



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JAIPURIA INSTITUTE OF MANAGEMENT, GHAZIABAD

BLOCK A, GATE NO 2, SHAKTI KHAND IV, INDIRAPURAM

201014

www.jaipuria.edu.in/jim

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jaipuria Institute of Management, Indirapuram, Ghaziabad was established by Seth Anandram Jaipuria Education Society in 2001. It has a sprawling lush green campus on NH-24 within NCR. During a short span of 19 years, under the able guidance of Late Dr. Rajaram Jaipuria and Shri Shishir Jaipuria, the Institute has been acclaimed as a leading Business School in Northern India for MBA Program started in the year 2001. The program is duly approved by AICTE, Ministry of HRD, Govt. of India and affiliated to Dr. A.P.J. Abdul Kalam Technical University, Lucknow (Uttar Pradesh). Moreover, Seth Anandram Jaipuria Trust and Seth Anandram Jaipuria Education Society manage various reputed schools and colleges in the country.

Jaipuria Institute of Management, Indirapuram, Ghaziabad aims to provide quality management education to transform individuals into Business Leaders, Skilled Managers, and Entrepreneurs. The institute has adopted following Vision and Mission to fulfill its objectives.

Vision

Vision

To become Fully Integrated, Socially Responsible, Contextually Relevant and Value-Based Management institute of national reckoning by meeting the growing and emerging needs of industry and business through contemporary innovative management Teaching, Training Research, and Consulting.

Mission

Mission

We intend to provide and develop the capabilities of young managers by raising their level of competence and intellect to face various challenges in the global environment. In pursuit of excellence, we provide training and development services, foster research and disseminate knowledge through the publication of books, journals, and magazines for the development of society at large.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

- Strategically located in the heart of the National Capital Region (NCR).
- Consistent admissions and excellent good enrolment ratio.
- Research-oriented faculty and publications in various domains of management.
- Top ranking in many B-School Surveys, like Business India, Chronicle, Business Standard,

Management Refresher, GHRDC-CSR.

- Student-centric teaching and learning processes with a special focus on student development and employment enhancement.
- Consistent university results in the last 5 years.
- Good infrastructure & Healthy Environment.
- Open-mindedness in accepting and implementing new initiatives and techniques for the betterment of the Institute.
- Financial incentives for paper publications, innovative projects and academic excellence.
- Excellent infrastructure and a healthy environment.
- Qualified and experienced faculty.
- Excellent placement ratio and regular industry-academia interactions.
- Availability of Best Learning Resources software and Databases like- Prowess, ProQuest, DELNET, J-Gate, and SPSS.

Institutional Weakness

Weakness

- Lack of funded projects and patents.
- Limited to only one program i.e. MBA.
- Lack of student participation at National and International level sports and cultural activities.

Institutional Opportunity

Opportunities

Industry interactions can be strengthened by enhancing relationships with Industry through Guest Lectures, Industrial Visits, Live Projects, Partnership Programs with corporate for Employability Enhancement, Corporate Summit, Panel Discussions by Industry Experts, Alumni engagement at a regular level.

- The number of publications of the quality research paper.
- Introduction of new value addition certificate programs like Business Analytics can be started.

Institutional Challenge

Challenges

- Long term sustainability without compromising on standards due to horizontal growth of the institute and competition from nearby colleges and universities.
- Mushrooming of private Universities in NCR.
- Inculcation of research culture among the students.
- International students and faculty exchange programs with foreign universities.
- To provide consultancy services to the industry.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute follows the Annual Academic Calendar prepared by the affiliating University – Dr. APJ Abdul Kalam Technical University, Lucknow (U.P.). Academic Calendar before the commencement of the academic year is circulated to Students and Faculty members. The courses are allocated to faculty as per their specialization. The Course File is prepared by the faculty to plan effective delivery of the content.

In the regular faculty meeting, the Director takes the review of progress made in curriculum implementation. He also takes feedback from students about the quality of delivery by faculty members and the coverage of the syllabus covered. He communicates the same to the faculty for necessary improvements.

The institute has a well-maintained library that provides the necessary resources to faculty as well as students for effective delivery as well as the learning of curriculum and research.

The institute provides Value Added Courses and courses on Human Values to enrich the university prescribed syllabus and make the students employable. The institute has set up a Language Lab for the effective delivery of communication classes. Conventional classroom teaching is blended with reasonable use of ICT to make the teaching-learning process more learner-centric. Digital assisted learning, experiential learning, participative learning & problem-solving method are also used for effective curriculum delivery.

Classroom teaching is supplemented with seminars, workshops, guest lectures from corporate, group discussions, tutorials, quizzes, presentations, individual assignments, internal examination, industrial visits, summer internship which are done in a planned manner. Internal Examinations are conducted regularly. The Institute encourages faculty members to attend Faculty Development Programs/Refresher courses, workshops and present papers in seminars/conferences of repute for acquiring necessary skills for effective delivery of the curriculum. Several activities such as Role Plays, Awareness Camps, Medical Camps, Blood Donation Camps, Orphanage Visits, Fashion Shows on gender equality, workshops, debates, etc are also organized by the Institute.

Affiliating University regularly updates the syllabus from time to time to meet the changing requirement of the industry. The University has a Board of Studies (BOS) comprising of academicians and industry experts to update the syllabus. The feedback system helps to take corrective measures for curricular development.

Teaching-learning and Evaluation

The teaching-learning process plays an indispensable role in any academic institution. The process at JIM is a blend of classroom teaching and project-based learning. The students go through various activities ensuring participative, experiential learning and problem-solving skills in them.

Affiliating University regulates the admission of students by its centralized system of competitive examination and also directly by the institute through written test, Group Discussions (GD) & Personal Interview (PI) and following University norms for admissions. Institute has a good diversity of students from different states and cultural backgrounds. The number of students admitted against sanctioned intake seats (180) has been consistently excellent.

The teaching-learning process in the institute is student-centric. The CBCS (Choice Based Credit System) is adopted for evaluating the student's performance. The institute has got well qualified, learned and experienced faculty. The faculty-student ratio is well maintained throughout the semester by the institute. The Pedagogy adopted by the faculty involves the use of ICT extensively and also is outcome-based. Class Rooms are provided with ICT facilities. The institute has a very well-equipped Computer Lab. Language Lab is used to enhance the communication skills of the students. The students are associated with curricular as well as extracurricular activities. The students are also involved in Social Development Projects like Tree Plantation, Swachh Bharat Abhiyan, Anti Plastic Drive, Blood Donations, help to the orphanage, etc.

Mentor-Mentee Program and Intensive Internship Program of the institute facilitate students to benefit in the knowledge and skill development of the students by the personal involvement of faculty in the process.

Value Added Courses provided by the institute to students make them employable. The students and faculty also pursue NPTEL Courses to update their knowledge and skills.

The students are evaluated continuously through a transparent evaluation system and faculty takes special care for those students who do not perform well in their internal tests.

Research, Innovations and Extension

Development of Research Culture in a Management Institute is an important aspect of the effective teaching-learning process. At JIM we have created a culture of innovative teaching-learning and research.

The institute has a well-defined and comprehensive Research Policy which is implemented through the Research Committee. The Research Committee is empowered to monitor all the R & D activities in the institute.

The policy motivates the faculty to write research papers, case studies and publish in Scopus indexed, ABDC category journals. The faculty gets incentives as a reward for quality research work. The faculty is encouraged to get grants and funded projects from Government agencies. The research outcome of faculty is also considered for Annual Evaluation and increments.

At JIM Faculty Development Programmes (FDPs) are conducted every year. These FDPs are conducted by well-acknowledged and renowned Resource Persons. Grants for such Programs are obtained from Affiliating University.

JIM has been recognized as the Research Centre of Affiliating University and JIM Faculty is also recognized Research Guide for Ph.D. students. JIM also publishes Bi-annual National Journal 'JIM Quest' and inhouse magazine 'QUEST'. Blogs are also written by faculty and students. These are uploaded on JIM's website.

The institute organizes National and International Conferences and Summits regularly. Books and Book chapters are also written by JIM Faculty. The institute organizes industry-oriented programs and certifications to make the student industry-ready. The Institute has signed MOUs with different organizations for the same.

Infrastructure and Learning Resources

The state-of-the-art and right type of infrastructure augments better learning and teaching in the institution. The institute has a sprawling clean- green campus with facilities of sports and games, hostel, canteen, well-equipped library, and Gymnasium. The campus is full of greenery and equipped with Solar Power back up as well as Generator Power Back up. The campus is wi-fi enabled.

The institute has well equipped fully air-conditioned classrooms and modern Computer Labs and Language Lab to enhance the communication skills of students. The library is well stocked with books and journals. It has got a book bank facilities also. Moreover, on-line journals are also made available to students and faculty. These include e-journals and databases like J-Gate, Pro-Quest, Delnet, etc. to facilitate teaching, learning, and research.

The institute has Software and Databases like SPSS and PROWESS to facilitate research work. The institute adequate number of Seminar Halls and Board rooms for conducting multiple activities like Case Discussions, Seminars, etc.

The institute provides sports facilities to the students like Volleyball, Badminton, Cricket, Basket Ball, etc. The institute has a well-equipped gymnasium for boys and girls.

Student Support and Progression

To enhance capabilities and achieve holistic development of students, the institute takes several initiatives consistently. These include career counseling, Mentor-Mentee Program, Communication Skill development sessions, Language Lab, Human values and Ethics Courses, Value Added Courses, Yoga Meditation Sessions, facilities of Gymnasium. Students are also provided sessions on Aptitude Tests, Group Discussions, Personal Interview, etc.

The students participate in various Committees like Cultural Committees and Clubs, Placement Committee, etc. The institute has a very active Alumni Association. Alumni of the institute participate in interactive sessions of the students and also in the Academic Council of the institute. Students have also been provided intense Summer Internships under the mentorship of faculty and industry supervisor.

The placements of students are coordinated by the Placement Committee of the institute in which faculty, Placement and Training Officers and students actively participate and work towards best placements. Placements have been consistently good in reputed organizations. Moreover, a few students have also opted to become entrepreneurs.

Governance, Leadership and Management

JIM follows participative and transparent governance practices. The planning and implementation are carried out systematically, taking care of the interest of all stakeholders. The institute has a well-defined Governance Structure.

Governance of the institute is based on its Vision, Mission and Value System. The institute has decentralized and participative Management supported by Academic Program Committee (APC), Academic Advisory

Council and Governing Body.

The institute has a well-defined organizational Structure with the Director having full freedom to steer affairs of the institute with support from Deans, Dy. Director (Admin.) and dedicated well-educated team of Faculty and staff. The Governance of the institute also depends on directions received from affiliating universities from time to time.

The institute has a Comprehensive and well-defined Development Plan to take the institute to further heights. The institute has different Committees and Bodies for its smooth functioning. These include the Internal Quality Assurance Cell (IQAC), Admission Committee, Placement Committee, Library Committee, Grievance Committee, Sexual Harassment Committee, Anti Ragging Committee, Feedback Analysis Committee, etc. The Deans are empowered to make decisions for the academic activities of the department. Institute also has a system of Internal and External Audits to ensure judicious utilization of resources.

The institute provides welfare measures to faculty and staff through Welfare Schemes. Institute also arranges Faculty Development Program (FDP), Management Development Program (MDP), short term & refresher courses, human value courses, conferences, summits, etc.

Institutional Values and Best Practices

The institute proactively evaluates its various initiatives in line with its vision, that are taken from time to time so that the management graduates passed from the institute are not only competent in skills but also are individuals with values who can contribute to the society.

The institute focuses on contributing towards the environment and society by organizing activities on gender equality, women empowerment, cleanliness drive and, environment protection. The institute has installed a solar power plant on the campus for energy conservation. Students on the campus are inculcated with values so that they can be an asset to society. Also, the campus is made differently-abled friendly by providing all the necessary facilities.

The best practice in the teaching-learning process is the Employability Enhancement Program. The program aims to train the students to enhance their communication skills, aptitude, and personality so that they are equipped for facing the various challenges of the global environment.

In line with the vision of the institute to provide training, the institute provides value-added certification courses so that the competence of the students can be increased to face the industry challenges. The institute has effectively utilized online resources through NPTEL and Udemy.

The Institute believes that the best practices will have a larger impact on the students. These practices are monitored and evaluated from time to time so that they can be escalated to a higher level.

Excellent infrastructure, well-qualified faculty, effective delivery, effective mentoring, action taken on feedback, effective utilization of online resources, special attention on fast and slow learners are some of the features of the distinctive teaching-learning process.

The institute is committed for fulfilling its social responsibilities through innovative pedagogies and extension activities.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAIPURIA INSTITUTE OF MANAGEMENT, GHAZIABAD
Address	Block A, Gate No 2, Shakti Khand IV, Indirapuram
City	Ghaziabad
State	Uttar pradesh
Pin	201014
Website	www.jaipuria.edu.in/jim

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Dr. Daviender Narang	0120-4550100	9560050000	-	directorjim@jaipur ia.edu.in
Associate Professor	Ashwani Kumar Varshney	0120-4550131	9958077088	-	ashwanivarshney@ gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	27-06-2001			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Uttar pradesh	Dr Apj Abdul Kalam Technical University Uttar Pradesh Lucknow	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	21-01-2010	View Document		
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2019	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Block A, Gate No 2, Shakti Khand IV, Indirapuram	Urban	2.92	8137

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA, Management	24	Graduation	English	180	180

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				7				11			
Recruited	3	0	0	3	4	3	0	7	2	9	0	11
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	8	9	0	17
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	4	3	0	1	1	0	12
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	7	0	8

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		2	2	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	80	28	0	0	108
	Female	60	17	0	0	77
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	4	3	0
	Female	2	5	0	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	19	5	18	25
	Female	9	19	14	11
	Others	0	0	0	0
General	Male	58	78	70	71
	Female	66	61	71	69
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		156	172	176	180

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 159

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
156	172	176	180	155

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
90	90	90	90	90

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
147	169	169	142	133

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
22	25	26	24	24

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
18	24	24	24	24

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 10

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
365.44	364.96	371.01	335.54	963.20

Number of computers

Response: 120

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Jaipuria Institute of Management, Indirapuram, Ghaziabad is affiliated to Dr. A.P.J. Abdul Kalam Technical University, Lucknow (UP). The Institute follows the University prescribed curriculum for its MBA program. Different steps which are followed by the institution to ensure effective curriculum delivery through a well-planned and documentation process are as follows-

1. The Annual Academic Calendar is prepared according to the University Academic Calendar prior to the commencement of the academic year.
2. The academic calendar specifies important dates for significant activities to ensure proper teaching-learning processes and continuous evaluation.
3. The academic calendar is circulated to Students, Faculty members and to put up on notice board. At the end of the academic year, the Academic Program Committee (APC) meeting is conducted to discuss the course distribution for the next academic session. Based on the expertise of individual faculty members, the subject is allotted to them. Once the subject is allocated to a particular faculty, she/he prepares course files containing lesson plan, syllabus, academic calendar, time table, important questions, MCQs, previous question papers, cases (if relevant). While preparing the course files, Program Education Objective (PEO), Program Outcome (PO) and Course Outcome (CO) are mapped. This exercise is collaboratively completed by the members of the Academic Program Committee (APC).
4. In the regular faculty meetings, the Director takes the review of progress made in curriculum implementation. Director also takes feedback from students about the quality and quantity of curriculum taught.
5. The syllabus and lecture plan of each subject for the academic session is provided to the students. The students are well acquainted with the course delivery plan for each subject.
6. The Institute provides value-added courses to enrich the university prescribed syllabus and make the students employable. The institute has set up a language lab for the effective delivery of communication classes.
7. Conventional classroom teaching is blended with reasonable use of ICT to make the teaching-learning process more learner-centric.
8. Digital assisted learning, experiential learning, participative learning & problem-solving method are also used for effective curriculum delivery.
9. Classroom teaching is supplemented with seminars, workshops, guest lectures from corporate, group discussions, tutorials, quiz, presentations, individual assignments, internal examination, industrial visits, summer internship which are done in a planned manner.
10. The Institute Library provides teachers with necessary learning resources for effective delivery of the curriculum.
11. Internal Examinations are conducted to check whether the students have acquired knowledge as outlined in the objectives of the curriculum. All examinations are conducted according to the

Academic Calendar.

12. Records of the regular attendance, marks list and progress of the students are maintained on Google Docs.

13. The Institute encourages faculty members to attend FDPs, workshops and present papers in seminars/conferences of repute for acquiring necessary skills for effective delivery of the curriculum.

Through these methods of planning and implementation, effective delivery is ensured and documented.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 12

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	1	2	2

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 20.66

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years	
Response: 21.38	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 34	
File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 100	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 1	
File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years				
Response: 83.49				
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
156	172	128	120	121

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

1.3 Curriculum Enrichment

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

Response:

The Institute integrates cross cutting issues in the curriculum to ensure gender sensitivity, environment awareness and human values and professional ethics. The role of education is to enable transformation by way of ensuring the development of the competence to live with definite human conduct and establishing a harmonious society.

For this, the education has to ensure

- 1.Right understanding in the self of every child.
- 2.The capacity to live in relationship with the other human being.
- 3.The capacity to identify the need of physical facility and the skills & practice for sustainable production of more than what is required leading to the feeling of prosperity.

Keeping the above notions in mind the institute imparts a regular course in the MBA programme to facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human and the rest of Existence.

The main focus of the course is not only to create professionals but also human beings who can be a catalyst in the process of uplifting the under privileged of the society.

The institutional initiatives can be summarized as follows:

- 1.Compulsory credit course in 3rd semester on human values and professional ethics is included in the MBA curriculum. The course is designed by the Board of studies of the affiliating university and the faculty is trained regularly for delivery of the content. The details of the course are enclosed in the Annexure 1.3.1
- 2.Skill Enhancement courses are also offered to the students to provide them with sustainable job opportunities.
- 3.Student activities on issues of gender biasness and equality. The institution not only celebrates womanhood but also ensures equality and various events are organized on woman safety and laws for women rights and protection.
- 4.The student's clubs at Jaipuria are active in helping the weaker sections of the society. The students are sensitized towards the underprivileged and how their efforts can bring change in their lives.
- 5.Green Campaign for creating environment awareness in the society especially among the children and youth. The students are involved in organizing campaigns for Swachh Bharat, Anti Plastic and

environment conservation themes. The objective of these activities is to bring all the sections of society at a platform for saving the environment.

The cross-cutting issues are an intrinsic part of the students' co-curricular activities. These issues find a collective space in numerous co-curricular and cultural activities on and off campus through following activities.

- Drama
- Role Plays
- Awareness Camps
- Medical Camps
- Blood Donation Camps
- Orphanage Visit
- Fashion shows on gender Equality
- Faculty training for human values and professional ethics
- Skill development certifications and workshops.
- Declamations and Debates.
- Enrichment of Body and Soul.

The institute has a vision to develop a center for ethics and value-based education. In this endeavor the institute imparts a programme which is related to national integration, social justice, productivity, modernization of the society and cultivation of moral and social values.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 40

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 40

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships	
Response: 100	
1.3.3.1 Number of students undertaking field projects or internships	
Response: 156	
File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise	
A. Any 4 of the above	
B. Any 3 of the above	
C. Any 2 of the above	
D. Any 1 of the above	
Response: A. Any 4 of the above	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

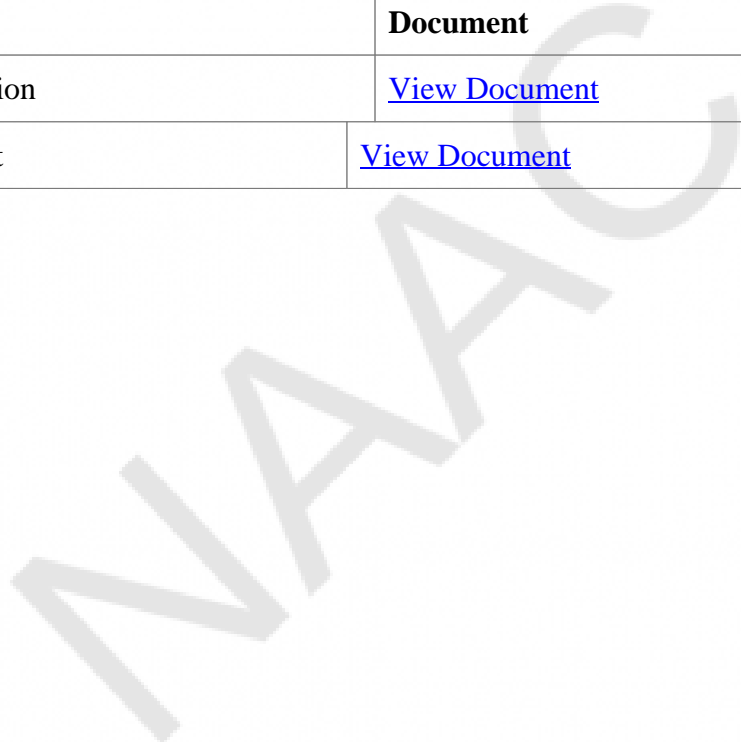
B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document
URL for feedback report	View Document



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 25.42

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
36	47	46	48	37

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 93.22

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
156	172	176	180	155

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
180	180	180	180	180

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 36.89

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
32	33	35	40	26

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The institute takes every measure to assess the needs and capabilities of all the students

before the commencement of the program. The institute organizes an induction program to familiarize the students with the rules and regulations and introduce them to the course. All the students have different capabilities and these capabilities are identified with the help of Psychometric tests which helps in understanding their personality and nurture their talent. Since the students are from a varied background, to get them to the same level of understanding lectures are conducted in the induction program before the commencement of the course. These lectures are on the basis of accounting, finance, marketing, and statistics. The lectures help them to get an insight into various subjects and make a background for learning. The institute conducts regular English communication classes for the benefit of students. The institute has a computerized communication lab. The English language lab offers an exclusive result orientation and is effective to enrich the English language learning process. Apart from speaking English the students can set themselves their Soft skills and also prepare them for the corporate skills through this exclusive language learning labs Teachers during class interaction identify student potential and then devise strategies to reduce the gap in knowledge and skills. Students are also mentored by teachers regularly during the semester to guide them accordingly. Faculty mentors and program coordinators regularly review academic progress and counsel students to improve performance and ensure academic growth. Extra time is given to students who learn slowly in a class by scheduling separate sessions. Special measures are taken to support advanced as well as slow learners, such as-

Slow Learners

1. Academic performance is monitored and academic counseling is done by faculty.
2. Extra tutorials in the numerical subject.
3. Additional mentoring and guidance by the subject faculty.
4. Providing extra reading material and course notes to improve basic understanding of the subject.
5. The question banks are distributed for all subjects and discussion is done by the faculty on writing answers in the university exam.
6. Regular communication with the parents regarding the academic performance and class attendance for continuous improvement.
7. Group study is encouraged with advanced learners for slow learners.

Advanced Learners

1. Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus as well as to take up internships and additional value-added and online courses of NPTEL.
2. Corporate interface sessions on contemporary topics to enable them for placements.
3. They are given additional/challenging assignments/ project work
4. They are encouraged to participate in various inter institution events like quizzes, poster presentations, and other competitions.
5. They are given opportunities to involve themselves in writing research papers, blogs, articles and conference participation.
6. The advanced learners are guided and motivated to secure university rank.
7. The advanced learners are encouraged by giving cash prizes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 7.09

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

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

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

Response:

Jaipuria Institute of Management has always focused on student-centric learning and focuses on skills and practices that enable lifelong learning and independent problem-solving. The institute has adopted a pedagogy where the students not only acquire knowledge through instructional teaching but develops a skill set through experiential learning. The inclusion of case studies, group discussions, management games, and role play develop an application-based outlook among the students.

The students are given individual projects and class assignments, live projects focusing on self-study and independent learning. Assignments are designed to promote a holistic understanding of concepts taught in theory along with their practical applications. The summer internship and the research projects ensure experiential learning among the students. Students are given projects/dissertations to find creative solutions to the real-world problems and challenges of organizations.

To facilitate participative learning the students are assigned group projects and other team activities like classroom group discussions, group presentations and role-play exercises. The institute has created various clubs like HR Club, Marketing Club, Finance Club, and IT Club to encourage students to expand their horizons beyond the classroom learning and exhibit their talent by participating and organizing activities. Besides the club events various academic, sports and cultural events organized on the campus create a spirit of working in a team to achieve the desired goals. The students become active learners and they are able to assess their own capabilities.

The students are encouraged to participate in various inter-college events and competitions. The participation of students in co-curricular activities in and outside the campus fosters a spirit of togetherness and leadership.

The institute besides classroom teaching conducts regular workshops in different areas by inviting subject

matter experts and practitioners from industry and academia. The idea behind these workshops is that students can link theory with practice, apply their knowledge and develop new skills. Interaction with the experts enhances knowledge in the domain and their problem-solving skills. The institute also conducts certification courses for students based on their specific domain to foster better learning among students as they are based on first-hand experience.

To connect the students with the social environment the students at JIM are also exposed to various social issues through social campaigns like blood donation camp, visit old age homes, orphanages, etc. and working with social organizations. The involvements in these types of events inculcate values, ethics and social responsibility and enhance their learning experiences.

The institute adopts innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning and foster transferable skills such as problem-solving, critical thinking, and reflective thinking.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 22

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 8.67

2.3.3.1 Number of mentors

Response: 18

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The institute imparts quality education to the students through the following initiatives:

- **Two weeks of Induction Program to inculcate innovative and creative mindset in fresher students**

An induction program of two weeks duration for MBA students is organized to inculcate interactions with industry experts, management games, talent search, the introduction of basics of different domain subjects, news analysis, dance, music, excursions, etc.

- **Use of ICT (Information and Communication Technology) in classrooms and beyond**

Faculty members make use of ICT resources in classrooms and beyond. Faculty and students utilize on-line journals like Delnet, J-Gate, and Pro-Quest. Moreover, free Wi-fi is available on the whole campus. Faculty uses PPTs, online videos and case studies. On line Quizzes and Ted Talks are used. Words Worth English language software is used in Computer Lab to improve the communication skills of the students.

- **Intensive Summer Internship Program**

Students receive guidance from Academic Mentors and also Mentors from the Industry where they get their training at the end of the second semester. Mentors also visit the place of training to get first-hand feedback.

- **Changing the curriculum**

Affiliating University changes Course Curriculum every year to take care of changing the requirement of Industry regarding skill sets and domain knowledge. Moreover, the institute organizes Value Added Courses for the students over and above University Syllabus.

- **Collaborative learning for holistic development**

In addition to University courses prescribed on Human values, the institute invites external and internal experts as a resource person to conduct short term courses on the subject so that value and ethics become a permanent personality trait of the students.

- **Interactive sessions by industry experts and alumni**

The institute organizes interactive sessions to be conducted by industry experts and alumni. These sessions provide an opportunity for students to showcase their creativity and develop innovative thinking.

- **Industrial Visits for practical exposure:** Industrial visits are arranged for students. The students are exposed to gain knowledge and awareness of the manufacturing processes of products.
- **Assignments to students**

The students are given a minimum of two assignments in each subject during a semester. The topic of assignments is chosen in such a way that students become more innovative and creative while writing the assignment.

- **NPTEL / SWAYAM / UdeMy certification courses by students and faculty**

Students and Faculty also pursue NPTEL/Swayam Certification Courses in each semester. Students also pursue Certification Courses conducted by UdeMy.

- **Seminars and conferences:** Students are fully associated with organizing and coordinating seminars and conferences in the institute with faculty members and they learn creative and innovative ways of organizing these activities.
- **Research work by faculty to impart innovative and creative thinking among the students:** Students are associated by faculty in conducting a survey and writing research papers and case studies so that their innovative skills are developed.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 106.94

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 47.93

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	12	13	11	11

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 16.86

2.4.3.1 Total experience of full-time teachers

Response: 371

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 74.38

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	7	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 66.67

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	16	17	14	13

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The institute has taken efforts to improve the performance of students by framing significant reforms in Continuous Internal evaluation at the institute level. The reforms are as follows:

- Remedial measures are taken by conducting tutorial classes to clarify doubts and re-explaining the critical topics.
- Internal examinations are conducted prior to external examinations.
- Unit wise question banks are provided for all subjects.
- Students are encouraged to solve previous years University Exam question papers.
- Google Docs is used for continuous internal evaluation like attendance and quiz.
- Student's skill and career assessments are included as an innovative practice.
- The institute regularly conducts group discussions, seminars, and guest lectures.
- Absenteeism is dealt with by sending registered letters to the parents of such students.
- The institute effectively uses WhatsApp groups and Notice Boards for the information wherein all the notices related to the examination and academics are circulated and communicated to all the students.
- Monitoring the improvement in learning of slow learners and encouraging advanced learners by reviewing their performance in exams.
- The mock interview session is conducted for assessing the oral communication and domain knowledge of students.

Impact: These reforms have resulted in substantial improvement in student's performance through comprehension of difficult topics, improved time management, enhanced writing skills, enhanced communication skills, improved pronunciation, and overall aptitude building. This has significantly enhanced the pass percentage, academic excellence, and placement of the students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Transparency initiatives at the institute level:

- Schedule of Sessional Examination and Assignment is given in the Academic calendar which is displayed well in advance before the commencement of the session.
- Basic eligibility for the evaluation process is made known to students through Student handbooks, notice boards, and class counseling.
- Institute notifies evaluation process and related documentation on the notice board. This includes the distribution of marks and a schedule of internal evaluation and university evaluation.
- Evaluation method comprises of internal examinations held progressively during the semester and is designed to check and report the periodic performance of the student.
- Evaluation is done by the respective subject teacher only.
- Answer sheets are shown to all the students and answers are also discussed with the students.
- Assignments questions are discussed with students. The students submit two assignments.
- Solving grievances of students if any.
- The Academic Programme Committee monitors the internal assessment of the students for each subject.
- Model Question Papers are given to students

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

- There is complete transparency in the internal assessment. The criterion adopted is as directed by the university.
- At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.
- The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.
- To ensure the proper conduct of formative tests, two invigilators are assigned to each hall.

Evaluation is done by the course handling faculty members within fifteen days from the date of examination.

- The corrected answer scripts at random are verified by HOD to ensure the standard evaluation process.
- The corrected answer papers of the students are distributed to them for verification by the students and any grievance is redressed immediately.
- The marks obtained by the students in internal assessment tests are displayed on the department notice board.
- The marks obtained by the students in internal assessment tests are uploaded periodically on the university web portal along with their attendance.
- Day to day performance of the students is assessed for every experiment which includes regularity, performance, viva and the promptness in submitting the record.
- The independent learning, practical approach to the real-time applications are tested by viva voice for project courses.
- For the quality of the projects, the evaluation is done by the Project Review Committee along with the project guides.
- To ensure the transparency the theory end semester examinations are conducted by the affiliated University at a Centre other than the Institute.
- The end examination for the projects is conducted with internal and external examiner appointed from the other colleges as decided by the University.
- Each Course Outcome is mapped to Program Outcomes in terms of relevance.

Redressal of grievances at University level:

The queries related to results, corrections in mark sheets, other certificates issued by the university are handled at the AKTU examination section after forwarding such quires through the college examination section. Students are allowed to apply for revaluation, recounting and challenged evaluation by paying necessary processing fees to the university if they are not satisfied with the university evaluation through college.

File Description	Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The institute follows the academic calendar of the affiliating university (Dr. APJ Abdul Kalam Technical University, Lucknow). The academic calendar of the university is approved by the Board of studies set up by the university. The internal assessments are conducted as per the academic calendar shared with the students and the institute adheres to the announced dates. There are two internal assessments in a semester followed by an external examination conducted by the university. The assignments, quiz, and tutorial are also an integral part of the internal assessment. The assignments are given to the students as per the assignment calendar shared with the students and evaluation is done by the respective course teacher. The evaluation of the internal assessment and assignment is done within the stipulated time and are submitted

to the Examination controller to ensure accuracy and transparency. The internal marks are shared with the students so that their performance can be monitored. Quiz and tutorials are compulsory parts of the course content which are included in the lecture plan of each subject. The institute ensures that the assessment of the students' performance should be based on all the above parameters. The student handbook shared with the students has the detail of all the planned activities of the institute.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

A. Program outcomes

The program outcomes of MBA Program of Jaipuria Institute of Management, Indirapuram, Ghaziabad are the specifications of what a student should learn and demonstrate, on successful completion of the course-

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

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

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

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

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

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

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

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

B. Course Outcomes

The course outcomes are well defined for each course. The COs are kept in the course file. The COs form the basis for achieving the POs, Mission, and Vision of the Institute. The course outcomes using Bloom's Taxonomy and informed to the students. Each Course Outcome is mapped to Program Outcomes in terms of relevance. A correlation is established between COs and POs on the scale of 0 to 3.0 0 indicates no correlation, 1 indicates a low correlation, 2 indicates a medium correlation and 3 indicates a high correlation. A mapping matrix of COs-POs is prepared in this regard for all courses in the program.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**Response:**

The accomplishment of effective program outcomes and course outcomes becomes fundamental for the successful running of an educational institution of any sort. To ensure the same, the institution follows the effective evaluation system.

The process of attainment of Cos and Pos starts from writing appropriate COs for each course in the course file. The course outcomes are written by the respective faculty members as suggested by Bloom's Taxonomy.

A correlation is established between COs and POs on the scale of 0 to 3.0 0 indicates no correlation, 1 indicates a low correlation, 2 indicates a medium correlation and 3 indicate a high correlation. A mapping matrix of COs-POs is prepared in this regard for all courses in the program.

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

1. Direct Assessment (75%)

The direct assessment includes the following components-

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

The scheme of evaluation of the above-mentioned components are as follows-

SCHEME OF EVALUATION				
A	Internal (Out of 50)	Marks Assigned to Each Component	WeightageFor Internals (Percentage)	WeightageFor Internals (Actual)
1.	Internal Examination 1	100	15%	15
	Internal Examination 2	100	15%	15
2.	Assignment 1	25	10%	2.5
	Assignment 2	25	10%	2.5
3.	Quiz	50	20%	10
4.	Class Presentations/ Participation	10	25%	2.5
5.	Attendance	10	25%	2.5
	Total of (A)			50
B	External (out of 100) (Conducted by University)			100
	TOTAL (A+B)			150

1. Indirect Assessment (25%)

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

1. Students Development Activity
2. CSR activity
3. Feedback from stakeholder
4. Management Fest
5. Value addition Program
6. Soft Skill Training
7. Employability Enhancement Program

1. Institutional Program Outcomes(PO) Attainment for MBA Batch 2017-19

Overall POs Attainment Level MBA BATCH 2017-19		
Program Outcomes (PO)	Overall Direct Attainment	Overall Indirect Attainment
Attained Attainment level	2.20	2.16
Weighted assigned	0.75	0.25

Weighted Aggregate	1.65	0.54
Overall Pos Attainment Level	2.19	

1. Institutional Course Outcomes(CO) Attainment for MBA Batch 2017-19

Overall Course Outcome (CO) Attainment MBA Batch 2017-19 (External + Internal)		
For the calculation of overall course outcome attainment of the program of the last batch, 0.7 weightage is assigned to term examination and 0.3 weightage to internal assessments.		
Course Outcomes(CO)	Overall External Assessment	Overall Internal Assessment
Attainment Level Achieved	2.19	2.56
Weightage Assigned	0.7	0.3
Weightage Attainment	1.533	0.768
Overall CO Attainment Level	2.301	

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 90.74

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 147

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 162

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 22.73

3.1.2.1 Number of teachers recognised as research guides

Response: 5

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 121

File Description	Document
Any additional information	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

To promote innovation and entrepreneurial activities the institute has established an Entrepreneurship Development Cell. The aim of Entrepreneurship Development Cell (EDC) at JIM, is to develop and strengthen entrepreneurial qualities in the budding professionals who are interested in starting their own ventures. The major objectives are:

- To create an environment for self-employment and entrepreneurship development through formal and non-formal programs.
- To introduce the concept of entrepreneurship among MBA Students.
- To assist all the aspirants with mentoring, planning and execution of their start-up idea into a real business.

Activities of the EDC

1. Full credit course on Entrepreneurship
2. Entrepreneurship Awareness Camp
3. Certification on Entrepreneurship by NEDC, Noida
4. Guest Lectures by Industry Experts
5. Workshop on Entrepreneurship Ecosystem / Opportunity.
6. Industrial Visits.
7. MoU signed with Safe Educate

Other initiatives for creation and transfer of knowledge include special lectures by eminent personalities, inter/intra college fest including competitions, live projects, internships, training programs, seminars and encouragement of students to present research work at national and international conferences.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 5

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 5

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 1.49

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	5	8	9	4

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 3.43

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

2018-19	2017-18	2016-17	2015-16	2014-15
32	10	11	19	11

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Jaipuria Institute of Management, Indirapuram, Ghaziabad take initiatives to inspire the students to take responsibility for the Social Issues and for the betterment of the Society. A series of activities are planned which will be helpful for society as a whole and create a holistic development of students towards Health, Gender, and Environmental Issues by inculcating beliefs that are driven for the betterment of the society. Some of the activities were successfully performed in association with local and non-profit organizations. Few of the activities are mentioned below-

- Blood Donation Camp
- Orphanage Visit
- Tree Plantation
- Anti-Plastic Campaign
- Awareness Program on Road Safety
- Guest Lectures and Workshops on Social and Professional Ethical Issues
- Yoga Day Celebration
- Medical Camp
- Role Play on various societal issues
- Debate Competition
- Swachh Bharat Abhiyan

Impact of these Activities:

The objective of organizing these events is to create Responsible Leaders for the Society as a whole in order to keep a balance between economic development and the welfare of the ecosystem. Jaipuria Institute of Management, Indirapuram, Ghaziabad identified key elements that are crucial for the Individual Student-

- Learning Behavior
- Behavior towards oneself
- Behavior towards others, and
- Behavior in society

The activities are organized by keeping in mind these key elements so that the holistic development of the students can be possible.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years**Response:** 13

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	2	3	2

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 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 last five years**Response:** 33

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	5	6	7	5

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 91.23

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
142	152	167	159	145

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 264

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
64	57	51	50	42

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 14

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
5	3	2	2	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

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-

Class Rooms: All classrooms are available at the campus with LCD projectors, Internet connectivity, and audio-visual facilities. Each classroom is provided with a sufficient number of chairs for the convenience & comfort of the students.

Library: An exclusively furnished library is equipped with books, computers, printers, a photocopier, and an internet facility. The library has sufficient seating capacity for the students. The Library is equipped with different National, International journals, online journal databases (J-gate, ProQuest and Delnet), web online access catalog and it is equipped with CCTV surveillance.

Computer Lab: Institute has a state of the computer lab equipped with modern computer systems and software. The computer lab has 120 computers with LAN connection, printers and Wi-Fi facility with Internet speed of 50 Mbps (Lease Line) as per AICTE norms.

Seminar Hall / Auditorium: The Institute is having a well-equipped seminar hall/auditorium available in the Institute with an LCD projector with a sound system and Wi-Fi facility. www

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Sports

The Institute provides facilities for indoor and outdoor games to the students. The number of sports activities is organized helping the students display their talent in sports activities. Our students participate in various intercollege sports events.

Outdoor Games

A sprawling playground is available for outdoor games like cricket, football, volleyball, Badminton, etc.

Indoor Games

Institute has the facilities for indoor games like table tennis, chess, carom, snooker, etc. are provided to the students. Yoga and meditation classes are also regularly organized by the Institute.

Cultural Activities

Annually functions like Orientation Day, Teacher's Day, Fresher's Party, Alumni Meet, Farewell Party and Marketing event Mercato, etc are organized by the Institute in which students exhibit their talents.

Co-Curricular Students Activities

- **Industrial Interaction:**

Jaipuria Institute of Management, Indirapuram, Ghaziabad is committed to providing a platform for the students to interact with Industry. This is ensured through industrial visits, calling a renowned professional from industries for workshops and periodic guest lectures on current industrial practices by practicing Managers and IT Professionals.

- **Personality Development:**

This activity is conducted by inviting concerned experts to improve the communication skills & personality traits of all our students. To increase their confidence all students are encouraged to participate in frequent group discussions, mock interviews, and presentations.

- **Language Lab:**

The Institute has established a state of art language lab for corporate communication classes by using Wordsworth software.

- **Value-added Courses:**

The Institute is conducting the Industry oriented values add on courses in the area of Financial derivatives, Import-Export, Digital Marketing & E-Commerce, HR Analytical, and Supply Chain Management.

Gymnasium

The institution has a gymnasium for students as well as for faculty & staff members do workout to maintain their fitness.

Health

The Institute is appointed a part-time doctor for taking care of the health problems of students and faculty & staff members of the Institute.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 51.53

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
159.00	166.13	160.28	141.04	803.35

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The library is an integral part of the learning process in the Institute. In order to support the academic requirements of the faculty and students, the institute has a well-stocked, air-conditioned and fully automated library. The library is managed by Library Software Libsys for Circulation, Procurement, OPAC and Report Generation.

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

The library has an Electronic Resource Management Package for e-journals. The Library subscribes to J-gate, ProQuest, and Delnet Periodical packages. In Addition to that, the link to scholarly open access journals/database is also available on the Library webpage.

A well –equipped Digital library with 4 nodes having internet connectivity is housed in the Jim library for access to E-Resources. As the access facility to e-journals is multi-user and IP Address-based, students and Faculty can access the E-Resources from anywhere on the campus.

All the active book collection is updated in the Library Management software database and the WEB OPAC is available for the users. The library is equipped with computer systems to access the e-resources for faculty and students' knowledge enrichment.

Facilities Available

The library has got the following facilities:

- There is an open Access Catalogue for students, staff & Faculty Members. The Reading Room is well furnished to accommodate 100 students at a time and provides a conducive environment for study. The exclusive reference section is available in the Library. A Biometric Machine is maintained for recording entry/exit of users of the Library.
- New Arrivals of books and journals are displayed on separate stands and racks. Each Student gets
- Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users. CCTV cameras are installed in the library for strict surveillance.

Other Facilities in Library

No. of printers: 01

Bar Code Printers: 01

Photocopy Machines: 01

Internet bandwidth: 50 Mbps

Computer Systems

Library Committee

Institute has a Library Committee which helps in guiding the Library for providing effective services. It

carries out Library Audit from time to time.

Library Resources

The Library has got the following resources available for the users:

- 1.No. of Titles of books: 3192
- 2.No. of volumes of Books: 18,209
- 3.No. of E-books: 5,098
- 4.No. of National and International print Journals: 46
- 5.Databases of E-Journals: ProQuest, J- Gate, Delnet
- 6.Name of ILMS Software: **Libsys**
- 7.Nature of Automation (Fully or Partial): **Fully**

Institutional Repository

- 1.Article Repository: Published research paper/article of the faculty members: Yes
- 2.Book Repository: Published books of the faculty members: Yes
- 3.Project Reports of students: Yes

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The library of the institute is the central place for acquiring information and knowledge upgradation and creation. Mission of the library is to provide services and support to students and faculty by providing access to such sources available in full text - digital and printed form. Details of collection of some of the rare and costly books/ resources are given below:

SN	Name of the book/Manuscript	Name of the Author	Name of Publisher	No. of Copies
1	Bhagavad Gita: as it is	A c bhaktivedanta Prabhupada	Bhaktivedanta Book Trust	1
2	Cambridge Handbook of Strategy as Practice	Cambridge	Cambridge	1
3	Gita Mein Management Sutra	Malhotra, Vinod	Parbhat	1
4	Srimad Bhagavatam	Bhaktivedanta	Bhaktivedanta	1
5	A Modern English-Arabic Dictionary	A L Mawrid.	Beirut	1

6	Textiles Legends Unravels	Rajaraman Jaipuria	Jaipuria Publishing House	1
7	Dare to Lead	Khandelwal, Anil Kumar	Sage	1
8	The Unified Modeling Language User Guide	Booch, GR	Pearson	1
9	The Unknown Errors of our Lives	Banerjee, Chitra	Doubleday	1
10	The Veteran	Frederick, Forsyth	Arrow	1
11	The Water (Prevention& Control of Pollution Act 1974)	Bare Act	Commercial Law	1
12	The Wheel of Life	Singh, Kripal.	S.K.	1
13	The World is Flat	Friedman, Thomas L	Penguin Books	1
14	The Writing on the Wall China & the West in 21st Century	Hutton, Will	Little Brown	1
15	Yearbook 2004	Competition Success	Pearson	1
16	Towards Powering India	V S Shahi	Excel	2
17	Theory of Organization Development and Change	Thomas,G Cummings	Cengage Learning	1
18	Think India	Rai, Vinay	RF Pub.	1
19	This was a man Durga Prasad Mandela	Chavan, Sheshrao	Harward Business	1
20	Thought Leaders	Pandit, Srinivas	TMH	1
21	Thyristors : theory & applications	Sugandhi, RK	Wiley Eastern Ltd.	1
22	Tiranga Our National Flag	Singh, K V	UpkarPrakshan	1
23	Top Speed C	Ribar, John L	TMH	1
24	Top-Down Network Design	Oppenheimer, Priscillia		1
25	Towards Powering India	Shahi, R V	Excel	10
26	Train to Pakistan	Khushwant Singh	Penguin Books	3
27	Training & Interpersonal Skills	Troelsen, Andrew	Pearson	3
28	Training for Development	Sahu,RK	Excel	2
29	Tyohaar Ka Mahatav	Singh, Reference	S.K.	1
30	Universities Hand Book	AIU	AIU	3
31	University Algebra	Gopalakrishna, N S	New Age	3
32	University College Library	Devi, S P Usha	Ess	3
33	Unleashed	Walther, Stephen	Techmedia	2
34	Unofficial Guide to Ethical Hacking	Fadia, Ankit	Macmilan	3
35	UP DokanaurVanijyaAdhsthan Adhiniyam-1962		Eastern Book Co.	3

36	Uptodatetti 7400 Data & Comparison Table	Haroenke, David M	BPB	1
37	URTZA, (ENGG) (HINDI)	Proff Pandey, G N	Anmol	3
38	Using SPSS	Cunningham, J.B	Sage	5
39	Value & Distribution	Costa, Gcda	HPH	3
40	Value Added Selling	Reilly, TOM	TMH	3

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 21.89

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
24.03	23.92	23.65	19.75	18.11

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 15.73

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 28

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Jaipuria Institute of Management, Indirapuram, Ghaziabad has updated its IT infrastructure facilities with time and need. There has been a significant change from last 5 years in this regard. Some of the major updates in IT are given below-

Year	Significant Improvements
2018-19	<ul style="list-style-type: none"> 60 Lenovo All-In-One Desktop V330 with Windows10 have been purchased to upgrade systems of computer lab.

- Audio Systems including PA systems, Speakers have been purchased for Class Rooms
- The bandwidth of Internet has been increased to 50 MBPS Internet Lease Line
- Router has been purchased for better Wi-fi access
- Purchase of MS Office 60 Licenses
- Renewal of Wordsworth software
- Purchase and Maintenance of batteries for Online/Offline UPS.
- 4TB HDD has been purchased for DVR used to store CCTV footage
- 2 Scanners have been purchased

2017-18

- 50 Headphones have been purchased for Language Lab
- 2 Projectors have been purchased for Class Rooms
- 1 HP Laptop has been purchased to facilitate the office work
- 2 Lenovo Laptop have been purchased to facilitate the office work
- 1 DVR has been purchased for security purpose.

	<ul style="list-style-type: none"> • Renewal of Wordsworth software • Purchase and Maintenance of batteries for Online/Offline UPS. • Quick Heal Total Security has been renewed annual basis. 	
2016-17	<ul style="list-style-type: none"> • 1 Scanner has been purchased • 1 LAN printer has been purchased for printing/scanning the document for faculty, st • Audio Systems for Seminar Hall have been purchased • 05 Access Point have been purchased for Wi-fi connectivity • 1 Projector for Seminar Hall has been purchased • 5 Projectors for Class Rooms have been purchased • Purchase and Maintenance of batteries for Online/Offline UPS. • 1 Slider & Pointer has been purchased for Power Point Presentation • 2 Speakers have been purchased for beyond the class room presentation • Quick Heal Total Security has been renewed annual basis. 	
2015-16	<ul style="list-style-type: none"> • Purchase of 60 LENOVA M732A-10 All In One Desktop Computers 	

- Purchase and Maintenance of batteries for Online/Offline UPS
- Maintenance of Projector
- Purchase of Access Point for Wi-fi Connectivity
- Purchase of Audio System
- Purchase of Collar Mic
- Quick Heal Total Security has been renewed annual basis
- Purchase of HDD of 160 GB

2014-15

- Purchase and Maintenance of batteries for Online/Offline UPS
- Purchase of Access Point for Wi-fi Connectivity
- Maintenance of Projectors
- Quick Heal Total Security has been renewed annual basis
- Repair and maintenance of Printers
- Repair and maintenance of computer system

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 1.3

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 56.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
238.47	238.68	259.5	200.43	220.74

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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.

Response:

The maintenance of all the properties of the Institute including a computer lab, library, sports, classrooms, water purifiers, lifts, fire extinguishers is done by the Administrative and Maintenance Department of the institute which is headed by Deputy Director Administration. The Institute has a dedicated IT department to look after the repair, maintenance, and upkeep of IT resources of the Institute. Campus Surveillance Cameras, CCTVs, other security equipment are maintained through the IT department by the service providers. Teaching aids such as LCD Projectors, audio-video systems, Laptops, Desktops, Printers, Wi-Fi, etc. are maintained by the IT department. Fire Fighting equipment on various floors, classrooms, labs, etc. are maintained by the administrative and maintenance department. The library staff continuously monitors the library to ensure and maintain all textbooks, reference books, articles, magazines, journals, e-magazines, e-books, and e-journals.

JIM Library has a subscription to many high-quality electronic databases like ProQuest, DELNET and J-Gate, etc. for faculty and students which is maintained by the librarian. The librarian regularly updates resources of MOOC courses including NPTEL and SWAYAM. The maintenance of the library and stock verification of library books is done regularly by library staff.

The routine maintenance of sports ground and equipment is also undertaken by the administrative and maintenance department. The institute has a Gym facility for its students and faculty and the regular maintenance of the Gym and equipment is also taken care by the same department.

The maintenance department ensures the uninterrupted power supply and maintenance of generators on a regular basis for which maintenance services are outsourced as and when needed. The maintenance of

other Lighting equipment, ACs, and Solar Panels is taken care by the Administrative and Maintenance department as per the requirement. Maintenance of elevators and water purifier is done through an Annual Maintenance Contract (AMC). The quality of drinking water is tested in a timely manner. The maintenance of equipment used for watering the plants of the institute is taken care by the same department. The green initiative is fulfilled by the institute by the regular maintenance of plants and gardens which is taken care by a salaried gardener.

The institute has dedicated cleaning staff including salaried sweepers who are responsible for maintaining the routine cleanliness of the campus and classrooms. Washrooms are well maintained. Dustbins, placed in every faculty and staff cabin, on each floor and in-ground are emptied daily. Water tanks are cleaned periodically. Classrooms, Faculty & Staff rooms, labs, and Library, etc. are cleaned and maintained regularly by the house-keeping staff of the institute.

The institute has two photocopiers which are also maintained by the administrative and maintenance department which sometimes outsources maintenance engineers for their maintenance. The Institute has a complaint register for lodging complaints regarding maintenance and services. The Deputy Director Administration makes periodic surprise checks to ensure the proper maintenance of all the properties of the Institute including a computer lab, library, sports, classrooms, water purifiers, lifts, fire extinguishers.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 4.75

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	6	6	6	18

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 11.73

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
17	14	7	27	32

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 71.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
127	130	124	107	108

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 83.49**5.1.5.1 Number of students attending VET year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
156	172	128	120	121

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 78.65**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
127	130	124	107	108

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 20

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years

[View Document](#)

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

JIM has an active Student representation of students on academic & administrative bodies/committees of the institution. Details are as follows:

1. Student Representation in Academic Advisory Council:

The Academic Advisory Council of the Institute holds the representation from the students in the form of alumni. They actively participate in the academic advisory council meetings and suggest relevant measures for corporate grooming required for the existing batches.

2. Student's Class Representatives Committee:

JIM has a Class Representatives Committee (6 students from each year). The student members actively take part, suggest and contribute to the administrative work of the institute by means of developing effective communication between students and the institute.

3. Class Review Committee:

Every section in each semester has a Class Review Committee, consisting of Dean Academics and Class Representatives as its members. Student members of the class review committee assist Dean Academics in the implementation of the lesson plans for every subject in each semester.

4. Representation of students in APC(Academic Program Committee):

Student members of APC help to communicate quality policies adopted by JIM among the students and also help in putting the student's viewpoint in front of other APC members so as to frame better quality policies.

5. Marketing/Finance/Operations/HR/IT Clubs:

Most of these clubs are maintained completely by students under the guidance of faculty members according to a plan of activity.

6. Anti-ragging Committee:

Student members help the institute in implementing anti-ragging measures so that the institution becomes a ragging-free campus.

7. Cultural Committee:

All the cultural activities like Fresher's party, and SPARDHA- annual fest are coordinated by this committee which has a number of students as its members.

8. Placement Committee:

The Institute has a placement committee of students for coordinating with the corporate and facilitating the placement process. The final year students are eligible for a member of this committee and are nominated after the screening process. The students are responsible for liaising with the company and students for off and on-campus placement drives. The committee works under the guidance of Placement in-charge.

9. Hostel Committee:

The Institute has a hostel committee of students who are staying in the hostel. The members of the committee monitor and discuss the hostel related issues as and when required. The hostel committee comprises of majorly three sub-committees such as- Mess, Anti-Ragging and Floor-in-Charge.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 11

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	16	9	9	8

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The Institute continues its interaction with students even after they have formally left Institute through an active and vibrant Alumni Engagement Programs and Association-

The organization has taken several steps toward initiating useful activities:

1. Spandan: An Alumni Interaction with Freshers

Jaipuria Institute of Management, Indirapuram, Ghaziabad organizes an event Spandan an Alumni Interaction with newly admitted students. During this event Alumni shares their experience and best practices for career development.

2. Grand Alumni Meet

Jaipuria Institute of Management, Indirapuram, Ghaziabad in association with Jaipuria Group of Institutions organizes grand alumni meet at a very large scale. In this event, all alumni across the Jaipuria group are invited with their family members. In this event, alumni get together with their old batch mates.

3. Birth Day Wishes to Alumni

The Institute wishes alumni on their Birth Day. It is an initiative to stay connected with the Institute.

4. Newsletter for Alumni

The institute releases a special Bi-annual newsletter for its alumni and circulated with them.

5. Engagement with Events and Activities

Alumni are called to participate in Institutional Activity and Events as Judges/ Guests in the various extra-curricular and co-curricular activities

6. Alumni Mentor

The institute nominates few Alumni as Mentors of some students to guide them constantly through their career progression so as to prepare them in a better manner to face corporate.

7. Summer Internship Opportunities

Summer Internship Opportunities are explored with Alumni Companies or their associates so that the students are connected to their seniors and they can take advantage to be shaped as better professionals with the intervention of their seniors already working in those companies.

8. Placement Opportunities

Final Placement Opportunities are also explored with Alumni companies or their associates so that the students can be placed and they can take advantage of their seniors already working in those companies.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 8

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Governance of the institute is based on its Vision, Mission and Value System. The institute has decentralized and adopted Participative Management System supported by the Academic Program Committee (APC), Academic Advisory Council and Governing Body. The Vision and Mission of the institute are as follows:

VISION

“To become a Fully Integrated, Socially Responsible, Contextually Relevant and Value Based Management Institute of National Reckoning by meeting the growing and emerging needs of industry and business through contemporary innovative management teaching, Training, Research and Consulting “

MISSION

“We intend to provide and develop the capabilities of the young managers by raising their level of competence and intellect to face various challenges in the global environment. In pursuit of excellence, we provide training and development services, foster research and disseminate knowledge through publication of books, journals and magazines for development of society at large.”

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

- Innovating and integrated value-based management teaching, training, research and consulting through dedicated full time qualified, dedicated and distinctive faculty.
- Raising capabilities of students to face challenges in Changing global business environment
- To achieve holistic growth of students through extracurricular activities, value-added courses, NPTEL / Swayam courses, industry interface, Internship, IT exposure, conferences, ted talks, communication classes, etc.
- Serving society through social activities.
- Governance of the institute is affected at two levels. One is at Corporate Level through Governing Body headed by Chairman of the institute and Academic Advisory Council chaired by an Expert Academician and other at the level of the institute through various Committees headed by the Director.

The Development Plan for three years prepared by the Director in consultation with faculty and Academic Advisory Council was approved by the Board of Directors for implementation. Academic Advisory Council Meetings and Governing Body meetings are held regularly once or twice a year. Different Academic initiatives are discussed and finalized in the Academic Advisory Council and implemented through various Committees in which faculty members and students are closely associated. The

Committees which are actively involved include:

Academic Program Committee, Admissions Committee, Placement Committee, Library Committee, Alumni Committee, Hostel Committee, Grievance Redressal Committee, Research Committee, Cultural Committee, Students Clubs, etc. Institute promoted a culture of participative management with full involvement of Faculty, Students, Deans, HODs, Coordinators, Class Teachers. Even alumni and parents of students are associated with different activities and decision making of the institute.

An effective Governance of the institute is reflected in Quality education using ICT and promoting industrial exposure with the holistic personality development of the institute. The students are transformed into socially responsible citizens of the country to serve the society.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

Jaipuria Institute of Management encourages a culture of participative management by involving staff members in a number of administrative roles. The college promotes a culture of participative management as all college operations are managed by committees constituted for academic and non-academic activities. Major committees comprise of teachers, and many include non-teaching staff and students as well. The college has created a decentralized structure for decision making where all the committees are authorized to take decisions and interface their decisions with the academic council. Various committees are constituted for managing different functions in the college. The committees are responsible for the college time table, allocation of co-curricular work, purchases, organizing admission, looking after the welfare of students, preparing working guidelines for the effective functioning of the college.

Before the commencement of each academic session, Committees are formed under the guidance of the Director, Committees have the freedom to formulate their plan and decide execution strategies. Activities and decisions of Committees are discussed in faculty meetings as required. The execution plan is approved by the deans and the directors.

A case study on the functioning of these committees to demonstrate college practicing decentralization and participative management is attached herewith.

The placement process is an integral part of any B school. The institute deems it necessary to ensure that students, parents, and faculty are thoroughly aware of the placement process and it begins from information through the student handbook in the student orientation program. The Corporate resource center provides a detailed understanding of the process to prospective students and their parents.

The placement committee in the institute is responsible for the students' placement and professional

development of the students for career advancement. The committee further works with the corporate resource center to acts as an interface between the students, faculty and the corporate world to initiate continuous interaction with the industry through guest lectures industry visits, summer internships, and campus placements. The decentralization of the placement

The placement committee comprises two teams one comprising of the faculty and staff (Placement Managers) and the other the students (Placement assisting Team).

The PAT team of the students in collaboration with the placement committee is responsible for liaising with the industry and the students for nominations and other arrangements.

On the other hand, the faculty members in the placement committee are involved in preparing the students to make them industry ready and also provide placement counseling when required.

The placement managers in the committee are responsible for industry tie-ups and also arranging on-campus interviews for final placements. The notifications and other placement information are circulated by the committees themselves.

The Placement committee members have the autonomy for decision making and execution of the placement plan as approved before the commencement of the session.

The committees demonstrate participative management through collaborative efforts. The decentralization of the committees further enhances their efficiencies and ensures a transparent process.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Jaipuria Institute of Management develops a Strategic Development Plan to build up internal capability for change. The plan consisted of a series of coordinated interventions to bring about changes in the Institute's direction, structure, interfaces, and performance. The development plan, outlining recommendations and action plans for implementing the strategy, was drawn up. Subsequently, the strategic plan has been reviewed and revised at intervals. The Development Plan articulates the Institute's aim of being recognized as a leader in research and education. The Institute seeks to attract the best students from diverse backgrounds and offer them an excellent educational experience. It offers a more industry-oriented training program to the students and a rich suite of extra- and co-curricular activities. Personality development, life-skills, and career planning will be a part of the holistic development. The development plan seeks to leverage the strengths that the Institute has developed over the past 18 years and to build

upon them and acquire or develop new strengths. The Development Plan also proposes to nurture the faculty to increase the quality and quantity of research output through an increase in research intensity, faculty strength, infrastructure, engagement with industry and international collaborations. The Development plan for 2019-2022 identifies the following goals and a number of supporting initiatives formulated to strengthen JIM's reputation as a recognized leader in business education:

1. Enhance JIM's reputation as an Institution which equip students with the skill sets to solve complex business problems.
2. Addressing the most challenging issues by conducting quality research and achieving distinction within and across JIM's boundaries.
3. Increase our engagement as a member of business communities at the local, regional, national and global levels.

The students' development activities are listed below as per the development plan of the Institute-

DETAILS OF ACTIVITY	2019-20
ENRICHMENT OF BODY AND SOUL	02 Recreational Activities Per Year, ongoing throughout the semester
CLUB EVENTS IN THE CAMPUS	08 Student Club Events in the Campus
EVENTS AT THE INSTITUTE	01 Intercollege Event Per Year
	04 CSR Events to be organized Per Year
	04 Flagship Events
	04 Teams -Participation in Inter College Events
STUDENT GROOMING ACTIVITIES	Ongoing Modules- PDP, PCP and Wordsworth Module
MENTOR MENTEE PROGRAM	02 Correspondence with the Parents regarding attendance and Performance (Per Semester)10 Industry Mentors
ENTREPRENEURIAL DEVELOPMENT (Per Year)	01 EDP Camp Per Year
	02 Lecture by Young Entrepreneurs Per Year

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Board of Governors and Academic Advisory Council of the Institute works in close cooperation with the Director to regulate and maintain a good academic environment required in the interest of all stakeholders of the Institute. The Director as the Head of the Institution along with the members of Teaching and Non-Teaching staff implements the decisions and policies of the Institute.

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

Board of Governors

- Chairman

Shri Shishir Jaipuria, Chairman, Jaipuria Group of Educational Institutions

- Members

- Mr. Pradyumna Pandey

Vice President & Head Human Resources, JK Tyre & Industries Ltd.

- Mr. Deepak Jain

VP (HR), Mankind Pharma Ltd., New Delhi

- Mr. J. P. Kundra

Former-MD, State Bank of India

- Mr. Vinod Malhotra

Advisor, Jaipuria Group of Institutions

- Mr. S. Singhvi

Director (Finance), Ginni Filaments Ltd.

- Dr. Pawan Singh

MD, PTC Financial Services Ltd.

- Mrs. Manju Rana

Principal, Seth Anandram Jaipuria School, Vasundhara, Ghaziabad

- Nominee of Regional Committee AICTE

Director, Technical Education, Govt. of Uttar Pradesh

- Dr. Sadananda Prusty

Dean Academics, Jaipuria Institute of Management, Ghaziabad

- Dr. Ashwani Varshney

Dean (Students Welfare) & Associate Professor, Jaipuria Institute of Management, Ghaziabad

- Member Secretary

Prof. (Dr) Daviender Narang, Director, Jaipuria Institute of Management, Ghaziabad

Academic Advisory Council

Chairman

- Prof.(Dr.) Ajay Pandit, Former Professor, FMS Delhi University, Delhi

Members

- Prof. D.P. Goyal, Director, IIM-Shillong
- Prof. Raj Kumar Mittal, Vice-Chancellor, Ch. Bansi Lal University, Bhiwani
- Prof (Dr.) Anu Singh Lather, Vice Chancellor, Ambedkar university
- Prof. Neera Verma, Director Academic Staff College, Kurukshetra University, Kurukshetra
- Prof. Virendra Pathak, Director, U.P. Institute of Design NOIDA
- Prof. Arunaditya Sahay, Dean-Research, BIMTECH, Greater Noida (U.P.)
- Prof. Bindu Gupta, Professor, IMT, Ghaziabad, Delhi NCR
- Prof. Jamal A. Farooque, Professor, Aligarh Muslim University, Aligarh
- Prof. Chandan Sharma, Associate Professor, IIM, Lucknow
- Mr. Rajiv Bajaj, CS & CFO , Panasonic AVC Networks India Co. Ltd.
- Ms. Ritu Garg, Country Manager, Tuple Technologies, NOIDA
- Dr. I.B. Singh, Former Director, DIAS
- Dr. Sadananda Prusty, Dean (Academics), Jaipuria Institute of Management, Ghaziabad

- Dr. Ashwani Varshney, Dean (Students' Welfare & Associate Professor), Jaipuria Institute of Management, Ghaziabad
- Prof. (Dr.) Daviender Narang, Director, Jaipuria Institute of Management, Ghaziabad

Committees

Director executes any academic and administrative plans and policies with the help of various committees-

1. IQAC Cell
2. NAAC Committee
3. Academic Program Committee
4. Admissions Committee
5. Placement Committee
6. Library Committee
7. Examination Committee
8. Alumni Committee
9. Entrepreneurship Cell
10. Sports Committee
11. Hostel Committee
12. JIMQUEST Committee
13. Grievance Redressal Committee
14. Cultural Committee
15. Research Committee
16. Feedback Assessment Committee

Policies

1. IQAC Policy Manual
2. Research Policy
3. Admission Policy
4. Institute's Rules and Regulation
5. Anti-Ragging Policy
6. Hostel Policy
7. Library Policy
8. Hiring and Recruitment Policy
9. Sexual Harassment at Work Policy

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The research development committee at Jaipuria Institute of Management, Indirapuram, Ghaziabad is set up to foster the research and development activities in the institute.

The research committee of JIM comprises of the following members:

1. Prof. Daviender Narang (Director)
2. Prof. S K Mahapatra (External Member)
3. Dean Academics (JIM)
4. Prof. Ajay Pandit (External Member)

The research committee drafted a Research Policy to induct a research environment in the institute and motivate the faculty to initiate research work through an incentive policy. The aim of the research policy

was to enhance the intellectual capital of the institute with quality research publications. The research committee presented the research policy before the academic advisory council with its recommendation to set up a research corpus and research incentive policy for the institute.

The academic advisory council recommended the research policy for implementation and approval by Management on 29th September 2018.

The policy was approved by the chairman with effect from the academic year 2019-20 after several meetings and brainstorming.

A research corpus fund of Rs 20, 00,000 was approved to be set up and maintained by Jaipuria Institute of Management per year to fund the different research activities in the institute. The policy included various research incentives for faculty to encourage publication and professional development through consultancy projects.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Institute has following welfare measures for teaching and non-teaching staff:

1. Faculty members are promoted for self-development programs and higher education.
2. Financial support for attending /presenting the paper at National & International Seminars & Conferences
3. The medical facility is available for faculty and staff.
4. The study leaves for higher education.
5. Paternity Leaves for Male faculty and staff
6. Group insurance scheme for teaching and non-teaching staff.
7. Various leaves available to teaching and non-teaching staff are vacation leave, casual leave, Earned Leaves, medical leave and maternity leave for ladies staff.
8. Fees Concession scheme forwards of Teaching and Non-Teaching staff.
9. Employee Provident Fund for teaching and non-teaching staff.
10. The Institute provides college uniform to non-teaching staff (Security Personal and peons)
11. Payment of Gratuity to the employees on cessation of service.
12. Recreational Programmes like sports, cultural, excursion trips, yoga and gym facilities for faculty and staff.
13. Long Service Award for faculty and staff i.e. 25000 on completion of 10 years of service and Rs.50000 on completion of 25 years of service

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 65.83

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	25	26	3	4

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	2	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 63.12

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
22	18	20	11	5

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

- The institute has written policies for staff Appraisal Development programs. The institute has implemented a performance appraisal system for its faculty and staff matching with best National and International B Schools.
- The Performance and Staff Development Program provides for periodic appraisal of staff. The appraisal process is designed to encourage constructive dialogue between staff members and their supervisors, to clarify job responsibilities and performance goals/expectations, to enhance the staff members' professional development, to assure that job performance and accomplishment information is recorded in each staff members employment history, and to provide a basis for decisions on compensation.
- The formal Performance and Staff Development Plan (Performance Appraisal) is conducted once a year. After the Performance Appraisal is completed, it is discussed with the staff member by the Director.

- Evaluations are done with dimensions such as achievements during the year, productivity, team skills, contribution to the Institute's promotion and welfare schemes.

Based on the Appraisal, the feedback is communicated to the respective faculty and staff by the Director. The faculty is provided requisite training especially through faculty development programs in the institute and outside based on appraisals. The appraisal is also used to sanction annual increments and promoting the faculty and staff to the next level.

The institute follows the well-established Promotion Policy based on performance and annual appraisal of faculty and staff. Faculty Performance Appraisal form is filled by the faculty every year. The Annual appraisal of faculty is done by the director based on the self-assessment and performance of the faculty during the year. Performance-oriented promotion policy enables the faculty to move up the ladder to the position of Professors from the post of an Assistant Professor after attaining due to academic qualification and experience as per AICTE norms. The institute is not constrained by any ceiling on the number of Professors, Associate Professor or Assistant Professors.

Performance appraisal can be viewed as the process of assessing and recording staff performance for the purpose of making judgments about the staff that leads to decisions.

Performance appraisal is also viewed as a system of highly interactive processes that involve staff at all levels in differing degrees in determining job expectations.

Each Staff member of the Institute participates in a regular process of performance appraisal. Individual performance evaluation plans are developed for each staff member. Much like the individual faculty development plan, each performance evaluation should be developed cooperatively between each staff member and her/his supervisor.

All positions within the Institute should undergo a periodic review each year. During this review, the duties and responsibilities of the position should be analyzed to ensure that they match the mission and goals of the institution.

In addition, every staff member meets the Director on a regular basis to discuss performance and expected behaviors within the institute.

The institute maintains an appraisal record and documents for staff in a well-planned manner.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has a mechanism for internal and external audits. An internal audit is an ongoing continuous process. The external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year. The institute has appointed Qualified Internal Auditors from external resources. The Internal Auditors have checked and verification of all vouchers of the transactions that are carried out in each financial year. The institutional accounts are audited regularly by both Internal and statutory audits. So far there have been no major findings/objections. Whenever the observations pointed out by the audit team are immediately corrected/rectified and precautionary steps are taken to avoid the recurrence of such errors in the future. The institute regularly follows Internal & external financial audit systems on a quarterly basis. The Institute has maintained the highest level of transparency in all financial transactions. It may be seen from the audited reports that all the financial transactions are carried out as per the standard norms. The audited reports are uploaded on the college website.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Jaipuria Institute of Management is a self-financing private Institute. The prime source of income is by way of fees received from students, reimbursements of student scholarships by the Social Welfare Department, interest received from the banks, Institute events sponsorship and a participation fee of FDP, MDP, and Conferences of the Institute. The surplus generated year on year is invested in up-gradation of the Institute Infrastructure. In case of deficit, the parent Society extends support by way of funding from

the corpus for the smooth and efficient functioning of the institute.

A well-established mechanism of effective financial management exists in the institute to ensure optimal utilization of resources for the overall development of the academic and administrative activities. The entire process of mobilization of funds and preparation of the detailed budget statement is undertaken on a conservative basis with the involvement and consultation of all departmental stakeholders before the commencement of the financial year. These financial statements are placed for formal approval before the Competent Authorities. An effective and efficient system of granting approval is in place for procurement / availing various material/service facilities. The procurement of various items is implemented judiciously by different committees. All the recurring and capital expenses are referred to with the sanctioned budgets by the Accounts Department and accordingly approved for payments/reimbursements by the Director. All major financial transactions (both receipts and payments) are executed by following the due process and accounts department using Tally ERP software. It is a regular practice to report the financial position of the Institute to the Director. In case any expense arises, which is unplanned and not budgeted and/or the budget for a particular head of expense is insufficient, then the Director in consultation with the Management takes a discretionary decision and additional funds are accordingly allocated to meet the said expenditure. All the financial transactions and related statements and books of accounts financial year (April to March) by a practicing Statutory Auditor registered with the Institute of Chartered Accountants of India to verify that the Accounting Standards are adhered to in all respects as well as verify the compliance in respect of all statutory transactions. This process is further carried out for verification of all accounting vouchers and bills by the audit team to ensure that there are no violations and objections with respect to the financial transactions and all adopted financial controls and procedures are duly followed and compiled by the institute.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The college always seeks its development; qualitative assessment, reviewing and feedback so that the goals and objectives of the college can be achieved.

The academic matters are observed, understood and reported by the Management Council in the Academic advisory council where they are discussed for necessary action and correction. The administration also ensures quality development. The systematic record-keeping and training sessions of the administrative staff help to keep them abreast of the latest trends and technology. They are also sensitized on considerate handling of students and teachers for their various needs.

Quality commitment and assurance are in built-in our system and permeates all tasks that we undertake. The two practices institutionalized as a result of IQAC initiatives are as follows:

1. Feedback from all the stakeholders:

The institute collects feedback from students, employers, alumni, and parents so as to make improvements in the current practices. The feedback from students is collected semester wise,

whereas the feedbacks from employers, alumni and parents are collected on a yearly basis.

The feedback assessment committee of the IQAC is responsible for taking necessary and possible actions on the basis of the feedback and the recommendations of the stakeholders.

2. Special Programmes for slow and Advance learners

Slow Learners

- Academic performance is monitored and academic counseling is done by faculty.
- Extra tutorials in the numerical subject.
- Additional mentoring and guidance by the subject faculty.
- Providing extra reading material and course notes to improve basic understanding of the subject
- The question banks are distributed for all subjects and discussion is done by the faculty on writing answers in the university exam.
- Regular communication to the parents regarding academic performance and class attendance for continuous improvement.
- Group study is encouraged with advanced learners for slow learners.

Advanced Learners

- Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus as well as to take up internships and additional value-added and online courses of NPTEL.
- Corporate interface sessions on contemporary topics to enable them for placements.
- They are given additional/challenging assignments/ project work
- They are encouraged to participate in various inter institution events like quizzes, poster presentations, and other competitions.
- They are given opportunities to involve themselves in writing research papers, blogs, articles and conference participation.
- The advanced learners are guided and motivated to secure university rank.
- The advanced learners are encouraged by giving cash prizes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Admission to the MBA program, examination schedule, and declaration of results are notified in the Academic Calendar.

All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education System, the teaching-learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the Institute.

All students are also given a guided tour of the campus and the various facilities. All students are provided with the Student Handbook that provides all details relevant for students. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences. Important announcements are communicated to the students through email and notices. Attendance and conduct of classes are monitored by the Deans and Course Coordinators. The Discipline Committee members make random visits to ensure the smooth functioning of classes. Class Committees are regularly conducted with students to take feedback and appropriate steps are taken to enhance the teaching-learning process. Feedback from students is also taken individually by teachers for their respective courses and by Deans. Students are also free to approach the Director of the Institute for feedback and suggestions.

Further, at the end of each semester, feedback forms are issued to the students for each of the courses attended by them. The feedback forms in the form of a questionnaire collect information about the teacher and different aspects pertaining to the teaching process. Feedback is properly analyzed and shared with the Director, Deans, course coordinators, and individual faculty members. The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.

The major initiatives taken over the last five years include the following:

Goal 1: Foster Research excellence

1. Implement a comprehensive research plan
2. Increasing Activities of Research Development Centre
3. Increase Research Support

Goal 2: Fully engaged members of business communities at the local, regional, national and global levels.

1. Create Embedded Relationships with Industry Partners
2. Empower the Alumni Base
3. Develop Sustainable International Relationships

Goal 3: Enhance Market Share through Innovation Entrepreneurship and Advancement Efforts

- Corporate Training Center-Executive Education, MDPs, Workshops
- Certification Programmes-MOU with Industry, NCFM certification
- FDPs/ Conferences
- SUMMITS
- Entrepreneurship Development Cell

Goal 4: Academic Excellence

- Curriculum enrichment
- Teaching Pedagogy
- Smart Classrooms
- Development of Students Critical Thinking

Goal 5: Industry Engagement

- Partnerships with industry for student involvement in their activities like marathons, congress etc.
- Organization of HR Summits / Industry summits/ Seminar/ conferences
- Fostering relationships with Industry through Guest lectures, Industrial trips, live Projects.
- Partnership programs with corporate for Employability training, workplace literacy
- Online engagement through newsletters/industry-oriented journals
- Alumni engagement at a regular level

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

Jaipuria Institute of Management, Indirapuram, Ghaziabad has initiated the following quality initiatives for the preceding five years-

Year	Action Taken
2018	<ul style="list-style-type: none"> • Workshop on Financial Statement Analysis And Decision • Panel discussion on New Challenging Prospects in Indian Banking • Inter-college management fest 'SPARDHA-2018'. • Medical camp. • 5th Corporate Summit on "Talent Management: Driving Success Through Talent". • Sports-Fest. • Book Fair for faculty & students. • The Course File Format has been revised • Orientation Program for the batch of MBA 2018-20 was conducted.

	<ul style="list-style-type: none"> • 7 days Faculty Development Program on Advanced Research Methodology and Data Analy (Session on SPSS). • Teachers' Day & AAGHAZ (Fresher's Party) • Newspaper Analysis has been integrated into the EEP module • Skill Assessment Test of MBA I Semester students in Association with Mettl- The Online S for Talent Assessment. • The institute commenced the Employment Enhancement Program for Batch 2017-19. • The second-year students visited Barclays for a special Training on Soft Skills. • JIM tied up with Ghaziabad Nagar Nigam to conduct a GO GREEN, ANTI- PLASTIC CAM • The Institute organized a workshop on "Stress Management": Choosing Calmness over Ch • The institute has conducted an Investor Awareness Program (IAP) in association with BSE Protection Fund on 3rd Oct 2018. • The third Alumni Meet 2018 organized by the Jaipuria Group on 6th October 2018 at Hyatt New Delhi. • Club Events 	
<p>2017</p>	<ul style="list-style-type: none"> • 4th Corporate Summit on Building Brand Strategies on 4th February 2017 at Hotel Radisson Ghaziabad. • The institute organized the Management Case study competition on 28th January 2017 & 15 • The institute has been conferred as a Digital Evaluation Center for MBA program by the aff • The institute organized a panel discussion on Union Budget 2017. • Sports-Fest-2017. • IT Fest 2017. • Organized a visit to an orphanage for children with special needs. • The Institute organized Role Play Competition on 1st April 2017 for MBA Students. • Ranked 3rd in Uttar Pradesh by Dr. APJ Abdul Kalam University. • Excellence in Education by CSR 2017. • 20th Rank in Top B Schools North Zone (Private) by "The Week" • Ranked 84th in Top Private B Schools across India by "Business World" • 29th Rank in Top Private B- Schools by CSR GHRDC Survey • The institute organized Two days FDP from 26th – 27th May 2017. • The institute organized an FDP from 17 – 23rd July 2017. • The Institute hosted the one-day training Program "Together We Win" for the employees of • FDP organized from 17th – 23rd July 2017. • Orientation Program 'SHUBHARAMBH' organized. • AAGHAZ, the fresher party organized. • Teacher's day celebrations. • Alumni Meet, 2017 at Hotel Grand Hyatt, New Delhi. • Organized a branding campaign Workshop in association with Himalaya Herbals on 24th A campus. • The Institute has set up the solar system to save power consumption. 	
<p>2016</p>	<ul style="list-style-type: none"> • Alumni Meet, 2016 at Radisson Blu, Kaushambi on Saturday, 1st October 2016. • Certification Program in Financial Risk Management for the students. • An Industrial visit to National Stock Exchange (NSE) Delhi was organized. • The Institute organized a summit on Talent Management 2016: Building Competency, Capa on 30th January 2016 at Hotel Radisson Blu, Kaushambi, Ghaziabad. • FDP on Research Methodology and Data Analytical Tools (Sessions on SPSS and MS Exce 2016. • Orientation Program 'SHUBHARAMBH'. 	

	<ul style="list-style-type: none"> • Assignment Calendar has been made and implemented. • Teacher's day celebration. • AAGHAAZ, the fresher's party. • The Institute established CCTV cameras in the campus to make the institute more secure. 	
<p>2015</p>	<ul style="list-style-type: none"> • JIM arranged the panel discussion of MBA students on Pre Budget analysis with the panel of Ministers, Bureaucrats organized by India Today group TV News Channel AAJTAK at hotel on 23-02-2015. • Sports-fest-2015 • MBA students of Jaipuria Institute of Management, Ghaziabad participated in "WALK FOR WATER" organized by Shri Sathya Sai Association in GIP mall, Noida on 22nd February 2015. • 3rd International Conference on Emerging Global Economic Perspectives. • Medical Camp in association with Shri Satya Sai Sanghtan. • Institute has been awarded as CSR award for Excellence in Education 2015 for the third consecutive year. • Institute has been awarded as the Ricoh Technology Excellence Award 2015. • Industrial Visit of India Yamaha Motor Pvt Ltd • Industrial Visit of Maruti Suzuki. • Orientation Program for the batch 2015-17 was organized. • Teacher's day celebrations. • Blood donation camp in association with Lioness club Delhi Metro Noida. • Workshop on Life skill training i.e. Life is a game Play it !. • AAGHAAZ, the freshers' party. • The institute organized the Mercato-the 4th Marketing Haat. • The Institute has established a facility of Gym Students. 	
<p>2014</p>	<ul style="list-style-type: none"> • Resume Building Session of the students. • Mock Interviews. • Club Activities • Role Play competition • Industrial trips to VIP, Anmol, Hero Honda Industries. • Guest lectures on a regular basis. • Faculty intervention for SIP conversion. • Special Glossary Classes, specialization wise, to improve domain knowledge. • Orientation Programme • Blood Donation Camp /Tree Plantation • Ad-Mad Show • Freshers Party • Role Play • The Institute organized the Corporate Summit on "Talent Retention and Engagement". • The institute has been awarded as the Outstanding B School Award- North India by MBA by Prof.(Dr) Daviender Narang has been awarded as the Best Director-North India by MBA by outstanding contribution in the field of institutional development. The institute was awarded Excellence Award 2014. • International Conference organized on Changing Global Economic Perspectives: Managing Inclusive Growth On 9-10 February 2014. • Sports Day. • Medical Camp. • EEP program implemented. 	

	<ul style="list-style-type: none"> • Ad mad show. • Organized “Mercato” The 3rd Marketing Haat. 	
File Description	Document	
Any additional information	View Document	

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 18

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	2	3	2

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Safety and security

Jaipuria Institute of Management guidelines for admission, recruitment, administrative function, and academic administrative activities safeguard the interests of the students, faculty and staff members without any differentiation to their gender. As a matter of fact, the true spirit of education is being practiced in the Institute i.e. no discrimination against caste, religion, and gender.

The institute campus has a strict security check at the entrance for all persons. Students and staff wear Identity card at all times. Institute has installed CCTV cameras at different locations such as Institute Entrance, Library, Classrooms, Student Computer Lab, Parking, and corridors. Fire Rescue path and fire rescue coordinator for every floor have been appointed who will take care of rescue operations at the time of emergency. All corridors and labs are equipped with fire extinguishers. Security guards are available for twenty-four hours. Lady security guards have been appointed at Girls Hostel. There are separate hostels

with caring and responsive wardens with appropriate security arrangements for boys and girls. Nearby police station contacts numbers and toll-free helpline numbers are displayed on notice boards at strategic locations including Girls common room. Pick up and drop facility is available for girl students at the of late-night events held by the institute. The student in/out movement is recorded in the register available at the main gate. As per hostel policy, students are not allowed to go outside the campus after 7 PM. If any student is found not following the hostel rules and regulations, his/her parents are informed via phone call.

Counseling

The major objective of the counseling is to facilitate the Academic, Emotional, Social and cognitive development of the students hence to empower them in their learning and personal development. The institute has established Students Grievance Cell for the overall development of the students through interaction. Faculty Mentors take care of the students. Students are allocated to specific mentors for the entire semester.

Common Rooms

The institute has allocated separate rooms for boys and girls in the building. Students can study with their friends during the free time period. Facilities to rest and study are made available in those common rooms.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 61.15

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 139382

7.1.3.2 Total annual power requirement (in KWH)

Response: 227945

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 17.5

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 18375

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 105000

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:**Solid Waste Management:**

Institute practices the segregation of Solid Waste and its effective management on the campus. The collected waste is segregated at the source of the generation. The waste bins are placed separately for dry and wet waste at every corner of the corridor, washrooms and common room. The dry waste bins are also placed in laboratories, libraries, classrooms, etc. The dry and wet waste is handed over to a waste collection vendor.

Liquid Waste Management:

The Sewage water from the entire campus is received through the well-connected underground pipelines is transferred to the Ghaziabad Nagar Nigam sewage line.

E-Waste Management:

In the institute, there is a simple process of e-waste management. At the end-of computers' useful life, they are collected from different locations of the campus by designated technicians and sent to the institute computer center. At the center, the computers are sometimes repaired and some are likely not repaired due to the level of damage. The un-repaired are inspected by the authorities and it's open for disposal through contractors or vendors, who pay a certain amount of money to dispose of them.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Institute has 4 rainwater harvesting systems in place to collect rainwater. The catchment area is the roof of institute building. Rooftop rainwater collected on the terrace of institute building is collected through an adequate pipe system from different parts of the terrace. All the rainwater thus collected is diverted to a common channel. This helps to recharge the groundwater. It will increase the groundwater table of the surrounding premises on the campus.

The Institute emphasizes the significance of water conservation and explains to all the students the importance of preserving and saving it. Students are encouraged to use water wisely and only when necessary. They also act immediately upon witnessing any wastage and take necessary action to stop it.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green Practices

The Institute in a full swing has taken up a lot of steps in order to make the area greener and ensuring sustainable development. The first and foremost step is to undertake the **“Tree Plantation Campaign”**. Under the tree plantation campaign, the Institute ensures that each and every student participates in planting the Trees in the Institute as well as areas adjoining. The Institute also ensures that the trees that are planted must have a high environmental value. In the present year, 2019, the Institute has taken up a very innovative step not just ensuring a ‘Green Campus’ but also imbibing the most important value of ‘care’

among its students. The Institute has bought 180 plants and got them named after the names of the students of the Batch 2019-21, each student owns a plant by his/her own name on the campus. The students from this step not only got a feeling of ownership but also care and love towards a sapling, each student ensure the well being of the sapling and we are quite elated to state that every student is highly concerned about the sapling that is after their name and the saplings have now turned into healthy plants. The 'Tree Plantation Campaigns' spread a lot of awareness regarding the degrading condition of the environment and also focuses on the ways for the improvement of the Environment on the Individual level. The students are always enthusiastic about participating in a campaign like this.

Another important Campaign to ensure the cleanliness around is 'Swacch Bharat Abhiyaan' where the students themselves clean the area around and nearby the campus along with the faculty. This Campaign imbibes the importance of living in an area that is clean as well as green.

A few Faculty Members always walk till the campus, they not only have a focus on keeping themselves healthy and reducing the wastage but also motivates the students in proximity to reach the campus on foot. Almost 20% of the students residing in local areas come to the campus on foot. The students use public transport especially Metro to a great extent, a lot of students traveling from Delhi make extensive use of Metro Line to reach the campus daily. The Campus has minimized the usage of Plastic to a great extent. Glass bottles and containers are promoted to a great extent in order to further minimize the usage of Plastic. Though the campus is not completely paperless but to minimize the usage of paper printing on the Rough pages is taken into consideration in order to avoid the usage of fair papers. The Institute has also taken up a step of not gifting Bouquets to the guest arriving at the Campus, the Institutes promotes the concept of 'GIFTING A PLANT'.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.95

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
6.39	4.91	2.48	2.47	2.39

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 25

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	3	3	6	5

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 16

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	1	4	4

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 19

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	2	4	4

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Jaipuria Institute of Management organizes various programs to pay homage and respect to great Indian Personalities on a regular basis. The institute celebrates the birth anniversary of Dr. APJ Abdul Kalam on 17th October 2015. This historic event was celebrated by organizing a debate competition in which around 150 students participated.

Jaipuria Institute of Management also celebrates Teachers' Day every year on 5th September to mark the birthday of Dr. Sarvepalli Radhakrishnan. Various competitions are conducted as a part of Teachers' Day in which teachers of the institute participate with full zeal and enthusiasm. The teachers of the institute are being awarded on this day for their contribution to the lives of students. Jaipuria Institute of Management also organizes VISHWAKARMA pooja every year to mark the birthday of Vishwakarma, the divine architect. This day is celebrated by the institute for a better future, safe working conditions and, above all, success in their respective fields. The Jaipuria Institute of Management also celebrates International Women's day every day on 8th March to mark the success of women in almost every field. The institute this year invited women, cancer survivors, on 8th March to pay respect to such great warriors and survivors who presented a fashion show to celebrate their success.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution maintains transparency in financial functions by providing financial information to all the committees. The budget provision is made for all Institute events i.e. Orientation Programme, Fresher Party, Farewell Party, Marketing Event, Corporate summits, FDP Programmes, and Conferences. Institute

also provides a budget for institute sports and cultural activities. All the funds are utilized for the improved skills of the students. A financial audit is done by Chartered Firm. The student handbook is provided to all the students during the orientation program for maintaining transparency in academic processes and departmental functions. Moreover, the Institute has a website that contains all the relevant information regarding the transparency of academic, administrative and auxiliary functions.

Institute and Departmental Organization Chart is available before the commencement of the academic year for administrative purposes. The academic calendar is prepared and displayed before the commencement of the term. Academic transparency is maintained. The defaulter list is displayed on the notice board periodically. Continuous assessment was done and communicated to the student. Term work marks are also displayed on Notice Board. Feedback from students, alumni, Stakeholders is taken regularly, which is used for the effective mechanism of the institute.

In addition to the above, the Institution has a Quality Assurances and standard operating procedure manual for Information of Staff and Students which clearly defines various procedures about academics, Finance, Administration and Overall working of the institute.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. Best Practice 01

1. Title of the Practice

Centre for Value-based Education through human values and professional Ethics

2. Objectives of the Practice

Education is the key determinant of how the student utilizes the skills imparted for self-centered purposes or also for broader societal & environmental good. The Centre for value-based education is established with the following objectives.

- To promote reflectiveness about human values and value-driven leadership through research, public discourse, education, and training focused on value.

- Preparing innovative resource material for value education in management, such as monographs, books, video films, practical training modules, etc.
- To design and conduct training programs and workshops for executives, academicians and civil society members in developing competency in providing value-based leadership.
- To provide assistance in the development of curriculum in human values and value-driven leadership for other educational institutions.

3. The Context

The scope of education is to understand one's purposefulness or goal, both as an individual, as well as a society. Education should facilitate students to have the understanding, commitment, competence and the practice of living with definite Human conduct and to participate in the development of a humane society.

Education must be clear about understanding (what to do?), learning skills (how to do?) and practicing the understanding & skills, leading to the fulfillment of human purpose. Understanding what to do, what is valuable is required and learning how to do is also required. Both are required. Human education must enable the student to Develop Right Understanding By sharing the understanding of what to do (Value Education) and to

Develop Right Skills by teaching how to do (Professional Education).

For this, education has to ensure

- A right understanding of the self of every human.
- The capacity to live in a relationship with the other human being.
- The capacity to identify the need for the physical facility and the skills & practice for sustainable production of more than what is required leading to the feeling of prosperity.

The Practice

- The practice is a systematic approach towards the implementation of values and ethics-based curriculum. It includes ethical content in each course so that the student can develop the right understanding for applying professional knowledge and skill.
- The center focuses on the development of faculty through regular training and development programs for imparting value-based education.
- The students are guided to become professionals living with mutual happiness and harmony at all levels of existence.
- The center focuses on the Holistic development of students with sustainable employment through skill development.
- Conducting activities to sensitize the students towards their relationship with society and nature.

Uniqueness in the context of higher Education

The focus of higher education today has shifted towards the employability of the students instead of their holistic development. We are witness to the conduct exhibited by the students, not only here, but worldwide. Due to lack of right understanding, we have reached a point where we can clearly see the results of our collective education system problems such as pollution, resource depletion, and extinction of animals, global warming, terrorism and even threats to the human race on earth.

Knowingly or unknowingly, our education has become skill-biased. There is almost no input on values. So while we progress in skills, develop & use new technologies, we are unable to ensure the ethical use of the technology.

Value-based education help students to decide what is valuable for them, what is meaningful, what is right, what is wrong, what is innate in all?

With this vision in mind, Centre for value-based education enables transformation in the students by way of ensuring the development of the competence to live with Definite Human Conduct. This further helps in creating professional living in harmony with mutual happiness and prosperity & contributing to a humane society in the future.

Evidence of success

The success of the Centre for Value-based Education through human values and professional Ethics is evident by the implementation of the following:

1. A full-day session on human values and professional ethics is included and conducted successfully in the orientation program of the students.
2. Inclusion of Ethical content in the lecture plan of each subject for blending values with skill.
3. Regular interaction of students and members of VE (Value Education) cell is a practice to promote the appreciation of Professional Ethics among students and practicing managers through case studies.
4. Academic programs for sensitizing students towards value education and professional ethics are organized.
5. Establishing a value education cell at an institutional level to promote awareness on value education and planning activities is under process.
6. Regular training for faculty members through university platforms on human values and Professional ethics are conducted.
7. Open Forum discussions of stakeholders for value creation and improved competency.

Problems Encountered

1. To imbibe values and ethics in the students through teaching-learning process.
2. Developing competent and committed faculty for the delivery of the course content.
3. The biggest challenge was to create an environment for such type of system which focuses on holistic

development instead of only professional development.

4. To deliver the content in a manner where the student is able to relate it with himself and accept it as realistic.

5. To develop sensitivity and awareness leading to Commitment, and Courage to act on their own Understanding.

II. BEST PRACTICE 02

1. Title of the Practice

Integrative Teaching-learning Process

2. Objectives of the Practice

The integrative teaching-learning process is adopting an academic development plan focusing on the overall development of the students. **An integrative teaching strategy is one in which an educator presents interdisciplinary lessons that highlight connections between disciplines rather than isolated facts and lectures. The aim is to develop** quality teaching framework allows the institution to monitor support, track teacher and student satisfaction, and study the impact on the learning.

The objectives of the practice are as follows:

1. To adopt an interactive and integrative teaching model.
2. Continuous evaluation of program content, structure and teaching delivery.
3. To promote cooperative learning and develop self – direction for personality development.
4. To develop student competencies in a manner that can equip the students to face the challenges in the global environment.

The student development plan What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

3. The Context

The work environment today is extremely dynamic. The students in this scenario are facing a lot of challenges. The skills that are possessed by them are not considered apt by the corporates that they aspire to work for; there is a skill gap in the terms that the skills possessed by the students and the skills required by the Corporates are different. In order to face these challenges the faculty has taken up the following initiatives:

1. Blending Real-life cases with the course content
2. Regular Assessment through Assignments and Quizzes
3. Usage of ICT in the teaching process
4. Ensuring Quality teaching through improved pedagogical Skill
5. Fostering Interactive Learning through Club Activities

4. The Practice

In the present scenario, the Industry states the presence of Skill Gap further stating that they are not able to procure the appropriate workforce that is required by them. Through the practice of the Integrative teaching-learning process the faculty ensures that that the skill gap that is stated by the Industry minimizes. Following measures are taken:

- Imparting Skills through Value Added Courses.
- Increased Industry-Academia Interface through Guest Lectures catering to various domains.
- Imparting Skills through Professional Communication Proficiency Modules.
- The blended methodology of classroom teaching and practical exposure making the students' corporate ready.
- Focus on fostering the skills in the students through enhanced participation in the Club Events organized by the Institute.

In the context of Higher Education, imparting an Integrative Course is highly relevant for filling the Skill Gap especially for the B-School Graduates. It further helps the students to seek sustainable employment in this dynamic environment which is full of challenges.

5. Evidence of Success

Following are the evidence of success:

- Improved placements for each consecutive year in terms of packages and profiles.
- Increased number of Companies each year.
- Better Industry-Academia Interface.
- Gradual up gradation in the job profiles offered to the students.

6. Problems Encountered and Resources Required

Following are the problems encountered in the implementation of this practice:

1. The diverse background of the students.
2. High expectations of the students.
3. Limitation to geographical boundaries.
4. Willingness to work only for one specific profile.

5. Non-flexibility of students.

6. Changing the Paradigm of the Job Environment for B-School Graduates.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The Mission of the Institute focuses on raising the level of Competence and Intellect of the young Managers in order to make them ready to face the various challenges in the global environment. In order to make sure that this is being done in the desired order, the Institute has developed a detailed Student Development Plan under the Development Plan for three years. The Student development Plan focuses on raising the level of Competence and Intellect of the students in the following manner:

1. Student Grooming Activities:

Under the student grooming activities, it is ensured that the student is made Corporate Ready by making him undergo a lot of Skill Development Modules. The First and the Foremost is the PDP Module (Personality Development Program) The Module runs in Semester 1, Semester 2, Semester 3, under Semester 1, under Semester 1, the students are introduced to basis of Communication Skills further discussing the tips to enhance the Communication Skills, the students are also given a brief analysis of what is their current communication level and the tips to make the communication level better. Under the Semester 2 Module the students are introduced to Basis GD and Interview Skills, they are prepared to handle the upcoming SIP Processes under which they will be taking part in the GD and PI for their SIP Placement. Under the Semester 3 Module, the students are prepared extensively for the upcoming Placement Session, Case Study Analysis, Aptitude Training, Stress Interview, Excel Training, Job Description Discussion and skill development classes based on the Job Descriptions.

The Second Module that is focused on during the Semesters across MBA is the PCP(Professional Proficiency Communication) and Wordsworth Module. The Module is divided into three sections, Basic, Intermediate, and Advance. The Basic Module gives an overview of the usage of tenses, verbs, adjectives, adverbs, verbs, active-passive, prepositions, conjunctions, nouns and pronouns. A complete understanding of the usage of the English language in Written and Oral manner is being built here; the basic level is undertaken with the students in the first semester to enhance their oral and written communication. The Intermediate level focuses on the Phonetics. The area of consideration in the Intermediate Course is the

Pronunciation and the Articulation of the students. The Software compares the voice of the user with the voice of the expert and gives an analysis of the mistakes that the students make in the pronunciation of both Consonants and Vowels. The Intermediate Course is undertaken during the Second Semester. The Advanced Course of Wordsworth under the PCP Module focuses on Individual Specific Issues like MTI, Intonation and Modulation and Area Specific Errors Especially Regionalism. The Module is run across the third semester to ensure that the speech of the students has minimal errors. Industry Specific Modules are also an intricate part of the Student Grooming Activities and help in the development of Industry Specific Skills in the students. This Module ensures that the students are ready for the sector that they are inclined towards; they are further prepared for the specific company that is coming for the placement under that sector. The preparation is facilitated after the attainment of the Job description from the company. These modules under the Student Development Activities not only ensure that the intellect and competence of the student raises but also ensures that the students are ready to face the challenges in the global environment.

1. **Student Clubs and Activities:** The Student always learns by doing, in order to fulfill the mission of raising the Competence of the students, JIM has four Clubs that focuses on the four major domains, Marketing Club, Finance Club, HR and Communication Club and IT, QT and Operations Club. The Students show their inclination towards entering into the club as per their interest level in the domain. Each Club organizes Activities that boost the speaking skills, competence, intellect, and knowledge of the domain that the Club Deals with. Activities like Abhinay Manch, Panel Discussion, Finance Forum, Debate Competitions, one-minute speaking exercises, Declamation Competition, Role plays are organized under each Club. The students get a week's time to prepare for the event and further one day to perform the event. The students are evaluated on the performance being given by them and the analysis of the performance is also handed over to them by the faculty. The students work as per the recommendations of the faculty, especially in the weak areas.
2. **Mentor-Mentee Program:** In order to raise the Competence and Intellect of the students, it is very important for the students to attend their classes regularly in order to build the content. The vision of the Mentor-Mentee Program focuses on the same objective. The students are in constant touch of the mentors and the mentors monitors the performance of each and every mentee. The Mentors have a regular counseling session with the Mentees, they guide them regarding the steps that can be taken up for a bright career ahead.

Events Inside and Outside the Institute: The Flagship events like Mercato, HR Summit, International Conferences and the Inter College Fest like "Spardha" give a wonderful opportunity to the students to raise the level of exposure that is being given to the students. These events are coordinated by the students and this not only gives them a sense of confidence and achievement but also boosts their interpersonal skills making them a more confident and smart individual.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

The Legacy of Jaipuria Group

Jaipurias in Indian Industry

The house of Jaipurias, established by late Dr. Rajaram Jaipuria, a doyen of the textile industry, is a recognized name in the Indian industrial arena. Their flagship establishment, Ginni Filaments, and its associated organizations are the acknowledged leaders in the field of textile production and exports. Their success in this field is largely due to their endeavor to evolve and adapt to the latest technological and managerial innovations.

Jaipurias in Education

Seth Anandram Jaipuria Education Society manages various reputed schools and colleges in the country. These include Seth Anandram Jaipuria College, Kolkata (1945), Seth Anandram Jaipuria School, Kanpur (1974), Jaipuria Institute of Management, Indirapuram, formerly Vasundhara (2001), Seth Anandram Jaipuria School, Vasundhara (2004), Jaipuria Institute, Indirapuram (2004), and Jaipuria Institute of Management Studies, Indirapuram (2008). It also promoted Seth Anandram Jaipuria School at Lucknow (1992).

Jaipurias in Social Service

The Jaipuria Group is fully conscious of its Corporate Social Responsibility. The philanthropic spirit of late Dr. Rajaram Jaipuria is revealed by his belief in doing as much possible as for the poor and the needy. A chain of public guest houses, temples, charitable hospitals and institutions is a testimony to that. These include Seth Anandram Jaipuria Eye Hospital, Nawalgarh, Matushree Jaidevi Anandram Jaipuria Smriti Bhawan, Vrindaban, Ram Darshan, Chitrakoot, Seth Anandram Jaipuria Smriti Bhawan, Haridwar.

Education

- Jaipuria Institute of Management, Indirapuram, Ghaziabad.
- Jaipuria School of Business, Indirapuram, Ghaziabad.
- Smt. Nani Bai Jaipuria Rajkiya Balika Vidyalaya, Mandawa, Rajasthan.
- Seth Anandram Jaipuria School, Kanpur.
- Seth Anandram Jaipuria Inter College, Anandnagar (UP).
- Seth Anandram Jaipuria School, Ghaziabad.
- Seth Anandram Jaipuria College, Kolkata.
- Jaipuria Edu Services Pvt. Ltd.

Business

- Ginni Filaments Limited, Kosi Kalan (Mathura).
- Ginni Filaments Limited, Panoli, Gujarat.
- Jaipuria Publishing House (JPH), Ghaziabad.

Social Service

- Matushree Jaidevi Anandram Jaipuria Smriti Bhawan, Vrindaban (UP).
- Jaipuria Smriti Bhawan Chitrakoot, Banda (UP).

- Seth Anandram Jaipuria Eye Hospital, Nawalgarh (Rajasthan).
- Ram Darshan, Chitrakoot (MP).
- Seth Anandram Jaipuria Smriti Bhawan, Ramghat, Haridwar.

Concluding Remarks :

Conclusion

Jaipuria Institute of Management is a student-centric Institute that focuses on the holistic development of the students. The Institute focuses on the inculcation of values through the value-based education system. The Institute aims at creating managers who are not only professionally successful but socially responsible. The Institute aims at creating professionally ethical managers who will not only help the company to grow but also serve in the betterment of the nation.

JIM embodies our belief that teaching and learning should be underpinned by ongoing research. It also implies the value of thinking critically, of questioning and debating, and of taking a robust path to understanding. This value is also intended to encapsulate the institute's responsibility to act as the 'conscience' of business and society. We cultivate an environment of honesty, sincerity, and trust in which we hold ourselves to the highest ethical standards. We believe that values and ethics are the foundation of all moral characters and our essential trades for truly successful professional and personal lives. The value is created by individuals with natural talents who have unique insights regarding the future needs of industry, students, and society.

Jaipuria Institute of Management provides a dynamic learning and research-informed environment in order to develop future leaders, who make a mark not only in their own society but on the global front. In the next five years, we aim to rise not only in terms of league table rankings but aspire to develop responsible citizens who are ethically sound and respected in the Corporate for their effective contributions.

The institute is an amalgamation of excellent infrastructure, well-qualified teachers, effective delivery, effective mentoring and the distinctive teaching-learning process.