



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Jaipuria Institute of Management
• Name of the Head of the institution	Prof. (Dr) Daviender Narang
• Designation	Director
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01204550100
• Mobile no	9911082750
• Registered e-mail	directorjim@jaipuria.edu.in
• Alternate e-mail	office@jaipuria.edu.in
• Address	Block A, Gate No 2, Shakti Khand IV, Indirapuram
• City/Town	Ghaziabad
• State/UT	Uttar Pradesh
• Pin Code	201014
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Self-financing				
• Name of the Affiliating University	Dr. A.P.J Abdul Kalam Technical University, Lucknow				
• Name of the IQAC Coordinator	Dr. Ashwani kumar				
• Phone No.	01204550131				
• Alternate phone No.	01204550100				
• Mobile	9958077088				
• IQAC e-mail address	jimiqac@jaipuria.edu.in				
• Alternate Email address	ashwani@jaipuria.edu.in				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://jaipuriamba.edu.in/wp-content/uploads/2022/11/NAAC-AQAR-REVISED-SUMBITTED-ON-13TH-APRIL.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://jaipuriamba.edu.in/AQAR2021-22/Point1/1.1.2 Academic calendar2021_22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.03	2021	01/03/2021	28/02/2026
6.Date of Establishment of IQAC			12/03/2014		
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
Institutional 1	Impact Lecture Series	AICTE, MoE	2021-22	12000	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	5
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
IIC Activities and Progress	
Research Progress	
Students Development Activities	
Feedback Collection from all its stakeholders	
Quality assurance in academic activities	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	

Plan of Action	Achievements/Outcomes
<p align="center">Implementation of 15 days Induction Program for the new batch</p>	<p align="center">Successfully conducted the 15 days Induction program for the new batch</p>
<p align="center">Quality assurance and improvisation in academic activities</p>	<p align="center"> Domain specific Curriculum enrichment sessions by inviting external experts. IIMs/ICFAI Case study in Every subject. Industry based Assignments/Quizzes/Tutorials in every subject. Regular session on Ted Talks/News Analysis/Group Discussion/Mock Interviews for effective curriculum delivery. Value Addition, NPTEL and MOOCs Courses One session on Ethics in lesson plan of every subject. Students Assessment from Industry CoCubes and TCSiON. Classroom Observation by External Expert, Director and Deans. </p>
<p align="center">Academic Audit</p>	<p align="center">Academic Audit is conducted successfully at the end of every semester</p>
<p align="center">Center for Excellence in Communication</p>	<p align="center"> Each student is given an individual communication development plan that includes specific development goals. The Center serves as a central location for resources, expertise, and advice on improving JIM students' oral and written communication skills, as well as their interpersonal skills. </p>
<p align="center">Students Profiling</p>	<p align="center"> Profiling of students is done through psychometric tests and simulation games is conducted that will help in developing critical thinking of students </p>

Faculty Development Programs	Faculty Development Program is conducted to improve the research ability among the faculty members.
Student Development Programs	Student Development Programs are executed successfully.
Mentor-Mentee Program	A well-planned Mentor-Mentee session is executed to council, and guide the students. Corporate members, Alumni can be rope-in for the Mentorship
Institutional Club Events	New students Club is introduced in the area of Data analytics / Design thinking and Innovation.
Digital Intervention in the Institute for Academic and Administrative function	An IT adoption plan is implemented that covers the upskilling of digital tools and technologies for students, faculty and administrative staff. It covers the acquisition, maintenance, training, etc. of IT/ITES.
Initiatives on Innovation, IPR and Entrepreneurship	4 IPRs filed and 2 start ups had been started in the year and 36 innovative ideas are submitted on Yukti Portal.
Improvisation of Placement practices	The placement packages and quality has been improved from last year.
Improvisation in Admission process	The quality and number of admissions has increased in comparison from last year.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> • Name of the statutory body 	

Name	Date of meeting(s)
Academic Advisory Council	19/11/2021

14. Whether institutional data submitted to AISHE

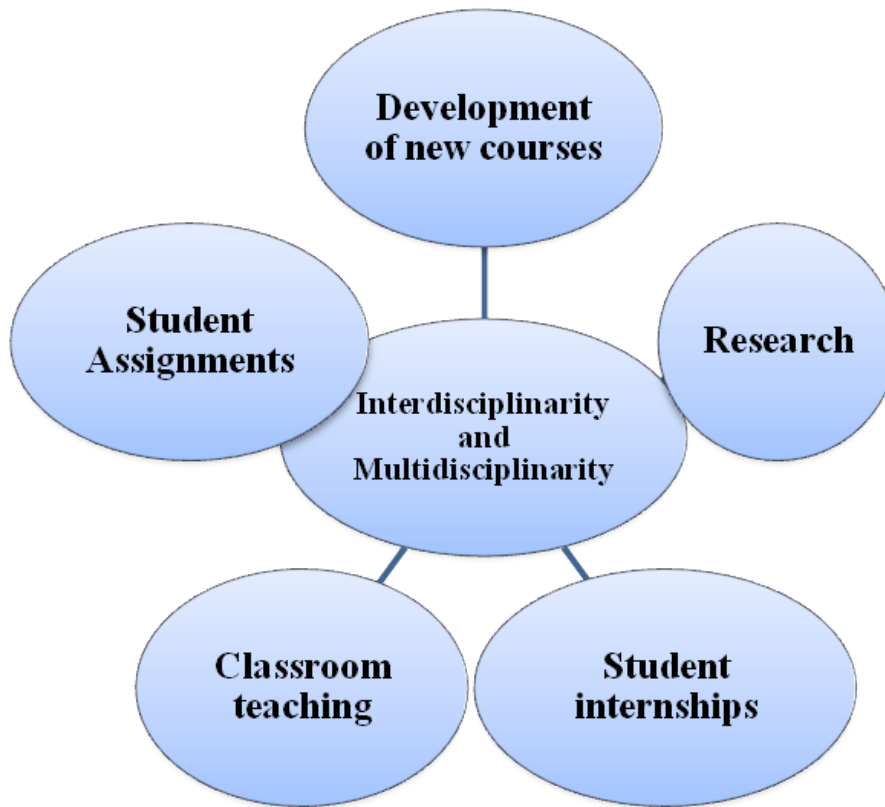
Year	Date of Submission
2020-21	31/03/2022

15. Multidisciplinary / interdisciplinary

a. Delineate the vision/plan of the institution to transform itself into a holistic multidisciplinary institution.

The vision of the institution is to become a holistic multidisciplinary institution that provides students with an education that prepares them for success in their chosen field of study. Jaipuria Institute of Management offers a variety of programs that allow students to gain knowledge and skills necessary to excel in their chosen career. The institution also provides students with the opportunity to participate in research and work with faculty on projects that will help in their intellectual development.

JIM, Ghaziabad is focusing on several initiatives to promote Interdisciplinarity and multidisciplinary. These initiatives are being practiced with regard to Development of New Courses, Class Room Teaching, Student Assignments, Research and Student Internship projects.



Interdisciplinarity analyses, synthesizes and harmonizes links between disciplines into a coordinated whole. Multidisciplinarity draws upon knowledge from the different disciplines while remaining within the boundaries of the discipline. Multidisciplinary approach is of great significance in Management Education as it is vital to teach young managers about the mutually cohesive relationship between the world of business and the larger society including its environmental and economic systems. It is vital to ensure a thorough linkage between social and behavioral sciences, humanities, liberal arts and business studies and promote innovations and opportunities.

Some examples of Interdisciplinary and multidisciplinary activities at JIM are listed below.

Development of new courses

Following are a few examples where new subjects have been developed by analyzing, synthesizing and harmonizing concepts from diverse disciplines.

1. While teaching Marketing topics, several faculty members combine concepts from the Information Technology and Computer Science Discipline. This specifically happens when the courses of Digital Marketing and Technology Marketing are taught. To cite another example, faculty members combine concepts from Marketing and the domain of Sustainability Management to teach

Green Marketing. Similarly, concepts from the domain of Analytics are drawn to teach the course on Marketing Analytics.

2. While Teaching the course on Behavioral Finance, faculty members integrate topics from Consumer Behavior (a Marketing Concept) and Finance.

Course Curriculum

Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a subject or subjects. This will be encouraged by increased faculty and institutional participation in the University Board of studies in setting curricula. Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.

Classroom Teaching and Pedagogical Practices

- As faculty members teach courses like Design Thinking, they amalgamate in their teaching examples across industry verticals and functional domains.
- In the course on Managerial Economics, faculty discusses the economic condition in a post covid scenario with examples and case studies from the disciplines of Sustainability and Finance.
- As part of the institutional academic practices, students are given exposure to the concepts of problem-solving, creative writing, entrepreneurship and Research Methodology
- Faculty members make it mandatory for students to enroll for MOOCs to develop self- directed lifelong learning and to gain advanced interdisciplinary knowledge
- Industrial visits and club activities also promote interdisciplinary learning.

Research

Research Groups of faculty members have been set up where Faculty members of one stream are tying up with faculty members from another

stream. Each individual contributes to the research project/manuscript which is jointly being published (possibly in another stream) and subsequently returns back to their own streams. This approach enables faculty from different domains to incorporate perspectives from diverse disciplines to create a comprehensive understanding of complex issues and acquire insights into different disciplines. This leads to identification of new research areas, tackling complex problems by opening the use of knowledge, tools, methodology and solutions generated in one discipline to other disciplines helps setting and exploring new ideas and investigating neglected areas.

Student Assignments

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of JIM include projects/assignments in the areas of community engagement and service, environmental education, and value-based education. Environmental education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

The assignments given to the students involve use and integration of methods and analytical frameworks from more than one domain. The students have to analyze a real time business problem and find a solution for the same. It provides a platform to explore and integrate multiple perspectives for deeper understanding, a balanced judgment and a viable solution or product creatively accommodating different perspectives. These activities hone their decision making skills in finding solutions for contemporary business issues.

Student Internships

Multidisciplinary projects ranging from market entry strategies, operations challenges or testing of innovative thinking across NGOs, Technology Startups, Banks, Real estate firms, or consumer packaged goods suppliers provide significant exposure to students.

b. Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.

JIM firmly believes that educational programs that integrate learning experiences in the humanities and arts with science,

technology, engineering, mathematics and medicine lead to improved educational and career outcomes for postgraduate students. The JIM approach towards the integration of Humanities and Sciences with STEM is to provide programs that combine these disciplines. For example, the MBA (Business Analytics) program combines new age science and technology i.e. Artificial Intelligence, Blockchain, Machine learning and IOT with traditional Management courses in order to provide students with knowledge on the applications of these contemporary disciplines across the business world as well as society at large . This approach allows students to study a wide variety of subjects and to gain skills and insights across multiple disciplines. An MBA program of this genre can prepare students for a wide range of careers (ranging from Business Analysts, Researchers, Business Intelligence Specialists, Management Consultants, Supply chain management specialists, Data Visualisation experts, Product Analysts, Financial Advisers etc.), as they will have the ability to think critically about complex problems and to communicate effectively.

1) Integration in Course curriculum : The following steps has been taken for integration of humanities and science with the course curriculum :

a) Course on Quantitative Aptitude and Logical Reasoning: Certificate course in Quantitative Aptitude and logical reasoning helps students to develop their analytical and problem solving skills. Aptitude classes help MBA students to develop their skills in various subjects such as mathematics, statistics, and accounting.

b) Design Thinking course curriculum :

Credit course of Design Thinking introduced in MBA I sem. The Design Thinking curriculum is designed to help students think creatively and critically about problems. The course covers topics such as ideation, problem solving, and user experience. The course is structured around a series of projects that require students to apply their knowledge to real-world problems

c) Establishment of Human Values and Development cell :

Credit course of Human Values and Professional ethics has been introduced in MBA III Semester for the holistic development of students. The Human Value Cell at JIM enables students and faculty to enhance :

· Right Understanding by sharing the understanding of what to do

(Value Education)

- Develop Right Skills by teaching how to do (Technical Education)
- Practice Right living during the period of education.
- Living in relationship with human being leading to mutual happiness
- Living in relationship with rest-of-nature leading to mutual prosperity

d) Certification courses from MOOCs platform in the area of Humanities, Science and technology :

For MBA students, taking a MOOCs course can be a great way to gain an edge in their chosen field of study. There are a number of MOOCs platforms available, each offering a variety of courses. Students can choose from a wide range of courses, depending on their interests and needs. The courses offered by the platforms are usually very comprehensive and cover a wide range of topics. Taking a MOOCs course can be a great way for MBA students to gain an edge in their chosen field of study. The courses offered by the platforms are usually very comprehensive and cover a wide range of topics. MOOCs courses have been introduced in the course curriculum as an integral part in the area of Machine Learning , SQL, Python, Financial Analytics/Modeling etc.

e) Employment Enhancement certification course :

Choice based Employment enhancement course has been introduced. The course covers different facets of Communication Skills, Personality Development skills and Interview Etiquettes.

2) Workshops in the area of Emerging technologies:

Emerging technologies are technologies that are currently developing or will develop in the future. They are often cutting-edge and can be used in a variety of fields, from medicine to manufacturing. Workshops on emerging technologies can be very beneficial for those who want to learn about and stay up-to-date on the latest developments. These workshops can provide an overview of the technology, as well as practical applications and tips for using it. JIM conducted workshops in the area of IOT, Artificial Intelligence, Block chain and Machine learning.

c. Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain.

Yes, the institution offers flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based courses towards the attainment of a holistic and multidisciplinary education.

During the year 2021-22, Jaipuria Institute of Management, Indirapuram, Ghaziabad took several initiatives to inspire the students to take responsibility for social issues and for the betterment of the neighborhood community. A series of activities were planned well in advance to create holistic development of students towards Health, Gender, and Environmental Issues. Some of the activities were successfully performed in association with local and non-profit organizations. Few of the activities are mentioned below :

- Credit course of Human Values and Professional ethics introduced in MBA III Semester for the holistic development of students
- Credit course in the domain area of Business communication
- MOUs with the Pinkishe Foundation and Smile Foundation
- Summer Internship with NGOs for community center projects
- Workshop on Gender diversity
- Group Discussions and Declamations on Environmental issues included areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
- Value based education as an integral part of course curriculum
- Case studies on Ethical issues in every domain i.e. Finance, Marketing , Human Resourec Management and Information Technology introduced for imparting values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills.

- Student clubs are being run by the students in the university to participate in co-curricular activities along with studies, which help in their overall and holistic development.
- Guest Lectures and Workshops on Social and Professional Ethical Issues
- Vigilance Awareness Week
- Tree Plantation
- Yoga and Meditation Session
- Role Play on various societal issues
- Debate Competition

A holistic and multidisciplinary education approach has been followed to develop all capacities of students - intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.

d. What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.

National Education Policy (NEP) 2020 seeks to reform the Higher Education system by providing, among other things, flexibility to students in terms of choice of subjects to study and academic pathways. A creative combination of disciplines for study with multiple entry and exit points is one very important recommendation of NEP, 2020. The multiple entry and exit points in the academic programmes offered at Higher Education Institutions (HEIs) would remove rigid boundaries and create new possibilities for students to choose and learn the subject(s) of their choice.

JIM is an affiliated institute of Dr A P J Abdul Kalam Technical University .It is in the vision of the JIM to adopt flexible curriculum based on NEP offering multiple entry and exit as and when adopted by the university. The university will adopt the multiple entry and exit option w. e. f. 2023-24 course curriculum.

The guidelines of the proposed multiple entry and exit option will serve the following objectives: -

- Remove rigid boundaries and facilitate new possibilities for learners.
- Curtail the dropout rate and improve GER
- Offer creative combinations of disciplines of study that would enable multiple entry and exit points.
- Offer flexibility in curriculum and novel course options to students in addition to discipline specific specializations.
- Offer different designs of the Master's programme.
- Enable credit accumulation and transfer along with provision of evaluation and validation of non-formal and informal learning for the award of a degree and encourage lifelong learning; and Facilitate encashing credits earned when the learner resumes his/her programmes of study.

e. What are the institutional plans to engage in more multidisciplinary research endeavors to find solutions to society's most pressing issues and challenges?

Multidisciplinary research is a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or area of research practice. Faculty members are regularly advised to attend workshops pertaining to development of their technical/managerial and behavioral skills. The development of Multidisciplinary/interdisciplinary research work is an important component of the institute's research policy. The Research Committee launched an initiative to promote interdisciplinary research. Additionally regular Faculty Development Programs are organized by the institution to provide inputs to faculty programs on any contemporary developments pertaining to technological changes as well as pedagogical practices and research methods. Well known experts from Academia and Industry are invited to deliver the program and aid the process of enhancement of the intellectual skills of the faculty members. A pre-approved Research Policy further ensures that the faculty members are continuously motivated to conduct research and publish manuscripts in good quality journals. Regular faculty meetings ensure that faculty members are regularly motivated to enhance their performance.

· Collaborative Research environment

A vision of multidisciplinary may begin with simple steps and behaviors that nourish the practice of collaboration. That might be done, for example, by creating more opportunities for faculty to work with students in different disciplines and departments. JIM research policy foster collaborative Research Environment.

· Research Groups:

Research Groups of faculty members have been set up where Faculty members of one stream are tying up with faculty members from another stream. Each individual contributes to the research project/manuscript which is jointly being published (possibly in another stream) and subsequently returns back to their own streams. This approach enables faculty from different domains to incorporate perspectives from diverse disciplines to create a comprehensive understanding of complex issues and acquire insights into different disciplines. This leads to identification of new research areas, tackling complex problems by opening the use of knowledge, tools, methodology and solutions generated in one discipline to other disciplines helps setting and exploring new ideas and investigating neglected areas. JIM also lays emphasis on research across the Sustainable Development Goals, as defined by the United Nations. With a holistic agenda in mind, JIM is integrating problems areas pertaining to poverty, hunger, education, equality, well-being, economic growth, responsible consumption etc

· Reward structure: Faculty who conduct multidisciplinary research need professional recognition .Research award was given to Dr Anbha for encouraging publications in ABDC A category journal in the area of multidisciplinary.

Research Publication credit: Faculty benefit by receiving institutional credit for work reported in journals or conferences outside their specialties or in interdisciplinary journals.

Students Research Internships

Multidisciplinary projects ranging from market entry strategies, operations challenges or testing of innovative thinking across NGOs, Technology Startups, Banks, Real estate firms, or consumer packaged goods suppliers provide significant exposure to students. Students engage in Summer Internships across diverse sectors, industry and function and learn about the various dimensions of corporate activities and functions. They learn how cross functional teams

function together to achieve a common goal.

f. Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

JIM, Ghaziabad is promoting interdisciplinarity and multidisciplinary through a number of initiatives. These initiatives are being implemented in the areas of Course Development, Classroom Teaching, Student Assignments, Research, and Student Internships. The good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020 is

Focus on Outcome Based Education:

Outcome-based education (OBE) is a student-centered approach to learning that focuses on the demonstrable achievement of specific knowledge and skills. The focus on outcomes in OBE can be seen as a shift away from traditional approaches to education, which often focus on inputs such as seat time, coursework, and credits. Instead, OBE systems focus on what students are actually learning and whether they are able to apply that learning in real-world situations.

We at Jaipuria Institute of Management, Indirapuram, Ghaziabad followed Outcome Based Education (OBE). One of the important objectives of the OBE process is to calculate and check the attainment level of CO-PO. The success of the institute depends on the CO-PO attainment level of its program offered

To ensure the same, the institution follows the effective evaluation system. The process of attainment of COs and POs starts from the preparation and finalization of POs and COs in different brainstorming sessions with faculty members, experts and management. Moreover, Bloom's Taxonomy must be referred while preparing COs and POs. Once finalized, COs and POs are included in each Course File. A correlation is established between COs and POs on the scale of 0 to 3. "0" indicates no correlation, "1" indicates a low correlation, "2" indicates a medium correlation and "3" indicates a high correlation. A mapping matrix of COs-POs is prepared in this regard for all courses in the program.

The following assessment methods are used for the assessment of Program Outcomes:

1. Direct Assessment (75%) : The direct assessment includes the following components

- **Internal Examinations**
- **End Semester External Examinations**
- **Assignments**
- **Quiz**
- **Class Participation**
- **Attendance**

2. Indirect Assessment (25%)

The indirect assessment has been performed at the end of a batch on the following parameters

Students Development Activity

- **CSR activity**
- **Feedback from stakeholder**
- **Management Fest**
- **Value addition Program**
- **Soft Skill Training**
- **Employability Enhancement Program**

Outcome based teaching pedagogy implemented for ensuring quality and effectiveness of delivery of course curriculum. At the end of the academic year, the Academic Program Committee (APC) meeting is conducted to discuss the course distribution for the next academic session. Based on the expertise of individual faculty members, the subject is allotted to them. Once the subject is allocated to a particular faculty, she/he prepares course files containing lesson plan, syllabus, academic calendar, time table, important questions, MCQs, previous question papers, cases (if relevant). While preparing the course files Program Outcome (PO) and Course Outcome (CO) are mapped. This exercise is collaboratively completed by the members of the Academic Program Committee (APC). For mid-term tests, each course instructor used to calculate the Course Outcome (CO)

attainment level on the basis of students' performance in those exams. CO attainment criteria used to be decided by the course instructor for each course and communicate to students in his/her first lecture. Those students who achieved the CO attainment are categorized as "advanced learners" and who could not achieve the CO attainment are categorized as "slow learners". Course Outcome (CO) attainment level of each internal component of evaluation is calculated by each faculty member for their respective courses in order to identify the Slow and Fast learners. Remedial measures are taken for Slow learners by conducting tutorial classes to clarify their doubts and re-explaining the critical topics. Similarly, Fast learners are encouraged to write case studies, research papers jointly with faculty members and also encouraged to write articles for Quest Magazine and Institute's blog.

16. Academic bank of credits (ABC):

a. Describe the initiatives taken by the institution to fulfill the requirement of Academic bank of credits as proposed in NEP 2020.

In order to fulfill the requirements of the Academic Bank of Credits as proposed in the NEP 2020, the institution has taken various initiatives, such as: -

1) The institution has registered under the National Academic Depository through the affiliating university.

and Academic bank credit through the affiliating university .

2) The institution has set up an Internal Academic Bank of Credits (ABC) unit which is responsible for maintaining a database of all the credits earned by students through various means, such as Mark sheets, Degrees, Certificates, examinations, projects, etc.

3) The institution has also adopted the affiliating university credit transfer system which allows students to transfer credits earned at other institutions.

4) The institution has also set up a system whereby students can earn credits by taking examinations or completing projects as per the university course curriculum.

b. Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.

The ABC has been set up by the University Grants Commission (UGC), in which students will be given multiple entries and exit options. ABC will provide learners to open unique or individual Academic Bank Accounts in digital form, after which they will be given a unique ID and access to the Standard Operating Procedure (SOP). The affiliating university, Dr APJ Abdul Kalam is registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme. It is the vision of the institute to provide the benefits of ABC to the learners as and when implemented by the affiliating university. The institution has set up an Internal Academic Bank of Credits (ABC) unit which is responsible for maintaining a database of all the credits earned by students through various means, such as Mark sheets, Degrees, Certificates, examinations, projects, etc.

c. Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.

The institution has partnered with the Skyline University, Sharjah (foreign university) in order to provide students with opportunities for seamless collaboration and internationalization of education. Jaipuria Institute of Management Ghaziabad and Skyline University Sharjah recognize their strengths in research and education in one or more disciplines management and social sciences, and their mutual interest in engaging themselves in academic cooperation. JIM Ghaziabad and Skyline University therefore agree to establish a programme for academic cooperation in the areas of mutual interest.

The goal is to foster collaboration, provide opportunity for global experience, and to facilitate

advancement of knowledge on the basis of reciprocity, best effort, mutual benefit, and frequent

interactions. JIM Ghaziabad and skyline university, Sharjah agree:

- a) To exchange information on research and educational programmes
- b) To exchange information on teaching, learning material and other literature relevant to their

Educational and research programmes.

c) To jointly organize short-term continuing education programmes on topics of mutual interest and to

invite each other & faculty to participate therein.

d) To jointly organize seminars, conferences, or workshops on topics of mutual interest and to invite

each other & faculty to participate therein

e) To jointly propose and engage in research or training programmes sponsored by funding agencies,

and to invite each other faculty to participate therein

f) To exchange, on a reciprocal basis, students at post graduate level and Doctoral levels for limited periods of time for the purpose of education and /or research.

d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.

The Institute follows the course curriculum of the affiliating university . The Institute follows the Outcome based education system that encourages faculties to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. However, the Academic Programme committee of the institute ensures that the designed curriculum is in accordance with the approved framework and does not deviate from the learning outcomes of the course. There are three approaches of value addition curriculum design: subject-centered, learner-centered, and problem-centered design are followed.

The faculty members identified the industry academia skill gaps. Based on the skill gaps , MOOCs on different platforms are recommended to the students . The Institute provides value-added courses to enrich the university prescribed syllabus and make the students employable. The institute has set up a language lab for the effective delivery of communication classes. Conventional classroom teaching is blended with use of ICT to make the teaching- learning process more learner-centric. Case based methods of teaching are adopted for effective delivery of the curriculum.

Continuous assessment tools like Quiz, Presentation, Case discussion, Group discussions, News Analysis, Assignments, etc are used for effective student-centric assessment.

The Institute encourages faculty members to attend FDPs, workshops and present papers in Seminars/conferences of repute for acquiring necessary skills for effective delivery of the Curriculum. The Institute has provided training to students and faculty members to be well-equipped with IT Tools and applications.

e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

The institution has implemented a Choice based /credit-based Course curriculum which is in line with the National Education Policy 2020. The Evaluation Scheme and Syllabus for Second Year MBA (Common) programme is designed with a view to enhance the skills, knowledge & leadership of management graduates in order to maximize the employment opportunities in various functional areas. The guidelines of Model Curriculum of AICTE are duly considered by incorporating relevant emerging areas in all specializations offered during the program. It has also followed the guidelines of New Education Policy (NEP) to emphasis on skill building through project and practical work specifying the learning outcomes for each subject and used Bloom's taxonomy as expected indicators of learning levels. The specified levels of learning outcomes are indicative and could be used suitably for assessment and evaluation. Management education is dynamic and driven by socio-economic and technological changes as well as innovations. Hence, it is expected that, latest updates from research, industry practices and cases must be discussed extensively during teaching to achieve the desired levels of knowledge and skills with practical outlook among graduating students. The detailed syllabus has introduced case studies and latest updates also. Visits to Manufacturing Units, malls, warehouse & logistic hubs, Ports etc. and some short duration live Projects will be helpful to buddy managers in gaining the feel of real corporate culture and working practices. It will help in orienting the students towards entrepreneurship and to start their own start-ups. Today IT is enabled in all areas of management be HR, Finance, Marketing and hence technological integrations with all functions have changed the face of planning and decision making in all manufacturing and service industries. The Supply Chain processes are driven by ERP System and High-End Technologies for real time tracking and identifications during transportation for better customer's support. Therefore in the real time scenario , while

designing the syllabus, we have given equal emphasis on the quantitative and analytical approaches which will help the students to understand the practical know-how of corporate and will understand the pattern & interpretation of large data. Therefore we have given equal emphasis on building student's IT skills. University is adopting the Academic bank of credits (ABC) in the institution in view of NEP 2020.

17.Skill development:

a. Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework

The Institute offers the soft skills courses which are aligned with the National Skills Qualifications Framework (NSQF). Employment Enhancement Module and Communication Module is designed to strengthen the vocational education and employability skills of the students. These courses are designed to provide students with the skills and knowledge required to succeed in the workforce. The institute also offers a number of career development services to help students find employment after MBA courses. Communication lab is set up with different softwares for the proficiency of English communication skills of the students. Quantitative Aptitude and Logical reasoning certification training is provided to the students in MBA I sem as per NSQF norms. Workshops on emerging technologies like BlockChain, Machine Learning, IoT, SQL, PowerBI organized for the students.

b. Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.

The policy focuses on bringing vocational education into mainstream education, as recommended by successive commissions on education over the years. The NEP 2020 suggests the integration of vocational education into mainstream education in all educational institutions in a phased manner over the next decade. The institute adopted the MOOCs courses for the upskilling and reskilling of students. Mini projects based on industry apprenticeship and on the job training become the integral part of the course curriculum. Value addition certificate courses inculcated in the syllabus for promoting vocational education in Digital marketing, financial literacy and IT skills.

c. How the institution is providing Value-based education to inculcate positivity amongst the learner that include the

development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.

The institute has established a center for human values and professional ethics to foster universal human values in accordance with the vision and mission of the institute. The students are oriented towards their basic human values in the induction programme where they have sessions on human values, life skills and constitutional duties. It is mandatory for our MBA students to study a complete course on Human Values and Professional Ethics which facilitates their learning about values and ethics. These human values convey personal conviction, ethics describe the accepted principles and standards of conduct about moral duties and virtues as applied to an organization. Codes of professional ethics guide them about the desirable and undesirable acts related to the profession.

The faculty at Jaipuria institute of Management is prepared through an Eight day training programme on Universal human values conducted by AICTE. The faculty is also identified as a resource person for the same.

In order to inculcate citizenship values the students are taught to be responsible in their attitude towards communities. The students empathize with the underprivileged of the society and organize medical camps, visit orphanages, old age homes for community service.

The institute has signed MOUs with the NGOs wherein the students undergo a training / internship and conduct activities to make a difference in their society.

The IIC (Institute Innovation Council) organizes various events on innovation and IPR so that scientific temperament in the student is developed and they are able to find sustainable solutions to social problems.

d. Enlist the institution's efforts to:

i. Design a credit structure to ensure that all students take at least one vocational course before graduating.

The institute made it mandatory to do certification courses in vocational education for upskilling and reskilling during Internship

period . One way to design a credit structure to ensure that all students take at least one vocational course before graduating is to make vocational courses mandatory. Another way to design a credit structure to ensure that all students take at least one vocational course before graduating is to offer vocational courses as electives and require that students take a certain number of elective courses to graduate.

ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.

The institute developed the course curriculum of communication and soft skills training for all students. Communication lab is established in the institute premises. Regular Interaction sessions with industries, academia, government and other stakeholders for developing the curriculum, content and other resources are scheduled for the vocational skills development . Institute established Institute Innovation Council (IIC) for creating an environment that encourages research and innovation and helps in the development of new knowledge. It helps in creating an ecosystem for academic excellence which fosters a spirit of research and innovation, and education for all. Providing for a balanced mix of academic, extra-curricular and co-curricular activities is the primary goal of the institute . Students club activities help in developing a sense of social and civic responsibility. The main aim of the Institute is to provide an excellent education in the field of Management education and Technology. The department is working towards imparting technical and management education of international standards with a high quality of teaching, learning and research .

iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.

To provide opportunities for Learners to acquire vocational skills relevant to their chosen fields of study i.e. financial literacy , digital marketing , social entrepreneurship etc.

- To provide Learners with opportunities to acquire a vocational certificate or diploma from MOOCs platform
- To provide Learners with opportunities to access vocational education and training programmes.
- To promote and encourage self-employment and entrepreneurship.

- To provide Learners with opportunities to develop their own businesses.
- To provide Learners with opportunities to acquire skills for employment.

iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.

As per the guidelines of the NSDC, Institute signed MOU with TATAiON for the implementation of Cocubes skill mapping and assessment test during the orientation programme .Cocubes skill mapping test is based on logical reasoning , english comprehension , aptitude,emotional intelligence for preparing the career map . Students can assess their evaluation reports from the unified platform of TATAiON.

v. Skilling courses are planned to be offered to students through online and/or distance mode.

Various upskilling and reskilling programmes are introduced in the course curriculum as an integral part from the MOOCs platform like udemy , Coursera or SWAYAM. Jaipuria Institute of Management is the local chapter of SWAYAM /NPTEL for the enrollment of students in different domain specific certification courses .

e. Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

The institution has a well-defined process for skill development which is in line with the NEP 2020. The institution has set up a Corporate resource center for skill development which is headed by a senior academician. The department works closely with the industry and other stakeholders to identify the skills required by the industry. The department also arranges for the training of the students in the required skills.CRC introduced the english proficiency module i.e. communication module as per changing the requirements of the industry as a good practice for skill development . Skill sets required in different industry and training programmes are designed to impart skill based knowledge and training to the students.

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

a. Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses.

The Institute integrated the Indian Knowledge system into the course curriculum and can be achieved by incorporating Indian Language and culture into the teaching methods and materials. The course curriculum covered Indian knowledge and culture in different courses. The Institute offers a separate module on Human Values and Professional Ethics covering especially Indian culture. It can also include interactive activities and exercises to help the students understand and apply the Indian knowledge and culture. Orientation program covered the sessions on Indian Knowledge Management and Indian culture.

b. What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

The Institute organizes faculty orientation programs from time to time on methodology of bilingual teaching, to create awareness among the faculty members about the importance of bilingual teaching and to sensitize them towards the needs of the students.

c. Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

The Institute offers the following courses in Indian languages and bilingual-

i. Human Value and Professional Ethics

d. Describe the efforts of the institution to preserve and promote the following:

1. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)
2. Indian ancient traditional knowledge
3. Indian Arts
4. Indian Culture and traditions.

i. The Institute has purchased the books on Indian languages and culture to sensitize the faculty and students on Indian traditional knowledge.

ii. The Institute organizes competitions among the students like debate, poster making, etc. on the topics related to Indian culture, arts and traditions.

iii. The Institute has organized a spiritual day during the orientation program and conducted Pooja and enchanting of Hare Ram Hare Krishna with all faculty members, staff and students.

e. Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

i. The faculty members are encouraged to teach in Indian language especially Hindi along with the English language.

ii. The Institute is focusing on enriching the books on Indian culture and traditions.

iii. The institute fosters a culture where Indian traditions are celebrated through festivals of national importance and religions. Gender equality promoted through various activities and events.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

a. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?

OBE is an educational strategy and a learning philosophy that centers all academic programmes and instructional activities around the specific "outcomes" that we want every student to be able to demonstrate by the time they have finished the course. It is a method of instruction that places an emphasis on the evaluation of student performance through results. The outcomes of a student's effective participation in a certain set of higher education experiences are typically expressed in terms of a mixture of knowledge, skills, abilities, attitudes, and understanding.

The OBE model measures the progress of students through:

Program Outcomes (PO)

Course Outcomes (CO)

The Institute has taken the following initiatives to implement the OBE model-

1. The institute has well defined Vision, Mission and Objectives.
2. The POs and COs are well established.
3. COs and POs are mapped in each course and included in the respective course file.
4. The POs are displayed in each class so that students will be well versed about the POs.
5. The POs and COs are mentioned in each course file and discussed with the students before starting the session by each faculty member.
6. Each faculty member discusses the COs in their respective class during their lecture.
7. The attainment level POs and COs are calculated after the end of each semester.
8. The Institute has set up the IQAC cell to monitor the progress of OBE during the session.
9. The Institute has set up the Academic Progress Committee (APC) to review the progress of academic rigor.
10. The Institute has implemented a separate module on communication skills.
11. The Institute has formed an Institutional Development Plan as the framework for the implementation of OBE.
12. The course outcome is well defined in each course by the Affiliated University.
13. Quiz and Assignments are conducted in each course as per the Course File and Academic Calendar.
14. Mid Term and Final Semester Examination is conducted as per the guidelines of the University and in each question the COs are mentioned.

b. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.

The followings are the efforts made by the institution to implement the OBE in teaching and learning practices-

1. Every teacher is aware of the POs and COs of the course they are teaching and they mentioned the same in their course file.
2. Course File is prepared in each course. Each course file is verified and validated by the Dean (Academics) and IQAC.
3. Blooms Taxonomy is used in each course.
4. The institute focuses on Flipped Classroom learning.
5. The institute conducts Faculty Development Programs every year to increase the knowledge of the faculty members.
6. The faculty members are well versed with the technological interventions of teaching. They use a number of teaching and learning IT tools like- Canva, Virtual Whiteboard, Jamboard, Direct Poll, Padlet, etc.
7. Quiz and assignments are conducted as per the academic calendar in each course.
8. The institute has developed individual student development plans for the professional development of the students.
9. The Institute implemented a Feedback System from all its stakeholders that helps to create plans, specify outcomes, and evaluate student performance.
10. The Institute has adopted a structured Mentor-Mentee Program in which the faculty members guide and motivate the students toward successful outcomes.
11. The institute has adopted a weighted assessment system in which each learning component including direct and indirect assessments are considered.
12. Rubrics are used in the assessment process.
13. The faculty members track the student performance and identify

the slow, medium and fast learners and take actions accordingly.

c. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.

The followings are the good practices pertaining to the OBE-

1. Preparation of the Course File which is a framework for teaching and learning in each course and each course file is reviewed and verified by the Dean (Academics) and IQAC.
2. Implementation of the Feedback from all stakeholders that helps in policy formulation.
3. Implementation of Institutional Development Plan that covers all the aspects of the teaching and learning process.
4. Implementation of Students Development Plan and Activities that helps students in their placement and career development.
5. The Institute focuses on Skill based curriculum delivery in teaching approach for the development of core skills such as problem solving, critical thinking and communication. It involves engaging students in meaningful learning experiences and giving them opportunities to practice the skills they are learning.

20.Distance education/online education:

a. Delineate the possibilities of offering vocational courses through ODL mode in the institution.

The institution offers a range of vocational courses through ODL mode, including courses in business, entrepreneurship, IT, engineering, and so on. This would allow students to gain the skills and knowledge they need to enter into specific professions, and could also help to upskill existing professionals.

b. Describe the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards blended learning.

There has been a shift in the way institutions are approaching teaching and learning activities. The use of technological tools has become more prevalent in order to facilitate the blended learning process. Institution is making efforts to provide students with access to technology so that they can be successful in their studies. In addition, the institution is also working to create more engaging and interactive learning experiences. The use of technological tools has allowed for the creation of more dynamic and engaging learning experiences. Additionally, the use of technology has also allowed for the delivery of more personalized learning experiences.

c. Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

The institution has a dedicated team of Faculty members who are well-versed in the latest online education technologies and trends. They are always working on improving the quality of the institution's online education offerings. In addition, the institution has an Academic programme committee to ensure a strict quality control process in place to meet the highest standards. Faculty members recorded video lectures for digital content for affiliated university AKTU, Lucknow, and uploaded them to the university's YouTube channel "AKTU Digital Education."

Extended Profile

1. Programme

1.1	90
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2. Student

2.1	228
Number of students during the year	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2		120
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year		
File Description		Documents
Data Template	View File	
2.3		189
Number of outgoing/ final year students during the year		
File Description		Documents
Data Template	View File	
3.Academic		
3.1		28
Number of full time teachers during the year		
File Description		Documents
Data Template	View File	
3.2		24
Number of sanctioned posts during the year		
File Description		Documents
Data Template	View File	
4.Institution		
4.1		11
Total number of Classrooms and Seminar halls		
4.2		498.39
Total expenditure excluding salary during the year (INR in lakhs)		
4.3		154
Total number of computers on campus for academic purposes		

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

JIM follows the curriculum prescribed by AKTU and follows a rigorous academic delivery process. Details are given below-

1. Academic calendars are used by JIM for monitoring academic and extracurricular activities.
2. Academic Program Committee, comprised of the Director, JIM, Dean-Academics, and Dean-Student Welfare, prepares timetable.
3. Course files are prepared for every course. In turn, Dean-Academics reviews the same and submits report to IQAC.
4. Dean-Academics shares detailed guidelines for instructional resources. Faculty members share their instructional resources with Dean-Academics.
5. The monthly Academic Meetings discuss curriculum progress, student attendance, faculty punctuality, and pedagogical practices.
6. Dean-Academics, under consultation, Director-JIM, conducts regular class observations to monitor faculty classroom performance.
7. Detailed reports on class attendance are submitted daily by Course Coordinators to Director.
8. By incorporating latest technological topics and modern practices and innovative techniques, JIM does its best to enhance student interest by a futuristic orientation.
9. The Academic Advisory Council meeting is organized every year for enrichment of course curriculum and effective teaching pedagogy.
10. The Institute has provided online database to students to access the digital resources like- ProWessIQ, ProQuest, J-Gate, Projects - MyLoft.
11. Internal Examinations are conducted as Outlined in the objectives of the curriculum.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.youtube.com/watch?v=VGUL7k7jSlA , https://www.youtube.com/watch?v=8JLHSj-9jRE

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The institute follows the academic calendar of the affiliating university (Dr. APJ Abdul Kalam Technical University, Lucknow. The academic calendar of the university is approved by the Board of studies set up by the university. The internal assessments are conducted as per the academic calendar shared with the students and the institute adheres to the announced dates. There are two internal assessments in a semester followed by an external examination conducted by the university. The assignments, quiz, and tutorial are also an integral part of the internal assessment. The assignments are given to the students as per the assignment calendar shared with the students and evaluation is done by the respective course teacher. The evaluation of the internal assessment and assignment is done within the stipulated time and are submitted to the university to ensure accuracy and transparency. Quiz and tutorials are compulsory parts of the course content which are included in the lecture plan of each subject. The institute ensures that the assessment of the students' performance should be based on subjective assessment and objective assessment. The institute follows the guidelines of the university in the assessment of students. Summer Internship Program projects and Research Project Report projects are evaluated by the panel of External Examiner and Internal examiner. The student handbook shared with the students has the details of all the planned activities of the institute. The IQAC ensures the conduct of various institute activities in adherence to the academic calendar.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in A. All of the above following activities related to curriculum

development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

2

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

75

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

543

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The institute integrates cross-cutting issues in the curriculum and co-curricular delivery. JIM, Ghaziabad has formulated the policy to adopt/ implement different provisions for subjects like Human Values and Professional Ethics, Business Environment, Intellectual Property Rights (IPR), Yoga.

The curriculum includes full credit courses on Human Values and professional ethics, which help students to develop gender sensitivity, awareness on environment awareness and sustainability. There is an established Human Values Cell at The Jaipuria Institute of Management, Ghaziabad. The institutional initiatives undertaken can be summarized as follows:

- All faculty members have successfully completed certification in inculcating human values in technical education conducted by AICTE.
- The Human-Values Cell through its club activities organizes various practice sessions on Human Values.
- Student activities on issues of gender biasness and equality.

- Green Campaign for creating environment awareness in the society especially among the children and youth.
- Students participate in tree plantation and cleanliness programs. We make students aware about the importance of preserving the environment.
- Awareness workshop on Menstrual Hygiene for girls' students on 24th June, 2021 by Global Hunt Foundation.
- Moral and ethical values are an integral part of the education of the students

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

36

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

914

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://jaipuriamba.edu.in/AOAR2021-22/Point1/1.4.1_1.4.2_Combined.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://jaipuriamba.edu.in/AOAR2021-22/Point1/1.4.1_1.4.2_Combined.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

228

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

53

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The profiling assesses the students' employability aptitude, English usage, and written communication skills, identifying weak areas and providing training accordingly. Additionally, the institute categorizes students into fast learners and slow learners, providing support tailored to their needs. Fast learners are encouraged to participate in extracurricular activities, internships, and additional certifications while being given advanced assignments and exposure to corporate settings to prepare them for placements. Slow learners are given access to remedial classes, additional resources such as PPTs and YouTube videos, and are encouraged to articulate orally in class. The faculty also shares additional links to online resources to help slow learners perform better. Communication with parents is also emphasized for continuous improvement, and peer mentoring is used to support slow learners. The institute also organizes TED talks sessions and gives prizes for recognition to advanced learners. The system aims to enhance the employability of all management graduates by providing tailored support and training.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point2/2.2.1B.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
423	27

File Description	Documents
Any additional information	View File

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

JIM focuses on the following methods to enhance the learning experiences of the students-

(a) Student Centered Teaching:

This focuses on the needs and abilities of the students and faculty may need to alter their pedagogical methods for different students. The faculty may need to serve as a coach for a few students who may need additional care. Faculty members will regularly motivate the students to learn. Here the focus is not on Teacher centred classroom discourse only, but the focus is on what the students are learning from the sessions.

(b) Game Based Teaching:

Game-based teaching uses the power of games to define and support student learning outcomes. This promotes critical thinking and strategic decision making and is very useful for enhancing the learning experience for the students.

(c) Flipped Classroom Method:

A flipped classroom is an instructional strategy and a type of blended learning, which aims to increase student engagement and

learning by having pupils complete readings at home and work on live problem-solving during class time.

(d) Experiential Teaching:

The concept experience is brought into the classroom (through a visual aid like a video or a Guest Lecture from Industry expert) or a hands-on experience can be used.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://jaipuriamba.edu.in/academics- mba/digital-library/

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The institution has made many efforts to build a platform that will give professors and students access to ICT-enabled learning possibilities. ICT tools and applications should be the foundation of all student activities. These exercises assist the students in transitioning from being a passive consumer of information to an active partner in their own education. The followings are the ICT tools that are used by the students and faculty members-

Content Creation Tools

a. Presentation Tools

The following tools are used by the faculty members and students depending upon the nature of content-

- Canva
- MS Powerpoint
- Google Slides
- Prezi

b. Digital Resources

Faculty members are developing e-content for online teaching. The students can refer the following resources-

- **Free-ebooks.net**
- **Behance**
- **Google Scholar**

c. Video Creation Tools

The Faculty members are using the following tools on the basis of their convenience, size of the content, mode of learning, etc.-

- **Zoom**
- **YouTube**
- **OBS**

d. Video Editing Tools

- **Free Video Compressor**
- **Openshot**

e. Online Engagement Tools

- **Google Docs**
- **Direct Polls**
- **Padlet**

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest

completed academic year)

2.3.3.1 - Number of mentors

24

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

27

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

19

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data

for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

102.83

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The following are the significant reforms made in Continuous Internal Evaluation at the institute level to improve student performance:

- The internal assessment is done through two sessional exams and other assessment tools.
- An Assignment Calendar is prepared and distributed at the start of the semester.
- Assessment tools include case study discussions, project report presentations, and role play graded by faculty members.
- Students' presentations for their Summer Internship Project and Research Project Report are evaluated by internal and external faculty members.
- IT skills of the students are assessed by faculty members in the Analytics lab.
- Student skill and career assessments are included in the evaluation process.
- CoCubes test is administered to assess the personalities and aptitude skills of the students.
- Mock interview sessions are held to assess students' oral communication skills and domain knowledge.
- Faculty members calculate the Course Outcome (CO) attainment level of each internal component of evaluation to identify Slow and Fast learners.
- The institute invites eminent corporate professionals to give webinars, seminars, and guest lectures.
- Absenteeism is addressed by sending registered letters and emails to the parents of students who do not attend classes regularly.

- The institute effectively uses E-Mail Communication, WhatsApp Groups, and Notice Boards for communication.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point2/2.5.1.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The institute has devised an efficient mechanism to deal with examination-related grievances that is transparent in the pattern and grievance rectification is time bound.

At Institute level:

An examination committee, comprised of Dean as convener and other teaching and non-teaching staff as members, is formed at the Institute level to handle evaluation process issues.

a. The Academic Calendar, which is displayed on the Notice Board and sends e-mail communication to students well in advance of the start of the session.

b. The evaluation process and related documentation are announced on the Notice Board and via email by the Institute.

c. The teacher distributes evaluated answer scripts to students, and any clarifications or grievances are addressed by the teacher. The concerned teacher will resolve the discrepancy, and the necessary corrections will be made on any discrepancy.

At University level:

Students can apply for re-evaluation of their answer scripts within a week from the declaration of results if they are not satisfied. Challenge evaluation can be applied if re-evaluation results are not satisfactory. The evaluation is carried out by two subject experts, and fees are refunded if the student clears the paper. The process is transparent and time-bound by the university.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point2/2.5.2.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

A. Program Outcomes (POs)

The Jaipuria Institute of Management, Ghaziabad's MBA POs were created in accordance with the AICTE Model Curriculum:

PO 1: Apply knowledge of management theories and practices to solve business problems within available resources.

PO 2: Foster analytical and critical thinking abilities for data-based decision making.

PO 3: Ability to develop Value-Based Leadership while addressing the larger environmental issues.

PO 4: Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of the business.

PO 5: Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment that supports diverse and multidisciplinary settings.

PO 6: Identify business opportunities, design and implement innovations in the workspace.

PO 7: Ability to communicate effectively with all stakeholders in a business setting, considering the dynamism of the domestic/international business environment as well as the ethical aspects.

PO 8: Ability to adapt to a rapidly changing environment by applying new skills and competencies.

B. Course Outcomes (COs)

The MBA and MBA(Business Analytics) programme at AKTU has clearly

defined course outcomes for each unit. The course file contains the COs. The Institute's POs, Mission, and Vision can only be realised through the COs

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://jaipuriamba.edu.in/academics-mba/programmes-outcomes/
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

We at Jaipuria Institute of Management, Indirapuram, Ghaziabad followed Outcome Based Education (OBE). Calculating and examining the CO-PO accomplishment level is one of the OBE process's key goals. The institute's success is based on the CO-PO program's offered accomplishment level. The institution has an efficient evaluation system to guarantee the same.

A correlation is established between COs and POs on the scale of 0 to 3. "0" indicates no correlation, "1" indicates a low correlation, "2" indicates a medium correlation and "3" indicates a high correlation. A mapping matrix of COs-POs is prepared in this regard for all courses in the program.

The following assessment methods are used for the assessment of Program Outcomes:

1. Direct Assessment (75%)

The direct assessment includes the following components-

1. Internal Examinations

2. End Semester External Examinations

3. Assignments

4. Quiz

5. Class Participation

6.Attendance

1.Indirect Assessment (25%)

The indirect assessment has been performed at the end of a batch on the following parameters-

1.Students Development Activity

2.CSR activity

3.Feedback from stakeholder

4.Management Fest

5.Value addition Program

6.Soft Skill Training

7.Employability Enhancement Program

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

173

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://jaipuriamba.edu.in/AQAR2021-22/Point2/2.7.1_Combined.pdf

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 year (INR in Lakhs)

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

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

5

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Jaipuria Institute of Management in Ghaziabad has established an Institution Innovation Council (IIC) that aims to promote entrepreneurship opportunities and leverage the potential of students' problem-solving and entrepreneurial mindset. The IIC council consists of members from the industry, faculty, and students and has already earned a two-star rating in its first year of establishment. The institute has also set up an Entrepreneurship Development Cell that focuses on developing and strengthening entrepreneurial qualities in students. The cell facilitates various activities such as developing an entrepreneurial mindset, organizing periodic workshops, and interacting with business leaders and academicians.

The EDC cell objectives:

- To develop an entrepreneurial mind-set in students and promote strong intra and inter-institutional partnerships.
- To establish a functional ecosystem for scouting and pre-incubation ideas and providing them knowledge about various government schemes and policies to encourage Entrepreneurial ventures.

The EDC activities include:

1. Full credit course on Entrepreneurship
2. Certification on Entrepreneurship Awareness
3. Guest Lectures by Industry Experts

4. Workshops on Entrepreneurship Ecosystem / Opportunity

Overall, Jaipuria Institute of Management is committed to fostering a spirit of innovation and entrepreneurship among its students and promoting strong partnerships with other institutions and organizations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

19

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	No File Uploaded

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

22

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

17

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The Jaipuria Institute of Management, Indirapuram, Ghaziabad, launches a number of projects in 2021-22 to encourage students to take charge of social issues and work for the benefit of their local community. A number of activities that will foster a holistic growth of students' perspectives on health, gender, and environmental issues are organized in preparation. It was successful to carry out some of the programmes in collaboration with neighborhood and nonprofit organizations. Few of the activities are mentioned below-

- Guest Lectures and Workshops on Social and Professional Ethical Issues
- Tree Plantation

- **Yoga and Meditation Session**
- **Role Play on various societal issues**
- **Sports Competition, Health Awareness, etc**
- **Training on Life Skill**
- **Women's Day and Mother's Day Celebration.**

Impact of these Activities:

In order to maintain a balance between economic progress and the health of the ecosystem, it is the goal of these events to generate Responsible Leaders for Society as a Whole. The overall personality of each student of Jaipuria Institute of Management, Ghaziabad are taken into consideration when planning the activities to ensure that students can have holistic development.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/news-and-events/
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

24

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community

and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

23

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

2701

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

6

File Description	Documents
e-copies of related Document	View File
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

10

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institution has well-equipped facilities for teaching and learning. Classrooms are furnished with LED projectors, internet, and audio-visual tools. The library offers books, computers, printers, and internet access. It has a wide range of resources including national and international journals, online databases, and CCTV surveillance.

The computer labs are state-of-the-art, with modern systems, software, and 120 computers connected to LAN, printers, and Wi-Fi. An exclusive Analytics Lab is available for MBA students. A language lab equipped with specialized software enhances communication skills.

The seminar hall/auditorium is well-equipped with projectors, sound systems, and Wi-Fi, accommodating over 400 students. A dedicated training room with smart board technology hosts TED Talks, virtual tours, and skill enhancement programs.

The institute embraces digital infrastructure, utilizing platforms like Google Classroom, Zoom, and tools for presentations, video creation, and online engagement. An ERP system ensures transparency and efficiency.

In terms of sustainability, a rooftop solar PV power plant and solar water heating systems are in place.

To ensure security, CCTV cameras monitor the premises, and private security guards patrol the campus round the clock.

Overall, the institution provides a conducive learning environment with modern facilities, digital interventions, sustainability initiatives, and a strong focus on safety and security.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://jaipuriamba.edu.in/lifecampus/

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Established in 2001, the Jaipuria Institute of Management (JIM) spans across 3.92 acres, offering various facilities for cultural activities, sports, and a gymnasium, all of which are highly utilized, with usage rates ranging from 95 to 100 percent.

For cultural activities, JIM boasts a 400 square meter auditorium with a seating capacity of 400 people. This venue enables the institute to organize cultural events and club activities, fostering leadership skills and team building among students.

JIM provides sports facilities as well, including a 100.35 square meter indoor game area for table tennis, chess, carrom, and snooker. A vast playground spanning 815 square meters accommodates outdoor games like cricket, football, volleyball, and tug of war. Additionally, there is a dedicated 335 square meter Badminton/Basketball court. The institute organizes annual sports

activities to encourage students to showcase their talents and foster teamwork.

JIM offers a gymnasium covering 100.35 square meters. This facility is accessible to both students and faculty/staff members. Students can utilize the gymnasium for practicing yoga and meditation, enhancing their confidence and improving their mental and physical health.

Overall, the Institute provides comprehensive facilities for cultural activities, sports, and fitness, fostering personal growth, teamwork, and overall well-being among its students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://jaipuriamba.edu.in/news-and-events/

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

13

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

243.13

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The library is an integral part of the learning process in the Institute. Institute has a well-stocked, air-conditioned and fully automated library. The library is managed by Library Software Libsys for Acquisition/Procurement, Cataloguing, Serial Control, Circulation, OPAC, Administration and Report Generation etc.

Library Management Software is used to know the bibliographical details about the collection. One separate node is made available in the JIM Library for OPAC Facility and as it is a Web OPAC, the user from any location can search the library collection, search by Title, Author, and domain can be carried out.

The library has an Electronic Resource Management Package for e-journals. The Library subscribes to J-gate, ProQuest, MyLOFT, PROWESS and Delnet Periodical packages. A well-equipped Digital library with 4 nodes having internet connectivity is housed in the Jim library for access to E-Resources. As the access facility to e-journals is multi-user and IP Address-based, students and Faculty can access the E-Resources from anywhere on the campus. Th library is equipped with computer systems to access the e-resources for faculty and students' knowledge enrichment.

MyLOFT Consortium e-library
(AKTU) : <https://app.myloft.xyz/browse/home>

Knowledge portal: <http://jaipuria.edu.in/portal/jim/index.php>

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources **A. Any 4 or more of the above**

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

38.74

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

330

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The Institute has upgraded its IT infrastructure from time to time to fulfill the requirements of students, faculty and staff of the Institute.

Google Classroom, Zoom, Google Meet, Padlet, Canva, and other digital interventions have been introduced for Faculty and Students. Presentation Tools, Digital Resources, Video Creation Tools, Video Editing Tools, and Online Engagement Tools are some of the tools to deliver ICT enabled learning possibilities. The Institute has implemented an ERP system also. Wi-Fi, Smart Classroom, Projectors, 24x7 Internet connectivity with 100 Mbps speed through leasing line, and other digital infrastructure are available at the Institute.

Some of the significant upgrades in IT infrastructure in the year 2021-22 are as follows-

- Access Point and Network switches have been upgraded for better Wi-fi access.
- Internet lease line with the bandwidth of 100 Mbps and Wif-fi Facility provided to all students, faculty and staff.
- IBM SPSS, PROWESS IQ, Wordsworth, Libsys and other software procured for better research work for students and faculty members.
- Purchase and Maintenance of batteries for UPS and printers.
- Procurement of Computer System Accessories for Students, Faculty and Staff.
- Projector Accessories like cable, etc have been procured for better projection.
- Audio Facility has been provided in all classroom

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

154

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution **A. ? 50MBPS**

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

347.85

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The Institute has systems in place for maintaining facilities like classrooms, library, computer labs, gym, and sports grounds. The Administrative and Maintenance Department, led by the Deputy Director Administration, oversees this maintenance.

1. Classrooms: The class rooms are maintained on a daily basis monitored by institute Maintenance Manager.

2. Computer Centre/ IT facilities: The IT in charge maintains and upgrades the lab with necessary equipment as per changing requirements. Vendors are hired for major issues in IT facilities.

3. Library: Librarians and staff are responsible for maintaining the library.

4. Sports Ground & Equipments: Sports In charge of the institute looks after the sports facilities and the activities. All the sports equipment is maintained by the maintenance department. Institute has also appointed housekeeping staff to maintain the gardens.

5. Electrical, water, ACs, Lift: Electrician and plumber are appointed for maintenance of electrical fittings & equipment. ACs, RO and Lift services are maintained with the help of external agencies.

6. CCTV: The maintenance of internet connectivity and CCTV security systems are done with the help of external agencies.

7. Solar Plant: Solar Plant maintenance is done by the Solar Maintenance Agency.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	http://jaipuriamba.edu.in/AOAR2021-22/Point4/4.4.2%20all%20maintenance%20bill.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

10

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

32

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills
Language and communication skills Life skills
(Yoga, physical fitness, health and hygiene)
ICT/computing skills**

A. All of the above

File Description	Documents
Link to Institutional website	https://jaipuriamba.edu.in/AOAR2021-22/Point5/5.1.3.All_CocubeReport.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

150

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

150

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

150

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

1

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

47

File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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 year

5.3.1.1 - 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 year.

8

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The Jaipuria Institute of Management emphasizes student involvement through numerous committees. This enhances students' managerial skills, leadership abilities, teamwork, decision-making, time

management, and self-discipline.

Key committees include:

Placement Assistance Team (PAT): Selected students collaborate with the placement team, coordinating with industry professionals and overseeing campus placements.

Students' Clubs: Run by students for students, these clubs focus on skill development through the "Doing and Learning" approach. They cover various areas such as literature, marketing research, drama, culture, design thinking, innovation, IT, and analytics.

Social Media Committee: Responsible for enhancing visibility through social media platforms. Students also develop their writing abilities by creating blogs.

Admission Committee: Students act as brand ambassadors, assisting the admissions office.

Print and Electronic Media Committee: Ensures the institute's presence in media, including press releases and advertising.

Alumni Committee: Coordinates and connects with the institute's alumni, facilitating mentoring, for placement activities. It also organizes alumni meets.

Cultural Committee: Coordinates cultural activities such as Fresher's party and the annual fest.

Hostel Committee: Ensures smooth functioning of the hostel, with student members actively participating in decision-making.

Sports Committee: Organizes sports events on campus.

These committees actively engage students, enriching their overall learning experience.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution

participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

21

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

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

The followings are the initiatives taken by the Institute for Alumni-

- An Alumni Portal

The Institute has an alumni portal to provide a common platform for all the alumni. The link of the portal is www.jaipuriaalumni.com. The portal has 1541 registered alumni and 936 alumni active on social media.

- Alumni Meet

The Institute organizes an event Spandan, an Alumni Interaction with newly admitted students. The Institute also organizes Grand Alumni Meet in association with Jaipuria Group of Institutions.

- Engagement with Events and Activities

Alumni are called upon to participate as Judges/ Guests in the various extracurricular and co-curricular activities of the Institute. Selected Alumni are nominated as Mentors to guide students for their career progression. The Institute circulates its

monthly Newsletter covering various aspects like business, innovations, information technology, etc. and wishes Birth Day to Alumni.

· **Summer Internship and Placements Opportunities**

Summer Internship and Placements opportunities are explored with Alumni Companies or their associates so that the students can take advantage of their seniors.

· **Executive Alumni Program**

The Institute initiated an Executive Alumni Program to support alumni in the areas like free library membership, career development services, opportunity for MDP, etc.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point5/5.4.1AlumniInteractions.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year B. 4 Lakhs - 5Lakhs (INR in Lakhs)

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The institute is governed in accordance with its vision, mission, and value system. The Academic Programme Committee, Academic Advisory Council, and Governing Body support the institute's adoption of a Participative Management System and decentralization of management.

Vision and Mission of the institute described above emphasize on distinctive characteristics such as:

- Value-based management education, training, research, and consultancy by a full-time, qualified, committed, and exceptional faculty.
- Enhancing students' capacity to meet difficulties in a dynamic business environment
- Through extracurricular activities, value-added courses, to promote the holistic development of students.
- Serving society through social activities.
- The institute's governance is handled on three different levels. First, at the institutional level through the well-established IQAC incorporating various Committees headed by the Director to ensure effective implementation of the strategic plans. Second, at the corporate level through the Academic Advisory Council chaired by an Expert Academician for policy formulation.

Academic robustness is achieved by the implementation of the three-year development plan created in cooperation with the Academic Programme Committee and Academic Advisory Council and duly approved by the Board of Governors.

The Institute has a well-organized IQAC to systematize efforts and initiatives aimed at achieving academic excellence.

The functional committees, in which students and faculty are directly involved, ensure tuning with mission and vision

Quality education using ICT and promoting industry experience with holistic personality development of the institute are reflections of an effective governance of the institute.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.1.1.pdf
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The Institute encourages a culture of participative management. It

has established a decentralized decision-making structure in which all committees are empowered to make decisions and communicate them to the academic council.

CASE STUDY.

The formation and operation of the Academic Advisory Council in the institute, which is constantly involved in the academic process and development of the institute and works in coordination, is an example of decentralization and participative management.

The Academic Advisory Council is made up of all of the institution's stakeholders. It includes faculty, industry, academicians from prestigious institutes, alumni, and representatives from the institute's various functional committees.

The Academic Advisory Council provides input to all functional areas, including the institute's admission strategy, suggestions to improve the teaching learning process to ensure effective delivery of the course curriculum, and advising the academic programme committee on value addition in the current course structure.

Alumni members of the Academic Council provide valuable input on the institute's corporate connections and suggest measures for strong Industry interaction. Academicians' experience assists the institution in excelling in research and development of faculty members. This is reflected by the successful implementation of the development plan and research policy.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.1.2.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

JIM prepares an Institutional Development plan which is effectively deployed and monitored very carefully.

JIM believes that 'A good beginning assures success' organised a composite Orientation program for students of the MBA program every year. In 2022, JIM organized a 15 day Orientation program titled

Shubharambh, which was received very well by the students. The purpose of the program was to give the students an overview of what to expect across the two year MBA journey and become aware of the institutional resources available to them. The program commenced with a series of spiritual activities like Yagya, and Fitness based activities like a Zumba session for students. Dean-Academics and Dean-Student Welfare took the students through an 'Introduction to the MBA Journey', followed by a series of sessions on Aptitude Training, Management Games, Team Building activities, workshops on Financial Literacy, Design thinking etc. Several Debate competitions, TED talks, Life skill training sessions and employability skill enhancement activities made this a very enriching journey for the students. Sessions on Human Values, professional ethics were conducted for improving the mental health of the students. Sessions on Psychometric testing and sports activities further contributed to the holistic development of the students.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.2.1.pdf
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The Institute's Board of Governors and Academic Advisory Council work closely with the Director to regulate and maintain a good academic environment that is required in the interests of all Institute stakeholders. The Director, as the Institution's Head, works with members of the Teaching and Non-Teaching staff to put the Institute's decisions and policies into action.

The Board of Governors directs and supervises the institution's finances, human resources, educational and research functions, and infrastructure arrangements. It develops policies and deliberates on future academic, financial, and administrative initiatives that guide the institution to serve its stakeholders in accordance with the institution's mission statements.

The Academic Advisory Council's main goal is to maintain educational

standards, implement university curriculum, and approve value-added courses, admission process, teaching-learning and evaluation methodologies, research initiatives, and student support facilities.

The college's strategic direction is provided by the Director. The director investigates curriculum standardization, evaluates teaching methods, monitors student progress and achievement, encourages stakeholder involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities with the assistance of Dean Academics and Dean Students welfare who have been delegated roles and responsibilities.

The Organogram of the Institution is attached in the additional information.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the institution webpage	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.2.2ORGCHART.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user inter faces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

Welfare measures are crucial for creating a positive work environment, promoting job satisfaction, and retaining talented teaching and non-teaching staff in educational institutions. These measures aim to support the physical, emotional, and financial well-being of employees. Some common welfare measures provided by institutions include financial support for attending conferences and seminars, medical facilities through term plan and mediclaim policies, paternity leave for male staff, group insurance schemes, various types of leaves such as vacation, casual, earned, medical, and maternity leave for female staff, fee concession schemes, employee provident fund, provision of college uniforms for non-teaching staff, payment of gratuity and encashment of leaves upon cessation of service, recreational programs like sports, cultural activities, excursions, and access to yoga and gym facilities. Additionally, institutions recognize long service by offering awards such as Rs. 10,000 on completing 10 years of service and Rs. 25,000 on completing 25 years of service. These welfare measures contribute to the well-being and satisfaction of staff members, ensuring a conducive work environment and fostering employee loyalty and retention.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.3.1 HR PolicyandCOVIDPolicy.pdf
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

85

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the

institution for teaching and non-teaching staff during the year**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year****10**

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year****106**

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The Performance Appraisal System is a crucial tool utilized by educational institutions to evaluate the performance of teaching and non-teaching staff. It involves a structured process where employees' job performance is assessed against set objectives and competencies. The institute has established written policies for staff Appraisal Development programs, aiming to encourage constructive dialogue, clarify job responsibilities and performance goals, support professional development, and record performance information for compensation decisions.

The formal Performance and Staff Development Plan, conducted annually, serves as a basis for evaluating achievements, productivity, team skills, and contributions to the institute's promotion and welfare schemes. Feedback based on the appraisal is communicated to faculty and staff by the Director, who provides necessary training through faculty development programs. The appraisal outcomes are also used to determine annual increments and promotions. The institute follows a well-established Promotion Policy based on performance and annual appraisals. Faculty members complete the Faculty Performance Appraisal form each year, and the director assesses their performance based on self-assessment and contributions throughout the year. Through the Performance Appraisal System, the institute ensures transparency, accountability, and continuous improvement in staff performance, contributing to the overall growth and success of the institution.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institute has a mechanism for conducting internal and external audits of the financial transactions every year to ensure compliance with the Government rules and the standard norms. The External Audit teams are appointed by the Society's corporate office and conduct audits throughout the year as per the audit calendar issued by the Society at the beginning of the fiscal year. The Internal Auditors verify all vouchers of the transactions that are carried out in each

quarter in the fiscal year and issue an audit report of each quarter. The Institute follows the audit report and rectifies any errors or observations pointed out by the auditors. The External Auditors also verify all vouchers and supporting documents and certify the Income and Expenditure statement and prepare the Balance Sheet of the fiscal year along with an audit report. The Institute maintains the highest level of transparency and accountability in all financial transactions and ensures that all financial controls and procedures are duly followed and compiled.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0.85

File Description	Documents
Annual statements of accounts	View File
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Jaipuria Institute of Management is a for-profit private institution that generates income from various sources, such as fees, reimbursements, contributions, interest, and event fees. The surplus is reinvested in the infrastructure, and the deficit is covered by the parent Society. The institute has an effective financial management mechanism that involves all stakeholders in budgeting and approval processes. The procurement of materials and services is done by different committees with an efficient system. The Accounts Department monitors all expenses and transactions using Tally ERP software and reports to the Director. The Director can allocate

additional funds if needed. The institute's accounts are audited by a Statutory Auditor to ensure compliance with Accounting Standards and statutory transactions. The audit team checks all vouchers and bills to verify the financial controls and procedures.

The institute has a well-established mechanism for effective financial management in place to ensure that resources are used optimally for the overall development of academic and administrative activities. The entire process of mobilising funds and preparing the detailed budget statement for the fiscal year is carried out conservatively, with the involvement and consultation of all departmental stakeholders prior to the start of the fiscal year.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The institute's IQAC ensures quality in teaching and learning through various initiatives, such as seeking academic advice, conducting training sessions, and setting standards. Two practices that emerged from IQAC are:

1. **Digital Intervention:** The institute uses ERP software, MATESIM, to deliver and manage educational content online. Students can access course materials, assignments, quizzes, and discussions through this platform. This enhances the learning experience and promotes collaboration. The institute also trains students, faculty, and staff in digital skills and tools. Social media platforms like Facebook, Instagram, and Twitter are utilized to promote the institution and foster interaction with students and alumni.

2. **Innovation, IPR and Entrepreneurship:** The institute fosters a culture of innovation and entrepreneurship through the Institute Innovation Council (IIC), which organizes activities prescribed by the ministry of innovation. The institute achieved a high ranking in the ARIIA, demonstrating its dedication to preparing students for the changing job market and contributing to economic growth. In its first year, the institute achieved a ranking of 3 points out of 4 in the ARIIA (Atal Ranking of Institutions on Innovation Achievements)

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.5.1.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The two most important activities where significant incremental improvements have been noticed By IQAC initiatives are :

(i) Student Centric Teaching & Learning

- Outcome based teaching learning process.
- Curriculum enrichment with incorporation of experiential learning.
- Case base method of teaching and learning .
- Co-Cubes Skill assessment for career mapping and personalized learning
- Critical Thinking through Club Events and Co-curricular activities like Panel Discussions, budget reviews sessions, etc.
- Conventional classroom teaching is blended with use of ICT to make the teaching- learning process more learner-centric.
- Set up a language lab for the effective delivery of communication classes.
- News Analysis sessions organised & Newspapers circulated to students.
- CV preparation workshops
- Each student has to complete one NPTEL course in a Semester.
- Workshop on Human Values and Professional Ethics.

(ii) Research

- **Implementation of Research policy with a corpus of 20 lakhs**
- **Implemented a comprehensive research plan for faculty development. Increasing Activities of Research Development Centre.**
- **Increase Research Support to encourage research.**
- **To motivate the faculty members to write quality research papers in Scopus Indexed and ABDC category journals the institute followed an Incentive Policy.**

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.5.2_Institutional%20Development%20Plan.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.5.3.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Jaipuria Institute of Management, Ghaziabad upholds various values and concepts such as equality, inclusivity, respect, fairness, and justice for everyone. It also encourages diversity in talent and provides equal opportunities for both genders. Some of the initiatives taken by the institute to promote gender equity are:

- Participation in various cultural programs and events
- Sensitization of students towards gender equity through role play
- Annual sensitization program on menstrual hygiene for female students
- Balanced ratio of male and female students in admissions and placements
- Special training for female students such as Zumba and yoga
- Yearly scholarship award for institutional toppers
- EEP Program to make the students corporate ready
- PAT Team to ensure smooth flow of placement activities
- More female faculty members than male faculty members
- Strict safety and security norms for all stakeholders

- Celebration of women's day to appreciate womanhood
- Counselling through mentor-mentee system and grievance cell
- Separate common rooms for girls with necessary facilities

File Description	Documents
Annual gender sensitization action plan	https://jaipuriamba.edu.in/AOAR2021-22/Point7/ActionPlan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://jaipuriamba.edu.in/AOAR2021-22/Point7/7.1.1 Pics Communication.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

A. 4 or All of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Waste Management Facilities at the Institute

The institute has proper facilities for waste management, which include:

- **Solid waste management:** The institute segregates solid waste at the source and collects it in separate bins for dry and wet waste. The dry waste is disposed of by a vendor and the wet waste is composted on campus.
- **Liquid waste management:** The institute transfers the sewage water to the municipal sewage line through underground pipelines.
- **Biomedical waste management:** The institute

segregates biomedical waste into different categories and collects it in color-coded bins. The waste is transported to a treatment facility by closed vehicles. Sanitary pads are incinerated separately. The staff and students are trained on the proper practices of biomedical waste management. - E-waste management: The institute collects the end-of-life computers and accessories from different locations and sends them to the computer center. The un-repaired ones are disposed of by contractors or vendors who pay for them. - Waste recycling system: The institute recycles wastewater and harvests rainwater on campus. - Hazardous chemicals and radioactive waste management: The institute does not generate hazardous chemical or radioactive waste.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus **A. Any 4 or all of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: **A. Any 4 or All of the above**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

B. Any 3 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

When a management graduate enters an institution, it is salient to provide an all-inclusive environment that showcases tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities. The institute provides a platform where students from all cultures, religions, and socio-economic backgrounds are treated akin. The institute takes up complete efforts in order to make sure that there is no discrimination based on the culture, region, and socioeconomic status of the institute. For promoting uniformity, certain steps are ensured. Firstly during the student induction program, at the beginning of semester one, all the students are taken through the same training curriculum which intends to make them ready for the upcoming challenges in the MBA journey. Secondly, Special sessions related to the relevance of life, human values and professional ethics are not just undertaken during the orientation program but across the year. Stress buster sessions by "Brahamkumaris" help students balance their student life. The institute has a dress code for uniform appearance. The institute celebrates all festivals to foster cultural and regional diversity. The institute provides equal facilities and comfort for disabled students.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Activities for Personal and Professional Growth at the Institute

The institute organizes various activities to help the students and faculty enhance their personal and professional growth, such as:

- **Tree Plantation and Earth Day:** This activity plants saplings on campus to make students and faculty aware of trees and environment.
- **Anti-Plastic Campaign:** This campaign motivates people to avoid plastic and informs them of its environmental and health hazards.
- **Life is A Game! Play It Workshop:** This workshop, also in association with Satya Sai Seva Organization, teaches the students about leadership and self-expression based on faith, virtue, and God's guidance.
- **Human Values and Professional Ethics Course and Workshop:** The MBA students take a course on human values and professional ethics to learn about the ethical standards of their profession.
- **Life is A Game! Play It Workshop:** This workshop, also in association with Satya Sai Seva Organization, teaches the students about leadership and self-expression based on faith, virtue, and God's guidance.
- **Celebration of National and other Festivals:** The institute celebrates Independence Day, Republic Day, and other festivals to foster cultural and national awareness and harmony among the students and faculty.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://jaipuriamba.edu.in/AOAR2021-22/Point7/7.1.9.pdf
Any other relevant information	Nil

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional **A. All of the above**

ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Jaipuria Institute of Management is a business school that values cultural and social development along with academic excellence. The institution celebrates national and international days, events, and festivals to foster cultural diversity, community engagement, and holistic growth.

Jaipuria Institute of Management celebrates various events and festivals throughout the year to suit its diverse community. Some of the major ones include Independence Day, Republic Day, Diwali, Holi, Christmas, Teachers' Day, Women's Day, and International Yoga Day.

The institution celebrates these events and festivals with great enthusiasm and zeal, and students, faculty, and staff actively participate in various cultural and social activities such as flag hoisting, cultural performances, competitions, charity drives, community service, and awareness campaigns. These events and festivals provide a platform for students to showcase their talents, learn new skills, and interact with people from different backgrounds and cultures.

Overall, Jaipuria Institute of Management's efforts in celebrating and organizing national and international commemorative days, events, and festivals demonstrate its commitment to fostering a culturally rich and socially responsible learning environment. It helps to instill a sense of pride, belonging, and responsibility among its students, faculty, and staff, and creates a strong sense

of community and camaraderie.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice:1

1. Title of Practice IT intervention and Digital Transformation
2. Objectives of Practice To enhance digital savviness of the students.
3. Context Digital readiness of students is required to be upgraded. Corporate requires students who are extremely efficient.
4. Practice Students are belonging to various backgrounds with different skills which is challenging.
5. Evidence of Success Successful placements is evidence of success.
6. Problems Encountered and Resources Required Poor digital skills of students before they enter institute.
7. Notes Implementation is done through a semester-wise module for upskilling.

Best Practice:2

1. Title of Practice Employability Enhancement Program
2. Objectives of Practice Ensuring sustainable career of students.
3. Context While we are facing biggest industry shift, making students industry ready by inculcating sustainability skills is paramount.
4. Practice Different speaking and writing abilities of the students.
5. Evidence of Success Excellent placements of students in multiple sectors namely FMCG, Retail, IT, E-commerce, Ed-Tech, etc have been evidence of the success.
6. Problems Encountered and Resources Required Low soft skills possessed by students for which institute undertakes multiple activities for skill enhancement.
7. Notes Implementation is done through a semester-wise module for the upskilling of soft skills and English language.

File Description	Documents
Best practices in the Institutional website	https://jaipuriamba.edu.in/wp-content/uploads/2021/12/development_plan_2020.pdf
Any other relevant information	https://jaipuriamba.edu.in/AQAR2021-22/Point 7/7.2.1 IT%20Development%20Plan.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

At Jaipuria Institute of Management there is a strong emphasis on innovation and entrepreneurship as a means of promoting economic growth and creating opportunities for our students. Through our various initiatives and programs, we have been able to establish ourselves as a leading institution in this field, with a proven track record of success. The institute has a well defined IIC Cell (Institutional Innovation Council). This Cell was established in 2021. The performance of IIC is as follows-

Patents

6

Innovations

3

Start-ups

4

Ideas Yukti Repository

35

IIC Star Rating

3

IIC has organized multiple guest lectures for student development guiding their path to becoming successful entrepreneurs. These lectures provide real-time exposure to the students. Along with

that, students are extensively promoted to get their projects registered. Multiple students have registered their patents. We are also providing students with the resources and support they need to launch and grow their own businesses.

Overall, our focus on innovation and entrepreneurship has helped to distinguish us as a leading institution in this field, and has enabled us to make a significant impact on our community and beyond.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

JIM follows the curriculum prescribed by AKTU and follows a rigorous academic delivery process. Details are given below-

1. Academic calendars are used by JIM for monitoring academic and extracurricular activities.

2. Academic Program Committee, comprised of the Director, JIM, Dean-Academics, and Dean-Student Welfare, prepares timetable.

3. Course files are prepared for every course. In turn, Dean-Academics reviews the same and submits report to IQAC.

4. Dean-Academics shares detailed guidelines for instructional resources. Faculty members share their instructional resources with Dean-Academics.

5. The monthly Academic Meetings discuss curriculum progress, student attendance, faculty punctuality, and pedagogical practices.

6. Dean-Academics, under consultation, Director-JIM, conducts regular class observations to monitor faculty classroom performance.

7. Detailed reports on class attendance are submitted daily by Course Coordinators to Director.

8. By incorporating latest technological topics and modern practices and innovative techniques, JIM does its best to enhance student interest by a futuristic orientation.

9. The Academic Advisory Council meeting is organized every year for enrichment of course curriculum and effective teaching pedagogy.

10. The Institute has provided online database to students to access the digital resources like- ProWessIQ, ProQuest, J-Gate, Projects - MyLoft.

11. Internal Examinations are conducted as Outlined in the objectives of the curriculum.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.youtube.com/watch?v=VGUL7k7jS1A , https://www.youtube.com/watch?v=8JLHSj-9jRE

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The institute follows the academic calendar of the affiliating university (Dr. APJ Abdul Kalam Technical University, Lucknow. The academic calendar of the university is approved by the Board of studies set up by the university. The internal assessments are conducted as per the academic calendar shared with the students and the institute adheres to the announced dates. There are two internal assessments in a semester followed by an external examination conducted by the university. The assignments, quiz, and tutorial are also an integral part of the internal assessment. The assignments are given to the students as per the assignment calendar shared with the students and evaluation is done by the respective course teacher. The evaluation of the internal assessment and assignment is done within the stipulated time and are submitted to the university to ensure accuracy and transparency. Quiz and tutorials are compulsory parts of the course content which are included in the lecture plan of each subject. The institute ensures that the assessment of the students' performance should be based on subjective assessment and objective assessment. The institute follows the guidelines of the university in the assessment of students. Summer Internship Program projects and Research Project Report projects are evaluated by the panel of External Examiner and Internal examiner. The student handbook shared with the students has the details of all the planned activities of the institute. The IQAC ensures the conduct of various institute activities in adherence to the academic calendar.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

2

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data

requirement for year: (As per Data Template)**75**

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**543**

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The institute integrates cross-cutting issues in the curriculum and co-curricular delivery. JIM, Ghaziabad has formulated the policy to adopt/ implement different provisions for subjects like Human Values and Professional Ethics, Business Environment, Intellectual Property Rights (IPR), Yoga.

The curriculum includes full credit courses on Human Values and professional ethics, which help students to develop gender sensitivity, awareness on environment awareness and sustainability. There is an established Human Values Cell at The Jaipuria Institute of Management, Ghaziabad. The institutional initiatives undertaken can be summarized as follows:

- All faculty members have successfully completed certification in inculcating human values in technical education conducted by AICTE.**

- The Human-Values Cell through its club activities organizes various practice sessions on Human Values.
- Student activities on issues of gender biasness and equality.
- Green Campaign for creating environment awareness in the society especially among the children and youth.
- Students participate in tree plantation and cleanliness programs. We make students aware about the importance of preserving the environment.
- Awareness workshop on Menstrual Hygiene for girls' students on 24th June, 2021 by Global Hunt Foundation.
- Moral and ethical values are an integral part of the education of the students

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

36

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

914

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://jaipuriamba.edu.in/AOAR2021-22/Point1/1.4.1_1.4.2_Combined.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website
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File Description	Documents
Upload any additional information	View File
URL for feedback report	https://jaipuriamba.edu.in/AOAR2021-22/Point1/1.4.1_1.4.2_Combined.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

228

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

53

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The profiling assesses the students' employability aptitude, English usage, and written communication skills, identifying weak

areas and providing training accordingly. Additionally, the institute categorizes students into fast learners and slow learners, providing support tailored to their needs. Fast learners are encouraged to participate in extracurricular activities, internships, and additional certifications while being given advanced assignments and exposure to corporate settings to prepare them for placements. Slow learners are given access to remedial classes, additional resources such as PPTs and YouTube videos, and are encouraged to articulate orally in class. The faculty also shares additional links to online resources to help slow learners perform better. Communication with parents is also emphasized for continuous improvement, and peer mentoring is used to support slow learners. The institute also organizes TED talks sessions and gives prizes for recognition to advanced learners. The system aims to enhance the employability of all management graduates by providing tailored support and training.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point2/2.2.1B.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
423	27

File Description	Documents
Any additional information	View File

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

JIM focuses on the following methods to enhance the learning experiences of the students-

(a) Student Centered Teaching:

This focuses on the needs and abilities of the students and faculty may need to alter their pedagogical methods for different

students. The faculty may need to serve as a coach for a few students who may need additional care. Faculty members will regularly motivate the students to learn. Here the focus is not on Teacher centred classroom discourse only, but the focus is on what the students are learning from the sessions.

(b) Game Based Teaching:

Game-based teaching uses the power of games to define and support student learning outcomes. This promotes critical thinking and strategic decision making and is very useful for enhancing the learning experience for the students.

(c) Flipped Classroom Method:

A flipped classroom is an instructional strategy and a type of blended learning, which aims to increase student engagement and learning by having pupils complete readings at home and work on live problem-solving during class time.

(d) Experiential Teaching:

The concept experience is brought into the classroom (through a visual aid like a video or a Guest Lecture from Industry expert) or a hands-on experience can be used.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://jaipuriamba.edu.in/academics-mba/digital-library/

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The institution has made many efforts to build a platform that will give professors and students access to ICT-enabled learning possibilities. ICT tools and applications should be the foundation of all student activities. These exercises assist the students in transitioning from being a passive consumer of information to an active partner in their own education. The

followings are the ICT tools that are used by the students and faculty members-

Content Creation Tools

a. Presentation Tools

The following tools are used by the faculty members and students depending upon the nature of content-

- Canva
- MS Powerpoint
- Google Slides
- Prezi

b. Digital Resources

Faculty members are developing e-content for online teaching. The students can refer the following resources-

- Free-ebooks.net
- Behance
- Google Scholar

c. Video Creation Tools

The Faculty members are using the following tools on the basis of their convenience, size of the content, mode of learning, etc.-

- Zoom
- YouTube
- OBS

d. Video Editing Tools

- Free Video Compressor
- Openshot

e. Online Engagement Tools

- **Google Docs**
- **Direct Polls**
- **Padlet**

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)**2.3.3.1 - Number of mentors****24**

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality**2.4.1 - Number of full time teachers against sanctioned posts during the year****27**

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

19

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

102.83

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The following are the significant reforms made in Continuous Internal Evaluation at the institute level to improve student performance:

- The internal assessment is done through two sessional exams and other assessment tools.
- An Assignment Calendar is prepared and distributed at the start of the semester.
- Assessment tools include case study discussions, project report presentations, and role play graded by faculty members.
- Students' presentations for their Summer Internship Project and Research Project Report are evaluated by internal and external faculty members.
- IT skills of the students are assessed by faculty members in the Analytics lab.
- Student skill and career assessments are included in the evaluation process.
- CoCubes test is administered to assess the personalities and aptitude skills of the students.
- Mock interview sessions are held to assess students' oral communication skills and domain knowledge.
- Faculty members calculate the Course Outcome (CO) attainment level of each internal component of evaluation to identify Slow and Fast learners.
- The institute invites eminent corporate professionals to give webinars, seminars, and guest lectures.
- Absenteeism is addressed by sending registered letters and emails to the parents of students who do not attend classes regularly.
- The institute effectively uses E-Mail Communication, WhatsApp Groups, and Notice Boards for communication.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	https://jaipuriamba.edu.in/AQAR2021-22/Point2/2.5.1.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

The institute has devised an efficient mechanism to deal with examination-related grievances that is transparent in the pattern and grievance rectification is time bound.

At Institute level:

An examination committee, comprised of Dean as convener and other teaching and non-teaching staff as members, is formed at the Institute level to handle evaluation process issues.

- a. The Academic Calendar, which is displayed on the Notice Board and sends e-mail communication to students well in advance of the start of the session.
- b. The evaluation process and related documentation are announced on the Notice Board and via email by the Institute.
- c. The teacher distributes evaluated answer scripts to students, and any clarifications or grievances are addressed by the teacher. The concerned teacher will resolve the discrepancy, and the necessary corrections will be made on any discrepancy.

At University level:

Students can apply for re-evaluation of their answer scripts within a week from the declaration of results if they are not satisfied. Challenge evaluation can be applied if re-evaluation results are not satisfactory. The evaluation is carried out by two subject experts, and fees are refunded if the student clears the paper. The process is transparent and time-bound by the university.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point2/2.5.2.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

A. Program Outcomes (POs)

The Jaipuria Institute of Management, Ghaziabad's MBA POs were created in accordance with the AICTE Model Curriculum:

PO 1: Apply knowledge of management theories and practices to

solve business problems within available resources.

PO 2: Foster analytical and critical thinking abilities for data-based decision making.

PO 3: Ability to develop Value-Based Leadership while addressing the larger environmental issues.

PO 4: Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of the business.

PO 5: Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment that supports diverse and multidisciplinary settings.

PO 6: Identify business opportunities, design and implement innovations in the workspace.

PO 7: Ability to communicate effectively with all stakeholders in a business setting, considering the dynamism of the domestic/international business environment as well as the ethical aspects.

PO 8: Ability to adapt to a rapidly changing environment by applying new skills and competencies.

B. Course Outcomes (COs)

The MBA and MBA(Business Analytics) programme at AKTU has clearly defined course outcomes for each unit. The course file contains the COs. The Institute's POs, Mission, and Vision can only be realised through the COs

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://jaipuriamba.edu.in/academics-mba/programmes-outcomes/
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

We at Jaipuria Institute of Management, Indirapuram, Ghaziabad

followed Outcome Based Education (OBE). Calculating and examining the CO-PO accomplishment level is one of the OBE process's key goals. The institute's success is based on the CO-PO program's offered accomplishment level. The institution has an efficient evaluation system to guarantee the same.

A correlation is established between COs and POs on the scale of 0 to 3. "0" indicates no correlation, "1" indicates a low correlation, "2" indicates a medium correlation and "3" indicates a high correlation. A mapping matrix of COs-POs is prepared in this regard for all courses in the program.

The following assessment methods are used for the assessment of Program Outcomes:

1. Direct Assessment (75%)

The direct assessment includes the following components-

1. Internal Examinations
2. End Semester External Examinations
3. Assignments
4. Quiz
5. Class Participation
6. Attendance

1. Indirect Assessment (25%)

The indirect assessment has been performed at the end of a batch on the following parameters-

1. Students Development Activity
2. CSR activity
3. Feedback from stakeholder
4. Management Fest
5. Value addition Program

6. Soft Skill Training**7. Employability Enhancement Program**

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year**2.6.3.1 - Total number of final year students who passed the university examination during the year****173**

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

https://jaipuriamba.edu.in/AQAR2021-22/Point2/2.7.1_Combined.pdf

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 year (INR in Lakhs)****3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)****0**

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

5

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Jaipuria Institute of Management in Ghaziabad has established an Institution Innovation Council (IIC) that aims to promote

entrepreneurship opportunities and leverage the potential of students' problem-solving and entrepreneurial mindset. The IIC council consists of members from the industry, faculty, and students and has already earned a two-star rating in its first year of establishment. The institute has also set up an Entrepreneurship Development Cell that focuses on developing and strengthening entrepreneurial qualities in students. The cell facilitates various activities such as developing an entrepreneurial mindset, organizing periodic workshops, and interacting with business leaders and academicians.

The EDC cell objectives:

- To develop an entrepreneurial mind-set in students and promote strong intra and inter-institutional partnerships.
- To establish a functional ecosystem for scouting and pre-incubation ideas and providing them knowledge about various government schemes and policies to encourage Entrepreneurial ventures.

The EDC activities include:

1. Full credit course on Entrepreneurship
2. Certification on Entrepreneurship Awareness
3. Guest Lectures by Industry Experts
4. Workshops on Entrepreneurship Ecosystem / Opportunity

Overall, Jaipuria Institute of Management is committed to fostering a spirit of innovation and entrepreneurship among its students and promoting strong partnerships with other institutions and organizations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year**19**

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year****3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year****0**

File Description	Documents
URL to the research page on HEI website	Nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	No File Uploaded

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year****22**

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

17

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The Jaipuria Institute of Management, Indirapuram, Ghaziabad, launches a number of projects in 2021-22 to encourage students to take charge of social issues and work for the benefit of their local community. A number of activities that will foster a holistic growth of students' perspectives on health, gender, and environmental issues are organized in preparation. It was successful to carry out some of the programmes in collaboration with neighborhood and nonprofit organizations. Few of the activities are mentioned below-

- Guest Lectures and Workshops on Social and Professional Ethical Issues
- Tree Plantation
- Yoga and Meditation Session
- Role Play on various societal issues
- Sports Competition, Health Awareness, etc
- Training on Life Skill
- Women's Day and Mother's Day Celebration.

Impact of these Activities:

In order to maintain a balance between economic progress and the health of the ecosystem, it is the goal of these events to generate Responsible Leaders for Society as a Whole. The overall personality of each student of Jaipuria Institute of Management, Ghaziabad are taken into consideration when planning the activities to ensure that students can have holistic development.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/news-and-events/
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

24

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	View File
e-copy of the award letters	View File

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

23

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

2701

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

6

File Description	Documents
e-copies of related Document	View File
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

10

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institution has well-equipped facilities for teaching and learning. Classrooms are furnished with LED projectors, internet, and audio-visual tools. The library offers books, computers, printers, and internet access. It has a wide range of resources including national and international journals, online databases, and CCTV surveillance.

The computer labs are state-of-the-art, with modern systems, software, and 120 computers connected to LAN, printers, and Wi-Fi. An exclusive Analytics Lab is available for MBA students. A language lab equipped with specialized software enhances communication skills.

The seminar hall/auditorium is well-equipped with projectors, sound systems, and Wi-Fi, accommodating over 400 students. A dedicated training room with smart board technology hosts TED Talks, virtual tours, and skill enhancement programs.

The institute embraces digital infrastructure, utilizing platforms like Google Classroom, Zoom, and tools for presentations, video creation, and online engagement. An ERP

system ensures transparency and efficiency.

In terms of sustainability, a rooftop solar PV power plant and solar water heating systems are in place.

To ensure security, CCTV cameras monitor the premises, and private security guards patrol the campus round the clock.

Overall, the institution provides a conducive learning environment with modern facilities, digital interventions, sustainability initiatives, and a strong focus on safety and security.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://jaipuriamba.edu.in/lifecampus/

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Established in 2001, the Jaipuria Institute of Management (JIM) spans across 3.92 acres, offering various facilities for cultural activities, sports, and a gymnasium, all of which are highly utilized, with usage rates ranging from 95 to 100 percent.

For cultural activities, JIM boasts a 400 square meter auditorium with a seating capacity of 400 people. This venue enables the institute to organize cultural events and club activities, fostering leadership skills and team building among students.

JIM provides sports facilities as well, including a 100.35 square meter indoor game area for table tennis, chess, carrom, and snooker. A vast playground spanning 815 square meters accommodates outdoor games like cricket, football, volleyball, and tug of war. Additionally, there is a dedicated 335 square meter Badminton/Basketball court. The institute organizes annual sports activities to encourage students to showcase their talents and foster teamwork.

JIM offers a gymnasium covering 100.35 square meters. This facility is accessible to both students and faculty/staff members. Students can utilize the gymnasium for practicing yoga and meditation, enhancing their confidence and improving their

mental and physical health.

Overall, the Institute provides comprehensive facilities for cultural activities, sports, and fitness, fostering personal growth, teamwork, and overall well-being among its students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://jaipuriamba.edu.in/news-and-events/

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

13

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

243.13

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The library is an integral part of the learning process in the Institute. Institute has a well-stocked, air-conditioned and fully automated library. The library is managed by Library Software Libsys for Acquisition/Procurement, Cataloguing, Serial Control, Circulation, OPAC, Administration and Report Generation etc.

Library Management Software is used to know the bibliographical details about the collection. One separate node is made available in the JIM Library for OPAC Facility and as it is a Web OPAC, the user from any location can search the library collection, search by Title, Author, and domain can be carried out.

The library has an Electronic Resource Management Package for e-journals. The Library subscribes to J- gate, ProQuest, MyLOFT, PROWESS and Delnet Periodical packages. A well -equipped Digital library with 4 nodes having internet connectivity is housed in the Jim library for access to E-Resources. As the access facility to e-journals is multi-user and IP Address-based, students and Faculty can access the E-Resources from anywhere on the campus. Th library is equipped with computer systems to access the e-resources for faculty and students' knowledge enrichment.

MyLOFT Consortium e-library

(AKTU) :<https://app.myloft.xyz/browse/home>

Knowledge portal: <http://jaipuria.edu.in/portal/jim/index.php>

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

38.74

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

330

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The Institute has upgraded its IT infrastructure from time to time to fulfill the requirements of students, faculty and staff of the Institute.

Google Classroom, Zoom, Google Meet, Padlet, Canva, and other

digital interventions have been introduced for Faculty and Students. Presentation Tools, Digital Resources, Video Creation Tools, Video Editing Tools, and Online Engagement Tools are some of the tools to deliver ICT enabled learning possibilities. The Institute has implemented an ERP system also. Wi-Fi, Smart Classroom, Projectors, 24x7 Internet connectivity with 100 Mbps speed through leasing line, and other digital infrastructure are available at the Institute.

Some of the significant upgrades in IT infrastructure in the year 2021-22 are as follows-

- Access Point and Network switches have been upgraded for better Wi-fi access.
- Internet lease line with the bandwidth of 100 Mbps and Wif-fi Facility provided to all students, faculty and staff.
- IBM SPSS, PROWESS IQ, Wordsworth, Libsys and other software procured for better research work for students and faculty members.
- Purchase and Maintenance of batteries for UPS and printers.
- Procurement of Computer System Accessories for Students, Faculty and Staff.
- Projector Accessories like cable, etc have been procured for better projection.
- Audio Facility has been provided in all classroom

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

154

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution**A. ? 50MBPS**

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)****347.85**

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The Institute has systems in place for maintaining facilities like classrooms, library, computer labs, gym, and sports grounds. The Administrative and Maintenance Department, led by the Deputy Director Administration, oversees this maintenance.

1. Classrooms: The class rooms are maintained on a daily basis monitored by institute Maintenance Manager.

2. **Computer Centre/ IT facilities:** The IT in charge maintains and upgrades the lab with necessary equipment as per changing requirements. Vendors are hired for major issues in IT facilities.

3. **Library:** Librarians and staff are responsible for maintaining the library.

4. **Sports Ground & Equipments:** Sports In charge of the institute looks after the sports facilities and the activities. All the sports equipment is maintained by the maintenance department. Institute has also appointed housekeeping staff to maintain the gardens.

5. **Electrical, water, ACs, Lift:** Electrician and plumber are appointed for maintenance of electrical fittings & equipment. ACs, RO and Lift services are maintained with the help of external agencies.

6. **CCTV:** The maintenance of internet connectivity and CCTV security systems are done with the help of external agencies.

7. **Solar Plant:** Solar Plant maintenance is done by the Solar Maintenance Agency.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	http://jaipuriamba.edu.in/AOAR2021-22/Point4/4.4.2%20all%20maintenance%20bill.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

10

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

32

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to Institutional website	https://jaipuriamba.edu.in/AOAR2021-22/Point5/5.1.3.All_CocubeReport.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**150****5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year****150**

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

150	
File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File
5.2.2 - Number of students progressing to higher education during the year	
5.2.2.1 - Number of outgoing student progression to higher education	
1	
File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	No File Uploaded
Details of student progression to higher education	View File
5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)	
5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year	
47	
File Description	Documents
Upload supporting data for the same	View File
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File
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 year

5.3.1.1 - 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 year.

8

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The Jaipuria Institute of Management emphasizes student involvement through numerous committees. This enhances students' managerial skills, leadership abilities, teamwork, decision-making, time management, and self-discipline.

Key committees include:

Placement Assistance Team (PAT): Selected students collaborate with the placement team, coordinating with industry professionals and overseeing campus placements.

Students' Clubs: Run by students for students, these clubs focus on skill development through the "Doing and Learning" approach. They cover various areas such as literature, marketing research, drama, culture, design thinking, innovation, IT, and analytics.

Social Media Committee: Responsible for enhancing visibility through social media platforms. Students also develop their writing abilities by creating blogs.

Admission Committee: Students act as brand ambassadors, assisting

the admissions office.

Print and Electronic Media Committee: Ensures the institute's presence in media, including press releases and advertising.

Alumni Committee: Coordinates and connects with the institute's alumni, facilitating mentoring, for placement activities. It also organizes alumni meets.

Cultural Committee: Coordinates cultural activities such as Fresher's party and the annual fest.

Hostel Committee: Ensures smooth functioning of the hostel, with student members actively participating in decision-making.

Sports Committee: Organizes sports events on campus.

These committees actively engage students, enriching their overall learning experience.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

21

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template)	View File

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

The followings are the initiatives taken by the Institute for Alumni-

- **An Alumni Portal**

The Institute has an alumni portal to provide a common platform for all the alumni. The link of the portal is www.jaipuriaalumni.com. The portal has 1541 registered alumni and 936 alumni active on social media.

- **Alumni Meet**

The Institute organizes an event Spandan, an Alumni Interaction with newly admitted students. The Institute also organizes Grand Alumni Meet in association with Jaipuria Group of Institutions.

- **Engagement with Events and Activities**

Alumni are called upon to participate as Judges/ Guests in the various extracurricular and co-curricular activities of the Institute. Selected Alumni are nominated as Mentors to guide students for their career progression. The Institute circulates its monthly Newsletter covering various aspects like business, innovations, information technology, etc. and wishes Birth Day to Alumni.

- **Summer Internship and Placements Opportunities**

Summer Internship and Placements opportunities are explored with Alumni Companies or their associates so that the students can take advantage of their seniors.

- **Executive Alumni Program**

The Institute initiated an Executive Alumni Program to support alumni in the areas like free library membership, career development services, opportunity for MDP, etc.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point5/5.4.1AlumniInteractions.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

B. 4 Lakhs - 5Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The institute is governed in accordance with its vision, mission, and value system. The Academic Programme Committee , Academic Advisory Council, and Governing Body support the institute's adoption of a Participative Management System and decentralization of management.

Vision and Mission of the institute described above emphasize on distinctive characteristics such as:

- Value-based management education, training, research, and consultancy by a full-time, qualified, committed, and exceptional faculty.
- Enhancing students' capacity to meet difficulties in a dynamic business environment
- Through extracurricular activities, value-added courses, to promote the holistic development of students.
- Serving society through social activities.
- The institute's governance is handled on three different levels. First, at the institutional level through the well-established IQAC incorporating various Committees headed by the

Director to ensure effective implementation of the strategic plans. Second, at the corporate level through the Academic Advisory Council chaired by an Expert Academician for policy formulation.

Academic robustness is achieved by the implementation of the three-year development plan created in cooperation with the Academic Programme Committee and Academic Advisory Council and duly approved by the Board of Governors.

The Institute has a well-organized IQAC to systematize efforts and initiatives aimed at achieving academic excellence.

The functional committees, in which students and faculty are directly involved, ensure tuning with mission and vision

Quality education using ICT and promoting industry experience with holistic personality development of the institute are reflections of an effective governance of the institute.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AQAR2021-22/Point6/6.1.1.pdf
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The Institute encourages a culture of participative management. It has established a decentralized decision-making structure in which all committees are empowered to make decisions and communicate them to the academic council.

CASE STUDY.

The formation and operation of the Academic Advisory Council in the institute, which is constantly involved in the academic process and development of the institute and works in coordination, is an example of decentralization and participative management.

The Academic Advisory Council is made up of all of the institution's stakeholders. It includes faculty, industry,

academicians from prestigious institutes, alumni, and representatives from the institute's various functional committees.

The Academic Advisory Council provides input to all functional areas, including the institute's admission strategy, suggestions to improve the teaching learning process to ensure effective delivery of the course curriculum, and advising the academic programme committee on value addition in the current course structure.

Alumni members of the Academic Council provide valuable input on the institute's corporate connections and suggest measures for strong Industry interaction. Academicians' experience assists the institution in excelling in research and development of faculty members. This is reflected by the successful implementation of the development plan and research policy.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.1.2.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

JIM prepares an Institutional Development plan which is effectively deployed and monitored very carefully.

JIM believes that 'A good beginning assures success' organised a composite Orientation program for students of the MBA program every year. In 2022, JIM organized a 15 day Orientation program titled Shubharambh, which was received very well by the students. The purpose of the program was to give the students an overview of what to expect across the two year MBA journey and become aware of the institutional resources available to them. The program commenced with a series of spiritual activities like Yagya, and Fitness based activities like a Zumba session for students. Dean-Academics and Dean-Student Welfare took the students through an 'Introduction to the MBA Journey', followed by a series of sessions on Aptitude Training, Management Games, Team Building activities, workshops on Financial Literacy, Design thinking etc. Several Debate competitions, TED talks, Life skill

training sessions and employability skill enhancement activities made this a very enriching journey for the students. Sessions on Human Values, professional ethics were conducted for improving the mental health of the students. Sessions on Psychometric testing and sports activities further contributed to the holistic development of the students.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.2.1.pdf
Upload any additional information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The Institute's Board of Governors and Academic Advisory Council work closely with the Director to regulate and maintain a good academic environment that is required in the interests of all Institute stakeholders. The Director, as the Institution's Head, works with members of the Teaching and Non-Teaching staff to put the Institute's decisions and policies into action.

The Board of Governors directs and supervises the institution's finances, human resources, educational and research functions, and infrastructure arrangements. It develops policies and deliberates on future academic, financial, and administrative initiatives that guide the institution to serve its stakeholders in accordance with the institution's mission statements.

The Academic Advisory Council's main goal is to maintain educational standards, implement university curriculum, and approve value-added courses, admission process, teaching-learning and evaluation methodologies, research initiatives, and student support facilities.

The college's strategic direction is provided by the Director. The director investigates curriculum standardization, evaluates teaching methods, monitors student progress and achievement, encourages stakeholder involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities with the assistance of Dean Academics and

Dean Students welfare who have been delegated roles and responsibilities.

The Organogram of the Institution is attached in the additional information.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the institution webpage	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.2.2ORGCHART.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff

Welfare measures are crucial for creating a positive work environment, promoting job satisfaction, and retaining talented teaching and non-teaching staff in educational institutions. These measures aim to support the physical, emotional, and financial well-being of employees. Some common welfare measures provided by institutions include financial support for attending conferences and seminars, medical facilities through term plan and mediclaim policies, paternity leave for male staff, group insurance schemes, various types of leaves such as vacation,

casual, earned, medical, and maternity leave for female staff, fee concession schemes, employee provident fund, provision of college uniforms for non-teaching staff, payment of gratuity and encashment of leaves upon cessation of service, recreational programs like sports, cultural activities, excursions, and access to yoga and gym facilities. Additionally, institutions recognize long service by offering awards such as Rs. 10,000 on completing 10 years of service and Rs. 25,000 on completing 25 years of service. These welfare measures contribute to the well-being and satisfaction of staff members, ensuring a conducive work environment and fostering employee loyalty and retention.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AQAR2021-22/Point6/6.3.1_HR_PolicyandCOVIDPolicy.pdf
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

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

85

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

10

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

106

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The Performance Appraisal System is a crucial tool utilized by educational institutions to evaluate the performance of teaching and non-teaching staff. It involves a structured process where employees' job performance is assessed against set objectives and

competencies. The institute has established written policies for staff Appraisal Development programs, aiming to encourage constructive dialogue, clarify job responsibilities and performance goals, support professional development, and record performance information for compensation decisions.

The formal Performance and Staff Development Plan, conducted annually, serves as a basis for evaluating achievements, productivity, team skills, and contributions to the institute's promotion and welfare schemes. Feedback based on the appraisal is communicated to faculty and staff by the Director, who provides necessary training through faculty development programs. The appraisal outcomes are also used to determine annual increments and promotions. The institute follows a well-established Promotion Policy based on performance and annual appraisals. Faculty members complete the Faculty Performance Appraisal form each year, and the director assesses their performance based on self-assessment and contributions throughout the year. Through the Performance Appraisal System, the institute ensures transparency, accountability, and continuous improvement in staff performance, contributing to the overall growth and success of the institution.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institute has a mechanism for conducting internal and external audits of the financial transactions every year to ensure compliance with the Government rules and the standard norms. The External Audit teams are appointed by the Society's corporate office and conduct audits throughout the year as per the audit calendar issued by the Society at the beginning of the fiscal year. The Internal Auditors verify all vouchers of the transactions that are carried out in each quarter in the fiscal year and issue an audit report of each quarter. The Institute follows the audit report and rectifies any errors or observations pointed out by the auditors. The External Auditors also verify

all vouchers and supporting documents and certify the Income and Expenditure statement and prepare the Balance Sheet of the fiscal year along with an audit report. The Institute maintains the highest level of transparency and accountability in all financial transactions and ensures that all financial controls and procedures are duly followed and compiled.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0.85

File Description	Documents
Annual statements of accounts	View File
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Jaipuria Institute of Management is a for-profit private institution that generates income from various sources, such as fees, reimbursements, contributions, interest, and event fees. The surplus is reinvested in the infrastructure, and the deficit is covered by the parent Society. The institute has an effective financial management mechanism that involves all stakeholders in budgeting and approval processes. The procurement of materials and services is done by different committees with an efficient system. The Accounts Department monitors all expenses and transactions using Tally ERP software and reports to the Director. The Director can allocate additional funds if needed. The institute's accounts are audited by a Statutory Auditor to ensure compliance with Accounting Standards and statutory

transactions. The audit team checks all vouchers and bills to verify the financial controls and procedures.

The institute has a well-established mechanism for effective financial management in place to ensure that resources are used optimally for the overall development of academic and administrative activities. The entire process of mobilising funds and preparing the detailed budget statement for the fiscal year is carried out conservatively, with the involvement and consultation of all departmental stakeholders prior to the start of the fiscal year.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The institute's IQAC ensures quality in teaching and learning through various initiatives, such as seeking academic advice, conducting training sessions, and setting standards. Two practices that emerged from IQAC are:

- Digital Intervention:** The institute uses ERP software, MATESIM, to deliver and manage educational content online. Students can access course materials, assignments, quizzes, and discussions through this platform. This enhances the learning experience and promotes collaboration. The institute also trains students, faculty, and staff in digital skills and tools. Social media platforms like Facebook, Instagram, and Twitter are utilized to promote the institution and foster interaction with students and alumni.
- Innovation, IPR and Entrepreneurship:** The institute fosters a culture of innovation and entrepreneurship through the Institute Innovation Council (IIC), which organizes activities prescribed by the ministry of innovation. The institute achieved a high ranking in the ARIIA, demonstrating its dedication to preparing students for the changing job market and contributing to economic growth. In its first year, the institute achieved a ranking of 3 points out of 4 in the ARIIA (Atal Ranking of Institutions on

Innovation Achievements)

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.5.1.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The two most important activities where significant incremental improvements have been noticed By IQAC initiatives are :

(i) Student Centric Teaching & Learning

- Outcome based teaching learning process.
- Curriculum enrichment with incorporation of experiential learning.
- Case base method of teaching and learning .
- Co-Cubes Skill assessment for career mapping and personalized learning
- Critical Thinking through Club Events and Co-curricular activities like Panel Discussions, budget reviews sessions, etc.
- Conventional classroom teaching is blended with use of ICT to make the teaching- learning process more learner-centric.
- Set up a language lab for the effective delivery of communication classes.
- News Analysis sessions organised & Newspapers circulated to students.
- CV preparation workshops
- Each student has to complete one NPTEL course in a

Semester.

- **Workshop on Human Values and Professional Ethics.**

(ii) Research

- **Implementation of Research policy with a corpus of 20 lakhs**
- **Implemented a comprehensive research plan for faculty development. Increasing Activities of Research Development Centre.**
- **Increase Research Support to encourage research.**
- **To motivate the faculty members to write quality research papers in Scopus Indexed and ABDC category journals the institute followed an Incentive Policy.**

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.5.2_Institutional%20Development%20Plan.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://jaipuriamba.edu.in/AOAR2021-22/Point6/6.5.3.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

Jaipuria Institute of Management, Ghaziabad upholds various values and concepts such as equality, inclusivity, respect, fairness, and justice for everyone. It also encourages diversity in talent and provides equal opportunities for both genders. Some of the initiatives taken by the institute to promote gender equity are:

- Participation in various cultural programs and events
- Sensitization of students towards gender equity through role play
- Annual sensitization program on menstrual hygiene for female students
- Balanced ratio of male and female students in admissions and placements
- Special training for female students such as Zumba and yoga
- Yearly scholarship award for institutional toppers
- EEP Program to make the students corporate ready
- PAT Team to ensure smooth flow of placement activities
- More female faculty members than male faculty members

- **Strict safety and security norms for all stakeholders**
- **Celebration of women's day to appreciate womanhood**
- **Counselling through mentor-mentee system and grievance cell**
- **Separate common rooms for girls with necessary facilities**

File Description	Documents
Annual gender sensitization action plan	https://jaipuriamba.edu.in/AOAR2021-22/Point7/ActionPlan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://jaipuriamba.edu.in/AOAR2021-22/Point7/7.1.1_Pics_Communication.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

A. 4 or All of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Waste Management Facilities at the Institute

The institute has proper facilities for waste management, which include:

- **Solid waste management: The institute segregates solid waste at the source and collects it in separate bins for dry and wet waste. The dry waste is disposed of by a vendor and the wet waste is composted on campus.**
- **Liquid waste management: The institute**

transfers the sewage water to the municipal sewage line through underground pipelines. - Biomedical waste management: The institute segregates biomedical waste into different categories and collects it in color-coded bins. The waste is transported to a treatment facility by closed vehicles. Sanitary pads are incinerated separately. The staff and students are trained on the proper practices of biomedical waste management. - E-waste management: The institute collects the end-of-life computers and accessories from different locations and sends them to the computer center. The un-repaired ones are disposed of by contractors or vendors who pay for them. - Waste recycling system: The institute recycles wastewater and harvests rainwater on campus. - Hazardous chemicals and radioactive waste management: The institute does not generate hazardous chemical or radioactive waste.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**

A. Any 4 or All of the above

4. Ban on use of plastic		
5. Landscaping		
File Description	Documents	
Geo tagged photos / videos of the facilities	View File	
Various policy documents / decisions circulated for implementation	View File	
Any other relevant documents	View File	
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution		
7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above	
File Description	Documents	
Reports on environment and energy audits submitted by the auditing agency	View File	
Certification by the auditing agency	View File	
Certificates of the awards received	View File	
Any other relevant information	View File	
7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	B. Any 3 of the above	

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

When a management graduate enters an institution, it is salient to provide an all-inclusive environment that showcases tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities. The institute provides a platform where students from all cultures, religions, and socioeconomic backgrounds are treated akin. The institute takes up complete efforts in order to make sure that there is no discrimination based on the culture, region, and socioeconomic status of the institute. For promoting uniformity, certain steps are ensured. Firstly during the student induction program, at the beginning of semester one, all the students are taken through the same training curriculum which intends to make them ready for the upcoming challenges in the MBA journey. Secondly, Special sessions related to the relevance of life, human values and professional ethics are not just undertaken during the orientation program but across the year. Stress buster sessions by "Brahamkumaris" help students balance their student life. The institute has a dress code for uniform appearance. The institute celebrates all festivals to foster cultural and regional diversity. The institute provides equal facilities and comfort for disabled students.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Activities for Personal and Professional Growth at the Institute

The institute organizes various activities to help the students and faculty enhance their personal and professional growth, such as:

- **Tree Plantation and Earth Day:** This activity plants saplings on campus to make students and faculty aware of trees and environment.
- **Anti-Plastic Campaign:** This campaign motivates people to avoid plastic and informs them of its environmental and health hazards.
- **Life is A Game! Play It Workshop:** This workshop, also in association with Satya Sai Seva Organization, teaches the students about leadership and self-expression based on faith, virtue, and God's guidance.
- **Human Values and Professional Ethics Course and Workshop:** The MBA students take a course on human values and professional ethics to learn about the ethical standards of their profession.
- **Life is A Game! Play It Workshop:** This workshop, also in association with Satya Sai Seva Organization, teaches the students about leadership and self-expression based on faith, virtue, and God's guidance.
- **Celebration of National and other Festivals:** The institute celebrates Independence Day, Republic Day, and other festivals to foster cultural and national awareness and harmony among the students and faculty.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://jaipuriamba.edu.in/AOAR2021-22/Point7/7.1.9.pdf
Any other relevant information	Nil

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	A. All of the above
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File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Jaipuria Institute of Management is a business school that values cultural and social development along with academic excellence. The institution celebrates national and international days, events, and festivals to foster cultural diversity, community engagement, and holistic growth.

Jaipuria Institute of Management celebrates various events and festivals throughout the year to suit its diverse community. Some of the major ones include Independence Day, Republic Day, Diwali,

Holi, Christmas, Teachers' Day, Women's Day, and International Yoga Day.

The institution celebrates these events and festivals with great enthusiasm and zeal, and students, faculty, and staff actively participate in various cultural and social activities such as flag hoisting, cultural performances, competitions, charity drives, community service, and awareness campaigns. These events and festivals provide a platform for students to showcase their talents, learn new skills, and interact with people from different backgrounds and cultures.

Overall, Jaipuria Institute of Management's efforts in celebrating and organizing national and international commemorative days, events, and festivals demonstrate its commitment to fostering a culturally rich and socially responsible learning environment. It helps to instill a sense of pride, belonging, and responsibility among its students, faculty, and staff, and creates a strong sense of community and camaraderie.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice:1

1. Title of Practice IT intervention and Digital Transformation
2. Objectives of Practice To enhance digital savviness of the students.
3. Context Digital readiness of students is required to be upgraded. Corporate requires students who are extremely efficient.
4. Practice Students are belonging to various backgrounds with different skills which is challenging.
5. Evidence of Success Successful placements is evidence of success.
6. Problems Encountered and Resources Required Poor digital skills of students before they enter institute.
7. Notes Implementation is done through a semester-

wise module for upskilling. Best Practice:2 1. Title of Practice Employability Enhancement Program 2. Objectives of Practice Ensuring sustainable career of students. 3. Context While we are facing biggest industry shift, making students industry ready by inculcating sustainability skills is paramount. 4. Practice Different speaking and writing abilities of the students. 5. Evidence of Success Excellent placements of students in multiple sectors namely FMCG, Retail, IT, E-commerce, Ed-Tech, etc have been evidence of the success. 6. Problems Encountered and Resources Required Low soft skills possessed by students for which institute undertakes multiple activities for skill enhancement. 7. Notes Implementation is done through a semester-wise module for the upskilling of soft skills and English language.

File Description	Documents
Best practices in the Institutional website	https://jaipuriamba.edu.in/wp-content/uploads/2021/12/development_plan_2020.pdf
Any other relevant information	https://jaipuriamba.edu.in/AOAR2021-22/Point7/7.2.1 IT%20Development%20Plan.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

At Jaipuria Institute of Management there is a strong emphasis on innovation and entrepreneurship as a means of promoting economic growth and creating opportunities for our students. Through our various initiatives and programs, we have been able to establish ourselves as a leading institution in this field, with a proven track record of success. The institute has a well defined IIC Cell (Institutional Innovation Council). This Cell was established in 2021. The performance of IIC is as follows-

Patents

6

Innovations

3

Start-ups

4

Ideas Yukti Repository

35

IIC Star Rating

3

IIC has organized multiple guest lectures for student development guiding their path to becoming successful entrepreneurs. These lectures provide real-time exposure to the students. Along with that, students are extensively promoted to get their projects registered. Multiple students have registered their patents. We are also providing students with the resources and support they need to launch and grow their own businesses.

Overall, our focus on innovation and entrepreneurship has helped to distinguish us as a leading institution in this field, and has enabled us to make a significant impact on our community and beyond.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

The Institute aims to further strengthen its brand identity amongst all its stakeholders and hopes to position itself as an institution firmly committed to delivering quality education. JIM believes that education is for all and hopes to make a difference in society. The institute has prepared a detailed plan for next year. The same can be accessed through the link-https://jaipuriamba.edu.in/AQAR2021-22/Point7/Development_Plan_2022-26.pdf

Across the next one year, JIM hopes-

1. To work towards the development of a sustainable, equitable and vibrant knowledge society, as envisioned by NEP 2020.

2. To further reinforce a set of processes to bring a social, holistic and intellectual transformation in students across local, regional, national as well as global levels.

3. To position JIM as an institution with high intellectual capital by achieving excellence in the quality of education delivered and research output generated.

4. To build a strong industry connect by offering superior value propositions to the industry through MDPs and recruitment opportunities (through student placements)

5. To promote entrepreneurship as a career choice by becoming a hub of creativity, innovation and discovery.

6. To use regular technological intervention and digital efficacy to maintain a futuristic orientation.