through start-up programs and events facilitated by the Business Incubation Centre.

Community Engagement and Social Responsibility:

- **NGI Facilities:** NIITM utilizes NGI's facilities, including Nehru Corporate Placement and Industrial Relations, Technical Business Incubation (TBI), Nehru Out Bound for Leadership Excellence (NOBLE), and the Nehru Rifle Academy.

- **Community Work:** The institute participates in community service through NGI's AmudhaSurabhi (Food for the Needy) and Nehru Dream House initiatives, supporting the elderly and individuals with physical or mental challenges.

- **Flag Day Contributions:** NIITM has a longstanding tradition of contributing to Flag Day, fostering communal harmony and respect. This practice has been maintained for more than five years with significant participation from both students and faculty.

This overview underscores NIITM's dedication to academic excellence, student development, community engagement, and social responsibility, solidifying its status as a leading institution in higher education.

Concluding Remarks :

In conclusion, the Self-Study Report (SSR) for Nehru Institute of Information Technology and Management (NIITM) comprehensively captures the essence of our institution's journey towards academic excellence and holistic development. This document outlines our commitment to fostering a vibrant educational environment aligned with our vision and mission, demonstrating our unwavering dedication to the principles of quality education.

Our strengths lie in our modernized infrastructure, robust teaching-learning methodologies, and a strong emphasis on research, innovation, and community engagement. Our industry mentorship programs, active student associations, and extensive extracurricular activities further enhance the student experience.

We acknowledge areas that require attention like continuous improvement and technological advancements. So, that we remain competitive and responsive to the needs of our students and the industry.We recognize the challenges inherent in maintaining high standards amidst rapid educational changes and increasing student expectations.

NIITM is well-positioned to capitalize on emerging opportunities in the educational landscape. The institute's commitment to innovation, supported by our star-rating from the Institute Innovation Council and active Business Incubation Centre, highlights our proactive approach to seizing these opportunities.

The SSR details our alignment with NAAC's criteria, showcasing our strengths in curricular aspects, teaching-learning and evaluation processes, research innovations, and infrastructure. Each criterion reflects our dedication to continuous improvement and quality assurance.

The governance and leadership at NIITM are characterized by strategic planning, effective management practices, and a commitment to stakeholder engagement. Our strategic responses include ongoing curriculum updates, faculty development programs, and enhanced student support systems. Our transparent and participatory approach ensures that our institutional objectives are met efficiently and ethically.

The best practices adopted, including community engagement through various social initiatives and our long-standing tradition of Flag Day contributions, reflect our dedication to societal well-being and communal harmony.

The additional information provided underscores our commitment to ongoing improvement and our proactive approach to addressing emerging challenges and opportunities.

We are confident that this SSR submission provides a thorough and transparent representation of NIITM's achievements, practices, and future aspirations. We appreciate the opportunity to present our institution's journey and look forward to the continued pursuit of excellence through the NAAC evaluation process.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : 36 Answer After DVV Verification :19
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* 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 Answer before DVV Verification: { table below } Answer After DVV Verification : { table below }
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 159 Answer after DVV Verification: 159
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : As action has been taken and communicated to the relevant bodies input is edited as per it.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to**

Answer before DVV Verification (1.2.2.1):

2022-23	2021-22	2020-21	2019-20	2018-19
219	147	133	179	169

Answer After DVV Verification (1.2.2.1):

2022-23	2021-22	2020-21	2019-20	2018-19
189	133	126	179	101

be considered)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
125	96	49	50	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
125	96	49	50	49

2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
125	120	120	120	120

Remark : Input is edited from extra five students .

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:

2022-23	2021-22	2020-21	2019-20	2018-19
60	34	20	31	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	30	19	31	24

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:

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

Answer After DVV Verification :

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

Remark : input is edited Excluding the extra seats admitted in reserved category,

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:

2022-23	2021-22	2020-21	2019-20	2018-19
9.68	2.84	0.0	1.56	1.35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
.03600	00	0.0	00	00

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:

2022-23	2021-22	2020-21	2019-20	2018-19
28	29	33	43	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	08	05	06	05

Remark : Input is edited from the UGC care list as the provided ISSN no, is same to all the papers and on listed on UGC care list.

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**
	3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**
	Answer before DVV Verification:

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

5	31	11	24	17

Answer After DVV Verification :

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

Remark : As per the name of affiliating Institute mentioned in the template only book record is found and that too it is not found in the ISBN search and hence, input is edited

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: 	2022-23	2021-22	2020-21	2019-20	2018-19
18	5	2	6	11 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
13	3	2	4	11 | Remark : Considering only relevant activities, input is edited .
-------	--

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 :0 Remark : Activities conducted under the MoUs are not related to the intent of the metric.

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
26.02	8.06	1.86	7.46	1.06	
-------	--

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22.57	8.06	1.86	6.01	0.64

Remark : Input is edited from audited statement excluding the library books .

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:

2022-23	2021-22	2020-21	2019-20	2018-19
28.86	7.86	4.94	18.8	15.09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.76	0.73	1.29	1.9	2.36

Remark : Input is edited from clarification highlighted audited statement excluding housekeeping ,postage and telephone, subscription and periodicles ,Excluding electrical maintenance and vehicle maintenance also.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
205	116	118	120	79

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
205	116	118	120	79

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* Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
1	1	0	0	0 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
1	1	0	0	0	
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: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
19	12	03	03	04 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
10	12	03	03	04	
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:

2022-23	2021-22	2020-21	2019-20	2018-19
45	42	02	44	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	02	16	13

Remark : Multiple activities on the relatively closer dates to be considered as one only.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
12	3	0	4	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	0

Remark : Considering only relevant claims, input is edited .

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:

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	15	06	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	15	06	00

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	6	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	6	2	0

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: C. Any 2 of the above Remark : AAA cannot be considered as the external audit team does not have any official from the University system. No relevant documents are provided for option 5. No relevant claims/activities are found for option 3. Considering options 1 and 4, input has to be modified to Any 2 .
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: {{TABLE_1.2}} Answer After DVV Verification:

Table for 1.2:

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15