



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution		Jagan Institute of Management Studies
• Name of the Head of the institution	Dr. Pooja Jain	
• Designation	Director	
• Does the institution function from its own campus?	Yes	
• Phone no./Alternate phone no.	45184008	
• Mobile no	9810575404	
• Registered e-mail	director@jimsindia.org	
• Alternate e-mail	principal@jimsindia.org	
• Address	3, Institutional Area, Sector-5, Rohini	
• City/Town	Delhi	
• State/UT	Delhi	
• Pin Code	110085	
2.Institutional status		
• Affiliated /Constituent	Affiliated	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	Self-financing				
• Name of the Affiliating University	Guru Gobind Singh Indraprastha University				
• Name of the IQAC Coordinator	Dr. Vandana Raghava				
• Phone No.	45184000				
• Alternate phone No.	45184055				
• Mobile	9910205775				
• IQAC e-mail address	iqac@jimsindia.org				
• Alternate Email address	vandana.raghava@jimsindia.org				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.jimsindia.org/iqac/The-Annual-Quality-Assurance-Report-2022-23.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.jimsindia.org/Documents/Academic-Calendar-2024-Jan-May.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.11	2017	30/10/2017	29/10/2022
Cycle 2	A++	3.61	2024	03/01/2024	02/01/2029
6.Date of Establishment of IQAC			01/11/2017		
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
NA	NA	NA	NA	NA	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Focussing on research and publication of patents.		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		
Plan of Action	Achievements/Outcomes	
Research Enhancement	Increased number of faculty publications in reputed journals and international Conferences.	
13.Whether the AQAR was placed before statutory body?	No	
<ul style="list-style-type: none"> • Name of the statutory body 		
Name	Date of meeting(s)	
Nil	Nil	
14.Whether institutional data submitted to AISHE		

Year	Date of Submission
2022-2023	15/04/2024

15. Multidisciplinary / interdisciplinary

The institute has focused on the implementation of relevant provisions of NEP 2020, initiating changes in the Indian education sector by endorsing interdisciplinary education, research, innovation, and lifelong learning. However, some of the policies initiated under NEP, mainly concerning curriculum design and degree requirements, are within our conferring university's scope. Therefore, at the institutional level, the institute is working proactively on measures compatible with the objectives of NEP. This ensures that the objectives of NEP are put in place effectively by debating these at the highest decision-making levels of the institution, including the Governing Board and the Academic Advisory Council. Such policies will fit into the mission of an institution, therefore, ensuring long-term policy visions and views towards vision and development-a major responsibility of the Governing Board. It also defines academic strategies, curriculum development, research, and student development. These bodies will ensure that key goals of the NEP are enshrined in policy and activity of the institution, within the context provided by the affiliating university. The focus areas for the institute are interdisciplinary education, skill-based learning, and, above all, research and innovation. The Institute's Governing Board and Academic Advisory Council engage in pursuits of embedding interdisciplinary courses, project-based learning, and critical thinking into the curriculum. Building competence is also addressed by collaborating with industries, accreditation, and an enriched practical training to supplement formal academic exposure. It is perfectly aligned with the intentions of NEP in ensuring graduates fully rounded, flexible, and equipped for the new fast-changing workplace. The institute supports an inquiry and critical thinking environment, with the crux being research and innovation. Rich research culture comes through supportive workshops and seminars along with interactions with industrial experts. The institute will focus on developing research competencies and problem-solving abilities that should resonate with India's vision of achieving a very high position globally under NEP. Mainly, inclusivity and access to education are also central to the NEP 2020. This is one of the approaches that the institution employs to provide an enabling and diverse environment where students from all walks of life are able to succeed, hence including students with disabilities, financial aid, mental health services that ensure all-round development of the student. NEP 2020 implementation would thus

require careful planning and sustained effort with regular discussions to appropriately align the resources with academic goals. The Governing Board and Academic Advisory Council continue to engage in strategic reviews and phased implementations towards getting an NEP-aligned educational framework. The very approach reflects the institute's commitment to delivering quality education for student development and employability. With this end in view, the institute endeavors to augment the Indian educational and economic scenario as well as support the development of an empowered, skilled, and innovative generation envisioned by NEP 2020.

16.Academic bank of credits (ABC):

One of the key initiatives that the National Education Policy (NEP) 2020 has brought under its folds with regards to providing students with greater leeway in their experience of higher education is the Academic Bank of Credits (ABC). This, in turn, ensures a system that enables the initial students to accumulate, transfer, and redeem credits by utilizing different institutions with the target of becoming a student-centric learning procedure. The whole approach, under the ABC perspective, strives towards making learning accessible, flexible, and aligned to the requirements of the industry, aiding in making students engage in personalized educational experiences best suited according to their aspirations. The ABC system shall be present at our institute under the strong structural frame of an Internal Quality Assurance Cell (IQAC), as enabled by accreditation standards of the National Assessment and Accreditation Council of the nation. IQAC monitors assurance of quality of all academic processes and works in coordination with all departments for credit allocation, transfer, and redemption in consonance with institutional as well as NEP guidelines. This will help integrate ABC with ease to pave the way clearly for students under the credit system. The NAAC believes the flexibility offered by the ABC system as one of the salient features while grading an institution. Flexibility in offering wide-range learning opportunities and academic freedom that defines the spirit of ABC reflects the modern adaptable learning environment offered by the institute that supports lifelong learning and keeps an institution on a positive trajectory within the NAAC assessment. Further, ABC serves to widen inter disciplinary and collaborative learning opportunities that strengthen the institute's reputation. The integration of ABC allows the students to gain credits through various paths such as interdisciplinary courses, online courses, and courses and programs offered by other institutions within India or abroad. This system does allow students to make their experience

according to the career goals and personal interests. One may take time off or change programs without losing his/her progress as credits can be completed at any time, and this allows for student flexibility. The institute has, therefore been able to employ a well-rounded system that tracks the credits within the frame, thus enabling students to monitor their work. Faculty and academic coordinators also help make informed decisions regarding the courses to be taken such that they are relevant to their academic goals and subsequent aspirations in career. Integration of ABC is a big step forward to the quality of education at our institute, bringing this quality to new heights. It supports the kinds of learning trail - both academic and experiential, with an understanding of the different forms. The same student might want to do interdisciplinary studies, credit-bearing internships, or take online courses in and from partner institutions-a way to continue an academic journey. In short, the institution's whole academic framework becomes flexible and adaptable with this introduction of Academic Bank of Credits. The whole system, guided by IQAC and NAAC, helps the institution keep it in tune with national educational reforms while allowing the students to have a higher degree of autonomy in their learning process. So, with this approach, our institute takes the lead in modern higher education with personalization and student-centered opportunities.

17.Skill development:

The institute keenly wants to participate in the skill development initiatives designed by the Government of India, as it has well realized the need to create an employable, adaptable, and skilled workforce. Today, a leading requirement to bridge the gap between education and industry demands is in making this happen in a fast-changing economy. With a focus on skill development, we are ultimately preparing our students not just to succeed in their chosen field but also to meet the nation's needs regarding a workforce equipped with practical and in-demand abilities. Our institute is very actively working in line with the national programs and policies, such as Pradhan Mantri Kaushal Vikas Yojana, PMKVY, and the other vocational and skill-based schemes that the Ministry of Skill Development and Entrepreneurship leads with tremendous emphasis on the requirement of trying hands-on experience in these practical areas aligned with today's jobs. Our purpose lies in these objectives that we seek to achieve through courses, workshops, and certifications that help students acquire real skills in real-life contexts so they may perform well in professional settings. We ensure that our students are ready for the workforce's rigor by emphasizing industry-oriented training and liaising with

experts from all walks of life in order to design and deliver such programs. We have secured partnerships for companies and organizations, which enlighten our students on the kind of trends and best practices in such industries. It provides students with learning that isn't purely theoretical. It enables students to be placed for internships, apprenticeships, and even on-the-job training opportunities to equip them to start their careers well. Our instructors are challenged to nurture talent through project-based learning, problem-solving practice, and teamwork in their classes. Such an approach not only ensures technical competencies but also develops the most important soft skills-information exchange, adaptability, and leadership. We believe that a sound skill set is necessary for facing complexities in the modern workplace. Lifelong learning and reskilling is also a strong element of our skill development commitment at the institute. Because we know that jobs and markets never stand still, we continue to provide opportunities to learn anew so our students and graduates stay abreast of the latest technologies and shifting requirements in the workplace. We continue providing access to resources, short courses, and professional certifications to both current students and alumni for keeping them up to speed throughout their careers. Our approach to skill building is participatory and accessible. We aim at making high-quality skill development opportunities accessible to students cutting across various economic sections. Scholarships, financial aid, and mentorship programs allow students to pursue practical training and acquire skills. This is where we remained unwavering in our institute's commitment toward the skill development initiatives of the Government of India through our holistic approach toward education. The ultimate ways through which programs are aligned with national goals in furthering industry partnerships and enhanced technical as well as soft skills, we remain committed to their empowerment for successful and rewarding careers. We, in this process, will add to India's economic growth and innovation through the skilled workforce built.

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

Our institute includes the Indian Knowledge Systems into its syllabus and conceptual teaching that makes education comprehensive and rich in the cultural context in which India developed its intellectual and cultural heritage. The Indian Knowledge Systems encompass vast ranges of traditional wisdom, practices, philosophies, and sciences that have shaped Indian culture and intellectual heritage over thousands of years. The appropriate integration of IKS is very much indispensable so that learning would

promote an equilibrium approach by infusing time-honored wisdom together with modern knowledge, as visualized in the National Education Policy 2020. At our institute, the Internal Quality Assurance Cell assumes a central position so that appropriate meaningful integration of IKS could be ensured across disciplines. Thus, the IQAC would ensure that the academic standards are maintained and enhanced by virtue of the fact that IKS is incorporated not just as an appendix but also thoughtfully applied into the main body of study. In short, IKS adds value to the students' academic life while providing them with the wide outlook that appreciates modern science and its comparisons with traditional knowledge. The IQAC also liaisons with the faculty departments to ensure that there are courses and modules that reflect Indian philosophies, traditions, and sciences where appropriate. Such courses include subjects like Indian philosophy, classical literature, Ayurveda, Yoga, Vastu Shastra, and sustainability practices. In this way, the courses proposed have the intent of offering students a deeper understanding of how traditional knowledge systems can be applied to meet today's challenges such as environmental sustainability, mental health, and holistic development. NEP 2020 is encouraging institutions to help bridge the gap between traditional knowledge and modern education. In keeping with this, our institute sees to it that the integration of IKS is not a few isolated courses but is actually woven through all other programmes. We introduce students to more traditional disciplines in ways that connect them to contemporary issues—for example, the application of Ayurveda and sustainable lifestyles to questions of global health and environmental crises. This will provide students with practical tools and insights relevant to their future careers, whether in technology, healthcare, management, or social sciences. This also reflects upon the incorporation of cultural or national values in its curriculum. NAAC accredits an institution on the basis of its ability to host traditional knowledge and, therefore, promote cultural diversity. With IKS, our institute incorporates standards set up by NAAC but also solidifies its commitment towards a more holistic education that celebrates the intellectual and cultural heritage of India. It is such an alignment of our institute with the criteria of NAAC which marks that our institution is marked by all such qualities of orientation, inclusivity, and cultural relevance. It is not only the co-curricular activities, but even extracurricular activities form the main avenue through which our institute facilitates the learning and practice of IKS. We also organize workshops, seminars, and guest lectures from such fields like Indian classical arts, philosophy, and traditional sciences. These events make the students go beyond bookish knowledge to a practical learning experience about IKS. Cultural clubs and student

organizations also organize events on Indian arts, literature, and history, further fostering students amidst India's rich cultural sceneries. Conclusion: In our institute, it is one of the commitments- integrating Indian Knowledge Systems, thereby gaining a holistic and globally relevant education. The integration of IKS into curriculum, research, and other extracurricular activities and guided through the IQAC that matches up to NAAC standards ensures our institute provides students with proper understanding of modern and traditional knowledge. In that perspective, the student would be armed to contribute to society meaningfully with a rich understanding of India's cultural and intellectual heritage coupled with contemporary skills.

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

Outcome-Based Education (OBE) is one of the ways for reforming the modern education system. It means attainment of specific learning outcomes expected to be gained at the end of an academic program. For our institute, it is very significant as it accords quality education to the students, preparing them for real-life challenges. This is also very much in tune with the intent of IQAC and NAAC, as both bodies speak of quality and relevance in education. Taking in this OBE stance at our institute portrays commitment towards not just an academically challenging education but also a practical and industry-relevant one. In our institute, IQAC plays a vital role in embedding the OBE principle in the educational system. In short, it ensures quality in the academy and encourages continued improvement. To support the OBE principle, our IQAC collaborates with faculty to achieve clearly defined program and course outcomes responsive to business and industry needs and supportive of institutional goals. This encompasses the development of the Program Outcome (PO), Program Specific Outcome (PSO), and Course Outcome (CO), to which the students should possess at the end of the course. IQAC also provides continuous training to the members of the academic faculty about OBE and its explicit application in the teaching-learning process and the assessment procedure IQAC's activity is not only restricted to creating awareness and spreading about OBE but also monitors and checks up on the student's performance at specific times as per established POs/PSOs/COs. The use of the above tools like project-based learning, practical assignments, experiential activities, tests whether students meet the required competencies. Learning outcome reviews and refinements are continued based on the feedback of stakeholders, which include students, alumni, and representatives of industry. It would allow a review and renewal of the institute's programs, as well as improvement on some issues based on student performance and industrial standards in operations,

to provide a culture of accountability and improvement. NAAC emphasizes OBE in its assessment process as a quality assurance and accreditation body. This accreditation will mark a landmark in our institute's life since it depicts commitment toward proper education of high quality at the national level. The criteria of accreditation used by NAAC in terms of curriculum design, teaching-learning processes, and evaluation methods tend to be very close to the principles of OBE. In keeping with the directives of NAAC, our institute demonstrates how OBE is inculcated into our programmes, demonstrating how students attain stated learning outcomes and just how our curriculum supports these through applied learning and skill development. For example, through NAAC accreditation, our institute provides evidence in the form of outcome-based assessment that proves student success and employability and competency achievement data. This evidence proves that our commitment to OBE is not fictional since students are prepared with theoretical as well as practical knowledge so that they would be ready to join the job market. Moreover, our institution has been continuing using technology in assessing student progress, which becomes a relevant component of the NAAC mechanism for continued monitoring and quality improvement. Thus, with the implementation of OBE within our institution, it will not only consolidate the academic content but also be in line with IQAC and NAAC standards, which will focus on the measurable outcomes where all the existing skills, competencies, and knowledge imparted by the employers will be ensured to the graduates. In this way, the institution's reputation is improved, and the students are made more competitive as well as better at performing in order to achieve their career objectives. Through OBE, IQAC's monitoring and NAAC's quality benchmarks, our institute commits itself to becoming a progressive, outcome-oriented learning environment that will prepare students for success both in the modern workplace and in a contribution to society.

20.Distance education/online education:

As of now, our institute has not decided to offer distance and online education facilities within its academic framework. Even though the trend toward digital learning and online education has picked up pace rapidly worldwide over the past years, our institution is not considering this type of offering, and instead continues in its traditional face-to-face learning focusing much on encountering face-to-face interaction, hands-on learning experience, and direct faculty-to-student interaction. It is an institutional resource and infrastructure-based strategic decision pertaining to the nature of the programs we offer. Our institute has always emphasized high-quality, interactive, and hands-on education.

Courses are so constructed that they include not only theoretical content but also laboratory work, field experiences, internships, and group activities that avail of real-time interaction between students and faculty. With the kinds of academic disciplines we have—many of which are inherently hands-on in nature, including engineering, healthcare, and arts, to name a few—we feel that the students need education in the classroom. For such fields of study to be seriously taken up, one requires a very good deal of depth of learning, especially involving exposure to and direct interaction with hands-on practicalities, which can't be an oversight from within online or distance education programs at this stage. The institute also pays attention to providing a collaborative setting in learning: students are able to enjoy direct peer-to-peer contact and live discussions, as well as personalized mentorship. Face-to-face teaching enables spontaneous student-faculty interactions that, while enriching their learning experience, make students question and debate and ask for guidance. Such interaction further empowers the faculty to monitor the progress of their students and quickly give them feedback. We have not ventured out of the building to develop distance learning formats that might limit personal interactions at this level, given the current focus on these interactive and participatory learning methods. The decision not to include online education facilities at this time also considers our institute's existing infrastructure and resources. Although we definitely possess the technological infrastructure to at least have some form of digital learning in terms of access to online resources and even digital classrooms, we still do not have the extensive systems or tools required for smooth full-fledged online education. The system comprises a strong LMS, content delivery platforms, and training of faculty in the specific requirements for teaching online. Additional features in digital content and virtual labs will mean a high investment to make online learning experience almost similar to the in-person. Lastly, the present student enrollment and their demands have also been considered in forming this decision. Most of our institute's students believe that traditional classroom settings will help them utilize on-campus facilities, participate in extracurricular activities, and associate with peers. Most of our students give value to the campus life, which enables them not only to acquire scholastic inputs but also personal and social development through campus events, workshops, and student organizations. We are, however, not ruling out the integration of online learning at some point in the future. The rising need for accessible distance learning and the achievements made by online solutions in specific academic fields have made us continue to consider this alternative. We will ensure that the extent of opportunity for distance education is continuously evaluated in the

context of our strategic plans over the long term, hence any future undertaking should be relevant to the educational goals and our technological capabilities as well as to the needs of our students. In the meanwhile, though our institute has not presently made any planning for distance and online education facilities, we are not averse to such options. For now, we will concentrate on giving quality, student-centric, very interactive, physical education that meets the academic and professional needs of our students.

Extended Profile

1.Programme

1.1	209
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2.Student

2.1	1133
Number of students during the year	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2	153
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

2.3	341
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3.Academic	
3.1	60
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.2	60
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	16
Total number of Classrooms and Seminar halls	
4.2	402.68
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	227
Total number of computers on campus for academic purposes	
Part B	
CURRICULAR ASPECTS	
1.1 - Curricular Planning and Implementation	
1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process	
<p>The institute has a very systematic procedure for the delivery of curriculum. In the beginning of the session, a calendar for each department is drawn up by the heads of the department. The calendars are then taken up in faculty meetings for coordination among different classes and to avoid clashes in dates. After drawing up the calendar, the subject allocation for the stream is undertaken much before.</p> <p>The academic faculty is supposed to prepare teaching aids, which</p>	

include presentations, reading lists, case studies, and assignment, well in advance before the new session is to be started. They also align course outcomes with the set program goals and institute's vision. Delivery in the academic aspect is based on a smooth file review of faculty with response lines meant for improvement in teaching methods.

Continuous internal assessment is provided by strictly adhering to the academic calendar. In the autonomous vertical, assessments are made through internal assessment along with end-term exams. In the university-affiliated vertical, too, internal assessment is an integral part of assessment.

Various tools of continuous assessment are used which include tests, oral presentations, internships, and projects. These activities allow for the regular monitoring of students' progress and performance. The methods of evaluation are to be guided within the requirements, practices, and principles that both the university and autonomous institutions require for comprehensive and consistent academic evaluations.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link for Additional information	Nil

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

The institution fosters continuous internal review through the implementation of structured academic calendars. The autonomous vertical integrates internal assessments with term-end exams, while the university-affiliated vertical follows the specific guidelines set by the university for internal evaluations, thus contributing to fair and balanced evaluations from both systems of assessment.

University affiliate vertical uses the tools of mid-term assignments, quizzes, etc., as applicable according to the needs of the university. In the autonomous vertical, the evaluation tools are highly sophisticated and could include Internal Assessments, End-Term Assessments, Comprehensive Viva Voce, Summer Internship Projects, Final Projects, and Self-Directed Learning. These vast tools guarantee a comprehensive assessment of student progress and performance.

Both verticals focus on the assessments and have internal assessments as part of continuous observations to support and monitor students' development against respective guidelines set by the university and autonomous system. Thus, this structure promotes a balance and flow in the process of learning.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link for Additional information	Nil

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

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	No File Uploaded

1.2 - Academic Flexibility

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

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

4

File Description	Documents
Any additional information	No File Uploaded
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

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

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

54

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

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

975

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	No File Uploaded

1.3 - Curriculum Enrichment

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

The institute is deeply committed to fulfilling its societal responsibilities, emphasizing professional ethics, human values, gender equality, sustainability, and environmental health. These important issues are integrated into the students' educational experience through the curriculum, club activities, guest lectures, and various co-curricular and extracurricular initiatives.

In the autonomous vertical, self-directed learning is a key component of the course curriculum, with students earning credits for engaging in social work, particularly with underprivileged communities. This initiative encourages students to actively contribute to society while gaining practical experience.

In the university-affiliated vertical, the institute has established clubs such as the Gender Sensitization Club and the Patriotic Club, which promote awareness of gender equality and national pride through various activities and events.

Additionally, in the BBA program, students are required to study compulsory subjects such as "Business Environment" and "Values and Ethics in Business." These subjects aim to equip students with the understanding of ethical business practices and their role in fostering a socially responsible and sustainable future.

Through these diverse efforts, the institute ensures that students are not only academically proficient but also socially aware and responsible, contributing positively to society.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	No File Uploaded

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

3

File Description	Documents
Any additional information	No File Uploaded
Programme / Curriculum/ Syllabus of the courses	No File Uploaded
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Institutional Data in Prescribed Format	View File

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

906

File Description	Documents
Any additional information	No File Uploaded
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

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

A. All of the above

File Description	Documents
URL for stakeholder feedback report	Nil
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may

A. Feedback collected, analyzed

be classified as follows	and action taken and feedback available on website
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File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	https://www.jimsindia.org/naac.aspx

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

487

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

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

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

67

File Description	Documents
Any additional information	No File Uploaded
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

The Institute identifies Slow and Fast Learners through class-room discussions, question and answer method, considering their subject knowledge and previous year Board/ University Result and for the 2nd Year students; we consider their performance in the classroom and

the university examinations. After identification of slow learners, the following activities are undertaken by teacher for the students: The major objective of this program is to make them competent and self-reliant.

1. Bridge classes
2. Tutorial classes,
3. language classes
4. Special Counselling through Mentor-Mentee system.
5. Special Counselling through career counsellor
6. Aptitude sessions
7. Different revision classes.

Wide range of continuous assessment components that include, Daily Home Assignments, Class Assignments, Seminars and Group Discussions, Quizzes, Class Tests, Projects, Internships, Vivavoce examinations and attendance, enable effective assessment of learning levels of students.

Advanced learners: The institute motivates advanced learners to develop their knowledge and skills by reading advanced reference books, encourages participating and presenting paper in seminar and conference. These students are also guided to publish research papers in referred journal also. They are also motivated to attend the University, State and National level seminars/workshops conducted in the emerging areas of management and IT.

Simultaneously, they are encouraged to take part in various competitions also.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

Number of Students	Number of Teachers
1133	60

File Description	Documents
Any additional information	No File Uploaded

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

The institute conducts innovative programs which stimulates the creative ability of students and provides them a platform to nurture their problem-solving skills and ensures participative learning. All departments conduct various student centric activities throughout the year like group discussions, model making, field visits, debates, quiz, Poster competition, Live Project, Assignments, seminars, project writing, exhibitions, publication in Referred Journal, writing articles in magazine, and power point presentation.

Experiential learning: Each department conducts add-on programs to support students in their experiential learning. The institution imparts the following experiential learning practices to enhance creativity and cognitive levels of the students.

- Web and Andriod Development SQL for Data Science
- Summer Internships Live Projects
- Technical Fest and Seminars Robotic Workshop

Participatory Learning: Students are encouraged to participate in activities where they can use their specialized technical or management skills, such as IT Fest, Management Fest, and Cultural Fest etc. Students are also encouraged for publishing research articles with their faculty mentor in referred journals.

Problem-solving methods: Departments encourage students to acquire and develop problem-solving skills. For this, college organizes expert lectures on various topics, motivate students to join MOOC courses, participate in various inter-college and intra college technical fests and other competitions.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

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

In such a direction, the faculty at JIMS makes proper use of ICT-enabled tools to better the processes of learning and teaching by making it interactive and participative. The faculty incorporates online education resources to enrich and make the learning experience active. Significant ICT tools used in this process include smart boards, LCD projectors, screens, audio/video equipment, printers, and scanners, all of which are used with ease.

During the COVID-19 pandemic, ICT tools became extremely widely used to fill the demand of remote education. The institute developed its own LMS that became a functioning tool for the facilitation of online teaching and learning. The LMS, accessible at <http://ec2-44-233-47-185.us-west-2.compute.amazonaws.com/login/index.php>, provided an integrated platform where lectures can be delivered, resources shared, and assessment taken.

Classrooms were redesigned to make teaching modules hybrid, enabling students to participate in sessions both face-to-face and online with equal convenience. The Institute carried out term-end examinations for its self-governing strand entirely in an online format during the last two consecutive years without compromising with the assessment process and ensured seamless academic continuity.

These programs are evidence that the institute is using technology to create adaptive, effective, and fitting education for the needs of students in this digitally powered world.

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	No File Uploaded

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

2.3.3.1 - Number of mentors

60

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	No File Uploaded
Circulars pertaining to assigning mentors to mentees	No File Uploaded
Mentor/mentee ratio	No File Uploaded

2.4 - Teacher Profile and Quality

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

60

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
List of the faculty members authenticated by the Head of HEI	No File Uploaded

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

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

29

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

551

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

2.5 - Evaluation Process and Reforms

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

In affiliated vertical the schedule of the internal examination is decided at the beginning of the session, in the academic calendar. According to the academic calendar internal test is conducted and answer sheets are checked within 03 to 04 days. Evaluated answer sheets are discussed in classes and any clarifications or grievances raised by student are addressed by the faculty on the classroom itself. In addition to the tests, assignments and quizzes are also the part of Internal Evaluation. Assignments are provided to students on the scheduled dates and solutions are submitted by students within five days. Internal test marks are sent to university.

In Autonomous Vertical, subject faculty designs the assessment framework (40 marks) in respective courses as per the course rigour and includes various components like assignments, quizzes, case lets, case study, team projects, group assignments, group presentation, mid-trimester exams, viva-voce, extempore and many more along with end-term examination. Various components of internal assessment evaluate a student on the specific learning outcomes as per course design on aspects like understanding concept, attainment of subject and theoretical knowledge, ability to work in teams to design and deliver projects, decision making and data management along with personal and professional growth.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

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

The institute adheres strictly to the guidelines and rules issued by the GGSIP University in conducting Internals and End Term Semester Examinations. To deal with examination related grievances in time bound, the institute has devised efficient mechanism which transparent in the pattern and conduction of CIE.

Internal Assessment: Evaluated answer sheets of Internal Examination are discussed in the classes and any clarifications or grievances raised by the student are addressed by the faculty concern in the classroom itself. If any correction is noticed by the students, the concerned teacher resolves the discrepancy. Any grievance related to examination are discussed in the Student Grievance Redressal Committee and necessary actions are taken accordingly.

Assignment: The assignments given to the students are in the form of technical test, Research articles, presentation, project, soft skills on which the faculty evaluates the performance of the students.

Parents are informed about their ward's performance through Whatsapp group and Mail. Students are counselled by the faculty mentor, and remedial classes are conducted for students who fail in the examinations. Retest for the Internal Assessment are conducted for Students who remain absent for internal exams due to genuine reason.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

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

The dissemination of Program Outcomes (POs), Course Outcomes (Cos) and PEOs are widely done through all the possible mediums both online and in print. Hard copy of the Syllabi and learning outcomes are available in the department for faculties and students. The importance of learning outcomes is also communicated in the departmental and IQAC meeting.

Program Outcomes (POs), Course Outcomes (Cos) are also displayed on the Institute's website and have been attached at various prominent

places of institute as well. These are periodically announced in the classrooms also. Further, these are also included in the admission prospectus of the Institute and in orientation booklet and syllabus given to the students at the time of admission. They are also placed in subject files of each course.

The Institute communicates the learning outcomes to the teachers and students through Hard Copy of syllabi and Learning Outcomes are available in the departments for ready reference to the teachers and students. The importance of the learning outcomes is communicated through departmental meetings to the teachers. Cos, POs, PEOs are communicated to the students during the orientation/ induction process.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil
Upload COs for all Programmes (exemplars from Glossary)	No File Uploaded

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

The Affiliating University (GGSIP University) finalizes the Program Outcomes (POs) & Course Outcomes (Cos) for each courses series of discussion with affiliating institute and final approval from Board of Studies (BoS), GGSIP University. The Course outcomes are attained through direct and indirect methods.

Direct Attainment: We consider the following criteria in the direct attainment

1. Internal Assessment : 30%
2. End Term Assessment : 50%

Indirect Attainment: We consider the following criteria in the indirect attainment

1. Course End Survey : 10%
2. Activity Feedback : 10%

We consider the feedbacks of students, parents, alumni and parents on the framed questionnaires.

Autonomous Vertical

The Program outcomes are measured through Direct and Indirect measures. The overall attainment of POs is calculated using weighted average of values attained through direct and indirect measurement based in the various tools used by the department. For calculation we have allotted 80% weight to values derived from direct assessment a 20% from indirect measures as stated above.

Direct Attainment Measures: Internal assessment, end term examinations, summer internship, reports, and final projects.

Indirect Attainment Measures: We have taken students exit survey and students feedback on co-curricular and extra-curricular activities. Timely student feedback is captured to gauge student opinion regarding the same.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

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

341

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

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

<https://www.jimsindia.org/>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

2581093

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

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

3.1.2.1 - Number of teachers recognized as research guides

19

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

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

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

2

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

3.2 - Innovation Ecosystem

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

The institute has established Institution's innovation Council (IIC) as an ecosystem for Innovation and an initiative for creation and transfer of knowledge for the professional growth of the students. The constitution of IIC is as per the Guidelines of MHRD and AICTE.

Moreover, students are encouraged to participate in various innovation and entrepreneurship-related activities prescribed by statutory bodies and institute.

Institution has initiated various activities like pre-incubation support, startup initiatives & training programs. IIC organized several Entrepreneurship Awareness programs. The faculty & students are encouraged to take up research & developmental activities by utilizing the existing resources. The institute has Robotic lab which facilitates our students to develop necessary skills & develop innovative projects in various domains. The institute has also established language lab to develop the student speaking skill and personality development.

The institute recruits dynamic & highly qualified faculty to mentor and channelize the young minds towards innovative practices. The Institute has also reserved an initiative to encourage the faculty members to pursue their Ph.D work. Faculty are also encouraged to participate in various skill enhancement programs under govt. schemes. Students are even motivated to publish research articles with faculty mentor in Scopus, UGC Care listed Journal and many renowned journals.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

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

11

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

3.3 - Research Publications and Awards

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

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

1

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

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

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

186

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

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

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

46

File Description	Documents
Any additional information	No File Uploaded
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

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

Institute always has the mission to give back to the society by developing socially responsible managers. Thus, to achieve the mission, students are attached to NGO's, community projects and self-directed learning.

Institute's Patriotic Club organizes activities like Navigating Youth Wellness, International Happiness Day, Guest Lecture on "Positive Attitude", Guest Lecture on "Building Resilience in Tough Times" Poster Making Competition on "Say No to Pollution".

Institute's TekQbe IT Club has even organized events like Techinside- A Panel Discussion "Indian Youth: Unemployed or Unemployable", Hand holding session on Hackathons, Open - source and communities.

Gender Championship club organize events like Life beyond the Stigma, Session on "Virtual Poster Designing" on the 125th Birth Anniversary of "Netaji Subhash Chandra; Panel discussion on "Spread of Information and Misinformation on the Internet". & Panel

discussion on A Panel Discussion on COVID 19: Impact of Second Wave in India on Different Sectors; Awareness program on Bird Flue by Sr. consultant Medicine etc.

The Institute also organized Swachh Bharat initiative, Health camp, Blood donation, Say No to Plastic, Plantation drive, & Eco-Friendly Dusshera Celebration - best Out of Waste & Nukkad Natak on Cracker free Diwali.

The Institute actively contributes to rural development by adopting villages under the programs of Unnat Bharat Abhiyan and Sansad Adarsh Gram Yojana. Its focus, of course, has been balanced growth with all-round community upliftment in those areas.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

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

70

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

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

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

18

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

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

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

1133

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

3.5 - Collaboration

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

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

11

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

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

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**9**

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

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

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

Institute provides an adequate physical infrastructure for the teaching-learning process. In the middle of the northwestern part of Delhi, it is accessed through a variety of modes of public as well as private transportation, so students and faculty do not find it inconveniently hard to access. The campus has appropriate and satisfactory classrooms, computer labs and management as well as information technology libraries each separately dedicated, offering an organized and resourceful environment for academic excellence.

In addition, the institute comprises of tutorial rooms, ultra-modern auditorium, conference room, and individual faculty offices. The institute avails indoor and outdoor cafeteria amenities alongside an indoor sports room for the overall well-being of students and faculty.

The classrooms are air-conditioned and equipped with advanced computing facilities for the use of its students. The computer labs are well stocked with the latest terminals, so that the students could use the latest technology for practical learning and research purposes. However, the entire campus is Wi-Fi enabled to facilitate academic efforts and research activities.

With modern infrastructure, this institute builds an environment supporting education and personal development: a commitment toward

excellence both in academics and extracurricular activities.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

The campus life in the institute is very vibrant with a host of facilities and activities for all-round development. There exists an open-air theatre as well as a multipurpose auditorium for conducting several cultural and academic events. For fitness and recreation, the campus offers indoor games facilities, a gymnasium, and a special place for yoga practices. Outdoor games are organized in association with nearby sports complexes and centers so that students have professional-grade facilities available to them.

Cultural engagement is encouraged through the dedicated cultural clubs, which work separately for the standalone and university-affiliated verticals. Active event organizing and participation by the clubs are expected to foster innovation and collaboration among the students.

The institute celebrates the most important national and cultural events in the country, like Republic Day, Independence Day, and International Yoga Day, and brings a family feeling to the campus. It also promotes festivals like Diwali, Holi, and Vaisakhi on its campus, through which students get a chance to connect with their heritage and varied traditions. These efforts have made the institute a lively and inclusive environment, promoting not only academic excellence but personal growth and awareness of culture as well.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

19

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)****102.59**

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

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

The institute has a well-stocked library designed to support academic and research pursuits. It also maintains a wealth of newspapers and magazines with archived copies for retrospective study. This provides a broad base of resources to keep students and faculty generally well-informed on a wide range of subjects.

The library boasts of subscribing to many internationally and nationally reputed journals. So, these journals are available for online or print versions, by providing the latest researches and developments in the world in different streams of knowledge, ensure that the availability of journals on an online basis extends the learning period.

Being a member of DELNET, the library offers it an immense inter-library lending service. Thus, all the other DELNET member libraries are put within easy reach. This makes the library offer much more than it can stock. Further, it uses Libman software in management and offers an efficient cataloging and borrowing system in the libraries.

The library is the center of intellectual growth and excellence in research for the institute by its resourceful and modern technologies. It provides premium quality resources whereby to achieve excellence in academics, students and faculty are equipped with what it takes.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional Information	Nil

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

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	No File Uploaded
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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

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

21.73

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

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

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

313

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

4.3 - IT Infrastructure

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

Institutional upgradation The Institute keeps upgrading its systems to keep abreast of the latest technological developments. The bandwidth of the Wi-Fi leased line has been upgraded to 250 Mbps from 100 Mbps, and this ensures faster and reliable internet connectivity across the campus. All computing systems are on printers and other crucial facilities, enabling seamless access to a range of resources.

They also obtain more extended hours of usage of the computing facilities outside the regular classroom time so that they develop an environment that is favorable for research, learning, and innovation. It allows the users to spend their time off on independent and collaborative work.

The institute is well-equipped with licensed software kept special for academic and research purposes. These tools serve to enable excellent teaching to help enable cutting-edge research so that the curriculum can be relevant and current with industry standards. Such availability enhances theoretical and practical learning experiences for students.

The institute provides a technologically advanced environment through incorporating upgraded systems, robust internet connectivity, and modern software. This commitment toward constant change empowers students and faculty to come up with innovative solutions to problems and find excellence in their respective fields, thus creating a corporate culture of productivity and growth.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

4.3.2 - Number of Computers

227

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

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

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

295.25

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

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

The institute ensures optimum utilization of the physical facilities, especially those shared among different verticals. Advance booking of such facilities at a central place prevents conflicts in scheduling. Such a systemic approach thus ensures that resources like auditoriums, seminar halls, and sports complexes are properly allocated and available for stakeholders.

To ensure smooth activity flow across verticals, the respective deans also develop comprehensive academic calendars which provide timelines for any scholastic, co-curricular, or extracurricular activities. It reflects transparent schedules of a year; more coordination among verticals happens as the calendar is shared with other vertical Deans. This would further help solve a clash of schedule in advance itself, be less likely to get stuck anywhere, and ensure smooth functioning with good resource utilization.

This planned arrangement also helps in maximum utilization of the physical spaces and, by the same token, facilitates planning, cooperation, and transparency across verticals. Balancing academic and non-academic activities efficiently, the institute creates an environment where all kinds of diversification by students and faculty can take place without hindrances in logistics. Such meticulous planning reflects the commitment of the institutes to ensuring that academic and extracurricular excellence blend in seamlessly together.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION**5.1 - Student Support****5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year****5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

51

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

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

822

File Description	Documents
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

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

A. All of the above

File Description	Documents
Link to Institutional website	Nil
Any additional information	No File Uploaded
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

235

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

235

File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

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

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

235

File Description	Documents
Self-attested list of students placed	No File Uploaded
Upload any additional information	No File Uploaded
Details of student placement during the year (Data Template)	View File

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

5.2.2.1 - Number of outgoing student progression to higher education

105

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

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

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

70

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

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

162

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

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

Students are given exposure to involve in administrative, cocurricular and extracurricular activities by including them as members of the committees. They actively participate in committee

meetings. As per the guidelines of AICTE, UGC and GGSIP University, students are members of the following committees.

Following is the list of Committees having student representation and engagement.

1. Electoral Committee
2. Internal Complaint Committee
3. Internal Quality Assurance cell (IQAC)
4. Student Grievance Redressal Committee
5. Student Council
6. Class Committee
7. Sports Committee
8. Cultural Committee
9. Hostel Committee
10. Canteen committee

To make students part of various curricular and cu-curricular activities, the Institution has several clubs. In every clubs, students are elected as club coordinators and they organize various events based on the current problem statement and real world scenarios

1. Academic Club
2. HR Club
3. Marketing Club
4. Finance Club
5. Retail Club
6. IB Club
7. E Cell
8. Cultural Club
9. Sports Club
10. Patriotic Club
11. Economic Club
12. Gender Champions Club
13. TekQbe Club
14. Research Club
15. Placement Club

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

35

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

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Alumni at any institution form a strong foundation for success-a source of inspiration, guidance, and motivation for students in the current generation through their excellent achievements. JIMS Rohini has constructed a solid global alumni network of over 5,000 across the streams of Management and Information Technology over the last 30 years. The institute regards its alumni as significant stakeholders, integral members of its family, and maintains engagement through activities and events throughout the year.

A proud milestone was also marked by the registration of JIMS Elite (Alumni) Association with the Registrar of Companies on February 8, 2019, under the corporate identity number U91900DL2019NPL345677. The association is guided by an Executive Council, that has defined various objectives in pursuit of strengthening ties and mutual growth.

The key objectives include building an international alumni network, the building of a strong bond between alumni and the institute, and providing platforms for networking and knowledge sharing. The association encourages participation in societal welfare activities and arranges cultural, literary, and sporting events to further

their association with the institute and their families. Alumni are actively involved in seminars, workshops, curriculum design, student mentorship, and research projects. Regional Chapters further extend this outreach, ensuring a vibrant and engaged alumni community worldwide.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

We at JIMS are committed to serve the society and improve the quality of life by imparting high quality education in Management & IT bearing in mind stated and implied needs of the Students, Society and Industry. Our goal is to continuously improve the healthy learning environment and facilities being provided for the students to achieve academic excellence for employability as world - class executives and entrepreneurs. Together we work towards quality education, developing analytical skills, promoting leadership qualities, improving communication skills, infusing creativity and making regular efforts to instill confidence in students to accomplish the institutional goals. In order to achieve these goals, the Institute has a well-developed and elaborate organizational structure. The Governing Board of the Institute is the highest decision-making body. The board meets at least twice a year. All policy matters, annual budget, expansion plans, appointments & resignations are duly sanctioned and approved by the Governing Board. After the Governing Board, the institute has Academic Advisory Council which deals with evaluation and monitoring of the Academic activities. The Director is the executive head of the Institute who controls and directs both academic as well as

administrative wings.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

Most of senior faculty members are involved in administrative tasks depicting delegation and decentralization of authority and decision making in the overall administration.

There are important statutory and non-statutory committees formulated for smooth functioning of the administrative process. Many faculty members are entrusted with the task of handling these committees. The members of these committees conduct regular meetings and minutes of the meeting are recorded and maintained.

All Deans and HoDs are entitled to take decision on matters related to academics and student's affairs after the discussion with faculty members. They are free to design the work load of allocating subjects to faculty members after in-depth discussion with them and based on their expertise and experience. They have the authority to decide payment to Visiting Faculty and Guest faculty. They even monitor the Faculty Appraisal Process related to their teaching performance and relishes financial autonomy to spend on any activities/events, planning workshops, guest lectures or inviting any resource person for Mock GDPI or preparatory sessions and any miscellaneous expenses related to academics.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

To achieve autonomy as envisaged by the National Education Policy (NEP) 2020, the Institute is striving towards ensuring an agile and

continually changed process of teaching and learning. An expert team of the UGC visited the institute in 2018 and provided a unanimous recommendation for the approval of autonomy status to JIMS. However, till now GGSIPU has not begun to make the necessary provisions for autonomy, which is still pending.

Until the institute becomes autonomous, the institute is also an active participant in the strategic planning of the affiliating university. One such example of this cooperation is the redesign of the MCA program. The institute led the initiative for consultation on redesigning the MCA program when it changed its structure from three years to two years. The institute itself initiated the introduction of a new course structure, which was accepted, showing the institute's foresight and commitment to academic excellence.

Such contributions will thus indicate the commitment of the institute toward innovation in education and towards national goals. Autonomy would further help the institute to actively implement reforms, enhance design curriculum, and shape academic programs better aligned with growing student needs and the industry.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The robust administration and academic setup reflect an effective and efficient working. All appointments of faculty and staff go through a clear process where implementation is bound by the rules and regulation provided by UGC and the affiliating university, which ensures that only qualified and competent people are appointed so high standards of academic as well as administrative excellence are maintained.

An institute with a well-defined HR policy, comprising comprehensive service rules documented and easily accessed by all employees, can be considered a respectable one. Such clearness will make the members understand more clearly their respective roles, rights, and responsibilities within the institution, and thus establishing a

kind of trust that is beneficial to the organization. This supports professional growth and accountability towards the job because it leads to an impressed workforce.

An efficient and organized administrative system assures that the HR policies remain in line with changing regulations and industry best practices. Regular reviews and updates of policies keep the institute's administration organized and transparent, fostering the environment conducive to achieving academic and organizational goals. The structured approach not only supports operational efficiency but also gives an impression of fairness and inclusivity among employees, emphasizing the commitment to excellence in education and governance.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the institution webpage	Nil
Upload any additional information	No File Uploaded

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

The institution cares for the welfare and wellbeing of its teaching and non-teaching staff and is reflected in the implementation of

several welfare measures. These initiatives create a positive workplace environment that fosters professional satisfaction and personal well-being.

To ensure financial security and medical care, this institute provides Group Insurance and also offers immediate medical emergency care. The employees are further motivated to maintain their work-life balance with regular yoga sessions organized from time to time for keeping the body and mind fit.

The institute also develops and conducts multiple community-building activities, such as sharing festivities of national festivals, picnics, and one day outings to nearby places. These help to form a harmonious healthy culture among the staff members.

The institute has two different schemes of incentives-one for the teaching and the other for the non-teaching staff of the institutes-to further encourage and recognize the contributions of employees. These schemes are aimed at rewarding excellent performance and encouraging sustained excellence in their respective roles.

The institute thus manifests its commitment towards a total well-being of employees through these welfare measures, creating a very conducive positive and productive work environment that supports professional growth and personal enrichment.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

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

36

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

12

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

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

44

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

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

Mid-term appraisal is conducted by the institute for the teaching staff, and it has to be submitted bi-annually by the faculty member for the assessment of academic contributions and professional development. This appraisal covers the following key parameters:

Publications: The faculty contributions to various journals at the national and international levels, conference proceedings, newspaper or magazine articles, books authored or co-authored, chapters in books, and case studies prepared or published.

FDPs/MDPs/Workshops Organized: This is recognized if faculty members have conducted Faculty Development Programs, Management Development Programs, or workshops as a resource person.

Seminars, Workshops and Conferences Attended: Any seminars, workshops, and conferences attended also highlight the faculty's continuous learning and professional development efforts.

Consultancy Work: All consultancy projects undertaken during the period shall be documented.

Further Studies: The status of continuing academic or professional qualifications is analyzed.

Books Read: List of the books and research paper read, with the author, title, publisher, and year of publication, which are classified as textbooks, reference books, and research papers

Other Academic Achievements: Any other achievements in academic terms.

For non-teaching employees, informal appraisals are collected by the Director from each head of departments to ensure just and balanced judgement. The system of dual appraisals brings accountability, continuous improvement, and recognition to this institution.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

The institute ensures financial transparency and accountability through a rigorous internal and external audit process. The internal audit is conducted by the Governing Board, which convenes at least twice a year. During these meetings, the annual budget and fund utilization reports are presented for review, ensuring that resources are allocated efficiently and aligned with institutional goals. The Governing Board meticulously examines the financial operations and provides necessary approvals, reinforcing robust financial management practices.

In addition to internal oversight, the institute undergoes external audits conducted by competent authorities as mandated by statutory bodies. These external audits ensure compliance with regulatory requirements and adherence to financial best practices. The dual audit mechanism—internal and external—helps maintain financial discipline and fosters stakeholder confidence.

This structured approach to auditing ensures the optimal utilization of funds, transparency in operations, and accountability at all levels. By combining thorough internal review processes with statutory external audits, the institute upholds its commitment to ethical and efficient financial governance, contributing to its long-term sustainability and credibility.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

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

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

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

Being a self-financing private sector institute, student fees form the main source of revenue for the institute. It carefully manages this amount to maintain high academic standards, build infrastructure, and grow as an institution. Considering that there should not be dependency on a single source of income, it has recently taken quite a few initiatives to raise additional funds through consultancy services, workshop deliveries, and MDPs. Their initiative not only offers monetary support but also gives a boost to the institute's industrial engagement and academic reputation.

The Governing Board critically exercises its role in ensuring that funds received from the students and elsewhere are utilized effectively and efficiently. Detailed plans and budgets in relation to finances are reviewed constantly to compare spending to the priority set by the institution. Investments are made in the upgrade of infrastructure, development of faculty, promotion of research, and organization of academic and co-curricular activities.

This balanced resource generation and utilization will reflect the

commitment of the institute towards sustainability and growth. By exploring new revenue avenues while maintaining fiscal discipline, the institute is strengthening the financial foundation, and the resources channeled into this process will ensure fulfillment of the mission to deliver high-quality education and to foster holistic development.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

Internal Quality Assurance Cell -The IQAC at the institute acts as a body with a dynamic approach toward sustaining institutionalized quality enhancement. Its meeting regularly discusses the effectiveness and progress made of several quality parameters at all points, enabling the institute to adhere to its commitment toward excellence in excellence. The stakeholders are not only involved but also constantly monitored in guiding the quality enhancement initiatives across all the verticals by the IQAC.

As motivated by the new NAAC assessment framework, the IQAC is moving from the qualitative to the quantitative metrics to judge the institute's performance. With this shift, the process of evaluation of institute achievements will be rendered more objective and data-driven, which would, in turn, help identify strengths and weaknesses with more precision. Quantitative parameters can guide processes toward making them more streamlined and provide measurable targets for accountability and transparency.

Through this structured approach, the IQAC plays an important role in instilling a quality culture within the institute. Its proactive measures do not only uphold academic standards but also contribute to creating an effective framework for sustained improvement. In keeping its strategies aligned with the norms adopted at the national level accreditation, the IQAC ensures that the institute stays responsive to changing educational demands and maintains a competitive edge.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

Such defined course outcomes, program outcomes, and programme educational objectives ensure the efficacious teaching-learning process. These serve as yardsticks for excellence in academics and are fashioned to complement the institute's agenda to develop holistic education. Achievement levels of these outcomes are systematically assessed using the 3-point scale, giving way to a clear and measurable evaluation framework.

After every semester, a comprehensive summary is prepared, comparing the scores of COs, POs, and PEOs achieved in the current semester with that of previous semesters. This comparative analysis helps identify trends, understand areas of improvement, and implement necessary measures to enhance the learning process. This structured evaluation process ensures that academic goals are continually met and improved upon.

Achievements of the co-curricular and extra-curricular activities also have distinct parameters set by the institute. Thus, along with the achievement levels of the academic overall development, co-curricular and extra-curricular activities work abreast.

With this kind of systematic and comprehensive assessment, the institute is well-up to a standard of education while all-round development for the future challenges of the students is catalyzed.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC);

A. All of the above

Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institute has demonstrated a strong commitment to gender equity and sensitivity through various impactful initiatives prioritizing women's well-being and empowerment. A Gender Championship Club has been established to promote gender equity among the students of the institute. The club will initiate and implement various training programs aimed at raising awareness of gender-based discrimination and harassment. The club organizes activities focussing on gender even-handedness like to enhance personal safety skills, a Self-Defence Workshop was conducted in collaboration with the Delhi Police Parivartan Cell, equipping female students and staff with essential self-protection techniques. A Health Wellness Talk was organized to address physical and mental health needs, promoting holistic wellness. A focus on social responsibility was further reinforced through a Donation Drive with the Sai Baba Educational & Children Care Society, benefiting underprivileged communities. Additionally, a Health Camp was held, emphasizing preventive care tailored specifically for women. To address gender-specific issues, a Women's Grievance Cell was established to provide a safe platform for concerns, and a Girls' Common Room has been provided, ensuring a supportive, inclusive space on campus. Through these efforts, gender sensitivity and equity have been promoted as key institutional

values, fostering a safe, respectful, and empowering environment for all.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

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

B. Any 3 of the above

File Description	Documents
Geo tagged Photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

a. Plastic waste

The institute actively promotes sustainable waste management practices. Non-biodegradable waste, like cans and plastic bottles, is compacted and sent for recycling, reducing metal oxidation and easing transport. Organic waste, including food scraps and yard waste, is composted to produce nutrient-rich manure, replenishing soil nutrients and enhancing water retention—an eco-friendly alternative to chemical fertilizers. Plastic waste is managed using a bottle shredder, which breaks down plastic bottles for recycling, reducing waste accumulation. The institute encourages the reduction of plastic use and promotes sustainable alternatives.

b. use of Separate dustbins

Aligned with the Swachh Bharat Abhiyan, separate bins for biodegradable and non-biodegradable waste are placed across campus, with posters promoting awareness of proper disposal. Student clubs organize cleanliness drives and engaging activities, including nukkad nataks, to encourage responsible waste segregation.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	No File Uploaded
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

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

File Description	Documents
Geo tagged photos / videos of the facilities	No File Uploaded
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	No File Uploaded

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	No File Uploaded
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	B. Any 3 of the above
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File Description	Documents
Geo tagged photographs / videos of the facilities	No File Uploaded
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

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

The institute fosters an inclusive environment promoting tolerance and harmony among students, faculty, and staff from diverse backgrounds. Through clear diversity and inclusion policies, equal opportunities are ensured for all. Initiatives like cultural sensitivity training, inclusive teaching practices, and a diverse curriculum create a respectful academic environment. Student support services, including mentorship and language assistance, provide additional resources for those facing challenges. The institute also celebrates diversity through campus activities, encouraging equal participation and leadership roles for everyone, while ensuring accessible infrastructure. These efforts create a campus where diversity is embraced, and every individual feels valued.

The institute actively promotes inclusivity through cultural celebrations like "Unity in Rhythm: A Cultural Celebration of Dandiya," which highlights shared values through traditional dance. "Spirits of Unity: A Halloween-Inspired Celebration" fosters cross-cultural understanding, while "Bollywood Beats: Celebrating the Diversity of 80s & 90s Cinema" reconnects students with India's cinematic heritage. "Flavors of Unity: A Celebration of Cultural Diversity" brings together regional cuisines, creating a space for students to connect over food. These initiatives exemplify the institute's commitment to fostering unity, tolerance, and appreciation of all backgrounds.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	No File Uploaded
Any other relevant information	No File Uploaded

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

The institute is dedicated to sensitizing students and staff about their constitutional duties and rights, fostering responsible citizenship through well-curated initiatives. One key event is the Walkathon—"Say No to Corruption; Commit to the Nation"—designed to raise awareness about corruption's impact and encourage a collective commitment to integrity. This initiative promotes ethical behaviour in both personal and public spheres.

The Health Awareness Series emphasizes well-being as an essential aspect of citizen responsibility. Through workshops, seminars, and health drives, students are encouraged to prioritize physical and mental health, recognizing that a healthy society depends on individual well-being.

To inspire democratic engagement, the Electoral Battle quiz teaches students about the electoral system and the importance of voting. The Essay Writing and Poster Making Competitions on #MeraPehlaVoteDeshKeLiye encourage reflection on the value of voting. The institute also partners with the Election Commission of India (ECI) for pledge ceremonies and online competitions to promote responsible electoral practices, while the Voter Awareness Campaign informs students about their rights and voting power.

Through these initiatives, the institute fosters informed, responsible citizens ready to contribute to national growth, empowering students to make ethical decisions that shape the nation's future.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	Nil
Any other relevant information	Nil

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. **Annual awareness programmes on Code of Conduct are organized**

A. All of the above

File Description	Documents
Code of ethics policy document	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

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

The institute actively celebrates both national and international commemorative days, events, and festivals, fostering a sense of unity and national pride. On Republic Day, the institute honors the nation's democratic values and the significance of the Constitution, bringing students and staff together to reflect on the importance of citizenship and national identity. The ?????? ???? ????? (Indian Language Festival) celebrates India's rich linguistic diversity, promoting the use and appreciation of various regional languages, and strengthening cultural heritage. The Celebration of National Science Day encourages students to engage with scientific advancements, acknowledging the contributions of Indian scientists

and inspiring the next generation of innovators. These celebrations not only foster a spirit of unity but also encourage students to take pride in their culture and heritage. Festivals such as Diwali promote cultural inclusivity and togetherness through traditional activities, while observances like International Women's Day focus on gender equality and empowerment. Additionally, the institution celebrates International Yoga Day to promote wellness. These events play a crucial role in developing students' understanding of civic duties, health, social responsibility, and intellectual curiosity, aligning with the institution's commitment to holistic student development and fostering active, informed citizenship.

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

7.2 - Best Practices

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

JIMS reinforces institutional values through student-centric teaching practices, encouraging JIMS to promote both independent and collaborative learning through discussions, debates, experiments, mini-projects, and case studies. To enhance teaching and research, staff receive financial support and leave for seminars, conferences, and development programs. Faculty contributions are recognized through the Best Teacher Award. The college organizes workshops, seminars, competitions, and community service activities like Swachh Bharat, health camps, and eco-friendly celebrations and encourage student participations.

Best Practice 1: Learning Beyond Curriculum The "Learning Beyond Curriculum" initiative aims to foster holistic student development by enhancing academic and personal skills. It focuses on helping students identify weaknesses and discover passions. The program develops required skills, preparing students for academic, professional, and personal growth. The institution uses a student-centric approach, combining classroom teaching with online modules, interactive tools, project-based learning, and mentorship, ensuring students gain research-based knowledge and practical skills.

Best Practice 2: Corporate Mentorship Programme This program connects students with industry professionals, offering mentorship, career guidance, and insights into industry trends. Through webinars, discussions, and professional development activities, students enhance their communication, leadership, and problem-solving skills, while building networks for internships and job placements.

File Description	Documents
Best practices in the Institutional website	https://www.jimsindia.org/naac.aspx
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

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

The distinctiveness of Jagan Institute of Management Studies (JIMS) lies in its unique blend of values, academic excellence, student-centric approach, and commitment to societal responsibility. The institute emphasizes strong industry integration, offering mentorship programs, internships, and guest lectures to bridge the gap between academia and industry. Holistic student development is fostered through skill-building activities, leadership training, and extracurricular programs.

JIMS adopts a student-first approach, offering personalized career counseling and mentorship. Inclusivity is prioritized with accessibility for students with disabilities and diversity initiatives. Innovative teaching methods, such as blended learning, project-based activities, and research projects, enhance learning experiences. The institution nurtures ethics and social responsibility through awareness programs on national issues and voting rights.

The institute's academic support includes supplementary learning resources, mentorship programs, and opportunities for advanced learners to participate in competitions. Continuous assessment, research engagement, and a Pre-Placement Portal with performance mapping tools further enrich student growth. A robust grievance redressal system ensures student well-being.

JIMS's USP is sustainability, highlighted by a 100KW solar power

system, energy-efficient design, and waste management initiatives. This commitment to environmental stewardship reflects its role in combating climate change. Together, these factors distinguish JIMS as a forward-thinking institution, preparing responsible and dynamic global citizens.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

The institution plans to increase its intake capacity through strict adherence to government reservation policies and encouraging inclusivity. Outreach programs in disadvantaged areas will encourage equitable access to quality education. Classroom strategies will be tailored to different learning needs, including remedial support for slow learners and advanced modules for high achievers.

Innovative teaching methods in form of case studies, role-plays, and gamification will promote interactive learning. The institution will actively seek research grants, while faculty will be supported in publishing and mentoring. It will increase recognized research guides and strengthen its Innovation Cell with hackathons and start-up programs.

Global partnerships with academia and research institutes will enable collaborative projects, internships, and faculty exchange. Workshops, seminars, and conferences will regularly keep students and faculty abreast of the latest trends. Initiatives to develop technical, soft skills, professional certifications, and career counselling would be in focus. Industry tie-ups would result in robust campus placement.

Sports, cultural events, and community service will be encouraged to develop holistic growth. Sustainability efforts will include green campus, waste management, and energy conservation programs. The alumni will provide mentorship and career guidance. Altogether, these activities intend to create a vibrant ecosystem for education, research, and innovation.