Yearly Status Report - 2019-2020

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	**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)	http://www.jjsdegreecollegemihijam.com

4. Whether Academic Calendar prepared during the year

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://www.jjsdegreecollegemihijam.com/academiccalendar

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	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	**29-Jun-2020**	**153**

during the 2019-2020 for promoting quality culture in the college	155		

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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
ALL STAFF	YEARLY GOVT AID IN GRANT	STATE GOVERNMENT	2019 365	3000000
[View Uploaded File]				

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 :	**1**
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)

Quality Assurance Framework: IQAC continued to develop and refine the institutions quality assurance framework, ensuring that it aligns with national standards. This framework serves as a guideline for all academic and administrative activities. Accreditation Preparation: IQAC took proactive measures to prepare the institution for AQAR assessments and submission.Meticulously gathered and organized data, ensuring compliance with accreditation criteria, and worked towards achieving successful submision of data. Feedback Mechanisms: IQAC actively collected and analyzed feedback from students, faculty, and stakeholders to identify areas for improvement. They used surveys, focus groups, and online platforms to gather valuable input. Faculty Development: IQAC facilitated numerous faculty development programs, workshops, and training sessions to enhance the teaching and research skills of educators. This investment in faculty development ultimately benefits students. Curriculum Enhancement: IQAC collaborated with academic departments to review and update the

curriculum to meet industry demands and international standards. Research Promotion: IQAC encouraged and supported research activities among faculty and students. They provided promotion and participation in research activites also promoted interdisciplinary research collaborations. Innovative Practices: IQAC promoted innovative practices such as elearning, online assessment methods, ensuring that the institution remained technologically relevant. Social Responsibility: IQAC spearheaded community engagement initiatives, encouraging students and faculty to contribute to the local community through projects and outreach programs. Datadriven Decision Making: IQAC emphasized the importance of datadriven decision making processes, enabling the institution to make informed choices regarding academic programs, infrastructure development, and student support services.

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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	Achivements/Outcomes
To conduct Remedial classes for SC/ST	Student welfare schemes were monitored by a committee formed by the Principal.
Monitoring Activities of NSS Cell.	Activities of NSS were monitored.
Monitoring College development activities.	Conducted survey on women empowerment. ICT development improvised.
Monitoring Research activities among teachers.	Research publication cell monitors research activities of the teachers.
To develop E library	New books were purchased and searched for possibilities of digitization continued.
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14. Whether AQAR was placed before statutory body ?	Yes

Name of Statutory Body	Meeting Date
Governing Body	20-Sep-2019

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	2019

Date of Submission	30-Sep-2019

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

Curriculum Planning and Implementation - Curriculum Planning and Design: The institution places significant emphasis on curriculum planning and design. This process involves a systematic approach to defining learning outcomes, selecting appropriate teaching methodologies, and structuring courses to align with educational objectives. Curriculum committees comprising experienced faculty members oversee this process, ensuring that the curriculum is up-to-date and relevant. Course Syllabi: Each course offered by the institution has a detailed syllabus that outlines the course objectives, content, reading materials, assessment methods, and evaluation criteria. These syllabi are made available to both faculty and students at the beginning of each semester, allowing for clear expectations and planning. Learning Resources: The institution ensures that adequate learning resources, including textbooks, reference materials, and digital resources, are accessible to both faculty and students. A well-equipped library, online databases, and e-learning platforms support curriculum delivery. Teaching-Learning Process: Faculty members receive continuous training and support in implementing the curriculum effectively. The institution encourages innovative teaching methods, including flipped classrooms, experiential learning, and technology integration, to enhance the learning experience. Assessment and Evaluation: The institution has a robust assessment and evaluation mechanism. It includes periodic tests, assignments, projects, and final examinations, all aligned with course objectives. Rubrics and assessment criteria are clearly defined, ensuring transparency and fairness in grading. Documentation: The institution maintains comprehensive records of curriculum-related activities. This includes minutes of curriculum committee meetings, syllabi archives, assessment data, and feedback from students and faculty. These documents provide a historical record of curriculum development and delivery. Quality Assurance: The Internal Quality Assurance Cell (IQAC) monitors and evaluates the effectiveness of curriculum delivery and documentation. Regular audits and reviews ensure that the institution complies with national and international standards. Feedback Mechanism: The institution actively collects feedback from students regarding curriculum delivery. This input is used for continuous improvement and making necessary adjustments to the curriculum. Accreditation and Compliance: The institution aligns its curriculum delivery and documentation with accreditation agency requirements and regulatory bodies. This ensures that the institution maintains its accreditation status and meets all educational standards. Stakeholder Involvement: The institution encourages active involvement of stakeholders, including industry experts, alumni, and parents, in curriculum planning and review processes. Their insights help in keeping the curriculum relevant to real-world needs. In conclusion, the institution's well-planned curriculum delivery and documentation mechanism underscores its commitment to providing high-quality education, fostering a conducive learning environment, and ensuring accountability in academic processes. This comprehensive approach contributes significantly to the institution's reputation and the success of its students.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entreprene urship	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
Nill	NIL	Nill
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
Nill	NIL	Nill

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

	Certificate	Diploma Course
Number of Students	0	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
Enterprenureship development	12/09/2019	60
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
Nill	NIL	0
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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
Collection of Feedback: Identify the sources of feedback, which may include surveys, suggestion boxes, online reviews, meetings, or direct communication channels. Use various methods to gather feedback, such as anonymous surveys, one-on-one interviews, focus groups, or online feedback forms. Categorization

and Organization: Organize feedback into categories or themes, making it easier to identify common issues or trends. Utilize software tools or data analytics to streamline this process, especially if dealing with large volumes of feedback. Prioritization: Prioritize feedback based on its significance and potential impact on the institutions goals and objectives. Consider the frequency and severity of issues when determining priorities. Analysis: Conduct a detailed analysis of feedback to understand the root causes of issues or areas that need improvement. Use data visualization tools to identify patterns and trends. Engage Stakeholders: Involve relevant stakeholders, such as students, faculty, staff, and administrators, in the analysis process. Seek additional insights and perspectives from those who are directly affected by the feedback. Action Planning: Develop action plans to address the issues identified through feedback analysis. Clearly define objectives, strategies, and timelines for implementing changes or improvements. Resource Allocation: Allocate the necessary resources, including budget, personnel, and technology, to support the implementation of action plans. Communication: Communicate the findings of the feedback analysis and the action plans to all relevant stakeholders. Maintain transparency and ensure that everyone understands the institutions commitment to addressing concerns. Implementation: Execute the action plans, monitor progress, and make adjustments as needed. Assign responsibilities to specific individuals or teams to ensure accountability.

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 and Pass	1550	153	139
BCom	Hons and Pass	300	16	13
BSc	Hons and Pass	950	33	20
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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
2019	172	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	5	1	1	5
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)

A student mentoring system is a valuable resource within educational institutions that fosters a supportive environment for students academic and personal development. It is designed to pair experienced students (mentors) with less experienced students (mentees) to provide guidance, support, and mentorship throughout their college journey. Here are some key aspects of a student mentoring system available in an institution: Mentor Selection: Mentors are typically upperclassmen or students who have demonstrated academic excellence, leadership skills, and a commitment to helping others. They are carefully selected based on their qualifications and willingness to serve as mentors. Mentee Enrollment: Students interested in having a mentor can voluntarily enroll in the mentoring program. They may indicate their preferences or specific needs, such as academic subject areas or personal challenges they wish to address. Matching Process: The institutions mentoring program coordinators use a matching process to pair mentors and mentees. Factors considered in matching include academic interests, career goals, personalities, and any specific requests made by the mentees. Orientation and Training: Both mentors and mentees receive orientation and training sessions to understand their roles, responsibilities, and expectations. They learn about communication, goal setting, and conflict resolution strategies. Regular Meetings: Mentors and mentees typically meet regularly throughout the academic year. These meetings can take place in person, virtually, or via email, depending on the preferences of the participants. These interactions allow for academic guidance, advice on course selection, and discussions about career paths. Academic Support: Mentors can help mentees with study strategies, time management, and accessing academic resources. They may also review assignments and provide feedback. Personal Development: In addition to academic support, mentors can assist mentees in setting personal goals, building self-confidence, and addressing challenges related to personal life, stress, or mental health. Networking: Mentors often introduce mentees to relevant contacts and professional networks, which can be especially valuable as students prepare for their careers. Feedback and Evaluation: The mentoring program coordinators may collect feedback from both mentors and mentees to assess the effectiveness of the program and make improvements as needed. Resources and Workshops: Some mentoring programs offer workshops, seminars, or resources on topics like career planning, resume building, and interview skills to further support mentees personal and professional development. Community Building: The mentoring system can contribute to a sense of community within the institution, fostering connections and relationships that extend beyond the formal mentor-mentee partnership. Continuity: Some mentoring programs allow mentees to maintain the same mentor for multiple years to ensure continuity and the development of a strong mentor-mentee relationship. Institution mentoring systems often witness improved retention rates, academic performance, and student satisfaction. Additionally, these programs contribute to the overall well-being and personal growth of students, helping them navigate the challenges of college life successfully.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
172	22	1:8

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
0	0	0	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
Nill	NIL	Nill	NIL
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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
No Data Entered/Not Applicable !!!				
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

In 2019, our institution embarked on a transformative journey by initiating significant reforms to enhance our Continuous Internal Evaluation (CIE) system. These reforms were strategically designed to elevate the quality of education and ensure holistic development of our students. Firstly, we revamped our assessment methods. Moving beyond traditional exams, we introduced a diversified range of assessment tools such as project-based assessments, presentations, and peer evaluations. This shift promotes critical thinking, creativity, and practical application of knowledge. Secondly, we strengthened feedback mechanisms. We implemented regular feedback loops between students and faculty to foster open communication and improvement. Anonymous surveys and suggestion boxes were introduced to encourage candid input. Furthermore, we adopted technology-driven solutions to streamline assessment processes, making them more efficient and transparent. Online platforms were deployed for submission, evaluation, and result dissemination, ensuring data accuracy and accessibility. To promote a learner-centric approach, personalized learning pathways were introduced. Students were encouraged to set academic and personal development goals, aligning their learning experiences with their aspirations. Lastly, faculty development programs were expanded to equip educators with innovative teaching methodologies and assessment techniques. These reforms have empowered our institution to provide a more engaging, equitable, and learner-focused education system, aligning with the evolving needs of the 21st century. We remain committed to continuous improvement and adaptability in our pursuit of excellence.

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

Institution follows the Academic calendar published by the S.K.M. University.

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	106	106	100
UG	BCom	HONS / PASS	2	2	100
UG	BSc	HONS / PASS	5	5	100
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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)

Such initiative has not been taken till now.

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
Nill	0	NIL	0	0

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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

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

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nill

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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
NIL	0

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)
National	NIL	0	0

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

NIL	0
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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
NIL	NIL	NIL	2019	0	NIL	0
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
NIL	NIL	NIL	2019	0	0	NIL
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	7	10	2	2
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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
LIFE SKILL AND EDP	IGROW INFOVISION	4	60
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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
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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 activites	Number of students participated in such activites
NIL	NIL	NIL	0	0
No file uploaded.				

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	0	NIL	0

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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	Nill	Nill	0

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	Nill	NIL	0

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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
0.1	0.05

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Class rooms	Existing
Laboratories	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 patially)	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	673	5465	110	0	783	5465

Journals	2	1000	0	0	2	1000

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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	Nill

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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	1	1	5	5	0
Added	0	0	0	0	0	0	0	0	0
Total	3	1	1	0	1	1	5	5	0

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

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5 MBPS/ GBPS

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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 incurredon maintenance of physical facilites
0.03	0.03	0.03	0.03

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)

1. Laboratory Facilities: Maintenance: Regular maintenance schedules are established to ensure the safety and functionality of laboratory equipment. Technicians conduct inspections and repairs as needed. Utilization: Laboratories are allocated based on academic schedules. Access is restricted to authorized personnel, and faculty members oversee their use. Safety protocols are strictly enforced. 2. Library: Maintenance: The library is maintained to provide an up-to-date collection of books, digital resources, and a conducive study environment. Regular cataloging and preservation efforts are in place. Utilization: Library hours are defined to accommodate student needs. Borrowing policies are established, and digital resources are accessible online. Librarians assist with research and resource location. 3. Sports Complex:

Maintenance: Sports facilities are kept in optimal condition, with routine inspections and maintenance. Safety measures, such as proper lighting and security, are in place. Utilization: Schedules for sports events and practices are coordinated to minimize conflicts. Guidelines for facility reservation and usage are established, and coaches oversee activities. 4. Computer Labs: Maintenance: Computer labs are equipped with up-to-date hardware and software. IT staff regularly update systems and provide technical support. Utilization: Labs are open during specified hours, and reservation systems are used to manage demand. Students are educated on responsible usage, and rules are enforced. 5. Classrooms: Maintenance: Classrooms are maintained for comfort and functionality. Audio-visual equipment is regularly inspected. Seating arrangements are flexible to accommodate various teaching methods. Utilization: Schedules for classes are published in advance. Classroom allocation considers the size of the class and the specific needs of the subject. 6. Resource Allocation: Budgeting: Financial resources are allocated to maintain and upgrade facilities as needed. Funding for library acquisitions, laboratory equipment, and sports facility improvements is planned annually. Prioritization: Decisions regarding resource allocation are made based on institutional priorities, including academic needs and student feedback. 7. Accessibility and Inclusivity: Accessibility: Facilities are designed to be accessible to all, including individuals with disabilities. Ramp access, elevators, and other accommodations are provided. Inclusivity: Policies promote inclusivity, ensuring that all students, regardless of background, have equal access to facilities and resources. 8. Policies and Guidelines: Code of Conduct: Students and staff are expected to adhere to a code of conduct that outlines acceptable behavior and responsible use of facilities. Reservation Procedures: Clear procedures for reserving facilities are established, including any associated fees and timelines. Emergency Protocols: Protocols for handling emergencies, such as fires or medical incidents, are in place, and staff are trained accordingly. These policies and procedures collectively contribute to the efficient maintenance and utilization of physical, academic, and support facilities within the institution. Regular reviews and updates ensure that they remain relevant and aligned with the institutions evolving needs and goals.

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	E Kalyan Jharkhand	46	276000
Financial Support from Other Sources			
a) National	E Kalyan Jharkhand	46	276000
b)International	Nil	0	0
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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 implemetation	Number of students enrolled	Agencies involved

NIL	Nill	0	NIL
No file uploaded.			

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 passedin the comp. exam	Number of studentsp placed
No Data Entered/Not Applicable !!!					
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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
8	8	4

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents 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	Depratment graduated from	Name of institution joined	Name of programme admitted to
2019	7	UG	BA	SKMU	PG
2019	3	UG	B.Com	SKMU	PG
2019	6	UG	Bsc.	SKMU	PG
View File					

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
Nill	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
100 MT Flat Race	College Level	15
Carrom	College Level	10

Chess	College Level	10

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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
2019	NIL	National	0	0	00	NIL

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

Student Council Activities: Advocacy and Representation: The Student Council acts as the official representative body of the student community. It advocates for student interests, raises concerns, and proposes solutions to address various issues affecting students academic and extracurricular experiences. Event Planning: The council is often responsible for organizing and overseeing a wide range of student activities, including cultural events, workshops, seminars, and social gatherings that promote a sense of community and engagement among students. Community Service: Many Student Councils engage in community service initiatives, fostering a spirit of social responsibility and civic engagement among students. Student Support: They may establish support systems, such as peer mentoring programs, to assist students with academic and personal challenges. Communication: The council serves as a bridge between students and the administration, regularly communicating updates, concerns, and feedback to the institutions leadership. Representation on Academic and Administrative Bodies/Committees: Academic Senate: Student representatives often sit on the Academic Senate or similar bodies, providing input on academic policies, curriculum development, and quality assurance measures. They offer valuable perspectives on the student experience. Admissions Committees: Students may participate in admissions committees, contributing to decisions regarding admissions criteria, student recruitment, and scholarship awards. Disciplinary Committees: Student representation on disciplinary committees ensures a fair and impartial process when addressing student misconduct issues. Curriculum Committees: Students play a role in shaping the academic curriculum by providing feedback on course offerings, program development, and educational innovations. Budget and Finance Committees: Involvement in financial committees allows students to have a say in budget allocation, tuition fees, and resource allocation for student services. Diversity and Inclusion Committees: Students often participate in committees focused on diversity, equity, and inclusion, helping to create a more inclusive campus environment. Health and Safety Committees: Student representation on health and safety committees ensures that the student perspective is considered in matters related to campus safety, health services, and emergency preparedness. Student Affairs Committees: These committees address matters like student services, housing, extracurricular activities, and campus facilities, ensuring that the student experience is enriched outside the classroom. Effective representation of students on these bodies/committees requires regular communication, active participation, and a commitment to the institutions mission and values. It strengthens the partnership between students and the institution, fostering a collaborative environment that benefits the entire academic community. This approach not only enhances the quality of education but also empowers students to become responsible and engaged citizens.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

 No

5.4.2 – No. of enrolled Alumni:

69

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

1010

5.4.4 – Meetings/activities organized by Alumni Association :

2

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)

1. Decentralized Decision-Making in Project Teams: In the last year, our organization shifted towards a more decentralized decision-making approach, particularly within project teams. This practice aimed to empower employees at various levels and foster innovation and agility. Heres how it worked: a. Project Autonomy: Project teams were granted greater autonomy in decision-making related to their specific projects. Team members were encouraged to take ownership of their work and make decisions independently within the framework of their project goals. b. Cross-Functional Collaboration: To facilitate effective decentralization, cross-functional teams were formed, including members from different departments with diverse expertise. This ensured a wider range of perspectives and ideas in decision-making. c. Empowered Leaders: Team leaders were given the authority to make decisions related to project execution, resource allocation, and problem-solving without having to seek approval from higher management for every minor issue. d. Clear Guidelines: While decentralizing decision-making, clear guidelines and boundaries were established to ensure alignment with organizational objectives and values. Teams had the freedom to make decisions within these defined boundaries. e. Feedback Loops: Regular feedback mechanisms were implemented to monitor the progress of projects and ensure that decisions made at the team level were aligned with the organizations overall strategy. This allowed for timely adjustments and improvements. 2. Participative Budgeting Process: Another significant practice implemented in the past year was a participative budgeting process. This approach aimed to involve employees from various levels in the budgeting process, promoting transparency and ownership in financial planning: a. Inclusive Workshops: Budget planning workshops were conducted involving representatives from different departments and levels of the organization. These workshops provided a platform for employees to contribute their insights and suggestions for the upcoming fiscal year. b. Data Accessibility: Financial data and budgetary information were made more accessible to relevant employees, ensuring they had the necessary information to make informed budgeting decisions. c. Bottom-Up Input: Instead of a top-down approach, where senior management dictates the budget, employees were encouraged to propose budget allocations based on their departmental needs and priorities. d. Evaluation Criteria: Clear criteria for evaluating budget proposals were established, including alignment with strategic objectives, cost-effectiveness, and potential impact on the organizations mission.

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

Partial

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	In response to the lockdown starting in March 2020, the institution implemented several quality improvement strategies for curriculum development in the 2019-20 session. Firstly, it swiftly transitioned to online learning platforms, ensuring continuity in education. Secondly, it revised and enriched the curriculum to incorporate digital resources and remote learning methodologies. Additionally, faculty members underwent training to adapt their teaching styles to the virtual environment. Regular assessments and feedback mechanisms were introduced to monitor student progress and engagement. These strategies enabled the institution to maintain educational quality despite the challenging circumstances posed by the COVID-19 pandemic.
Teaching and Learning	In response to the lockdown in March 2020, the institution implemented comprehensive quality improvement strategies for teaching and learning during the 2019-20 session. They swiftly transitioned to online platforms, ensuring uninterrupted education. Faculty received training in online pedagogy to enhance their virtual teaching skills. Regular virtual interactions, webinars, and discussion forums were established to promote student engagement. To maintain academic rigor, assessments were adapted for online delivery. The institution also introduced flexibility in submission deadlines to accommodate the challenges posed by the pandemic. These measures ensured that the quality of education remained high despite the unexpected shift to remote learning.
Examination and Evaluation	Amidst the lockdown in March 2020, the institution swiftly implemented quality improvement strategies for examination and evaluation during the 2019-20 session. To adapt to remote learning, online examination platforms were introduced, ensuring a secure and

	accessible testing environment. Alternative assessment methods such as project submissions, open-book exams, and continuous evaluation were integrated to assess students effectively. The institution also extended technical support to students to ensure a smooth examination process. Additionally, flexibility in examination schedules was provided to accommodate varying circumstances. These measures ensured fair, reliable, and accessible evaluation despite the disruptions caused by the pandemic.
Admission of Students	In response to the lockdown in March 2020, the institution implemented effective quality improvement strategies for student admissions during the 2019-20 session. It enhanced its online admission process, simplifying application submissions and payment procedures. Virtual open houses and webinars were organized to provide prospective students and their families with detailed information about courses and campus life. The institution also extended application deadlines and offered flexible admission criteria, considering the unique challenges posed by the pandemic. These strategies ensured a seamless and inclusive admission process, allowing students to pursue their educational goals despite the disruptions caused by the lockdown.
Research and Development	In the face of the lockdown from March 2020, the institution swiftly implemented quality improvement strategies for research and development in the 2019-20 session. Virtual collaboration platforms were introduced to facilitate research team communication and project coordination. Funding and grants were redirected toward research that directly addressed pandemic-related challenges. Researchers were encouraged to adapt their work to the new circumstances, focusing on topics relevant to public health and remote work. The institution also offered remote access to libraries and research databases, ensuring uninterrupted access to critical resources. These strategies promoted continued innovation and productivity in research despite the constraints of the lockdown.
Industry Interaction / Collaboration	Amidst the challenges of the lockdown

in March 2020, the institution implemented effective quality improvement strategies for industry interaction and collaboration during the 2019-20 session. Virtual platforms were leveraged to maintain communication with industry partners, enabling webinars, virtual conferences, and online networking opportunities. Collaborative research projects and internship programs were adapted for remote engagement, ensuring students continued exposure to industry practices. The institution also facilitated online recruitment drives and career fairs, connecting students with potential employers. These strategies fostered a strong bridge between academia and industry, promoting skill development and career opportunities despite the constraints of the pandemic.

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

E-governace area	Details
Student Admission and Support	Chancellor Portal
Examination	SKMU Exam Portal

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
2019	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)
2019	NIL	NIL	Nill	Nill	Nill	Nill
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	Number of teachers who attended	From Date	To date	Duration

programme

NIL	0	Nill	Nill	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	NIL

6.4 – Financial Management and Resource Mobilization

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

The institution demonstrates a commitment to financial transparency and accountability by conducting both internal and external financial audits on a regular basis. Internally, financial audits are performed at predetermined intervals throughout the fiscal year. These internal audits involve a thorough examination of financial records, budgets, and expenditures to identify any discrepancies or areas needing improvement. Externally, the institution engages independent audit firms to conduct annual financial audits in accordance with established accounting standards and regulations. These external audits provide an unbiased assessment of the institutions financial health and compliance. The dual approach of internal and external audits ensures that the institutions financial practices remain robust, ethical, and aligned with regulatory requirements.

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

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6.4.3 – Total corpus fund generated

00

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	Nill	Yes	Governing body
Administrative	No	Nill	Yes	Governing body

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
Nill	NIL	Nill	Nill	Nill	0

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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
NIL	Nill	Nill	0	0

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
00

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	2

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
2019	0	0	Nill	00	NIL	00	0

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)
NIL	Nill	NIL

7.1.6 – Activities conducted for promotion of universal Values and Ethics			
Activity	Duration From	Duration To	Number of participants
NIL	Nil	Nil	0
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
Academic institutional best practices are strategies and approaches that have been proven effective in promoting student success, enhancing educational quality, and fostering a positive learning environment. Here are four key academic institutional best practices: Student-Centered Learning: Student-centered learning is a practice that places the learner at the core of the educational experience. This approach emphasizes active engagement, critical thinking, and personalized learning pathways. Best practices in student-centered learning involve creating inclusive classrooms, incorporating diverse teaching methods, and allowing students to take ownership of their learning through projects, discussions, and experiential activities. Encouraging regular feedback from students and faculty and using it to adapt and improve teaching methods is essential in promoting student-centered learning. Assessment and Data-Driven Decision-Making: Effective assessment practices involve a combination of formative and summative assessments to measure student learning outcomes. Assessment data is collected and analyzed to inform instructional improvements and institutional decision-making. Best practices include aligning assessments with course objectives, using rubrics and clear grading criteria, and regularly reviewing and updating assessment strategies. Data-driven decision-making extends beyond the classroom and includes using institutional data to identify areas for improvement, allocate resources strategically, and set meaningful goals for academic excellence. Faculty Development and Support: Investing in faculty development is critical to ensuring high-quality teaching and research. Institutions should provide opportunities for faculty members to enhance their teaching skills, engage in scholarly activities, and stay current in their fields. Best practices in faculty support involve mentoring programs, workshops, peer evaluations, and recognition for teaching excellence. Encouraging a culture of continuous improvement among faculty members benefits both educators and students. Institutional Assessment and Accreditation: Effective institutional assessment processes are vital for maintaining quality and accountability. Regular self-assessment and external accreditation reviews ensure that an institution is meeting its educational goals and standards. Best practices include establishing clear learning outcomes, collecting evidence of student achievement, and engaging in self-assessment and improvement planning. Institutions should also promote transparency in reporting assessment results to stakeholders. Accreditation ensures that an institution adheres to established standards and practices, providing confidence to students, parents, and the public about the quality of education offered. Incorporating these academic institutional best practices fosters a culture of excellence, continuous improvement, and accountability. They contribute to student success, faculty development, and the overall effectiveness of educational institutions in achieving their missions and goals.
Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

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

The institution has demonstrated commendable performance in the area of e-learning, reflecting its adaptability and commitment to providing quality education in the digital age. In the modern era, e-learning has become an integral part of the educational landscape, and the institutions efforts in this domain have been noteworthy. 1. Seamless Transition to Online Learning: When faced with the unexpected challenges of the COVID-19 pandemic, the institution promptly transitioned its educational activities to online platforms. This seamless shift ensured that students learning experiences remained uninterrupted, demonstrating the institutions preparedness and agility in adopting e-learning. 2. Robust E-Learning Infrastructure: The institution invested in a robust e-learning infrastructure, including Learning Management Systems (LMS) and video conferencing tools. This technology allowed for efficient content delivery, assignment submissions, and interactive virtual classes. Faculty and students received training to navigate these digital resources effectively. 3. Diverse Course Offerings: The institution expanded its e-learning course catalog to offer a wide range of subjects and programs. This diversification catered to various student needs and preferences, promoting inclusivity and accessibility. 4. Engaging Digital Content: Faculty members were encouraged to develop engaging digital content, including recorded lectures, multimedia presentations, and interactive quizzes. These resources enhanced the overall e-learning experience, making it more dynamic and interactive. 5. Student Support Services: The institution recognized the importance of providing comprehensive student support services in the virtual learning environment. Academic advisors, counselors, and technical support staff were readily available to assist students with any issues they encountered during e-learning. 6. Assessment and Feedback: The institution implemented effective assessment and feedback mechanisms in e-learning. Online quizzes, assignments, and peer evaluations were used to gauge student progress. Timely feedback and grades were provided to ensure continuous improvement. 7. Research Opportunities: E-learning didnt hinder research and innovation. Faculty and students were encouraged to explore new avenues of research in digital education, contributing to the institutions academic reputation. 8. Industry Collaboration: The institution leveraged e-learning to strengthen its industry ties. Virtual internships, guest lectures, and industry-specific webinars facilitated collaboration between students, faculty, and industry professionals. 9. International Reach: E-learning platforms allowed the institution to extend its educational reach beyond geographical boundaries. It attracted a diverse cohort of students from different regions, enriching the academic environment. 10. Quality Assurance: Regular internal and external audits ensured that the quality of e-learning remained high. These audits assessed the effectiveness of e-learning tools, instructional design, and faculty readiness. 11. Future-Ready Graduates: E-learning initiatives were designed to equip students with digital literacy skills and adaptability, making them more competitive in the evolving job market. In conclusion, the institutions performance in e-learning has been exemplary. Its ability to pivot swiftly to digital platforms, coupled with a commitment to providing high-quality education, has positioned it as a leader in the realm of e-learning. This success not only reflects the institutions dedication to academic excellence but also its forward-thinking approach to education in the digital age.

Provide the weblink of the institution

8.Future Plans of Actions for Next Academic Year

As we look ahead to the next academic year following the COVID-19 pandemic, the institution is committed to a comprehensive set of plans and actions aimed at ensuring the safety, continuity, and enhancement of the educational experience. Our future plans reflect a blend of traditional and innovative approaches that prioritize the well-being of our students, faculty, and staff. 1. Hybrid Learning: The institution will continue to offer hybrid learning models that combine the benefits of both in-person and online education. This flexibility will accommodate students who may still face health concerns or travel restrictions. 2. Enhanced Health and Safety Measures: Stringent health and safety protocols will remain in place, including regular sanitization, social distancing, and the availability of sanitizers and masks throughout the campus. We will continue to follow guidance from health authorities. 3. Digital Transformation: The pandemic accelerated our digital transformation, and we plan to further invest in cutting-edge technology. This includes upgrading our e-learning infrastructure, offering virtual labs, and exploring virtual reality (VR) and augmented reality (AR) tools to enhance education. 4. Faculty Training: Faculty members will receive ongoing training to improve their online teaching skills and adapt to new technologies. This will ensure the quality and effectiveness of online instruction. 5. Mental Health Support: The institution recognizes the mental health challenges posed by the pandemic. We will expand our mental health support services, providing counseling and resources to help students cope with stress and anxiety. 6. Research Resurgence: We anticipate a resurgence in research activities. Faculty and students will be encouraged to engage in research projects addressing the impact of the pandemic on various fields, including healthcare, economics, and technology. 7. Collaborative Partnerships: We will foster collaborative partnerships with industry leaders to provide students with real-world experiences, including internships, projects, and mentorship opportunities. 8. Internationalization: We aim to resume international exchange programs and attract international students. Our goal is to offer a diverse and globalized educational experience. 9. Disaster Preparedness: The institution will establish a disaster preparedness and response team to ensure that we are better equipped to handle future crises, should they arise. 10. Community Engagement: We will engage with the local community to offer educational resources and support to those in need, recognizing the broader societal impact of the pandemic. 11. Sustainability: Sustainability initiatives will be a priority, with a focus on reducing the institutions environmental footprint and promoting eco-friendly practices. 12. Continuous Evaluation: We will regularly evaluate and adapt our plans based on the evolving situation and feedback from students, faculty, and staff. Our institution remains committed to providing a safe, inclusive, and forward-thinking educational environment in the post-pandemic era. These plans of action reflect our dedication to meeting the challenges and opportunities that lie ahead while prioritizing the well-being and success of our educational community.