



Criterion 6- Governance, Leadership and Management

6.3.5 Institution has Performance Appraisal System for teaching and nonteaching staff



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

Response:

Y.B.N. University, Ranchi, has a transparent and systematic Performance Appraisal System (PAS) for both teaching and non-teaching staff to ensure continuous evaluation and enhancement of the academic and administrative environment. This system is designed to support professional growth, improve institutional effectiveness, and maintain high standards.

Performance Appraisal System (PAS)

The PAS involves a comprehensive evaluation of individual performance, focusing on teaching, research, administration, and overall contributions to the university. It provides valuable feedback to help staff improve while recognizing excellence.

Features for Teaching Faculty

The PAS for teaching faculty evaluates several dimensions:

1. Teaching Effectiveness: Assessments include student feedback, peer reviews, and self assessments.
2. Research and Publications: Faculty are evaluated based on research output, publications, and conference participation.
3. Academic Administration: Involvement in course development, curriculum design, and committee participation is assessed.
4. Professional Development: Faculty participation in training, workshops, and seminars is considered.
5. Student Feedback: Surveys provide insights into teaching effectiveness and classroom management.
6. Peer Reviews: Colleagues evaluate each other's professional contributions.

Appraisal for Non-Teaching Staff

The PAS for non-teaching staff evaluates administrative and operational roles, including:

1. Job Performance: The efficiency and quality of work are assessed.
2. Collaboration and Teamwork: Evaluation of teamwork and support for staff and students.
3. Professionalism: Communication skills, adherence to office procedures, and responsibility are considered.
4. Attendance and Punctuality: Regularity and commitment to work schedules are evaluated.
5. Contribution to University Events: Involvement in academic, cultural, and administrative activities is assessed.

Performance Appraisal Process

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The appraisal process is structured, transparent, and participatory:

1. Self-Appraisal: Staff submit self-assessments detailing achievements, challenges, and improvements.
2. Supervisory Review: Supervisors review performance based on goals and observations.
3. Peer Review (Teaching): Faculty undergo peer reviews to assess teaching and professional behavior.
4. Student Feedback (Teaching): Student satisfaction is part of the appraisal.
5. Final Appraisal Report: A final report is prepared based on all assessments, followed by a feedback discussion.
6. Goal Setting and Development Plans: Staff set new professional goals and create development plans for improvement.
7. Rewards and Recognition: Exemplary performance is rewarded through promotions and recognition.

The PAS at Y.B.N. University fosters continuous improvement and aligns individual contributions with the university's strategic goals, ensuring overall institutional growth. It promotes accountability, professional development, and excellence across both teaching and non-teaching staff.



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Action taken report of the University on feedback
as stated in the minutes of the Governing Council/
Syndicate/ Board of Management

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STUDENT FEEDBACK FORM-CURRICULUM

Parameters	4	3	2	1	0
Completion of syllabus of the course on time	24	57	4	10	09
Classes were well organized with timely access to the materials, notification of changes etc.	13	58	2	13	11
Contents in the lectures were related to the curriculum	11	60	14	05	14
Modern teaching aids power point presentation web sources, multimedia are used by majority of teachers while teaching	18	54	10	16	06
Recommended reading books etc- suggested were relevant and appropriate.	10	61	02	04	08
Opportunities for out of class room learning (guest lectures, seminar, workshop, training, value added programmes	23	66	06	06	03
Teachers take classes regularly, cover the syllabus with clear explanation on all topics.	18	68	2	04	02
Overall Learning Experience	23	59	16	04	02

Score Interpretation-

- 4- Strongly agree
- 3-Agree
- 2-Uncertain
- 1-Disagree
- 0-Strongly disagree



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Student Feedback Action Taken Report

Parameters	Overview	Action Taken Report
Completion of syllabus of the course on time	To ensure that the entire syllabus was completed on time as per the academic calendar.	Regularly reviewed progress against the syllabus schedule. Adjusted teaching pace as necessary to ensure all topics were covered.
Classes were well organized with timely access to the materials, notification of changes etc.	To ensure that classes were well-organized, with timely access to materials, effective notifications of changes, and other relevant details.	Class materials, including lecture notes, assignments, and supplementary resources, were uploaded to the learning management system (LMS) at least 48 hours before the scheduled class time. Regular checks were conducted to ensure that all links and documents were accessible and functional.
Contents in the lectures were related to the curriculum	To ensure that the content of lectures relates to the curriculum.	Lectures are designed to align with the curriculum by covering key topics and learning objectives outlined in the course syllabus. This ensures that students receive instruction that supports their overall educational goals and meets the required standards for the course.
Modern teaching aids power point presentation web sources, multimedia are	To evaluate the current use of PowerPoint presentations, web sources, and multimedia by teachers.	Teachers report that PowerPoint presentations enhance student understanding by providing clear, structured, and visually appealing

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used by majority of teachers while teaching		content. They also allow for easy integration of multimedia elements such as images, videos, and animations. Web sources provide access to a wealth of information and resources that can enhance lesson content and offer students opportunities for independent research and exploration.
Recommended reading books etc-suggested were relevant and appropriate.	To ensure that the recommended reading books which is in the library were relevant for students	Teachers suggested books to enhance knowledge and development in the relevant areas.
Opportunities for out of class room learning (guest lectures, seminar, workshop, training, value added programmes	To provide an overview of the initiatives taken to enhance out-of-classroom learning opportunities through guest lectures, seminars, workshops, training sessions, and value-added programs.	Encourage students to participate actively, Facilitate seminars on current trends, research findings, or career development, Use interactive formats like panel discussions or Q&A sessions to enhance engagement, Focus on practical skills such as communication, teamwork, or technical skills.
Teachers take classes regularly, cover the syllabus with clear explanation on all topics.	In response to feedback and observations regarding the consistency of teaching and syllabus coverage, the following actions have been implemented to ensure that teachers conduct classes regularly and provide clear explanations on all topics.	Attendance records for each teacher have been systematically monitored to ensure adherence to class schedules. Weekly reports on teacher attendance and class coverage have been reviewed. Periodic reviews of the syllabus coverage have been conducted to ensure that all topics are covered as per the curriculum. Regular classroom observations have been conducted to assess the clarity of

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		explanations and teaching methods. Additional teaching resources and materials have been provided to support clear and effective instruction.
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FACULTY FEEDBACK FORM-CURRICULUM

Parameters	3	2	1	0
New and updates techniques/strategies of teaching are adopted	34	30	04	01
Inclusion of add-on courses in curriculum	29	37	03	00
Inculcation innovative teaching methods like Group discussion, use of audio-visual aids, student seminar etc.	36	30	03	00
Are workshops/seminars organized beneficial for overall professional development of students?	38	28	02	01
Are remedial classes beneficial for improving performance of slow learners?	30	36	02	01
How do the course content fulfill the need of the students?	39	28	02	00
Do you think that syllabus distribution is appropriate to prepare the child for competitive examination?	36	30	03	00

Score Interpretation-
3-High Satisfactory
2-Moderate Satisfactory
1-Low Satisfactory
0-Unsatisfactory



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ACTION TAKEN REPORT ON FACULTY FEEDBACK

Parameters	Overview	Action Taken
New and updates techniques/strategies of teaching are adopted	To implement new and updated teaching techniques and strategies in our institution.	Implemented interactive smartboards and educational software in classrooms. Adopted the flipped classroom model where students review lecture materials at home and engage in interactive activities in class.
Inclusion of add-on courses in curriculum	The inclusion of value-added courses in the curriculum aims to enhance the skills and employability of students by providing specialized knowledge and practical expertise beyond the standard academic curriculum.	Presented the proposed courses to the academic council for approval. Integrated the approved courses into the existing curriculum as electives or additional credits.
Inculcation innovative teaching methods like Group discussion, use of audio-visual aids, student seminar etc.	To enhance student engagement, foster a deeper understanding of the subject matter, and improve overall academic performance.	Weekly group discussion sessions were scheduled for each class. Classrooms were equipped with projectors and sound systems. Students were assigned topics relevant to their course material.
Are workshops/seminars organized beneficial for overall professional development of students?	To enhance the overall professional development of students by equipping them with essential skills and knowledge necessary for their future careers	<ul style="list-style-type: none">➤ Organized regular workshop on specific skills as per student feedback.➤ Regular assessment of the effectiveness of workshop and seminars.

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Are remedial classes beneficial for improving performance of slow learners?	To provide additional academic support to slow learners, helping them improve their performance and understanding of key subjects	Students showed increased confidence in their ability to tackle challenging subjects. Increased participation and engagement in regular session.
How do the course content fulfill the need of the students?	To ensure the course content meets the needs of students.	<ul style="list-style-type: none">➤ Increased participation in discussions and assignments.➤ Encourage faculty to attend workshops and training sessions to stay current with educational trends and methodologies.
Do you think that syllabus distribution is appropriate to prepare the child for competitive examination?	To distribute the syllabus effectively to prepare students for competitive examinations.	<ul style="list-style-type: none">➤ Collaborated with subject experts to ensure the syllabus covers all essential topics.➤ Organized sessions for students and parents to discuss the syllabus and provide a roadmap for competitive exam preparation.



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Employer Feedback Form Curriculum

Sl.No.	Parameters	Excellent	Good	Satisfactory	Poor
1.	How do you rate relevance of the courses in relation to the program?	08	16	02	00
2.	How do you rate the competence of the courses related to industry that are included in the program?	09	13	03	01
3.	How do you rate the sequence of the units in the syllabus?	07	16	02	01
4.	Rate the offering of the courses in relation to the specialization stream?	10	13	02	01
5.	How do you rate the allocation of the credit hours to the courses?	07	15	04	
6.	How do you rate the offering of the electives in relation to the Technological advancement?	07	15	02	02
7.	How do you rate the courses which are skills related suiting to the Industry included into the programs?	08	12	05	01
8.	How do you rate the applicability of the domains and the tools used for designing the experiments in terms of existing practices in the Industry?	09	14	02	01
9.	How do you rate the experiments in terms of their relevance to the real life application?	11	08	07	00
10.	Rate the courses in terms of extra learning or self-learning considering the design of the courses.	08	14	04	00
11.	Our Graduate employees have good technical skills and domain expertise.	06	17	02	01
12.	Our Graduate employees have good communication and interpersonal skills.	09	14	03	00

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13.	Our Graduate employees have good aptitudes a problem solving skills.	07	16	03	00
14.	Our graduate employees collaborate with team members and undertake multidisciplinary tasks.	13	07	06	00
15.	Our Graduate employees have good values and ethics system.	08	14	03	01
16.	Our graduates employees have self-learning and lifelong learning capabilities	10	11	04	01
17.	Our Graduate employees have exposure to modern software tools and computers.	10	12	03	01
18.	Our Graduate Employees exhibit additional and advanced knowledge acquired self-learning certification programs and laboratory practices.	09	12	04	01



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Employer Action Taken Report

Sl.No.	Parameters	Action taken Reports
1.	How do you rate relevance of the courses in relation to the program?	Continued with the current course structure. Periodic reviews and updates to ensure continued relevance.
2.	How do you rate the competence of the courses related to industry that are included in the program?	Enhanced industry collaborations and guest lectures to bring practical insights. Introduced industry-specific projects.
3.	How do you rate the sequence of the units in the syllabus?	Conducted a thorough syllabus review. Made adjustments to the sequence based on expert recommendations.
4.	Rate the offering of the courses in relation to the specialization stream?	Continued with the current offering. Periodically introduced new courses based on emerging trends in specialization streams.
5.	How do you rate the allocation of the credit hours to the courses?	Conducted a review of credit hour allocation. Made necessary adjustments to better align with course content and student workload.
6.	How do you rate the offering of the electives in relation to the Technological advancement?	Introduced new electives focusing on emerging technologies. Regularly updated elective offerings to stay current with technological advancements.
7.	How do you rate the courses which are skills related suiting to the Industry included into the programs?	Increased industry partnerships for skills-related training. Integrated more practical, hands-on sessions in the courses.
8.	How do you rate the applicability of the domains and the tools used for designing the experiments in terms of existing practices in the industry?	Updated tools and software used in experiments to reflect current industry practices. Introduced workshops for students to gain hands-on experience with new tools.
9.	How do you rate the experiments in terms of their relevance to the real life application?	Integrated real-life case studies and applications into the experiments. Encouraged industry project collaborations.
10.	Rate the courses in terms of extra learning or self-learning considering the design of the courses.	Enhanced course materials with additional resources for self-learning. Introduced optional modules for advanced topics.

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11.	Our Graduate employees have good technical skills and domain expertise.	Implemented additional training and development programs. Introduced mentorship programs with industry experts.
12.	Our Graduate employees have good communication and interpersonal skills.	Continued with communication skills workshops. Encouraged team-building activities to enhance interpersonal skills.
13.	Our Graduate employees have good aptitudes a problem solving skills.	Introduced problem-solving and critical thinking workshops. Provided opportunities for employees to engage in challenging projects.
14.	Our graduate employees collaborate with team members and undertake multidisciplinary tasks.	Promoted cross-functional team projects. Encouraged interdisciplinary collaborations.
15.	Our Graduate employees have good values and ethics system.	Continued with ethics and values training programs. Introduced real-life scenario discussions to reinforce ethical behavior.
16.	Our graduates employees have self-learning and lifelong learning capabilities	Encouraged participation in self-learning certification programs. Provided resources for continuous learning and development.
17.	Our Graduate employees have exposure to modern software tools and computers.	Continued to update and enhance training on modern software tools. Provided access to the latest technologies and software.
18.	Our Graduate Employees exhibit additional and advanced knowledge acquired self-learning certification programs and laboratory practices.	Supported employees in pursuing additional certifications. Enhanced laboratory practices with the latest methodologies.



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Alumini Feedback form Curriculum

S.No.	Parameters	Excellent	Very Good	Good	Average	Poor
1.	Laboratories & Equipments	08	08	09	01	00
2.	Libray /Reading Room	07	10	08	01	00
3.	Computer Facilities	03	13	08	02	00
4.	Internet/Wifi	04	12	07	02	01
5.	Sports and Cultural Facilities	08	09	08	01	00
6.	Classroom	08	08	10	00	00
7.	Canteen Facilities	02	10	12	02	00
8.	Hostel Facilities	04	07	14	01	00
9.	Functioning of NSS	09	12	04	01	00
10.	Is education imparted at YBN University, Ranchi is useful and relevant in your present job?	05	17	03	01	00
		Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
11.	Have you obtained sufficient technical knowledge (both in theory and practical) at YBN University, Ranchi	04	20	02	00	00
12.	Do you like to join the College Alumni Association?	07	17	02	00	00

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13.	Is College providing good hospitality as Alumni after passing out?	02	21	03	00	00
14.	If you are invited to deliver A Guest Lecture/A Special Talk/A Motivational Session for your juniors, will you be interested?	06	16	01	03	00
15.	Is there a need for any change in curriculum and syllabi?	00	19	05	01	01
16.	Is there a need to improve alumni involvement in the development of the College?	00	20	05	01	00



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Alumni Action Taken Report

S.No.	Parameters	Action Taken
1.	Laboratories & Equipments	Upgraded laboratory equipment to include the latest technology. Conducted regular maintenance checks and procured new instruments to support advanced research and practical learning.
2.	Library/Reading Room	Expanded the collection of books and journals. Improved the digital library resources and increased reading space. Introduced new e-book subscriptions and ensured regular updates of academic resources.
3.	Computer Facilities	Updated computer systems to the latest specifications. Improved software availability and ensured consistent maintenance. Added more computer stations to accommodate a larger number of students.
4.	Internet/Wifi	Upgraded internet bandwidth for faster and more reliable connectivity. Installed additional Wi Fi access points to cover all campus areas. Regularly monitored and improved network performance.
5.	Sports and Cultural Facilities	Renovated sports facilities and added new equipment. Organized regular cultural events and sports competitions. Encouraged student participation in inter-college events to promote cultural exchange and physical fitness.
6.	Classroom	Improved classroom infrastructure with modern furniture and smart boards. Enhanced audio-visual facilities to support interactive learning. Ensured proper ventilation and lighting in all classrooms.
7.	Canteen Facilities	Upgraded canteen menu to include a variety of nutritious and hygienic food options. Improved seating arrangements and cleanliness standards. Regular health and safety inspections to maintain quality.

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8.	Hostel Facilities	Renovated hostel rooms and common areas. Enhanced security measures with CCTV cameras and security personnel. Provided regular housekeeping services and addressed student grievances promptly.
9.	Functioning of NSS	Increased participation in National Service Scheme activities. Organized community outreach programs and awareness campaigns. Provided training sessions to enhance leadership and social responsibility among students.
10.	Is education imparted at YBN University, Ranchi is useful and relevant in your present job?	Revised curriculum to include industry-relevant skills and knowledge. Established partnerships with industries for internships and placements. Organized guest lectures and workshops by industry experts.
11.	Have you obtained sufficient technical knowledge (both in theory and practical) at YBN University, Ranchi	Strengthened theoretical and practical training modules. Provided hands-on training sessions and laboratory workshops. Regularly updated course content to reflect the latest advancements in the field.
12.	Do you like to join the College Alumni Association?	Launched initiatives to engage alumni through newsletters, reunions, and social media. Established an Alumni Office to facilitate communication and organize events. Encouraged alumni to participate in college activities and mentorship programs.
13.	Is College providing good hospitality as Alumni after passing out?	Organized alumni meet-ups and networking events. Provided exclusive access to campus facilities for alumni. Offered career support and continuous learning opportunities for alumni.
14.	If you are invited to deliver A Guest Lecture/A Special Talk/A Motivational Session for your juniors, will you be interested?	Created a schedule for guest lectures and special talks. Invited alumni and industry professionals to share their experiences and insights. Promoted such sessions through various channels to encourage participation.
15.	Is there a need for any change in curriculum and syllabi?	Conducted regular curriculum reviews and sought feedback from students and faculty. Incorporated new subjects and

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		electives based on emerging trends. Ensured that the curriculum aligns with industry standards and requirements.
16.	Is there a need to improve alumni involvement in the development of the College?	Formed an Alumni Advisory Board to contribute to college development. Involved alumni in strategic planning and decision-making processes. Established fund-raising initiatives and development programs with active alumni participation.

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PROFESSIONAL FEEDBACK REPORT

S.No.	Parameter	Excellent	Good	Satisfactory
1.	How do you rate the university curriculum in terms of preparing you for the practical demands of your profession?	17	20	03
2.	Did the curriculum contribute to your understanding of current industry trends and developments?	12	24	04
3.	Do you think that there are gaps in the curriculum that you believe should be addressed to better align with the needs of the profession?	12	22	06
4.	Do you think that curriculum aptly reflect the hands-on or practical components in enhancing your skills and knowledge?	15	22	03
5.	Did the curriculum adequately cover emerging technologies and innovations relevant to your field?	13	22	05
6.	Do you think the syllabi foster critical thinking and problem-solving skills applicable to your profession?	17	15	08
7.	Does the curriculum incorporate real world scenarios and case studies to enhance your practical understanding?	22	16	02
8.	There are opportunities for collaboration with industry professionals or internships?	16	18	06
9.	Did the curriculum provide a good balance between theoretical knowledge and practical application in your field?	21	17	02
10.	Reflecting on your professional journey, is there a need to introduce courses or subjects you believe could have been integrated into the curriculum to enhance your overall professional development?	25	13	02



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Professional

ACTION TAKEN REPORT

S. No.	Parameter	Action Taken
1.	How do you rate the university curriculum in terms of preparing you for the practical demands of your profession?	Strengthened practical components through: <ul style="list-style-type: none">• Introducing more laboratory sessions, workshops, and simulation-based learning.• Adding mandatory capstone projects to improve hands-on experiences.
2.	Did the curriculum contribute to your understanding of current industry trends and developments?	Enhanced curriculum relevance by: <ul style="list-style-type: none">• Conducting regular reviews of industry trends with alumni and industry experts.• Incorporating guest lectures and seminars from industry leaders.• Updating case studies and course materials to include the latest developments.
3.	Do you think that there are gaps in the curriculum that you believe should be addressed to better align with the needs of the profession?	<ul style="list-style-type: none">• Established a curriculum review committee to regularly assess and update content.• Introduced electives and modular courses addressing identified gaps, such as in data analytics, sustainability, and digital transformation.• Set up feedback mechanisms for students to suggest curriculum changes.
4.	Do you think that curriculum aptly reflect the hands-on or practical components in enhancing your skills and knowledge?	<ul style="list-style-type: none">• Increased partnerships with local industries for internships and practical projects.• Integrated more experiential learning modules such as live case studies, hackathons, and industry collaborations.

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5.	Did the curriculum adequately cover emerging technologies and innovations relevant to your field?	<ul style="list-style-type: none">• Added courses on emerging fields like artificial intelligence, blockchain, and Internet of Things (IoT).• Conducted technology bootcamps and certification programs for students.
6.	Do you think the syllabi foster critical thinking and problem-solving skills applicable to your profession?	<ul style="list-style-type: none">• Integrated problem-based learning (PBL) across courses.• Expanded opportunities for participation in competitions, research projects, and innovation challenges.• Conducted faculty workshops to better equip instructors to foster critical thinking.
7.	Does the curriculum incorporate real world scenarios and case studies to enhance your practical understanding?	<ul style="list-style-type: none">• Improved incorporation of real-world scenarios by collaborating with industry to source relevant case studies.• Initiated partnerships with businesses to provide real-time datasets for academic exercises.
8.	There are opportunities for collaboration with industry professionals or internships?	<ul style="list-style-type: none">• Strengthened ties with industry for internships and co-op programs.• Developed a mentorship program pairing students with industry professionals.• Organized annual career fairs and industry networking events.
9.	Did the curriculum provide a good balance between theoretical knowledge and practical application in your field?	<ul style="list-style-type: none"><input type="checkbox"/> Revised the course structure to ensure a 50-50 balance between theory and practice.<input type="checkbox"/> Enhanced the use of project-based assessments to evaluate practical skills alongside theoretical understanding.
10.	Reflecting on your professional journey, is there a need to introduce courses or subjects you believe could have been integrated into the curriculum to enhance your overall professional development?	<ul style="list-style-type: none">• Launched new interdisciplinary courses, including:<ul style="list-style-type: none">◦ Data Science and Analytics◦ Sustainable Development◦ Advanced Communication Skills

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- Established an open elective system, allowing students to select courses aligned with their career goals.



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LEAVE APPLICATION FORM FOR TEACHERS/OFFICERS

To
The Vice-Chancellor/Registrar/Dean/Principal
YBN University, Ranchi

(Through the Dean/Principal/HoD, School/Dept of _____ YBN University)

Sir,

I have the honour to request you kindly to grant me leave as stated below:

1. Name : _____
2. Designation : _____
3. Department : _____
4. Nature of leave : _____
5. Reason for leave : _____
- _____
- _____

6. Duration of leave : From _____ to _____
7. No. of days : _____
8. Arrangement of classes (for teachers) : Yes / No
9. Proposed Incharge (in case of Head / Dean/Principal / Officers) : _____

Yours faithfully

Date: _____ Signature of the applicant _____

RECOMMENDATION

1. Recommendation : Yes / No

Date: _____ Head _____

OFFICIAL USE

1. Details of leave already availed during the year 20.....

a) Duty Leave ☐ b) Special Casual Leave ☐ c) Casual Leave ☐ d) Earned Leave ☐ e) Academic Leave ☐

Date: _____

Leave granted / Not granted
Deputy Registrar
YBN University
Vice-Chancellor/Registrar/Dean/Principal
Ranchi, Jharkhand

Prior to taking leave of any kind /OD the class adjustment is mandatory and should be reported as follows

A. CLASS ADJUSTMENT

DATE	TIME	NAME OF THE SUBJECT WITH CODE	NAME OF THE FACULRY TAKING THE CLASS AS SUBSTITUTE	SIGNATURE OF THE FACULTY MEMBER

B. VANY OTHER ASSIGN WORK ADJUSTMENT

.....

.....

.....

.....

SIGNATURE OF H.O.D.

Recommended/Not Recommended
Dean/ Director/Principal



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APPLICATION FORM FOR DUTY LEAVE

Name..... Designation.....

Employee Code..... Institution/Dept.....

Nature of Duty.....
(Please Provide Details)

Location (While on Leave)

Contact No (While on leave)

From..... To..... Total No. of Days

(Signature of Applicant)

Date.....	
1. Recommendation and Signature of HoD	4. Recommendation and Signature of Pro Vice-Chancellor
2. Recommendation and Signature of Hol	5. Approval / Remarks of the Hon'ble Vice Chancellor
3. Recommendation and Signature of Dean Research	
(Copy to for Office Record)	
HOI : _____	
HR : _____	
Dean Research : _____	
Registrar : _____	

S. J. Jha
Deputy Registrar
YBN University
Ranchi, Jharkhand
1

Prior to taking leave of any kind /OD the class adjustment is mandatory and should be reported as follows

A. CLASS ADJUSTMENT

DATE	TIME	NAME OF THE SUBJECT WIRH CODE	NAME OF THE FACULRY TAKING THE CLASS AS SUBSTITUTE	SIGNATURE OF THE FACULTY MEMBER

B. VANY OTHER ASSIGN WORK ADJUSTMENT

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.....

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SIGNATURE OF H.O.D.

Recommended/Not Recommended
Dean/ Director/Principal





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Ref. No.

Date

YBN University Appraisal System: Analysis and Improvements

Executive Summary

This report presents a comprehensive analysis of the appraisal system implemented for both teaching and non-teaching staff at YBN University. The evaluation focused on examining appraisal criteria, procedures, outcomes, and the perceptions of staff members regarding fairness and effectiveness. The analysis reveals a series of strengths and weaknesses that directly impact staff motivation, development, and the university's strategic goals.

Key strengths identified include a structured appraisal framework aligned with university objectives and a commitment to regular performance reviews. The system effectively incorporates both quantitative and qualitative measures, enabling a balanced assessment of staff contributions. Additionally, the feedback mechanisms incorporated into the appraisal process foster transparent communication between appraisers and appraisees.

However, notable weaknesses emerged that hinder the system's overall effectiveness. These include inconsistent application of appraisal criteria across departments, insufficient training of appraisers, and a lack of clarity in linking appraisal outcomes to professional development opportunities and rewards. Staff feedback further highlighted concerns regarding perceived biases and the need for greater transparency in appraisal outcomes.

To address these challenges, the university administration has initiated several targeted actions:

- Standardization of appraisal guidelines and criteria to reduce variability across departments.
- Enhanced training programs for appraisers to improve evaluation accuracy and objectivity.
- Introduction of clear policies linking appraisal results to targeted staff development plans and recognition programs.
- Implementation of improved communication channels for appraisal feedback and grievance redressal to increase transparency and trust.

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These initiatives aim to create a more equitable and effective appraisal system that not only measures staff performance accurately but also actively supports career growth and institutional excellence. This report offers detailed insights and actionable recommendations designed to drive continuous improvement in staff appraisal practices at YBN University.

Introduction

The purpose of this report is to critically analyze the appraisal system currently employed at YBN University for both teaching and non-teaching staff, and to present the actions taken to address identified issues. An effective appraisal system is essential in higher education institutions to ensure that staff performance is fairly evaluated, thereby promoting continuous professional growth, enhancing morale, and aligning individual contributions with the university's strategic objectives.

In the context of YBN University, the appraisal system functions as a structured mechanism for assessing employee performance, competencies, and developmental needs. It involves systematic evaluation procedures that incorporate multiple criteria aimed at both measuring effectiveness and motivating staff towards improved outcomes. This system is vital not only for recognizing achievements but also for identifying areas requiring support and enhancement, thereby fostering a culture of accountability and excellence.

The scope of this report covers an in-depth assessment of the existing appraisal framework, focusing on its design, implementation, and outcomes. It examines the criteria used, the consistency of appraisal practices, and the perceptions of staff regarding transparency and fairness. Both teaching personnel—who are central to academic quality—and non-teaching staff—who provide essential administrative and operational support—are included to ensure a comprehensive understanding of the appraisal system's effectiveness across the university.

Central objectives of this analysis and action taken report include:

- Evaluating the alignment of the appraisal system with YBN University's institutional goals and workforce development strategies.
- Identifying strengths that support staff motivation and professional advancement.
- Highlighting weaknesses or gaps in appraisal procedures and criteria that may undermine effectiveness or staff satisfaction.
- Reviewing staff feedback and satisfaction levels concerning appraisal processes.
- Documenting remedial actions implemented by the university administration to improve the appraisal system.
- Providing evidence-based recommendations for enhancing the fairness, transparency, and overall impact of the appraisal framework.

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Ultimately, this report serves as a foundation for continuous improvement, emphasizing that a robust appraisal system is instrumental for fostering a high-performing, motivated workforce that contributes meaningfully to YBN University's mission of academic excellence and institutional growth.

Background on YBN University's Appraisal System

YBN University established its current staff appraisal system in 2017 as part of a strategic initiative to enhance institutional performance and foster a culture of continuous professional development. The system was designed to encompass both teaching and non-teaching staff, recognizing the critical roles each group plays in achieving the university's mission and objectives. The appraisal framework has since undergone periodic revisions to align with evolving organizational goals and best practices within higher education.

The appraisal system at YBN University is structured around a formalized process combining objective performance metrics with qualitative evaluations. It operates on an annual cycle, with appraisals conducted once every academic year to review the previous period's performance comprehensively. In addition, mid-year formative reviews are encouraged to provide timely feedback and support developmental goals.

Appraisal Framework and Policy Governance

The policies governing the appraisal system are outlined in the university's Staff Performance Management Policy, which establishes clear guidelines on roles, responsibilities, and procedures. The framework mandates that all academic departments and administrative units adhere to standardized appraisal criteria to promote fairness and consistency.

Key elements of the policy include provisions for confidentiality, impartiality in assessment, and mechanisms for addressing grievances related to the appraisal outcomes. The policy also emphasizes the importance of aligning individual performance objectives with the broader institutional strategic plan, thereby supporting the university's commitment to academic excellence and operational efficiency.

Structure and Roles of Stakeholders

The appraisal process involves multiple levels of stakeholders, each with clearly defined roles:

- **Staff Members (Appraisees):** Engage in self-assessment, set performance goals collaboratively, and participate actively in feedback discussions.
- **Supervisors and Department Heads (Appraisers):** Conduct evaluations based on observed performance, documented evidence, and predefined criteria; provide constructive feedback and recommend development plans.

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- **Human Resources Department:** Oversees appraisal implementation, ensures policy compliance, coordinates training for appraisers, and maintains appraisal records.
- **University Senior Management:** Review aggregated appraisal data to inform strategic decisions on staff development, promotions, and resource allocation.

Performance Metrics and Appraisal Process

The appraisal criteria are tailored to reflect the distinct roles of teaching and non-teaching staff yet share common dimensions to maintain equity across the workforce. For teaching staff, performance metrics include:

- Effectiveness in teaching and learning delivery.
- Research output and scholarly contributions.
- Student feedback and engagement.
- Service to the university and community involvement.

For non-teaching staff, appraisal focuses on:

- Efficiency and quality of administrative or operational support.
- Adherence to institutional policies and procedures.
- Teamwork and collaboration.
- Initiative and problem-solving capabilities.

The appraisal typically begins with goal setting at the start of the appraisal period, where appraisees and their supervisors agree on measurable objectives. Throughout the year, progress is monitored informally. At the annual appraisal meeting, a comprehensive evaluation is conducted using a combination of self-assessment reports, supervisor observations, peer feedback (where applicable), and documented achievements.

The outcome of the appraisal informs decisions regarding:

- Recognition and rewards such as merit increments, promotions, or awards.
- Identification of training and development needs.
- Potential performance improvement plans if necessary.

Historical Evolution and Revisions

Initially, the appraisal system emphasized quantitative metrics, heavily relying on numerical scores and rankings. Feedback from staff surveys and focus groups led to subsequent incorporation of qualitative assessment and more participatory processes, aiming to enhance transparency and

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acceptance. Training workshops for appraisers were introduced to improve the reliability and consistency of evaluations.

Periodic policy reviews by the Human Resources Department and consultation with academic and administrative representatives have ensured that the appraisal framework remains dynamic and responsive to the university's developmental priorities and the evolving needs of its workforce.

Methodology for Analysis

This section outlines the methodology employed to conduct the comprehensive analysis of YBN University's appraisal system for teaching and non-teaching staff. The approach combined multiple data collection techniques and evaluation criteria to ensure an in-depth, balanced, and evidence-based assessment.

Data Collection Techniques

To gather relevant information, the study utilized the following methods:

- **Surveys:** Structured questionnaires were distributed to a broad sample of both teaching and non-teaching staff. The surveys focused on perceptions of the appraisal process, satisfaction with criteria and feedback mechanisms, and suggestions for improvements. Quantitative Likert-scale items as well as qualitative open-ended questions were included to capture diverse viewpoints.
- **Interviews:** In-depth, semi-structured interviews were conducted with key stakeholders, including department heads, Human Resources personnel, and selected staff members from various units. These interviews provided richer contextual understanding of appraisal implementation challenges and successes, illuminating the nuances behind survey findings.
- **Document Review:** Existing appraisal-related documents such as policy manuals, guidelines, appraisal forms, training materials for appraisers, and records of previous appraisal outcomes were systematically reviewed. This helped establish the formal design and intended operational framework of the appraisal system.
- **Performance Data Analysis:** Appraisal scores and related performance records from the most recent three appraisal cycles were analyzed to assess consistency, fairness, and correlation with professional development actions or rewards. Statistical trends and variations across departments and staff categories were examined.

Evaluation Criteria

The appraisal system was evaluated against a set of criteria aligned with best practices in human resource management within higher education:

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- **Fairness and Consistency:** Degree to which appraisal criteria and procedures are applied uniformly across different units and staff categories, minimizing bias.
- **Transparency:** Clarity of communication regarding appraisal objectives, processes, results, and implications to the appraisees.
- **Relevance and Alignment:** Extent to which appraisal metrics reflect the actual roles and responsibilities of staff and align with YBN University's strategic goals.
- **Effectiveness:** Impact of the appraisal system on motivating staff, identifying training needs, and facilitating career development.
- **Staff Engagement and Satisfaction:** Degree of participation by staff in appraisal activities and their perception of the process's credibility and usefulness.

The triangulation of quantitative data (surveys, performance records) with qualitative insights (interviews, document analysis) provided a robust basis for identifying strengths, weaknesses, and actionable improvement areas within the appraisal system. This mixed-methods approach ensured that conclusions and recommendations are grounded in a comprehensive understanding of both procedural design and lived experiences of the staff at YBN University.

Analysis of Appraisal System for Teaching Staff

The appraisal system for teaching staff at YBN University plays a critical role in evaluating academic performance and fostering professional growth. This section presents a detailed analysis of the system's effectiveness in assessing key dimensions of teaching roles, including instructional quality, research contributions, student engagement, and ongoing professional development. The analysis is based on multi-source data comprising survey responses, interview feedback, appraisal records, and policy reviews. It identifies strengths, weaknesses, and priority areas for improvement to enhance the system's impact on teaching excellence and academic advancement within the university.

Effectiveness in Assessing Teaching Performance

Teaching performance remains the cornerstone of academic staff appraisal, reflecting the university's commitment to delivering high-quality education. YBN University's appraisal framework incorporates several metrics to capture teaching effectiveness, such as classroom delivery, course material preparation, pedagogical innovation, and adherence to curriculum standards.

According to survey data, approximately 78% of teaching staff acknowledged that the appraisal criteria adequately reflect their instructional responsibilities. Department heads and supervisors corroborate this view, highlighting the structured observation protocols and the use of student evaluation results as valuable inputs in the appraisal process.

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However, appraisal interviews and qualitative feedback suggest some inconsistencies in the application of teaching performance criteria. Some faculty members reported variability in evaluation rigor across departments, with a minority perceiving the process as overly subjective or lacking clear benchmarks. This was particularly evident in assessing innovative teaching methods, where evaluators' familiarity with modern instructional techniques varied substantially.

These findings indicate that while the appraisal system effectively incorporates core teaching measures, the consistency and transparency of performance assessments require strengthening to ensure equitable and objective evaluations.

Assessment of Research Contributions

Research productivity and scholarly output represent integral components of teaching staff appraisal at YBN University. The framework evaluates research activities based on published papers, conference presentations, funded projects, and contributions to the academic community.

Performance data over recent appraisal cycles reveal an upward trend in research output among teaching staff, with a reported 12% increase in peer-reviewed publications university-wide. The appraisal system's recognition of research efforts encourages faculty engagement in scholarship, thus contributing directly to the university's academic reputation.

Nonetheless, the appraisal criteria for research are perceived by some faculty as insufficiently nuanced. Specifically, early-career academics and those in teaching-intensive roles expressed concerns about the balance between teaching load and research expectations. Several respondents pointed out the lack of differentiation between the quantity and quality or impact of research outputs.

Furthermore, interdepartmental disparities exist in the weighting and interpretation of research accomplishments, leading to perceived inequities. These challenges point to the need for refined appraisal indicators that better reflect diverse disciplinary norms and career stages without compromising accountability.

Evaluation of Student Engagement and Feedback

Student engagement is a pivotal metric within the teaching appraisal process, encompassing classroom interaction, responsiveness to student needs, and contributions to a positive learning environment. YBN University collects systematic student feedback through formal evaluations that are incorporated into staff appraisals.

Analysis indicates that 85% of teaching staff receive and review student feedback reports as part of their annual appraisal, with many recognizing these comments as constructive inputs for teaching improvement. Departments have implemented follow-up action plans based on appraisal

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discussions grounded in student evaluations, which fosters responsiveness and continuous enhancement of pedagogical practices.

However, certain limitations affect the efficacy of using student feedback as an appraisal tool. Interview data suggest some faculty perceive evaluations as potentially biased by non-academic factors or limited by low response rates. Additionally, the current system lacks mechanisms to triangulate student feedback with other performance evidence, reducing the robustness of conclusions drawn from these evaluations.

Addressing these issues requires a more sophisticated approach to interpreting student engagement indicators, combined with broader dialogue between faculty, appraisers, and students to mitigate biases and ensure fair use of feedback data.

Support for Professional Development

Professional development forms a critical component of the appraisal system, aimed at enhancing teaching staff competencies and career progression. At YBN University, appraisal outcomes inform personalized development plans, highlighting training needs and growth opportunities.

The system facilitates access to diverse workshops, seminars, and faculty development programs targeting pedagogical skills, research methods, and leadership capabilities. Approximately 70% of teaching staff surveyed reported that appraisal discussions helped identify relevant professional development activities aligned with their goals.

Despite these strengths, several faculty members noted insufficient follow-through on development recommendations, largely attributed to budgetary constraints and administrative delays. Additionally, extended workload pressures sometimes limit staff ability to participate fully in professional growth initiatives.

These challenges underscore the importance of reinforcing institutional support mechanisms, ensuring timely resource allocation and greater flexibility in scheduling to maximize the benefits of appraisal-linked professional development.

Strengths of the Teaching Staff Appraisal System

- **Comprehensive criteria:** The system incorporates multi-dimensional performance metrics spanning teaching, research, student engagement, and service activities.
- **Structured appraisal process:** Annual evaluations are guided by clear procedures involving self-assessment, supervisor review, and evidence-based documentation.
- **Integration of student feedback:** Regular incorporation of student evaluations encourages reflective teaching practice and responsiveness to learners' needs.

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- **Developmental focus:** Appraisal results inform tailored professional development plans, supporting career enhancement and skill acquisition.
- **Alignment with institutional goals:** Performance objectives are linked to YBN University's strategic priorities, fostering academic excellence and accountability.

Weaknesses and Areas for Improvement

- **Inconsistency in evaluation:** Variations in criteria application and evaluator rigor across departments create perceptions of unfairness and subjectivity.
- **Imbalance in research expectations:** Insufficient accommodation of disciplinary differences and career stages in research appraisal metrics.
- **Limitations of student feedback:** Potential biases and low response rates reduce the reliability of student evaluations as appraisal evidence.
- **Follow-up on development plans:** Delayed or inadequate institutional support constrains realization of identified professional development needs.
- **Appraiser training gaps:** Need for enhanced capacity building to standardize and improve the quality of teaching performance assessments.

Recommendations for Enhancing the Teaching Appraisal System

To improve the effectiveness and fairness of the appraisal system for teaching staff, several targeted measures are recommended:

1. **Standardize appraisal criteria and benchmarks:** Develop detailed performance rubrics with clear definitions and examples for teaching and research activities to reduce evaluator variability.
2. **Customize research appraisal:** Introduce flexible indicators that recognize disciplinary norms, career stages, and the quality and impact of scholarly contributions rather than purely quantitative metrics.
3. **Enhance student feedback mechanisms:** Increase student participation through multiple feedback channels, and combine evaluations with peer observations and self-reflections to validate results.
4. **Strengthen appraiser training:** Implement continuous professional development programs focused on unbiased evaluation techniques, calibration exercises, and conflict resolution skills.
5. **Improve follow-up on development plans:** Establish dedicated resources and monitoring systems to ensure timely implementation of training and career advancement opportunities linked to appraisal outcomes.

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6. **Foster transparency and communication:** Increase dialogue between appraisers and appraisees throughout the appraisal cycle to clarify expectations, provide interim feedback, and co-create development goals.

These recommendations aim to cultivate a culture of fair and meaningful appraisal that motivates teaching staff to excel in their academic roles while supporting their continuous growth and professional fulfillment.

Analysis of Appraisal System for Non-Teaching Staff

The appraisal system for non-teaching staff at YBN University encompasses administrative, technical, and support personnel who play a fundamental role in the university's daily operations and long-term success. This section evaluates how effectively the current appraisal framework addresses the unique job roles, performance expectations, and broader contributions of non-teaching staff, while identifying challenges and disparities in the system's application specific to this staff category.

Overview of Non-Teaching Staff Roles and Appraisal Objectives

Non-teaching staff at YBN University perform a diverse array of functions including administrative management, student services, infrastructure maintenance, information technology support, and financial operations. Their roles are essential for creating an enabling environment in which academic activities can thrive and institutional goals can be achieved.

The appraisal system for non-teaching staff is designed to:

- Measure effectiveness in fulfilling job responsibilities aligned to operational units.
- Encourage proactive problem-solving and teamwork.
- Ensure compliance with university policies and procedures.
- Identify skill gaps and training needs for career progression.
- Recognize contributions that support the university's mission and enhance service quality.

Consequently, appraisal criteria are structured to capture both tangible outputs and behavioral competencies relevant to non-teaching functions.

Appraisal Criteria and Their Relevance to Job Roles

The current appraisal framework applies a set of standard criteria across all non-teaching departments, which broadly cover:

- **Job Knowledge and Technical Skills:** Evaluation of competence and proficiency relevant to specific job duties, such as administration, IT systems management, or facility upkeep.

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- **Work Quality and Productivity:** Assessment of the accuracy, thoroughness, and volume of work completed within expected timelines.
- **Initiative and Problem-Solving:** Ability to anticipate challenges, propose solutions, and demonstrate resourcefulness.
- **Teamwork and Communication:** Effectiveness in collaborating with colleagues, supervisors, and internal clients.
- **Adherence to Policies and Procedures:** Compliance with institutional rules and ethical standards.
- **Customer Service Orientation:** Responsiveness to the needs of students, faculty, and other stakeholders.

These criteria provide a comprehensive yet flexible basis to appraise performance across diverse operational units. Supervisors work with appraisees to define measurable objectives tailored to their job scope at the start of the appraisal cycle, ensuring alignment with organizational priorities and unit goals.

Effectiveness of Appraisal Procedures for Non-Teaching Staff

The appraisal process for non-teaching staff follows a similar pattern to that used for teaching personnel, involving goal-setting, mid-year reviews, and an annual formal evaluation meeting. However, certain procedural nuances are evident reflecting operational differences:

- Documentation requirements for non-teaching staff tend to focus more on achieved targets, attendance, punctuality, and records of service delivery rather than academic achievements.
- Multi-source feedback, including peer and user evaluations, is less consistently incorporated compared to teaching staff assessments, limiting perspective breadth.
- Self-assessment participation rates are lower among non-teaching staff, partly due to limited familiarity with appraisal tools and less emphasis on reflection in some operational units.

These factors indicate a procedural gap in engaging non-teaching staff fully in the appraisal process, potentially affecting the system's motivational and developmental impact.

Challenges and Disparities Unique to Non-Teaching Staff Appraisal

While the appraisal system's design attempts to uniformly evaluate all staff, several challenges unique to non-teaching staff have been identified:

- **Variability in Role Complexity:** Non-teaching job roles range from routine clerical tasks to technically complex and managerial positions. A single appraisal framework tends to inadequately differentiate the nuanced performance expectations across this spectrum.

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- **Limited Career Path Visibility:** Many non-teaching staff perceive the appraisal outcomes as disconnected from clear career advancement opportunities, leading to diminished motivation and engagement in the process.
- **Inconsistent Application of Criteria:** Supervisors' interpretation and application of performance standards vary significantly across departments, often influenced by subjective judgments and the varying levels of supervisory training received.
- **Insufficient Training for Appraisers:** Appraisers in operational units frequently lack formal training in appraisal techniques, resulting in feedback that is sometimes generic, vague, or unconstructive.
- **Communication Gaps:** Feedback delivery and follow-up discussions are often limited in depth, impacting staff understanding of performance expectations and constructive pathways for improvement.
- **Neglect of Soft Skills and Behavioral Indicators:** While technical and procedural aspects are assessed, softer competencies such as adaptability, initiative, and interpersonal skills receive less emphasis, despite their critical importance for operational effectiveness.

Staff Perceptions and Satisfaction Regarding the Appraisal System

Survey and interview data reveal mixed sentiments among non-teaching staff about their appraisal experiences:

- Approximately 60% of respondents agreed that the appraisal criteria reasonably reflect their daily responsibilities, while 25% felt the criteria were too generic or irrelevant to their specific roles.
- Only 55% expressed satisfaction with the fairness and objectivity of the appraisal process, citing concerns about supervisor bias and inconsistent evaluations.
- A significant portion (40%) reported minimal involvement in setting appraisal goals, which contributed to a sense of passivity and disengagement.
- Feedback quality was often described as perfunctory, with limited constructive guidance or actionable recommendations.
- Many non-teaching staff voiced a desire for clearer linkage between appraisal results and tangible incentives such as promotions, salary increments, or professional development opportunities.

These perceptions illustrate a critical area for improvement in fostering greater transparency, participation, and meaningful outcomes for non-teaching staff.

Impact of Appraisal Outcomes on Non-Teaching Staff Performance and Development

The appraisal results for non-teaching staff influence several administrative decisions, including:

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- Annual salary adjustments and merit-based bonuses;
- Eligibility for training programs and skill enhancement workshops;
- Consideration for promotions or transfers;
- Identification of underperformance requiring intervention through improvement plans.

However, analysis of appraisal data indicates that only a fraction of staff receive clear development plans linked directly to their appraisal outcomes. Furthermore, institutional follow-up on recommended training or support measures is inconsistent, due in part to resource limitations and competing organizational priorities.

The lack of systematic progression pathways associated with appraisals diminishes the motivational potential of the performance review process for non-teaching personnel, limiting its effectiveness as a tool for professional growth.

Comparison with Best Practices in Higher Education Non-Teaching Staff Appraisal

Benchmarking against appraisal practices at comparable higher education institutions highlights several opportunities for YBN University to strengthen its system:

- **Role-Specific Competency Frameworks:** Leading universities implement detailed competency models calibrated to distinct non-teaching roles, providing targeted appraisal criteria tailored to functional areas and skill levels.
- **Multi-Source Feedback Integration:** Incorporating 360-degree feedback from supervisors, peers, and internal customers enhances reliability and enriches appraisal insights.
- **Active Staff Involvement:** Engaging non-teaching employees in goal-setting and self-assessment fosters ownership and improves appraisal transparency.
- **Structured Appraiser Training:** Regular capacity-building ensures appraisers apply consistent, objective, and development-focused assessments.
- **Clear Career Progression Links:** Explicit alignment of appraisal results with promotion criteria, training access, and recognition programs motivates staff and supports institutional talent management.
- **Comprehensive Feedback Processes:** Scheduled follow-up meetings and documented development plans promote continuous improvement and responsive supervision.

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Summary of Strengths and Weaknesses

Strengths	Weaknesses
<ul style="list-style-type: none">• Comprehensive appraisal criteria covering technical and behavioral aspects.• Formalized procedures encouraging regular feedback interactions.• Alignment of objectives with university operational goals.• Established documentation systems supporting performance tracking.	<ul style="list-style-type: none">• Insufficient differentiation of appraisal criteria by role complexity.• Inconsistent application and subjective evaluations due to appraiser skill gaps.• Limited multi-source feedback and self-assessment participation.• Poor linkage between appraisal outcomes and career development opportunities.• Suboptimal communication and feedback quality affecting staff engagement.

Recommendations for Enhancing the Appraisal System for Non-Teaching Staff

1. **Develop Role-Specific Competency Frameworks:** Create detailed performance indicators tailored to distinct non-teaching functions and seniority levels to ensure relevance and fairness in appraisals.
2. **Expand Multi-Source Feedback Mechanisms:** Incorporate structured input from peers, supervisors, and users of services to provide a more balanced and comprehensive performance evaluation.
3. **Increase Staff Engagement in Appraisal Processes:** Encourage active participation in goal-setting and self-assessment through training and simplified appraisal tools.
4. **Implement Formal Appraiser Training Programs:** Enhance appraisers' skills in conducting objective, constructive, and consistent evaluations through ongoing professional development.
5. **Strengthen Feedback Communication and Follow-Up:** Institutionalize regular coaching sessions post-appraisal to clarify expectations, discuss developmental plans, and monitor progress.
6. **Link Appraisal Outcomes to Clear Career Pathways:** Ensure appraisal results directly inform promotion criteria, professional development opportunities, and recognition schemes to motivate and retain skilled staff.
7. **Utilize Technology to Streamline Appraisals:** Adopt user-friendly electronic appraisal platforms to improve documentation quality, facilitate communication, and enable longitudinal performance monitoring.

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By adopting these recommendations, YBN University can create a more equitable, transparent, and impactful appraisal system that recognizes the vital contributions of non-teaching staff, fosters their professional development, and strengthens institutional effectiveness.

Comparison of Appraisal Systems Between Teaching and Non-Teaching Staff

YBN University applies differentiated appraisal systems tailored to the distinct roles and responsibilities of teaching and non-teaching staff. While both systems share foundational principles such as annual performance reviews, goal-setting, and feedback mechanisms, there are notable differences in criteria, process engagement, and developmental focus. This section compares and contrasts these appraisal frameworks, highlighting their impacts on staff morale, motivation, and institutional effectiveness.

Similarities in Appraisal Approaches

Both teaching and non-teaching staff appraisals at YBN University follow a structured, formal process embedded in the university's Staff Performance Management Policy. Key shared features include:

- **Annual appraisal cycle:** Both groups undergo yearly formal evaluations supplemented by optional mid-year reviews.
- **Goal-setting collaboration:** Supervisors and staff jointly establish performance objectives aligned with university priorities.
- **Combination of quantitative and qualitative criteria:** Each appraisal integrates objective performance indicators with supervisor observations and self-assessments.
- **Feedback and development focus:** Outcomes inform recognition, reward decisions, and identification of training needs.
- **Confidentiality and grievance processes:** Policies ensure appraisal confidentiality and provide channels for raising concerns.

These commonalities uphold a coherent organizational approach to performance management, reinforcing fairness and consistency at a policy level.

Differences in Appraisal Criteria and Focus

The appraisal criteria significantly diverge to reflect the nature of teaching versus non-teaching roles:

- **Teaching Staff:** Evaluation emphasizes instructional effectiveness, research productivity, student engagement, and academic service contributions. This multidisciplinary focus supports the university's academic mission and scholarly reputation.

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- **Non-Teaching Staff:** Appraisals center on job knowledge, operational efficiency, policy compliance, teamwork, and customer service. These emphasize reliability, procedural adherence, and supportive functions crucial to institutional infrastructure.

Consequently, teaching appraisals often involve peer reviews and student feedback, while non-teaching appraisals rely more heavily on supervisor assessments and performance metrics such as attendance and task completion rates.

Variations in Staff Engagement and Perceptions

Engagement levels and satisfaction with appraisal processes differ between the two groups:

- **Teaching staff**
- **Non-teaching staff**

These differences suggest the need for tailored communication and capacity-building efforts to increase inclusivity and trust in appraisal outcomes.

Implications for Staff Morale and Organizational Effectiveness

The variation in appraisal systems impacts morale and motivation distinctly:

- **Teaching staff**
- **Non-teaching staff**

Enhancing appraisal fairness, clarity, and developmental support for non-teaching staff could improve morale, while standardizing teaching evaluations and broadening support mechanisms would reinforce motivation in academic personnel.

Organizational Impact of Appraisal System Differences

The university's overall effectiveness depends on both teaching and non-teaching staff performing optimally within their roles. Divergent appraisal approaches influence this balance:

- **Teaching staff appraisals**
- **Non-teaching staff appraisals**

Any perceived inequities or deficiencies in one group's appraisal system can lead to morale issues, reduced collaboration, and operational bottlenecks. A harmonized appraisal framework that respects role-specific differences yet promotes equitable treatment and engagement is essential to sustaining a high-performing university workforce.

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Summary Table: Key Comparison Points

Aspect	Teaching Staff Appraisal	Non-Teaching Staff Appraisal
Primary Focus	Instruction quality, research output, student engagement, academic service	Job knowledge, work productivity, compliance, teamwork, customer service
Assessment Methods	Self-assessment, peer review, student feedback, supervisor evaluation	Supervisor evaluation, limited peer/user feedback, attendance and task tracking
Staff Participation	High involvement in goal setting and reflection	Lower involvement; appraisal seen as procedural
Linkage Development	Focused on professional growth, training aligned with appraisal outcomes	Less consistent development follow-up; limited career pathway clarity
Perceived Fairness & Transparency	Concerns over evaluator inconsistency but generally better communication	Concerns about subjectivity, vague feedback, and communication gaps
Impact on Morale	Motivational but stress from high expectations and uneven evaluation	Disengagement due to unclear rewards and feedback quality

Stakeholder Feedback and Perspectives

The appraisal system at YBN University involves diverse stakeholder groups whose experiences and insights provide critical perspectives on its overall effectiveness. This section synthesizes feedback gathered from teaching staff, non-teaching personnel, appraisal committees, and senior university management to assess key themes related to fairness, transparency, and the practical usefulness of the appraisal process.

Teaching Staff Perspectives

Teaching staff generally acknowledge the appraisal system's role in promoting academic accountability and professional development. Approximately 75% of surveyed faculty members feel that the appraisal criteria reflect their core responsibilities such as teaching quality, research output, and student engagement. Many appreciate the structured nature of the process, including the use of self-assessment and integration of student feedback.

However, several concerns were raised in interviews and open-ended survey responses:

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- **Perceived Inconsistency:** Variability in how department heads apply criteria and interpret performance standards leads to feelings of unfair treatment. Some faculty report that evaluations depend heavily on subjective judgments rather than transparent benchmarks.
- **Research Appraisal Challenges:** Early-career and teaching-intensive academics express difficulty balancing research expectations with their workload, noting a lack of flexibility in accounting for differing career stages.
- **Transparency in Feedback:** While most respondents receive appraisal feedback, about 30% feel that communication is insufficiently clear, limiting understanding of appraisal outcomes and follow-up actions.
- **Development Opportunities:** Staff desire more timely support and resources to act on professional development recommendations arising from appraisals.

These insights indicate that, despite recognizing the appraisal's importance, teaching staff seek greater standardization and clearer communication to enhance trust and motivational impact.

Non-Teaching Staff Feedback

Non-teaching staff provide a complementary viewpoint, highlighting operational and managerial nuances that affect appraisal experiences. Survey results show that about 60% believe the appraisal criteria suit their functional roles, though a significant minority (25%) consider these criteria too generic or disconnected from their day-to-day responsibilities.

Key issues raised include:

- **Limited Involvement:** Many non-teaching staff report minimal participation in goal-setting and self-assessment, leading to a perception of appraisal as a top-down administrative exercise rather than a developmental dialogue.
- **Feedback Quality:** Appraisal discussions often lack depth and actionable guidance, diminishing their usefulness for personal growth and job performance enhancement.
- **Fairness Concerns:** Variations in supervisor training and appraisal approaches create perceived bias and inconsistency, undermining confidence in the system.
- **Link to Career Progression:** The absence of clear pathways connecting appraisal results with promotions or training opportunities contributes to disengagement and lowered morale.

Overall, non-teaching staff call for more inclusive appraisal processes with better communication, enhanced appraiser capability, and stronger connections between evaluations and career development.

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Appraisal Committees and Appraisers' Insights

Members of appraisal committees and supervisors responsible for conducting evaluations provide a critical operational perspective. They generally support the system's objectives but identify challenges in execution:

- **Training Gaps:** Many appraisers report insufficient training in objective assessment methods, resultantly relying on intuition or past practices rather than standardized tools, which contributes to inconsistent evaluations.
- **Time Constraints:** Heavy workloads limit the time available for thorough appraisal preparation, meaningful feedback discussions, and follow-ups with staff.
- **Resource Limitations:** Lack of easy access to complete performance documentation or 360-degree feedback restricts comprehensive assessments.
- **Balancing Objectivity and Support:** Appraisers express difficulty maintaining objectivity while striving to provide supportive developmental feedback, particularly in sensitive cases involving underperformance.

These factors highlight the need for enhanced capacity-building, streamlined processes, and better institutional support to enable appraisers to perform their roles effectively and fairly.

University Management Perspectives

Senior management views the appraisal system as a strategic tool to align staff performance with institutional goals and to foster a culture of continuous improvement. Management representatives acknowledge improvements made in standardizing procedures and increasing transparency but recognize persistent challenges highlighted by other stakeholders.

Key points raised by management include:

- **Commitment to Fairness:** Initiatives to enhance fairness through clearer guidelines and calibration exercises are underway, reflecting management's dedication to consistency across departments.
- **Focus on Development:** Management emphasizes linking appraisal outcomes to professional development opportunities and succession planning to maximize staff potential and retention.
- **Need for Cultural Change:** Strengthening a culture that values open feedback and shared responsibility in performance improvement is identified as critical for the appraisal system's long-term success.
- **Resource Allocation:** Management recognizes the necessity of investing in training, technology, and support structures to overcome procedural and communication challenges.

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These perspectives reflect a strategic orientation towards continuous refinement and responsiveness to stakeholder experiences.

Cross-Cutting Themes on Fairness, Transparency, and Usefulness

Analysis of stakeholder feedback reveals several common themes impacting perceptions of the appraisal system's effectiveness:

- **Fairness:** Concerns about fairness largely originate from inconsistent application of criteria and subjective judgments. Both teaching and non-teaching staff highlight disparities in evaluation rigor and possible biases, underscoring the importance of standardized training and objective tools.
- **Transparency:** While formal appraisal steps and policies are documented, stakeholders desire clearer, ongoing communication about appraisal objectives, processes, results, and consequences. This includes more transparency in how appraisal scores translate into rewards, development plans, or performance improvement measures.
- **Usefulness:** The appraisal process is generally valued as a developmental mechanism, but its usefulness is diminished when feedback is generic or not supported by actionable follow-up. Stakeholders emphasize the need for timely, specific, and constructive feedback, coupled with institutional support for addressing identified needs.

Summary of Stakeholder Feedback

Stakeholder Group	Positive Feedback	Concerns and Challenges
Teaching Staff	<ul style="list-style-type: none">• Alignment of appraisal with academic roles• Inclusion of student feedback and self-assessment• Recognition of research and instructional efforts	<ul style="list-style-type: none">• Inconsistent standards across departments• Insufficient clarity on feedback and appraisal outcomes• Limited follow-through on development plans
Non-Teaching Staff	<ul style="list-style-type: none">• Comprehensive criteria covering essential job tasks• Structured appraisal framework and documentation	<ul style="list-style-type: none">• Low involvement in goal-setting and self-evaluation• Generic and inconsistent feedback quality• Weak linkage between appraisal and career progression

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Stakeholder Group	Positive Feedback	Concerns and Challenges
Appraisal Committees & Appraisers	<ul style="list-style-type: none"> • Commitment to fair and constructive assessments • Recognition of appraisal as a key performance tool 	<ul style="list-style-type: none"> • Limited formal training in appraisal techniques • Challenges balancing objectivity and supportive feedback • Resource constraints and time impacting quality
University Management	<ul style="list-style-type: none"> • Strategic integration of appraisal with institutional goals • Efforts to enhance transparency and fairness • Focus on linking appraisals to development and retention 	<ul style="list-style-type: none"> • Need for cultural change to promote appraisal ownership • Requirement for increased investment in system improvements

Challenges and Issues Identified

The comprehensive analysis of YBN University's appraisal system has revealed several key challenges and systemic issues that undermine the system's intended effectiveness for both teaching and non-teaching staff. These challenges arise from structural limitations, procedural inconsistencies, capacity gaps among appraisers, and perceptions of bias, all of which affect staff confidence, engagement, and the developmental impact of appraisals.

Bias and Subjectivity in Evaluations

A prevalent concern across stakeholder groups is the presence of bias and subjectivity influencing appraisal outcomes. Survey responses and interview testimonies indicate that evaluations often vary substantially depending on the appraiser's individual perspectives, familiarity with staff roles, and personal relationships. For example, several teaching staff reported disparate standards applied within departments, with some supervisors relying heavily on subjective impressions rather than clearly defined benchmarks. Similarly, non-teaching personnel observed that feedback quality depended greatly on the supervisor's experience and attitude, leading to inconsistent performance ratings and perceived unfairness.

These biases are compounded by insufficient training for appraisers, which limits their ability to apply criteria impartially and consistently. Appraisers themselves acknowledged feeling ill-

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equipped to conduct objective assessments, often resorting to intuition or anecdotal evidence rather than standardized tools. This lack of calibration across evaluators reduces the credibility of appraisal results and damages staff trust.

Lack of Clarity and Transparency in Appraisal Processes

Many staff members expressed confusion and frustration over unclear appraisal procedures and ambiguous communication regarding assessment criteria and outcomes. There is a widespread perception that appraisal objectives, scoring methods, and implications for career progression are not sufficiently explained upfront. For instance, 30% of teaching staff and 45% of non-teaching staff reported inadequate feedback detailing how their performance ratings were derived or how these results would impact development opportunities and rewards.

This opacity diminishes the motivational potential of the appraisal system and fuels skepticism among staff. Without transparent processes, employees find it difficult to understand expectations or to challenge perceived discrepancies, which hinders meaningful engagement and constructive dialogue.

Inadequate Training and Capacity Building for Appraisers

The analysis identified a significant gap in the preparation and ongoing training of appraisers as a root cause of many systemic weaknesses. Supervisors often lack formal instruction in effective appraisal techniques, interview skills, and constructive feedback delivery. This deficiency manifests in feedback sessions that are described by staff as perfunctory, vague, or non-specific, limiting usefulness for performance improvement.

Furthermore, appraisers cited time constraints and heavy workloads as barriers to conducting thorough evaluations and meaningful follow-up. Without sufficient institutional support for capacity building and workload management, these challenges persist, reducing the quality and impact of the appraisal process.

Procedural Inconsistencies Across Departments and Staff Categories

Another systemic issue is the inconsistent application of appraisal procedures across different faculties, departments, and operational units. While university policy mandates standardized criteria, variations in interpretation and implementation are evident. For example:

- Some departments integrate multi-source feedback, including peer and student input, whereas others rely solely on supervisor evaluations.
- Self-assessment participation rates differ markedly between teaching and non-teaching staff, sometimes due to lack of awareness or complicated appraisal forms.

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- Follow-up actions such as development planning and linkages to rewards vary in rigor and frequency, creating a patchwork of experiences across the institution.

These inconsistencies lead to inequities, where staff performing similar roles may receive widely differing appraisal experiences and outcomes. This disparity challenges the university's goal of aligning appraisals with strategic objectives in a fair and coherent manner.

Limited Engagement and Participation by Staff

The appraisal system's participatory elements require strengthening, especially for non-teaching staff. Approximately 40% of non-teaching respondents indicated minimal involvement in setting appraisal goals or contributing to self-assessments. This detachment results from factors such as limited understanding of the appraisal's purpose, insufficient guidance on completing appraisal documentation, and a perception that the process is primarily administrative rather than developmental.

Lack of active engagement reduces ownership and motivation to improve based on appraisal feedback, weakening the process's effectiveness as a developmental tool.

Disconnection Between Appraisal Outcomes and Professional Development

A recurring issue identified relates to the weak link between appraisal results and follow-up actions that promote career and skills development. While the appraisal system aims to inform training needs and advancement opportunities, actual implementation often falls short due to resource constraints, administrative delays, or unclear policy on how appraisal scores guide decisions on promotions and training allocations.

Many staff members reported delays or lack of access to recommended professional development activities, which hampers the appraisal's role in fostering continuous growth. This gap erodes confidence in the appraisal process's value and contributes to staff dissatisfaction.

Inadequate Consideration of Role Diversity and Job Complexity

The current appraisal framework tends to apply uniform criteria broadly across diverse roles, particularly within the non-teaching staff category. This one-size-fits-all approach neglects the varying complexities and competencies required for different positions, from clerical tasks to technical and managerial functions.

Staff feedback and benchmark comparisons highlight that performance indicators and appraisal tools lack sufficient customization to reflect this diversity. As a result, appraisals sometimes fail to capture the full scope of job responsibilities or accurately evaluate contributions, leading to perceptions of irrelevance or unfairness.

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Examples from Stakeholder Testimonies

"In my department, the appraisal process feels more like a formality. The supervisor gives me a generic rating without discussing specific strengths or areas to improve. I am not clear how these ratings affect my career progression." – Non-Teaching Staff Member

"There is a lot of variation in how different heads evaluate research output. Some focus on numbers, others on quality, but no clear guidelines exist, making it hard for early-career faculty to know what to prioritize." – Junior Teaching Staff Member

"As an appraiser, I wish we had more training on providing constructive feedback and reducing bias. Sometimes I feel underprepared, and time pressures make it difficult to do justice to each evaluation." – Department Head

"The appraisal criteria are sometimes too generic for the technical complexity of our work. This makes it hard to demonstrate the full value of what we do and to get recognized accordingly." – Non-Teaching Staff Member

Actions Taken to Address Identified Issues

Following the comprehensive analysis of YBN University's appraisal system, the university administration has undertaken a series of well-structured actions to address the identified challenges and enhance the effectiveness, fairness, and transparency of performance evaluations for both teaching and non-teaching staff. These interventions span policy revisions, capacity building, process standardization, and technology adoption, reflecting a strategic commitment to continuous improvement and alignment with best practices in higher education human resource management.

Policy Revisions and Framework Enhancements

Recognizing the need to resolve inconsistencies and ambiguities in appraisal procedures, YBN University updated its *Staff Performance Management Policy* in early 2024 with the following key changes:

- **Standardization of Appraisal Criteria:** The revised policy mandates explicit, detailed performance indicators specific to teaching and non-teaching roles, including clear rubrics for evaluating teaching effectiveness, research contributions, operational competencies, and behavioral skills. The intent is to reduce subjectivity and provide appraisers and staff with transparent benchmarks.
- **Role-Specific Competency Models:** Distinct competency frameworks have been developed, particularly for non-teaching staff, to reflect varying role complexity, seniority levels, and functional diversity, facilitating more relevant and fair assessment.
- **Clarification of Appraisal Outcome Uses:** The policy now explicitly connects appraisal results to career development pathways, including eligibility for promotions, merit-based

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rewards, and targeted training opportunities, thereby strengthening the motivational impact of appraisals.

- **Enhanced Grievance and Appeal Procedures:** To foster trust and transparency, the updated policy establishes streamlined channels for staff to formally raise concerns about appraisal fairness or accuracy, with defined timelines and impartial review panels.

These policy modifications have been communicated widely across the university through official circulars, staff meetings, and intranet postings to ensure comprehensive awareness and support.

Comprehensive Training Programs for Appraisers

To address identified capacity gaps among evaluators, YBN University launched a mandatory, ongoing **Appraiser Development Program (ADP)** in the first quarter of 2024. The program includes:

- *Workshops on Objective Assessment:* Training modules focus on applying standardized criteria consistently, mitigating unconscious bias, and calibrating scoring across departments to improve inter-rater reliability.
- *Effective Feedback and Communication:* Interactive sessions equip appraisers with skills in delivering constructive, clear, and actionable feedback, as well as techniques for managing sensitive conversations.
- *Use of Appraisal Tools and Technology:* Practical training on the newly implemented electronic appraisal system ensures appraisers are proficient in digital documentation, performance tracking, and generating appraisal reports.
- *Conflict Resolution and Grievance Handling:* Educating supervisors on protocols to address disputes in appraisal outcomes and to maintain professional relationships during performance reviews.

To date, over 85% of supervisors and department heads have completed the initial training series, with refresher courses scheduled annually. Feedback from participants indicates improved confidence in conducting appraisals and delivering meaningful evaluations.

Redesign and Optimization of Appraisal Forms

The existing appraisal forms underwent thorough revision to better align with the updated policy guidelines and competency frameworks. Key enhancements include:

- **Role-Based Customization:** Separate forms tailored for teaching and non-teaching staff incorporate relevant criteria and behavioral indicators, ensuring focused assessment aligned with specific job functions.

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- **Clearer Rating Scales:** Introduction of descriptive rating scales with explicit performance level explanations supports consistent scoring and reduces evaluator ambiguity.
- **Incorporation of Multi-Source Feedback:** New sections enable inclusion of peer reviews, student feedback (for teaching staff), and stakeholder evaluations (for non-teaching staff), enriching appraisal evidence.
- **Self-Assessment Emphasis:** Forms have been redesigned to encourage comprehensive staff self-reflection, including strengths, areas for improvement, and development goals, fostering a two-way appraisal dialogue.
- **Development Plan Integration:** The final section of the form explicitly connects appraisal outcomes to personalized development actions, defining timelines and responsibilities for follow-up.

The updated forms were piloted during the mid-year 2024 appraisal cycle and incorporated user feedback for further refinements before full-scale implementation.

Technology Integration: Electronic Appraisal System

In line with modernizing performance management processes, YBN University introduced an **Electronic Appraisal Management System (EAMS)** in mid-2024. The digital platform offers multiple improvements:

- **Centralized Documentation:** All appraisal forms, supporting evidence, feedback records, and development plans are securely stored and accessible to authorized personnel, reducing paperwork errors and loss.
- **Automated Workflow:** EAMS facilitates timely notifications for appraisal milestones, reminders for goal setting, submission deadlines, and scheduled feedback meetings, improving process adherence.
- **Analytical Reporting:** Management reports provide aggregated data on performance trends, departmental comparisons, and training needs, supporting informed decision-making and strategic planning.
- **User-Friendly Interface:** Designed with intuitive navigation and help features, the system encourages staff engagement in self-assessments and review of appraisal outcomes.
- **Confidentiality and Security:** Multi-level access controls protect sensitive appraisal data while enabling transparency for legitimate stakeholders.

Training sessions and user guides accompanied the system rollout, and ongoing technical support is provided by the IT department to ensure smooth adoption.

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Enhanced Communication and Feedback Mechanisms

To strengthen transparency and trust in the appraisal process, YBN University implemented several communication initiatives:

- **Appraisal Orientation Sessions:** Regular briefing sessions at the start of each appraisal cycle clarify objectives, procedures, and expectations for all staff categories.
- **Feedback Forums:** Department-level group discussions encourage open dialogue about appraisal experiences, common challenges, and suggestions for ongoing improvements.
- **Appraisal Helpdesk:** A dedicated support team assists staff and appraisers with questions, technical issues, and policy clarifications throughout the appraisal period.
- **Post-Appraisal Follow-Up:** Structured coaching meetings ensure appraisal feedback is actionable, development plans are co-created, and progress is monitored regularly.

These initiatives have led to improved staff understanding of appraisal purposes and increased willingness to engage actively in the process.

Linking Appraisal Outcomes to Professional Development and Rewards

To address concerns about the disconnect between appraisal results and career progression, several concrete actions were introduced:

- **Targeted Training Programs:** Appraisal data now directly inform enrollment priorities for skill-building workshops, leadership development courses, and research support programs.
- **Recognition and Incentives:** Clearer criteria for merit pay adjustments, promotions, and awards have been established, with performance ratings from the appraisal system serving as primary evidence.
- **Performance Improvement Plans:** For staff with identified development needs, formalized improvement plans are instituted with designated mentors and progress evaluation checkpoints.
- **Career Pathway Mapping:** The university developed guidance materials linking appraisal outcomes with possible career trajectories, helping staff visualize advancement opportunities and required competencies.

These efforts enhance the appraisal system's role as a catalyst for meaningful professional growth and motivation.

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Monitoring, Evaluation, and Continuous Improvement

To ensure the sustainability of improvements, YBN University established a permanent **Appraisal Oversight Committee**, composed of representatives from Human Resources, academic departments, and administrative units. The committee's responsibilities include:

- Regular review of appraisal processes, forms, and training effectiveness based on feedback and performance data.
- Coordination of calibration exercises to harmonize evaluation standards across departments.
- Identification of emerging challenges and facilitation of timely corrective actions.
- Promotion of best practices and knowledge sharing across units.
- Conducting periodic staff satisfaction surveys to gauge appraisal system impact and areas for refinement.

This governance structure underscores the university's commitment to a dynamic, responsive appraisal framework that adapts to evolving institutional and workforce needs.

Summary Table of Key Actions Taken

Area of Action	Specific Measures Implemented	Expected Impact
Policy Revisions	<ul style="list-style-type: none">• Standardized, role-specific appraisal criteria• Clear links between appraisals and career progression• Improved grievance mechanisms	Enhanced fairness, clarity, and transparency across all staff appraisals
Training Programs	<ul style="list-style-type: none">• Mandatory appraiser skill development workshops• Focus on objective scoring and feedback delivery• Training in electronic appraisal system use	Improved evaluator consistency, quality of feedback, and process adherence
Appraisal Forms	<ul style="list-style-type: none">• Customized, competency-based appraisal templates• Inclusion of multi-source feedback	More relevant, comprehensive, and actionable appraisal documentation

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Area of Action	Specific Measures Implemented	Expected Impact
Technology Integration	<ul style="list-style-type: none">• Integrated development planning sections	
	<ul style="list-style-type: none">• Electronic Management System deployed• Automated workflows and notifications• Secure, centralized data repository	Simplified process management, improved data accuracy, and accessibility
	<ul style="list-style-type: none">• Appraisal orientation and support forums• Dedicated helpdesk and follow-up coaching	Increased staff awareness, engagement, and confidence in appraisal outcomes
	<ul style="list-style-type: none">• Performance-driven training enrollments• Clear criteria linking appraisals to incentives and promotions• Structured performance improvement plans	Strengthened motivational impact and support for career progression
Governance and Monitoring	<ul style="list-style-type: none">• Establishment of Appraisal Oversight Committee• Regular process review and calibration exercises• Periodic satisfaction surveys	Ongoing quality assurance and system responsiveness

Impact of Actions Taken

Following the comprehensive interventions implemented to enhance YBN University's appraisal system, a detailed evaluation has been conducted to assess the outcomes and overall impact on staff performance, engagement, and organizational effectiveness. This section presents an analytical review of key performance indicators (KPIs), staff feedback, and measurable improvements resulting from the actions taken. It also identifies ongoing gaps where further refinements are necessary to realize the full potential of the appraisal framework.

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Improved Consistency and Fairness in Evaluations

One of the most significant impacts reported is the enhanced consistency and perceived fairness in the appraisal process. Standardization of appraisal criteria and detailed competency frameworks, accompanied by mandatory appraiser training, have substantially reduced variability in performance assessments across departments.

According to post-implementation surveys conducted six months after the rollout of revised policies and training programs:

- Approximately 82% of teaching staff and 68% of non-teaching staff agreed that evaluation criteria were now applied more consistently compared to previous cycles.
- Incidents of reported bias and subjective judgments decreased by 30%, as appraisers demonstrated improved ability to use objective evidence aligned with standardized rubrics.
- Feedback from appraisers indicated a 40% increase in confidence and preparedness to conduct fair and balanced assessments, attributable to participation in the Appraiser Development Program.

These improvements have fostered greater staff trust in the appraisal system's integrity, mitigating earlier concerns over inequities and strengthening the legitimacy of performance outcomes.

Enhanced Staff Engagement and Participation

The introduction of revised appraisal forms featuring self-assessment sections and multi-source feedback mechanisms encouraged more active involvement from staff in their performance evaluations. The use of the Electronic Appraisal Management System (EAMS) further facilitated timely submission and access to appraisal documentation, making the process more transparent and interactive.

Key observations include:

- Self-assessment completion rates rose to 90% among teaching staff and 75% among non-teaching personnel, reflecting higher engagement in reflective practice.
- Peer and stakeholder feedback integration expanded, with 60% of non-teaching units regularly incorporating multi-source inputs versus 20% previously, enriching evaluation perspectives.
- Staff satisfaction with the appraisal process increased by 15%, with many respondents noting clearer communication of objectives, criteria, and outcomes through orientation sessions and feedback forums.
- Active participation in post-appraisal development planning discussions grew by 25%, fostering a sense of shared responsibility for career growth and performance improvement.

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Nonetheless, continued efforts are needed to further boost engagement levels among certain operational units where self-assessment and multi-source feedback remain underutilized.

Positive Impact on Staff Development and Career Progression

The strengthened linkage between appraisal outcomes and professional development opportunities has resulted in measurable advances in staff skills and career progression. The targeted use of appraisal data to prioritize training program enrollments and the formalization of development plans have had tangible benefits.

Performance monitoring data reveals:

- A 20% increase in participation rates for skill enhancement workshops and leadership courses among both teaching and non-teaching staff compared to the previous appraisal cycle.
- Promotions and merit-based salary adjustments aligned more closely with appraisal ratings, with reported clarity on eligibility criteria improving staff motivation and trust in reward processes.
- Approximately 35% of staff with identified development needs engaged in structured performance improvement plans, receiving mentorship and periodic progress reviews as stipulated in the updated policy.
- Staff who actively participated in appraisal-linked development activities reported greater confidence in their competencies and increased job satisfaction, which correlates with improved retention rates in key operational units.

These outcomes affirm the appraisal system's enhanced role as a catalyst for career advancement and skill development within the university.

Operational Efficiencies Gained Through Technology Adoption

Integration of the Electronic Appraisal Management System (EAMS) has streamlined administrative processes related to performance management, offering robust benefits in data accuracy, timeliness, and accessibility. Process adherence improved noticeably with the automated workflow supporting adherence to appraisal timelines and reminders.

- Submission rates for appraisal documentation increased to 98%, virtually eliminating delays and lost records experienced in prior manual systems.
- Real-time reporting dashboards enabled Human Resources and senior management to monitor appraisal progress actively, identify lagging departments, and address bottlenecks promptly.

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- Staff feedback indicated higher satisfaction with the ease of accessing performance reports and development plans, contributing to transparency and ongoing engagement.
- Security and confidentiality concerns were mitigated through role-based access controls embedded in the system, supported by continuous IT helpdesk services.

Challenges and Areas for Further Improvement

Despite notable advances, evaluation of post-intervention data and stakeholder feedback underscores several challenges remaining within the appraisal system:

- **Variable Feedback Quality:** While training enhanced appraiser skills, some staff still experience inconsistent depth and constructiveness in feedback, particularly in non-teaching units where supervisory expertise varies widely.
- **Partial Staff Engagement:** A minority of departments report lower-than-average participation in self-assessment and goal-setting activities, often linked to workload pressures and limited awareness of appraisal benefits.
- **Resource Constraints:** Insufficient availability of targeted professional development resources continues to hamper full realization of appraisal-driven growth, with some development plans delayed or unrealized.
- **Complexity in Role-Specific Indicators:** Ongoing refinement of competency models is required to better capture the nuances of specialized roles, especially among technical and managerial non-teaching staff.
- **Change Management Needs:** Cultural shifts promoting appraisal ownership and open feedback dialogues remain a gradual process, necessitating sustained communication and leadership commitment.

Summary of Key Impact Indicators

Impact Area	Measured Outcomes	Supporting Data
Consistency & Fairness	Increase in perceived fairness; reduction in reported bias	82% teaching and 68% non-teaching staff report improved consistency; 30% fewer bias complaints
Staff Engagement	Higher self-assessment completion and multi-source feedback usage	Self-assessment rates: 90% teaching, 75% non-teaching; 60% increase in feedback inclusion
Professional Development	Greater participation in training; clearer links to promotions	20% rise in development program enrollments; enhanced alignment of rewards with appraisals

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Impact Area	Measured Outcomes	Supporting Data
Operational Efficiency	Improved appraisal process timeliness and record accuracy	98% timely submissions; real-time monitoring dashboards implemented
Remaining Challenges	Feedback quality inconsistency; engagement gaps; resource limitations	Ongoing qualitative feedback analysis; targeted departmental interventions planned

Recommendations for Sustaining Positive Impact

To build upon the progress achieved and address persistent challenges, the following recommendations are proposed:

- Enhance Appraiser Support:** Continue and expand training programs focusing specifically on advanced feedback techniques and coaching skills, with tailored modules for supervisors in complex non-teaching functions.
- Boost Staff Awareness and Engagement:** Increase communications highlighting the appraisal system's benefits, supplemented by peer testimonials and success stories to encourage broader involvement.
- Secure Adequate Development Resources:** Prioritize budget allocations and partnerships to expand targeted training opportunities, removing bottlenecks in development plan implementation.
- Refine Competency Models:** Engage cross-functional task forces to periodically review and adjust appraisal criteria, ensuring they remain responsive to evolving role requirements and staff expectations.
- Foster a Culture of Open Dialogue:** Promote ongoing feedback forums and coaching practices that normalize constructive performance conversations and empower staff participation.
- Maintain and Upgrade Technology Infrastructure:** Ensure continuous technical support and system enhancements to keep the EAMS responsive, user-friendly, and aligned with appraisal needs.

Recommendations for Further Improvement

Building on the comprehensive analysis and the positive impacts from recent interventions at YBN University, this section proposes detailed recommendations to further enhance the effectiveness, sustainability, inclusiveness, transparency, and strategic alignment of the appraisal system for both teaching and non-teaching staff. These forward-looking suggestions are designed to consolidate gains made and address ongoing challenges, ensuring the appraisal process remains a vital tool for staff motivation, development, and contribution to institutional excellence.

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1. Strengthening Sustainability and Institutionalization

To ensure the appraisal system endures as a dynamic and effective component of YBN University's staff management, it is essential to embed continuous improvement mechanisms and resource commitments:

- **Allocate Dedicated Resources:** Establish a permanent budget line within Human Resources for appraisal-related activities, including training, technology maintenance, and developmental initiatives linked to appraisal outcomes.
- **Periodic Policy and Criteria Review:** Implement a biennial review cycle for appraisal policies and competency models, involving representatives from teaching staff, non-teaching personnel, and management to keep the framework relevant and responsive to evolving roles and institutional goals.
- **Strengthen Governance Structures:** Empower the Appraisal Oversight Committee with increased authority for monitoring compliance, adjudicating grievances, and driving continuous process refinements based on data and stakeholder feedback.
- **Embed Change Management Practices:** Introduce ongoing communication campaigns and workshops aimed at reinforcing appraisal system values, cultural openness to feedback, and shared ownership of the appraisal process across all staff categories.

2. Enhancing Inclusiveness and Staff Participation

Inclusiveness and active staff engagement are critical for appraisal credibility and motivational effectiveness. Recommendations include:

- **Broaden Multi-Source Feedback Use:** Expand 360-degree feedback practices by integrating input from peers, subordinates (where relevant), and service recipients to capture a holistic view of performance for both teaching and non-teaching roles.
- **Facilitate Meaningful Self-Assessment:** Provide clear guidance and training for appraisees on how to conduct reflective self-evaluations, including identifying strengths, challenges, and development goals aligned with institutional priorities.
- **Increase Staff Involvement in Goal Setting:** Encourage collaborative dialogue in the goal-setting phase by instituting formalized briefing sessions, tools for defining SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives, and appraiser-appraisee agreements documented within the appraisal system.
- **Incorporate Diverse Staff Representation:** Include staff representatives from various functional areas in appraisal review panels and policy committees to ensure diverse perspectives and enhanced buy-in.

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3. Advancing Transparency and Communication

Transparency builds trust and clarifies expectations for appraisal participants, reducing uncertainty and skepticism. Actions recommended are:

- **Standardize Communication Protocols:** Develop and disseminate clear, accessible appraisal procedure manuals and FAQs tailored to teaching and non-teaching staff, explaining criteria, rating scales, outcome implications, and grievance processes.
- **Expand Orientation and Refresher Workshops:** Organize regular appraisal orientation sessions for new staff and refresher courses before each appraisal cycle, using interactive methods to answer questions and clarify changes.
- **Leverage Technology for Transparency:** Enhance the Electronic Appraisal Management System to provide real-time progress tracking, transparent scoring dashboards, and secure access to finalized appraisal reports and development plans for appraisees.
- **Institutionalize Post-Appraisal Feedback Dialogues:** Formalize minimum feedback meeting standards, ensuring in-depth, two-way conversations between appraiser and appraisee, with documented discussion points and agreed next steps.

4. Aligning Appraisal System with University Strategic Goals

An appraisal system that explicitly supports institutional priorities contributes more effectively to university growth and reputation. To enhance alignment:

- **Integrate Strategic Objectives into Appraisal Metrics:** Regularly update appraisal criteria to reflect emerging university priorities such as digital transformation, internationalization, sustainability initiatives, and community engagement.
- **Customize Role-Specific Strategic Goals:** For both teaching and non-teaching staff, collaboratively develop annual objectives that link daily tasks and innovative contributions to broader university ambitions, fostering shared purpose.
- **Use Appraisal Data for Strategic Workforce Planning:** Leverage aggregated appraisal outcomes to identify talent gaps, succession potential, and training needs, aligning human capital development with institutional priorities.
- **Reward Strategic Contributions:** Establish distinct recognition schemes within the appraisal-linked incentives framework for accomplishments that notably advance university goals, encouraging innovation and leadership.

5. Continuous Capacity Building and Appraiser Support

Ensuring appraisers are well-equipped to deliver objective, constructive, and motivational evaluations remains fundamental:

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- **Ongoing Appraiser Training:** Sustain and expand the Appraiser Development Program with advanced modules on unconscious bias mitigation, emotional intelligence, coaching skills, and effective communication tailored by staff category.
- **Peer Calibration Exercises:** Facilitate periodic calibration workshops involving appraisers across departments to harmonize scoring standards and share best practices.
- **Mentoring for New Appraisers:** Implement a mentorship scheme pairing experienced evaluators with new supervisors to accelerate skill acquisition and promote consistent appraisal quality.
- **Provide Appraisal Resources and Tools:** Develop toolkits including checklists, exemplar appraisal reports, and case studies accessible via the university intranet to support appraisers in preparation and execution.

6. Deepening Linkages Between Appraisal and Professional Development

The appraisal system must not only evaluate but also actively drive staff growth and career progression:

- **Formalize Development Plan Follow-Up:** Establish a monitoring protocol to ensure agreed development actions are implemented timely, with periodic progress reviews documented within the appraisal system.
- **Expand Access to Tailored Training:** Increase variety and availability of professional development opportunities, including interdisciplinary workshops, online courses, and external certifications aligned with appraisal-identified needs.
- **Create Career Pathway Frameworks:** Develop comprehensive career mapping tools elucidating promotion criteria, competency requirements, and growth opportunities, linked explicitly to appraisal results.
- **Introduce Personal Development Funds:** Consider allocating discretionary funds for staff-initiated development activities identified through appraisal discussions to empower ownership of professional growth.

7. Leveraging Technology for Enhanced Appraisal Management

Modern digital tools can streamline appraisal processes, improve data analytics, and foster engagement:

- **Enhance EAMS Features:** Integrate advanced functionalities such as automated competency gap analysis, personalized development recommendations, and milestone alerts for performance improvement plans.

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- **Mobile Accessibility and User Experience:** Upgrade system interfaces for mobile use to facilitate real-time input, notifications, and access by staff and appraisers anytime, anywhere.
- **Data Security and Privacy Enhancements:** Continuously audit and update security protocols to safeguard sensitive appraisal information, building user confidence in the system.
- **Analytics for Predictive Workforce Planning:** Employ data analytics to identify trends in performance, predict training demand, and optimize staffing decisions aligned with institutional goals.

8. Promoting a Culture of Feedback and Continuous Improvement

Finally, fostering an organizational culture that embraces open dialogue, development, and ownership is crucial for appraisal success:

- **Encourage Regular Informal Feedback:** Promote initiatives where appraisal is viewed as part of ongoing performance conversations rather than a yearly event, reinforcing continuous improvement.
- **Celebrate Success Stories:** Publicize examples of staff whose performance appraisals have led to career milestones or innovative contributions, inspiring peers and normalizing appraisal engagement.
- **Establish Feedback Channels on the Appraisal System:** Create easy-to-use platforms for staff to anonymously share suggestions and concerns about the appraisal process, enabling agile response and iterative refinement.
- **Leadership Role Modeling:** Engage university leaders as advocates and active participants in appraisal processes and feedback culture, demonstrating commitment from the top down.

Conclusion

The appraisal system at YBN University constitutes a fundamental instrument in fostering a motivated, competent, and accountable workforce that drives the university's academic and operational excellence. Through this comprehensive report, the critical role of an effective appraisal framework has been underscored—one that not only measures performance reliably but also supports the professional growth and satisfaction of both teaching and non-teaching staff.

The analysis revealed that while YBN University's appraisal system has strong structural foundations—such as its alignment with institutional goals, incorporation of multi-dimensional performance criteria, and formalized review cycles—key challenges remain. These include inconsistencies in criterion application, gaps in appraiser training, limited transparency, and a perceived disconnect between appraisal outcomes and tangible career development opportunities.

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These concerns are echoed across diverse stakeholder groups, reflecting the system's complexities and the need for adaptive measures to address varied role-specific and cultural factors.

Actions undertaken by the university administration, including policy refinements, standardized appraisal tools, comprehensive appraiser training, and the implementation of an electronic appraisal management system, have demonstrably improved fairness, consistency, engagement, and linkage to staff development. Early impact assessments indicate enhanced staff confidence, more meaningful participation in appraisal processes, and stronger integration between performance evaluations and professional growth pathways.

YBN University's commitment to continuous improvement is evident in the establishment of a dedicated governance body tasked with ongoing oversight, calibration, and responsiveness to evolving workforce needs. The institution recognizes that maintaining an effective appraisal system demands sustained investment, inclusive stakeholder engagement, transparent communication, and alignment with strategic objectives.

Moving forward, the university will prioritize sustaining momentum by deepening capacity building for appraisers, expanding multi-source feedback, fostering a pervasive culture of open dialogue and performance ownership, and leveraging technological innovations for efficient appraisal management. These efforts aim to reinforce the appraisal system as a trusted, motivational, and developmental cornerstone that empowers all staff members to contribute optimally within their roles.

Ultimately, the refinement of the appraisal system at YBN University reflects a strategic endeavor to cultivate a high-performing academic community and a robust support infrastructure—both integral to achieving institutional excellence and advancing the university's mission to deliver quality education, research, and service.

Appendices

This section presents supplementary materials utilized throughout the analysis and evaluation of YBN University's appraisal system for teaching and non-teaching staff. These appendices provide essential context, methodological transparency, and practical tools supporting the findings and recommendations detailed in this report.

Appendix A: Sample Appraisal Forms

Two standardized appraisal forms are included: one tailored for teaching staff and another for non-teaching personnel. Each form incorporates:

- Performance criteria aligned with respective role competencies.
- Rating scales with descriptive anchors.

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- Sections for self-assessment, supervisor evaluation, and multi-source feedback inputs.
- Development planning templates for outlining training needs and career goals.

Appendix B: Staff Survey Questionnaire

The staff survey instrument used to collect quantitative and qualitative data on appraisal perceptions includes the following key sections:

- Demographics and job profile information.
- Likert-scale items assessing fairness, transparency, and satisfaction with appraisal processes.
- Open-ended questions soliciting suggestions for system improvements.
- Items evaluating awareness of appraisal-linked development and reward mechanisms.

Appendix C: Interview Guide for Key Informants

The semi-structured interview protocol employed with department heads, HR personnel, and staff representatives focused on:

- Experiences with appraisal implementation and challenges.
- Perceptions of evaluation consistency and objectivity.
- Insights on communication effectiveness and feedback quality.
- Suggestions for enhancing appraisal impact on professional growth.

Appendix D: Data Collection and Analysis Charts

Several illustrative charts and tables are provided to visualize key data trends, including:

- Distribution of appraisal ratings by staff category and department.
- Comparison of self-assessment participation rates before and after interventions.
- Staff satisfaction scores segmented by role and appraisal cycle.
- Frequency and themes of feedback from interview transcripts.

Appendix E: Glossary of Key Terms

Definitions of specialized terms and acronyms used throughout the report, supporting clearer understanding for all stakeholders.

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YBN University: A Five-Year Improvement Analysis

Introduction to YBN University's Incremental Improvements

YBN University is a leading institution dedicated to fostering excellence in higher education through a commitment to innovation, inclusivity, and community engagement. Its mission centers on advancing knowledge, nurturing talent, and contributing to societal development while maintaining the highest standards of academic quality. Over the past five years, the university has embraced a strategic focus on continuous quality improvement, recognizing that sustained progress results from systematic, incremental enhancements rather than singular large-scale changes.

Incremental improvements involve the small, consistent adjustments and refinements applied across various university functions—ranging from curriculum development and research initiatives to infrastructure upgrades and student support services. Such improvements cumulatively strengthen institutional effectiveness and academic outcomes.

To rigorously evaluate the effectiveness of the initiatives undertaken during this period, YBN University has employed impact analysis as a core methodology. Impact analysis enables the institution to measure outcomes against objectives, assess the direct and indirect effects of specific actions, and identify best practices and areas needing further attention. This data-driven approach ensures that decisions for future improvements are evidence-based and aligned with overarching strategic goals.

This document covers a comprehensive review of initiatives implemented over the last five years, including academic reforms, research productivity enhancement, infrastructure development, student engagement programs, and community partnership efforts. The primary objectives are to document the nature of incremental improvements, analyze their impact on university performance, and provide actionable insights to guide ongoing quality advancement efforts.



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Research and Innovation Enhancements

To elevate research output and innovation, YBN University bolstered funding mechanisms, established interdisciplinary research centers, and promoted collaboration with industry stakeholders. Initiatives like seed grants for early-career researchers and innovation competitions stimulated a vibrant research culture aligned with societal needs.

Administrative Improvements

Streamlining administrative processes was addressed through digitalization of records, implementation of integrated management systems, and enhanced transparency practices. These changes aimed to improve operational efficiency, reduce bureaucratic delays, and facilitate data-driven decision-making within the university's governance.

The following sections will analyze the impact of these initiatives, providing evidence of progress and identifying areas for further development in pursuit of YBN University's strategic objectives.

Academic Reforms and Curriculum Enhancements

Over the last five years, YBN University has implemented a series of academic reforms aimed at enriching curriculum content, modernizing teaching methods, and aligning educational outcomes with evolving industry standards. Central to these reforms was a comprehensive revision of existing programs to ensure they reflect cutting-edge knowledge domains and interdisciplinary approaches essential for 21st-century competencies.

Curriculum Revision and Interdisciplinary Integration

Incremental improvements began with a detailed audit of course offerings followed by strategic updates focused on relevance and rigor. A novel interdisciplinary curriculum structure was introduced in three major faculties—Science, Business, and Humanities—facilitating cross-disciplinary learning through specially designed modules such as *Data Analytics for Social Sciences* and *Environmental Economics*. This approach fostered broader analytical thinking and problem-solving skills.

Feedback collected from students and employers indicated a marked increase in student preparedness for complex challenges, with 78% of surveyed graduates reporting enhanced ability to integrate knowledge from multiple fields. Furthermore, pass rates improved by an average of 12% across revised courses, underscoring improved comprehension and engagement.



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Innovative Teaching Methodologies and Faculty Engagement

Recognizing the critical role of teaching innovations, YBN University promoted active learning strategies, including flipped classrooms and project-based assignments. Faculty members underwent targeted workshops on these methodologies, leading to a 65% adoption rate within relevant departments by 2023.

Evaluation of teaching quality through student surveys revealed a 15% increase in satisfaction related to classroom interaction and clarity of instruction. Faculty reported higher engagement and motivation when incorporating these methods, contributing to an enhanced academic environment.

Technology Integration in Classrooms

The adoption of digital tools played a significant role in curriculum delivery. The university invested in smart classrooms equipped with interactive whiteboards, lecture capture technology, and integration of Learning Management Systems (LMS). These technologies allowed synchronous and asynchronous learning modalities, benefiting diverse student needs.

Quantitative data showed a 40% increase in LMS usage for assignments and course material access, facilitating better student-instructor communication and resource availability. Qualitative feedback highlighted that technology integration also supported individualized learning paths, improving overall academic performance.

Alignment with Industry Requirements

To enhance graduate employability, curriculum committees worked closely with industry partners to embed relevant skills and certifications within academic programs. This included the introduction of professional skill workshops and internship credits.

Impact analysis demonstrated a 22% growth in internship placements over five years and a 17% increase in graduate employment rates within six months post-graduation. Employers commended the university's graduates for their practical knowledge and adaptability, validating the efficacy of these academic reforms.

Summary of Key Outcomes:

- Interdisciplinary courses increased student engagement and critical thinking.
- Active learning and technology-enriched teaching improved learning outcomes and faculty satisfaction.
- Greater alignment with industry needs enhanced employability and real-world readiness.
- Continuous feedback loops ensured data-driven refinement of academic strategies.



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Advancements in Research and Innovation

Over the past five years, YBN University has strategically advanced its research and innovation capabilities through a series of targeted initiatives designed to foster a robust and dynamic research ecosystem. Recognizing research as a pivotal pillar of academic excellence and societal contribution, the university prioritized the establishment of dedicated research centers, enhanced funding opportunities, collaborative partnerships, and active engagement of students in research activities.

Establishment of Research Centers and Facilities

Key to this progress was the creation of multiple interdisciplinary research centers, including the Center for Advanced Materials, the Institute for Environmental Innovation, and the Data Science and Artificial Intelligence Lab. These centers provided faculty and students with state-of-the-art infrastructure, facilitating cutting-edge investigations and fostering collaborative problem-solving approaches. The enhanced research infrastructure attracted both national and international fundings, significantly elevating YBN University's research profile.

Research Funding and Grant Support

To stimulate impactful research, the university introduced new internal funding schemes such as seed grants and innovation awards aimed at early-stage and high-risk projects. Additionally, a dedicated Research Office was established to assist faculty in navigating external grant applications and liaising with funding agencies. As a result, YBN University witnessed a 45% increase in sponsored projects between 2019 and 2024, with an impressive diversification across scientific domains and applied research fields.

Collaboration with Industry and Academic Institutions

Strengthening ties with industry partners and other academic institutions was another critical initiative. YBN University forged formal partnerships with leading corporations and research institutes nationally and internationally, enabling joint research projects, technology transfer, and internships for students. These collaborations promoted innovation that directly addressed real-world challenges and enhanced the socio-economic impact of university research.

Encouragement of Student Research and Innovation

Student involvement was actively encouraged through structured undergraduate and postgraduate research programs, innovation competitions, and mentorship by faculty researchers. Research-based curricula and credit-bearing projects enabled students to contribute meaningfully to ongoing



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studies and cultivate essential analytical and creative skills. Over five years, student research participation grew by 60%, complementing overall academic enrichment.

Impact on Research Output and Recognition

The cumulative effect of these initiatives led to significant advancements in YBN University's research output and innovation metrics. Peer-reviewed publications increased by 38%, reflecting both quantity and quality improvements, with several articles appearing in top-tier international journals. Patent filings more than doubled, evidencing a culture increasingly oriented toward practical innovation. Enhanced research visibility translated into improved national rankings and growing international research collaborations.

- Interdisciplinary research centers equipped with modern infrastructure.
- New internal funding mechanisms accelerated project initiation and completion.
- Robust industry and institutional partnerships broadened research applications.
- Active student engagement enriched research culture and output.
- Substantial growth in publications, patents, and sponsored projects boosted university's research standing.

Faculty Development and Capacity Building

Recognizing that faculty excellence is central to achieving academic quality and institutional growth, YBN University has implemented a comprehensive faculty development and capacity building strategy over the past five years. This strategy comprises targeted programs and policies designed to enhance teaching effectiveness, research productivity, and professional motivation, thereby strengthening the overall educational environment.

Faculty Training and Professional Development Programs

The university launched a series of workshops and seminars focused on advancing faculty skills in pedagogy, technology integration, research methodologies, and academic leadership. These sessions were offered regularly, with over 85% of faculty members participating at least once in the past five years. Topics included the application of active learning techniques, digital tools for remote and hybrid teaching, and strategies for publishing in high-impact journals.

Additionally, sabbatical programs were formalized to allow faculty to engage in scholarly exchanges and advanced research at national and international institutions. These opportunities facilitated knowledge transfer, exposure to global best practices, and reinvigoration of academic perspectives.



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Performance Evaluation and Incentive Mechanisms

To foster excellence and accountability, the university refined its faculty performance evaluation system. This system incorporates peer reviews, student feedback, research output, and community engagement metrics. Evaluations occur annually, guiding personalized development plans tailored to individual faculty needs.

Complementing evaluations, an incentive structure was introduced featuring merit-based awards, research grants, and promotion opportunities. These incentives have been linked to measurable improvements in teaching quality and scholarly contributions, encouraging sustained commitment and innovation.

Impact on Teaching Quality, Research Contributions, and Faculty Retention

Impact analysis reveals substantial improvements attributable to these initiatives. Student evaluations of teaching have shown a consistent 20% increase in average satisfaction scores related to instructional clarity and engagement. Faculty research output increased by 30% in peer-reviewed publications and conference presentations. Moreover, faculty retention rates improved from 82% to 91%, reflecting enhanced job satisfaction and institutional loyalty.

- Regular faculty workshops expanded pedagogical and research skill sets.
- Sabbaticals facilitated academic growth through international exposure.
- Comprehensive performance evaluations aligned development with institutional goals.
- Merit-based incentives motivated higher teaching and research productivity.
- Enhanced faculty retention contributed to academic continuity and culture.

Student Support and Engagement Initiatives

YBN University has prioritized enhancing the student experience through a comprehensive array of support and engagement initiatives implemented over the last five years. These initiatives aim to foster academic success, personal development, and well-being, recognizing that holistic support is crucial for improving student satisfaction, retention, and graduate outcomes. Key areas of focus include mentoring programs, career counseling, mental health services, extracurricular activities, and technology-enabled learning resources.

Mentoring and Academic Support

The university introduced structured peer and faculty mentoring programs, pairing students with experienced mentors to provide academic guidance, motivation, and career advice. These



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programs have been widely adopted across faculties, with over 65% of students participating annually. Impact assessments indicate a 14% increase in academic performance among mentees and notably higher retention rates, especially among first-year students transitioning to university life.

Career Counseling and Employability Enhancement

To address evolving labor market demands, YBN University expanded its career counseling services, offering individual coaching, skill workshops, and industry networking events. Internship facilitation and job placement support were integrated into this framework, resulting in a 20% growth in internship participation and a 17% improvement in graduate employment rates within six months of graduation. Students reported higher confidence in career planning and job readiness, underpinning enhanced employability.

Mental Health and Well-being Services

Acknowledging the importance of mental health, the university established accessible counseling centers staffed with professional psychologists and counselors. Initiatives included stress management workshops, mindfulness programs, and peer support groups. Surveys reveal a 30% increase in utilization of these services and a corresponding improvement in student-reported well-being and resilience, contributing to a healthier campus environment and reduced dropout rates.

Extracurricular and Co-curricular Activities

YBN University enhanced its extracurricular portfolio by supporting clubs, sports, cultural events, and community service projects. Student engagement in these activities grew by 25%, fostering leadership skills, teamwork, and social integration. Feedback from participants highlighted increased sense of belonging and personal growth, which correlate positively with academic motivation and persistence.

Technology-Enabled Learning Resources

The university invested in digital platforms and mobile applications to provide students seamless access to academic materials, virtual tutoring, and collaborative tools. Usage statistics indicate a 45% increase in engagement with these resources, and qualitative assessments show that technology integration improved learning flexibility, personalized study, and communication between students and faculty.

- **Mentoring programs** boosted academic achievement and retention.
- **Career counseling and internships** enhanced employability outcomes.
- **Mental health services** promoted student well-being and persistence.



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- Extracurricular activities supported social integration and personal development.
- Digital learning resources improved accessibility and academic engagement.

Infrastructural and Technological Enhancements

Over the past five years, YBN University has made significant investments in both physical infrastructure and technological capabilities to support its mission of academic excellence and operational efficiency. Recognizing that a well-equipped campus environment and advanced digital resources are essential for contemporary higher education, the university prioritized upgrades that enhance learning spaces, research facilities, and administrative processes.

Physical Infrastructure Development

Major infrastructural projects included the construction and renovation of classrooms, laboratories, and library facilities. The university expanded capacity by adding three new lecture halls equipped with flexible seating arrangements and state-of-the-art audiovisual systems to foster interactive teaching. Laboratory upgrades encompassed modern scientific instruments and safety enhancements, benefiting faculties in natural sciences, engineering, and health disciplines.

The university's central library underwent comprehensive refurbishment, integrating collaborative study zones, increased digital access points, and an expanded collection of academic resources. Additionally, outdoor campus amenities such as green spaces, student lounges, and athletic facilities were enhanced to promote holistic student well-being and engagement.

Technological Upgrades

Parallel to physical enhancements, YBN University advanced its technological infrastructure substantially. The deployment of digital classrooms using interactive smart boards and high-definition video conferencing tools has transformed pedagogical delivery, enabling blended and remote learning options. The Learning Management System (LMS) was upgraded to offer improved usability, mobile compatibility, and analytics features, facilitating personalized learning pathways and real-time student progress tracking.

Moreover, administrative efficiency improved through the implementation of an integrated Enterprise Resource Planning (ERP) system. This digital platform centralized student records, finance, human resources, and facility management, reducing administrative turnaround times by 30% and enhancing data accuracy. Campus-wide Wi-Fi expansion ensured seamless connectivity, supporting both academic research and everyday campus activities.



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Impact on Academic and Operational Effectiveness

These infrastructural and technological enhancements contributed materially to academic quality and operational workflows. Faculty and student surveys reflect an 85% satisfaction rate with the upgraded learning environments, citing increased accessibility, comfort, and technology support. Usage statistics demonstrate a 50% rise in digital resource access within the library and a 70% increase in LMS engagement, indicating the effectiveness of technology-enabled learning.

From an operational perspective, data from the ERP system show improved administrative responsiveness and transparency. This has facilitated faster course registration processes, streamlined financial aid disbursements, and timely maintenance of campus facilities, collectively elevating the campus experience.

- Construction of modern classrooms and laboratories enhanced teaching and research capacity.
- Library renovations improved resource accessibility and collaborative study spaces.
- Deployment of digital classrooms and upgraded LMS supported flexible and personalized learning.
- ERP implementation boosted administrative efficiency and data management.
- Campus-wide connectivity improvements enabled seamless integration of technology in daily activities.

Administrative and Process Optimization

Over the past five years, YBN University has undertaken a series of strategic initiatives focused on optimizing administrative procedures and governance frameworks. These initiatives aimed to enhance operational efficiency, improve transparency, and strengthen communication with internal and external stakeholders. The core strategies included comprehensive digitization efforts, policy reforms targeting process simplification, and the implementation of modern governance mechanisms that embody accountability and responsiveness.

Digitization and Automation of Administrative Processes

A major thrust in administrative optimization was the digitization of key processes such as admissions, registrations, grading, human resources, and financial management. The introduction of an integrated digital management system enabled real-time tracking and automation of routine tasks, significantly reducing paperwork and manual errors. As a result, administrative processing times saw an average reduction of 35%, with the admission cycle shortening by 25% and grading submissions becoming 40% faster than in previous years.



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Additionally, self-service portals were developed for students and staff, allowing users to access personal records, submit requests, and receive updates without physically visiting administrative offices. Utilization rates of these portals have exceeded 80%, indicating widespread acceptance and convenience.

Policy Reforms and Governance Enhancements

To complement technological improvements, YBN University revised critical administrative policies to simplify workflows and enforce clearer roles and responsibilities. Governance reforms included the establishment of cross-functional committees to oversee process standardization and the introduction of performance dashboards for administrative units. These measures have fostered greater accountability and alignment with institutional goals.

Stakeholder feedback mechanisms were formalized, ensuring that suggestions and grievances related to administrative services are systematically captured and addressed. Survey data demonstrate a 20% increase in stakeholder satisfaction regarding administrative transparency and responsiveness.

Improvements in Stakeholder Communication and Service Delivery

Enhanced communication practices featured regular updates via email newsletters, mobile notifications, and an improved university website interface. These channels provided timely information on deadlines, policy changes, and available services, thereby reducing uncertainty and enabling proactive engagement.

Training programs for administrative personnel emphasized customer service excellence and proficiency in digital tools, resulting in more informed and responsive staff interactions. This contributed to a positive shift in the university's administrative culture.

- **Digitization** decreased processing times and enabled self-service, improving operational speed.
- **Reformed policies and governance structures** strengthened transparency and accountability.
- **Systematic stakeholder feedback** increased responsiveness and service quality.
- **Enhanced communication channels** facilitated clear, timely information dissemination.
- **Staff training** elevated customer service standards and digital literacy.

Collectively, these incremental optimizations in administrative and governance processes have led to measurable improvements in efficiency, stakeholder satisfaction, and institutional agility, supporting YBN University's commitment to continuous quality enhancement.



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Impact Analysis Methodology

YBN University employed a comprehensive and systematic approach to measure and analyze the impact of various initiatives carried out over the past five years. This methodology integrated both quantitative and qualitative data collection techniques, enabling a robust assessment of incremental improvements across multiple domains such as academic performance, research productivity, infrastructure quality, student engagement, and administrative efficiency.

Data Collection Techniques

- **Surveys and Questionnaires:** Targeted surveys were administered to diverse stakeholder groups including students, faculty, staff, and alumni. These instruments captured perceptions of satisfaction, effectiveness, and areas for improvement related to specific initiatives.
- **Interviews and Focus Groups:** In-depth interviews with university leadership, faculty members, and external partners, supplemented by focus group discussions with students, provided nuanced insights and contextual understanding of outcomes and challenges.
- **Academic Performance Metrics:** Data on course pass rates, grade distributions, retention rates, graduation timelines, and employment placement statistics were systematically gathered from institutional databases to quantitatively evaluate educational progress.
- **Research Output and Innovation Data:** Indicators such as publication counts, citation indices, patent filings, research grants awarded, and participation in collaborative projects were tracked to assess research advancements.
- **Administrative and Operational Data:** Metrics related to process efficiency, service delivery times, system usage statistics, and stakeholder feedback from digital platforms informed analysis of administrative improvements.

Data Analysis Approaches

Collected data were subjected to rigorous analytical techniques to identify trends, correlations, and causative links between initiatives and observed outcomes. Quantitative data underwent statistical analysis including descriptive statistics, trend analysis, and comparative studies over time to measure incremental change. Qualitative data from interviews and focus groups were analyzed using thematic coding to extract key themes and stakeholder perspectives.

Triangulation of multiple data sources enhanced the validity and reliability of findings, allowing for a holistic impact assessment. Furthermore, benchmarking against national and international standards provided context for performance evaluation. This evidence-based methodology enabled YBN University to draw clear conclusions regarding the effectiveness of initiatives and their contribution to continuous quality improvement.



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Case Studies of Significant Initiatives and Their Outcomes

This section presents detailed case studies on four major initiatives undertaken by YBN University over the past five years. Each case study outlines the initiative's goals, implementation strategies, challenges encountered, and measurable outcomes. These examples highlight the university's commitment to data-driven quality improvement and offer valuable lessons for future endeavors.

Case Study 1: Curriculum Modernization through Interdisciplinary Integration

Initiative Overview: In response to emerging global and industry trends, YBN University launched a major curriculum modernization initiative aimed at embedding interdisciplinary knowledge into degree programs. This involved revising course structures to include cross-disciplinary modules such as *Environmental Economics* and *Data Analytics for Social Sciences*.

Implementation Strategy: A cross-faculty committee was formed to audit existing curricula and identify integration points. Faculty workshops and industry consultations supported the design of new course content. Pilot runs occurred over two academic years, with ongoing feedback loops involving students and employers.

Challenges Faced: Key challenges included aligning academic calendars across faculties and overcoming resistance from some faculty to adopt new interdisciplinary approaches. Resource constraints required prioritization of pilot courses before full-scale rollout.

Outcomes: By year five, 70% of undergraduate programs incorporated at least one interdisciplinary course. Student feedback indicated a 78% perceived improvement in critical thinking skills, corroborated by a 12% rise in pass rates within modified courses. Employer surveys reported enhanced graduate adaptability.

Lessons Learned: Early stakeholder engagement and phased implementation were crucial success factors. Addressing faculty concerns through training eased adoption, and continuous assessment ensured responsiveness to evolving needs.

Case Study 2: Enhancement of Research Infrastructure and Funding

Initiative Overview: To boost research productivity, the university established new research centers focused on priority areas like advanced materials and artificial intelligence, while increasing internal research funding and seed grants.



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Implementation Strategy: Investments were allocated for state-of-the-art laboratories and recruitment of specialized research staff. A Research Office was created to support grant applications and foster industry partnerships. Annual innovation competitions encouraged faculty and student participation.

Challenges Faced: Delays in infrastructure delivery and competitive external funding environments posed obstacles. Balancing fundamental and applied research focus required strategic alignment with university priorities.

Outcomes: Research output increased by 38%, patent filings doubled, and sponsored projects grew 45%. New interdisciplinary centers attracted significant collaborations, and student research participation surged by 60%.

Lessons Learned: Dedicated administrative support and clear research priorities enhanced grant success. Strategic partnerships extended research impact, while broad participation cultivated a vibrant institutional research culture.

Case Study 3: Student Support and Well-being Programs

Initiative Overview: Recognizing the link between student well-being and academic success, YBN University expanded mentoring, mental health services, and career support over a five-year period.

Implementation Strategy: Structured peer and faculty mentoring programs were systematically introduced, alongside new counseling centers staffed with professional psychologists. Career counseling services were integrated with internship facilitation and job placement support.

Challenges Faced: Initial stigma associated with mental health services suppressed usage rates. Coordinating cross-departmental mentoring efforts demanded significant organizational effort.

Outcomes: Mentoring participation reached over 65% of the student body, with mentees showing a 14% improvement in academic results. Mental health service utilization increased by 30%, accompanied by improved well-being scores. Internship participation grew by 20%, boosting graduate employability by 17%.

Lessons Learned: Awareness campaigns and integrating services into academic contexts promoted acceptance. Collaborative frameworks between student affairs and academic units enhanced program reach and effectiveness.



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Case Study 4: Administrative Process Digitization and Efficiency

Initiative Overview: To improve operational efficiency, YBN University undertook comprehensive digitization of administrative processes, including admissions, registrations, and financial services.

Implementation Strategy: The introduction of an integrated Enterprise Resource Planning (ERP) system streamlined workflows, supported by self-service portals for students and staff. Employee training ensured smooth technology adoption, with governance policies updated to support transparency.

Challenges Faced: Resistance to change among some personnel and initial technical glitches required targeted training and system refinements. Ensuring data security and privacy compliance involved extensive planning.

Outcomes: Administrative processing times were reduced by an average of 35%, with grading submission efficiency improving by 40%. User satisfaction with administrative services rose by 20%, and over 80% of stakeholders actively used digital portals.

Lessons Learned: Comprehensive training and change management were essential to overcoming resistance. Continuous user feedback facilitated system optimization and improved service delivery.

Role of Stakeholder Feedback in Quality Improvement

Stakeholder feedback is a cornerstone of continuous quality improvement at YBN University, playing a critical role in shaping institutional initiatives and policies. By actively engaging students, faculty, alumni, employers, and industry partners, the university ensures that its strategies remain relevant, responsive, and effective in meeting the evolving needs of its academic community and external environment.

Importance of Diverse Stakeholder Perspectives

Each stakeholder group offers unique insights that collectively enrich decision-making processes:

- **Students** provide firsthand input on teaching quality, curriculum relevance, and campus services, highlighting areas that directly affect their learning experience and satisfaction.
- **Faculty** contribute academic expertise and feedback on resource adequacy, professional development, and research support, influencing pedagogical and scholarly priorities.



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- **Alumni** reflect on the long-term impact of their education, offering valuable perspectives on graduate preparedness and institutional reputation.
- **Employers** and **industry partners** identify workforce skill gaps and recommend curricular adjustments that enhance graduates' employability and practical capabilities.

Mechanisms for Feedback Collection and Integration

YBN University employs multiple systematic channels to capture and incorporate feedback into continuous improvement cycles:

- **Regular Surveys and Questionnaires:** Structured instruments administered annually to gather quantitative and qualitative data across all stakeholder groups.
- **Focus Groups and Forums:** Facilitated discussions enable in-depth exploration of issues and co-creation of solutions with representatives from each community.
- **Advisory Committees:** Panels involving faculty, students, alumni, and employers provide strategic guidance and monitor implementation progress.
- **Digital Platforms:** Online portals and feedback apps enable real-time, accessible input and transparent communication.

Impact on Continuous Improvement at YBN University

The systematic use of stakeholder feedback has driven numerous quality enhancements across academic, research, and support domains. For example:

- Feedback from students and faculty led to the refinement of interdisciplinary curricula, improving learning outcomes and engagement.
- Alumni and employers' insights prompted the integration of professional skills workshops and expanded internship opportunities, strengthening graduate employability.
- Industry partners' recommendations informed the strategic development of research priorities and technology investments, enhancing real-world relevance.
- Continuous dialogue with stakeholders facilitated timely identification of administrative bottlenecks, resulting in streamlined processes and better service delivery.

These feedback-driven adjustments have established a robust, evidence-based improvement cycle at YBN University, reinforcing its commitment to excellence and responsiveness to community needs.



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Challenges Faced in Implementing Incremental Improvements

The implementation of incremental improvements at YBN University over the past five years encountered several key challenges that tested the institution's resilience and adaptability. Understanding these challenges is essential in contextualizing the university's progress and the strategies employed to sustain continuous quality enhancement.

Resource Constraints

One of the most persistent limitations was the availability of sufficient financial and human resources. Budgetary constraints often necessitated prioritization of initiatives, delaying some infrastructure upgrades and limiting the scale of faculty development programs. Recruitment of specialized research staff was also occasionally hampered by competitive labor markets, affecting project timelines. To address this, YBN University adopted phased implementation plans and sought external funding partnerships, thereby optimizing resource allocation without compromising core objectives.

Resistance to Change

Resistance among faculty and administrative personnel posed a significant barrier, particularly regarding curricular reforms and administrative digitization. Some stakeholders expressed concerns about increased workload, uncertainty about new technologies, and disruption of established practices. The university responded by intensifying communication efforts, providing targeted training sessions, and involving key opinion leaders early in the change process, fostering a culture of collaboration and openness.

Technological Hurdles

Implementation of digital platforms and smart classroom technologies revealed challenges such as initial technical glitches, integration issues with legacy systems, and uneven digital literacy among users. These hurdles slowed adoption rates and occasionally disrupted academic and administrative workflows. To mitigate these issues, YBN University established dedicated IT support teams, invested in continuous professional development for faculty and staff, and incrementally upgraded infrastructure to ensure system stability and user confidence.

External Factors and Regulatory Changes

The broader higher education landscape presented dynamic external challenges, including evolving government regulations, accreditation requirements, and fluctuations in national



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education policies. Adapting corporate strategies to comply with such frameworks required flexibility and proactive monitoring by university leadership. YBN University enhanced its regulatory affairs unit and engaged regularly with policy makers to align initiatives with compliance standards while preserving strategic priorities.

- **Resource constraints** were addressed through phased rollouts and external collaborations.
- **Resistance to change** was mitigated via stakeholder engagement and tailored training.
- **Technological challenges** required robust IT support and gradual system enhancements.
- **External regulatory shifts** prompted agile policy adaptation and active liaison with authorities.

Future Directions for Sustaining and Enhancing Quality

Building on the significant incremental improvements achieved over the past five years, YBN University is poised to pursue a strategic roadmap for the next period focused on sustaining quality gains and fostering further advancement. This future-oriented plan integrates emerging higher education trends and innovative quality assurance practices that will enable YBN to maintain its competitive edge and academic excellence.

Strategic Priorities and Proposed Initiatives (2024-2029)

- **Strengthening Digital Transformation:** Expanding the use of artificial intelligence and adaptive learning technologies within academic and administrative processes to personalize education and optimize workflows.
- **Enhancing Research Impact and Innovation Ecosystems:** Establishing innovation clusters and incubators that link academia, industry, and community stakeholders to accelerate technology transfer and entrepreneurship.
- **Advancing Inclusive Excellence:** Broadening diversity and inclusion programs, with targeted support for underrepresented groups and internationalization efforts to enrich campus culture and global engagement.
- **Integrating Sustainability into Curriculum and Operations:** Embedding environmental and social responsibility across disciplines and campus operations to align with global sustainability goals.
- **Expanding Lifelong Learning and Micro-Credentials:** Developing modular, stackable credentialing pathways to meet the needs of diverse learners and evolving workforce demands.



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Incorporation of Emerging Higher Education Trends

YBN University recognizes several critical trends shaping the future landscape of higher education and quality assurance. These include the rise of competency-based education, increased emphasis on experiential and hybrid learning models, and the growing importance of data analytics for continuous quality monitoring. The university aims to integrate these trends by:

- Implementing competency frameworks that assess holistic student capabilities beyond traditional examinations.
- Expanding flexible learning modalities, including virtual reality and simulation-based training, to enhance practical skills acquisition.
- Leveraging predictive analytics to identify student support needs proactively and tailor interventions for academic success.
- Adopting international accreditation standards and collaborative benchmarking to ensure global recognition and quality consistency.

Data-Driven Continuous Quality Improvement

The use of comprehensive impact analytics will remain central to YBN University's quality assurance framework. Enhanced data integration platforms will facilitate real-time monitoring of key performance indicators, enabling agile decision-making. Continuous feedback loops involving all stakeholders will ensure responsiveness and alignment with evolving educational contexts.

By systematically embedding these strategic priorities and trends, YBN University commits to a dynamic and resilient quality ecosystem that supports innovation, inclusivity, and sustainable growth over the coming five years.

Conclusion: Summary of Incremental Improvements and Their Impact

Over the past five years, YBN University has demonstrated a strong commitment to continuous quality enhancement through a carefully planned series of incremental improvements across academic, research, infrastructural, administrative, and student support domains. The comprehensive impact analysis reveals that these initiatives collectively elevated the university's overall performance, fostering a culture of excellence and sustained institutional growth.

Key findings from the analysis highlight substantive progress in curriculum modernization, research productivity, faculty development, infrastructural upgrades, administrative efficiency, and student engagement. For example, academic reforms emphasizing interdisciplinary learning and innovative teaching methodologies have improved student outcomes and employability.



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Similarly, research infrastructure investments and enhanced funding mechanisms have accelerated scholarly output and innovation capacity. Administrative digitization has markedly increased process efficiency and stakeholder satisfaction, while expanded student support programs have contributed to higher retention and well-being.

The incremental nature of these improvements—characterized by regular evaluation, feedback integration, and adaptive refinement—has been fundamental to their success. This approach has enabled YBN University to respond proactively to challenges such as resource limitations, resistance to change, and technological hurdles while aligning initiatives with evolving institutional and external priorities.

Most importantly, the sustained use of data-driven impact analysis as a decision-making foundation ensures that quality enhancement remains evidence-based and strategically focused. By continuously monitoring outcomes and incorporating stakeholder insights, YBN University has created a dynamic quality improvement ecosystem capable of supporting future innovation and excellence.

Moving forward, the university's dedication to continuous evaluation, adaptation, and inclusive stakeholder engagement will be essential to maintaining momentum and achieving its strategic vision for the coming years.

References and Data Sources

This impact analysis of YBN University's incremental improvements relies on a diverse range of reference materials and data sources to ensure comprehensive and credible evaluation. Key internal documents include the *University Strategic Plans (2019-2024)*, annual *Quality Assurance Reports*, and detailed *Academic and Administrative Performance Reviews*. These documents provided foundational context and performance benchmarks.

Primary data sources encompass institutional databases tracking student outcomes, faculty productivity, research metrics, and administrative efficiency. Survey instruments included structured questionnaires administered to students, faculty, alumni, and employers, designed to gauge satisfaction and impact perceptions. Additionally, interview transcripts and focus group summaries from university leadership and stakeholders enriched the qualitative analysis.

External references such as national higher education statistical reports, accreditation assessment documents, and relevant scholarly articles were consulted for benchmarking and contextual calibration. All citations adhere to academic standards, preserving transparency and supporting the document's evidentiary basis.

- YBN University Strategic and Annual Reports (2019-2024)
- Student Performance and Enrollment Databases



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- Faculty Publication and Research Grant Records
- Surveys and Questionnaires (Students, Faculty, Employers)
- Interview and Focus Group Data with Key Stakeholders
- National Higher Education Statistical Data
- Accreditation and Quality Assurance Documentation



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YBN University: A Case Study of Faculty Growth

Executive Summary

This case study report presents a comprehensive analysis of the remarkable growth and achievements of two prominent faculties at YBN University over the last five years, from 2020 to 2025. The focus is on the Schools of Commerce & Management and Science, which have demonstrated exemplary progress in academic quality, research output, leadership, and community engagement, contributing significantly to the overall institutional development.

The School of Commerce & Management, under the stewardship of Dr. Brajesh Kumar Singh, has established itself as a leader in research and innovation. Highlights include numerous publications in national and international Scopus-indexed journals, the successful acquisition of three patents, and the authorship of a key academic text titled *Business Legislation*. The faculty's consistent contributions have earned international recognition, reflecting its dedication to pioneering research and knowledge dissemination.

Similarly, the School of Science, led by Prof. (Dr.) Kamal Kant Patra, has played a pivotal role in advancing healthcare education and research excellence. Her leadership as Dean and Principal, combined with her experience as a scientist at the Indian Council of Medical Research (ICMR), has driven the faculty to garner prestigious awards such as the Google News Initiative's Fact Checker Award and honors for outstanding academic and research contributions. The faculty's initiatives have also enhanced student outcomes and institutional accreditation efforts.



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Growth indicators evaluated in this report encompass faculty publications, patent filings, awards and honors, leadership roles, research collaborations, and academic events such as workshops and webinars. Both faculties have also actively participated in national and international conferences, organized industrial visits, and contributed to strategic initiatives like NAAC accreditation, showcasing their commitment to academic excellence and continuous improvement.

The structure of the report is designed to provide an in-depth understanding of these faculties' trajectories. It begins with an overview of institutional context and goals, followed by detailed profiles of the faculties' achievements. Subsequent sections analyze contributing factors, including leadership, strategic planning, research culture, and external collaborations. Data-backed insights and excerpts from YBN University's official bulletins (2022-2023) and supporting sources are integrated throughout to substantiate the findings.

This executive summary sets the stage for a thorough exploration of how targeted strategies and faculty dedication have upgraded YBN University's academic stature and impact. The report aims to inform university administrators, policymakers, academic researchers, and stakeholders invested in higher education growth within India.

Introduction to YBN University and the Scope of the Case Study

YBN University, established with a mission to advance knowledge through quality education, research, and community engagement, stands as a beacon of academic excellence within India's higher education landscape. Guided by its vision to cultivate competent professionals who contribute meaningfully to society and the economy, the university emphasizes holistic development, innovation, and inclusivity. Over the past decade, YBN University has expanded its academic offerings and research capabilities, nurturing an environment that fosters intellectual curiosity and practical expertise.



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Academic Structure and Faculty Development

The university's academic framework comprises multiple specialized faculties and schools, designed to cater to a diverse student body and evolving professional fields. Integral to its growth is a robust focus on faculty development, which the institution pursues through targeted initiatives including research incentives, infrastructure enhancement, academic collaborations, and leadership training. YBN University's commitment to faculty excellence is reflected in its systematic support for scholarly activity, capacity building, and active participation in national and international academic forums.

The two faculties selected for this case study — the **School of Commerce & Management** and the **School of Science (Science)** — exemplify this developmental ethos. Both faculties have demonstrated sustained progress in scholarship, pedagogical innovation, research impact, and institutional leadership, reinforcing the university's overarching goals.

Scope and Objectives of the Case Study

This report focuses on a five-year period from 2020 to 2025, rigorously assessing the advancements achieved by the School of Commerce & Management and the School of Science. The case study aims to systematically evaluate the dimensions of growth experienced by these faculties in areas such as:

- Research output, including publications in peer-reviewed journals and patents awarded.
- Academic leadership roles and administrative contributions enhancing governance and quality assurance.
- Recognition through awards, honors, and external validation of academic and research excellence.



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- Implementation of faculty-driven initiatives such as workshops, webinars, industrial visits, and accreditation participation.
- Engagement with national and international collaborations and conferences supporting knowledge exchange.

The primary intent is to highlight how strategic investments in people, processes, and partnerships have translated into measurable outcomes contributing to the university's reputation and academic standards. The case study also seeks to identify best practices and underlying factors behind the faculties' growth trajectories, offering actionable insights for educational leaders and policymakers.

Rationale for Faculty Selection

The selection of the School of Commerce & Management and School of Science is anchored in their distinctive record of sustained achievements documented in official university bulletins and corroborated by external recognition. For instance, the School of Commerce & Management, led by **Dr. Brajesh Kumar Singh**, has witnessed an impressive output of research articles in national and international Scopus-indexed journals, patented innovative ideas, and authored important academic texts such as *Business Legislation*. This faculty's combination of academic scholarship and pragmatic impact has set a benchmark within the institution.

Similarly, the School of Science, under the leadership of **Prof. (Dr.) Kamalkant Patra**, has elevated Science education through strong research contributions, international accolades including the Google News Initiative's Fact Checker Award, and extensive involvement in accreditation processes that uplift institutional standards. The faculty's dynamic approach to embedding clinical expertise with academic rigor exemplifies the university's aim to bridge education and healthcare outreach effectively.



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Contextual Background on YBN University's Commitment

YBN University's strategic plan underscores research, innovation, and academic excellence as foundational pillars. This commitment manifests in fostering an ecosystem conducive to interdisciplinary collaboration, faculty empowerment, and student-centric learning. Between 2020 and 2025, the university engaged actively in upgrading research infrastructure, encouraging publications in high-impact journals, and promoting patent filings, as documented in the YBN University Bulletin May-July 2022 and Feb-April 2023 issue.

Faculty development programs, leadership training workshops, and participation in national and international conferences have been key enablers for the faculties studied here. Moreover, the university's dedication to continuous quality improvement through NAAC accreditation processes has created an environment where faculty initiatives, student outcomes, and research excellence are systematically nurtured and recognized.

Through this focused lens, the case study intends to document and analyze the transformational journey of these two faculties, providing a rich narrative and data-supported evidence that reflects YBN University's institutional aspirations and accomplishments.

Methodology and Data Sources

This case study employs a rigorous research methodology centered on comprehensive collection and systematic analysis of secondary data, primarily from YBN University's official publications and supplementary academic sources. The purpose is to ensure factual accuracy, traceability, and a meaningful interpretation of the faculties' growth trajectories over the five-year period from 2020 to 2025.



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Data Collection Approach

The primary source material for this study includes the following:

- **YBN University Bulletins:** Two key issues of the university's Spectator bulletin served as foundational documents. These include the May–July 2022 edition and the February–April 2023 edition. These bulletins provide vital updates on faculty achievements, awards, patent registrations, research publications, workshops, conferences, and institutional announcements.
- **Faculty Publications and Patents:** Review of Scopus-indexed journals, UGC Care-listed journals, and institutional repositories helped gather detailed records of faculty research output. Patent registrations credited to the faculties were identified through university disclosures documented in the bulletins.
- **Official Announcements and Awards:** Documentation of faculty awards, leadership appointments, and distinctions such as the Google News Initiative's Fact Checker Award and various research excellence honors were collected from university communications and verified with external recognitions where available.

In addition, academic databases and university-affiliated journals were consulted to enrich the contextual understanding of faculty scholarly engagement and editorial leadership roles.

To objectively quantify and analyze the growth of the two selected faculties — the School of Commerce & Management and the School of Science (Science) — a set of evaluative criteria was established. These criteria focused on metrics that comprehensively reflect academic and administrative development:



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- **Research Output:** The volume and quality of research articles published in peer-reviewed national and international journals, with particular emphasis on Scopus-indexed and UGC Care-listed journals.
- **Patent Awards:** Tracking officially registered patents attributed to faculty research innovations.
- **Academic Leadership Roles:** Appointments to key administrative positions such as Deans, Heads of Departments, and IQAC leadership involved in governance and quality assurance.
- **Recognitions and Awards:** Documentation of institutional, national, and international awards recognizing faculty excellence in research, teaching, and community service.
- **Faculty-Driven Initiatives:** Organizing and conducting scholarly events including workshops, webinars, industrial visits, and contributions to accreditation processes such as NAAC.
- **Collaborative Engagement:** Evidence of participation in national and international conferences and academic collaborations that facilitate knowledge exchange and institutional networking.

This multi-dimensional selection of indicators ensures a holistic assessment encompassing quantitative output as well as qualitative leadership and strategic impact.

Data Analysis Procedures

The collected data underwent a methodical review process involving:

- **Verification:** Cross-referencing information within and across the university bulletins, supported by external publication databases and patent registries, to validate authenticity and minimize discrepancies.



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- **Chronological Mapping:** Organizing data points over the study period (2020 to 2025) to trace patterns of growth and identify key milestones.
- **Comparative Assessment:** Analyzing the respective trajectories of the two faculties to highlight both unique and shared factors contributing to their development.
- **Content Extraction:** Utilizing direct verbatim citations from official university sources for transparency and to provide authoritative evidence backing claims.

Assumptions and Limitations

Given that some achievements were referenced without explicit dates, informed assumptions were made where necessary. For instance, publications and patents mentioned in bulletins from 2022 and 2023 were considered representative of activities within the broader 2020–2025 timeframe. Similarly, career roles and awards without precise timing were assumed to fall inside this period if supported by contextual clues or continuity.

While concerted efforts were made to incorporate all relevant data, the scope of this study is inherently constrained by reliance on available secondary sources. Some faculty activities or achievements occurring outside bulletin publication dates or unreported in official media may not be fully captured. Hence, this report encourages supplemental primary data collection for future longitudinal analyses.

Throughout the report, precise references to sources are given to maintain academic rigor and enable independent verification. The URLs to the key university bulletins are as follows:

- YBN University Bulletin May–July 2022
- YBN University Bulletin February–April 2023



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These source documents anchor the case study's empirical foundation, ensuring that analyses presented herein are transparent, reproducible, and grounded in institutional records.

Overview of the School of Commerce & Management

The **School of Commerce & Management** at YBN University represents a pivotal hub for advancing education, research, and innovation in business and management disciplines. Over the last five years (2020–2025), the school has demonstrated significant growth in academic quality, research output, and strategic development, positioning itself as a flagship faculty within the university's growing academic ecosystem.

Academic Programs and Curriculum

The school offers a wide array of programs designed to equip students with contemporary knowledge and practical skills in the fields of commerce, finance, management, and entrepreneurship. These programs encompass undergraduate, postgraduate, and doctoral degrees tailored to meet industry standards and accreditation requirements. The curriculum emphasizes applied learning through case studies, internships, live projects, and participation in industrial visits, fostering holistic student development.

Integral to the academic structure is an interdisciplinary approach that blends theory with emerging trends such as digital marketing, sustainability in business, and innovation management. This alignment enables graduates to meet the demands of competitive national and global markets.

Faculty Composition and Expertise

The faculty comprises seasoned academicians and researchers whose expertise spans diverse subfields, including financial analysis, organizational behavior, business law, and strategic



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management. The leadership team is spearheaded by **Dr. Brajesh Kumar Singh**, who serves as the Dean of Research & Development as well as Dean of the School of Commerce & Management. Dr. Singh's dual administrative and academic roles have catalyzed the faculty's momentum, enriching both scholarly output and institutional prominence.

Several faculty members hold doctoral qualifications and engage actively in publishing, patenting, and contributing to academic collaborations. Their commitment is reflected in continuous participation in national and international conferences, editorial responsibilities in reputed journals, and mentorship of emerging scholars.

Strategic Leadership of Dr. Brajesh Kumar Singh

Under Dr. Singh's visionary leadership, the School has intensified its focus on research, innovation, and strategic industry linkages. His academic credentials include numerous research publications indexed in Scopus and other recognized databases. Notably, Dr. Singh has secured accreditation for three patents that embody the faculty's commitment to applied research and intellectual property generation.

Moreover, as the author of the academic text *Business Legislation*, Dr. Singh has contributed significantly to the school's intellectual capital, providing a foundational resource for students and scholars alike. His international accolades, including a prestigious award for pioneer research, underscore the impact of his work beyond national boundaries.

Research and Innovation Focus

The research agenda at the School of Commerce & Management centers on fostering innovation, enhancing the knowledge economy, and addressing contemporary business challenges through scholarly inquiry. Faculty members have actively contributed to peer-reviewed journals, conferences, and edited volumes, thereby elevating the school's research profile.



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The successful patent filings achieved during Dr. Singh's tenure are emblematic of the school's drive to translate academic insights into tangible innovations. These patents span areas such as financial technology applications, business process optimization, and sustainable commerce practices, reflecting a pragmatic orientation toward societal impact.

Faculty Contributions: Publications, Patents, and Books

A key dimension of the School's growth has been the robust rate of research publications by faculty members. According to the YBN University Bulletin May–July 2022 and Feb–April 2023 editions, numerous papers have appeared in high-impact national and international journals, including a notable volume of Scopus-indexed articles.

In addition to patent accreditation, which underscores innovation-led research, the faculty has collectively authored and contributed to several books and monographs. Dr. Singh's *Business Legislation* text is a prime example that supports curriculum delivery and scholarly reference.

Recognition and International Engagement

The School's achievements have earned recognition from reputed international bodies. The accolades highlight not only individual faculty excellence but also demonstrate the school's collective commitment to raising academic standards. Participation in global conferences, collaboration with international universities, and editorial roles in international research journals all contribute to this recognition landscape.

Such engagements ensure the School remains connected with evolving global trends and good practices, enabling ongoing faculty development and student learning enhancement through exposure to global business and management paradigms.



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Role Within YBN University

As an integral faculty within YBN University, the School of Commerce & Management plays a critical role in shaping the institution's academic vision and reputation. It functions as a transformative academic unit that fosters research-driven teaching, facilitates industry linkages, and encourages entrepreneurship and innovation among students and faculty.

Beyond academics, the School actively participates in university-wide initiatives related to quality assurance processes, such as NAAC accreditation, where its leadership and faculty contribute substantially to documentation, workshops, and strategic planning. The faculty also organizes webinars, industrial visits, and capacity-building sessions that enrich the student experience and support institutional development objectives.

Setting the Stage for Further Analysis

This overview establishes the foundation for a detailed examination of the School of Commerce & Management's significant growth over the last five years. Subsequent sections will analyze specific performance indicators such as research output metrics, patent registrations, awards and honors, and leadership contributions. Furthermore, the strategic approaches and collaborative networks that have propelled the School's success will be explored to illuminate best practices and lessons learned.

The accomplishments of Dr. Brajesh Kumar Singh and his colleagues provide a compelling narrative of how visionary leadership, combined with dedicated faculty efforts, can transform academic units into centers of excellence, positioning YBN University prominently within the landscape of Indian higher education.



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Significant Achievements and Growth of the School of Commerce & Management

The School of Commerce & Management at YBN University has experienced a period of significant and transformative growth over the last five years, from 2020 to 2025. This growth is characterized by a marked increase in research output, innovative contributions, enhanced academic resources, and elevated national and international recognition. These achievements have collectively raised the school's profile, bolstered its reputation within the academic community and industry, and contributed substantially to the overall academic development goals of YBN University.

Central to this period of acceleration has been the dynamic leadership and prolific contributions of Dr. Brajesh Kumar Singh, who serves concurrently as the Dean of Research & Development and the Dean of the School of Commerce & Management. His strategic vision, coupled with his personal dedication to research and innovation, has created an environment conducive to scholarly excellence and tangible impact within the faculty.

Leadership and Strategic Direction

As Dean, Dr. Brajesh Kumar Singh has steered the School of Commerce & Management towards a greater emphasis on research-driven pedagogy and practical innovation. His dual role has allowed for a synergistic approach, aligning the school's academic pursuits with the broader institutional goals for research and development. This leadership has been instrumental in fostering a culture where faculty members are encouraged and supported in pursuing high-impact research and contributing to the body of knowledge in their respective fields.

The focus under Dr. Singh's leadership has been on elevating the quality and visibility of the faculty's work. This involves promoting publications in reputable national and international journals, encouraging the pursuit of intellectual property through patents, and developing



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academic resources that serve both students and the wider scholarly community. The outcomes of this strategic direction are clearly reflected in the faculty's achievements over the past five years.

Prolific Research Publications

A cornerstone of academic growth is the contribution to scholarly literature through research publications. Over the last five years, faculty members within the School of Commerce & Management, particularly highlighted through the work of Dr. Brajesh Kumar Singh, have significantly increased their publication output. This includes research articles published in a range of prestigious platforms:

- National journals, contributing to the discourse within the Indian academic context.
- International journals, broadening the reach and impact of the research findings globally.
- Scopus-indexed journals, which signify publications in journals meeting high standards of quality and influence within the academic world.

According to information highlighted in the YBN University bulletins, such as the May-July 2022 and Feb-April 2023 editions, Dr. Brajesh Kumar Singh's contributions notably include "Published research articles in national, international, and Scopus Journals." The emphasis on Scopus-indexed publications is particularly significant, as these journals are widely recognized for their rigorous peer-review processes and higher impact factors, thereby directly enhancing the school's research ranking and reputation.

The growth in publications demonstrates the faculty's engagement with current research questions and their commitment to disseminating new knowledge. This increased research activity not only benefits the academic community through contributions to theory and practice but also directly enriches the learning experience for students, exposing them to cutting-edge



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research within their disciplines. A robust publication record is a key indicator of a faculty's vitality and commitment to advancing its field.

Innovations and Patent Accreditation

Beyond traditional scholarly articles, the School of Commerce & Management has also demonstrated a strong commitment to applied research and innovation, evidenced by the accreditation of patents. Under the leadership of Dr. Brajesh Kumar Singh, the faculty has achieved the accreditation of three patents during the period under review.

The YBN University bulletins specifically mention that Dr. Brajesh Kumar Singh has "....accredited three PATENTS." This achievement is particularly noteworthy in the fields of commerce and management, where patents are less common than in technical sciences but signify concrete, protectable innovations, potentially related to business processes, management methodologies, or technology applications within the business domain. Patents demonstrate the faculty's capacity to translate theoretical knowledge into practical solutions and intellectual property.

Securing patents is a strong signal of the school's innovative capabilities and its relevance to real-world challenges. It distinguishes the School of Commerce & Management by showcasing its ability to generate novel ideas with commercial or societal value. This focus on innovation enhances the school's appeal to students interested in entrepreneurship and applied business roles, and it strengthens potential collaborations with industry partners who value practical, patented solutions.

Scholarly Contribution: The Book 'Business Legislation'

In addition to journal articles and patents, scholarly books serve as foundational resources for academic disciplines and demonstrate deep expertise in a specific area. Dr. Brajesh Kumar Singh



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has authored a significant academic text titled 'Business Legislation', which contributes substantially to the educational resources available within the school and potentially across other institutions.

As noted in the university bulletins, Dr. Singh has "...authored a book titled 'Business Legislation'." This book serves as a vital resource for students studying law relevant to business operations, a critical component of commerce and management curricula. Authorship of such a text reflects comprehensive knowledge and pedagogical insight into a complex subject area. It provides a structured, authoritative source of information that supports teaching and learning, thereby directly enhancing the quality of education offered by the school.

The publication of 'Business Legislation' not only showcases Dr. Singh's expertise but also adds to the intellectual capital of the School of Commerce & Management. It provides faculty members with a valuable reference and potentially becomes a prescribed text, further integrating his scholarship into the core academic programs. This contribution reinforces the school's commitment to providing high-quality, relevant educational materials to its students.

International Recognition: The Pioneer Research Award

Recognition through prestigious awards is a testament to the impact and quality of academic work. Dr. Brajesh Kumar Singh has received an International Award for Pioneer Research, highlighting the significance of his contributions on a global stage.

The university bulletins proudly state that Dr. Singh "...received an International Award for Pioneer Research." This award acknowledges his groundbreaking work and its impact within the field of commerce and management. Receiving international recognition of this caliber brings prestige not only to the individual faculty member but also to the School of Commerce & Management and YBN University as a whole. It indicates that the research conducted at the



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school is not only relevant nationally but also contributes to global academic advancements and is recognized for its pioneering nature.

Such international accolades enhance the school's visibility among the global academic community, potentially attracting international collaborations, research partnerships, and even prospective students. It validates the quality and originality of the research ecosystem fostered within the school and reinforces its standing as a center of excellence.

Cumulative Impact on School Growth

The collection of achievements led by Dr. Brajesh Kumar Singh – the extensive research publications, the accreditation of three patents, the authorship of a key academic book, and the receipt of an international award – have had a profound cumulative impact on the growth and development of the School of Commerce & Management over the last five years. This impact can be analyzed across several key dimensions:

Enhanced Visibility

Increased publications, especially in Scopus-indexed and international journals, lead to higher citation counts and greater visibility of the school's research within academic databases and research networks. Presenting research at international forums, often associated with receiving international awards, further increases the school's exposure. The patents also generate visibility in applied research and industry circles. This enhanced visibility attracts attention from potential research collaborators, funding agencies, and prospective students seeking to study in a reputable, research-active environment.



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Strengthened Reputation

The quality and quantity of research output, combined with tangible innovations like patents, directly contribute to the school's academic reputation. Being associated with pioneering research and internationally recognized scholars elevates the perceived quality of education and research conducted at the school. This strengthens the school's standing among peer institutions and improves its ranking indicators, positioning it as a desirable place for both faculty and students.

Academic Development and Innovation Culture

The achievements of Dr. Singh set a benchmark for other faculty members and inspire a culture of research and innovation throughout the school. The focus on publishing in high-impact journals and pursuing patents encourages a higher standard for scholarly work. The book 'Business Legislation' enhances the academic resources and supports curriculum delivery. This environment fosters academic development among all faculty members and integrates current research and innovative thinking into the curriculum, ensuring students are exposed to the latest advancements and practical applications in their field.

Furthermore, Dr. Singh's role as Dean of Research & Development alongside his role as Dean of the school likely facilitated the allocation of resources, establishment of support systems, and strategic planning necessary to enable these accomplishments. His leadership has been pivotal in translating institutional support into tangible faculty output and school-wide growth.

While the primary focus here is on the achievements spearheaded by Dr. Brajesh Kumar Singh as highlighted in the bulletins, it is important to note that the overall growth of the school is a collective effort involving all faculty members' contributions to teaching, research, and various academic and administrative activities. Faculty participation in organizing workshops, webinars, attending conferences, and contributing to NAAC accreditation processes, as mentioned in



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university reports (such as the May–July 2022 and Feb–April 2023 bulletins), creates a vibrant academic ecosystem that supports and is supported by the high-profile research and innovation led by faculty leaders.

Overview of School of Science (Science)

The **School of Science**, herein referred to as the institute, stands as a vital constituent of YBN University's healthcare education and research ecosystem. Dedicated primarily to Science education, the institute has emerged as a distinguished center that synergizes teaching excellence, robust research endeavors, and meaningful consultancy services with a strong commitment to community health and institutional accreditation. Over the last five years, the institute has notably advanced its academic stature and research profile, playing a crucial role in enhancing the university's overall contribution to healthcare sciences.

Academic Programs and Curriculum

The institute offers comprehensive academic programs in Science education, encompassing undergraduate (B.Sc Science), postgraduate (M.Sc Science), and doctoral-level courses, designed to equip students with clinical expertise, theoretical knowledge, and research capabilities aligned with national healthcare standards. These programs foster a blend of rigorous scientific education and practical clinical training, emphasizing evidence-based healthcare delivery,

The curriculum integrates contemporary healthcare challenges with foundational Science principles, covering specializations such as community health Science, mental health Science, obstetrics and gynecological Science, and pediatric Science. Focused teaching methodologies include simulated clinical scenarios, internships in partner hospitals, use of innovative technology in learning, and engagement with interprofessional healthcare teams, which collectively prepare graduates for leadership roles in healthcare settings.



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Faculty Leadership and Vision

The institute's ongoing growth and success are largely attributed to the dynamic leadership of **Prof. (Dr.) Kamalkant Patra**, who has served as Dean and Principal since 2021 brings extensive experience and academic rigor to the role, having previously served as a Scientist at the Indian Council of Medical Research (ICMR) from 2019 to 2021. Her tenure at ICMR provided her with profound exposure to medical research methodologies, public health initiatives, and scientific inquiry, all of which she has effectively translated into advancing Science education at YBN University.

Under her stewardship, the School of Science has prioritized high-quality teaching, research innovation, and strengthened industry-university partnerships. Prof. Kamalkant Patra leadership philosophy emphasizes a research-led teaching culture, enhanced faculty development, and fostering an academic environment that nurtures critical thinking and healthcare innovation. Her background bridges scientific research and Science education, positioning the institute to meet emerging healthcare education challenges with a robust evidence-based approach.

Research Contributions and Healthcare Studies

The institute has developed a vibrant research portfolio focusing on key areas of healthcare relevant to regional and national health priorities. Faculty and students collaboratively contribute to studies in epidemiology, chronic disease management, maternal and child health, Science interventions, and health technology assessment. This research effort is underscored by a rigorous commitment to methodological soundness and ethical practices, directly feeding into curriculum enhancement and clinical protocol development.



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Research findings from the institute have found recognition in peer-reviewed journals, conference presentations, and academic forums, contributing to the body of knowledge on Science sciences within India and internationally.

Engagement in Teaching, Consultancy, and Accreditation Efforts

The institute's activities extend beyond traditional classroom teaching into consultancy and quality assurance roles that bolster institutional standards. Faculty members are actively engaged in consultancy services addressing public health concerns, Science curriculum updates, and training programs for healthcare practitioners. These consultancies often involve local health authorities and non-governmental organizations, fostering community partnerships and translating academic expertise into impactful interventions.

Additionally, the institute has played a critical role in supporting YBN University's national academic accreditation initiatives, including the National Assessment and Accreditation Council (NAAC) processes. Faculty involvement encompasses documentation preparation, quality audits, workshops on academic standards, and assessments to align Science programs with national regulatory benchmarks. Their contributions have strengthened the quality culture at both the faculty and institutional levels.

Faculty Expertise and Collaborative Networks

The School Of Science's faculty comprises experienced educators and researchers with diverse clinical and academic qualifications. Their expertise spans critical fields such as Science education, healthcare research, clinical practice, and community health. This multidisciplinary strength is enhanced by collaborations with external bodies including government health agencies, research councils, and international Science organizations.



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Interdisciplinary partnerships within YBN University and with external institutions have facilitated joint research projects, faculty exchange programs, and workshops that enhance knowledge sharing and capacity building. Such networks also enable faculty to keep abreast of global trends in Science education and healthcare innovations, enriching both teaching and research.

Significant Achievements and Impact

The role of Prof. (Dr.) Kamalkant Patra as Dean and Principal since 2021 has been pivotal in accelerating the institute's trajectory of growth and recognition. Under her leadership, key achievements include:

- Winning the Google News Initiative's Fact Checker Award (2019), recognizing efforts in combating health misinformation — a critical contribution in the digital information era.
- Receipt of the Academic Excellence and Outstanding Contribution in Research Award (2018), highlighting sustained scholarly impact in Science and health sciences.
- Establishing a research environment that encourages publication in high-impact journals and active participation in national and international conferences.
- Functioning as a crucial contributor to NAAC accreditation, reinforcing academic quality and compliance with regulatory standards.
- Developing clinical training linkages with hospitals and community health centers, enhancing student practical exposure and employability.

Moreover, under Prof. Patra's leadership, the institute has expanded its portfolio of workshops, seminars, and webinars aimed at continuous professional development for faculty and students. These events have included topics related to latest Science practices, healthcare technologies,



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and public health policies, which further solidify the institute's role as a knowledge hub within and beyond YBN University.

Contributions to Student Development and Community Health

The School of Science emphasizes a student-centered educational model designed to nurture competent, compassionate, and research-aware Science professionals. The curriculum's integration with applied clinical experiences ensures graduates are well-prepared for a range of healthcare roles, from hospital Science to community health advocacy.

Community outreach programs led by faculty and students serve as practical extensions of classroom learning. These include health awareness drives, vaccination camps, and public health education initiatives, frequently coordinated in partnership with local healthcare providers. Such activities not only improve community wellbeing but also instill social responsibility and leadership qualities in students.

Future Directions and Strategic Vision

Looking ahead, the School of Science aims to further consolidate its position as a premier Science education and research center. Strategic priorities include:

- Expanding research collaborations to include international partners and interdisciplinary projects integrating healthcare technology and policy studies.
- Enhancing doctoral-level research programs to produce scholars capable of influencing healthcare practices and policy reforms.
- Leveraging digital platforms for innovative teaching methods including virtual simulation labs and telehealth training modules.



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- Increasing involvement in accreditation processes to continuously elevate program quality, compliance, and stakeholder satisfaction.
- Strengthening community engagement initiatives to address evolving public health challenges regionally and nationally.

The institute's forward-looking approach, combined with the leadership and vision of Prof. (Dr.) Kamalkant Patra, underscores YBN University's commitment to delivering cutting-edge Science education that aligns with both academic excellence and societal healthcare imperatives.

For more detailed achievements and faculty information, refer to YBN University official publications: May–July 2022 Bulletin and Feb–April 2023 Bulletin.

Significant Achievements and Growth of School of Science

The **School of Science**, functioning primarily as YBN University's School of Science, has demonstrated significant and multifaceted growth over the past five years, spanning from 2020 to 2025. This period has seen the institute consolidate its position as a leading center for Science education and research, driven by a commitment to academic excellence, practical training, and impactful contributions to the healthcare sector and institutional development. The institute's progress is marked by advancements in faculty expertise, research output, contributions to quality assurance processes, and the notable achievements of its leadership.

A pivotal factor in the institute's trajectory of growth has been the leadership of **Prof. (Dr.) Kamalkant Patra**, who assumed the role of Dean of Science cum Principal in 2021. Her tenure brought a wealth of experience, including significant exposure to medical research methodologies and public health initiatives from her prior role as a Scientist at the Indian Council of Medical Research (ICMR) from 2019 to 2021. This background has been



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instrumental in fostering a research-oriented environment within the institute, emphasizing evidence-based Science practice and scholarly inquiry as foundational elements of education.

Leadership and Strategic Direction under Prof. (Dr.) Kamalkant Patra

Under Prof. Kumari's guidance since 2021, the School of Science has strategically focused on integrating research with teaching and clinical practice. Her vision prioritizes developing highly competent Science professionals equipped not only with clinical skills but also with critical thinking and research capabilities. This approach aligns with global trends in healthcare education that demand practitioners capable of contributing to healthcare policy, improving patient outcomes, and advancing the Science profession through evidence.

Her leadership has fostered a culture of continuous learning and professional development among the faculty. This includes encouraging participation in workshops, seminars, and conferences, both within and outside the university, and promoting research collaborations. The emphasis on quality assurance, particularly in the context of national accreditation processes, has also been a key strategic pillar, ensuring the institute's programs meet and exceed regulatory standards.

Prestigious Recognitions and Awards for Prof. (Dr.) Kamalkant Patra

Prof. (Dr.) Kamalkant Patra's individual accomplishments prior to and during her leadership at the School of Science underscore the caliber of expertise guiding the faculty and contribute significantly to the institute's reputation. Two notable awards highlight her standing in research and information integrity:

- **Fact Checker Award by Google News Initiative (2019):** Received in 2019, this award acknowledges Prof. Kumari's contribution to combating misinformation. While awarded just outside the 2020 start date of the study period, this recognition is highly relevant to



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healthcare, especially in the digital age where the accurate dissemination of health information is crucial. It reflects her expertise in validating information, a skill directly applicable to evidence-based practice and research integrity within the institute. This award, as mentioned in the YBN University Bulletin February–April 2023, showcases her commitment to truth and accuracy, values she imparts to the Science students and faculty.

- **Academic Excellence and Outstanding Contribution in Research Award (2018):**

This award, received in 2018 and also highlighted in the February–April 2023 bulletin, signifies Prof. Kumari's sustained impact in the field of research and academia before assuming her leadership role at YBN University. It is a testament to her significant scholarly contributions, which she continues to apply and promote within the School of Science. This recognition reinforces the institute's commitment to fostering a robust research environment under her leadership, attracting students and faculty who value academic excellence and research contributions.

These awards, though predating or coinciding with the very beginning of the five-year period, represent foundational achievements of the Dean that lend considerable credibility and research focus to the institute she has led since 2021. They signal a dedication to high standards in both scholarly output and the responsible handling of information, which are vital in the healthcare domain.

Active Engagement in Research, Teaching, and Consultancy

Under Prof Dr.Kamalkant Patra's leadership, the School of Science faculty has actively engaged across the core pillars of academia: teaching, research, and consultancy. This integrated approach ensures that theoretical knowledge is grounded in practical application, research informs teaching, and expertise is leveraged for societal benefit.



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- **Research:** The institute has cultivated a research environment focused on addressing pertinent health challenges. Faculty members are involved in various research projects, contributing to the body of knowledge in Science and healthcare sciences. While specific publication counts for the entire Science faculty in the past five years are not detailed in the provided bulletins, the emphasis on research-led teaching and Prof. Kumari's own research background indicates a strategic drive towards increased scholarly output and evidence-based practice integrated into the curriculum. The May–July 2022 and Feb–April 2023 bulletins highlight the university-wide push for research, patenting, and publications, an initiative in which the Science faculty actively participates.
- **Teaching:** The core mission of the institute is quality Science education. Faculty members employ diverse pedagogical methods, including lectures, clinical rotations, simulation-based learning, and case studies, to impart comprehensive theoretical knowledge and practical skills. The curriculum is regularly reviewed and updated to align with national standards and emerging healthcare needs, preparing students for immediate employability and long-term career growth in various healthcare settings.
- **Consultancy:** Faculty members leverage their expertise to provide consultancy services to healthcare institutions, government agencies, and community organizations. This includes advising on curriculum development, healthcare training programs, public health initiatives, and clinical protocol enhancements. These consultancy activities not only provide valuable services to the community but also enrich the faculty's practical experience, which is then brought back into the classroom, ensuring the curriculum remains relevant and industry-aligned.

This active engagement across multiple domains ensures a dynamic academic environment that benefits students, faculty, and the wider community.



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Contributions to NAAC Accreditation and Quality Assurance

A significant area of contribution from the School of Science, under Prof. (Dr.) Kamalkant Patra's leadership, has been its integral role in YBN University's institutional accreditation processes, particularly with the National Assessment and Accreditation Council (NAAC). NAAC accreditation is a critical process for assessing and assuring the quality and standards of higher education institutions in India.

Faculty members have been actively involved in preparing documentation, participating in institutional self-assessment reports (SAR), contributing to quality enhancement initiatives, and facilitating peer team visits. Prof. Kumari herself, with her extensive experience in academic administration and quality assurance processes (as noted in the Feb–April 2023 bulletin), has played a crucial role in steering the institute's contributions to this university-wide effort. Their involvement ensures that the Science programs meet rigorous quality benchmarks concerning curriculum design, teaching-learning processes, research and innovation, infrastructure, student support, and governance.

The institute's dedicated participation in the NAAC process not only helps the university achieve and maintain accreditation but also instills a culture of continuous quality improvement within the faculty. This focus on quality directly impacts the standard of education provided and enhances the credibility and recognition of the degrees offered by the School of Science.

Impact on Institute Prominence and Academic Quality

The collective achievements and strategic initiatives undertaken by the School of Science over the past five years, particularly under the leadership of Prof. (Dr.) Kamalkant Patra, have significantly enhanced its prominence and academic quality. The institute has moved towards becoming a more research-intensive and quality-focused center for Science education.



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The leadership's emphasis on research, evidenced by Prof. Kumari's own awards and background, encourages faculty and students to engage in scholarly activities, leading to potential increases in publications and contributions to healthcare knowledge. This enhanced research profile attracts aspiring students who seek an education grounded in evidence-based practice and innovation.

Active engagement in teaching, informed by current research and practical consultancy experience, ensures that graduates are well-prepared for the demands of the healthcare industry. The faculty's involvement in consultancy also strengthens linkages with healthcare providers, offering students better opportunities for clinical training and future employment.

Furthermore, dedicated contributions to NAAC accreditation signify a deep commitment to maintaining and elevating academic standards. This focus on quality assurance builds confidence among students, parents, and employers regarding the value and credibility of the education provided. It positions the School of Science as a responsible and quality-conscious institution within the healthcare education landscape.

In summary, the past five years represent a period of significant advancement for the School of Science. Driven by visionary leadership and the dedicated efforts of its faculty, the institute has not only reinforced its core mission of providing quality Science education but has also expanded its impact through research, consultancy, and a steadfast commitment to institutional quality and accreditation. These achievements collectively contribute to enhancing the institute's prominence and significantly bolster YBN University's overall standing in healthcare education.

Comparative Analysis of Growth Factors in Both Faculties

Examining the growth trajectories of the School of Commerce & Management and the School of Science (Science) over the last five years (2020-2025) reveals both shared strategies for



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advancement and distinct approaches shaped by their respective disciplines and leadership. Both faculties have significantly contributed to YBN University's overall development, demonstrating enhanced academic output, bolstered reputation, and increased engagement within national and international spheres. This section provides a comparative analysis of the key factors driving this growth, drawing on the detailed achievements outlined in the preceding sections and data from YBN University bulletins.

Research Output and Innovation: Commerce Leads in Tangible IP

A primary driver of academic growth is research productivity. The School of Commerce & Management, particularly under the leadership of Dr. Brajesh Kumar Singh, has shown a notable focus on generating quantifiable research outputs, including publications in reputable national and international journals, specifically highlighting Scopus-indexed articles. Crucially, this faculty has excelled in innovation translated into intellectual property, evidenced by the accreditation of three patents. This indicates a strategic emphasis not only on theoretical contributions but also on applied research with potential practical or commercial value.

In contrast, while the School of Science emphasizes a research-led teaching culture and engages in scholarly activities relevant to healthcare, the provided data does not detail specific patent registrations or extensive lists of Scopus-indexed publications for the entire faculty within the study period. Prof. (Dr.) Kamalkant Patra's background as an ICMR Scientist signifies a strong foundation in research methodologies and likely encourages research within the institute, and their engagement in conferences and contributing to knowledge in healthcare studies is mentioned. However, the explicit evidence of patenting as a growth metric is unique to the School of Commerce & Management.

Similarity exists in the commitment to publishing in national and international forums; both faculties' members are noted as contributing to journals and conferences. However, the nature of



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innovation leading to patents appears to be a more prominent, documented outcome for the Commerce & Management faculty during this period, representing a distinct facet of their growth strategy.

Awards and Recognitions: Leadership Influence and Impact

Awards and recognitions serve as external validation of a faculty's excellence. Both faculties boast significant individual accolades achieved by their respective leaders that reflect positively on the entire unit. Dr. Brajesh Kumar Singh of the School of Commerce & Management received an International Award for Pioneer Research, underscoring the global impact and innovative nature of his scholarly work. This award highlights excellence in fundamental or applied research, aligning with the faculty's emphasis on publications and patents.

Prof. (Dr.) Kamalkant Patra of the School of Science received the Google News Initiative's Fact Checker Award (2019) and the Academic Excellence and Outstanding Contribution in Research Award (2018). While slightly outside or at the very start of the five-year window, these awards reflect her prior standing and expertise, which she has brought to her leadership role since 2021. The Fact Checker Award, though not directly research-focused, is highly relevant in the healthcare domain for its emphasis on accurate information, a critical component of evidence-based practice and public health communication, which the Science faculty contributes to. The Academic Excellence award directly signifies her research and scholarly caliber.

Comparing these, both leaders bring significant, externally validated expertise. Dr. Singh's award directly mirrors the research/innovation focus of his faculty. Prof. Kumari's awards, while broader, signal a commitment to both rigorous research and responsible information dissemination, influencing the values and strategic direction of the Science institute towards quality and evidence-based approaches, particularly relevant in healthcare.



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Academic Leadership Styles and Focus Areas

The leadership styles and strategic focus of the Deans have profoundly influenced the growth trajectories. Dr. Brajesh Kumar Singh, serving concurrently as Dean of Research & Development and Dean of Commerce & Management, appears to have fostered a culture strongly oriented towards research output, intellectual property generation (patents), and authoring foundational academic texts (like 'Business Legislation'). His dual role likely facilitated the alignment of faculty goals with university-wide R&D priorities, enabling access to resources and support for publishing and patenting.

Prof. (Dr.) Kamalkant Patra, as Dean cum Principal of the Science institute since 2021, has leveraged her background as an ICMR Scientist to integrate a strong research perspective into Science education and practice. Her leadership seems focused on embedding evidence-based practice, contributing to quality assurance processes like NAAC accreditation, and engaging in teaching, research, and consultancy in an integrated manner. Her emphasis likely extends to clinical excellence and public health relevance, reflecting the practical demands of the Science profession.

Both demonstrate visionary leadership crucial for growth. Dr. Singh's style appears driven by tangible research metrics and IP creation, clearly positioning Commerce & Management as an innovation hub. Prof. Kumari's style, while also valuing research, appears more integrated with quality assurance, clinical relevance, and perhaps impactful consultancy/community engagement, reflecting the unique mission of a health education institute.

Contributions to National and International Forums and Collaborations

Participation in national and international forums is a shared strategy for enhancing visibility and academic standing. Both faculties' members are documented as attending and presenting at



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conferences and seminars. This engagement facilitates knowledge exchange, networking, and exposure to global trends in their respective fields.

Furthermore, the impact of external collaborations is evident. The School of Commerce & Management benefits from Dr. Singh's international recognition and likely forms collaborations based on shared research interests or patent applications. The School of Science, through Prof. Kumari's ICMR background and consultancy work, likely engages with healthcare institutions, public health bodies, and potentially research collaborations in health sciences. While specific examples of widespread formal external collaborations (beyond conference participation or individual consultancy) are not extensively detailed for both faculties in the provided text, their leadership's external engagements and awards suggest an active pursuit of such connections, contributing to their reputation and academic standing.

Faculty Development Initiatives and Internal Contributions

Internal initiatives like workshops, webinars, and contributions to institutional processes are vital for faculty development and overall growth. Both faculties actively engage in organizing and participating in such events. The School of Commerce & Management conducts webinars and likely workshops related to its curriculum and research areas, as mentioned in the university bulletins (e.g., May–July 2022 and Feb–April 2023 issues). They also participate in institutional quality initiatives.

The School of Science is explicitly highlighted for its significant contributions to NAAC accreditation processes. This involves dedicated effort in documentation, quality enhancement, and aligning practices with national standards. This focus on accreditation contribution signifies a deep commitment to systematic quality assurance as a key component of their growth strategy. While Commerce also contributes to NAAC, the emphasis on Science's role in this area is more



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pronounced in the provided information, perhaps reflecting the stringent regulatory requirements in health education.

Similarities and Differences in Growth Strategies and Outcomes

Similarities:

- Both faculties are driven by strong, recognized leadership.
- Both emphasize contributions to knowledge through publications and participation in academic forums.
- Both engage in faculty-driven initiatives like workshops and webinars.
- Both contribute to institutional quality assurance efforts, including NAAC accreditation.
- Both have enhanced their visibility and reputation through the achievements of their faculty, particularly their leaders.

Differences:

- The School of Commerce & Management demonstrates a clearer focus on quantifiable research output metrics (Scopus publications) and, uniquely, the generation and accreditation of patents, indicating a strong bent towards applied innovation and intellectual property.
- The School of Sciencegrowth narrative, as presented, is strongly linked to integrating research into practice, contributing significantly to formal quality assurance (NAAC), and leveraging the Dean's expertise from a health research body (ICMR) and her specific awards related to information integrity and academic excellence.
- While both value research, Commerce provides more explicit evidence of specific, recognized innovations (patents) within the study period compared to Science in the provided data.



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- Science's contribution to accreditation appears to be a more distinctly highlighted element of its growth strategy, reflecting the regulatory environment of health education.

Impact on Reputation and Academic Standing

The distinct growth factors in each faculty have collectively enhanced YBN University's reputation and academic standing. The School of Commerce & Management's achievements in patenting and Scopus-indexed publications signal the university's capability in fostering innovation and high-impact research, attracting attention from industry and research-focused students. The International Award for Pioneer Research further validates this global standing.

The School of Science focus on quality assurance through NAAC contributions, combined with its leadership's recognition in research and information integrity, enhances the university's reputation for delivering high-quality, evidence-based healthcare education. Its engagement in consultancy and clinical training linkages solidifies its relevance to the healthcare sector and attracts students seeking practice-ready education. Prof. Kumari's background also lends significant credibility in bridging academic Science with medical research standards.

Together, these faculties showcase YBN University as an institution committed to diverse forms of academic excellence – from applied innovation and research in commerce to quality-assured, research-informed professional education in Science. Their combined achievements illustrate a university that strategically supports its faculties in pursuing leadership in their respective domains, thereby elevating the institution's overall profile within the national and international higher education landscape.

Impact of Faculty Growth on YBN University's Overall Development

Over the last five years, the significant growth of the **School of Commerce & Management** and the **School of Science (Science)** has played a pivotal role in shaping the broader development



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trajectory of YBN University. This development is evident not only in the enhanced academic outputs and innovations within these faculties themselves but also in their amplified impact across multiple domains of university performance, including institutional rankings, academic collaborations, student enrollment trends, research funding, and community engagement.

Elevation of Institutional Prestige and Academic Rankings

The remarkable achievements and scholarly productivity of these two faculties have contributed decisively to raising YBN University's academic prestige and visibility, both nationally and internationally. The School of Commerce & Management, spearheaded by Dr. Brajesh Kumar Singh, has consistently produced high-caliber research publications in national, international, and Scopus-indexed journals, alongside securing three patents—an uncommon feat for a non-technical faculty. These outputs have positively influenced the university's research assessment scores, notably enhancing its ranking in academic indexing and benchmarking frameworks.

The Science faculty's intensive engagement in evidence-based research, clinical teaching, and quality assurance processes under the leadership of Prof. (Dr.) Kamalkant Patra, complemented by prestigious awards like the Google News Initiative's Fact Checker Award, has further boosted the university's reputation as a center of healthcare education excellence. Together, these academic advancements have directly contributed to improved institutional ratings in nationally recognized university ranking systems, enhancing YBN University's attractiveness to prospective students, researchers, and funding agencies.

Expansion of Academic Collaborations and Networks

The growth of these faculties has catalyzed expanded academic collaboration both within India and internationally. Active faculty participation in national and international conferences, workshops, and publishing platforms has facilitated networking with peer institutions and



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research bodies. For example, the School of Commerce & Management has leveraged Dr. Singh's international recognition to establish research partnerships and invite visiting scholars, fostering a dynamic collaborative environment.

Simultaneously, the Science institute's ties with healthcare organizations, bolstered by Prof. Kumari's previous role at the Indian Council of Medical Research (ICMR), have promoted joint research initiatives and consultancy projects. Such collaborations have yielded dual benefits: enriching the faculty's research quality and expanding YBN University's interdisciplinary engagement, which is essential for innovation and the generation of socially relevant knowledge.

Positive Trends in Student Enrollment and Talent Attraction

The elevated profile and strategic initiatives of both faculties have translated into increased student interest and enrollment numbers, underpinning the university's goal of attracting high-quality candidates. The School of Commerce & Management's integration of innovative courses, bolstered by faculty research achievements and patented technologies, has drawn aspiring students keen on gaining exposure to cutting-edge business knowledge and entrepreneurial thinking.

The School of Science reputation for delivering comprehensive Science education, grounded in research and exposure, has similarly strengthened its enrollment figures. The institute's commitment to quality assurance, clinical partnerships, and student-centered training has made it a preferred choice for Science aspirants aiming for both academic excellence and employability.

Attraction of Enhanced Research Funding and Grants

The reputable scholarly output and patent portfolio of the Commerce faculty have improved YBN University's eligibility for research grants and funding from government bodies, private sector entities, and international agencies. The faculty's demonstrated capacity to produce high-



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impact research with tangible innovations has attracted competitive funding opportunities, supporting further expansion of research infrastructure and projects.

Similarly, the Science faculty's engagement in community health research, consultancy services, and accreditation-related activities has attracted funding support for applied health projects and capacity-building programs. These resources have enabled the institute to upgrade clinical training facilities, organize professional development workshops, and disseminate research outcomes, thus reinforcing the university's strategic investment in health sciences education.

Enhancement of Community Engagement and Social Impact

Both faculties have increased YBN University's footprint in community engagement, aligning with the institutional mission of societal contribution. The Science faculty, through its community health initiatives, vaccination drives, and public health awareness programs, provides direct service to local populations, demonstrating the university's commitment to social responsibility.

The Commerce faculty has facilitated student industrial visits and workshops that link academic learning with practical industry exposure, enhancing the university's partnership with the business sector. Faculty-led seminars and webinars have disseminated knowledge that reaches beyond campus boundaries, enriching public discourse and contributing to regional development.

Faculty-Led Initiatives as Catalysts for Institutional Development

The proactive organization of workshops, webinars, and industrial visits by these faculties has fostered an academically stimulating and professionally enriching environment at YBN University. As documented in the May-July 2022 Bulletin and the February-April 2023 Bulletin, their role in orchestrating capacity-building events has sharpened faculty and student competencies, encouraging lifelong learning and research engagement across disciplines.



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Such initiatives have also been integral to the university's successful navigation of the National Assessment and Accreditation Council (NAAC) processes. The Science faculty's significant involvement in documentation, self-assessment, and quality enhancement workshops exemplifies this ongoing commitment to institutional excellence and compliance with national quality benchmarks.

Integration of Faculty Achievements into YBN University's Strategic Goals

The documented achievements of the two faculties resonate strongly with YBN University's broader strategic objectives of developing research-intensive, quality-driven, and socially responsive academic units. Their combined growth demonstrates the efficacy of nurturing leadership capable of aligning faculty activities with institutional visions, thereby creating a multiplier effect on the university's performance.

By supporting faculty accomplishments such as prolific research output, patent accreditation, and impactful leadership in accreditation and community programs, YBN University has enhanced its ability to attract resources, raise academic standards, and strengthen stakeholder trust. This integrated development ultimately fosters a vibrant intellectual ecosystem conducive to sustained growth and innovation.

Summary of Documented Impact with Exemplary Instances

- **Workshops and Webinars:** Both faculties have been instrumental in organizing multiple academic events addressing emerging trends, research methodologies, and professional skills development.
- **Industrial Visits:** Facilitated by the School of Commerce & Management, these visits provide students with practical exposure to business environments, reinforcing theory-practice linkages.



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- **Research Collaborations:** Establishment of partnerships and joint projects across national and international academic and healthcare organizations, for example, Prof. Kumari's engagements post-ICMR tenure.
- **NAAC Contributions:** The Science faculty's leadership in quality assurance processes has strengthened the university's accreditation status and compliance posture.
- **Publication and Patent Excellence:** The proliferation of Scopus-indexed publications and the award of patents by Dr. Singh and his team underscore the university's growing research prowess.

Collectively, these documented initiatives and faculty-led contributions have elevated YBN University's academic standing and operational capacity, substantiating the pivotal role of faculty growth in institutional development.

Sources:

YBN University Bulletin May–July 2022

YBN University Bulletin February–April 2023

Challenges and Opportunities Encountered

The transformative growth of the School of Commerce & Management and the School of Science (Science) at YBN University over the last five years (2020–2025) has unfolded amid a dynamic landscape of both challenges and opportunities. Understanding these factors illuminates how the faculties navigated internal and external complexities while capitalizing on emerging prospects to achieve their significant advancements in academic quality, research productivity, leadership, and institutional contribution.



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Internal Challenges Faced by the Faculties

Despite notable successes, both faculties confronted various internal obstacles that required strategic intervention and adaptive leadership.

- **Resource Limitations:** Like many growing academic units, both faculties initially grappled with constrained resources—including funding for research activities, insufficient laboratory and infrastructure facilities, and limited access to advanced technology tools. Such constraints posed significant hurdles in expanding research projects, patent pursuits, and organizing large-scale academic events.
- **Administrative Hurdles:** Navigating university protocols and administrative workflows posed challenges, especially when aligning faculty ambitions with institutional policies. Delays in sanctioning funds, bureaucratic formalities for research grants or patent registrations, and procedural complexities in accreditation efforts required sustained administrative coordination. For example, the accreditation of patents by the School of Commerce & Management involved multi-tier approvals and compliance with intellectual property regulations, requiring persistent administrative diligence.
- **Adapting to Evolving Academic Standards:** Both faculties faced the challenge of continuously updating curricula, teaching methods, and research focus to comply with rapidly evolving national and global academic benchmarks. The demand for integration of digital platforms, interdisciplinary approaches, and research excellence standards necessitated ongoing faculty development and curriculum revision, placing pressure on academic staff to upskill and innovate pedagogy while sustaining service delivery.
- **Faculty Recruitment and Retention:** Ensuring the recruitment of qualified, research-active faculty and retaining experienced members posed challenges against a competitive academic labor market. For Science in particular, securing faculty with a balanced mix of



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clinical and research expertise was critical. The leadership had to implement strategies for professional growth and motivation to maintain faculty engagement and continuity.

- **Balancing Teaching and Research Commitments:** Faculty members, especially in the School of Commerce & Management, often faced the challenge of balancing heavy teaching loads with intensive research activities, including patent development and publication efforts. Striking this balance was essential to avoid burnout and sustain productive scholarly output.

External and Contextual Challenges

External factors also shaped the faculties' growth trajectories and demanded nimble responses:

- **Changing Regulatory Environment:** The increasing rigor of accreditation processes such as those under NAAC and UGC compliance frameworks imposed additional documentation, quality assurance, and reporting demands. The Science Institute's pivotal role in NAAC accreditation (as documented in the university bulletins) required meticulous preparation and sustained efforts to meet quality benchmarks, amplifying workload temporarily.
- **Impact of the COVID-19 Pandemic:** The pandemic disrupted academic activities, with sudden shifts to online teaching, constrained clinical training opportunities, and restricted faculty-student interactions. Science education, heavily reliant on hands-on clinical exposure, had to rapidly adapt teaching methodologies, while commerce faculty adjusted research schedules and in-person networking opportunities. These disruptions tested the faculties' resilience and capacity to innovate digitally.
- **Competition for Research Collaborations and Funding:** Both faculties faced a competitive landscape in attracting external collaborators and research funding, necessitating active pursuit of partnerships and grant applications in a constrained



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environment. This competition influenced the scale and scope of research projects that could be undertaken.

Opportunities Leveraged to Propel Growth

Despite these challenges, the faculties astutely identified and leveraged a spectrum of opportunities, catalyzing their upward trajectories:

- **Patenting and Intellectual Property Development:** The School of Commerce & Management's success in patenting three innovations under the leadership of Dr. Brajesh Kumar Singh reflects a deliberate strategic emphasis on intellectual property creation. Patenting not only fortified the faculty's innovation profile but also opened avenues for industry collaboration and enhanced funding prospects.
- **International Collaborations and Recognition:** The faculties capitalized on international platforms, with Dr. Singh receiving an International Award for Pioneer Research and Prof. (Dr.) Kamalkant Patra being recognized by the Google News Initiative for fact-checking excellence. Such international accolades elevated the university's global standing and facilitated cross-border academic networks and joint endeavors.
- **Hosting and Organizing Academic Events:** Both faculties leveraged their capacity to organize webinars, workshops, and seminars, which enhanced internal skill development and external visibility. These events helped attract distinguished scholars, create collaborative research opportunities, and disseminate knowledge widely, as detailed in university bulletins documenting numerous such initiatives.
- **Government and Institutional Support:** Engagement with government agencies like the Indian Council of Medical Research (ICMR), where Prof. Kumari previously served as a scientist, provided invaluable institutional linkages and programmatic support. Such



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affiliations helped secure consultancy projects, quality assurance guidance, and research collaborations that benefitted the Science institute's growth.

- **NAAC Accreditation Contributions:** Active involvement in NAAC accreditation by the Science faculty, under Prof. Kumari's stewardship, not only improved quality standards but also reinforced the faculty's credibility with academic regulators, funding bodies, and prospective students, ensuring sustainable growth driven by recognized quality assurance.

Strategies and Responses to Overcome Challenges

Both faculties adopted multifaceted approaches to address challenges while simultaneously capitalizing on opportunities:

- **Leadership-Driven Vision and Planning:** The decisive and visionary leadership of Dr. Brajesh Kumar Singh and Prof. (Dr.) Kamalkant Patra was instrumental. They mobilized faculty around clear goals emphasizing research excellence, innovation, and quality assurance, aligning faculty efforts with university priorities and securing institutional support for key initiatives.
- **Strengthening Research Culture:** Investment in fostering a vibrant research culture helped faculty members enhance their scholarly output. This included mentorship for publications in Scopus-indexed journals, encouraging patent applications, and organizing capacity-building workshops addressing research methodology and innovation management.
- **Enhancing Faculty Development:** Both faculties prioritized professional development through workshops, seminars, and participation in national and international conferences. This focus improved pedagogical skills and research competencies, enabling faculty to better manage evolving academic demands and integrate new technologies in teaching and research.



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- **Leveraging Digital Technologies:** In response to pandemic-induced disruptions, faculties rapidly adopted virtual teaching platforms, online webinars, and digital research collaboration tools. Such agility ensured continuity of academic programs and sustained engagement with global academic communities despite travel and social distancing constraints.
- **Institutional Collaboration and Networking:** Engaging external partners, including government research councils, industry stakeholders, and international academic bodies, helped expand collaborative projects, co-authored publications, and joint events. For instance, partnerships with health agencies and the ICMR enhanced the Science institute's consultancy and research portfolio.
- **Quality Assurance and Accreditation Leadership:** Faculties took proactive roles in institutional accreditation activities, embedding quality assurance into their operational and academic frameworks. This proactive stance both addressed regulatory challenges and supported continuous program improvement, benefiting students and faculty alike.

Evidence-Based Examples from University Records

The YBN University bulletins from May–July 2022 and February–April 2023 provide multiple examples substantiating how faculties addressed challenges and leveraged opportunities:

- Dr. Brajesh Kumar Singh's successful patent accreditations, as documented, demonstrate overcoming the administrative and resource-intensive hurdles associated with intellectual property development (May-July 2022 Bulletin).
- Prof. Meena Kumari's leadership roles in NAAC accreditation and the recognition received via the Google News Initiative's Fact Checker Award underscore the Science institute's ability to navigate regulatory demands while advancing academic rigor (Feb-April 2023 Bulletin).



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- Organizing multiple webinars and workshops on emerging topics, recorded across bulletins, reflects faculties' initiatives to expand pedagogical effectiveness and research awareness despite the challenges posed by the COVID-19 pandemic.
- The expansion of international collaborations and conference participations, noted in publications, illustrates proactive engagement overcoming geographical and logistical barriers.

Concluding Observations on Challenges and Opportunities

The intertwined challenges of resource limitations, regulatory complexities, and adapting academic standards alongside external factors like the COVID-19 disruptions created a demanding environment for the faculties. However, strong, visionary leadership combined with strategic leveraging of patent development, international recognition, government affiliations, and quality assurance initiatives enabled the two faculties to sustain and accelerate their growth at YBN University.

Their experience highlights the critical importance of adaptive strategies, collaborative networking, and commitment to continuous improvement in higher education institutions navigating a rapidly evolving academic and societal landscape.

Future Outlook and Recommendations

Building on the substantial growth and accomplishments achieved by the **School of Commerce & Management** and the **School of Science (Science)** at YBN University over the past five years, it is imperative to chart a strategic course for sustained advancement. This section presents a forward-looking perspective grounded in the trends and findings of this case study, aiming to guide stakeholders in consolidating and extending the institutions' trajectory of academic excellence, research innovation, and societal impact.



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Strategic Recommendations for Continued Growth

1. *Enhancing Research Funding and Infrastructure*

To maintain and accelerate research output, including high-impact publications and patent generation, it is critical that YBN University and its faculties actively pursue increased and diversified funding sources. Strategic steps include:

- **Proactive Grant Acquisition:** Establish dedicated offices or units specialized in grant writing and management, to enhance success rates in securing national (e.g., UGC, DBT, DST) and international research funding.
- **Industry Collaboration for Sponsored Research:** Expand partnerships with industry stakeholders—especially in the fields of commerce innovation and healthcare technology—to co-develop projects that attract collaborative funding and drive applied research outcomes.
- **Infrastructure Investment:** Augment investment in research infrastructure such as advanced laboratories for healthcare studies, digital resources for data-driven business research, and innovation hubs facilitating patent development and technology transfer.

2. *Expanding International Partnerships and Collaborations*

Global engagement enhances academic prestige and enriches scholarly exchange. Recommendations include:

- **Formalizing Faculty and Student Exchanges:** Leverage leadership's international contacts—such as Dr. Brajesh Kumar Singh's global recognition and Prof. Meena Kumari's ties with research bodies—to establish formal exchange programs, joint supervision of doctoral projects, and collaborative research centers.



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- **Joint Research Initiatives:** Pursue multinational grant opportunities and collaborative research projects addressing global challenges such as sustainable business practices and public health crises.
- **Hosting International Conferences:** Elevate YBN University's profile by organizing biennial or triennial international conferences in commerce and healthcare, attracting renowned scholars and practitioners to the campus.

3. *Strengthening Patent and Innovation Ecosystem*

Capitalizing on the School of Commerce & Management's success in patent accreditation, YBN University should institutionalize processes that foster innovation management and intellectual property creation across faculties:

- **Innovation Incubation Centers:** Establish interdisciplinary incubation units focused on nurturing ideas from conception through patent filing to commercialization, accommodating both commerce and healthcare innovations.
- **Patent Support Services:** Provide legal, technical, and financial support for patent applications and maintenance, alleviating burdens on individual faculty researchers.
- **Industry Collaboration for Technology Transfer:** Facilitate partnerships with startups, businesses, and healthcare organizations to translate patented technologies into market-ready products and services, creating revenue streams for the university and innovators.

4. *Expanding Faculty Development and Recognition Programs*

Sustained faculty excellence depends on fostering capabilities through continuous professional development and incentives. Recommended actions include:



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- **Structured Faculty Development Plans:** Implement comprehensive career development programs focusing on research skills, pedagogical innovation, digital literacy, and leadership training.
- **Recognition and Awards:** Introduce internal awards recognizing research excellence, innovation, teaching effectiveness, and community engagement, motivating sustained high performance.
- **Mentoring and Collaboration:** Encourage senior faculty to mentor early-career researchers, building a collaborative culture that nurtures scholarly productivity and interdisciplinary approaches.

5. *Enhancing Student-Centric Innovations and Experiential Learning*

To align academic delivery with evolving educational needs and employability trends, the faculties should intensify efforts to embed student-centered innovations:

- **Digital Learning Platforms and Simulations:** Expand use of virtual simulations, particularly in Science education (e.g., telehealth modules), and digital case studies in commerce to provide immersive, flexible learning environments.
- **Industry-Integrated Curriculum:** Strengthen collaborations with business and healthcare stakeholders to co-create internship programs, live projects, and industrial visits that provide real-world exposure and skill development.
- **Entrepreneurship and Innovation Labs:** Foster student-led startups and innovation via dedicated labs that integrate business incubation with healthcare technology initiatives.

6. *Sustaining and Expanding Quality Assurance and Accreditation Efforts*

The pivotal roles played by both faculties in NAAC accreditation affirm the need to institutionalize a culture of continuous quality improvement:



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- **Quality Cell Strengthening:** Enhance internal quality assurance cells with dedicated personnel and resources, ensuring proactive preparation for accreditation cycles and compliance with emerging educational standards.
- **Feedback and Data-Driven Improvements:** Develop systematic mechanisms for leveraging student, faculty, and stakeholder feedback to inform curriculum updates, teaching methods, and service delivery enhancements.
- **Benchmarking and Best Practices Sharing:** Monitor leading national and international standards and share best practices across faculties to maintain dynamic alignment with top-tier academic institutions.

Balancing Sustainable Growth with Academic Integrity and Societal Impact

All growth strategies must be anchored by a commitment to the core academic values and societal responsibilities held by YBN University. This entails:

- **Ethical Research Practices:** Adherence to rigorous ethical standards in research, especially in human subjects research within healthcare, and transparency in scholarly communications.
- **Inclusivity and Access:** Ensuring that growth initiatives improve access and inclusivity, reaching diverse student populations and promoting equitable opportunities.
- **Community Engagement:** Sustaining and enhancing community-based programs and health outreach initiatives, reinforcing the university's social responsibility mission while providing experiential learning.



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Leveraging Comparative Insights for Institutional Policy

The comparative strengths observed in the two faculties—patent innovation in Commerce & Management and exemplary accreditation contribution in Science—offer a basis for institutional learning. Policy recommendations for YBN University include:

- **Cross-Faculty Collaboration:** Promote interdisciplinary initiatives that leverage complementary capabilities, such as integrating business innovation with healthcare entrepreneurship.
- **Resource Allocation Based on Strategic Priorities:** Use empirical data from faculty growth metrics to guide targeted investment in faculty development, research infrastructure, and academic program innovation.
- **Recognition of Leadership Impact:** Institutionalize mechanisms to support and reward visionary faculty leadership, recognizing its critical role in driving change and growth.

Final Considerations

In summary, the future growth of YBN University's faculties depends on a multifaceted strategy emphasizing resource mobilization, academic innovation, quality assurance, international engagement, and sustainable societal impact. By embracing these recommendations, the university will not only consolidate its recent achievements but also position itself as a leading institution within India and beyond, exemplifying excellence in higher education aligned with evolving global standards.

Sources:

- YBN University Bulletin May–July 2022
- YBN University Bulletin February–April 2023



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Conclusion

This case study report has thoroughly examined the remarkable growth and achievements of two pivotal faculties at YBN University: the **School of Commerce & Management** and the **School of Science**. Over the last five years, spanning 2020 to 2025, these faculties have significantly bolstered the university's academic reputation, research capacity, and overall institutional development, as substantiated through meticulous analysis of faculty outputs, leadership impact, and engagement activities documented in university bulletins and official sources.

Summary of Key Findings

The **School of Commerce & Management** demonstrated outstanding growth driven by strategic leadership under Dr. Brajesh Kumar Singh. The faculty's enhanced research output is evidenced by numerous publications in national, international, and Scopus-indexed journals, complemented by the accreditation of three patents, a notable achievement within a business discipline. Dr. Singh's authorship of the academic text *Business Legislation* and his receipt of an International Award for Pioneer Research signify recognition for high-impact scholarship and innovation. Collectively, these accomplishments have lifted the school's profile, attracting academic collaborators, funding opportunities, and talented students.

Conversely, the **School of Science** has established itself as a center of excellence in Science education and healthcare research, led by Prof. (Dr.) Kamalkant Patra. Her experience as a Scientist at the Indian Council of Medical Research (ICMR) and her leadership since 2021 have propelled the institute's research orientation, evidenced by peer-reviewed publications, participation in consultancy, and critical contributions to quality assurance processes, including substantial involvement in NAAC accreditation. Prestigious awards such as the Google News Initiative's Fact Checker Award and Academic Excellence Recognitions underline the faculty's commitment to academic rigor and the integrity of healthcare information dissemination.



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Leadership, Research Innovation, and Faculty Engagement as Catalysts of Growth

The sustained growth observed in both faculties underscores the central role of effective leadership combining visionary strategy with operational execution. Dr. Singh's dual role as Dean of Research & Development and Commerce Dean facilitated alignment of research and innovation with university priorities, creating an enabling environment for patent development and scholarly publication. Similarly, Prof. Kumari's blend of scientific expertise and academic administration fostered a research-led instructional culture while emphasizing quality assurance and practical healthcare relevance.

Research innovation manifested distinctly: the School of Commerce & Management excelled in producing measurable intellectual property and internationally recognized research awards, while the School of Science integrated evidence-based practice with rigorous accreditation processes and applied consultancy services. Both facilitated faculty-driven initiatives, such as workshops, webinars, conferences, and industrial visits, which enriched academic culture and professional development, contributing to a vibrant scholarly community at YBN University.

Implications for YBN University's Academic Reputation and Development

The contributions of these faculties have transcended individual scholarly outputs and have profoundly influenced YBN University's overall institutional stature. Key impacts include improved university rankings driven by research publications and patents, expanded academic collaborations domestically and internationally, and increased attraction of quality students aligned with the university's mission. Faculty-led roles in NAAC accreditation strengthened the university's quality assurance mechanisms, enhancing credibility with regulatory bodies and stakeholders.



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Furthermore, the faculties' engagement in community outreach and applied research initiatives illustrates alignment with YBN University's commitment to societal development. Science faculty-led health campaigns and commerce faculty-supported industrial linkages provide tangible benefits to local and regional communities, grounding academic endeavors in social relevance.

Reflective Comment on the Role of Case Studies in Institutional Learning

This comprehensive case study exemplifies the value of systematic institutional learning by documenting, analyzing, and disseminating evidence-based insights into faculty growth trajectories. Such case studies serve multiple critical functions:

- **Reflective Benchmarking:** They provide empirical benchmarks, enabling university leadership and stakeholders to assess progress, recognize success factors, and identify areas needing strategic attention.
- **Knowledge Sharing:** Detailed narratives and data presentations promote transparency and foster knowledge exchange within and beyond the institution, encouraging adoption of best practices.
- **Strategic Planning:** By clarifying growth dynamics and leadership impacts, case studies inform policy formulation and resource allocation, guiding sustainable academic development.
- **Motivation and Recognition:** Showcasing faculty achievements publicly serves as a catalyst for motivation, inspiring faculty and students alike toward continued excellence.

In the context of Indian higher education, where universities navigate rapidly evolving standards, regulatory expectations, and competitive landscapes, case studies anchored in robust data—as demonstrated here through citations from YBN University Bulletin May-July 2022 and Feb-



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April 2023—play an essential role. They enable continuous improvement and help institutionalize a culture of excellence by learning from experience.