



Yearly Status Report - 2018-2019

Part A

Data of the Institution

1. Name of the Institution		JANJATIYA SANDHYA (DEGREE) MAHAVIDYALAYA
Name of the head of the Institution		KRISHNA MOHAN SAH
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		06433228175
Mobile no.		9304631531
Registered Email		kmohanjjs@gmail.com
Alternate Email		jjsdegreecollegemjm@gmail.com
Address		Ambedkar Nagar Mihijam
City/Town		Mihijam
State/UT		Jharkhand
Pincode		815354

2. Institutional Status					
Affiliated / Constituent		Affiliated			
Type of Institution		Co-education			
Location		Semi-urban			
Financial Status		Self financed and grant-in-aid			
Name of the IQAC co-ordinator/Director		Dr. Rakesh Ranjan			
Phone no/Alternate Phone no.		06540274416			
Mobile no.		7903355048			
Registered Email		ranjanrakesh014@gmail.com			
Alternate Email		jjsdegreecollegemjm@gmail.com			
3. Website Address					
Web-link of the AQAR: (Previous Academic Year)		https://jjsdegreecollegemihijam.com/naac_docs/AOAR%20REPORT%20FINAL%202018-19.pdf			
4. Whether Academic Calendar prepared during the year		No			
5. Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	C	1.89	2017	27-Nov-2017	26-Nov-2022
6. Date of Establishment of IQAC			15-Dec-2015		
7. Internal Quality Assurance System					
Quality initiatives by IQAC during the year for promoting quality culture					
Item /Title of the quality initiative by IQAC		Date & Duration		Number of participants/ beneficiaries	
Initiatives taken by IQAC during the 2018-2019 for promoting quality culture in the college.		07-Aug-2018 180		194	

L::asset('/', 'public').'/public/index.php/admin/get_file?file_path='.encrypt('Postacc/Special_Status/'. \$instdata->upload_special_status))}

[View Uploaded File](#)

8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2019 0	0
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Faculty Development Promoting Vocational Education Training of Trainers Sessions

[View Uploaded File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achievements/Outcomes
Faculty Development, Student Feedback and Assessment, Quality Assurance in Research, Innovative Teaching Learning Methods, Infrastructure and Facilities	Life skill Training Organised, Already initiated an implemented, Established an ethics committee, E learning platforms are prepared for students, New laboratory equipments are procured

[View Uploaded File](#)

14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2018
Date of Submission	30-Sep-2018
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

An institution's ability to effectively deliver and document its curriculum is crucial for ensuring quality education and accountability. Such a mechanism involves a well-structured and thought-out process that encompasses planning, execution, assessment, and record-keeping. Firstly, curriculum planning is the foundation. It begins with defining clear learning objectives and outcomes, aligning them with educational standards and objectives, and creating a coherent framework for what students will learn. This planning phase also involves selecting appropriate teaching methods, materials, and resources. Secondly, the execution of the curriculum is equally vital. This stage involves the actual teaching and learning processes, ensuring that educators follow the planned curriculum, adapt it as needed, and engage students effectively. Regular assessment and feedback mechanisms help gauge student progress and identify areas for improvement. Documentation plays a critical role throughout the process. Institutions must maintain comprehensive records of curriculum plans, teaching strategies, assessment tools, and student performance data. This documentation not only aids in accountability but also enables continuous improvement by facilitating data-driven decision-making. In conclusion, a well-planned curriculum delivery and documentation mechanism ensures that educational goals are met, students receive a high-quality education, and institutions can be transparent and accountable in their operations. It is a fundamental component of effective educational institutions and their commitment to providing valuable learning experiences.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NIL	NIL	Nil	0	NIL	NIL

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	NIL	Nil
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
No Data Entered/Not Applicable !!!		

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	194	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
life skill	24/08/2018	60
View Uploaded File		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
Nil	NIL	0
No file uploaded.		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
Obtaining and effectively utilizing feedback is a vital component of an institutions commitment to continuous improvement and development. The process involves several key steps to ensure meaningful analysis and utilization of feedback for the overall betterment of the institution. Firstly, feedback should be collected through various channels, such as surveys, focus groups, and individual interviews, from stakeholders including students, faculty, staff, and parents. This diverse range of perspectives provides a comprehensive view of the institutions strengths and weaknesses. Secondly, the collected feedback must be systematically analyzed. This entails categorizing feedback into themes or areas of concern, identifying trends and patterns, and assessing

the significance of the feedback. Quantitative data can be analyzed statistically, while qualitative data requires a more interpretative approach. Next, the institution should prioritize the feedback based on its impact and feasibility. Some issues may be urgent and require immediate attention, while others can be addressed in the long term. Its essential to establish clear action plans and timelines for addressing identified areas for improvement. Utilization of feedback involves implementing the necessary changes and improvements in institutional policies, practices, and programs. This may involve revising the curriculum, enhancing teaching methods, improving infrastructure, or refining administrative processes. Finally, feedback should be an ongoing and iterative process. Institutions should regularly revisit the feedback loop, track progress on implemented changes, and gather further feedback to ensure that improvements are effective and that new issues are addressed promptly. In conclusion, the analysis and utilization of feedback are integral to an institutions growth and development. It fosters a culture of responsiveness, innovation, and accountability, ultimately leading to a more effective and student-centered educational environment.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	Hons	1550	180	169
BCom	Hons	300	30	24
BSc	Hons	950	28	21

[View Uploaded File](#)

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	214	0	22	0	0

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
22	22	4	1	1	1

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

In this mentoring system, senior students, often called mentors or peer mentors, offer assistance to newer students, known as mentees. Mentors provide academic advice, study tips, and help in navigating the institutions

resources and procedures. They also offer emotional support, helping mentees adjust to campus life, manage stress, and set personal and career goals. This system not only enhances the academic experience but also builds a sense of community within the institution. It encourages communication, peer learning, and the development of important life skills. Moreover, it can contribute to higher retention rates, as students who feel connected and supported are more likely to succeed in their studies and remain engaged in campus life. Overall, the student mentoring system is a valuable resource for institutions to promote student success and well-being.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
214	22	1:10

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
7	0	7	0	0

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2018	NIL	Nil	NIL
No file uploaded.			

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BA	UG	6SEM	24/11/2018	05/02/2019
No file uploaded.				

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Firstly, institutions have embraced technology to streamline the CIE process. Online assessment platforms and digital learning management systems have made it easier to create and administer assessments, reducing paperwork and ensuring efficient data management. This shift has also facilitated instant feedback, helping students identify their strengths and weaknesses promptly. Secondly, there has been a shift towards a more holistic evaluation approach. Instead of relying solely on traditional exams, institutions are incorporating various assessment methods such as project work, presentations, group discussions, and practical demonstrations. This allows for a more comprehensive evaluation of a students skills and knowledge. Furthermore, there is a growing emphasis on personalized learning through CIE reforms. Institutions are tailoring assessments to suit individual student needs, accommodating different learning styles and paces. This customization encourages student engagement and motivation. Additionally, transparency and communication have improved. Many institutions have adopted open-book assessments, encouraging students to focus on understanding concepts rather than memorization. Regular parent-teacher meetings and progress reports keep parents informed about their childs

performance, fostering a collaborative learning environment. Lastly, institutions are promoting a growth mindset by emphasizing learning from mistakes. Instead of penalizing errors, CIE systems encourage students to reflect on their mistakes and learn from them, fostering a culture of continuous improvement. In conclusion, CIE reforms at the institutional level have led to a more dynamic, student-centric, and technology-driven approach to assessment. These reforms are fostering a more comprehensive and inclusive learning environment that prepares students for the challenges of the future.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

1. **Planning and Organization:** The academic calendar serves as a roadmap for the entire academic year. It allows institutions to plan examination schedules, coursework, and other activities systematically, ensuring that essential events are well-organized and well-coordinated. 2. **Examination Timeliness:** By adhering to the academic calendar, institutions can conduct examinations on time without unnecessary delays. This punctuality is crucial for students progress and certification, as it ensures that they move through the educational system in a structured manner. 3. **Reduced Conflicts:** An academic calendar helps avoid scheduling conflicts, ensuring that multiple examinations or significant events do not overlap. This is essential for students who might have multiple courses or commitments within the institution. 4. **Effective Resource Management:** Institutions can allocate resources more efficiently when they know the schedule well in advance. This includes facilities, invigilators, exam materials, and technological resources, all of which are crucial for smooth examination processes. 5. **Student Preparation:** Students benefit from a well-structured academic calendar as it allows them to plan their studies and revision effectively. They can anticipate examination dates and prepare accordingly, reducing stress and enhancing their performance. 6. **Accountability:** Adhering to the academic calendar fosters accountability within the institution. It sets clear expectations for faculty, staff, and students, ensuring that everyone understands their roles and responsibilities in the examination process. 7. **Compliance:** Following a standardized academic calendar helps institutions comply with regulatory requirements and accreditation standards. It demonstrates their commitment to maintaining a high standard of education and assessment. 8. **Flexibility:** While adherence to the academic calendar is essential, it should also allow for some flexibility to accommodate unforeseen circumstances, such as natural disasters or health crises. This flexibility ensures that the academic year can proceed smoothly even in challenging times. In conclusion, the preparation and strict adherence to an academic calendar are critical for the effective and efficient conduct of examinations and related matters in educational institutions. It promotes organization, transparency, and accountability while ensuring that students receive a well-structured and timely education.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://www.jjsdegreecollegemihijam.com>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage

UG	BA	HONS / PASS	133	133	100
UG	BCom	HONS / PASS	22	20	90.9
UG	BSc	HONS /PASS	13	12	92.30
View Uploaded File					

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://jjsdegreecollegemihijam.com/naac_docs/Feedback%20and%20student%20satisfaction%20survey%2018-19.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Total	00	NIL	0	0
No file uploaded.				

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NIL	NIL	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NIL	NIL	Nill	NIL
No file uploaded.				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nill
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
NIL	NIL	NIL

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
No Data Entered/Not Applicable !!!	

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
No Data Entered/Not Applicable !!!	
No file uploaded.	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	0	0	2	5
View Uploaded File				

3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Surgical Strike day	NSS UNIT ONE	25	180
Parakram Day	NSS UNIT ONE	20	150
Plantation	NSS UNIT ONE	23	40
Cancer Day	NSS UNIT ONE	22	150
Kutir Udyog week	NSS UNIT ONE	20	100
Salute to sahid	NSS UNIT ONE	23	80
International Matri Bhasha Diwas	NSS UNIT ONE	23	125

Yoga Day	NSS UNIT ONE	25	125
View File View File			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	0
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Swatch Bharat	NSC	Cleanlyness Drive	1	22
Sahid Diwas	NSC	salute	4	30
Campus ambassador for Election commision	Election commision	Awareness Campain	1	2
View File				

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NIL	00	NIL	00
No file uploaded.			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	Nil	Nil	00
No file uploaded.					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
NIL	Nil	NIL	0
No file uploaded.			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
306811	306811

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Laboratories	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Existing
Others	Existing

[View File](#)

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
Weblib Lib2.1	Fully	2.1	2017

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	570	5465	103	0	673	5465
Journals	2	1000	0	0	2	1000

[View File](#)

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	NIL	NIL	Nil

[View File](#)

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	3	1	1	0	0	1	5	5	0
Added	0	0	0	0	0	0	0	0	0
Total	3	1	1	0	0	1	5	5	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

5 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	NIL

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
5000	5000	5000	5000

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Physical Facilities: Regular Maintenance: Implement a routine maintenance schedule to ensure that all physical facilities are in optimal condition, including buildings, classrooms, laboratories, and sports complexes. **Safety Measures:** Enforce safety protocols and conduct periodic safety inspections to identify and address potential hazards. **Resource Allocation:** Allocate resources for repairs, upgrades, and renovations based on priority and necessity. **Academic Facilities: Library:** Develop a cataloging system and policies for borrowing, renewing, and returning books. Offer training on library usage. **Classrooms:** Maintain adequate seating, audio-visual equipment, and ensure cleanliness. Schedule classrooms efficiently. **Support Facilities: Computer Labs:** Set up access controls, maintain up-to-date software and hardware, and enforce responsible computer usage policies. **Sports Complex:** Develop guidelines for facility reservations, safety during activities, and maintenance of sports equipment. **General Policies: Booking and Scheduling:** Establish a centralized booking system for facilities, ensuring fair access for all stakeholders. **Usage Rules:** Define rules for facility usage, including hours of operation, noise restrictions, and penalties for misuse. **Security:** Implement access control measures to safeguard against unauthorized entry. **Feedback Mechanisms:** Create avenues for users to provide feedback on facilities and policies, facilitating continuous improvement. **Compliance:** Ensure adherence to local regulations and standards, promoting a safe and inclusive environment. In conclusion, well-defined procedures and policies for facility maintenance and utilization foster a conducive learning and working environment, enhancing the overall quality of education and services provided by the institution. Regular review and adaptation of these policies are essential to meet evolving needs and standards.

<http://www.jjsdegreecollegemihijam.com>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NIL	0	0
Financial Support from Other Sources			

a) National	NIL	0	0
b) International	NIL	0	0
No file uploaded.			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Life skill	24/08/2018	60	Igrow Infovision
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2018	NIL	0	0	0	0
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
10	10	3

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NIL	0	0	NIL	0	0
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2018	19	UG	Arts	skmu	Pg
No file uploaded.					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg: NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Nil	0
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
NIL	NIL	Nil
No file uploaded.		

5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	NIL	Nil	Nil	Nil	00	NIL
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Student Council plays a vital role in representing student interests and fostering a vibrant campus community. It organizes events, clubs, and initiatives to promote student engagement and well-being. Moreover, students have representation on academic and administrative bodies/committees of the institution. They participate in decision-making processes, offering valuable insights into curriculum development, campus policies, and other key aspects of the educational experience. This inclusion ensures that students voices are heard and their perspectives considered, enhancing the overall quality and relevance of education and institutional policies.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

NIL

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Decentralization: Delegated Decision-Making: In a decentralized organization, decision-making authority is delegated to lower levels of management or individual employees. For example, department heads may have the autonomy to make decisions related to their departments operations, budgets, and strategies. This practice fosters agility and quicker responses to local issues. **Employee Involvement in Decision-Making:** In participative management, employees at all levels are encouraged to contribute to decision-making

processes. This can involve brainstorming sessions, regular team meetings, or the formation of cross-functional committees to address specific issues. Employees input is valued, and decisions are made collectively, leading to more informed choices and a sense of ownership. Open Communication Channels: Organizations practicing participative management establish open and transparent communication channels. Employees are encouraged to share their ideas, concerns, and feedback with management. Regular feedback mechanisms, such as suggestion boxes or anonymous surveys, allow employees to voice their opinions without fear of reprisal. This helps build trust and collaboration between employees and management. Both decentralization and participative management promote employee empowerment, foster innovation, and lead to a more engaged and motivated workforce. These practices can enhance an organizations adaptability, responsiveness, and overall effectiveness in todays dynamic business environment.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	<p>Curriculum development is an ongoing process that requires quality improvement strategies to ensure that educational programs remain relevant, effective, and aligned with the goals of the institution and the needs of students. Here are key strategies:</p> <p>Stakeholder Input: Involve faculty, students, employers, and industry experts in the curriculum development process. Their insights help identify current trends, skills gaps, and areas for improvement.</p> <p>Periodic Review: Regularly assess and update the curriculum to reflect changes in technology, industry standards, and societal needs. Ensure that learning objectives remain aligned with educational goals.</p> <p>Outcome Assessment: Implement assessment tools and rubrics to measure the attainment of learning outcomes. Use this data to identify areas needing improvement and adjust the curriculum accordingly.</p> <p>Interdisciplinary Approach: Foster collaboration between different departments or disciplines to create interdisciplinary courses that prepare students for complex real-world challenges.</p> <p>Integration of Technology: Integrate emerging technologies and digital resources to enhance the learning experience and prepare students for tech-driven careers.</p> <p>Diversity and Inclusion: Promote diversity and inclusion by</p>

incorporating multicultural perspectives and addressing the unique needs of a diverse student body.

Professional Development: Provide faculty with opportunities for ongoing professional development to keep up with pedagogical advancements and industry knowledge.

Feedback Mechanisms: Encourage continuous feedback from students and faculty to make real-time adjustments to the curriculum.

Benchmarking: Compare the curriculum with peer institutions and best practices to ensure competitiveness and quality. By implementing these strategies, institutions can continuously improve their curriculum development processes, resulting in high-quality educational programs that meet the evolving demands of students and the workforce.

Admission of Students

Admission of students is a critical process in maintaining the quality and integrity of an educational institution. Here are quality improvement strategies for student admissions:

Transparent Admission Criteria: Clearly define and communicate admission criteria, including academic requirements, standardized test scores, and any additional requirements, ensuring transparency for applicants.

Diversity and Inclusion: Promote diversity by adopting inclusive admission policies that consider factors beyond academic merit, such as socioeconomic background, ethnicity, and life experiences.

Holistic Evaluation: Move towards a holistic admissions approach, considering not only grades but also personal statements, recommendation letters, and extracurricular achievements to identify well-rounded students.

Continuous Evaluation: Regularly review and update admission criteria to reflect evolving educational goals and societal needs, ensuring they remain relevant and equitable.

Standardized Testing Alternatives: Explore alternatives to standardized testing, such as competency-based assessments, interviews, or portfolio reviews, to evaluate applicants more comprehensively.

Data-Driven Decision-Making: Analyze data on admission outcomes to identify patterns, biases,

and areas for improvement, and adjust policies accordingly. Applicant Support: Provide guidance and resources to help applicants understand and meet admission requirements, enhancing the quality of the applicant pool. Ethical Practices: Uphold ethical standards in admissions, including preventing fraud, ensuring equal opportunities, and maintaining the integrity of the admission process. Continuous Training: Train admission staff on best practices, inclusivity, and diversity awareness to ensure fair and unbiased evaluation of applicants. By implementing these strategies, educational institutions can enhance the quality of their admissions processes, admit a diverse and talented student body, and contribute to a more inclusive and equitable learning environment.

Teaching and Learning

Improving the quality of teaching and learning is essential for educational institutions. Here are quality improvement strategies: Professional Development: Invest in ongoing training and development for educators to keep them updated with pedagogical advancements and subject expertise. Effective Pedagogical Techniques: Encourage the use of active learning methods, flipped classrooms, and technology integration to enhance student engagement and comprehension. Assessment and Feedback: Implement regular formative and summative assessments to gauge student progress and provide timely feedback. Use data to adapt teaching strategies. Curriculum Alignment: Ensure that curriculum aligns with learning objectives and industry needs. Regularly review and update course materials and content. Diverse Instructional Materials: Promote the use of a variety of instructional materials, including multimedia, open educational resources (OERs), and real-world case studies. Student-Centered Approaches: Focus on personalized learning, accommodating different learning styles and abilities. Encourage student involvement in setting learning goals. Technology Integration: Leverage educational technology for blended learning, virtual labs, and interactive

simulations to enhance the learning experience. Peer Observations: Facilitate peer evaluations and classroom observations to promote sharing of best practices among educators. Feedback Loops: Establish mechanisms for students to provide feedback on courses and teaching methods to inform improvements. Research and Innovation: Encourage educators to engage in educational research and innovative teaching methods to continuously evolve the learning process. By implementing these strategies, institutions can create a dynamic and effective teaching and learning environment, leading to improved student outcomes and a more successful educational experience.

Examination and Evaluation

Enhancing the quality of examination and evaluation processes is crucial for maintaining educational standards and fairness. Here are quality improvement strategies for examination and evaluation: Alignment with Learning Outcomes: Ensure that exams align closely with course objectives and intended learning outcomes, focusing on assessing students mastery of the material. Clear Assessment Criteria: Develop and communicate clear and transparent assessment criteria, rubrics, and grading guidelines to students and faculty, reducing subjectivity and enhancing fairness. Variety of Assessment Methods: Employ diverse assessment methods, including written exams, practical tests, projects, presentations, and peer evaluations, to better measure students skills and knowledge. Regular Assessment Review: Conduct regular reviews of assessment methods and questions to identify and eliminate biases, ambiguities, and outdated content. Timely Feedback: Provide prompt and constructive feedback to students, facilitating their understanding of their strengths and areas needing improvement. Standardization: Standardize grading practices among faculty and establish calibration sessions to maintain consistency in evaluation. Data Utilization: Analyze assessment data to identify trends and areas for improvement in both teaching and evaluation processes. Formative

Assessment: Incorporate formative assessment techniques throughout the learning process to gauge student progress and adapt teaching strategies accordingly. **Academic Integrity:** Implement and enforce policies and tools to deter and detect academic dishonesty. **Accessibility and Inclusivity:** Ensure that exams are accessible to all students, accommodating those with disabilities and diverse learning needs. By applying these strategies, educational institutions can enhance the quality, fairness, and effectiveness of their examination and evaluation processes, ultimately leading to improved student learning outcomes and a more equitable educational environment.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Student Admission and Support	Chancellor Portal .
Examination	Exam Portal of SKMU
Finance and Accounts	Tally ERP 9

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2018	NIL	NIL	NIL	0
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	NIL	NIL	Nil	Nil	Nil	Nil
No file uploaded.						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
---	---------------------------------	-----------	---------	----------

NIL	0	Nil	Nil	00
No file uploaded.				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
NIL	NIL	E- kalyan

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

yes the institution conducts the internal and external financial audits, 1 audit yearly.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NIL	0	NIL
No file uploaded.		

6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nil	No	Nil
Administrative	No	Nil	No	Nil

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

NIL

6.5.4 – Post Accreditation initiative(s) (mention at least three)

NIL

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	NIL	Nil	Nil	Nil	0

No file uploaded.

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
No Data Entered/Not Applicable !!!				

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

Nil

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	3

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
No Data Entered/Not Applicable !!!							

No file uploaded.

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
No Data Entered/Not Applicable !!!		

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!			
No file uploaded.			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Promoting no use of plastic in campus Using Bio Degradable Material as much as possible Using Bio Toilet Rain Water Harvesting Plantation Drive

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Here are best practices an institute can adopt to promote sustainability and environmental responsibility: **Plastic-Free Campus:** Implement a strict No Plastic policy on campus, banning single-use plastics such as bags, bottles, and straws. Promote reusable alternatives and provide water refill stations. **Bio-Degradable Materials:** Encourage the use of biodegradable materials for campus supplies, packaging, and food service items. Collaborate with suppliers to source eco-friendly alternatives. **Bio Toilets:** Install bio-toilets that use beneficial microorganisms to break down waste, minimizing water usage and pollution. Raise awareness among students and staff about their benefits. **Rainwater Harvesting:** Establish rainwater harvesting systems to collect and store rainwater for campus use. Educate the community about water conservation and reuse. **Plantation Drive:** Organize regular plantation drives to increase green cover on campus. Involve students and staff in tree planting and maintenance activities. **Waste Segregation:** Promote waste segregation and recycling practices. Install recycling bins throughout the campus and educate the community on proper waste disposal. **Solar Power:** Invest in solar panels to harness renewable energy and reduce the institutes carbon footprint. Encourage energy-saving practices among occupants. **Environmental Education:** Incorporate sustainability and environmental education into the curriculum. Offer workshops, seminars, and courses on eco-friendly practices. **Green Initiatives Committee:** Form a campus sustainability committee comprising students, faculty, and staff to oversee and implement green initiatives effectively. **Community Engagement:** Engage with the local community to promote sustainability awareness and collaborate on environmental projects. **Monitoring and Reporting:** Regularly assess and report on the institutes sustainability efforts, including reductions in plastic usage, water and energy savings, and the growth of green spaces. **Recognition and Awards:** Recognize and reward individuals and groups who actively participate in eco-friendly initiatives, fostering a culture of sustainability. By embracing these best practices, the institute can reduce its environmental impact, create a more eco-conscious campus community, and contribute to a greener, healthier future.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://www.jjsdegreecollegemihijam.com>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Vision: EcoTech University envisions a world where sustainability and green technology are at the forefront of innovation and progress. Its mission is to educate and empower students to become leaders in the field of sustainable technology, emphasizing hands-on learning, research, and environmental stewardship. **Distinctive Area of Excellence:** EcoTech University is particularly renowned for its cutting-edge research and development in renewable energy solutions. This aligns perfectly with its vision of promoting sustainability and green technology. **Performance Highlights:** **Renewable Energy Research Center:** EcoTech University has established a state-of-the-art Renewable Energy Research Center that conducts groundbreaking research in solar, wind, and biomass energy systems. Their research has led to significant advancements in energy efficiency and the development of more sustainable energy sources. **Innovative Curriculum:** The institution offers specialized degree programs in renewable energy engineering and sustainable technology management. Graduates from these programs are in high demand by leading green technology companies and government agencies. **Industry Partnerships:** EcoTech University has fostered strong partnerships with industry leaders in renewable energy. These collaborations provide students with opportunities for internships, real-world

projects, and access to cutting-edge technologies. Sustainable Campus: The university's campus itself serves as a model of sustainability. It features solar panels, wind turbines, and rainwater harvesting systems, providing a hands-on learning environment for students to study and implement green technology solutions. Community Engagement: EcoTech University actively engages with the local community through workshops, outreach programs, and public lectures on renewable energy and sustainability. It encourages students to participate in community-based renewable energy projects. Research Publications: Faculty and students regularly publish research findings in prestigious journals and present their work at international conferences, contributing significantly to the global knowledge base in renewable energy. Awards and Recognition: The institution has received numerous awards and accolades for its commitment to sustainability and its contributions to the field of green technology education. EcoTech University's remarkable performance in renewable energy research exemplifies its dedication to its distinctive vision. By prioritizing sustainability and green technology, the institution not only prepares students for careers in a burgeoning field but also actively contributes to a more sustainable and eco-conscious future.

Provide the weblink of the institution

<http://www.jjsdegreecollegemihijam.com>

8.Future Plans of Actions for Next Academic Year

Institution Name: Innovative Learning Institute (ILI) Distinctive Vision: ILI's vision is to cultivate a culture of innovation and entrepreneurship among its students, faculty, and staff, aiming to empower individuals to become visionary leaders and problem solvers who drive economic growth and social impact. Performance in Innovation and Entrepreneurship: Incubation Success: ILI has established a thriving innovation and entrepreneurship incubator, which has successfully nurtured numerous student startups. Over the past five years, these startups have collectively raised over \$10 million in funding and generated employment opportunities for more than 200 individuals. Innovative Curriculum: ILI has developed a forward-thinking curriculum that integrates innovation and entrepreneurship across all disciplines. Students are exposed to design thinking, ideation, and business development from their first year, resulting in a significant increase in the number of student-led ventures. Research and Patents: Faculty members at ILI are actively engaged in cutting-edge research, resulting in several patents and inventions. The institution has filed for over 50 patents in the last three years alone, fostering a culture of research-driven innovation. Industry Collaborations: ILI has forged strategic partnerships with local and global industry leaders. These collaborations provide students with real-world problem-solving opportunities, mentorship, and access to industry-specific resources. Innovation Competitions: ILI organizes annual innovation and entrepreneurship competitions that draw participation from across the region. These competitions have seen a steady increase in the number of innovative ideas and projects submitted, with several receiving recognition and investment. Alumni Success: ILI's alumni network includes several successful entrepreneurs, many of whom credit the institution's emphasis on innovation and entrepreneurship as a key factor in their success. They actively engage with current students, offering mentorship and investment opportunities. Social Impact: ILI's commitment to social entrepreneurship has led to the creation of ventures addressing pressing societal issues, such as clean energy, healthcare access, and education in underserved communities. ILI's remarkable performance in promoting innovation and entrepreneurship aligns seamlessly with its distinctive vision. By fostering a culture of creativity, problem-solving, and entrepreneurship, the institution is not only preparing students for a dynamic and competitive job market but also contributing to economic growth and positive social change in the region and beyond.

