YEARLY STATUS REPORT - 2022-2023

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	**iqac@jaipuriamba.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/2023/11/AQAR_Submitted_AY2021-22-on-29th-July-2023.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/wp-content/uploads/2023/11/AKTU-Academic-Calendar-20223-24.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	**Kapila**	**Ministry of Education's Innovation Cell (MIC)**	**2022**	**12000**

8.Whether composition of IQAC as per latest NAAC guidelines	`Yes`	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	`4`	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	`Yes`	
• 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`	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)
`4 star Ranking in IIC under MIC`
`Measures for Assurance of Quality Placements and Training`
`Student Engagement & Support`
`Feedback Collection from all its stakeholders`
`Innovative Teaching and Learning Practices`
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
Implementation of 15 days Induction Program for the new batch	Successfully conducted the 15 days Induction program for the new batch
Innovative Teaching and Learning Practices	Digitalisation of Teaching Practices. Online Quizzes. Project based Learning implemented. Concept of Mini project introduced in course course curriculum. Domain specific Curriculum enrichment. Evaluate the revised curriculum for its effectiveness in meeting learning objective ssessions by inviting external experts. IIMs/ICFAI Case study 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.
Academic Audit	Academic Audit is conducted successfully at the end of every semester
Students Profiling	Profiling of students is done through psychometric tests and simulation games is conducted that will help in developing critical thinking of students
Faculty Development Programs	Faculty Development Program is conducted to improve the research ability among the faculty members. Assess the impact of training sessions on teaching methodologies and student outcomes.
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	18 IPRs filed and 6 start ups had been started in the year and 107 innovative ideas are submitted on Yukti Portal.
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

- Name of the statutory body

Name	Date of meeting(s)
Board of Governors	11/03/2023

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	16/02/2023

15.Multidisciplinary / interdisciplinary

Delineate the vision/plan of the institution to transform itself into a holistic multidisciplinary institution. Jaipuria Institute of Management (JIM), Ghaziabad, envisions itself as a holistic multidisciplinary institution committed to providing students with

education that not only equips them with the knowledge and skills required for success in their chosen fields but also prepares them for the dynamic challenges of the professional world. At the core of this vision is the emphasis on interdisciplinarity and multidisciplinarity, recognizing the importance of weaving together diverse disciplines into a cohesive educational experience. The institution offers a diverse range of programs aimed at fostering comprehensive intellectual development. JIM provides students with not only a solid academic foundation but also opportunities to engage in research and collaborative projects with faculty members. The institution's focus on interdisciplinarity and multidisciplinarity is evident in various initiatives implemented across different facets of academic life. One of the key initiatives is the development of new courses that integrate concepts from diverse disciplines. For instance, in marketing courses, faculty members seamlessly blend concepts from Information Technology and Computer Science, especially in subjects like Digital Marketing and Technology Marketing. Additionally, the fusion of Marketing and Sustainability Management concepts results in the creation of courses such as Green Marketing. This approach extends to courses like Behavioral Finance, where faculty members integrate concepts from both Consumer Behavior (a Marketing Concept) and Finance, providing students with a holistic understanding. The flexibility of the course curriculum is another aspect contributing to multidisciplinary education. JIM encourages innovative and engaging course options, emphasizing communication, discussion, debate, research, and cross-disciplinary thinking. The pedagogical practices in the classroom further reflect this commitment. For instance, in courses like Design Thinking and Managerial Economics, faculty members draw examples and case studies from diverse industry verticals and functional domains, offering students a well-rounded perspective. The institution also places a strong emphasis on research, fostering collaboration among faculty members from different streams. Research groups are formed where faculty members from one stream collaborate with those from another, contributing to jointly published research projects that incorporate insights from multiple disciplines. This cross-pollination of ideas not only identifies new research areas but also explores neglected aspects, enriching the academic landscape. Student assignments at JIM go beyond traditional boundaries, engaging students in projects related to community service, environmental education, and value-based education. These assignments require the integration of methods and analytical frameworks from multiple domains, challenging students to analyze real-time business problems and propose solutions. This approach enhances decision-making skills and encourages a balanced judgment through the integration of diverse perspectives.

Internships at JIM further expose students to multidisciplinary projects, spanning market entry strategies, operations challenges, and innovative thinking across various sectors, including NGOs, Technology Startups, Banks, Real Estate firms, and consumer packaged goods suppliers. This hands-on experience prepares students for the complexities of the professional world, encouraging them to apply their knowledge across different disciplines. In conclusion, Jaipuria Institute of Management, Ghaziabad, has successfully implemented a comprehensive plan to promote interdisciplinarity and multidisciplinarity in its academic offerings. The institution's commitment to weaving together diverse disciplines has created a dynamic learning environment that equips students with the skills and perspectives needed for success in today's interconnected and rapidly evolving world. b. Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. Jaipuria Institute of Management (JIM) is dedicated to a holistic approach to education, firmly believing that the integration of humanities and arts with science, technology, engineering, mathematics, and medicine (STEM) enhances the educational and career outcomes of postgraduate students. This commitment is reflected in the institution's strategy, particularly evident in the MBA (Business Analytics) program, where contemporary science and technology, including Artificial Intelligence, Blockchain, Machine Learning, and IoT, are seamlessly integrated with traditional management courses. Integrated Course Curriculum: 1. Quantitative Aptitude and Logical Reasoning Course: JIM recognizes the importance of analytical and problem-solving skills. To address this, a certificate course in Quantitative Aptitude and Logical Reasoning has been introduced. This course enhances students' abilities in mathematics, statistics, and accounting, providing a solid foundation for analytical thinking. 2.Design Thinking Course Curriculum: The institution has introduced a credit course on Design Thinking in the first semester of the MBA program. This curriculum focuses on fostering creative and critical thinking about real-world problems. Students engage in projects covering ideation, problem-solving, and user experience, encouraging practical application of knowledge. 3.Human Values and Professional Ethics: The establishment of the Human Values and Professional Ethics cell is a testament to JIM's commitment to holistic development. The credit course on Human Values and Professional Ethics in the third semester emphasizes values, skills, and ethical living. It aims to cultivate right understanding, develop the right skills, and promote right living in relationships with both humans and nature. 4. Certification Courses from MOOCs Platforms: JIM recognizes the value of Massive Open Online Courses (MOOCs) in providing diverse and comprehensive learning

opportunities. The institution has incorporated MOOCs certification courses into the curriculum, covering humanities, science, and technology. Topics include Machine Learning, SQL, Python, and Financial Analytics/Modeling, enriching students with industry-relevant skills. 5. Employment Enhancement Certification Course: Understanding the importance of soft skills in career development, JIM has introduced a choice-based Employment Enhancement course. This course encompasses communication skills, personality development, and interview etiquettes, ensuring that students are well-prepared for the professional world. Workshops in Emerging Technologies: 1. IOT, Artificial Intelligence, Blockchain, and Machine Learning Workshops: - JIM is proactive in staying at the forefront of technological advancements. Workshops on emerging technologies, including Internet of Things (IOT), Artificial Intelligence, Blockchain, and Machine Learning, have been conducted. These workshops provide students with insights into cutting-edge technologies and practical applications in various fields. These initiatives collectively reflect JIM's commitment to providing a multidisciplinary educational experience. The institution recognizes that preparing students for diverse careers requires a combination of traditional management knowledge, contemporary technological skills, and a strong foundation in ethics and values. By seamlessly integrating humanities and science with STEM, JIM aims to produce graduates who possess critical thinking skills, the ability to solve complex problems, and effective communication skills, making them well-rounded professionals in their chosen fields. 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 Jaipuria Institute of Management, Indirapuram, Ghaziabad, exemplifies its commitment to holistic and multidisciplinary education through flexible and innovative curricula. In the academic year 2022-23, the institution implemented various initiatives to instill a sense of social responsibility and community improvement among students. Activities were strategically planned to address health, gender, and environmental issues, fostering the holistic development of students. Collaborative efforts with local and non-profit organizations contributed to the success of these endeavors. Key initiatives included the introduction of credit courses on Human Values and Professional Ethics, domain-specific Business Communication, and ethical case studies across domains like Finance, Marketing, HR, and IT. The institution formed partnerships through MOUs with organizations such as the Pinkishe Foundation and Smile Foundation, emphasizing social engagement. Students participated in summer internships with NGOs

for community center projects, reinforcing the practical application of their knowledge. Holistic development was further supported through workshops on gender diversity, group discussions on environmental issues, and activities promoting values-based education. Student-led clubs, guest lectures on ethical issues, Vigilance Awareness Week, tree plantation drives, yoga sessions, role plays on societal issues, and debate competitions enriched the educational experience. This multifaceted approach reflects Jaipuria Institute of Management's dedication to nurturing students intellectually, aesthetically, socially, physically, emotionally, and morally—an integrated approach to education. 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. The National Education Policy (NEP) 2020 is a transformative initiative aimed at reforming higher education by introducing flexibility and creative combinations of disciplines. One significant recommendation is the provision of multiple entry and exit points in academic programs, allowing students to choose their subjects and academic pathways more freely. Jaipuria Institute of Management (JIM), affiliated with Dr A P J Abdul Kalam Technical University, aligns with NEP's vision, intending to adopt a flexible curriculum based on these recommendations. The proposed multiple entry and exit option, scheduled for adoption in the 2023-24 course curriculum, aims to remove rigid boundaries, enhance possibilities for learners, and reduce dropout rates while improving Gross Enrollment Ratio (GER). JIM's adoption of this option aligns with NEP's objectives, offering creative combinations of disciplines, flexible curricula, novel course options, and different designs for Master's programs. This approach facilitates credit accumulation, transfer, and the validation of non-formal and informal learning, promoting lifelong learning and empowering students to encash earned credits upon resuming their studies. JIM's commitment to these principles reflects its dedication to providing a dynamic and inclusive learning environment. 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, characterized by the integration of information, data, techniques, and perspectives from diverse disciplines, stands at the core of Jaipuria Institute of Management's (JIM) research philosophy. The institution recognizes that addressing complex issues and advancing fundamental understanding often requires a collaborative approach that transcends the boundaries of a single discipline. To foster this ethos, JIM has implemented several initiatives that promote multidisciplinary research among faculty

and students. Faculty Development Programs and Research Policy: JIM places a strong emphasis on faculty development by organizing regular workshops and programs to enhance technical, managerial, and behavioral skills. These initiatives aim to keep faculty members abreast of contemporary developments in technology, pedagogical practices, and research methods. Well-known experts from academia and industry are invited to contribute to faculty development programs, ensuring a continuous enhancement of intellectual skills. A pre-approved Research Policy serves as a guide, motivating faculty members to engage in research activities and publish in reputable journals. Regular faculty meetings further reinforce motivation and performance enhancement. Collaborative Research Environment: The institute envisions a collaborative research environment, encouraging faculty-student collaboration across different disciplines and departments. This approach nurtures a culture of collaboration, providing faculty members with opportunities to work with students from diverse backgrounds. The institution's research policy actively supports and promotes a collaborative research environment. Research Groups: JIM has established research groups where faculty members from different streams collaborate on projects and manuscripts. This collaborative effort results in joint publications that incorporate diverse perspectives, leading to a comprehensive understanding of complex issues. The approach enables the integration of knowledge, tools, methodologies, and solutions across disciplines, fostering innovation and exploration of new ideas. The institution places particular emphasis on research aligned with the United Nations' Sustainable Development Goals, addressing issues related to poverty, hunger, education, equality, well-being, economic growth, and responsible consumption. Reward Structure: Recognizing the importance of professional recognition, JIM has instituted a reward structure for faculty engaged in multidisciplinary research. Dr. Anbha, for instance, received a research award for encouraging publications in ABDC A category journals within the multidisciplinary domain. Additionally, faculty members benefit from institutional credit for research published in journals or conferences outside their specialties or in interdisciplinary journals. Student Research Internships: JIM integrates multidisciplinary projects into student research internships, exposing them to real-world challenges and opportunities. Engaging with NGOs, Technology Startups, Banks, Real Estate firms, and consumer packaged goods suppliers, students work on projects ranging from market entry strategies to operations challenges. Summer internships across diverse sectors provide students with insights into cross-functional teamwork, corporate functions, and the achievement of common goals. In conclusion, Jaipuria Institute of Management is committed to nurturing a culture

of multidisciplinary research. Through faculty development, collaborative research environments, research groups, reward structures, and student internships, the institution strives to advance knowledge, tackle complex problems, and contribute to a holistic understanding of issues that transcend disciplinary boundaries. This multidisciplinary approach aligns with the evolving landscape of research and prepares both faculty and students for the challenges of a dynamic and interconnected world. Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020. Jaipuria Institute of Management (JIM) has implemented several commendable practices to promote a multidisciplinary and interdisciplinary approach in alignment with the National Education Policy (NEP) 2020. One notable good practice is the establishment of research groups and collaborative research initiatives: 1. Research Groups and Collaborative Research: - JIM has instituted research groups where faculty members from different disciplines collaborate on research projects and manuscripts. This collaborative effort involves faculty from diverse streams contributing to joint publications, possibly in disciplines other than their own. This approach is in harmony with NEP 2020, which emphasizes the integration of knowledge and perspectives from multiple disciplines. - The collaborative research environment at JIM nurtures a culture of interdisciplinary exploration, allowing faculty members to bring together insights from various fields. This not only enhances the quality of research but also contributes to a holistic understanding of complex issues. - Recognizing the significance of professional recognition, JIM has implemented a reward structure that acknowledges and incentivizes faculty engaged in multidisciplinary research. For instance, research awards are conferred to faculty members who actively contribute to publications in multidisciplinary domains, encouraging a sustained focus on interdisciplinary research. - The institution incorporates multidisciplinary projects into student research internships, exposing them to a diverse range of sectors such as NGOs, Technology Startups, Banks, Real Estate firms, and consumer packaged goods suppliers. Students engage in projects that span market entry strategies, operations challenges, and innovative thinking, providing them with a holistic understanding of real-world challenges that require cross-disciplinary solutions. In summary, JIM's commitment to promoting a multidisciplinary and interdisciplinary approach is evident through its collaborative research initiatives, integration of Sustainable Development Goals, recognition of faculty contributions in multidisciplinary research, and the inclusion of diverse projects in student internships. These practices align with the spirit of NEP 2020, contributing to a dynamic and interconnected learning environment that prepares

students and faculty for the complexities of the modern world.

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. To align with the Academic Bank of Credits (ABC) envisioned in the National Education Policy (NEP) 2020, Jaipuria Institute of Management has implemented several initiatives, demonstrating its commitment to the proposed credit-based system: 1. National Academic Depository Registration: - The institution has proactively registered under the National Academic Depository through the affiliating university. This step ensures that academic records such as mark sheets, degrees, certificates, and other relevant documents are securely stored and accessible through the depository, contributing to the creation of a comprehensive Academic Bank of Credits. 2. Internal Academic Bank of Credits (ABC) Unit: - JIM has established an Internal Academic Bank of Credits unit, dedicated to maintaining a robust database encompassing all the credits earned by students. This database includes a comprehensive record of achievements, including marks obtained, degrees conferred, certificates earned, examination results, and successful project completions. This internal unit plays a pivotal role in facilitating a seamless transition to the credit-based system. 3. Adoption of Affiliating University Credit Transfer System: - Embracing the NEP's emphasis on flexibility, JIM will adopt the affiliating university's credit transfer system as and when implemented by the affiliating university . These initiatives collectively showcase JIM's proactive approach in embracing the Academic Bank of Credits outlined in NEP 2020. The institution's commitment to this system ensures that students' academic achievements are comprehensively recorded and recognized, facilitating seamless credit transfers, and fostering a dynamic and flexible learning environment. 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 Academic Bank of Credits (ABC), established by the University Grants Commission (UGC), introduces a transformative system offering students multiple entry and exit options. Under this initiative, students can open personalized digital Academic Bank Accounts, receiving a unique ID and access to the Standard Operating Procedure (SOP). Dr APJ Abdul Kalam Technical University, Lucknow, the affiliating university, is registered under the ABC, enabling learners to benefit from the flexibility of multiple entries and exits within their chosen program. Jaipuria Institute of Management is aligned with this progressive approach, intending to extend the advantages of ABC to its learners in tandem

with the affiliating university's implementation. The institution has instituted an Internal Academic Bank of Credits (ABC) unit, entrusted with maintaining a comprehensive database encompassing various earned credits, including mark sheets, degrees, certificates, examination results, and project achievements. This strategic alignment reflects the institution's commitment to adapting and optimizing the educational landscape in line with emerging national frameworks. 1. 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. Jaipuria Institute of Management adheres to the course curriculum prescribed by its affiliating university while embracing an Outcome-Based Education (OBE) system that empowers faculty members to design their own curricular and pedagogical approaches within the approved framework. The Academic Programme Committee diligently ensures that the designed curriculum aligns with the approved framework, maintaining fidelity to the intended learning outcomes. The

institution employs three value-addition curriculum design approaches: subject-centered, learner-centered, and problem-centered. Faculty members play a proactive role in identifying industry-academia skill gaps, recommending Massive Open Online Courses (MOOCs) on various platforms to address these gaps, and enhancing students' employability beyond the university syllabus. To bolster communication skills, the institute has established a language lab, where conventional classroom teaching is seamlessly blended with Information and Communication Technology (ICT) for a more learner-centric approach. Case-based teaching methods are adopted to effectively deliver the curriculum, ensuring practical applicability. Continuous assessment tools, including quizzes, presentations, case discussions, group discussions, news analysis, assignments, etc., are employed to facilitate student-centric assessment, promoting active and engaged learning. The institute places a strong emphasis on faculty development by encouraging participation in Faculty Development Programs (FDPs), workshops, and presentations at reputed seminars and conferences. Recognizing the importance of technological proficiency, the institute provides training to both students and faculty members, ensuring they are well-equipped with the necessary IT tools and applications. This comprehensive and dynamic approach to curriculum design and delivery underscores the institution's commitment to fostering a learning environment that is responsive to industry needs, student development, and technological advancements. 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. Jaipuria Institute of Management has implemented commendable practices in alignment with the National Education Policy (NEP) 2020, particularly regarding the implementation of the Academic Bank of Credits (ABC). One notable good practice is: Integration of National Academic Depository (NAD) and Internal ABC Unit: JIM has proactively registered under the National Academic Depository through its affiliating university, Dr APJ Abdul Kalam Technical University, Lucknow. This strategic move aligns with NEP 2020, which emphasizes the establishment of an ABC. The institution has set up an Internal Academic Bank of Credits (ABC) unit, which serves as a central repository for maintaining a comprehensive database of students' academic credits. This includes mark sheets, degrees, certificates, examination results, projects, and other relevant achievements. Digital Academic Bank Accounts: JIM facilitates students in opening unique digital Academic Bank Accounts, providing them with a unique ID and access to the Standard Operating Procedure (SOP). This approach ensures that students can access and manage their academic records in a secure and digital format. University Credit Transfer System: The institution will adopt the affiliating

university's credit transfer system as and when implemented by the affiliating university . This allows students the flexibility to transfer credits earned at other institutions. This practice supports the idea of a credit-based system and acknowledges the diverse educational pathways students may undertake. Database Maintenance: The Internal ABC Unit is responsible for meticulously maintaining and updating the database, ensuring that it aligns with the approved framework and does not deviate from the learning outcomes of the courses. This practice ensures the integrity and accuracy of academic records stored in the ABC. In summary, JIM's integration of NAD, the establishment of an Internal ABC Unit, and its adoption of credit transfer systems exemplify good practices in line with NEP 2020's vision for the implementation of the Academic Bank of Credits. These initiatives contribute to a more flexible, transparent, and learner-centric academic environment, fostering the principles outlined in the national policy.

17.Skill development:

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 aligns its soft skills courses with the National Skills Qualifications Framework (NSQF), focusing on the Employment Enhancement Module and Communication Module. These modules are meticulously designed to fortify students' vocational education and boost their employability skills, ensuring they possess the requisite competencies for success in the workforce. Committed to comprehensive career development, the institute offers additional services to aid students in securing employment post-MBA. A Communication Lab, equipped with various software, enhances students' English communication skills. In adherence to NSQF norms, MBA first-semester students undergo certification training in Quantitative Aptitude and Logical Reasoning. Additionally, the institute conducts workshops on emerging technologies such as Blockchain, Machine Learning, Artificial Intelligence, IoT, SQL, and PowerBI, providing students with valuable insights into cutting-edge advancements. b. Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. Jaipuria Institute of Management is committed to providing a comprehensive and industry-aligned education that goes beyond traditional academic boundaries. To promote vocational education and integrate it into mainstream programs, the institute employs a range of initiatives: 1. Skill Enhancement Modules: - Jaipuria integrates skill enhancement modules within its mainstream academic programs. These modules focus on practical skills, ensuring students are equipped

with industry-relevant competencies alongside their core academic studies. 2. Certification Programs: - Collaborating with industry partners, Jaipuria offers certification programs aligned with vocational skills. These certifications complement the regular curriculum, allowing students to earn valuable industry-recognized credentials alongside their degrees. 3. Internship and Practical Training: - The institute places a strong emphasis on internships and practical training, providing students with real-world experiences. Through these opportunities, students apply theoretical knowledge in professional settings, preparing them for the demands of their future careers. 4. Flexible Curriculum: - Jaipuria's curriculum is designed with flexibility in mind, allowing students to choose elective courses or specializations aligned with vocational skills. This customization empowers students to shape their education based on their career aspirations. 5. Career Development Services: - Jaipuria offers comprehensive career development services, guiding students in resume building, interview preparation, and providing networking opportunities. The institute's dedicated career development centers assist students in navigating the transition from education to employment seamlessly. 6. Entrepreneurship Programs: - Recognizing the importance of fostering an entrepreneurial spirit, Jaipuria offers programs that encourage entrepreneurship and business development. These programs equip students with the skills needed to start and manage their own ventures. 7. Continuing Education and Lifelong Learning: - Jaipuria understands the dynamic nature of industries and encourages continuing education. The institute offers short-term courses, workshops, and online modules, allowing professionals to upskill or reskill throughout their careers. Through these initiatives, Jaipuria Institute of Management ensures that its students not only gain theoretical knowledge but also develop practical skills, making them well-rounded and industry-ready professionals. The institute's commitment to holistic education prepares students for success in diverse and dynamic professional environments. (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 is dedicated to instilling universal human values in alignment with its vision and mission, as evidenced by the establishment of a students club for Human Values and Professional Ethics. During the induction program, students undergo orientation sessions focusing on fundamental human values, life skills, and constitutional duties. A mandatory course on Human Values and Professional Ethics for MBA students ensures a

comprehensive understanding of values and ethics, distinguishing personal convictions from accepted principles and standards of conduct within organizations. Jaipuria Institute of Management prioritizes faculty preparation, conducting an eight-day training program on Universal Human Values by AICTE. Faculty members, identified as resource persons, contribute to this initiative. Emphasizing citizenship values, students are encouraged to adopt a responsible attitude towards communities. Engaging in community service, such as organizing medical camps and visiting orphanages and old age homes, fosters empathy towards the underprivileged. The institute has forged partnerships with NGOs, enabling students to undergo training/internships and participate in activities that contribute positively to society. Additionally, the Institute Innovation Council (IIC) organizes events focused on innovation and intellectual property rights, nurturing a scientific temperament among students. This approach empowers students to devise sustainable solutions to social problems, fostering a holistic and responsible educational experience. Enlist the institution's efforts to: 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. Moroever, Summer Internship is a credit course in which students undergo training . 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 has meticulously crafted a comprehensive curriculum encompassing communication and soft skills training, ensuring that all students acquire crucial competencies. A dedicated Communication Lab on the premises enhances the practical application of these skills, providing an immersive learning environment. Regular interaction sessions with industries, academia, and government stakeholders are scheduled to collaboratively develop curricula, content, and resources, fostering vocational skills development. In its commitment to research and innovation, the institute has established the Institute Innovation Council (IIC). The IIC creates an environment conducive to academic excellence, encouraging a spirit of research and innovation for the benefit of all. The institute's overarching goal is to provide a balanced mix of academic, extra-curricular, and co-curricular activities, shaping a holistic

educational experience. Student club activities play a pivotal role in cultivating a sense of social and civic responsibility among students. The primary aim of the institute is to deliver outstanding education in Management and Technology. The department diligently works towards imparting international standards of technical and management education, characterized by excellence in 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. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. Following NSDC guidelines, the institute entered an MOU with TATAiON to implement Cocubes skill mapping and assessment tests in the orientation program. The test covers logical reasoning, English comprehension, aptitude, and emotional intelligence to chart career paths. Students access their evaluation reports through TATAiON's unified platform. 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 . d. Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. Aligned with the directives of NEP 2020, the institution has meticulously crafted a robust skill development process. Central to this approach is the establishment of a Corporate Resource Center (CRC) dedicated to skill development, led by a senior academician. The CRC collaborates closely with industry partners and stakeholders to discern the evolving skill demands of the professional landscape. As a proactive measure, the CRC orchestrates training sessions to equip students with the requisite skills identified by industry experts. In a noteworthy initiative, the CRC introduced an English Proficiency Module, specifically the Communication Module, attuned to the dynamic requirements of the industry. This serves as an exemplary practice in skill development. Tailored training programs are structured to meet the distinct skill sets demanded by diverse industries, ensuring students receive

comprehensive skill-based knowledge and training. The institution's commitment to staying attuned to industry needs through the CRC underscores its dedication to fostering a skilled and industry-ready graduate cohort.

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

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 has seamlessly woven the Indian Knowledge System into its course curriculum, a feat accomplished by infusing Indian languages and culture into teaching methods and materials. Various courses within the curriculum explicitly delve into Indian knowledge and culture, ensuring a comprehensive integration. A dedicated module on Human Values and Professional Ethics has been incorporated, placing a special emphasis on Indian culture. This module incorporates interactive activities and exercises designed to facilitate students' understanding and application of Indian knowledge and cultural nuances. As part of the orientation program, focused sessions on Indian Knowledge Management and Indian culture are conducted. These sessions serve as a foundation for students, fostering a deeper appreciation and integration of indigenous knowledge systems into their academic journey. The holistic approach of embedding Indian knowledge and culture across multiple facets of the curriculum underscores the institute's commitment to providing students with a well-rounded and culturally enriched educational experience. 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 conducts periodic faculty orientation programs dedicated to the methodology of bilingual teaching. These sessions are designed to instill awareness among faculty members regarding the significance of bilingual teaching and to sensitize them to the diverse needs of students. The orientation programs delve into effective strategies for seamlessly integrating both English and the vernacular language in classroom instruction. Faculty members receive insights into the pedagogical approaches that foster inclusive learning environments catering to students with varying language proficiencies. The aim is not only to equip educators with the tools for bilingual delivery but also to cultivate a deeper understanding of the diverse linguistic backgrounds within the student body. Through these programs, the institute fosters a faculty community well-prepared to embrace and excel in bilingual teaching methodologies. 2. 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 3. Describe the efforts of the institution to preserve and promote the following: Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) Indian ancient traditional knowledge Indian Arts 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. 4. 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):

1. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? To effectively implement the OBE model, the institution has undertaken several strategic initiatives: 1. Well-Defined Vision, Mission, and Objectives: The institute has established a clear and comprehensive vision, mission, and set of objectives, providing a foundational framework for the OBE implementation. 2. Established Program Outcomes (PO) and Course Outcomes (CO): Defining Program Outcomes (PO) and Course Outcomes (CO) is a crucial step. The institute has systematically outlined these outcomes to guide the learning process effectively. 3. Mapping COs and POs in Each Course: COs and POs are meticulously mapped in each course and documented in the respective course files, ensuring alignment with the overarching educational goals. 4. Visible Display of POs in Classrooms: The POs are prominently displayed in each classroom, fostering awareness among students about the specific outcomes expected from their educational experiences. 5. Faculty Involvement and Discussion: Faculty members actively engage with COs, discussing them in each class before commencing sessions. This proactive approach ensures that students are well-informed about the expected outcomes. 6. Continuous

Assessment and Calculation of Attainment Levels: The institute employs continuous assessment methods such as quizzes, assignments, mid-term examinations, and final semester examinations. Attainment levels of POs and COs are calculated at the conclusion of each semester, providing a comprehensive overview of student progress. 7.Establishment of IQAC Cell: To monitor the progress of OBE, the institution has established an Internal Quality Assurance Cell (IQAC), which serves as a dedicated entity for ongoing evaluation and enhancement. 8. Academic Progress Committee (APC): The Academic Progress Committee (APC) has been instituted to review and ensure the maintenance of academic rigor in adherence to OBE principles. 9.Inclusion of Communication Skills Module: Recognizing the integral role of communication skills, the institution has implemented a specific module focused on enhancing students' communication capabilities. 10.Institutional Development Plan (IDP): The institute has formulated a comprehensive Institutional Development Plan (IDP), serving as a structured framework for the effective implementation of OBE across various facets. 11.Adherence to University Guidelines: The course outcomes are aligned with the well-defined outcomes provided by the affiliated university. Quiz and assignment schedules, along with mid-term and final semester examinations, strictly adhere to the university guidelines, ensuring consistency and alignment with COs. In conclusion, Jaipuria Institute of Management's approach to OBE is marked by a meticulous and comprehensive set of initiatives, emphasizing transparency, faculty involvement, continuous assessment, and strategic oversight through dedicated committees. This multifaceted approach ensures that the OBE model is not only integrated into the institution's ethos but also consistently refined for optimal educational outcomes. 2. 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- Every teacher is aware of the POs and COs of the course they are teaching and they mentioned the same in their course file. Course File is prepared in each course. Each course file is verified and validated by the Dean (Academics) and IQAC. Blooms Taxonomy is used in each course. The institute focuses on Flipped Classroom learning. The institute conducts Faculty Development Programs every year to increase the knowledge of the faculty members. 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. Quiz and assignments are conducted as per the academic calendar in each course. The institute has developed individual student development plans for the professional development of the students. The Institute implemented

a Feedback System from all its stakeholders that helps to create plans, specify outcomes, and evaluate student performance. The Institute has adopted a structured Mentor-Mentee Program in which the faculty members guide and motivate the students toward successful outcomes. The institute has adopted a weighted assessment system in which each learning component including direct and indirect assessments are considered. Rubrics are used in the assessment process. The faculty members track the student performance and identify the slow, medium and fast learners and take actions accordingly. 3. 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- 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. Implementation of the Feedback from all stakeholders that helps in policy formulation. Implementation of Institutional Development Plan that covers all the aspects of the teaching and learning process. Implementation of Students Development Plan and Activities that helps students in their placement and career development. 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:

Delineate the possibilities of offering vocational courses through ODL mode in the institution. Implementing vocational courses through Open and Distance Learning (ODL) mode in the institution opens up numerous possibilities. ODL allows flexibility, enabling learners to balance education with other commitments. The institution can leverage digital platforms for interactive learning experiences, simulations, and industry-relevant projects. Real-time collaboration with experts and professionals becomes feasible, enhancing practical knowledge. The institution offers MOOCs courses to faculty and students through NPTEL platform. Through this mode, the institution can cater to diverse learning styles, creating a dynamic and adaptable educational environment. 2. 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. The institute has implemented the Digital technology transformation development plan for faculty and staff in the year 2022-23. 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. 3. Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020. In alignment with the National Education Policy (NEP) 2020, the institution has implemented commendable practices in the realm of distance education and online learning. Firstly, there is a strong emphasis on digital infrastructure, ensuring accessibility and connectivity for all students. The institution actively promotes the development of digital literacy skills among both faculty and learners. Additionally, they have adopted a flexible and modular curriculum that allows students to pursue a personalized learning path, catering to diverse interests and career goals. The institution is committed to providing a seamless online learning experience by integrating modern technologies, multimedia resources, and interactive platforms. Regular training sessions and workshops are conducted to empower educators in utilizing innovative teaching methodologies suitable for online environments. To enhance student engagement and assessment, the institution employs a mix of formative and summative evaluation methods, including continuous assessments, virtual examinations, and project-based evaluations. Furthermore, they prioritize the creation of a robust support system, offering online counseling services, academic guidance, and technical assistance to students navigating the virtual learning landscape. In line with NEP 2020's focus on holistic education, the institution places importance on extracurricular and co-curricular activities in the online realm, ensuring a well-rounded educational experience. This multifaceted approach reflects the institution's commitment to providing quality distance education while aligning with the transformative vision outlined in the National Education Policy.

Extended Profile

1.Programme

1.1   109

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

File Description	Documents
Data Template	[View File]

2.Student

2.1   **272**

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	[View File]

2.2   **150**

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   **184**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	[View File]

3.Academic

3.1   **32**

Number of full time teachers during the year

File Description	Documents
Data Template	[View File]

3.2   **32**

Number of sanctioned posts during the year

Extended Profile

1.Programme

1.1	**109**
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	[View File]

2.Student

2.1	**272**
Number of students during the year	

File Description	Documents
Institutional Data in Prescribed Format	[View File]

2.2	**150**
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	**184**
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	[View File]

3.Academic

3.1	**32**
Number of full time teachers during the year	

File Description	Documents
Data Template	[View File]

3.2 Number of sanctioned posts during the year	**32**

File Description	Documents
Data Template	<u>View File</u>

4.Institution

4.1 Total number of Classrooms and Seminar halls	**16**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**604.99**
4.3 Total number of computers on campus for academic purposes	**161**

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 diligently follows the curriculum outlined by AKTU, employing a meticulous academic delivery process. This involves utilizing an academic calendar to monitor and ensure the timely execution of all academic and extracurricular activities. The Academic Program Committee, composed of key personnel including the Director, Dean-Academics, and Dean-Student Welfare, rigorously prepares and adheres to the timetable. Faculty members create detailed course files for review by the Dean-Academics, with feedback provided to enhance content quality. Monthly Academic Meetings facilitate discussions on curriculum progress, attendance, faculty punctuality, and pedagogical practices. Regular class observations by the Dean-Academics and Director, in consultation, assess faculty performance and provide constructive feedback. Reports on classes, attendance, and academic observations are regularly submitted to the Director by designated staff. JIM prioritizes academic excellence through consistent engagement with faculty to enhance teaching practices and incorporates feedback from

stakeholders to maintain a futuristic orientation. Optimal utilization of resources, including library facilities and digital databases, ensures high-quality curriculum delivery. The institution implements outcome-based education and conducts training sessions for effective use of IT tools, while regular internal examinations assess student knowledge acquisition aligned with the academic calendar.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	[https://www.youtube.com/watch?v=VGUL7k7jSl A](https://www.youtube.com/watch?v=VGUL7k7jSlA)

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

The institute meticulously aligns with the academic calendar set by the affiliating university, Dr. APJ Abdul Kalam Technical University, Lucknow. This calendar, sanctioned by the university's Board of Studies, serves as the foundation for the institute's internal assessments, ensuring a seamless educational process. Two internal assessments per semester, in harmony with the university's schedule, precede external examinations.

Integral to the assessment structure are assignments, quizzes, and tutorials, all scheduled according to an assignment calendar shared with students. Course teachers promptly evaluate assignments, maintaining precision and transparency. Quizzes and tutorials, vital components of the curriculum, are seamlessly integrated into each subject's lecture plan.

Emphasizing both subjective and objective assessments, the institute strictly adheres to the university's guidelines in evaluating student performance. Noteworthy is the evaluation process for Summer Internship Program and Research Project Report projects, conducted by a panel of external and internal examiners.

The student handbook comprehensively outlines all planned activities, while the Internal Quality Assurance Cell (IQAC) diligently oversees the institute's adherence to the academic calendar, ensuring a well-coordinated and effective educational environment.

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

3

File Description	Documents
Any additional information	[View File](#)
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
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)

76

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	**No File Uploaded**
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

723

File Description	Documents
Any additional information	**No File Uploaded**
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

Jaipuria Institute of Management, Ghaziabad, has seamlessly integrated cross-cutting issues into its academic curriculum and co-curricular activities, fostering a broad-based and inclusive learning environment. The curriculum deliberately encompasses vital societal, cultural, and environmental aspects, instilling empathy and equipping students with real-world problem-solving skills. Embracing Indigenous Knowledge Systems (IKS), the institute strengthens students' connection with the nation's cultural heritage, arts, languages, and traditions. Full-credit courses on Human Values and Professional Ethics emphasize gender sensitivity, environmental awareness, and sustainability, empowering students to address pressing issues effectively. Through the Human Values Cell, management concepts are merged with value education, nurturing a culture of sustainable development and social responsibility. Faculty members undergo certification programs to instill ethical values and facilitate skill

enhancement among students, promoting eco-friendly business practices and uplifting underprivileged communities. Gender bias and equality issues are actively addressed through student-led initiatives and awareness campaigns. Co-curricular activities such as drama, role plays, and awareness camps provide platforms for students to engage with and explore these crucial issues both on and off-campus. By intertwining moral and ethical values throughout education and activities, JIM, Ghaziabad, ensures that students emerge as socially, ethically, and academically conscious individuals, poised to make positive contributions to society.

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

1014

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://www.jaipuriamba.edu.in/AQAR2022-23/Point1/1.4.1%20and%201.4.2%20Stakeholders FeedbackAnalysis.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	No File Uploaded
Any additional information	No File Uploaded

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	No File Uploaded
URL for feedback report	https://www.jaipuriamba.edu.in/AQAR2022-23/Point1/1.4.1%20and%201.4.2%20Stakeholders FeedbackAnalysis.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

276

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

56

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 institute's teaching and learning processes are shaped by the philosophy of Outcome Based Education, which addresses the needs of both slow and advanced learners. Issues with slow learners are tackled through remedial classes. The institute identifies these learners based on performance metrics such as attendance, exam scores, assignment submission, and quiz participation. A key event in this initiative was a workshop held in the middle of the Academic Session 2022-23, titled "Addressing the Special Needs of Slow and Advanced Learners through Teaching-Learning." This workshop aimed to evaluate and enhance support for these learners by discussing interactive doubt clearing, and personalized attention.

The workshop led to the creation of guidelines for supporting learners:

1. Criteria for Identification:

- **Fast Learners: Identified by high academic performance, full**

attendance, and consistent engagement with all course requirements.

- Slow Learners: Recognized by irregular attendance and minimal passing marks.

2. Issues Identification: Faculty meetings with learners help understand and address reasons for poor performance.

3. Action Taken:

- For slow learners: Remedial classes, extra quizzes, and assignments, along with virtual labs.
- For fast/advanced learners: Encouragement to engage with MOOCs, participate in hackathons, and pursue opportunities in research and higher education through internships and publications.

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/AQAR2022-23/Point2/2.2.1.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
500	32

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

At our institution, we prioritize student-centric methodologies to enhance learning experiences. These approaches, including experiential learning, participative learning, and problem-solving methodologies, are carefully integrated into our pedagogical framework. JIM employs a variety of pedagogical methods to cater to diverse learning styles and preferences:

- **Tutorials:** Dedicated sessions for numerical subjects to provide focused support.

- **Spreadsheet Modeling:** Regular sessions on spreadsheet modeling to develop practical skills.

- **IT Intervention Tools:** Introduction of various IT tools, such as Padlet, Canva, Kahoot, Quizizz, Blinklist, Flipgrid, Jamboard, Digital Fitness.

- **Collaborative Teaching/Learning:** Group presentations and joint problem-solving tasks to encourage teamwork.

- **Cooperative Teaching/Learning:** Students are invited to explain specific course content, fostering collaboration.

- **Role Play:** Students engage in role-playing to simplify complex topics, theories, algorithms, or hypotheses.

- **Problem Solving:** In-class numerical problems are presented, encouraging students to solve them.

- **Simulation:** Use of software to showcase small programs, providing practical demonstrations.

- **Case Study:** Discussion of real-life situations to enhance analytical skills and problem-solving abilities.

- **Quiz:** Various quiz formats, including oral, written, picture-based, and music-based quizzes.

- **Interaction:** Active encouragement for students to ask questions, express opinions, and share knowledge.

- **Group Discussion:** Exchange of ideas and opinions on given topics, assessing teamwork and leadership skills.

File Description	Documents
Upload any additional information	View File
Link for additional information	https://jaipuriamba.edu.in/AQAR2022-23/Point2/2.3.1%20Academic%20Development%20Plan.pdf

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

The institution has invested significant resources in creating a robust platform that grants faculty and students access to educational opportunities through information and communication technology (ICT). The Institute has established a digital library, providing both faculty and students with a gateway to diverse online resources. These valuable resources can be conveniently accessed through the Institute's website at the following link: https://jaipuriamba.edu.in/academics-mba/digital-library/. This initiative aligns with the institution's commitment to leveraging digital advancements.Various ICT tools are utilized by both faculty members and students which are as follows-

a. Presentation Tools:

- Microsoft Designer

-TomeAI

-Beautiful.AI

-Slidesai

- Canva

- MS PowerPoint

- Google Slides

- Prezi

b. Digital Resources:

- Free-ebooks.net

- Behance

- Z-Library

- Google Scholar

- Hathi Trust

c. Video Creation Tools:

- Zoom

- YouTube

- OBS

d. Video Editing Tools:

- Free Video Compressor

- Hand Break Video Converter

- Openshot

e. Online Engagement Tools:

- Google Docs

- Google Jam Board

- Slack

- Flipgrid

- 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

26

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

32

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

18

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

166.7

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 institute has implemented significant reforms in its Continuous Internal Evaluation framework to boost student performance. These enhancements are multifaceted:

1. Robust Evaluation System: A strict internal assessment structure is in place, incorporating two sessional exams—mid-term and end-term—and various other assessment tools.

2. Assignment Calendar: At the start of each semester, a detailed Assignment Calendar is issued to ensure timely submission and evaluation of assignments.

3. Diverse Assessment Methods: Assessments extend beyond traditional exams to include case studies, project presentations, role-plays, and evaluations of Summer Internship and Research Project reports.

4. IT Skills Assessment: The Analytics lab evaluates students'

Analytics and IT skills, aiding in their overall skill development.

5. Career and Skill Assessments: The evaluation process also measures students' career readiness and skill proficiency, promoting comprehensive growth.

6. CoCubes Test: This test assesses personality and aptitude, with results utilized to provide customized training and counseling.

7. Mock Interviews: Students undergo mock interviews to hone their oral communication skills and domain knowledge, preparing them for professional environments.

8. Remedial Measures: Tailored tutorial sessions support slow learners, whereas advanced students engage in case studies, research, and writing to enhance their knowledge.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://jaipuriamba.edu.in/AQAR2022-23/Point2/2.5.1_AON_COCUBES_ASSESSMENT.pdf

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

The institute has established an effective mechanism for addressing examination-related grievances, ensuring transparency and timely rectification. During internal and semester-end exams, strict adherence to university guidelines is maintained.

At the Institute level, an examination committee, chaired by the Dean (Academics) and comprising both teaching and non-teaching staff, oversees evaluation processes. The Academic Calendar, prominently displayed and communicated to students via email, includes schedules for Sessional Examinations and Assignments. Evaluation procedures and documentation are communicated via notice board and email, detailing grade distributions and evaluation schedules. Teachers provide evaluated answer scripts to students, addressing any clarifications or grievances promptly. Discrepancies, such as errors in question papers or marking, are resolved by the respective teacher.

At the University level, grievances related to university answer

script evaluation are forwarded to the subject handling faculty and department head, if necessary.Re-evaluation results are announced following university norms. If unsatisfied, students may opt for challenge evaluation within a week of re-evaluation results announcement. Challenge evaluation involves assessment by two subject experts, with results declared before the commencement of University Examinations. Refunds are provided if students pass the paper. The entire process is conducted transparently and within stipulated timelines by the university.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	**Nil**

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.

Program Outcomes (POs)

PO1:Apply knowledge of management theories and practices to solve business problems within available resources.

PO2:Foster analytical and critical thinking abilities for data-based decision making.

PO3:Ability to develop Value-Based Leadership while addressing the larger environmental issues.

PO4:Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of the business.

PO5:Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment that supports diverse and multidisciplinary settings.

PO6:Identify business opportunities, design and implement innovations in the workspace.

PO7: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.

PO8:Ability to adapt to a rapidly changing environment by applying new skills and competencies.

Course Outcomes (COs)

The COs for each course clearly defined by the university. The course file contains the COs. The Institute's POs, Mission, and Vision can only be realised through the COs. The course instructor informs the students of the COs using Bloom's Taxonomy. In terms of relevance, each course outcome is mapped to a small number of programme outcomes on a scale of 0 to 3.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	[https://jaipuriamba.edu.in/AQAR2022-23/Point2/2.6.1 Scheme of evaluation.pdf](https://jaipuriamba.edu.in/AQAR2022-23/Point2/2.6.1_Scheme_of_evaluation.pdf)
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.

At Jaipuria Institute of Management, Indirapuram, Ghaziabad, we adhere to Outcome Based Education (OBE) principles. One of the key objectives of the OBE process is to assess and evaluate the level of achievement of Course Outcomes (COs) and Program Outcomes (POs).A correlation scale ranging from 0 to 3 is used to establish the relationship between COs and POs. A score of "0" signifies no correlation, "1" denotes a low correlation, "2" indicates a moderate correlation, and "3" signifies a high correlation. To facilitate this assessment, a mapping matrix of COs and POs is meticulously prepared for all courses within 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**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://jaipuriamba.edu.in/AQAR2022-23/Point2/2.6.1_Scheme_of_evaluation.pdf

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

187

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://www.jaipuriamba.edu.in/AQAR2022-23/Point2/2.7.1_List.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)

0.12

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	[View File](#)
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

12

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

01

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	View File
Paste link to funding agency website	https://kapila.mic.gov.in/

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, Indirapuram has established Instiution's Innovation Council (IIC) as per the guidelines of 'MoE's Innovation Cell in the Academic Year 2022-23. With a 4 star rating for its IIC performance in its third year of establishment, it continues to grow with same vibrancy and vigour. 18 patent, 107 ideas registered on YUKTI portal of the ministry, and 7 start- ups running successfully, IIC at JIM has proved itself as a full fledged entity and secured its position as a strong ecosystem of innovation and entrepreneurship. It has MoUs with different bodies such as incubation centre, NGOs, start-up companies. With its frequent exposure visits to Incubation centre, MSME fair, conducting expert lectures, it continuously strives to establish a sustainable environment of entrepreneurship. An exclusive institute Innovation council (IIC) at Jaipuria Institute of management, Indirapuram is dedicated towards organizing and conducting seminars, expert lectures, workshops, field trips, project exhibitions, PITCH events, entrepreneurship bootcamps, Idea competitions etc.

The IIC activities include:

1. Full credit course on Innovation & Entrepreneurship

2.Yukti Innovation Projects

3. Patent publications

4.Guest Lectures by Industry Experts

5. Workshops on Entrepreneurship Ecosystem / Opportunity

6. Case study on startup founders

7. Conducting panel discussions, exposure visits

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://jaipuriamba.edu.in/AQAR2022-23/Point3/3.2.1%20Patent.pdf

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

47

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	https://jaipuriamba.edu.in/scopusabdc-research-papers-2/
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

24

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

18

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

In 2022-23, the Jaipuria Institute of Management in Indirapuram, Ghaziabad, initiated a series of initiatives aimed at empowering students to tackle social challenges and contribute to their communities. These initiatives were designed to enrich students' understanding and engagement with issues related to health, gender, and the environment. The institute successfully partnered with local and non-profit organizations to bring these programs to fruition. Key activities included:

- Educational sessions on social and professional ethics through guest lectures and workshops.

- Environmental conservation efforts through tree plantation

drives.

- Promoting mental and physical well-being via yoga and meditation sessions.

- Interactive role plays addressing various societal challenges.

- Organizing sports events and health awareness campaigns.

- Life skills training workshops.

- Celebrations of Women's Day.

Impact of these Activities:

These events were not just extracurricular activities; they were integral to the institute's mission to develop Responsible Leaders for Society. This approach reflected a commitment to balancing economic advancement with ecological sustainability. The Jaipuria Institute of Management placed a strong emphasis on the all-around development of its students, ensuring that these activities were aligned with the overall growth and personality development of each participant.

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

41

File Description	Documents
Any additional information	View File
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

64

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

8428

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

10

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
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

13

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 adequate facilities for teaching-learning viz., classrooms, labs, computing equipment, etc. The details of the facilities for teaching-learning available in the Institute

are as under:-

Classrooms:

Classrooms feature LCD/LED projectors, Internet connectivity, and advanced visual aids like Smart Classrooms , whiteboards, flip charts, and ample seating for student comfort.

Library:

The well-equipped library offers books, computers, printers, and internet access, with ample seating. It provides access to national and international journals and online databases, monitored by CCTV.

Computer Lab:

The computer lab has 120 computers with LAN connection, printers and Wi-Fi facility with Internet speed of 100 Mbps (Lease Line) as per AICTE norms.The Institute has a separate Analytics Lab for MBA(Business Analytics) students equipped with all required softwares like- R Studio, Python, SPSS, Anaconda, MS SQL Studio, etc.

Language Lab:

The institute boasts a cutting-edge language lab for corporate communication classes, where students learn phonetics and correct pronunciation using specialized Wordsworth software.

Seminar Hall / Auditorium: The Institute has a well-equipped seminar hall/auditorium with LCD/LED projector, sound system and Wi-Fi facility to support the seating for more than 400 students.

Training and Development Room: Institute features smart board-equipped space for Ted Talks, virtual tours, employability modules, grooming, and certification.

Digital Infrastructure:

JIM implements digital tools like Google Classroom, Zoom, and Canva for faculty and students, enhancing ICT-enabled learning with an ERP system and robust digital infrastructure.

Green Campus:

The institute's green campus boasts lush landscapes and eco-friendly infrastructure, fostering sustainability in education and environment alike.

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.

The Institution prides itself on its ample facilities catering to a diverse range of interests and needs, including cultural activities, sports, indoor and outdoor games, gymnasium, and yoga center. These facilities are meticulously designed to provide students with opportunities for holistic development and well-rounded experiences during their time at the institution.

For cultural activities, the institution boasts a spacious auditorium equipped to host various events and club activities, fostering leadership skills, teamwork, and personal growth among students. These activities not only provide a platform for students to showcase their talents but also encourage them to explore new interests and broaden their horizons.

In terms of sports and games, the institution offers both indoor and outdoor facilities, catering to a wide range of preferences and interests. From indoor games like table tennis and chess to outdoor sports like cricket and football, students have access to facilities that promote physical fitness, teamwork, and healthy competition.

Additionally, the institution provides a well-equipped gymnasium and yoga center, ensuring that students have access to resources for maintaining their physical and mental well-being. These facilities offer opportunities for relaxation, stress relief, and personal growth, complementing the academic experience and enriching the overall student experience at the institution.

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.

16

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	[https://jaipuriamba.edu.in/AQAR2022-23/Point4/4.1.3_ICT_Usage.pdf](#)
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)

302.04

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 Institute's library is a vital academic resource, featuring a well-stocked collection and automated management through KOHA software. With an air-conditioned environment, it offers a comfortable space for research and study. Accessible from anywhere via web-based OPAC, users can search for resources by title, author, or domain. Electronic Resource Management facilitates subscriptions to leading databases like ProQuest, J- Gate, DELNET, PROWESS & MyLOFT. Additionally, a Digital library provides access to e-resources with multi-user IP Address-based accessibility. The Library Committee ensures effective services through audits, meetings, and developmental strategies for library welfare.

The Library has:

- 1 printer

- 1 scanner

- 1 barcode scanner

- 1 photocopier

- 100 Mbps internet

- 4 computer systems

The Library is equipped with the following resources available to users:

- Titles of books: 3305

- Volumes of books: 18,651

- E-books: 30,091

- E-Journals: 16,619

- National and International print Journals: 44

- Magazines: 20

- Newspapers: 68.

- Databases of E-Journals: ProQuest, J- Gate, DELNET, PROWESS & MyLOFT

- **Name of ILMS Software: KOHA**

- **Nature of Automation (Fully or Partial): Fully**

- **Version: 22.05.15.000 OS LINUX**

- **Year of Automation: 2011 Updated Version 2022-23**

- **Availability of CDs/DVDs: Yes**

- **Knowledge portal: http://jaipuria.edu.in/portal/**

- **Koha Link: http://117.55.242.140/**

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)

49.55

File Description	Documents
Any additional information	View File
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

345

File Description	Documents
Any additional information	View File
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 prioritized the continual improvement of its IT infrastructure to meet the evolving demands of its academic community. This commitment is evident through the integration of various digital platforms and tools such as Google Classroom, Zoom, Padlet, and Flipgrid, facilitating interactive and engaging ICT-enabled learning experiences. Moreover, the implementation of an ERP system streamlines administrative processes, enhancing efficiency and transparency.

During the 2022-23 period, significant upgrades were made to the IT infrastructure. Enhanced Wi-Fi access, Procurement of Interactive Panel, bolstered by upgraded Access Points and Network switches, ensures seamless connectivity for students, faculty, and staff across the campus. The installation of a high-speed internet leased line with a bandwidth of 100 Mbps expands Wi-Fi coverage, enabling ubiquitous access to online resources.

Furthermore, investments were made in essential software tools like IBM SPSS, CMIE Prowess IQ, Wordsworth, and Libsys, enriching research capabilities for both students and faculty. The procurement and maintenance of UPS batteries and printers ensure

uninterrupted workflow, while the acquisition of computer system accessories enhances functionality for all users.

Additionally, the installation of interactive panels and audio facilities in classrooms enhances the overall learning experience, fostering collaboration and engagement. These initiatives underscore the Institute's commitment to leveraging technology for academic excellence and student success.

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

4.3.2 - Number of Computers

161

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)

451.17

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.

Our institution prioritizes the efficient maintenance and optimal utilization of our physical, academic, and support facilities. Key aspects of our facility management strategy include adherence to rigorous maintenance procedures, encompassing regular inspections, repairs, and upgrades conducted by our dedicated maintenance team. Utilization guidelines ensure the appropriate scheduling of classrooms and spaces to accommodate diverse activities while ensuring accessibility for all users.

Safety and security measures are paramount, with stringent protocols, emergency procedures, fire drills, and security measures in place to safeguard occupants and assets. Our facilities comply with accessibility standards, providing accessible entrances, restrooms, and amenities to ensure inclusivity and equal access for individuals with disabilities.

Efficient resource allocation is prioritized, with budgets allocated for maintenance, renovations, and new construction based on institutional needs. Feedback mechanisms are established to solicit input from stakeholders, enabling continuous improvement and adaptation to evolving needs.

These policies and procedures are integral to maintaining a safe, functional, and conducive environment for teaching, learning, and research within our institution.

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.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.jaipuriamba.edu.in/AQAR2022-23/Point4/4.4.2%20Maintenence.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

23

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

65

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://www.jaipuriamba.edu.in/AQAR2022-23/Point5/5.1.3.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

178

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

178

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

5.1.5 - The Institution has a transparent — **A. All of the above**

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

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	View File
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

178

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

2

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

62

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.

16

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)

At Jaipuria Institute of Management, students actively participate in various administrative, co-curricular, and extracurricular activities, fostering a culture of engagement and inclusivity through various committees and clubs such as

Placement Assistance Team (PAT) enables students to collaborate with industry professionals that facilitate smooth transitions into the professional world.

Social Media Committee enhances the institute's online presence while refining students' writing abilities.

Alumni Committee facilitates connections with alumni for mentorship and placement opportunities.

Hostel Committee enables students to contribute to hostel management

Sports Committee promotes physical well-being through the organization of sports events.

Students' Clubs: The following clubs run by students develop skills and learning through hands-on activities:

Literary Club: Enhances communication skills through discussions and creative writing activities.

Marketing Research Club: Offers practical insights into consumer behaviour and market trends.

Dramatics & Cultural Club: Fosters creativity and self-expression through theatrical performances and oversees all cultural events at JIM-G, including Fresher's party and Mercato.

Design Thinking & Innovation Club: Promotes innovative problem-solving techniques and entrepreneurial mindset.

IT & Analytics Club: Explores the application of technology and data analytics in business.

These diverse engagements not only develop essential skills but also enrich the campus community, ensuring a dynamic and inclusive learning environment.

File Description	Documents
Paste link for additional information	https://www.jaipuriamba.edu.in/AQAR2022-23/Point5/5.3.2List.pdf
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

23

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 Institute has implemented several initiatives to engage and support its alumni community:

Registered Alumni Association

The Institute boasts a vibrant Alumni Association, fostering strong ties among its students. This association engages in numerous events, aiding both current students and alumni with professional growth.

Alumni Portal

A dedicated platform at www.jaipuriaalumni.com serves as a hub for alumni, boasting 1769 registered members and 1153 active on social media. This portal facilitates connections and updates among the alumni network.

Spandan: Alumni Meet

The Institute hosts "Spandan," an event fostering interaction between alumni and new students. Additionally, a Grand Alumni Meet is organized in collaboration with the Jaipuria Group of Institutions, celebrating the collective achievements and experiences of our alumni.

Participation in Institute Events

Alumni are invited to contribute as judges or guests in various extracurricular and academic events. Selected alumni are appointed as mentors, offering guidance to current students on career development.

Placements Support

The Institute actively seeks internship and placement opportunities within companies owned or associated with our alumni, facilitating valuable professional experiences for students.

Executive Alumni Program

This program offers continued support to alumni through benefits like complimentary library membership, career development services, and Management Development Programs.

File Description	Documents
Paste link for additional information	https://www.jaipuriamba.edu.in/AQAR2022-23/Point5/5.4.1%20Alumni%20Participation%20NEW.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ? 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 operates in alignment with its vision, mission, and core values, with governance structures like the Academic Programme Committee, Academic Advisory Council, and Governing Body endorsing a Participative Management System and decentralized management approach. The institute's vision and mission underscore distinctive characteristics, including value-based management education delivered by a dedicated faculty, enhancing students' adaptability in a dynamic business environment, fostering holistic development through extracurricular activities and value-added courses, and contributing to society through social activities.

Governance occurs at three levels: institutionally, where the well-structured IQAC, led by the Director and various committees, ensures effective strategic plan implementation; corporately, where policies are formulated through the Academic Advisory Council chaired by an Expert Academician; and academically, with academic strength derived from a three-year development plan collaboratively crafted by the Academic Programme Committee and Academic Advisory Council, receiving approval from the Board of Governors.

The institute's commitment to academic excellence is evident in its well-organized IQAC, tasked with systematizing efforts and

initiatives directed toward achieving academic distinction.

File Description	Documents
Paste link for additional information	https://www.jaipuriamba.edu.in/AQAR2022-23/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.

Jaipuria Institute of Management fosters a culture of participative management, emphasizing decentralized decision-making across various committees empowered to communicate and enact decisions through the academic council. The Director exercises administrative autonomy, aiding initiatives to elevate faculty through encouragement to enhance educational qualifications, pursue research projects, and facilitate training programs.

Faculty members are empowered with multiple leadership roles, including Vice President and President positions within the IIC Cell, as well as coordinators of various clubs and committees, enhancing their engagement and contribution to institutional development. Department heads possess operational autonomy, enabling swift decision-making.

Student leadership is cultivated through the Students Council. Students at JIM are involved in the Placement Assistance Team facilitating the faculty in the placement of the students. Students are also appointed at the position of Class Representatives. The input from student representatives, such as class representatives, is instrumental in driving overall institute enhancements. Each club is also led by a student head who is responsible for coordinating club activities, organizing events, and representing the club's interests to the institute's administration.

Annual events like Mercato, IIC initiatives, and sports activities serve as cornerstone events, facilitating the development of leadership qualities among students and fostering a holistic educational experience. Students are not only encouraged to excel academically but also to take on leadership roles within various extracurricular clubs. These clubs cover a wide range of

interests, including academic, cultural, sports, and social activities.

File Description	Documents
Paste link for additional information	https://www.jaipuriamba.edu.in/AQAR2022-23/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. One significant activity was a well defined Students club activities

Activity successfully implemented:

One activity successfully implemented based on the institutional strategic plan is the establishment and operation of student club activities. These clubs, including the Marketing Club, Finance Club, Design Thinking Club, Human Values Club and Literature Club, serve as integral components of the institution's student development initiatives.

Through these clubs, students have the opportunity to engage in experiential learning, develop practical skills, and cultivate their interests beyond the traditional academic curriculum. For instance, the Marketing Club conducts workshops, case competitions, and industry visits to provide students with insights into contemporary marketing practices. Similarly, the Finance Club organizes seminars, stock market simulations, and financial literacy workshops to enhance students' understanding of financial concepts.

The Design Thinking Club encourages students to tackle real-world problems using innovative and human-centered approaches, fostering creativity and problem-solving skills. The Human Values Club focuses on promoting ethical values, empathy, and social responsibility through community service projects and discussions on moral dilemmas.

Lastly, the Literature Club provides a platform for students to express themselves creatively through writing, poetry readings,

and literary discussions. Moreover, the Institutional Innovation Council is engaged in Entrepreneurial development of the students through various activities.

Overall, these student club activities align with the institution's strategic goals of holistic student development, fostering leadership qualities, critical thinking, and social responsibility among students.

File Description	Documents
Strategic Plan and deployment documents on the website	[View File](#)
Paste link for additional information	https://jaipuriamba.edu.in/wp-content/uploads/2021/12/development_plan_2020.pdf
Upload any additional information	No File Uploaded

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 governance structure, comprising the Board of Governors and Academic Advisory Council, plays a pivotal role in ensuring the institution's academic excellence and operational efficiency. Led by the Director, these bodies collaborate closely to uphold the Institute's mission and cater to the diverse needs of its stakeholders.

The Board of Governors assumes responsibility for overseeing financial management, human resources, academic affairs, and infrastructure development. Through policy formulation and strategic planning, it guides the institution towards fulfilling its educational objectives and fostering a conducive learning environment.

Meanwhile, the Academic Advisory Council focuses on maintaining academic standards, implementing the university curriculum, and enhancing the overall educational experience. It oversees various aspects of the teaching-learning process, including curriculum design, admission procedures, pedagogical approaches, research endeavors, and student support services.

Under the Director's leadership, the institution's strategic direction is steered, ensuring alignment with its vision and goals. The Director, in collaboration with the Deans (Academics)

and Dean (Student Welfare), spearheads initiatives to standardize curricula, improve teaching methodologies, monitor student progress, engage stakeholders, and manage resources effectively.

Together, these governance mechanisms facilitate informed decision-making, foster continuous improvement, and promote the holistic development of the institution and its stakeholders.

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

File Description	Documents
Paste link for additional information	https://jaipuriamba.edu.in/about-us/policies/
Link to Organogram of the institution webpage	https://www.jaipuriamba.edu.in/AQAR2022-23/Point6/6.2.2%20Organization%20Chart.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	No File Uploaded
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

Institute has a comprehensive range of welfare measures in place for both teaching and non-teaching staff:

Financial Support for Conference, FDP, MDP: This support enables faculty members to stay updated with the latest advancements in their field by attending conferences, workshops, (FDP), and (MDP).

Research Policy for Motivating Faculty: The institute has a structured research policy that encourages faculty members to engage in research activities, leading to academic advancement to their respective fields.

Various Types of Leaves: The institute offers different types of leaves such as casual leave, sick leave, earned leave , leave encashment, maternity/paternity leave, Bereavement leave and special leaves for examination and thesis submission.

Insurance Facilities: Offering comprehensive Group insurance, medical and term plan for employees for their safeguards.

Retention Benefits for 10-Year and 25-Year Milestones: Recognizing and rewarding long-term commitment and loyalty through retention benefits.

Organize Festive Events: Plan celebrations for major festivals such as Diwali, Holi, Independence Day, Lohri Women day etc , where employees can come together to enjoy the festival.

Birthday Celebrations: Recognize employees' birthdays by organizing small celebrations within the workplace.

Uniform Distribution: Ensure that IV grade staff members receive appropriate uniforms that are comfortable and suitable for their job roles

File Description	Documents
Paste link for additional information	https://www.jaipuriamba.edu.in/AQAR2022-23/Point6/6.3.1_Policy.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

74

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

20

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	View File
Upload any additional information	**No File Uploaded**
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

113

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	No File Uploaded
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	<u>View File</u>

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 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	<u>View File</u>

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)

4.377

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 self-finance institution that generates income from various sources, such as fees, Conference/FDP/MDP participation fee. Bank interest, and events Sponsors amounts. 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 of the institute, and fulfill the statutory norms.

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 mobilizing 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

1.Innovation, IPR and Entrepreneurship through IIC:

The institute is committed to nurturing a vibrant environment of creativity and business acumen through its Institute Innovation Council (IIC). This initiative, guided by the directives from the Ministry of Innovation, orchestrates a variety of activities aimed at igniting innovative thinking and entrepreneurial spirit among students. Recognized for its efforts by the Ministry of Education's IIC, the institute has received a commendable rating, securing 4 out of 5 points in its inaugural year. This achievement underscores the institute's commitment to equipping students with the skills needed to navigate the evolving job landscape and to make meaningful contributions to economic advancement.

2.Student Feedback Mechanism Enhancement:

The IQAC recognized the importance of gathering comprehensive feedback from students to improve the teaching-learning process. Through a systematic review, the IQAC identified gaps in the existing student feedback mechanism, such as low response rates, limited scope of feedback parameters, and challenges in data analysis. To address these issues, the IQAC collaborated with stakeholders to enhance the feedback system. This involved redesigning feedback forms to include relevant questions on teaching effectiveness, course content, learning resources, and overall satisfaction. Additionally, the IQAC implemented strategies to increase student participation, such as incentivizing feedback submission and ensuring anonymity to encourage honest responses. The revamped feedback mechanism enabled the institution to gather valuable insights into areas needing improvement and inform faculty development initiatives and curriculum revisions accordingly.

File Description	Documents
Paste link for additional information	https://www.jaipuriamba.edu.in/AQAR2022-23/Point6/6.1.1%20Development%20Plan%202022-26.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

Student-centric teaching and learning practices:

In adherence to student-centric teaching and learning practices, our institution has implemented an outcome-based approach to pedagogy, emphasizing the acquisition of practical skills and knowledge. The curriculum has been enriched with experiential learning opportunities, incorporating methods such as case-based teaching to enhance student engagement and comprehension. To further support students' career development, Co-Cubes skill assessments are conducted, aiding in personalized learning and career mapping. Additionally, critical thinking skills are nurtured through various co-curricular activities, including panel discussions and budget review sessions, organized by student clubs.

Outcome-Based Education Implementation:

Recognizing the significance of outcome-based education (OBE) in ensuring the attainment of desired learning outcomes, the IQAC spearheaded the implementation of OBE frameworks across academic programs. Through thorough review of existing curriculum frameworks, learning objectives, and assessment practices, IQAC identified opportunities to align the curriculum with desired learning outcomes and industry expectations. Working closely with faculty members, IQAC facilitated the development of course outcomes, program outcomes, and program educational objectives that clearly articulate the knowledge, skills, and attitudes students are expected to demonstrate upon completion of their studies. The IQAC also supported the adoption of appropriate assessment methods and tools to measure student attainment of these outcomes.

File Description	Documents
Paste link for additional information	https://www.jaipuriamba.edu.in/AQAR2022-23/Point6/6.1.1%20Development%20Plan%202022-26.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the | A. All of the above

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)

File Description	Documents
Paste web link of Annual reports of Institution	https://www.jaipuriamba.edu.in/AQAR2022-23/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

The institute takes all the necessary measures to sensitize students towards gender equity by ensuring equal participation in all activities.Equal participation in cultural programs and events is encouraged, ensuring opportunities for engagement and recognition for students of all genders.

The institute ensures gender-inclusive representation in the Placement Assistance Team and among faculty members, fostering diverse perspectives and role models.

Role-playing exercises during orientation sensitized students about gender equity, while admissions and placements maintain a balanced gender ratio, offering equal opportunities to all.

Female students receive specialized training in Zumba and yoga for their physical and mental well-being, and yearly cash prizes and the Employability Enhancement Program promote gender-neutral career readiness

In adherence to the AICTE notification regarding the Implementation of the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013, Jaipuria Institute of Management conducted a series of activities from November 25th to December 10th, 2022, including the observance of November 25th as the International Day for the Elimination of Violence against Women.

These activities aimed to sensitize faculty, staff, and students about maintaining a safe working environment as per the provisions of the Act. The institute organized speeches, panel discussions, and skits on gender equality, sexual harassment in the workplace, and the POSH Act, fostering awareness regarding the Elimination of Violence against Women. Additionally :

Stringent safety measures, such as CCTV surveillance and round-the-clock security, ensure a secure environment on campus for gender equality.

File Description	Documents
Annual gender sensitization action plan	https://www.jaipuriamba.edu.in/AQAR2022-23/Point7/7.1.1%20NEW%20Combined.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://www.jaipuriamba.edu.in/AQAR2022-23/Point7/7.1.1%20GEO%20Tag%20Pics%20NEW.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

The institute has proper facilities for waste management which are described as follows:

Solid Waste Management:

The institute practices effective segregation of solid waste at the source of generation.Separate bins are provided for dry and wet waste in corridors, washrooms, common rooms, computer labs, and the library.Wet waste is handed over to a waste collection vendor, while dry waste is collected separately.This segregation process ensures efficient management of solid waste and promotes environmental sustainability.

Liquid Waste Management:

Sewage water from the campus is received through underground pipelines and transferred to the Sewage Line laid by Ghaziabad Nagar Nigam.The institute ensures proper disposal of liquid waste, contributing to the maintenance of sanitation and hygiene on campus.

E-Waste Management:

An established system for e-waste management is in place at the institute.Computers at the end of their useful life are collected and inspected for repair at the institute computer center.Unrepairable computers and accessories are disposed of through contractors or vendors who pay for the e-waste.

Waste Recycling System:

Waste water is recycled, and rainwater harvesting is installed and functional on campus, promoting water conservation efforts.

Hazardous Chemicals and Radioactive Waste Management:

Hazardous chemical and radioactive waste are not generated on the campus, ensuring a safe and environmentally friendly campus environment.

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**
4. **Ban on use of plastic**
5. **Landscaping**

A. Any 4 or All of the above

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

A. Any 4 or all of the above

following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

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	View File
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).

The institution has undertaken a multitude of efforts to foster an

inclusive environment characterized by tolerance, harmony, and acceptance of diverse cultural, regional, linguistic, communal, socioeconomic, and other diversities. These initiatives aim to cultivate a sense of belonging and respect for all members of the community, regardless of their background or identity.

Firstly, the institution has implemented policies and practices that promote diversity and inclusivity in all aspects of campus life. This includes organizing cultural festivals, student club activities, and community service projects that celebrate and embrace different cultural traditions and perspectives.

Furthermore, the institution has established support services and resources to address the needs of diverse student populations. This includes providing counseling and mentorship programs, as well as creating safe spaces for dialogue and reflection on issues related to diversity and inclusion.

Additionally, the institution actively engages in outreach activities and collaborations with local communities to promote understanding and cooperation across different social and economic backgrounds. This includes partnering with NGOs, government agencies, and other institutions to address societal challenges and promote social cohesion.The Institute has also made special arrangements for disabled students providing them with equal facilities to maintain their comfort at the institute.

Overall, these institutional efforts reflect a commitment to creating a welcoming and inclusive environment where all members of the community feel valued, respected, and empowered to contribute to the collective learning and growth of the institution.

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

The JIM-Ghaziabad actively engages in a range of initiatives aimed at promoting environmental consciousness, social responsibility,

and ethical leadership among its faculty and students. Each year, the institute hosts a tree plantation drive coinciding with Earth Day, wherein over 200 saplings are planted on campus to sensitize MBA students about the importance of trees. Additionally, an Anti-Plastic Campaign is conducted annually from September 5th to 7th to raise awareness about the harmful impact of plastic on the environment and health. This inculcates social responsibility and environmental sensitivity among future managers. Ethical leadership is fostered through workshops such as "Workshop on Human Values and Ethics," which emphasizes collaborative decision-making, spiritual transformation, and adherence to universal human values. Similarly, "Life is A Game! Play It" workshop, in association with Satya Sai Seva Organization, equips students with leadership skills rooted in trust, character development, and ethical decision-making. The institute also actively promotes societal well-being through initiatives like the "E-Pledge Against Drugs'' and a compulsory course on "Human Values and Professional Ethics". Celebrations of national and cultural festivals, alongside activities under the Institute Innovation Council (IIC), further enrich the educational experience, fostering a culture of innovation, responsibility, and citizenship among students and faculty.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://www.jaipuriamba.edu.in/AQAR2022-23/Point7/7.1.9.pdf
Any other relevant information	https://www.jaipuriamba.edu.in/AQAR2022-23/Point7/7.1.9%20E%20HUMAN%20VALUE%20CERTIFICATE_Student.pdf

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

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	No File Uploaded

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

Jaipuria Institute of Management is a renowned business school that places a lot of emphasis on cultural and social development in addition to academic excellence. The institution recognizes the importance of celebrating national and international commemorative days, events, and festivals as a way to promote cultural diversity, community engagement, and holistic growth among its students, faculty, and staff.

Throughout the year, Jaipuria Institute of Management organizes and celebrates a wide range of events and festivals that cater to the interests and preferences of its diverse community. Some of the major events and festivals that the institution celebrates include Independence Day, Republic Day, Diwali, Holi, Christmas, Teachers' Day, Women's Day, and International Yoga Day, among others.

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.

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.

1. Employability Enhancement Program

Objectives of the Practice:Enhance employability through personality development module, professional communication module, and experiential group discussion

The Context:Addressing the gap between industry expectations and management graduate skills in India's higher education landscape.

The Practice:The program spans four semesters, focusing on enhancing employability through various modules to address industry needs by enhancing the skill sets of the students.

Evidence of Success:Increased employability and job placement rates among management graduates leads to Positive feedback from employers

Problems Encountered and Resources Required:Varying English speaking abilities and comprehension levels, coupled with regional dialects, posed significant hurdles.

2.Holistic Student Development

Objectives of the Practice:Forge partnerships to boost student interest and engagement, utilizing industry exposure, societal involvement, entrepreneurial pursuits, and IT skill enhancement.

The Context:Nurture students academically and emotionally through strategic partnerships for growth..

The Practice:The institute has undertaken multiple MOUs that

focuses on four major areas: Industry and Academic Collaboration, Societal Awareness,Entrepreneurial Ability,IT Skill Enhancement

Evidence of Success:Increases in student engagement levels, and active participation in collaborative initiatives indicate the effectiveness of the practice.

Problems Encountered and Resources Required:Aligning the sessions of multiple agencies in a limited time period available in the semester and procuring optimal use of each MOU.

File Description	Documents
Best practices in the Institutional website	https://www.jaipuriamba.edu.in/AQAR2022-23/Point7/7.2.1.pdf
Any other relevant information	**Nil**

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, innovation and entrepreneurship are heavily emphasized as key drivers of economic growth and opportunities for our students. Through a variety of initiatives and programs, we have established ourselves as a prominent institution in this domain, boasting a proven track record of success. The institute boasts a well-defined Institutional Innovation Council (IIC) Cell, established in 2021, with a vision to harness students' potential in entrepreneurial pursuits.

The IIC has orchestrated numerous guest lectures aimed at student development, guiding them towards successful entrepreneurship. These lectures offer students real-time exposure to the entrepreneurial world. Additionally, students are actively encouraged to register their projects, resulting in several patents being secured. We are committed to providing students with the necessary resources and support to launch and nurture their own businesses.

Overall, our steadfast dedication to innovation and entrepreneurship has distinguished us as a premier institution in this field, making a substantial impact within our community and

beyond. We take pride in the accomplishments of our students and eagerly anticipate continuing to support them in their entrepreneurial endeavors.

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

- **Academic Collaborations for skill based programmes.**
- **Ensuring Flipped classroom model fully functional on campus.**
- **Making industry academic interface more enriching by conducting additional Industry oriented workshops and activities.**
- **Conducting IIC activities to hone the creative skills of students and provide a platform to display their creativity**
- **Encourage and support students to start their own business ventures.**
- **Initiatives for sustainable eco-friendly learning space.**
- **Initiatives for Faculty Development.**
- **Focus more on quality research publications and also motivating the student community to write research papers.**
- **To give thrust to and create awareness about Cleanliness.**
- **To continue to organize Extension Activities for the benefit of the Society and to create awareness on various social issues**
- **To foster and strengthen relationship of Alumni with the Institution**
- **To upgrade Library Resources to include digital content, which can be accessed by Students and Faculty online.**
- **To make use of technology in automating various Office Administration Processes.**
- **To monitor Quality Assurance and Quality Enhancement activities of the Institution.**

Development Plan:https://www.jaipuriamba.edu.in/AQAR2022-23/Point7/DP%202022-26.pdf