SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

JAIPURIA INSTITUTE OF MANAGEMENT

JAIPURIA INSTITUTE OF MANAGEMENT, NOIDA A-32 A, SECTOR-62, NOIDA
201309
www.jaipuria.ac.in/campuses/jaipuria-noida

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jaipuria Institute of Management, Noida, Uttar Pradesh is a part of the Jaipuria Group of Management Institutes was established in 2004, is a constituent of the Integral Education
Society, led by noted textile industrialist Shri Sharad Jaipuria. Jaipuria's journey in education began in 1945 with the establishment of the Jaipuria College in Kolkata. The Jaipuria Institutes have been delivering superior quality education consistently. The Jaipuria ethos is focused on creating and nurturing the next generation of thought leaders through intuitive education. The sister institutes are located in Lucknow, Jaipur and Indore. This state of the art campus is in the heart of the corporate hub of the NCR region that provides students with wide exposure to number of industries.

It commenced its long-term academic programmes with the offering of AICTE approved MBA course, affiliated to UP Technical University, Lucknow. The Institute currently offers three AICTE approved two year full time PGDM programmes: PGDM, PGDM (Service Management) and PGDM (Marketing). Jaipuria Noida has been awarded 'A' grade by National Assessment and Accreditation Council (NAAC), awarded Equivalence to MBA degree by AIU and NBA accreditation to all its programmes. It has been ranked 59th out of nationally ranked Institutes in All India ranking 2021 by NIRF, Ministry of Human Resource Development (MHRD).

In line with our mission of achieving continuous improvements in teaching, research, curriculum development, and student learning,the Institute aims for the prestigious international accreditation AACSB Accreditation. The initial phase of this process has been completed by earning associate membership. AACSB Accreditation provides a framework of international standards on which B-Schools assess the quality of their education.

The vision of the PGDM programmes is to nurture world-class professionals committed to create value enhancement, service mindedness, business leadership, entrepreneurial orientation and societal consciousness. Jaipuria Institute of Management has a rich cultural diversity and geographical spread of its students and faculty hailing from different states of India. It is this mix of various regions of India with diversified cultural backgrounds, academic and professional experiences which makes its campuses one of the most exciting and enriching business schools in India.

Vision

To be an educational institution of choice for all stakeholders, which promotes human well-being through continuous learning.

The most important pillars of national and human development are educated and skilled manpower with a resilient mentality. This can be developed through a well-structured and robust higher education system in the country. Jaipuria Noida aims to be the preferred choice of all its stakeholders by providing quality education that enhances their ability to continuously develop and upgrade their knowledge and skills for the wellbeing of

our society at large.

A strong educational system must be founded on the acquisition and dissemination of knowledge with a strategy of enhancing employability skills among students with an impetus on improving the overall quality of wellbeing. Jaipuria Noida resolutely reinforces the foundations of its philosophy, that true education is an absolute act of awakening the latent mind, developing it forward with new insights and preparing them for a brighter future. Our guiding philosophy is to teach students the development of their own creative minds and to lead with the voice of their own heart. It is a never-ending process of liberating a mind from the dimness of ignorance to the gracious brightness of knowledge with wide perspectives and deep understanding. Essentially, all worthy education systems must form a support mechanism for hidden talents to emerge and to go on and excel in all aspects of life.

The students are given transformational experience; one that will liberate their minds, encourage them to think out of the box, make them learn and imbibe the nuances of management practices, innovate and can take informed decisions, ethically.

The Visioning exercise begins with brainstorming sessions of top management comprising the Director, Deans, Area chairs, Alumni and experts from industry and academia. The Institute undertook revisioning exercise in the Academic year 2017-18 with the vital purpose to review the Institute's goal in light of varying industry and societal requirements with focusing more on outcome based education. In the academic year 2020-21, Institute again did revsioing exercise in light of global of changing dynamics in Indutsry and global requirements.

Mission

To provide learner-centric education that focuses on developing learners as competent, ethical and socially conscious management professionals through continuous improvement in the quality of teaching-learning process and research.

Our vision and mission statements offer clarity of purpose and act as a guiding light for all our well-structured institutional endeavors like Teaching and Learning mechanisms, scheduling MDPs, Guest sessions, conducting regular Training and Placements sessions and processes like International Collaborations, Research, Conferences and Consultancy, CSR, Alumni Connect, FDP's and more.

The mission statements reveal that we continuously strive:

- To disseminate knowledge in all fields of management, enhance employability skills and build attitudes absorbed in human values among our students.
- To endorse human wellbeing along with professional ethics, sustainability and inclusive growth through well planned activities.
- To continue channelizing our energies to upgrade the quality of education for raising the employability skills of our students through innovative management practices so as the student utilizes the presented opportunities.
- To offer platforms that deliver meaningful partnerships in research and consultancy services that enhances the decision making skills and knowledge enrichment about corporate and academic processes.
- To upscale the institute's operations and linkages with eminent management schools in India and abroad equipping students for global business leadership.

Our mission statement centered on addressing the following three questions-

- What is it we want to do?
- Whom are we targeting?
- What should be the expected outcomes of the institute's intervention?

- The students need to be active participants in their learning process, which must be demonstrated by their willingness in acquiring new knowledge and skills. The education quality should be modelled as such that the students will become *economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and improve their own individual well-being.*

Three elements of the mission statement have been identified as "learner-centric", "stakeholders' wellbeing" and "continuous improvement".

The students develop a sense of purpose that they will be able to achieve important goals and participate in society. This is an important trait to achieve emotional stability in a volatile work environment and also working towards the betterment of society by taking conscientious decisions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Jaipuria Institute of Management, Noida, worked to improve its academic and administrative processes continuously over the years. Some of the strengths of the institute include

1.A clearly articulated mission statement focused on learners' success and continuous improvement in the teaching-learning process and research supported by a strategy that is meticulously implemented and monitored periodically.

2. Developing a programme curriculum follows a structured approach to match the standards of leading business schools in India and across the world. Institute has been proactive and taking risks by experimenting with its curriculum to fulfill its purpose of equipping the next generation of business leaders with the skills they need. The Jaipuria Institute of Management, Noida, has implemented Outcome Based Education (OBE) to ensure a systematic teaching-learning and assessment process. The pedagogy is student-centric with a focus on experiential learning.

3. Institute has collaborative arrangements and MOU with globally recognized B- Schools and has an impactful international outreach program.

4.The Career Management Centre of the institute is another pillar and a key strength of the Institute through which the industry outreach and quality placements of the students are ensured.

5.Alumni engagement is another key strength of the institute. The institute's alumni association is registered and has chapters of the alumni association in major cities in India and foreign countries like Dubai.

6.The most significant strength of the institute is the research orientation and research culture, which has been gradually nurtured and is now built into the ecosystem by the leadership. This is evident in the publication outcome in internationally acclaimed journals like A, A+ category of ADBC journal ranking.

7. Business Analytics Lab at the Institute provides opportunity for the scholars and students to enhance their skills in Data Science. The Lab has latest softwares in the area of Analytics.

Institutional Weakness

1. Consultancy, industry-sponsored projects and other professional engagement require a significant thrust. This is currently a weak area. The consultancy potential of the institute needs to be realized systematically.
2. The institute needs to strengthen the Center for Entrepreneurship's outreach and it's functionalities.
3. Institute has been engaged in community outreach programs during the past few years. Still, without a clear focus, the integrative approach for social impact in all institutional activities is an area of improvement and is of priority to the leadership team.

Institutional Opportunity

1. Startup and Incubation: As we are located in the industrial hub, there lies lots of opportunity for being mentored by large number of startups in this region. This collaborations can speed up the culture of entrepreneurship. The Institution envisages to actively promote a culture of startup and contributing to the 'Atma Nirbhar Campaign'.

2. Corporate Training and Consultancy: As organisations face challenges of the new normal post Covid, the Institute has capacity and capability in terms of providing training and consultancy to cope with the changing times.

3. Internatisation and Collaboration: There is a lot opportunity in collaborating with international partners in enhancing teaching learning research and India centric corporate consultin. Academic partners of Jaipuria Noida will play a significant role in student and faculty exchange and research collaborations that would be win-win for both Institutes.

Institutional Challenge

1. Limited area of the campus: With the pace of expantion the campus envisages in the near future there could be limitations of expanding infrastructure as land is scarce in the vicinity of the campus.

2. Attracting the overseas students / faculty: to bring in more diversity and a global outlook in the classrooms,

there is a need to enroll students from overseas particularly the SAARC nations. The institution is striving to sign international faculty and would like to have full time, adjunct, distinguished faculty with international credentials.

3. Attracting government sponsored projects:being a private institution, there are challenges of receiving sponsored projects from Government agencies

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Jaipuria is constantly endeavouring to update the curriculum, benchmark the academic delivery against the best academic standards and create a suitable competitive environment for the students. Each course at Jaipuria aims at providing the student with broad knowledge of concepts, policies, and techniques applicable for effective and efficient management of a business, applying management tools in real situations and skills necessary to meet the future demands of the industry for becoming successful managers. Thus, the program and curriculum make each student analytically rich, theoretically sound, and professionally versatile. The enrichment of curriculum design and development is ensured by the involvement of industry professionals in curriculum development, benchmarking exercises to extract employer's requirements, synergizing curriculum with industry practices and needs, and involving alumni in the curriculum design process. The process invites formal inputs from all stakeholders. It includes the following sources- action taken report on the previous reviews and external accreditation reports, results of student's performance in various examinations, the result of students' reaction in Open House meetings, Program Review feedback and feedback from industry, alumni, and through participating organizations in campus placement.

The program curriculum review is done to maintain its relevance and rigour in meeting the industry's current requirements and society. Curriculum designing is an exercise at the Institute with a bottom-up approach. It is a cyclical process that begins from the area advisory inputs comprising academia, industry, and alumni responses. Several other inputs are received from sources like student feedback, program feedback, program advisory feedback, and recruiters' feedback integrated into the revision of the program curriculum. The inputs on the effectiveness of the program curriculum received from various stakeholders during an academic year are incorporated in the curriculum revisions and discussed again in the annual Faculty Development Program (held during the last quarter of an academic year) to align with program outcomes, mission, and vision. In this meeting, the entire faculty group discusses the program's learning priorities and how the curriculum aligns with the specified program outcomes. The revised curriculum is then presented before the Academic Council for further input and approval. Once approved by the Academic Council, the curriculum for an academic year is implemented.

Teaching-learning and Evaluation

Teaching-Learning and Evaluation process at Jaipuria Noida is a planned interaction that promotes behavioral change, which is not a result of maturation or coincidence. While the faculty instructor facilitates and leads the learning process, the teaching methodology focuses on imparting education through a student centric approach where learner is considered the critical participant in the teaching-learning process. Such a methodology enhances the role of students from being passive recipients to become active and committed stakeholder, besides boosting their confidence and encouraging independence.

For augmenting student learning experiences, the faculty instructors adopt many practices such as lecture method, interactive methods, industry-based field projects, moodle-based methods, etc. Many of these assignments include the involvement of study groups to enhance participative learning. Some student-centric methods are given as below:

1. **Interactive methods -** The faculty members make learning interactive with students through group discussions, role-plays, news analysis, student seminars/ discussions, etc.
2. **Group Project/ Assignment –** study groups and industry-based projects are given in such a manner that the evaluation of each student's contribution in the group can be evaluated. They are required to give a group presentation and a written report to the concerned facilitator/ instructor/ faculty.
3. **Experiential Learning** – The students are assigned field projects, which requires them to interact with corporate managers and get understanding of real life corporate situations.
4. **Student Seminars/ presentations** – the students are provided with relevant topics on current trends of marketplace and they are encouraged to participate in student panel discussions/ seminars.
5. **ICT-based learning** – ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class rooms, etc.
6. **Discussions forums –** Topics/ case-lets are given to the students in an online forum based on moodle platform or whatsapp groups created for various courses. The discussions are encouraged from all the students in an online chat-like discussion format.
7. **Role Plays/ exercises/ case studies** – The assessment of the student is also done on the basis of certain case studies, scenario mapping exercises or role plays which are conducted as in-class activities and certain concepts are taught with the help of these exercises alone.

Research, Innovations and Extension

Research:

In recent past, enough attention is given to the promotion of research at the Institute. To create and foster research environment at Jaipuria Institute of Management focuses quality research and publications which is headed by the Research Dean.

Promoting Research Climate in the institution: The IQAC supports and coordinates with Research & Publication committee for:

o   Conducting Faculty Seminars

o   Workshops in Case Writing

o   FDP in Research skill development

o   Research Cell for student publications

o   Conversion of SIP into publication.

o   Initiating better research incentives.

o   Introducing new Research Policy.

Faculty Development Programmes on building research competence were conducted, few notable academicians from foreign universities visited our campus to deliver the FDP sessions, such as Prof. V G Narayanan from Harvard Business School.

Vast progress has been made in the quality of research with several publications in FT-50, ABDC category journals.Research Incentive are paid to faculty for publication of research papers in good category journals.

Innovations and Extension:

The events are organized every year to celebrate entrepreneurial spirit and give a platform to the budding entrepreneurs to understand various aspects entrepreneurship with the help of various guests attending the event and imparting their valuable insight. All the members of CEFB Committee are a part of Institute Innovation Cell recognized by AICTE MHRD Innovation and all the activities organized within and outside the campus are uploaded online in their portal on a weekly basis.

Centre of Entrepreneurship and Family Business (CEFB) had taken a new initiative by launching an Incubation center in the Campus, which was inaugurated by Dr. Harsh Vardhan, Union Minister for Science & Technology, Govt. of India. We have made tremendous progress in advancing the Centre for Entrepreneurship and Incubation (CEI) at the campus.

Conducted workshop on Business Model & Business Plan Incubation for Start-Ups with the resource person being tenured professor from George Mason University USA,Our students also made a mark for themselves by engaging with the external eco system Our students participated in several External Events . Incubation and Awareness drive in Department of Science & Technology, Start up by hours in FMS, Seminar on Hacking for a brighter student life in IIT Delhi, E-Summit in FMS, among others.

Infrastructure and Learning Resources

There are several classrooms, auditoriums and syndicate rooms available. There is a well-equipped library, Business Analytics Lab and three computer labs. The classrooms and labs are ICT enabled with projectors installed and the campus is enabled with high speed wi-fi connection. Besides the classrooms are equipped with Impartus lecture to record the sessions for further facilitation of learning.

Students are provided online public Access Catalogue which include virtual library, Bibliography, E - Journals, E - Books, E- Databases, etc. In addition to whiteboard method of teaching, the faculty members use the IT enabled learning tools such as PPT, Video clippings, Audio system, online sources, to expose the students for advanced knowledge and practical learning. The faculty use various ICT enabled tools to enhance the quality of teaching-learning process.Online resources (journals and EBSCO Business Complete database) and use of DELNET bibliographic resources are also available to the members over the Internet. All the classrooms as well as auditoriums are equipped with a LCD projector with screen, computer system, mike, audio system, white board using which the faculty teach the students. There is also a provision of Video Capture system (Impartus) in a select few classes. Every faculty member is provided with a laptop, loaded with the required software. The faculty prepare their presentations on MS PowerPoint and other mode of documents such as MS Word, Adobe PDF, Audio video files available on youtube.com, etc. Assistance of computer lab staff is also available to them as per the requirement. We have also launched an App for facilitating connectivity during admissions, another App for facilitating Mentoring process and even an App for student engagement through Discussion Forums.

The Learning Management System (Moodle) was already in place for students. It was customized further to include additional aspects of assignments, quizzes, and Zoom conference tool, various online assessment tools like discussion forums, surveys, polls etc.

Student Support and Progression

The Institute publishes the academic results of students every term. Those students whose CGPA is low are put under academic probation. Their parents and mentors are informed about it. The students under probation are counselled and supported by the mentors and programme directors. The prospective students are given admission prospectus to inform them about the Institute, faculty, infrastructure, programmes, admission process and academic standards. At the time of admission, they are also forwarded student handbook, containing general introduction about the Institute, curricula, academic standards, and rules and regulations about the academics, library, computer centre and hostels. The meritorious students are given scholarships at the time of admissions. The topper students are given prizes on the basis of their performance in different courses in a Term.

o   The faculties are allocated as Mentors to a group of students who take up dedicated mentoring sessions and also extend their help during off-class hours as well. Besides faculty mentoring, we also offer students Industry Mentors each study group along with the corporate mentor perseveres to help the mentees understand the nuances of the Industry and make them more employable.

Individual Development Programme (IDP-1 & IDP-2): Panel of Industry expert and faculty interview students before and after SIP to identify their potential, strengths and weakness. Each student is required to fill Individual Assessment Form which is reviewed by the panel. Based on the recommendations of the panel, specific development needs of students are identified and their individual development plan is formulated. Second IDP also evaluates the summer internship project of the student.

Student Exchange Programme: This has become an important learning tool in management programmes. The institute has MOUs with leading Universities of the world, which allows students to get an international exposure, understand differences in management problems and solutions and appreciate cross-cultural differences. The Institute has student exchange programme with several B-schools/universities. There is a Women Student Affairs Committee to readdress any grievance or sexual harassment. The Committee consists of two female faculty members.

The female students are encouraged to approach the committee members if they face any such difficulty.

Governance, Leadership and Management

The Director of the Institute is the academic and administrative head. He reports to the Chairman, Board of Governors. The Director, being the academic leader, regularly interacts with faculty, students, recruiters, employees and other stakeholders to receive their feedback and to meet their needs. The interactions are in the form of both formal meetings and informal interactions. He meets the students of the different programmes every term and listens to their concerns and grievances. Then he meets concerned academic and administrative officials to share them.

The Director also evolves the strategy for the Institute along with faculty and administrative heads. He also

involves the management in this process and seeks their feedback and enlists support. There are different leadership positions in the Institute. The academic programmes are led by collective leadership of Programme Directors and Academic Dean who are faculty members. Different Academic Areas are headed by senior faculty members. In addition, there are various committees to oversee the academic functioning of different programmes, such as Area and Activity Heads Committee, Discipline Committee, Library Committee and Examination Committee. The academic leadership of programmes, areas and committees is rotated every second or third year to provide leadership roles to most faculty members. The Institute is faculty driven. The strategic plan of the Institute is developed in consultation with faculty. Various policies and procedures, rules and regulations are developed involving faculty. A host of task forces consisting of faculty members are also formed to work on important academic and institutional issues from time to time. The main body for academic decision making is Faculty Council. Most academic decisions are made here. A few decisions are made in Admission Committee, Academic Areas, Area and Activity Chair Committee and Examination Committee. These bodies also act as a feeder to the Faculty Council. The Institute follows team organisation framework wherein different sections work as a team. The Institute has job descriptions for departmental and sectional heads. There is also performance management system, including self-appraisal. Faculty and staff members are recognised and rewarded for their superior performance. Training and development interventions are done for employees from time to time.

Institutional Values and Best Practices

The Institute aims to contribute to national development by providing competent and industry ready manpower to the corporate world. The Institute has also established various Centre of Excellence to contribute directly to the growth and development of organisations related to the academics, research & extension among the most vital sectors for the nation. The various academic programmes focus on the development of global competencies among the students by benchmarking its curricula and syllabi with the leading business schools and by regularly interacting with the recruiters.

These competencies developed during the programme are general management competencies, leadership competencies, life competencies, functional competencies and employability competencies. Developing value system among the students is a continuous process that starts from the school days itself. Our aim at the Institute is to help the students think ethically. Therefore, we give basics of values and ethics during the induction programme. Ethics is a running theme of all the programmes. Use of information technology in the delivery of course has become an integral part of curriculum.

More impetus for research through a research committee headed by Dean Research organizes workshops/FDPs/expert seminars for knowledge building. Seed grant is given to faculty members for undertaking research projects. Faculty members get cash rewards for publication in top category journals. Faculty members are encouraged and offered grants to present papers/attend national/international seminars/ workshops/ conferences.

The Institute believes and practices continuous feedback on performance and follows a system of continuous assessment. The institute has started to focus on its extension activities and has created a Center of Consultancy & Management Development. The institute promotes sports and physical wellbeing of its students. Spardha, an annual sports event has been added to Calendar to allow students to engage in sports and its management.

o Leadership is identified and developed at all levels.

o Nurturing of collegial culture and autonomy to faculty.

o Development of job description of various role holders.

o Development of a strategic plan for the Institute.

o Rigours selection process.

o Focus on participative and innovative work culture.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAIPURIA INSTITUTE OF MANAGEMENT
Address	Jaipuria Institute of Management, Noida A-32 A, Sector-62, Noida
City	Noida
State	Uttar pradesh
Pin	201309
Website	www.jaipuria.ac.in/campuses/jaipuria-noida

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Dayanand Pandey	0120-4638342	9873534557	0120-463831 7	director.noida@jaipuria.ac.in
IQAC / CIQA coordinator	Richa Misra	0120-4638332	9868357892	0120-263831 7	richa.misra@jaipuria.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-2004

Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated		
State	**University name**	**Document**
No contents		

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
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]	12-07-2021	12	AICTE approval

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	Jaipuria Institute of Management, Noida A-32 A, Sector-62, Noida	Urban	4	25264.53

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 Diploma recognised by statutory authority including university	PGDM,Management	24	graduation with CAT	English	60	44
PG Diploma recognised by statutory authority including university	PGDM,Management	24	gradation with CAT	English	180	178
PG Diploma recognised by statutory authority including university	PGDM,Management	24	graduation with CAT	English	120	120
Doctoral (Ph.D)	PhD or DPhil,Management	48	post graduation	English	20	11

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				14				11				23
Recruited	0	0	14	14	0	0	11	11	0	0	23	23
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				40
Recruited	27	13	0	40
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				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	4	0	6	5	0	7	5	0	33
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	1	0	0	0	0	0	6	4	0	11

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	0	0	0	1

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	124	117	0	241

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 Diploma recognised by statutory authority including university	Male	75	137	0	0	212
	Female	51	78	0	0	129
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	8	0	0	0	8
	Female	2	0	1	0	3
	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	4	3	4	4
	Female	1	4	0	4
	Others	0	0	0	0
ST	Male	1	1	0	3
	Female	1	0	0	2
	Others	0	0	0	0
OBC	Male	23	18	16	23
	Female	22	19	12	8
	Others	0	0	0	0
General	Male	153	165	137	139
	Female	119	150	131	117
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		324	360	300	300

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Management	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institute promotes the multidisciplinary subjects in the area of management courses.
2. Academic bank of credits (ABC):	Nil
3. Skill development:	Centre of Entrepreneurship and Family Business (CEFB) had taken a new initiative by launching an Incubation center in the Campus, which was inaugurated by Dr. Harsh Vardhan, Union Minister for Science & Technology, Govt. of India. We have made tremendous progress in advancing the Centre for Entrepreneurship and Incubation (CEI) at the campus. The Centre has organized several events focused on inculcating entrepreneurial spirit among students.• Rejuvenating the Institute Innovation Council promoted by MHRD –AICTE by participating in First- Leadership Talk Series, PM Yuva Yojana schemes. The Centre for Entrepreneurship & Innovation organized a unique Ideation contest titled Ignovation.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Nil
5. Focus on Outcome based education (OBE):	The Institute has implemented the Outcome Based Education concept in 2018 onwards with Intensive curriculum development workshop with focus on 'OBE' (Outcome Based Education), stressing on experiential learning by students to enhance their knowledge, skills sets, and attitudes. apply learned concepts to decision-making and problem-solving. The use of quizzes, role plays, and other continuous evaluation methods allows for prompt and progressive feedback, which in turn helps students renew their learning. The student-centric approach allows for continuous improvement. The system enables the Faculty to understand and improve based on the feedback from the alumni network, current pass-out students, industry professionals, and subject

	matter experts to identify gap areas and make the course content and pedagogy relevant and contemporary.
6. Distance education/online education:	Nil

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 1

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
678	653	583	566	558

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
358	293	283	270	268

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
358	296	285	271	269
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.4

Number of revaluation applications year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
86	81	90	85	57
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	44	40	37	37
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.3

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Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
46	44	40	37	37

File Description	Document
Institutional data in prescribed format	[View Document]

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1808	1768	1403	1391	1297

File Description	Document
Institutional data in prescribed format	[View Document]

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]

4.3

Total number of classrooms and seminar halls

Response: 18

4.4

Total number of computers in the campus for academic purpose

Response: 150

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
1196.22	1540.01	1614.02	1519.65	1413.83

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Jaipuria is constantly endeavouring to update the curriculum, benchmark the academic delivery against the best academic standards and create a suitable competitive environment for the students. Each course at Jaipuria aims at providing the student with broad knowledge of concepts, policies, and techniques applicable for effective and efficient management of a business, applying management tools in real situations and skills necessary to meet the future demands of the industry for becoming successful managers. The courses taught are in alignment with the skill requirements of India and tries to fill the gap of trained manpower to fulfill the 'Atmanirbhar Campaign'. The campus being located in the industrial hub of Noida provides an opportunity to the students to practise the learning on a regular basis. Active collaboration with international academic partners helps in enriching the curriculum with a global perspective. 'Thus, the program and curriculum make each student analytically rich, theoretically sound, professionally versatile, skill oriented and with a global outlook. The enrichment of curriculum design and development is ensured by the involvement of all stakeholder that includes industry, alumni, students, faculty, parents, employers etc.

The program curriculum review is done to maintain its relevance and rigour in meeting the industry's current requirements and society. Curriculum designing is an exercise at the Institute with a bottom-up approach. It is a cyclical process that begins from the area advisory inputs comprising academia, industry, and alumni responses. Several other inputs are received from sources like student feedback, program feedback, program advisory feedback, and recruiters' feedback integrated into the revision of the program curriculum. The inputs on the effectiveness of the program curriculum received from various stakeholders during an academic year are incorporated in the curriculum revisions and discussed again in the annual Faculty Development Program (held during the last quarter of an academic year) to align with program outcomes, mission, and vision. In this meeting, the entire faculty group discusses the program's learning priorities and how the curriculum aligns with the specified program outcomes. The revised curriculum is then presented before the Academic Council for further input and approval. Once approved by the Academic Council, the curriculum for an academic year is implemented.

This results in the development of relevant programmes with relevance and flexibility to suit the professional and personal needs of the students and other stakeholders with the holistic realization of core values in them. Institution Vision and mission and its connectivity with Intended Outcomes, Programme Goals and Outcomes are the Best practices of the Jaipuria Institute of Management in initiating a range of Programme options and courses with its own specific Course Outcomes that are relevant to the local needs and in tune with the emerging national and global trends.

Course Outcomes (COs) includes every discipline (syllabus) and are the best indicator of organizational details of implementation as well as assessment of student performance and thereby the attainment of PEO

& PLO. The Curriculum designed by Jaipuria Institute of Management also focuses on employability, entrepreneurship and skill development in students.

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 **Number of all Programmes offered by the institution during the last five years.**

Response: 3

1.1.2.2 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 3

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years(Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 10.11

1.1.3.1 **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
15	10	15	2	1

File Description	Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	[View Document](#)
Link for Additional Information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 12.28

1.2.1.1 How many new courses are introduced within the last five years

Response: 49

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 399

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 3

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The major goal of the Institute is to develop competent future managers with global outlook, information technology, entrepreneurship, ethics and environment, dealing with uncertainty, teamwork and critical and analytical thinking. The curricula of the different programmes are developed taking into consideration the emerging challenges of the global business world, benchmarked against the globally renowned B-schools

and keeping the guidelines of the AICTE in mind. The Institute identified certain running themes of different academic programmes designed to develop world class management professionals with a strong value system.

S.No.	Category	Complete Program Name	Name of Individua
1	Professional Ethics	Leadership - Transforming self	Personal Effective
2			Delegation and En
3	Gender:	Gender Sensitization and	What is Gender?
4		Prevention of sexual	Social and Cultura
5		Harassment (POSH) at Workplace	Legal Framev Prevention of Harassment (POSH
6			Journey Towar Equality

Our aim at the Institute is to help the students think ethically. Therefore, we give basics of values and ethics during the induction programme. There are various Value-added/ Enrichment courses in modular form which the students can opt for on offer in the area of operations, finance, etc. like Six Sigma certifications, Advance excel courses in Finance, Strategy Simulation certifications, to name a few.

File Description	Document
Any additional information	View Document

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

Response: 10

1.3.2.1 **How many new value-added courses are added within the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

File Description	Document
List of value added courses (Data Template)	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 99.97

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
678	652	583	566	558

File Description	Document
List of students enrolled	[View Document](#)

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 100

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 678

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

1.4.2 The feedback system of the Institution comprises of the following :

Response: B. Feedback collected, analysed and action taken

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 97.53

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
324	360	300	300	293

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

2020-21	2019-20	2018-19	2017-18	2016-17
360	360	300	300	300

File Description	Document
Institutional data in prescribed format (Data Template)	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 0

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

The Institution has a well laid down framework for identification and development of slow learners and at the same time encourage advance learners to reach higher levels. Following methodology is adopted for identifying the slow learners for their requirement of additional support –

• A strong mentor-mentee system ensures regular interaction with all students.

•The Institute has a structured mechanism for the conduct of Tutorial/Remedial classes for slow learners.

• Peer learning is encouraged through study groups with a faculty mentor

• Academic performance is monitored to identify slow learners.Based on the performance individual counselling sessions are arranged to address ,the needs of academic interventions.

• Organised guest talks and seminars on the current trends on a regular basis by the industry or academic experts.

• Program Managers maintain attendance registers, course files and academic dairy and watch on the regular/prolonged absenteeism, communicated through attendance alerts and discussed in Open House Meetings. Prolonged absenteeism is discouraged and intervened.

•Trimester Result Analysis for performance-based categorization of students. Counselling is done to attend tutorial sessions and improve their results. Students are motivated to appear in improvement examination if any due to medical or other concerns hence scores may be improved.

•Career Management Center identifies the slow learners apart from academic performance through their appearance in front of Industry persons like in summer internship, placement interviews, and one-to-one interaction during IDP sessions in each trimester.

•Professional trainers and assigned faculty conduct weekly Industry related training sessions as an essential part of timetable for supporting students for the placement process.

Initiatives for Advance learners

Institute take various initiatives for developing a sense of achievement in bright students for their self-growth and progress.

• Encourage the bright students to attend more workshops, conclaves and technical talks by making them part of organizing teams. To be the lead status for students' groups like the appointment of class representatives, coordinators of the Placement Committee, members of E Club etc.

• Ijaipuria Certificate courses for inculcating foundation knowledge are provided to all students on different foundation areas in various trimesters during their journey to a diploma.

Programme Toppers, Term Toppers and Subject toppers have been identified and awarded in an annual ceremony of Academic Award Ceremony.

•The bright students are identified based on their overall performance and orientation towards academics and their skills identified by industry mentors as per feedback after SIP.

• Advanced learners are encouraged to participate in professional activities, attend conferences; workshops, and publish papers

- Merit is recognised through award of scholarships based on Academic performance.

Advance learners are encouraged to participate in national competitions, sports meetings and Debates, start-up idea generation, Ted talks, etc.

File Description	Document
Any additional information	[View Document](#)

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

Response: 15:1

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:

Teaching-Learning process at Jaipuria Noida is a planned interaction that promotes behavioral change. While the faculty instructor facilitates and leads the learning process, the teaching methodology focuses on imparting education through a student centric approach where learner is considered the critical participant in the teaching-learning process. Such a methodology enhances the role of students from being passive recipients to become active and committed stakeholder, besides boosting their confidence and encouraging independence.

For augmenting student learning experiences, the faculty instructors adopt many practices such as lecture method, interactive methods, industry-based field projects, moodle-based methods, etc. Many of these assignments include the involvement of study groups to enhance participative learning. Some student-centric methods are given as below:

1. **Interactive methods -** The faculty members make learning interactive with students by motivating student participation in group discussions, role-plays, news analysis, student seminars/ discussions, etc.
2. **Group Project/ Assignment –** The students are divided into study groups and industry-based projects are given in such a manner that the evaluation of each student's contribution in the group

can be evaluated. Based on their field/ secondary research on the select topic, they are required to give a group presentation and a written report to the concerned facilitator/ instructor/ faculty.

3. **Experiential Learning** – The students are assigned field projects, which requires them to interact with corporate managers and get understanding of real life corporate situations.

4. **Student Seminars/ presentations** – the students are provided with relevant topics on current trends of marketplace and they are encouraged to participate in student panel discussions/ seminars.

5. **ICT-based learning** – The institution adopts modern pedagogy to enhance teaching-learning process. The institution has the essential equipment to support the faculty members and students.ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, Language Lab, Smart Class rooms,etc. The classrooms are equiped with lecture recording systems for easy referencing by students on a later date in their learning management system(LMS).

6. **Discussions forums –** Topics/ case-lets are given to the students in an online forum based on moodle platform or whatsapp groups created for various courses. The discussions are encouraged from all the students in an online chat-like discussion format. This is done to ensure student engagement, continued learning and facilitation of knowledge dissemination through the usage of all kinds of medium.

7. **Role Plays/ exercises/ case studies** – The assessment of the student is also done on the basis of certain case studies, scenario mapping exercises or role plays which are conducted as in-class activities and certain concepts are taught with the help of these exercises alone.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

At Jaipuria Noida, the classrooms and labs are ICT enabled with projectors installed and the campus is enabled with high speed wi-fi connection. Besides the classrooms are equipped with Impartus lecture to record the sessions for further facilitation of learning.

Students are provided online public Access Catalogue which include virtual library, Bibliography, E - Journals, E - Books, E- Databases, etc. In addition to whiteboard method of teaching, the faculty members use the IT enabled learning tools such as PPT, Video clippings, Audio system, online sources, to expose the students for advanced knowledge and practical learning. The faculty use various ICT enabled tools to enhance the quality of teaching-learning process.

Use of ICT tools by Faculty:

1. **PowerPoint presentations-** Faculty is encouraged to use power-point presentations in their teaching by using LCD's and projectors.

2. **Industry Connect through online medium**- Online seminars, webinars, guest lectures, expert talks and various competitions are regularly organized for students.

3. **Online teaching**- Online and hybrid mode of teaching was facilitated for the students during Covid.

4. **Online Courses/ Certification** - MOOC courses from Coursera and i-Jaipuria are offered free to the students to complement the curriculum-based learning

5. **Online quiz**- Online quiz for students on moodle platform are organized on moodle, where

questions are uploaded by the Faculty and students are given random questions on which their responses are gathered.

6. **Online Examination** – Facility of online exams via Moodle and Wheebox were provided for students during COVID period.

7. **Classroom session recordings-** Recording of lectures through Impartus recordings and Zoom session recordings are made available to students

8. **Online competitions -** Various internal club/ committee events such as Poster making, Ad-mad show, Project presentations, Business quizzes, Debates, paper presentations etc. are being organized with the help of various Information Communication Tools

9. **Workshops and Softwares**- various ICT tools for conducting workshops on the latest softwares such as SPSS, Programming languages, simulations, Business Analytics and Research Lab etc.

10. **Digital Library**- Digital Library contains both subject and general reading books, magazines issues, case studies, industry and technical reports, previous year question papers, SIP reports of past batches of students, research papers, articles and institute publications. Additionally, other e-resources from NPTEL, Udemy, Coursera, are shared with the students for continuous learning.

11. **Digital Boards**- Digital Boards were provided to Faculty for facilitating online classes during the pandemic

12. **Moodle Dashboard**- The Learning Management System (Moodle) was already in place for students. It was customized further to include additional aspects of assignments, quizzes, and interspersing with the Zoom conference tool, various online assessment tools like discussion forums, surveys, polls etc.

13. **Turnitin Software**- For continuous improvement in the quality of assignments and group projects, it has been mandated that the assessment of assignments/group projects should include a Turnitin plagiarism report to ensure self-written reports and reduce the habit of copying from other sources. Each student has to submit a plagiarism report with their respective assignments.

14. **Impartus Enabled classrooms**- Classrooms are also Impartus enabled for recording the lectures of faculty and sharing it with students in physical mode of classes.

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

Response: 17:1

2.3.3.1 **Number of mentors**

Response: 40

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

We create a separate academic calendar for first- and second-year students each year. In addition, an academic calendar is created to keep stakeholders like students, parents, faculty, and staff informed about the key dates throughout the academic year and various trimesters.

The academic calendar comprises information about each trimester's commencement and ending dates. It also includes various examination-related important data, including internal and end-term assessment

component deadlines, exam dates, re-appear exam dates, final result declaration, etc. This information is vital for students to keep track of academic and examination-related deadlines and prepare for their entire year accordingly.

Next, the calendar also comprises the schedule of the main events of the institute, such as the annual event: GRAVITY, orientation schedule, international conference, annual ALUMNI meet, and other academic and non-academic events. We also include details of national holidays each year to inform students and faculty so they can plan their year systematically.

Academic calendars also serve as a tracking tool for measuring teaching plans and progress. The progress is tracked in coverage of the beginning and ending dates of academic teaching, academic activities, and other mentoring and extracurricular activities. These assist faculty members in planning their assignments, guest sessions, quizzes, and other assessment components throughout the year.

File Description	Document
Link for 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: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 67.82

2.4.2.1 **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
34	30	28	25	22

File Description	Document
Institutional data in prescribed format (Data Template)	
Link for Additional Information	

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

Response: 5.46

2.4.3.1 **Total experience of full-time teachers**

Response: 251

File Description	Document
Institutional data in prescribed format	

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 14.6

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	21	22	7	11

File Description	Document
Institutional data in prescribed format (Data Template)	

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.92

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	0	6	0

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

The Institute reviews the examination system periodically for improvement. It had become essential, particularly during the pandemic, to integrate IT into the examination system in a big way.

For each course, a significant weightage is given to continuous assessment with multiple components like quizzes, assignments, projects, seminars, discussion forums, etc. All assessment components are administered and evaluated with instant feedback on the Learning Management System (LMS) platform. All continuous assessments are shared with the students, and detailed feedback is provided highlighting the areas for improvement.

A process is in place for end terminal examinations to ensure consistency in the question papers. A review/moderation of question papers ensures course attainments, structure, and relevance. Several courses requiring computations or specific software are embedded in the LMS for students to use and answer questions. Many online examinations are also administered and proctored through Wheebox/Zoom platforms.

Faculty have the flexibility to design evaluation and assessment components depending on the nature of the course. Courses aimed at developing skills are assessed on individual/group assignments/projects.

A robust anti-plagiarism software Turnitin is integrated with the LMS to promote a sense of ethics in the submissions made by the students. Students' submissions, including the end-term examination answer sheets, have to pass through the anti-plagiarism software with below threshold limits of plagiarism.

Award sheets of every course are maintained digitally. Grade calculations and CO-PO attainment levels are also automated. The final diploma awarded to students carries a QR code for security and authentication purposes.

The IT integration in the examination system has brought about speed, transparency, and instant feedback in the evaluation process.

2.6 Student Performance and Learning Outcomes

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

Response:

Program outcomes (POs) represent the big picture of the program – depicting broad areas of desired students' capabilities that would lead to their employability. POs essentially include multiple and varied learning experiences, and reflect key criteria of the students' transition from campus to corporate world. Program Outcomes provide directions for the curriculum design, delivery and assessment of student learning process.

Course Outcome (CO's) aims at measuring the knowledge and skills attained by the students after completing the course. Each course has specific course outcomes which are mapped with the Program outcomes.

PO's of all the Programmes are displayed and communicated to the stakeholders in the following ways:

1. **Brochure/ Prospectus on Website:** The PO's of all the programmes are mentioned on the websit.
2. **Student Handbook on Website:** The PO's are also mentioned in the students' handbook which they receive at the beginning of the academic year. Link of the pdf is there on website.
3. POs are also displayed at the prominent locations of the institute for students, staff and public view.

CO's of all the courses are communicated to the stakeholders in the following ways:

1. **Moodle (Learning Management System):** The course outlines of the courses are uploaded on Moodle at the beginning of the term. Each course outline presents the course outcomes along with CO-PO mapping. The link is as follows. ()
2. The course contents and their respective outcomes are discussed by the faculty with the students during the commencement of the course.
3. After completion of the course each faculty summits an assurance of learning report on course attainment in program management cell.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response:

Attainment of Programme Outcomes

A program is assessed through direct and indirect mechanisms. The program outcome attainment level is based on the attainment levels of direct and indirect assessment. Each direct assessment (DA) component weighs 0.8 and each indirect assessment (IDA) component weighs 0.2 in the evaluation of attainment levels of program outcomes.

1. Direct Assessment (DA)

Direct assessment of program outcomes is through core academic courses directly mapped on each specific PO as indicated in the course outline. It is done through the CO-PO Mapping of the courses. Direct attainment level of a PO is determined by taking average across all courses addressing that PO. Direct methods are provided through the continuous evaluations or the end-term examinations or observations of student knowledge or skills against measurable course outcomes.

2. Indirect Assessment (IDA)

For the indirect assessment of Program outcomes (POs) attainment, which carries 20% weightage, four important interventions are considered. All these components are given equal weightage in calculation of indirect assessment.

Indirect Assessment Tools and processes:

1. Industry Expert Feedback
1. Course Feedback
1. Program Feedback
1. Alumni Feedback

Overall PO attainment is calculated by combining scores of Direct and Indirect assessment in a proportion of 80:20, i.e., 80% of direct assessment and 20% of indirect assessment. The overall indirect assessment score has been taken as average of scores of all the four indirect assessment components having equal weightage.

Different assessment tools and processes are used to measure the student learning and assessment of course outcomes. Course outcome attainment levels are calculated for all courses of the program. The students' performance is evaluated based the following assessment tools and processes. Further, the attainment level of each course is measured and compared with the benchmark value.

Table 1: List of Assessment tools to measure course outcomes

Type	Assessment Tools	
Course Outcome	- Quizzes - Moodle-based written assignment on Turnitin (plagiarism-checked assessment) - Exercises/ role plays/ Case studies - Student seminars/ presentations - Student Artifacts/ Portfolios - Online discussion forums - Group project/ assignment - End-term examination – online/offline mode	
Workshops / Seminars	- Reflective notes - Diary entry - Group presentation / group reflections on take-away of the workshop/ se	

File Description	Document
Any additional information	

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 100

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

Response: 358

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 358

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	**Document**
Upload database of all currently enrolled students	

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institute has a well defined Research Policy to create an environment within which faculty, staffs, students carry out a variety of research and publication activities. The policy is a comprehensive framework for implementation and development of research. Faculty carriy out research within this framework to create new and relevant knowledge in the field of management. Incentives are disbursed for Publishing Research and writing Cases in different category of journals.It is mandatory for faculty to publish at least one FT-50/ A*/A/B/Scopus Indexed or WoS category papers. Monetary incentive is given to all faculty on regular and contractual, scholar, student and staff. Institutional affiliation of the paper with Institute is a must. Career Advancement Scheme points are applicable to all regular faculty. The policy for publication support seed money grant to all faculty and selected student for research publication process, data collection, surveys etc.

The Institute has large number of digital databases like Scopus to facilitate research by faculty and students. The Labs are equiped with several softwares like SAS, SPSS, SMARTPLS, and many other similar softwares that faculty uses for their qualitative and qualitative research.

The faculty and students are encouraged to present their research papers in National / International forum and claim the expenses incurred for the process.

Periodically, the Institute organises faculty development programmes to expose the faculty to the latest developments and tools required for research. International faculty are invited to conduct these FDPs.

File Description	Document
URL of Policy document on promotion of research uploaded on website	[View Document](#)

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0.91

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
1.19	0.82	1.43	1.10	0

File Description	Document
List of teachers receiving grant and details of grant received	

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0.98

3.1.3.1 **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	0

File Description	Document
List of teachers and their international fellowship details	

3.2 Resource Mobilization for Research

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of project and grant details	

3.2.2 Percentage of teachers having research projects during the last five years

Response: 0

3.2.2.1 **Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.2.3 Percentage of teachers recognised as research guides

Response: 21.74

3.2.3.1 **Number of teachers recognized as research guides**

Response: 10

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Link for additional information	[View Document](#)

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 0

3.2.4.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.2.4.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
List of research projects and funding details	[View Document](View%20Document)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

Entrepreneurship and Innovation Cell

The Centre of Entrepreneurship and Family Business (CEFB) had taken a new initiative by launching an Incubation centre in the Campus, which was inaugurated by Dr. Harsh Vardhan, Union Minister for Science & Technology, Govt. of India. It gives us great pleasure to report that we have made tremendous progress in advancing the Centre for Entrepreneurship and Incubation (CEI) at the campus.

The Centre has organized several events focused on developing entrepreneurial spirit among students with highly inspirational activities. The Jaipuria innovation and Startup policy for students will enable the institute to actively engage students, faculty members and members of staff in innovation and entrepreneurship related activities. The policy document states Startups Enabling Institutional Infrastructure, practices for nurturing innovations and startups. It also elaborates Innovation Pipeline and Pathways for Entrepreneurs at Institute Level, Pedagogy and Learning Interventions for Entrepreneurship Development Collaboration. Initiatives of Innovation Cell are:

Incubation and pre-incubation support facility.

2% to 9.5% stake in startup by institute's incubator.

Creation of 'Innovation fund' by supporting innovative projects.

CEI successfully organized "**orientation session with innovation ambassador**". This event mainly focused on the NISP policies and creating awareness about these policies by MHRD. This policy also addresses the IPR policy which mentions all the issues related to IP and Product Ownership Rights for Technologies Developed at Institute, Organizational Capacity and Start Up policy for promoting and nurturing innovation and entrepreneurship.

The StartUp Accelerator Programme is intended to create an entrepreneurial eco-system at the campus, through a well-drafted plan of **Ideation Workshops** primarily for the students of first year (and second year/ Alumni by invitation). It is followed by **Ideathon** and finally **shortlisting of teams** from the campus. These teams along with other external teams are trained under a 10-week Accelerator programme by Idealabs. The outcome is mainly focused on generating funding for selected startups, besides media visibility and others.

Social Orientation

The Institute has recently adopted a village under the CSR Committee with the aim of providing the underpreviledged section adequate opportunity to lead a useful and productive life enabling them pursuing their developmental goals.

We at Jaipuria, Noida are firm believers in gender equality and it should be a part not only of the curriculum but also in practice. The word 'Equity' stands for the 'quality of being fair and impartial' and when it comes to an organization it is the responsibility of the Management, faculty, staff and students not only to endorse verbally the gender equity but also to demonstrate the same through actions.

We ensure that the students, faculty and staff of both genders and otherwise too get all the opportunities equally. The faculty,staff and student male-female ratio is well balanced.

Students get an opportunity to interact with experts during orientation program where the students are sensitized about issues such as; disparity in pay, eve-teasing, name-calling and fighting the stereotypes by opening themselves up to the changes are something all of us need to pace up with. Every student went through POSH awareness training.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 56

3.3.2.1 **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
17	10	12	9	8

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

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

Response: 1.7

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 17

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

Response: 10

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)

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

Response: 4.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	37	43	37	22

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	1	2	3

File Description	Document
List books and chapters in edited volumes / books published	

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 343.36

3.5.1.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
3.69	82.00	84.7	89.64	83.33

File Description	Document
List of consultants and revenue generated by them	

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 0

3.5.2.1 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	[View Document](#)

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The institute has a Community Outreach Committee with faculty and students as members for carrying out CSR activities. New students are given an orientation of social responsibility. On joining every student (in groups) have to perform a CSR activity and present a report on same. The Institute through its CSR committee encourages students to engage and contribute in community development. Activities like providing support for children education, outreach to slums, helping under privileged children, road safety, river cleaning, supporting Swachh Bharat mission, tree plantation, blood donation, donations in form of clothes, stationary, etc. are organized. To pursue this, the self-driven individuals who are connected with the local NGO partners working in the areas of livelihood, health, and education. These grassroots organizations work as liaisons and hosts for the students. Students have pre-defined assignments designed for them which they execute in groups. The students after completion of the course should be able to identify and respond to the pain areas of different NGO's and in general, they came up with innovative ideas to deal with and solutions to the problems they face. Making them better communicators good strategists and most importantly great team players.

The Institute has recently adopted a village under the CSR Committee with the aim of providing the underprevileged section adequate opportunity to lead a useful and productive life enabling them pursuing their developmental goals.

All first year students participated in CSR Project on Ujjwala Intervention Impact Analysis in 2017, CSR project entitled "An Empirical study on Free Trade LPG (FTL) Cylinder Awareness and Promotion in perspective of Immigrant population in Delhi-NCR" as part of their academic curriculum.

During pandemic the Institution took an initiative of distributing food to nearby migrant daily wage workers on a regular basis for several months during lockdown.

The Institution promotes NGOs such as supporting education of girl child by allocationg kiosk within the campus for raising funds by selling handmade items like candles, cards, perfumes etc. to the faculty, staff and students of the Institute.

The Institution has a practice to greet all its guests, new joinees, and any other visitor with 'Green Certificate' in collaboration with an NGO- 'Grow Trees' that carry out large scale forestation in ecologically sensitie areas such as Sunderbans for tigers, Singhbhum for elephants.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 67

3.6.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	12	15	20	10

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 37.57

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
178	229	198	338	183

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 5.4

3.7.1.1 **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
3	10	6	6	2

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)

3.7.2 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: 45

3.7.2.1 **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	9	9	9

File Description	Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	<u>View Document</u>

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute has adequate physical and academic facilities required for the teaching learning process. The Classrooms, Library, Seminar Halls, Business Analytic Lab are well equipped along with computing system and Internet facility. Besides the building, the campus has spacious playground for sports activities. The college has cultivated an atmosphere providing the importance to Extra Curricular and support services. The classrooms, and other rooms are designed in a theatre style of different sizes to create an ambience of a compact class. Institute ensures the following for 24x7 students' learning - in a group or independently.

- cluster seating arrangement (with round tables) is provided in the central lawn and student lawn for the team-based assignments.
- Auditoriums – Audi 1 & Audi 2 – with a total capacity of 360 is available for industries /expert lecture. These auditoriums are equipped with PA system, projector, screen and other modern facilities.The entire collection of library including books, journals, etc. can be searched through the web enabled Online Public Access Catalogue (OPAC).

- has a fully functional IT infrastructure that provides the students all the necessary tools, services that support and help leverage their learning and enhances their productivity.

- Video conferencing facility is available for any special guest/ subject expert.
- Institute's Data Centre provides Mobile messaging to students for supporting their learnings
- Class rooms are spacious enough to accommodate all students as per Government's guidelines of Lockdown
- LCD projector with screen, computer system, mike, Audio sound system, white board, CCTV, Impartus etc. are available in all class rooms.
- Our library puts equal emphasis on both print and online resources, procure, and subscribe much more resources than stipulated by statutory body AICTE.

- Library, on a continual basis, procures new edition of books, along with books for any new subject introduced and new books published in any of the subjects related to management education plus general books, management fictions, classics, competition related books, biographies of leaders and business leaders to keep the library up-to-date for benefits of its users.

- It has a fully functional IT infrastructure that provides the students all the necessary tools, services that support and help leverage their learning and enhances their productivity.

- The entire campus is Wi-Fi enabled & LAN Connected to facilitate anywhere – anytime access to online resources including academic areas, hostels and most parts of the open area.

- Over 50+ WIFI access points & 300+ Lan Connected systems are positioned across the campus , we have 300 MBPS Tata and 250 MBPS 1:1 Spectra Mbps fiber Leased Line of internet bandwidth, which is made available through two major Internet service providers.

- The campus houses a state-of-art Business Analytics Lab. The Business Analytics Lab facilitates teaching, research and training in the area of artificial intelligence, machine learning, and deep learning in interdisciplinary areas of business management.

  The lab is equipped with high-end computing resources i7 with 10th generation CPUs, solid-state drives, graphic processing units (GPUs) and Click Share CSE-800 is wireless conference system and advanced softwares to facilitate students.

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

Response:

The Institute has adequate facilities for sports, games and cultural activities.Sports facility and equipment are foundation for the holistic development of management students, institute provides all necessary sports items and place for exercise (outdoor/indoor) and recreational purpose within its own premises.

Sports and Recreational facilities

There are various types of sports facilities at Hostels. Gymnasium is fully operational.

Playgrounds

S. No.	Games/Sports	Number	Size	Details of Facilities	
1	Badminton	03 Courts	18X40 Ft.	1 court in hostel & 02 Court in Campus	
2	Table Tennis	02 Tables	Standard Tables	One table in each hostel	
3	Volleyball	01 Court -Standard Size	18X9 Mtr.	Campus	
4	Basketball	02 Pole -Standard Size	28X15 Mtr	Well-designed court in campus 1 Pole basketball court in boys hostel	
5	Play Ground	01	Length-37 Mtr..XWidth-50 Mtr.	campus	
	Above playground can be used for the following Games and Sports facilities: 1. Gully Cricket 2. Mini Football				

3. Hand Ball

4. Tug of War

5. Kho-Kho

6. Fun and music events

- Air-conditioned Multi Gym –Cycling, Twister, Treadmill, Weightlifting, Powerlifting separate for male and female.

Yoga space

Pool table

Table tennis

Institute has medical facility supported by one medical doctor, one counsellor and one residential nurse available 24x7.

We regulary hold inter Institutional events like Model United Nation (MUN), and in collaboration with industry bodies like NIESBUD, CII etc.by providing them infrastructure and promote student engagement.

We annualy celebrate international yoga day where faculty, staff , students and nearby community are encouraged to participate.

Annual cultural events are regularly being conducted in the campus such as dramatics, stand up comedies etc. 1000 plus students from different colleges participate in the cultural events.

File Description	Document
Paste 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. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 18

File Description	Document
Institutional data in prescribed format	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 3.17

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
6.99	53.78	114.99	45.07	23.62

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	[View Document](#)
Link for any additional information	[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 fully automated since 2005. Currently, we are using Koha ILMS, the world leading open source ILMS software. Library is using Koha 16.05.11 version. We migrated to Koha in 2018 from LibSys, which was in use for 2005-2017. Koha ILMS is used not just for circulation purpose but also for the serials records entry and up to articles entry level. Jaipuria Library has developed a web-basedhttp://opacn.jaipuria.ac.in/) using Koha for accessing library resources from anywhere. Library generates barcodes from the Koha software only and use the same for circulation of documents. Students library cards are also generated using Koha. Library reports are generated using Koha software only.

The library has also developed a comprehensive digital library using DSpace open source software, which acts as Institutional Repository. It is accessible both within the campus and remotely also. Library is offering remote access to its IP based resources through in-house developed software by IT team. The Library has installed ten dedicated OPAC terminals in the library to access e-resources in the Library.

The library Koha Web-OPAC page and Jaipuria, Noida library website act as double platforms to access all subscribed and open access resources of the library. Library Monthly Additions, General Knowledge

Bulletin and Current Contents Bulletin are also uploaded on Koha webpage for easy access. Millions of open access resources, MOOC courses links etc. are available to users through library website. The Library also has procured eKindle Readers for accessing EBooks.

The library offers a number of digitized services to its users. On daily basis, multiple dailies and business newspapers are provided to all users. Library also share ebooks, e-magazines, research articles and industry reports as a compiled digest on daily basis to all its users.

Library has subscribed perpetual access of core textbooks from Pearson for lifetime access on multiple devices, which is accessible to all users from anywhere. Besides we subscribe World E-library through which millions of E-books are available to all users. We are also institutional member of National Digital Library of India (NDLI) through which we get access of millions of documents. Through library website, we also provide access of millions of open access E-books to our users.

File Description	Document
Upload any additional information	[View Document](#)

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

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

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 40.93

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
43.02	51.30	47.47	32.96	29.90

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	[View Document](#)

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

Response: 11.74

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

Response: 85

4.3 IT Infrastructure

4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

Response:

The Institute has an IT policy covering all major areas like Wi-Fi, cyber security etc. which is updated or amended whenever required as per the need of the institute. Institution tries to have upgradation of IT facilities as per the requirement by regulatory norms as well as industry. Institution is regularly upgrading its infrastructure covering Wi-Fi, cyber security, software upgradation, erp system, ICT enabled teaching learning.For security and network maintenance purposes, authorised individuals within Jaipuria Institute of Management monitor equipment, systems and network traffic at any time. If deemed necessary, content scans will be performed for e-mails sent/received through company systems. E-mail and internet sites that contain certain keywords such as foul language or content that may be of a sexual, pornographic or racist nature will be blocked. In the case of an employee sending inappropriate email or attempted access to blocked internet sites, disciplinary action is taken.The email system is provided to support the Jaipuria Institute of Management's business activities. Personal email, (i.e. communication between individuals or parties which is not in support of the Jaipuria Institute of Management's business activities), whilst not prohibited, will be kept to a bare minimum and will be carried out in a manner that does not negatively affect the use of the Jaipuria Institute of Management's systems for business purposes.

Internet access will be provided to the users for carrying out business activities in a secure manner. All the users will be uniquely identified and authenticated before being allowed to access the internet. All activities performed under a user's identification code.

The IT system are geared in a manner to track and prevent any form of cyber bullying by any IT user on campus. A strong orientation programme sensitizes all IT new users each year of the responsible use of IT infrastructure on campus. This has resulted in 'NO Incidences' of misuse being reported in last five years.

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 5:1

4.3.3 Bandwidth of internet connection in the Institution.

Response: ?50 MBPS

4.3.4 Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: D. 1 of the above

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

4.4 Maintenance of Campus Infrastructure

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

Response: 100

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
1196.22	1540.01	1614.02	1519.65	1413.83

File Description	Document
Upload any additional information	[View 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 Institute has a well-defined policy and system in place for utilizing physical, academic and support facilities such as computer laboratory, sports complex, computer, classroom etc in the institute. The maintenance of physical, academic and support facilities are carried out by the respective departments with the help of in house staff on daily basis and periodically. And care has been taken to keep the equipments, machine etc in working condition.

The computer Lab in-charge is responsible to maintain and upgrade the laboratory with necessary equipments from time to time to cope with change. Preventive maintenance and performance monitoring is carried out periodically. Every laboratory assistant keeps the record of utilization of equipments, computers and other required material for experiments.

Library strives to do the best possible way to maintain timely circulation of books and periodicals among library users like faculty, staff and students. At the beginning of each new batch, students are introduced about library and its services and also about the feedback mechanism. Library invites suggestions/comments from its users including faculty, staff and students in many ways for quality assurance purpose. They focus on the availability and utilization of instructional material in teaching and learning process. At end of the Academic year stock verification is done. Librarian prepares the report on the same and utilization of books by the students and staff. Procurement of books as per the requirement is initiated through library committee by inviting the requirement of books from various departments this is then processed following the procurement procedure.

We emphasize upon the continuous improvement of quality and quantity of available resources to meet the increasing demand of our stakeholders as well as matching the changing dynamics of academic world.

The financial resource requirements for up gradation of infrastructure/facilities and for achieving the strategic goals of the programme are fulfilled through internal generation of revenue/cash. Online library resources, software, lap tops, computers, video conferencing equipments and wifi etc. are procured from the internal resources.

The academic environment and infrastructure requirement are never held back for want of financial resources. The resources are fully compatible and commensurate to achieve our stated goals. Feedback register is maintained which is kept at all the places.

Our tryst for excellence in Academic processes is achieved through the multi-layered activities that are continuously benchmarked against the best practices around the globe. Continuous upgradation is done in the achievement of administrative and community extension activities.

Support Facilties: Proper sanitary facilities have been provided in all the floors. Further regular spray of pesticides is ensured on daily basis and fogging of Campus on fortnightly basis or as required.

A separate and defined has been earmarked for parking of cars /bikes of faculty and staff. Students vehicles are parked outside the gate under the token system, CCTV and security guards. Garbage collection system Dust bins have been placed at various points in the Campus in Academic Block (All Floors), on strategic points on roads and all floors of Hostels. This garbage is collected by a vendor who take this for

recycle. Our well furnished hostel rooms have attached bathroom. Each hostel has a recreational room, a waiting room, a dining area, a gym, a medical room and sports facilities.

Sports and Recreational facilities are available in the campus. The Institute has volleyball, badminton and cricket sports facilities in the campus. In addition, it has indoor sports facilities. The students are encouraged to participate in state, regional, national and level sport events.

File Description	Document
Upload any 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 last five years

Response: 18.34

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
117	137	100	103	101

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

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 18.34

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
117	137	100	103	101

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

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
678	652	583	566	558

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 93.48

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
333	271	279	240	253

File Description	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: 0.84

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 3

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: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

5.3 Student Participation and Activities

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

Response: 55

5.3.1.1 **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	21	3	6	23

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	

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

Response:

The Institute has an active Student Council and have representation on academic and administrative bodies and committees of the Institute. The Council consists of student representatives elected and selected by students. An ideal representative should be willing to move the extra mile and contribute in the success of institute. They should be true representatives of student community and should put forth the issues for the best interest of institute and student community in general. Students are the main driving force for success and growth of any institute. SEC plays a very important role in achieving this goal and making institute more vibrant, happening and takes it to new heights of success. Representatives of student body are pillars of SEC. They are a link/bond and interface between the management, staff and students. They bridge up the gaps for better

understanding and coordination. The Chief Officers will be chosen from amongst the Final Year Students. Following would be categories in which student representatives will head the SEC and fulfill their responsibilities towards the Council, Management & Students.

The SEC is formed through a rigorous process of election and selection. The students heading the council team will be on probation. Also each council committee will be mentored by a faculty and staff for continuous support and guidelines. Further to the selection of the Student
Council, the members will be selected to the individual committees from a mix of seniors and juniors.

The Institute has 21 student committees encompassing curricular, co-curricular and extra curricular activities. All activities are carried out by these committees and are fully student driven.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 7.8

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
8	4	3	13	11

File Description	Document
Number of sports and cultural events / competitions organised per year	[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 other support services.

Response:

The Alumni association of Jaipuria Institute of Management Noida was registered Under the Name of "Jaipuria Institute of Management Alumni Association (JIMNAA)" on December 12, 2017. A meeting of Association post holders was called in Jan'18 for handing over the documents and discussion of the way forward . Since then, the JIMNAA member's meets quarterly to ideate, deliberate and initiate new areas of development towards Alumni Relations of Jaipuria Institute of Management Noida.The JIMNAA members have taken many initiatives like announcing Student Excellence Awards, Best Summer Internship Awards. Overall Jaipuria Institute of Management Noida is focused on maintaining a sustainable relationship with its Alma matter and a dedicated annual budget is approved for Alumni Relations Committee.

The Jaipuria Institute of Management Alumni Association organizes the Annual Alumni meets various talk shows with Alma matter other chapter meets in India and abroad , and facilitates the networking of the Alumni via the online portal and social media platforms. The Alumni are regularly invited to campus for contributing as Jury Panelists in special events like annual management and cultural fest, conclaves, conferences and many more on campus. The Alma matter are also involved for their assistance in Placement activities for trainings and opportunity sharing regarding Summer Placements and Live Projects; imparting trainings for Pre-Placement preparations, various academic activities like Guest sessions in courses and other special sessions for students based on the expertise of alma matter. The alumni of Jaipuria Institute of Management Noida are also actively involved in Curriculum Development Process. The Alma matter also contributes in the admission process as well.

The Alumni database is maintained as per the batches and constant effort has been put to make sure the recency of the database. To improve its network with the Alumni a dedicated alumni dashboard was created which is helping us to keep in touch with the current Alumni in our database and to get in touch with other Alumni who are on the social network but not in our database.

ARC conducts regular chapter meets to connect with its alumni and alma matter. Our database helps us to keep track of Alumni - location wise which is very useful for opening new alumni chapters in India and abroad, wherever there is a large concentration of alumni. It also helps us to improve our communication links with and network reach of the Alumni. Jaipuria Noida is currently in touch with around 2500 alumni even though total of around 3500+ students have passed from Jaipuria Noida.

The ARC at Jaipuria Institute of Management Noida also publishes Annual Newsletter, the newsletter features Alumni achievements, update on development at JIMN and articles on new development in Business, Management Sciences and Corporate practices. ARC at Jaipuria Institute of Management Noida also announces Annual Alumni Achievers award to facilitate Alumni for their career achievement .The alumni are also contacted to be a part of Academic Council.

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

Response: E. <2 Lakhs

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:

The Governing Body of our Institute is composed of eminent personalities from academia, industry and different national and international organizations of repute. They are personalities with rich experience who are accomplished thought leaders and well respected in their field for their path-breaking contributions. The Governing Body includes the Board of Governors, Academic Council, Director, leadership team, they are the torch bearers of our institutional growth. These corporate captains and eminent academicians are people who have done exceedingly well in their respective domains. They bring in their collective pool of knowledge and insight into the future of higher education in India and enable to formulate new policies or modifications of old policies in connection with the Academic endeavours of the Institute. Governing body designs and executes Short-term, Long-term plans integrating departmental plans, findings of SWOT analysis and other recommendations from the stake holders.

Jaipuria Institute of Management, Noida resolutely reinforces the foundations of its philosophy, that true education is an absolute act of awakening the latent mind, developing it forward with new insights and preparing them for a brighter future. Our guiding philosophy is to teach students the development of their own creative minds and to lead with the voice of their own heart. They review the institute's performance and shape in our academic policies and procedures in light of future requirements of employability skills and attitudes through periodic meetings. Besides taking an account of various endeavours, it provides roadmaps and guidance on various key heads such as; New academic initiatives, Extra-curricular and co-curricular activities, research and publications, Industry and international exposure (international relations; MDPs; industrial visits), Entrepreneurship, Corporate social responsibility, Conferences/Conclaves conducted, Library & digital integration initiatives, Placements and Admissions.

Vision
To be an educational institution of choice for all stakeholders, which promotes human well-being through continuous learning.

Mission
To provide learner-centric education that focuses on developing learners as competent, ethical and socially conscious management professionals through continuous improvement in the quality of teaching-learning process and research.

Meetings of the Board are held 4 times a year. Governing body deliberates during meetings and also receives suggestions/inputs from members of the Board of Governors on various developmental issues. Broad proposals are discussed with Director to take them forward as formal proposals for approval of the Chairperson/Board of Governors in due course.

Our vision and mission statements offer clarity of purpose and act as a guiding light for all our well-structured institutional endeavors like Teaching and Learning mechanisms, scheduling MDPs, Guest sessions, conducting regular Training and Placements sessions and processes like International

Collaborations, Research, Conferences and Consultancy, CSR, Alumni Connect, FDP's and more.The policy and planning are carried out in consultation with stake holders. Top management with the help of the department wise committees formulates quality policy and integrates the same in the strategic plan.All the systems work together as a team aiming to be champions of organizational change.

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

Response:

The Institute follows the policy of decentralization. The Governing Body delegates all the academic and non-academic decisions based on policy to the Institute Committee headed by the Director. The Director dessiminates the task to various Committees to formulate an effective working procedures and entrusts the implementation through Committee Chairs. The Head of the Committee / department coordinator manages the day to day activities of the department and keeps a track of activities.The Director of the campus has the authority to sanction various expernses pertaining to delegated tasks / Committees to fulfill the goals laid down by the Management. They regularly meet and take necessary steps to formulate and implement strategic plans of the institution

At every meeting, a presentation is made to the management team on progress on all issues of Infrastructure development, curriculum, welfare and administration by the Director assisted by senior faculty functionaries of various major activities like Centre Chairpersons, Dept. Heads, Area Heads-Admissions, Placements & International Affairs. The members provide their valuable multiple insights on each issue for infrastructure requirement, balanced growth of the institute, development of faculty & staff as well as the welfare of students.

Besides, they also facilitate the feedback from the students' community of their experiences at the campus through the online mechanism in Moodle. The institute has benefited immensely from the contribution of its Board of Governors, Academic Council and Faculty Council and they remain an ever-active source of guidance and inspiration to us. They take every possible opportunity to meet faculty members, students, parents, alumni and some industry experts for rounded feedback on various issues. The feedback is discussed with the Director and other senior functionaries and rectification measures if required are promptly taken.

The co-curricular and extra-curricular activities like sports, arts, library etc. have operational autonomy under the guidance of the various committees/clubs/associations and students are involved from various departments in the decision-taking process.

File Description	Document
Link for strategic plan and deployment documents on the website	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Institute is committed to become a student centric B-school. We focus on enhancing the academic, campus and living experiences of students. The Institute collects feedback from students in different ways, as such as course feedback, focus group feedback and survey feedback. Corrective actions and action plans are initiated to fill gaps and to meet students' expectations.

There are various committees constituted for taking up a collective leadership philosophy forward wherein faculty and staff members are nominated to shoulder the assigned responsibilities of designing and overseeing academic and academic-administration activities.Our mission translates into the stated goals which in turn reflect into our academic programmes, research and extension activities of the institution. There is a high level of integration of strategy implementation and periodic assessment of the activities and processes. The assessment is done through a multi-layered system at multiple points.

The feedback from multiple stakeholders forms the foundation of the review process. The course is then presented in presence of the entire Area and the guests from corporate & academia. During the course delivery, we invite corporate experts for guest sessions as well as during orientation, Individual Development Programmes and related academic activities. Our key stakeholders are the board, faculty and staff, students, parents, researchers, regulators, business and industry and the society at large. The strategic objectives form the milestones which higher education institutes pursue relentlessly to achieve.We are committed to nurturing student-centric, collegial, innovative and entrepreneurial culture. We promote our stated value system and share integrity and transparency in our processes. This is operationalised through sustaining a very responsive academic and administrative system that promotes human values and professional ethics among students.

Development Plan is a quality initiative which concentrates on the development of the departments/Committees in terms of infrastructure, faculty strength, faculty achievement, students' development and student achievement. The plan is finalized by the Deans, Area Chairs, Programme Directors in consultation with the Director. This plan is then discussed in the Directors meeting with the Management, followed by approval from the management.

File Description	Document
Link for Strategic Plan and deployment documents on the website	[View Document](#)

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

Response:

The institute follows a democratic and participatory approach of governance for achieving its goals. All

stakeholders participate actively in the administration of institute. The college has a wellstructured administrative and academic setup to consistently improve the quality and standard of education transmitted and to achieve excellence.

All the academic and administrative processes at the input stage and output stage is orientated to demonstrate the core values of leadership, integrity, empowerment, decision-making skills, effective communication and diversity.Broadly, the external decision-makers constitute the regulatory body i.e. AICTE under the Ministry of HRD. The Director is a member of the Board of Governors. That takes directions from and reports to the Board. There is a high level of coherence as the institute promotes delegation of authority and flat structure.

This inculcates a responsive organizational system to serve the stated mission of the institution.The various process owners of the academic and administrative systems are committed to uphold the basic tenet of transforming students into ethical professionals with a global mindset and entrepreneurial spirit.Putting collective leadership view to practice, the institute has entrusted the responsibility of monitoring and reviewing the academic activities with the Academic Programme Committee comprising of Dean, Area Chairs and Programme Directors. The review meeting is chaired by the Director of the institute and all the decisions related to the regular functioning of the programmes are taken here. The review meeting is held monthly or on any day in case required so.Time bound audit also takes place for administrative activities, as well as library, IT labs, Mess, Hostels, Security, House Keeping and general amenities.

The institution has its own service rules, policies and procedures for effective functioning of the institution. 33 different Committees are formed in a year to take care of each defined tasks and oversee the accomplishment of Goals of the Institute.

File Description	Document
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Institutional data in prescribed format	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The institute recognizes the stated principle of continuous improvement in all spheres of our activities. We focus on recruitment of talented and competent human resource and aspire to retain them for a long period of time. They are groomed and trained to keep pace with the current management developments. This would be enabled through Faculty Development Programmes and implementing practices that are nationally and globally accepted. Faculty are regularly sent to FDPs, Teachers training programme conducted by premier tier Institutes such as ISB, IIMs. Staff are sent to SDP, Library related seminars and conferences, new software related training provide to Compputer lab staff.

Few other initiatives are :

- Paying a salary package in commensurate to the candidates' talent and potential and best package in the academic industry.
- Providing them resources and facilities for their learning and rich experience.
- Incentive scheme to encourage research and consultancy culture.
- Support and encouragement from the management.
- Paid leaves and holidays
- Work from Home facility

- Medical Insurance Policy for all members.
- Free medical checkup on half yearly basis.
- Contribution to Provident Fund is mandatory for all.
- Financial support as Advance against salary to employees whenever there is a requirement.
- The employees are encouraged and nominated to development programme from time to time.
- Our Library is equipped with latest and updated collection of books which enable faculty & staff to get themselves upgraded on a regular basis.

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: 65.24

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**

2020-21	2019-20	2018-19	2017-18	2016-17
34	30	25	24	21

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 6.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	7	6	7

File Description	Document
Institutional data in prescribed format	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 76.75

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
33	42	25	34	23

File Description	Document
Institutional data in prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

A Jaipuria, the Accounts and Finance head has the overall control of financial system of the institute and reports to Director and members of management having expertise in financial & legal Matters. We have budgeting system for income and expenses in the Institute. We make annual budget and monthly budget financial year wise on the basis of inputs provided by each department ie. Admissions, Placements, Campus Administration, MDP Cell, Academic Administration, Library, IT, HR, International etc. After getting these inputs, a consolidated budget is prepared and presented to the Management for the approval. All suggestions given by the management is incorporated and thus final budget is sent for approval. After getting the approved budget from the Management, we prepare monthly quarterly accounts and compare the all located budget with the actual and thus inform to the management with the variance sheet.

We have financial Auditing system conducted by external agency as well as by the management from time to time. It is done periodically and depend us upon the volumes of the work by the auditors. Sometimes specific task is given by the Management to the Auditors and then direct report is given to them by the auditors. It will be pertinent here to mention that our Finance and Accounts department is headed by Chartered Accountants.

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response:

The Institute every year prepares budgets for various departments, committees, clubs, the activity heads are entrusted the task to furnish their financial requirements as a tentative operating budget for the succeeding financial year.The budget is allocated to meet various expenses of the Institute.The institute mobilizes its financial resources through multiple sources and would like to increase its basket.The Institute generates revenue through the annual fee of the students.It also sources its revenues by conducting MDPs both In-house and Open.Payment from participants from other Institute and organisation in attending FDP/ workshops etc. also add to the financial pool.The Institute also leases out its vacant rooms and labs to organizations/institutions for conducting online examinations for the candidates and or training sessions for

its employees/ students by external organizations.

Utilization of the allocated funds in accordance with the budget is administered and examined very carefully by the relevant authorities. It is the utmost responsibility of various tasks and committees heads to ensure that the expenses incurred are in sync with the allocated and planned budget even though there are scopes of minor adjustment over different programmes and events under a committee. Utilization of last year allocated budget against the actual expenses is reconciled and after evaluating the key points that lead to over or under-utilization of budget.

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

Response:

The academic audit aims to establish a rigorous and broad-based review of the academic associated with teaching-learning process. The institute follow a faculty-driven model of ongoing self-reflection, collaboration, teamwork. The strategy aims manage the internal quality audit process as open, ongoing and also underpins all the process documents. The institute places a high degree of importance at the Internal Quality audit process since quality of learner assessment is dependent upon it.

Process flow of IQAC-Academic Audit

The IQAC Academic Review Report is to be filled by each faculty teaching a specific course, at the end of each trimester. All courses are taken into account. The process is done electronically. The academic audit forms are available in the Moodle dashboard of the course instructor

IQAC Academic Review Report has been divided into three parts which are as follows;

Part One: Comprises of Sections A, B, C and D.

Section A: Quantitative Compliance with Course Outline

Section B: Planned/Actual Assessment of CLO Attainment; Deviations from CLO (if any)

Section C: Alignment of assessment task with CLO

Section D: Any innovation in Course Delivery and/or Evaluation (with evidence)

This portion is to be filled and signed by the concerned faculty. Furthermore, it is to be submitted to the IQAC Department within the given deadline at the end of every trimester.

Part Two: Area Level Review with all Area Members. Under this, the concerned Area members meet and evaluate the course on the basis rubrics given in part two. The rubrics takes into account the four criteria: a) Compliance, b) Innovation, c) Quality of Continuous Component and d) Quality of Central Component.

Based on the rubrics, the course is evaluated and graded accordingly by the Area. The rubrics for evaluation criteria are as follows

Part Three: IQAC Committee Review- Comprises of the Director, Dean Academics, IQAC Chair. During this, the IQAC Committee meets to discuss the IQAC Report of all courses. On the basis of the Area rating, the Committee gives specific comments pertaining to the course and thereafter, gives its final rating.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The internal Quality audit Committee confirms that the assessment criteria are being adhered to for all the courses in curriculum at the campus as per the criterion points mentioned above.

Internal peer audit team holds regular meetings (usually trimester end), for record review of the audit process with assessor team (Area Chairs and area members), thrice in an academic year. After the rigorous verification of the documents, the report of the observations of the peer team members is prepared by the IQAC Coordinator or designate and presented to the Chair. The meeting is conducted to brief the outcome of the review process with the Assessor team by the Chair or designate.

Quality Assessor for Academic Audit (Area Chairs and area members): The role of the team is objective assessment of the range of evidences that an instructor produces to exemplify their competence to meet the assessment criteria. To strengthen this objectivity, cross-verification a few samples of assessed material by the office of Area Chair are being done. Assess evaluation components and agreed evidences that establishes transparency among assessor. Actions are taken for validating and verifying midterm & end term examination paper, quizzes, assignments, project and other assessment components for mapping Course level outcomes with assessment components, followed by identification of achievements and gaps in teaching and assessment. This is followed by assigning audit ratings to courses taught in particular trimester.

Actions

Based on review, recommendations are made which further discussed at area level are for identifying specific actions to fill the gaps identified. The gaps identified in nine courses in academic year 2018-19 on basis on benchmark of 2 rating, whereas in academic year 2019-20, 2 courses were identified, were with

non-compliance. 2020-21

The courses where audit team identified gaps in academic year 2018-19, were majorly with respect to no or less than 2 guest talks from industry experts. Also, in few courses' quizzes conducted as a part of internal component were less than planned. Another gap was in the quality of assignments and documentation of sample for cross verification were missing.

The major contribution in Academic year 2020-21 is three level IQAC process via Moodle dashboard. The flowchart of the process is described earlier. The first level is academic audit form filled by course faculty. Some new features were added in the form like student attainment level as per the assessment component and the assessment component were also classified as per the Bloom's taxonomy. This helped in better understanding of the difficulty level of assessment and measure the student outcome. The statistics (Average, Maximum, Minimum) of all the assessment component results were mentioned in the audit form to show attainment level of the students.

Another significant change was in level 2 audit form where the audit team now comprises of the all the area members led by area chair. All the course faculty presents their audit form via zoom meeting, and the rating were finalized in mutual consent with all the area members. The process also helped the area members to learn the best practice in the form of pedagogy, assessment tools, innovation used in teaching and assessment. The attached document like question paper, assignment and projects were also verified on the sampling basis in the meeting. All the meeting were recorded and duly documented.

It was also decided that the minimum no of guest sessions in any course should be 2 and preferably from the industry. The guest instructor should be made well aware with the level of students (domain knowledge) and their expectations from the sessions as some gaps were identified in last academic year between the student experience and guest instructor delivery. It was also decided that immediately after the guest session a feedback form will be filled by the students via Moodle dashboard to measure the effectiveness of the session and to know the gap area if any.

Another major action was automation of self-assessment audit form, area review and rating form for course instructors in Moodle platform. This was done to ensure transparency, and mandate for sample assignments, projects & other class activities. In absence of online upload of sample documentation, quality audit report can't be uploaded. The audit by peer/area team has also been taken to online platform. The courses where audit identified gaps were taken in area review meetings and in curriculum review for the validation of the content of the course. This also led to a course been dropped in next in annual curriculum review as, the content of the course and objective were not aligned and relevant.

In academic year 2019-20, the benchmark was decided in programme committee. To ensure quality actions for this ongoing academic year, mandate taken on the attainment level of the assessment component, experiential assignments and industry experts for guest talk should be new and not repetition along with mandate with more senior level executives and to ensure originality and inhibit copying tendencies among students, mandatory Turnitin based Moodle assignment as part of internal component was introduced.

6.5.3 Quality assurance initiatives of the institution include:

    1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed

    and used for improvements
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

We at Jaipuria, Noida are firm believers of the fact that gender equity should be a part not only of the curriculum but also in practice. The word 'Equity' stands for the 'quality of being fair and impartial' and when it comes to an organization it is the responsibility of the Management, faculty, staff and students not only to endorse verbally the gender equity but also to demonstrate the same through actions.

We ensure that the students, faculty and staff of both genders and otherwise too get all the opportunities equally. At the time of the admission, the freshers got an opportunity to interact with the experts during their orientation program where the students were sensitized about the issues such as; disparity in pay, eve-teasing, name-calling and fighting the stereotypes by opening themselves up to the changes are something all of us need to pace up with. The discussion that took place has brought forth a lot of ideas on LGBTQ and Queer communities while dealing with the conventional gender roles. Every student went through POSH awareness training both at the time of entry as well as exiting the Institute. Expert talks were delivered for the final year students by Adv Nishant and Adv Bhavna Tripathi on POSH.

The institute has a policy of appreciating faculty without gender bias. Women faculty are nominated, based on their ability, as heads of the departments and conveners of various committees and discharging their duties efficiently. International Womens' day is celebrated every year to acknowledge their contribution towards the society and Institute.Most of the administrative roles and responsibilities are handled by women in the organisation starting right from Dean to various committee heads. Amongst the student committee headships, gender equity is kept in mind during the selection process.

So to alleviate this unreasonable distinction between gender we CSR committee strongly believes in empowering women not within our committee but outside as well. We strongly believe that if we understand the responsibility as the privileged ones to spread awareness amongst the underprivileged girls and women of the society, we are doing justice to our rights to education.

We have conducted several drives in the various slum areas of Noida and Ghaziabad. The details of the drives conducted by us, which are specifically, designed keeping female upliftment in mind areas

Collaboration with Grace Care (A Care Centre for Girl Child)

Nukkad Natak

8 Teams participated from various colleges on the theme of Human Trafficking and Domestic Violence (7the September,2017 14th November,2017)

Sanitation and awareness camp

Volunteers first educated and spread the hygiene awareness to females

Informed and educated about the use of Sanitary napkin,In this event the volunteers went to the village in proximity to the campus

Cervical Cancer Awareness Session was organized in collaboration with CAPED- An Ngo working towards Cervical Cancer Eradication from society.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

  1. **Solar energy**
  2. **Biogas plant**
  3. **Wheeling to the Grid**
  4. **Sensor-based energy conservation**
  5. **Use of LED bulbs/ power efficient equipment**

Response: C. 2 of the above

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

  * **Solid waste management**
  * **Liquid waste management**
  * **Biomedical waste management**
  * **E-waste management**
  * **Waste recycling system**
  * **Hazardous chemicals and radioactive waste management**

Response:

The Institute facilitates several techniques for the management of degradable and non-degradable waste. The primary focus is to reduce, reuse and recycle the waste. The management has decided to invest on things that are easily degradable such as avoid purchasing of Folders made up on 'Plastics', plastic materials are strictly banned from usage. We have declared our campus as Plastic free.

The Institute has Garbage recycling for composite fertilizer. Waste recycling involves the collection of waste materials and segregation of the waste material.Dustbins have been segregated to collect different waste like solid, semi liquid, etc. There are committees that deal with the minimization of waste. Every day the waste is collected in bins and disposed to a place where it can be converted into manure.Training programmes are conducted from time to time about the methodology of disposing the waste.It is also ensured that the recycling of all these components is done in minimum cost and labour. Suitable techniques are applied for disposing of solid waste.

Paperless campus initiative has been active since 2018, Campus uses clay glass (Kullad) instead of disposable plastic or thermocol
glasses. Cardboard folders are used for meetings etc.,

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: D.1 of the above

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: B. 3 of the above

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	<u>View Document</u>

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The institution believes in the equality of all cultures and traditions,students and employees at Jaipuria are from from various castes, religions, and regions, they study work together without discrimination.Several activities are organised and carried out by the Institution in order to create and promote an environment for ethical, cultural, and spiritual values. Commemorative days are held on campus with the initiative and support of different committees constituted to foster emotional and religious feelings among students, staff and faculty, not only for recreation and amusement but also to foster a sense of oneness and social harmony.Motivational lectures by eminent professionals in the field are planned for overall development.

The Institute is orientated to demonstrate the cherished core values of leadership, integrity, empowerment, decision making skills, effective communication and diversity. The employees and students come from different cultural and regional background, however the Institute strives to develop an inclusive environment and make their stay comfortable and satisfying. The Institute and its faculty and staff celebrate cultural and regional festivals such as Holi, Christmas, New Year's Day, Fresher Party, Teacher's Day, orientation and farewell programme, Induction programme, rally, oath, plantation, Youth day, Women's day, Yoga day, and Diwali. Certain religious rituals are carried out such as Panchami etc.

Last year the Student Affairs committee organised lectures and activities under different domains such as Food Festival Cuisines of India, 'For the Youth to Perform different Activities'etc.

Besides academic and cultural activities, we strongly promote extracurricular activities and enhancing infrastructures for a variety of sports activities for the physical development of the students. The institute create an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

We are one of the partner Institute of Ek Bharat Shreshtha Bharath (EBSB) endorsed by AICTE in conduting activities pertaining to various cultural and regional integration.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The Institute sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens through various platforms. To equip students with the knowledge, skill, and values that are necessary for sustaining one's balance by providing an effective, supportive, safe, accessible, and affordable learning environment. The informational sessions like

sessions by experts, panel discussions, motivational sessions, and remedial classes for essential subjects and learning by doing by using cases in class along with various team building and fun activities like ice-breaking session, yoga, art of living, theatre workshop, CSR activities, movie screening, dramatics, MRC activities, sports, Leadership programme, talent hunt and Spic-Macay events.

The Institute establishes policies that reflect core values. Code of conduct is prepared for students and staff , the student are provided with Student Handbook which forms their guidebook. The curriculum is framed with mandatory courses like Professional ethics and human values. Vigilance Awareness Week is observed, 'Integrity - A way of Life 'To spread awareness regarding sanitation, living standards of life, and knowing one's personality.Guest lectures and workshops are arranged by eminent personalities to deliver lectures on ethics, values, duties, and responsibilities and on saving the environment.

We are one of the partner Institute of Ek Bharat Shreshtha Bharath (EBSB) endorsed by AICTE in conduting activities pertaining to various cultural and regional integration.

From time to time the AICTE directives like Fit India Moement, Ek Bharat Shreshtha Bharath (EBSB), Yoga day are adhered to both in letter and spirit. Important national days like Republic Day, Independence Day celebrated with full fervor in the Institute to instill the rich cultural heritage of this country along with an appreciation for the Constitution of India.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The Institute celebrates and organsises various events in addition to the two important national events such as Repulic Day and Independence Day, a number of other national and international days are observed in our institution so that students can learn about the great personalities in our political, social, cultural, and

scientific history. The club and committees also plan their events specific to their theme and interest. Music, drama, poetry and appreciation of the rich Indian cultural heritage through a series of programmes are organized. The International Women's Day is celebrated by honouring women employees who have made significant contributions to the Institute. Under the auspices of the Student Affairs Committee,on June 21st, the college observes International Yoga Day. The day's goal is to raise awareness of the numerous benefits of yoga practise. It is celebrated to raise awareness about the importance of yoga and its effects on people's health. Teachers Day is also observed on September 5th each year to commemorate Dr. Sarvepalli Radhakrishnan's birth anniversary. This day is observed in order to promote the values and principles of a true teacher.Students are encouraged to participate in co-curricular and extra-curricular activities.

The Institute and its faculty and staff celebrate cultural and regional festivals such as Holi, Christmas, New Year's Day, Fresher Party, orientation and farewell programme, Induction programme, rally, oath, plantation, Youth day, Women's day, Yoga day, and Diwali. Certain religious rituals are carried out such as Panchami etc.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)

7.2 Best Practices

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

Response:

1. Title of the Practice: MENTORING AND IDP PROCESS FOR STUDENT

Mentoring is a critical student development intervention aimed to minimize dropouts, improve performance particularly employability skills and reduce stress of the students through personal counselling. In our institution, mentoring system has been introduced for establishing a better and effective relationship between student and teacher and also continuously monitor, council and guide students in educational and personal matter. All teachers work as mentors for students allotted to them. The Mentoring Committee/office shall comprise Faculty in Charge of Mentoring at the individual campus level along with 1-2 faculty members as committee members nominated by the Director of the campus.

Group Structure & Formation

Mentee Groups- Mentee group size to be campus specific based on the following formula: Group Size = Total no. of first year students in all the programs/ Total no. of faculty.

Group Formation: Groups should be formed before the commencement of orientation cum induction program. There should be formation of heterogeneous groups which mimic workplace teams. Group formation process shall be led by the Mentoring Committee in consultation with the admission cell which has necessary student MIS.

Group formation shall be driven by the motive to create balanced groups diverse enough to promote meaningful group discussions and teaching and testing students for team skills, gender sensitivity, cultural sensitivity etc. Group formation should be based on diversity in CAT/MAT sub scores on relevant skills like analytical skills, communication, aptitude, logical reasoning etc., apart from other pertinent criteria like academic performance, graduation stream, location etc.

(Note: For AY 2019-20, mentee groups at the campuses have already been formed for the purpose of providing BOP and other guidance to the onboard students. Mentoring Committee can do a quick review to ensure group diversity and carry out some changes if needed before the commencement of orientation cum induction program.)

Process

Mentoring Program: Mentoring program should be divided into two phases:

Phase 1: This phase begins the post admission process and to extends up to the end of Term-II. In this phase, one mentor shall be assigned for each group. Mentor shall conduct mentoring sessions for the group throughout the phase-1. The mentoring sessions should be designed based on GROW MODEL (Goal-Reality-Options-Will Do). Each session shall be mapped with some PLO. Sessions should be semi structured and should involve group interactions/activities. Each session to be preplanned for its theme, activity, location and evaluation, if any. The mentoring sessions to be formally scheduled once in two weeks. However, mentor and mentees can have additional meetings based on requirement and mutual convenience and consent. The design of the mentoring sessions and its smooth conduction to be the prime responsibility of the mentoring office. The attendance and session outcome to be recorded and maintained by the mentoring office.

It is suggested that the themes for mentoring sessions should be prepared by the mentoring committee at the campus level. **These sessions should be activity based and should be themed to inculcate and promote independent learning skills, team skills, knowledge of current affairs, creative thinking and leadership skills amongst the mentees.** The entire mentoring plan along with the session themes should be designed, discussed and approved by the Faculty Council (FC) before the start of term-I. The session deliverables should be mapped with PLO/s too. *It is to be noted that while the session theme/s are predefined based on discussions and consensus in the FC meeting, the mentors are free to design their own way of conducting the mentoring sessions.*

Formal feedback from the mentees shall be sought at the end of term-I and term-II. The average of the feedback to be used for rating faculty on mentoring in the performance appraisal.

Phase 2: To begin from term-III onwards and to extend up to the SIP evaluation. The erstwhile mentee group to be dissolved. Students with minimum 75% cumulative attendance in the mentoring sessions till term-II should get to choose their mentors. Each student can be asked to give two preferred choices for mentors.

70% of the group size will be assigned to a mentor from the student choices received and on first-come-first-serve basis. The remaining 30% of the mentees in the group can be from the lot who either had no choice or who could not be accommodated for their given choice of mentor.

The sessions in phase 2 should be designed around the OSCAR Model (Outcome-Situation-Choice-Action

Review). These sessions will be designed on need basis and should involve one-on-one interaction between the mentor and the mentee. The mentoring meetings will be on demand of the mentees. Mentoring office will be the interface to fix up such meeting between the mentor and the mentee. The agenda and outcome will be sent for record to the mentoring office by the mentor. Immediate mentee feedback should be sought and recorded by the mentoring office.

There can be co-mentoring in this phase. If a mentee feels the need to consult a faculty other than his/her mentor, the same is to be facilitated and recorded by the mentoring office in a manner similar to the meetings between the mentor and the mentees.

Alignment with Program Outcomes: The feedback scores from phase1 and phase 2 to be compiled on a 3-point scale. The same can be used for calculating the attainment of program outcomes using indirect mechanism.

Each session in phase 1 can be mapped with some PLO. The evaluation score (given by mentors and recorded by mentoring office) can be used to calculate the PLO attainment score. The mappings in advance should be done by the mentoring office in consultation with the faculty group.

Individual Development Program (IDP): It is suggested that the first IDP process should be conducted towards the end of Term-II since that is the time students are asked to decide their specialization area. The second IDP process is suggested to be conducted at the end of Term-IV when the SIP is complete and the placement process is expected to be gaining momentum.

Grievance Redressal: Each campus shall have a grievance redressal mechanism in place for registering any grievance of the mentee/mentor and for timely resolution of the same. It is suggested that the grievance should be first reported to the Mentoring Committee which will look into the matter and decide within a week. In case the decision of the committee is not acceptable to the complainant, he/she can take up the issue with the Director of the Institute. The decision of the Director shall be final and binding on all the parties concerned.

Mentors Training: It is proposed that a mentoring workshop should be held to impart faculty, some basic skills needed for mentoring students. The workshop should be held before the mentoring sessions are formally scheduled by the mentoring office (start of the academic year).

Relationship between a mentor and mentee-protégé is akin to a bond based on purity of intentions, mutual trust, respect, transparency and common good.

Study Group

- A group known as Study Group (SG) comprising of five to six students is formed at the beginning of a programme. This group is permanent (members will remain the same) across different subjects and activities in the program's first year.
- A mentoring slot is set in the timetable where in the Study Group must meet its mentor for guidance on various academic and other issues
- The student attends GD sessions, aptitude test, and PI sessions and Industry visits, as planned by the Institute
- Mentoring for first-year students would be from July to June of an academic year. Hence, by the end of the mentoring period, each mentee is expected to design and submit a personal career graph.

- Each mentee and the Study Group will have the responsibility to attend the mentoring sessions and be responsible for designing their career paths under the guidance of their mentor

Module I Session Plan		
1	General awareness assessment- through news discussion/ quiz/ any other. Evaluate on a scale of 10	
2	Oral language assessment- Extempore/ debate/any other Evaluate on a scale of 10	
3	Informal session (fun activity/ outing- can be planned in campus premise or vicinity) To be recorded as 'done'	
4	Group discussion (one group would discuss, other would observe, share feedback and vice-versa; to feedback) Evaluate on scale of 10	
5	Feedback to each mentee. To be recorded as 'done'	

	MODULE II Session Plan	
	1	Relevance of IDP, assistance in form filling, its preparedness
	2	IDP I
	3	Informal session (fun activity/ outing- in the closed group or may be with IPD feedback, planning ahead. To be recorded as 'done'
	4	Group discussion (one group would discuss and other would observe and Evaluate on scale of 10

	5	FAQ folder preparation- In the session, every mentee has to write answer be provided by mentor. To be recorded as 'done'	
	MODULE III Session Plan		
	1	Conducting Mock interviews as per the CV	
	2	Discussion on choice of electives and specialization (may invite colleague disciplinary session)	
	3	Discussion on SIP, guidance on choice of industry/company, some idea ab	
	4	Inviting a motivational speaker/ life coach/ yoga guru/ watching a short m	
	5	Overall feedback to each mentee for first year followed with an informal a To be recorded as 'done'	
5	Overall feedback to each mentee for first year followed with an informal activity. To be recorded as 'done'		

2. Title of the Practice: **Information Technology (IT) for Teaching-Learning Process**

Objectives of the Practice: Every student is groomed in a challenging environment every day. Students benefit from new and updated courses and the use of new Technology platforms for effective learning.

Process

All the students have an official Moodle account

Students can access all the course material and case assignments through Moodle. All the quizzes and assignments are done on Moodle.

Student are encouraged to discuss on contemporary topics using discussion forum via Moodle platform

Students are also encouraged to use software's like EXCEL Minor for business analytics, solver, analysis Toolpack & SPSS software for data analysis and research.

Impartus is a Lecture Capture Software that helps in better learning through videos. Students can watch classroom recordings anytime, anywhere on the campus, use tools for easy revision and ask question. A Business Analytics and Research Lab has been set up to develop skills in the areas of quantitative analytics and research. Both students and faculty utilise this resource for resesarch and learning.

Teaching learning and Assessment (Hybrid/Online)

In **2020/21** there were significant transformation in teaching learning as well as assessment methods due to Pandemic and restriction of physical classes. As the online/hybrid teaching was a new experience for the faculty, the institute organized **Faculty develop program and demo classes** to train the faculty. The objective of FDP and demo session is to *learn best practices* and *utilizing technology* in the best possible way. Faculty attended FDP and training for **online examinations and assessment. The institute IT team** was available round the clock to support faculty and students**.**

Outcomes

- In online exams, the Turnitin feature was made mandatory to make it fairer, it has discouraged copying from the internet resources.
- The team moderated all the Question papers to ensure bloom taxonomy, course learning outcomes, syllabus distribution etc.
- The committee also encouraged case and scenario-based questions to ensure critical thinking among students instead of conceptual and lower-level learning test
- Online lectures were as effective as physical classes as evident from the feedback of the courses
- Students and instructors were well acquainted with the online teaching and learning tools due to demo sessions and FDP.

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7.3 Institutional Distinctiveness

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

Response:

The institute is currently emphasizing in the area of entrepreneurship, incubation and innovation in line with the national priorities. In order to strengthen the focus area, Centre of Entrepreneurship and Family Business (CEFB) had taken a new initiative by launching an Incubation centre in the Campus. Progress has been made in advancing the Centre for Entrepreneurship and Incubation (CEI) at the campus.

The Centre has organized several events focused on developing entrepreneurial spirit among students. The Jaipuria innovation and Startup policy for students enables active engagement of students, faculty members and members of staff in innovation and entrepreneurship related activities. The initiatives of the centre are aligned with the National Innovation and Startup Policy initiated by AICTE under Ministry of Education, GoI that states Startups Enabling Institutional Infrastructure, practices for nurturing innovations and startups. It also elaborates Innovation pipeline and pathways for Entrepreneurs at Institute Level, Pedagogy and Learning Interventions for Entrepreneurship Development Collaboration. Few of the key iInitiatives of Innovation Cell were as follows.

The Institute was awarded 4 star certificate from AICTE for undertaking various activities prescribed by MoEd. from time to time.

CEFB & CEI has helped the students to gain insights about various topics related to ideation, entrepreneurship and innovation. The journey of entrepreneurial cell of Jaipuria Noida began by providing guest talks on the topics related to ideation and innovation. This helped the students to learn about the basics of entrepreneurship and developing the ideas.

There were various guest talks in the last five years from renowned personalities which helped students gain the basic insights. Guests like Mr. P.S Rathore and Mr. Anurag Batra were invited for the same. There were a few contests which were launched as a part of E-Weeks. Some of these contests were quiz, best out of waste, product advertisement, merchants of Jaipuria, dare to be an entrepreneur, Pitch your partner and many more.

These competitions basically focused on gaining key skills required to become an entrepreneur. The students gained the skills like problem solving, advertising, business plan preparation, pitching of their ideas, innovation and ideation. These are some of the skills which help the students to think innovatively and become an entrepreneur. Moreover, the **PM YUVA Yojana- Student Awareness Program helped the students to gain the awareness about various schemes that our government provides to help young entrepreneurs**.

Moving ahead, CEFB organized mentoring sessions with an industry mentor who could guide the students about the missing pieces of their entrepreneurial puzzles. The mentor helped the students to understand how they need to work on their ideas to make them market ready.

The students participated in different contests and presented their ideas on various forums of premier B-Schools such as IIT Delhi, Mumbai etc. It also helped them gaining new insight and experience to work on the ideas**. Anurag Pandey, Albin Thomas and Shubhi** were the students who gained from this exercise. They ultimately worked on the suggestions given by the guest to improve their ideas.

Poster making competitions were held with an intention to help students portray creativity and innovation and also make the students learn about advertisement of their products**. Ms. Avni Parmar, Mr. Samrat, Mr. Pulkit, and Ms. Tanisha Agarwal were the winners of this competition**. In the same year, CEFB organized a motivational session with Mr. Manit Rathore, co-funder of Awkinn hub. He motivated the

students to take up entrepreneurship as a career opportunity.

CEFB also gave an opportunity to selected students to work on their start-up ideas during the summer internship program. **Mr. Tarun Bhadoria worked on his start-up plan named "Neon Store"** and **Mr. Albin Thomas worked on his start-up named "Travel Easy".** The students were also paid a stipend of Rs. 10000 each during this duration. The students were given the mentorship of the faculty members to work on their ideas.

CEFB organized the BOP- Business orientation program from the very beginning of the year. The students presented their startup ideas and the best ideas were selected for mentoring sessions with the faculty members. Mr. Abhas Tripathi worked on the idea "Cab Fair" and Ms. Priya Dey worked on the idea "Plastic recycling" under the mentorship of Dr. Deepak Pandit.

CEI successfully organized "**orientation session with innovation ambassador**". This event mainly focused on the NISP policies and creating awareness about these policies by MHRD. This policy also addresses the IPR policy which mentions all the issues related to IP and Product Ownership Rights for Technologies Developed at Institute, Organizational Capacity and Start Up policy for promoting and nurturing innovation and entrepreneurship.This document states Startups Enabling Institutional Infrastructure, practices for nurturing innovations and startups. It also elaborates Innovation Pipeline and Pathways for Entrepreneurs at Institute Level, Pedagogy and Learning Interventions for Entrepreneurship Development Collaboration. Institute participation in co-creation, Business Relationships and Knowledge Exchange is also discussed at sufficient length, issue of Entrepreneurial Impact Assessment is also addressed in this policy along with the mention of annual felicitation to motivate the students to opt entrepreneurship as a carrier option

The NISP implemented at the Institute with the aim of faciltitating students in pursuing their entrepreneurship and Innovation goals. The Institute supports them in the following way:

- Jaipuria will create facilities within its institution campus for supporting pre-incubation and Incubation/ acceleration by mobilizing resources from internal and external sources.
- JIM, Noida may offer mentoring and other relevant services through Pre-incubation/Incubation units in-return for fees, equity sharing and (or) zero payment basis
- To identity potential entrepreneurs from the student community, alumni, faculty, and others in the region and to encourage them to set up start-up companies within the TBI located in JAIPURIA campus.
- Incubation and pre-incubation support facility.
- 2% to 9.5% stake in startup by institute's incubator.
- Creation of 'Innovation fund' by supporting innovative projects.
- To provide various forms of business planning and managerial advice, finance, and accounting. access to business networks, legal services, and other value addition to the business.
- To generate quality research in entrepreneurship that generates insights that can be used to develop entrepreneurs.

5. CONCLUSION

Additional Information :

Institute conducts of AICTE endorsed activity EBSB:We are one of the partner Institute of Ek Bharat Shreshtha Bharath (EBSB) endorsed by AICTE in conduting activities pertaining to various cultural and regional integration.

IIC & NISP implementation:The Institute was awarded 4 star certificate from AICTE for undertaking various activities prescribed by MoEd. from time to time.

Faculty Development Programme- outstation:Annually outstation FDPs are conducted to re-iterate the focus on teaching learning pedagogies and research.

Concluding Remarks :

The institute over the several years has strived for continuous improvement in all of its activities and contribute to the local, regional and national development. We have a transparent admission process that promotes merit. An active orientation program sensitizes all its students to the life at the campus including the beliefs and the values of the institute. An ever evolving curriculum based on the needs of industry and feedbacks from all stakeholders makes the program relevant and contemporary. Active initiatives are taken to enhance the industry-academia collaboration. Every effort is made in ensuring the best quality faculty teach the students. Faculty with qualifications from premier institutes form a part of the faculty team. The Institute invests in developing its faculty on different aspects of management education and research. The quality of research output of the faculty is improving over the years. The institute has an infrastructure that is safe and conducive to learning. ICT and library resources are best in line and continuously upgraded keeping in mind the needs of the students, faculty and staff. Active international collaboration helps in augmenting the teaching learning process through student and faculty exchanges. Jaipuria believes in a collective leadership and Governance Mechanism.