# SELF STUDY REPORT

## FOR

## 3rd CYCLE OF ACCREDITATION

## KRISTU JAYANTI COLLEGE

KRISTU JAYANTI COLLEGE, AUTONOMOUS, K. NARAYANAPURA,
KOTHANUR PO, BENGALURU
560077
www.kristujayanti.edu.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2021**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Kristu Jayanti College, founded in 1999, is managed by the 'Bodhi Niketan Trust,' formed by the members of St. Joseph Province of **Carmelites of Mary Immaculate (CMI)**, an indigenous religious congregation in India. This congregation is an embodiment of the dream and vision of **St. Kuriakose Elias Chavara, a nineteenth-century educationist and social reformer in India**. The college owes its inspiration to his mission and charism. A postal stamp in 1987 was released by the Government of India in recognition of his service to humanity. **The institution enlivens the educational philosophy of the CMI Congregation** which encompasses holistic formation, social commitment, value education, quality education and the cooperation of families. The congregation endeavours to serve humankind across the globe through education, healthcare, journalism, social service, spiritual care, art and culture.

The college is an autonomous institution affiliated to Bengaluru North University. **It had a humble beginning in 1999 with one programme, 9 students and 3 full-time academic faculty members and has grown to offer 41 programmes, catering to 6,804 students with a full-time faculty strength of 238, in a span of two decades.** The college has completed two cycles of accreditation by NAAC.

**Vision**

| Vision |
| --- |

The pathway to holistic education at the institution is driven by the **Vision**, 'To provide intellectual and moral leadership by igniting the minds of youth to realize their potential and make positive contributions leading to prosperity of the society and the nation at large.'

The **Core Values** which enrich the educational journey of every member at the institution are:

| Faith |
| --- |

We believe that faith in God is the beginning of true wisdom and the anchor of life. Human life would be meaningless without faith in oneself and others too. The college provides a platform to grow in faith, the bedrock of holistic growth.

| Integrity |
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We believe that honesty, sincerity and justice signify the core of a person's character. We strive to adhere to the highest ethical standards in all the curricular, co-curricular and extra-curricular activities in order to nurture integrated persons for the future of our nation and world at large.

| Dignity |
| --- |

We believe that the dignity of the human person is the foundation for the empowerment and socio-economic transformation. We shall strive to uplift the dignity of the socially disadvantaged, marginalized and the underprivileged through empathy and service.

**Excellence**

We believe that hard work, commitment and dedication produce excellence in all spheres of life. The management, faculty and administration set high benchmarks of academic and holistic excellence and provide innovative, student-centered, globally competent processes and services for the success of every Jayantian.

**Mission**

**Mission**

The institution strives to mould enlightened individuals through its **Mission**, 'To provide educational opportunities to all aspiring youth to excel in life by nurturing academic excellence, fostering values, creating civic responsibility, inculcating environmental concern and building global competencies in a dynamic environment.'

**Goals**

A humane, responsible and global empowerment of youth is created through the following institutional goals:

- To provide a nurturing and trusting environment to learn and grow
- To ensure that the youth get adequate opportunities to identify and develop their skills
- To prepare the individual for employment and advancement in their chosen career
- To mould individuals into integrated personalities who are intellectually competent, spiritually mature, physically strong and socially sensitive
- To develop a lifelong desire in individuals to learn, create a positive change in the society, contribute to environmental sustainability and economic development of the nation

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

The institution nurtures excellence through the following strengths:

- *CMI Legacy***:** The education system is strengthened by the rich **CMI educational heritage of 175 years.**
- *Visionary Leadership***:** The leadership and governance are democratic, growth-oriented and value-driven.

- *Participative Management***:** There is decentralisation, delegation and bottom-up planning.
- *Policy-driven:* Academic processes are guided by well-defined policies.
- *UNAI Academic Hub***: The only college in South Asia identified as UNAI academic hub for SDG1**.
- *International Quality***: Accreditation Council for Business Schools and Programs (ACBSP), USA** has accredited the MBA programme for ten years.
- *Green Certification***: Gold-rated Green Certification by AICTE** for environmental consciousness.
- *Skilling in Science:* **DBT Star College** recognition for skill development in Science.
- *Innovation Certification***:** Four-star rating by Institution Innovation Council, MoE, and GoI
- *ASP:* Annual Strategic Plan (ASP) ensures the quality of academic processes.
- *Life Skills Education***:** Students meet future challenges through Life Skills Education. All faculty are trained Life Skills Educators.
- *Organisational Culture***:** Jayantian Code of Conduct creates a well-defined organisational culture.
- *Role Modelling***:** Interaction with global visionaries leads to emulation and role modelling.
- *Academic Enrichment***:** An average of 250 academic enrichment programmes are conducted annually.
- *Cultural Excellence***:** Twelve consecutive championships in University level inter-collegiate literary & cultural competitions and accolades in South Zone and National Inter-University Youth Festivals endorse cultural excellence.
- *Social Responsibility***:** Jayantian Extension Services mould socially responsible citizens.
- *Women Empowerment***:** Conscientious gender sensitisation, equity and empowerment of women are undertaken.
- *Employability Enhancement***:** Effective support system for employability enhancement, career development and entrepreneurship is provided.
- *Global Collaboration***:** Linkages and MoUs with leading international institutions provide a global edge.
- *Partnering with Government***:** National mission is fulfilled through *Unnat Bharat Abhiyan***,** *Ek Bharat Shreshtha Bharat* and other developmental schemes.
- *Embracing Diversity***:** Multicultural integration, inclusiveness and communal harmony are built in a diverse student community.
- **Divyangjan-friendliness:** The campus and learning tools are conducive for divyangjan students.
- *Industry Interaction***:** Experiential learning is facilitated through sustainable industry-institution interaction.
- *E-Governance***:** Transparency and efficiency in academic and administrative processes is enabled through e-governance.
- *Institutional Recognition***: Ranked in NIRF** and rated as the **Best Emerging College of the Century** - *MDRA India Today.*

## Institutional Weakness

The following weaknesses have been identified in the academic journey of the college:

- *Research Funding***:** The institution is private and unaided. The funding from Government/non-government and private agencies for research has been minimal.
- *Intellectual Property***:** Patenting and intellectual property creation are in their nascent stages at the institution.
- *Consultancy***:** Revenue generation through consultancy and corporate training is yet to be optimised.
- *Recognition of research guideship***:** The institution is short of recognition of research guideship of eligible faculty members.
- *Industry-sponsored research***:** The potential of industry-sponsored research is yet to be optimised.

**Institutional Opportunity**

The following opportunities can be capitalised by the institution:

- *Supportive Governments and University*: The sustainable encouragement and support of the Central and State Governments and affiliating University can have a significant effect on the long-term growth of the institution.
- *Increased institutional visibility*: Rapid urban expansion, mobility, ease of accessibility of the city have increased the visibility of the college at the national and international level.
- *Start-up ecosystem*: Bengaluru, the start-up capital in the country, serves as a fertile ground to groom and mentor entrepreneurs and start-ups.
- *Academic linkages*: Bengaluru is the host for many institutes of national importance and a predominant IT hub. Academic linkages with these institutes and Indian HEIs of quality would foster greater diversity and uniqueness.
- *Academic flexibility*: Recent trends in higher education, industry and technological advancements have increased the demand for programmes through remote learning. New avenues have opened up for blended and online courses.
- *Renewable energy*: The institution has great scope for harnessing renewable energy from all natural resources and pursuing research in the field.
- *Opening-up of HEI*: The Indian higher educational scenario has opened its doors for internationalisation paving the way for increased academic engagements, student and faculty exchange.
- *Career diversification*: The escalation of growth in the number of domestic and multinational companies in the region can facilitate career diversification for skilled graduates.
- *University status*: The New Education Policy 2020 has provided the opportunity to the institution to attain university status.

**Institutional Challenge**

Though the institution has made significant strides in all spheres of student development, it is still facing the following challenges:

- *Expansion constraints*: The escalating cost of land and real estate in Bengaluru hamper the incremental expansion of infrastructure and procurement of land for new buildings.
- *Rural-urban divide*: Rapid urbanisation and slow pace of rural development have affected balanced regional growth posing a serious challenge for suburban and rural students.
- *Depletion of groundwater*: The region around the institution has witnessed the depletion of groundwater resources. The institution has explored sustainable strategies of water conservation to meet this challenge.
- *Microclimate change and increased levels of pollution*: The health and welfare of members of the institution and neighbourhood are greatly affected by increased levels of pollution and microclimatic changes.

# 1.3 CRITERIA WISE SUMMARY

## Curricular Aspects

The institution designs and delivers curricula that meet the needs of the stakeholders and is relevant to the times. The curricula of the institution are guided by the core values of higher education, guidelines of UGC, vision and mission of the institution, professional and industrial needs.

The curricular developments and innovations during the third cycle period are as follows:

- The four pillars of the **institution's educational philosophy- knowledge, skills, values and attitude** are ensured by curricula that meet the challenges of local, national, regional and global competencies.
- The institution has introduced 18 programmes (12 undergraduate programmes, 6 postgraduate programmes) under the Choice Based Credit System.
- The curricula of all the **41 programmes have been revised atleast once** in the last five academic years.
- **Outcome-Based Education (OBE) has been adopted with a well-defined OBE policy.** All the Course Outcomes (CO) are mapped with Programme Outcomes (PO) and Programme Specific Outcomes (PSO) to compute the attainment of outcomes.
- Skill development, employability and entrepreneurship components are integrated in the curricula **(100% of courses)**.
- Experiential learning activities such as internships / projects / field and industrial visits are integral components of curricula.
- The new courses introduced make up to **51.34% of total courses**.
- **Choice Based Credit System was introduced in 2015 for all programmes** and the curricular structure was revised in 2018 based on the guidelines of the UGC.
- Cross-cutting issues relevant to **environmental sustainability, professional ethics, human values and gender** have been addressed through the curriculum of various programmes.
- All the undergraduate students earn **two credits through Life Skills Education** as part of the curriculum. All postgraduate students mandatorily undergo a value-added course on Life Skills. 12,807 students benefitted during the accreditation period.
- 241 value-added courses were offered in the last five years and 22,131 students benefitted.
- Structured curriculum feedback gathered from students, alumni, teachers and employers were analysed by the IQAC for continuous improvement. The feedback analysis and action taken report are updated on the website.

## Teaching-learning and Evaluation

The student-centric teaching-learning process for holistic growth is outlined below:

- The institution adheres to the admission policy of the government ensuring transparency, inclusivity and equity.
- The **average demand ratio of application is 1:10 with an average of 52.53% girls.**
- Seats are reserved for SC, ST, OBC, Divyangjan and minorities according to government norms.
- The learner level identification mechanism (slow and advanced) is adopted and measures of student improvement are undertaken.
- The student-teacher ratio is 1:29.
- Participatory learning activities are implemented with impetus on student-centric and constructivist pedagogy. Experiential learning is ensured through industrial visits, field trips, internships, projects and educational tours. Problem-solving methodologies facilitate the application of domain knowledge to

resolve real-life problems.

- ICT integrated pedagogy enkindles creativity and innovation. **All faculty members use a blended-learning approach through Kristu Jayanti Learning Management System, J-RISE,** ICT tools and e-resources to provide 360° learning experiences.
- Mentoring serves as the pathway to the overall development of the individual.
- **Annual strategic plan,** academic calendar, work done diary, course plan preparation, presentation and systematic review serve as guideposts of effective execution.
- All sanctioned posts are filled through a well-structured recruitment process. 106 faculty members are with Ph.D, Five are awaiting for Ph.D Viva and 83 faculty members are pursuing Ph.D.
- The average teaching experience of faculty members in the same institution is 5.3years and the overall teaching experience is 10.1 years.
- **Examination Management System (EMS)** with the latest IT integration facilitates the conduct of all examination procedures pertaining to Continuous Internal Assessment (CIA) and End Semester Examination (ESE). It comprises of: a) ERP managed by TCS iON and b) KJLMS– Kristu Jayanti Learning Management System (Moodle Platform).
- The average number of days between last date of examination and date of declaration of results is 11.89 days. The average number of grievances relating to examination is 0.96%.
- **OBE** is followed with a total focus on the measurement of student performance through outcomes. The CO, PSO and PO attainment are measured at the course and programme levels.
- **The pass percentage for the current final year batch is 97.7%.**

## Research, Innovations and Extension

The progress of the institution in research, innovation and extension is enumerated below:

- Research activities are guided by the Research Advisory Committee (RAC) with a **well-defined research promotion policy.** The Centre for Research executes the plan of RAC.
- The **Research Ethics Committee** of the institution ensures academic integrity promulgated by the code of ethics in research. 'Plagiarism Checker X' is used for academic integrity. Research Ethics is integral to the curriculum.
- **Seed money** is provided to encourage research and innovation. An amount of Rs.25,00,199 was sanctioned by the institution.
- National/international fellowship for advanced studies/research by the faculty members is encouraged.
- 12 Faculty members have 11 **research projects** with a grant of Rs.48,80,000 from government/non-governmental agencies.
- Ministry of Education recognised Institution Innovation Council [IIC], Kristu Jayanti Incubation Centre (KJIC), and Entrepreneurship & Innovation Centre [EIC] of the college create an innovation ecosystem. KJIC houses two start-ups currently.
- **252 programmes** were organised pertaining to Research Methodology, Intellectual Property Rights, Entrepreneurship and Skill Development.
- 623 articles in Scopus/WoS/UGC approved journals, 71 books/chapters, 200 conference proceedings, 417 articles in peer-reviewed journals have been published.
- Guided by the Consultancy and Corporate Training Policy, the institution has invested Rs. 91.16 lakhs to develop facilities and train teachers and staff in consultancy. An amount of Rs.24.27 lakhs has been generated from consultancy and corporate training.
- Jayantian Extension Services (JES) carries out extension activities and Institutional Social Responsibility Initiatives (ISRI). JES initiatives are driven by the NSS, NCC and Centre for Social

Activities (CSA).

- The institution ensures 100% student participation in extension activities. **Five villages have been adopted under the UBA scheme. An average of 74 extension and outreach programmes** in a year have impacted community development, social sensitisation and holistic growth. In recognition for extension services, 69 awards were received.
- The institution witnessed **1475 collaborative activities** for research, internship, project work and training.
- Institutional excellence has expanded through **48 functional MoUs** with institutes, Universities and industry.

## Infrastructure and Learning Resources

The **green-certified campus** of 9.7 acres with a built-up area of 6,15,884 sq.ft. has well-planned facilities for academic and extra-curricular activities. 12.5 acres of land have been purchased in Kannamangala Village, Bangalore Rural District for the future expansion of the institution.

- Infrastructure maintenance, safety and security, and IT policies govern development activities.
- There are 128 ventilated and spacious classrooms with LCD projectors.
- The campus houses sports facility for football, basketball, cricket, volleyball, badminton and taekwondo.
- Gymnasium, green parks, music room, yoga, and meditation room rejuvenate the youngsters.
- There are 25 auditoria, conference-seminar halls, training hall and discussion rooms for interactive programmes and cultural activities. 12 halls are air-conditioned.
- Three cafeteria facilities have been created.
- **The entire campus is wi-fi enabled** with access points in all floors of all the buildings with a bandwidth of 200 Mbps.
- **Kristu Jayanti Learning Management System** and **J-RISE** enable blended learning.
- Media centre with an exclusive sound recording unit, Audio Visual centre with video lecture capturing equipment and editing facilities are available.
- An adequate budget has been allocated for infrastructure augmentation and maintenance.
- The **Integrated Library Management System** is through Easylib software.
- The three libraries have 64393 books (59253 titles), 4050 Bound Volumes, 3089 Project Reports, 3350 CD/DVDs, 270 Journals and Periodicals, and 12 Newspapers.
- Domain-specific laboratories with state-of-the-art equipment enrich learning experiences. There are 10 computer labs, 14 Life Sciences labs, 11 Psychology practical, group and individual counselling labs, and one lab each for Physics, Electronics, Language, Business and Media.
- 917 desktop computers and laptops are available.
- An exclusive IT lab enables students to access digital platforms and pursue online courses. The college has hardware resources and licensed and open software such as Matlab, SPSS, Hadoop, MS SQL, SAS, MS Visual Basic, Visio Premium, Project Professional for supplementing classroom learning.
- Office space with ICT facilities is provided for Kristu Jayanti Incubation Centre, Institution Innovation Council and Centre for Employability and Corporate relations.
- An exclusive service block is set up with amneties for students.
- There is an organisational system for monitoring and maintenance of the infrastructure and IT facilities.

## Student Support and Progression

A positive environment exists at the institution for the holistic development, progression and career growth of the youngsters. Concerted effort is taken to provide a relevant support system for the well-being of the students.

- 2340 students have benefited directly from Government scholarships amounting to Rs. 2,54,35,314.

- 4384 students were benefitted from **Kristu Jayanti Scholarship Scheme** and fee waiver amounting to Rs.1,80,30,084.
- 323 students were benefitted from private and NGO Scholarships amounting to Rs.47,11,144.

- All the students of the institution have undergone training in soft skills, language and communication skills, life skills and awareness in trends in technology. Impetus is given for yoga, meditation, physical fitness, health and hygiene.
- The college has a systematic approach in the areas of student counseling and student welfare.
- Career guidance is provided through a dedicated Centre for Employability and Corporate Relations.
- Guidance and coaching are provided to the students to undertake competitive examinations.
- An effective system supported by statutory bodies exists for student grievance redressal, prevention of sexual harassment. The institution has adopted a zero-tolerance policy for ragging.
- 330 students have qualified in the state/national/international level examinations.
- The students have emerged as **Champions in University Youth Festival for twelve consecutive years** and won accolades in the **south zone and national inter-university youth festivals**. Championships at University level football, basketball and taekwondo have been won. 431 awards/medals have been won for outstanding performance in sports/cultural activities.
- NCC cadets have participated in **Republic Day Parade** and have represented the country in **International Youth Exchange** Programmes.
- The student council engages in a structured partnership with teachers and the management in organising and management of various activities and programmes of the college.
- An average of 62 sports and cultural events are organised by the institution annually.
- A **registered Kristu Jayanti College Alumni Association** engages in the development of the institution through financial and support services.

**Governance, Leadership and Management**

The governance based on democratic, participative and value-oriented principles is the cornerstone of futuristic planning.

- The management leads the institution with governance reflective of the vision and mission.
- **Decentralisation and participative management** steer the departments and staff to achieve institutional goals. The existing organisational structure complemented by deaneries and examination office enables smooth execution of the academic process.
- The statutory bodies such as Governing Body, Academic Council, Boards of Study and Finance Committee formulate strategic plans, draft policies, develop and approve curriculum and implement programmes to achieve quality and excellence.
- The **third Institutional Perspective Plan** is effectively deployed to fulfill institutional goals. Annual strategic plan, departmental and association level planning are the multi-pronged strategies for sculpting organisational success.
- **E-governance** is implemented in administration, finance, accounts, student admission, student support and examinations.

- Faculty members are provided with medical insurance, seed money for research, interest-free short-term loans and opportunities for international exposure. Career development is encouraged through financial support to attend conferences, workshops and seminars, and towards membership fee in professional bodies. 69% of faculty members have been provided the financial support.
- **179 professional development/administrative training programmes** have been organised. 81% of faculty members have undergone face-to-face / online faculty development programmes and refresher courses.
- Internal and external financial audits are conducted periodically.
- Efficient allocation of budget, mobilisation and management of resources are meticulously carried out by the financial administrator and finance committee.
- The Internal Quality Assurance Cell seeks to enhance the institutional standards, internalise and make sustainable improvement in the quality of academic processes of the institution. It coordinates quality assurance strategies at the institution. It has **implemented second cycle post-accreditation quality initiatives** and monitored the process.
- The IQAC reviews the teaching-learning process and attainment of learning outcomes in tune with the OBE policy.
- The IQAC meets regularly, analyses feedback for improvement, collaborates with institutes of quality, participates in NIRF and organises quality audits.
- The IQAC has been instrumental in obtaining **international accreditation** for ten years from **Accreditation Council for Business Schools and Programs (ACBSP).**

## Institutional Values and Best Practices

The following are the programmes and initiatives enumerating values, social responsibilities, best practices and institutional distinctiveness:

- **Gender equity and sensitisation** are ensured in the creation of facilities, curricular and co-curricular activities. 41 programmes have been organised by Women Empowerment Cell.
- Facilities for alternative sources of energy- solar and biogas, wheeling to the grid, sensor-based technology, LED bulbs and power-efficient equipment have been installed.
- MoUs signed with waste management agencies.
- Solid waste management has been implemented with an average recycling capacity of **6915 Kg of paper per year**.
- A **vermicomposting unit** produces compost which is utilised for gardening and distributed to farmers.
- A **Sewage Treatment Plant (STP)** with a capacity of 90 KLD is installed.
- Biomedical and hazardous wastes are managed effectively.
- 1900 kg of e-waste has been collected for recycling annually.
- Two **rainwater harvesting tanks** with a capacity of **49 lakh litres** are built**.**
- **Water conservation facilities** such as borewell recharge, water tanks, wastewater recycling, water bodies and distribution system are maintained.
- **Pedestrian-friendly pathway** in campus restricts the entry of vehicles.
- The campus has a battery-powered vehicle and members use bicycles.
- The institution is a **plastic-free campus** that bans single-use plastic items.
- **Green landscaping** of 4 acres has been created on the campus.
- The institution has received **Gold-rated Green Certificate** by AICTE. Quality audits such as Green audits, energy audits, environmental audits are undertaken.
- The institution has a **disabled-friendly, barrier-free environment** with ramps, elevators, washrooms,

teaching aids, signages including tactile path, lights, display boards and signposts and accessible website, screen reading software and provision for enquiry and information.

- As a **UN SDG1 hub**, the institution ensures inclusivity, women empowerment, communal harmony and multi-culturalism in the campus.
- **81 specific programmes** were organised to sensitise students and employees to **constitutional obligations, values, rights, and duties of citizens.**
- Students, teachers and staff adhere to the code of conduct, monitored by a Committee. Programmes on professional ethics and orientation on the code of conduct have been organised.
- **252 national and international commemorative days, events and festivals** were organised to instill national integration and harmony.

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# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | KRISTU JAYANTI COLLEGE |
| Address | Kristu Jayanti College, Autonomous, K. Narayanapura, Kothanur PO, Bengaluru |
| City | Bengaluru |
| State | Karnataka |
| Pin | 560077 |
| Website | www.kristujayanti.edu.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Fr. Augustine George | 080-68737777 | 9448150172 | 080-6873779 9 | principal@kristuja yanti.com |
| IQAC / CIQA coordinator | Aloysius Edward J | 080-68737775 | 9449987689 | 080-6873777 4 | edward@kristujaya nti.com |

| Status of the Institution | |
|---|---|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift |  Regular |

| Recognized Minority institution | |
| --- | --- |
| If it is a recognized minroity institution | Yes<br>Certificate-Minority-Educational-Institution.pdf |
| If Yes, Specify minority status | |
| Religious | Christian Minority Institution |
| Linguistic | |
| Any Other | |

| Establishment Details | |
| --- | --- |
| Date of Establishment, Prior to the Grant of 'Autonomy' | 06-09-1999 |
| Date of grant of 'Autonomy' to the College by UGC | 17-08-2012 |

| University to which the college is affiliated | | |
| --- | --- | --- |
| **State** | **University name** | **Document** |
| Karnataka | Bengaluru North University | View Document |

| Details of UGC recognition | | |
| --- | --- | --- |
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 18-11-2008 | View Document |
| 12B of UGC | 01-05-2014 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| --- | --- | --- | --- | --- |
| **Statutory Regulatory Authority** | **Recognition/Approval details Institution/Department programme** | **Day,Month and year(dd-mm-yyyy)** | **Validity in months** | **Remarks** |
| AICTE | View Document | 30-04-2020 | 12 | MBA and MCA Programmes |

| Recognitions | |
|---|---|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | Yes |
| If yes, name of the agency | National Institutional Ranking Framework NIRF |
| Date of recognition | 08-04-2019 |

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Kristu Jayanti College, Autonomous, K. Narayanapura, Kothanur PO, Bengaluru | Urban | 9.675 | 57217.54 |

## 2.2 ACADEMIC INFORMATION

14-11-2021 06:27:31

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| **Programme Level** | **Name of Programme/Course** | **Duration in Months** | **Entry Qualification** | **Medium of Instruction** | **Sanctioned Strength** | **No.of Students Admitted** |
| UG | BBA,Management | 36 | Higher Secondary | English | 60 | 60 |
| UG | BBA,Management | 36 | Higher Secondary | English | 240 | 238 |
| UG | BBA,Management | 36 | Higher Secondary | English | 60 | 59 |
| UG | BSc,Computer Science Ug | 36 | Higher Secondary | English | 60 | 47 |
| UG | BSc,Computer Science Ug | 36 | Higher Secondary | English | 50 | 38 |
| UG | BSc,Computer Science Ug | 36 | Higher Secondary | English | 60 | 11 |
| UG | BSc,Computer Science Ug | 36 | Higher Secondary | English | 60 | 10 |
| UG | BCA,Computer Science Ug | 36 | Higher Secondary | English | 300 | 300 |
| UG | BSc,Computer Science Ug | 36 | Higher Secondary | English | 60 | 33 |
| UG | BCom,Commerce Ug | 36 | Higher Secondary | English | 100 | 97 |
| UG | BCom,Commerce Ug | 36 | Higher Secondary | English | 60 | 59 |
| UG | BCom,Commerce Ug | 36 | Higher Secondary | English | 100 | 99 |
| UG | BCom,Commerce Ug | 36 | Higher Secondary | English | 100 | 100 |
| UG | BCom,Commerce Ug | 36 | Higher Secondary | English | 500 | 487 |

| UG | BSc,Life Sciences | 36 | Higher Secondary | English | 60 | 46 |
|---|---|---|---|---|---|---|
| UG | BSc,Life Sciences | 36 | Higher Secondary | English | 60 | 60 |
| UG | BSc,Life Sciences | 36 | Higher Secondary | English | 50 | 48 |
| UG | BSc,Life Sciences | 36 | Higher Secondary | English | 60 | 19 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 60 | 32 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 60 | 50 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 60 | 42 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 120 | 120 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 60 | 35 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 100 | 55 |
| UG | BA,Humanities | 36 | Higher Secondary | English | 60 | 23 |
| PG | MBA,School Of Management | 24 | UG Degree | English | 180 | 172 |
| PG | MCom,Commerce Pg | 24 | UG Degree | English | 40 | 40 |
| PG | MCom,Commerce Pg | 24 | UG Degree | English | 80 | 59 |
| PG | MA,Economics | 24 | UG Degree | English | 30 | 8 |
| PG | MCA,Computer Science Pg | 36 | UG Degree | English | 60 | 39 |
| PG | MSc,Computer Science Pg | 24 | UG Degree | English | 30 | 15 |

| PG | MSc,Life Sciences | 24 | UG Degree | English | 35 | 35 |
|---|---|---|---|---|---|---|
| PG | MSc,Life Sciences | 24 | UG Degree | English | 40 | 40 |
| PG | MA,Humanities | 24 | UG Degree | English | 30 | 25 |
| PG | MA,English Pg | 24 | UG Degree | English | 30 | 30 |
| PG | MSW,Social Work | 24 | UG Degree | English | 35 | 35 |
| PG | MSc,Psychology | 24 | UG Degree | English | 60 | 60 |
| PG | MSc,Psychology | 24 | UG Degree | English | 60 | 42 |
| PG Diploma recognised by statutory authority including university | PG Diploma, Management | 12 | UG Degree | English | 60 | 13 |
| PG Diploma recognised by statutory authority including university | PG Diploma, Management | 12 | UG Degree | English | 60 | 2 |
| PG Diploma recognised by statutory authority including university | PG Diploma, Management | 12 | UG Degree | English | 60 | 42 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 14 | | | | 16 | | | | 208 |
| Recruited | 11 | 3 | 0 | 14 | 13 | 3 | 0 | 16 | 88 | 120 | 0 | 208 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 53 |
| Recruited | 34 | 19 | 0 | 53 |
| Yet to Recruit | | | | 0 |

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| **Technical Staff** | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 19 |
| Recruited | 17 | 2 | 0 | 19 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| **Permanent Teachers** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 10 | 3 | 0 | 7 | 2 | 0 | 35 | 49 | 0 | 106 |
| M.Phil. | 0 | 0 | 0 | 3 | 1 | 0 | 19 | 20 | 0 | 43 |
| PG | 1 | 0 | 0 | 3 | 0 | 0 | 34 | 51 | 0 | 89 |

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

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 1 | 0 | 0 | 1 |

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 1310 | 1242 | 164 | 13 | 2729 |
| | Female | 1883 | 809 | 114 | 9 | 2815 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 179 | 274 | 0 | 9 | 462 |
| | Female | 298 | 442 | 1 | 0 | 741 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 21 | 6 | 0 | 0 | 27 |
| | Female | 25 | 5 | 0 | 0 | 30 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| **Programme** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| SC | Male | 70 | 66 | 58 | 41 |
| | Female | 119 | 110 | 97 | 71 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 65 | 45 | 66 | 40 |
| | Female | 62 | 45 | 33 | 31 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 225 | 143 | 120 | 103 |
| | Female | 196 | 178 | 105 | 83 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 476 | 349 | 289 | 212 |
| | Female | 494 | 473 | 348 | 235 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 439 | 283 | 340 | 379 |
| | Female | 459 | 305 | 355 | 319 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 2605 | 1997 | 1811 | 1514 |

# 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
| --- | --- |
| Commerce Pg | [View Document](#) |
| Commerce Ug | [View Document](#) |
| Computer Science Pg | [View Document](#) |
| Computer Science Ug | [View Document](#) |
| Economics | [View Document](#) |
| English Pg | [View Document](#) |
| Humanities | [View Document](#) |
| Life Sciences | [View Document](#) |
| Management | [View Document](#) |
| Psychology | [View Document](#) |
| School Of Management | [View Document](#) |
| Social Work | [View Document](#) |

# Extended Profile

## 1 Program

### 1.1

**Number of programs offered year-wise for last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 41      | 38      | 27      | 27      | 27      |

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

### 1.2

**Number of departments offering academic programmes**

**Response: 12**

## 2 Students

### 2.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6804    | 5788    | 4782    | 4152    | 3503    |

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

### 2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2002    | 1678    | 1462    | 1253    | 1051    |

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

**2.3**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6681    | 5650    | 4645    | 4023    | 3412    |

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

**2.4**

**Number of revaluation applications year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 45      | 68      | 41      | 17      | 33      |

# 3 Teachers

**3.1**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 939     | 838     | 803     | 799     | 717     |

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

**3.2**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 238     | 210     | 182     | 147     | 130     |

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

**3.3**

**Number of sanctioned posts year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 238 | 210 | 182 | 147 | 130 |

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

# 4 Institution

## 4.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 21939 | 19847 | 16360 | 13155 | 9201 |

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

## 4.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1725 | 1635 | 1175 | 1175 | 1095 |

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

## 4.3

**Total number of classrooms and seminar halls**

**Response: 144**

## 4.4

**Total number of computers in the campus for academic purpose**

**Response: 917**

**4.5**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4420.12 | 3449.90 | 4715.05 | 2912.92 | 1198.48 |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curriculum Design and Development

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

**Response:**

Response: Affirmative

There is a constant endeavour to create a relevant curriculum, which withstands the vicissitudes of time and meets local, regional, national, and global needs adeptly as reflected in POs, PSOs and COs.

1. **POs of programmes addressing local, national, regional and global needs are:**

   - MBA - Organisational (local) and global development.
   - M.Com., MA Economics and MA Journalism and Mass Communication - global employability.
   - B.Com., BBA and PG Diploma – organisational (local) and global needs.
   - MCA and M.Sc. Computer Science - global employability.
   - M.Sc. Biotechnology and M.Sc. Microbiology - local, national and global agricultural, medical and environmental needs.
   - BCA, B.Sc. Computer and Life Science programmes – national, global industrial and scientific needs.
   - MSW - community and national development.
   - M.Sc. Psychology - behavioural development and global employability.
   - MA English Literature - inter-continental literature.
   - BA programmes - national and global issues in arts and social sciences.

2. **PSOs addressing local, national, regional and global needs are:**

   - Multicultural and global business issues, local stakeholders' interest (MBA).
   - M.Com. and M.Com. Financial Analysis- manufacturing and services (national/regional), taxation (national), accounting, finance and banking (global)
   - MA Economics- rural and national development, global economics and environmental challenges.
   - B.Com., and BBA- organisational growth (local), social issues (national), global and environmental issues.
   - MCA and M.Sc. Computer Science- computational solutions and industrial development in a multicultural environment.
   - M.Sc. Biotechnology and M.Sc. Microbiology- national and global trends in medicine, agriculture and environment.
   - Technical solutions for national, regional and global development are met in BCA, B.Sc.

- Life Sciences- national and global biological issues.
- Societal transformation and global sustainable development are addressed in MSW.
- Postgraduate Psychology programmes focus on professional growth, societal development.
- MA English Literature- appraises Indian and World literature.
- MA JMC- proficiency in global media forms.
- BA programmes- national and global issues in arts and social sciences.

3. **Course Outcomes**

### 3.1 Significant focus areas (local)

- Commerce and Management- rural marketing, family welfare, health care, community development, social entrepreneurship, CSR, e-Governance.
- Sciences- bacterial culture, the significance of microorganisms, gene transfer, fermentation technology, food processing, database design, .NET, Java, web and network programming.
- Humanities - human rights, rural India, village economy, community welfare, rehabilitation, social justice.

### 3.2 Significant focus areas (national)

- Commerce and Management- macroeconomics, Indian banking and financial system, taxation.
- Sciences- genetic recombination, microbial interaction, biodegradation, environmental management, biosafety, bioethics, agile technologies, object oriented design, virtual reality, IoT, computer networks and security.
- Humanities - social entrepreneurship, IPR, environmental communication.

### 3.3 Significant focus areas (regional and global)

- Commerce and Management- international trade, finance, marketing, HR, global business environment, MNCs, IFRS.
- Sciences- genomics, proteomics, nanotechnology, recombinant therapeutics, bioinformatics, data mining, data science, cloud computing, NoSQL, machine learning, middleware technology, AI, software testing.
- Humanities- subaltern, American, World literature.

## 4. Programmes meeting global needs

MBA (ACCA), B.Com. (ACCA), M.Com. BBA with CGMA, and B.Com. (CMA)

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 100

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

Response: 41

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

Response: 41

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

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

**Response:** 100

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 939 | 838 | 803 | 799 | 717 |

| File Description | Document |
|---|---|
| Programme / Curriculum/ Syllabus of the courses | [View Document](#) |
| MoU's with relevant organizations for these courses, if any | [View Document](#) |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | [View Document](#) |
| Average percentage of courses having focus on employability/ entrepreneurship(Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 1.2 Academic Flexibility

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

**Response:** 51.34

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

Response: 1441

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

Response: 2807

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

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

**Response:** 100

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

Response: 41

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

## 1.3 Curriculum Enrichment

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

**Response:**

**Response: Affirmative**

The core values of the institution are faith, integrity, dignity, and excellence.  The value of dignity strives to meet issues on gender, human values, environment and sustainability. The value of integrity focuses on professional ethics.  Keeping the core values, the curriculum of **149 courses** address these cross-cutting issues.

# 1. Professional Ethics

The aspects of professional ethics integrated into the curriculum of **57 courses** are enumerated below:

- The norms of justice and law are emphasized in three courses.
- Truth and truthfulness are focused in seven courses.
- Moral values are highlighted in thirteen courses.
- Ethical behaviour is fostered through twelve courses.
- Honesty, integrity and responsibility are stressed in seven courses.
- Privacy and confidentiality are discussed in five courses.
- Social responsibility and governance are dealt in ten courses.
- Plagiarism checking is made mandatory for dissertation course.

# 2. Gender

Inclusivity is upheld in curriculum and learning material and has led to an increase in enrollment of girls (52.53%). Specific courses (**22 courses**) address issues related to gender and human rights.

- The status of women, gender roles in the institutional formation, nation-building and socio-economic development are highlighted in seven courses.
- Issues affecting women, gender crimes, abuse and challenges are discussed in three courses.
- Rights of women and legislative protection are provided by four courses.

- Health and empowerment are focused in two courses.
- Training on gender sensitization is provided through two courses.
- Four courses focus on women entrepreneurship.
- Students have pursued projects addressing gender issues (53 projects).

## 3. Environment and Sustainability

The curriculum instills in the students the importance of the homeostasis between the quality of life and environment. Environment and sustainability concerns such as deforestation, polluted air and water, diminishing natural resources, climate change, species loss, overpopulation and malnutrition are addressed in **29 courses**.

- Eco-consciousness, environmental sustainability and conservation of biodiversity are discussed in six courses.
- Impact of humans, organisations, and urban development on the environment is assessed in two courses.
- Environmental pollution and conservation of natural resources are studied in eight courses.
- Scientific solutions to environmental issues are dealt with in five courses.
- Human health, welfare and sustainable agriculture are discussed in three courses.
- Animal health and genetic improvement of desirable traits are studied in two courses.
- Impact of environment on health is discussed in two courses.
- Sustainable tourism is promoted by four courses.

## 4. ? Human Values

The curriculum draws the attention of the students towards humanism, happiness, well-being, altruism and peace. Students are guided through the right beliefs, attitudes and habits in **41 courses**.

- Self-awareness is developed through seven courses.
- Human values of tolerance, peace and harmony are promoted through five courses.
- Value and respect are instilled through ten courses.
- Compassion, love, empathy, concern for others and service are imparted through ten    courses.
- Loyalty and nationalism are inculcated through four courses.
- Appreciation of all cultures, religions and traditions are promoted through five courses.
- Rural exposure promotes social sensitisation.

| File Description | Document |
| --- | --- |
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 241

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 66 | 44 | 45 | 45 | 41 |

| File Description | Document |
|------------------|----------|
| List of value added courses (Data Template) | View Document |
| Brochure or any other document relating to value added courses | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

**Response:** 88.4

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6739 | 4667 | 4330 | 3830 | 2786 |

| File Description | Document |
|------------------|----------|
| List of students enrolled | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

**Response:** 98.15

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

Response: 6678

| File Description | Document |
|---|---|
| List of programs and number of students undertaking field projects / internships / student projects (Data Template) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

## 1.4 Feedback System

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

**Response:** A. All 4 of the above

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management | View Document |
| URL for stakeholder feedback report | View Document |
| Link for Additional Information | View Document |

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

**Response:** A. Feedback collected, analysed and action taken and report made available on website

| File Description | Document |
|---|---|
| Any additional information | View Document |
| URL for stakeholder feedback report | View Document |
| Link for Additional Information | View Document |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1 Average Enrolment percentage (Average of last five years)**

**Response:** 78.54

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2825 | 2605 | 1997 | 1811 | 1514 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3450 | 3270 | 2350 | 2350 | 2190 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 99.47

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1725 | 1635 | 1175 | 1174 | 1067 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 2.2 Catering to Student Diversity

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

**Response:**

**Response: Affirmative**

The institution has a learning level identification mechanism that is used to assess the learning levels of students. Strategies for effective assistance of advanced learners and slow learners are also planned at the institution level.

## 1. Learning Level Identification Mechanism

The learning levels of students are assessed through **Academic Aptitude Assessment (AAA)**. It is executed in three phases.

1. **Pre-course AAA** is conducted at the beginning of the course. It comprises: i) evaluation of current academic knowledge of the course, ii) previous academic performance in a similar course iii) teacher's evaluation.

2. **Mid-course AAA** is conducted after the completion of the mid-term examination. It comprises: i) evaluation of current academic knowledge of the course, ii) academic performance in mid-term examination iii) teacher's evaluation.

3. **Post-course AAA** is conducted after the completion of end semester/trimester examination. It comprises: i) academic performance in end semester/end trimester examination ii) teacher's evaluation.

4. Before the implementation of AAA, learning level identification is done through preliminary tests, post orientation evaluation, psychometric test, pre-programme projects and assignments.

## 2. Strategies for Student Engagement

The components of the educational philosophy of the institution- knowledge, skills, values and attitudes are intended to pathways of holistic development of the students irrespective of their pace of learning. Distinct teaching pedagogies are designed to meet the diverse learning levels of students.

## 2.1 Strategies for Engaging Slow Learners

Jayantian Educational Philosophy believes that every youngster has limitless potential and unique capabilities. Difficulties in comprehension and learning should not be a deterrence in fulfilling one's dreams and aspirations. The college has a well-defined process to cater to the needs of slow learners and enable them to graduate successfully. It includes remedial classes, basic communication courses, fundamentals of English, lab-based language trainings, workshops, tutorials and Listening, Speaking, Reading and Writing [LSRW] classes. Subject teachers also initiate focused care for students with learning disabilities. Kristu Jayanti LMS and Google classrooms are used to supplement classroom learning where daily lessons, weekly quizzes, question banks etc., are uploaded.

## 2.2 Strategies for Engaging Advanced Learners

Advanced learners are the ambassadors of the institution and future architects of a bright and prosperous nation. The college cherishes and exudes a sense of pride in the accomplishments of its students. The advanced learners serve as a dynamic pulse that brings in changes in the curriculum and academic process of the institution. They contribute to laurels and accolades of the college. Importance is given to meet their specific academic needs. The following are some initiatives by the departments to groom advanced learners: participation in international and national conferences, workshops and seminars, skill training, MOOC, research paper presentation, publications, student journalism, leadership positions, innovative projects, software, application, web development, peer teaching, additional internships and live projects.

The above strategies enable students to succeed in academic programmes. A comprehensive analysis of exam results of all the semesters reveals a steady increase in pass percentage and fulfillment of programme outcomes.
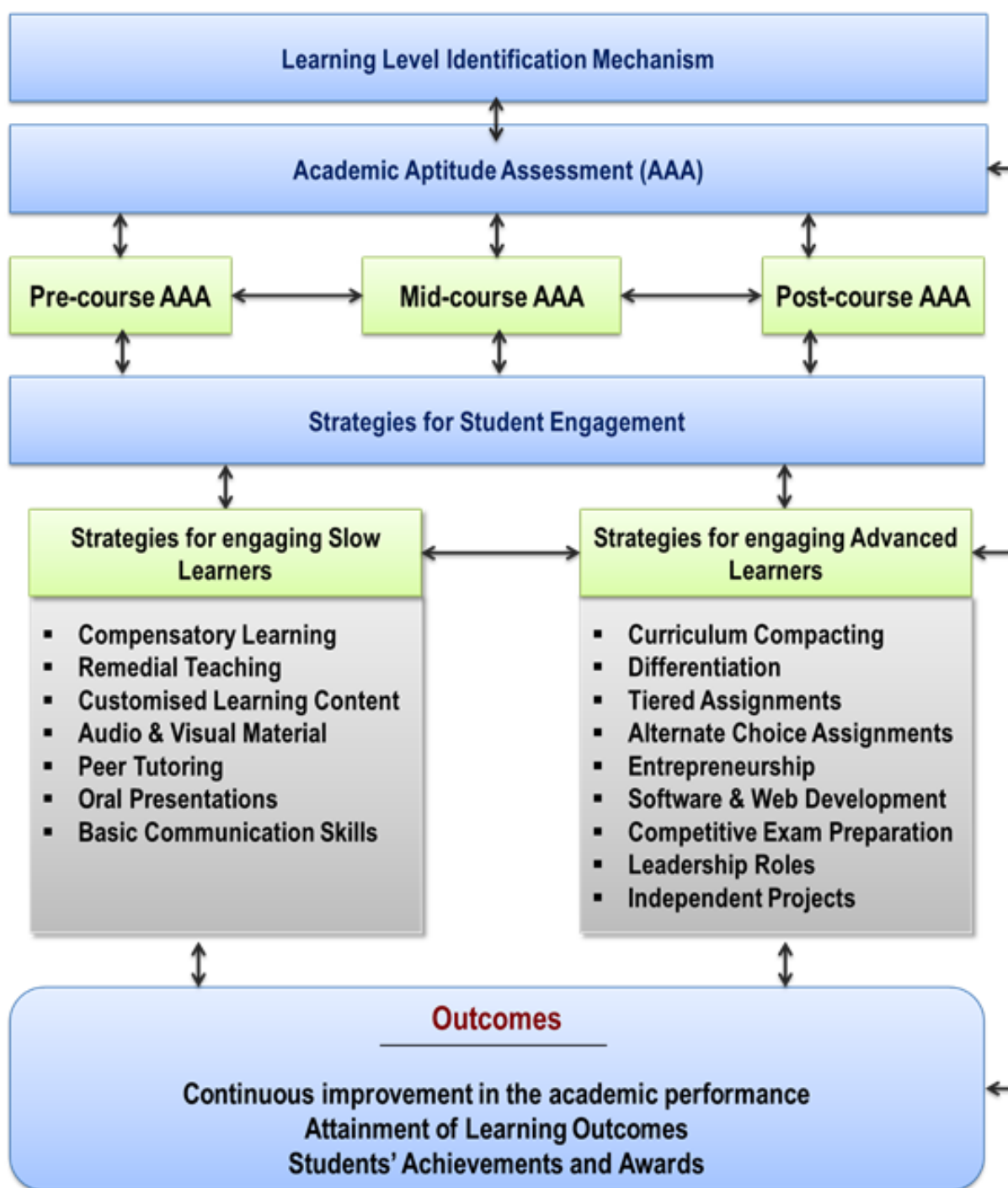
| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 29:1

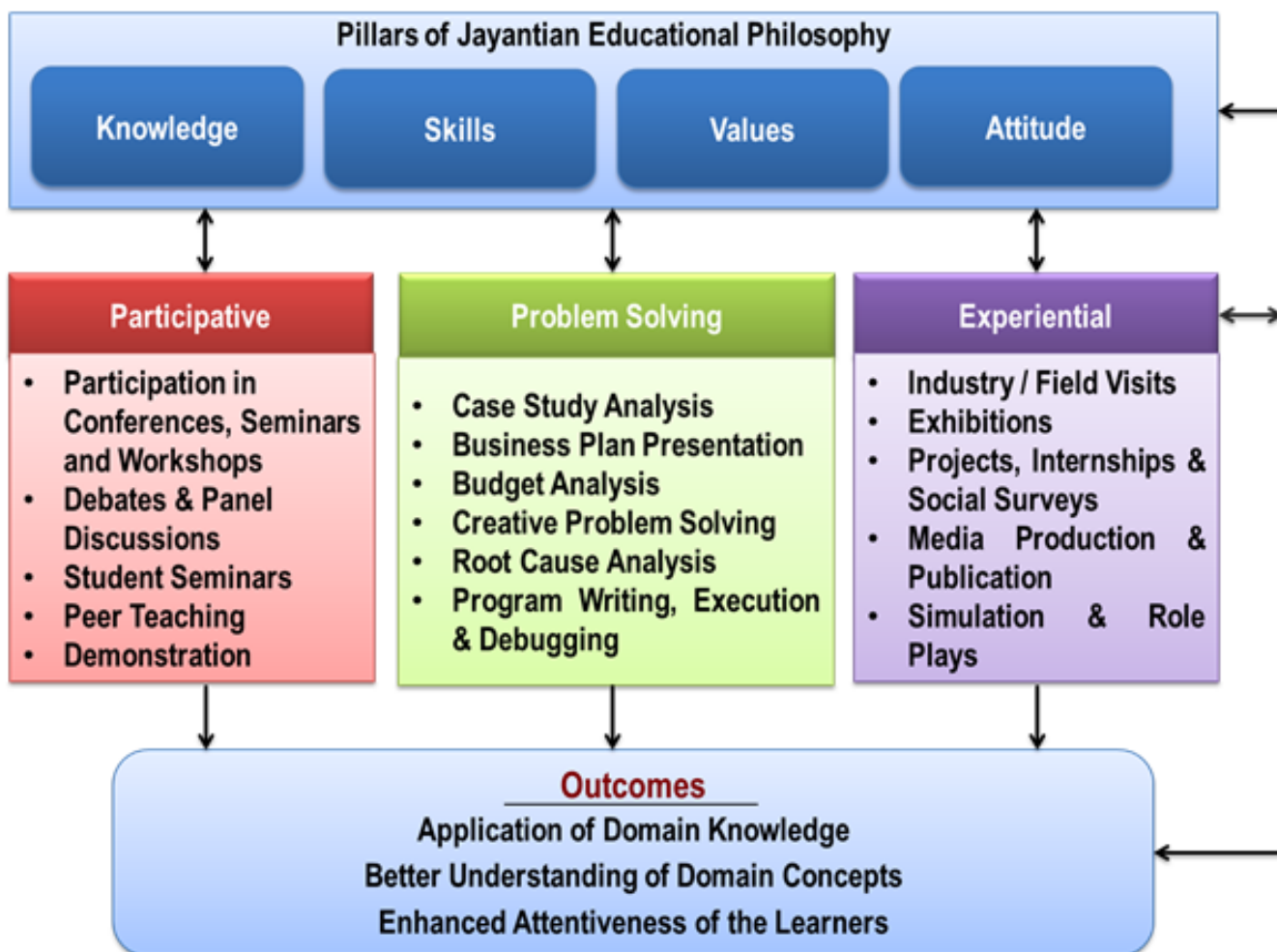| File Description | Document |
|---|---|
| Any additional information | View Document |
| Link for Additional Information | View Document |

## 2.3 Teaching- Learning Process

**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**

**Response:**

**Response : Affirmative**

The holistic development of the students is ensured through the four pillars of Jayantian educational philosophy– Knowledge, Skills, Values and Attitude**.** Students are empowered through experiential learning approaches, participative learning techniques and problem-solving methods that enable learners to apply theoretical knowledge to practical endeavours in a multitude of settings.

## Student Centric Teaching Learning Methods

**Pillars of Jayantian Educational Philosophy**

| Knowledge | Skills | Values | Attitude |
|---|---|---|---|

**Participative**
- Participation in Conferences, Seminars and Workshops
- Debates & Panel Discussions
- Student Seminars
- Peer Teaching
- Demonstration

**Problem Solving**
- Case Study Analysis
- Business Plan Presentation
- Budget Analysis
- Creative Problem Solving
- Root Cause Analysis
- Program Writing, Execution & Debugging

**Experiential**
- Industry / Field Visits
- Exhibitions
- Projects, Internships & Social Surveys
- Media Production & Publication
- Simulation & Role Plays

**Outcomes**

Application of Domain Knowledge

Better Understanding of Domain Concepts

Enhanced Attentiveness of the Learners

## 1. Experiential Learning Methodologies

Effective student engagement and knowledge creation are enhanced through experiential learning methodologies.

1.1 Visits to companies, historical sites, tourism destinations, research institutes, institutions of eminence, parliament and legislative assemblies complement classroom learning with real-time experience.

1.2 Exhibitions serve as avenues to display learning experiences.

1.3 Analytical skills are developed through projects, internships and social surveys, which are apprenticeship-based approaches of learning.

1.4 Media production and publication nurture creativity and innovation.

1.5 Technical acumen is developed through live projects, website and application development.

1.6 Academic value of art is enriched through film festivals and movie reviews.

1.7 Real-life knowledge is gained through simulation and role-plays.

1.8 Debugging enables to identify and remove errors in program.

1.9 Managerial concepts are learnt in 'management through theatre' activity.

1.10 Mock elections provide practical knowledge about the electoral system.

1.11 Hands-on knowledge of trading is learnt through mock stock.

## 2. Participative Learning Techniques

Blended learning methods using technology create a flexible and conducive ambience to learn. International and national conferences, seminars, workshops and interactive lectures are modalities of participatory learning.

2.1 Conferences, seminars and workshops provide latest perspectives in academic domains.

2.2 Classroom learning is supplemented by expert lectures.

2.3. Debates and panel discussions enable critical thinking and articulation of domain knowledge.

2.4 Student seminars nurture shared learning.

2.5 Peer teaching deepens the understanding of concepts through real-time examples.

2.6 Demonstration is a competency-based approach to display the learning experience and knowledge.

2.7 Technical presentation intends to delve into the latest technological developments.

2.8 Micro presentation assists in exploring complex concepts.

## 3. Problem Solving Methodologies

Problem-solving methodologies enhance the learning outcomes of the students by increasing the attentiveness of the learner, better understanding of concepts and application of domain knowledge to resolve real-life problems.

3.1 Case study helps solve individual and organisational problems in a classroom environment.

3.2 Business plan preparation triggers analytical and problem-solving ability.

3.3 Budget analysis focuses on understanding the intricacies of the budget.

3.4 Brainstorming identifies diverse solutions paving ways for effective decision making.

3.5 Content and creative problem analyses are used to enhance analytical skills.

3.6 Students draw circuit design to solve technical problems.

3.7 Research problems are solved and presented through research paper presentations.

3.8 Root cause and scenario analyses are used to probe into the domain-specific problems.

3.9 Program writing and execution enhance the analytical and application skills.

3.10 Troubleshooting and optimization are effective problem-solving techniques.

3.11 Classroom learning is assessed through software development.

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

**Response:**

Response: Affirmative

ICT forms the heart of pedagogical interaction in the institution. **All the faculty members creatively utilise ICT tools** right from course plan preparation till assessment for every course.



## ICT Enabled Teaching-learning Tools

- Kristu Jayanti Learning Management System (KJLMS)
- Jayantian Repository of Information and Sustainable Education (J-RISE)
- E-Resources / Online Databases
- ICT Enabled Teaching-learning Tools
- Video Conferencing Tools
- Smart Board
- Mobile Applications
- Massive Open Online Courses (MOOC)
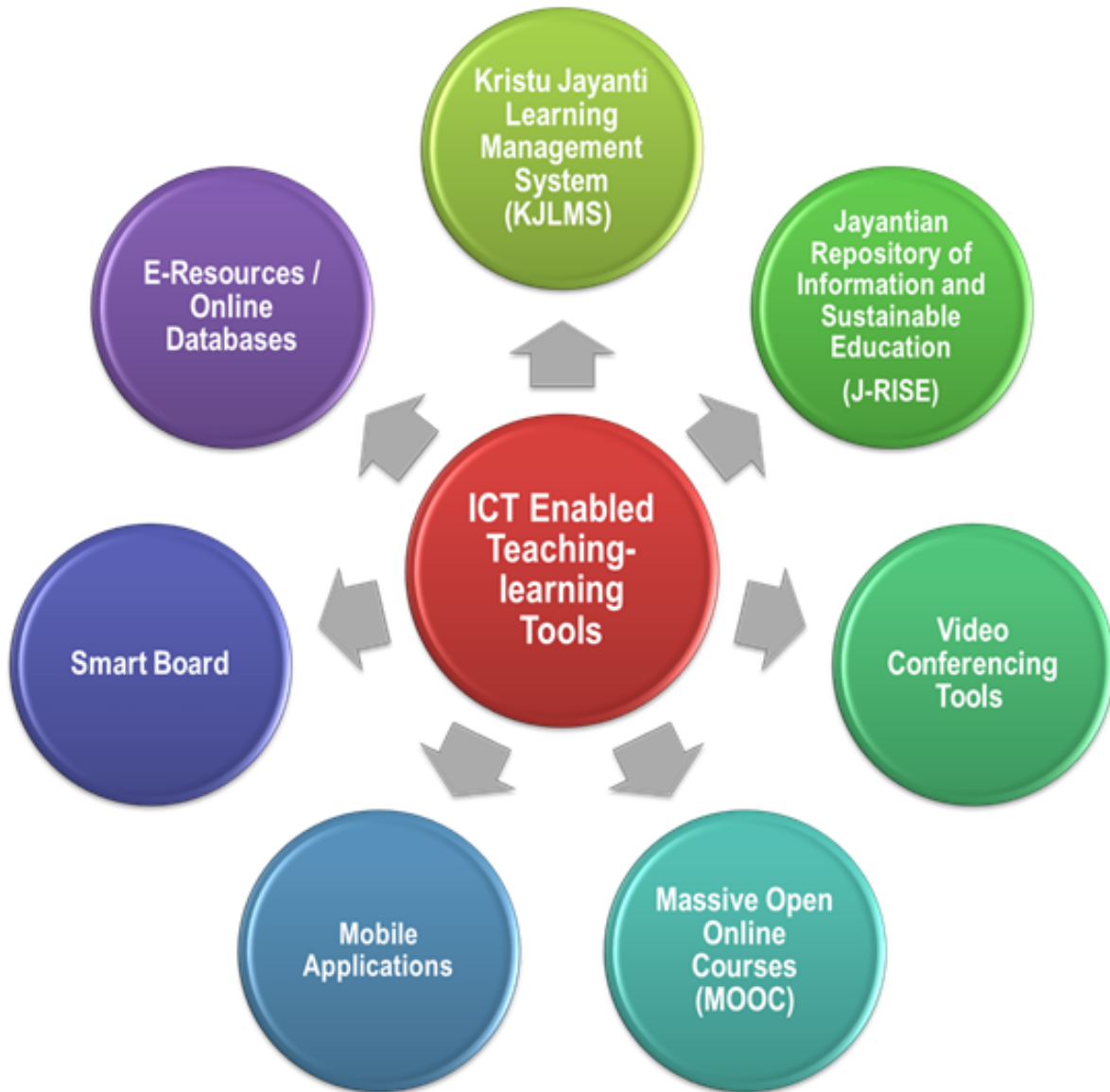
**1. Kristu Jayanti Learning Management System (KJLMS)**

**Flipped classroom methodology is adopted in all the programmes.** The teaching-learning process is re-invigorated with a pan institution application of KJLMS.

- Forums are created in the KJLMS to facilitate learning interactions among students and teachers.

- Course management, lesson and content creation, and academic interaction are facilitated through KJLMS.

- KJLMS enables the submission and grading of student assignments, activities, quizzes, discussion forums, records, and feedback.

- Concurrent evaluation, mid-term examination, ESE/ETE are conducted through KJLMS.

- Besides KJLMS, Google Classroom is also effectively used.

## 2. J-RISE (Jayantian Repository of Information and Sustainable Education)

J-RISE is the online learning resources portal of the institution. Classroom learning is supplemented with web and online resources.

- Video lessons for various courses are provided in J-RISE.

- The portal has links to websites, blogs, and YouTube channels created by faculty members.

# 3. Video Conferencing tools

Exclusive IT and physical infrastructure and video conferencing solutions have been installed.

- Zoom platform with varied capacities of 1000, 500, and 300 has been licensed for classes, academic mentoring, webinars, FDPs, virtual conferences, and academic & cultural fests.

- Google meet, Jiomeet, Microsoft Teams, Cisco WebEx, GoToMeeting, and Skype are used by the faculty members for webinars, classroom interactions, expert lectures, and training programmes.

# 4. MOOC

The college encourages the pursuit of MOOCs by the teachers and students. The credits of the courses are added to the total credits to fulfil the criteria of graduation.

- **The institution is a local chapter for NPTEL.** Faculty members and students have enrolled and completed online courses through Swayam portal.

- The Institution is privileged to be listed in the Coursera portal.

- Institutional linkages with Dell EMC, VMware, Oracle Academy, AWS Academy, UIPath, Microsoft Dynamics, and Salesforce have facilitated online skilling certifications.

- Students have obtained online skilling certifications from Google Analytics Academy, IBM Cognitive Class and edX

## 5. ICT Based Learning Environment

A learning environment has been created and maintained for the effective use of ICT.

- Installation of active and passive IT infrastructure in the campus.

- TCSiON– ERP solution is used for classroom management.

- All the classrooms and academic spaces are ICT enabled.

- A language lab with the required software is operational.

## 6. Mobile Applications

The department of Computer Science has developed mobile applications for ease of curriculum delivery. **KristuJayanti**+ is the official mobile application of the institution for the dissemination of vital information.

## 7. Virtual Reality, Simulation and Smart Board

Practical sessions for science courses are facilitated through virtual reality and simulation software to enhance experiential learning. Smartboard is also installed.

## 8. Usage of National Digital Library and Repositories

Teachers promote the use of ICT resources available in the National Digital Library and Repositories such as e-PG Pathshala, eGyanKosh, NMEICT, NROER, NKN, and National Digital Library.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 29:1

2.3.3.1 **Number of mentors**

Response: 238

| File Description | Document |
|---|---|
| Upload year wise, number of students enrolled and full time teachers on roll | [View Document](#) |
| Circulars pertaining to assigning mentors to mentees | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:**

**Response: Affirmative**

The institution has a systematic process of preparation and adherence to the academic calendar and teaching plan. The teaching pedagogy encompasses values, integrates ICT, nurtures global competencies and promotes national development with a quest for excellence. There are three levels of planning and execution to ensure adherence to the academic calendar and teaching plan.

### 1. Institutional level

**1.1 Annual Strategic Plan (ASP):** The institution organises ASP before the commencement of the academic year where each department reviews the activities of the previous year, plans the academic calendar with academic enrichment activities. Faculty orientation is provided on diverse learner-centric pedagogies and curriculum delivery.

**1.2 Academic calendar:** Teachers' council prepares the academic calendar at the commencement of the academic year incorporating major events such as international and national conferences, FDPs, MDPs, workshops, training programmes, industry-academia innovation series, entrepreneurship and leadership development programmes, internships, field visits, extension activities, co-curricular and cultural fests, and sports. Implementation of the plan is monitored and controlled by the Heads of Department, Deans and Principal. End Semester Examination and Continuous Internal Evaluation (CIE) schedule are prepared by the office of the Controller of Examination(CoE). The college handbook containing the academic calendar is issued to every member of the institution and available on the college website.

### 2. Department level

**2.1 Department calendar and teaching plan:** The department calendar of academic activities is prepared and displayed on the notice board. The time table is prepared at the beginning of every semester and mapped in the ERP. Kristu Jayanti Learning Management System(KJLMS) incorporates blended learning lessons for the courses. The teaching plans for all courses are reviewed and approved by Heads of the

department / Deans and submitted to IQAC.

**2.2 Department meetings and quality circles:** The teaching-learning strategies of various programmes are planned during department meetings. The quality circles monitor and review the execution and effectiveness of the teaching plans.

**3. Teacher level**

**3.1 Course Plan:** Course allocation is done considering faculty preference and expertise.

Course plan is a detailed schedule of teaching plan prepared by the respective course teacher in accordance with the format provided by the IQAC incorporating the learner centric pedagogy adopted for each topic/module. Teachers present the teaching/course plan depicting the teaching methods including blended learning and skill development activities to the members of the department. The approved teaching plan is submitted to IQAC.

**3.2 Adherence to the Teaching Plan**

A work done diary is maintained by the faculty members to record classroom lessons, pedagogy adopted, research and administrative activities on a daily basis. The periodical review of the diary by the Principal acts as a control mechanism for the efficient execution of the teaching plan. A teaching pedagogy report is submitted to the IQAC at the end of every semester enumerating experiential, interactive and problem-solving methods with details of ICT used in classroom interactions.

**Compliance to Teaching-Learning Process through Planning, Execution and Monitoring at Different Levels**
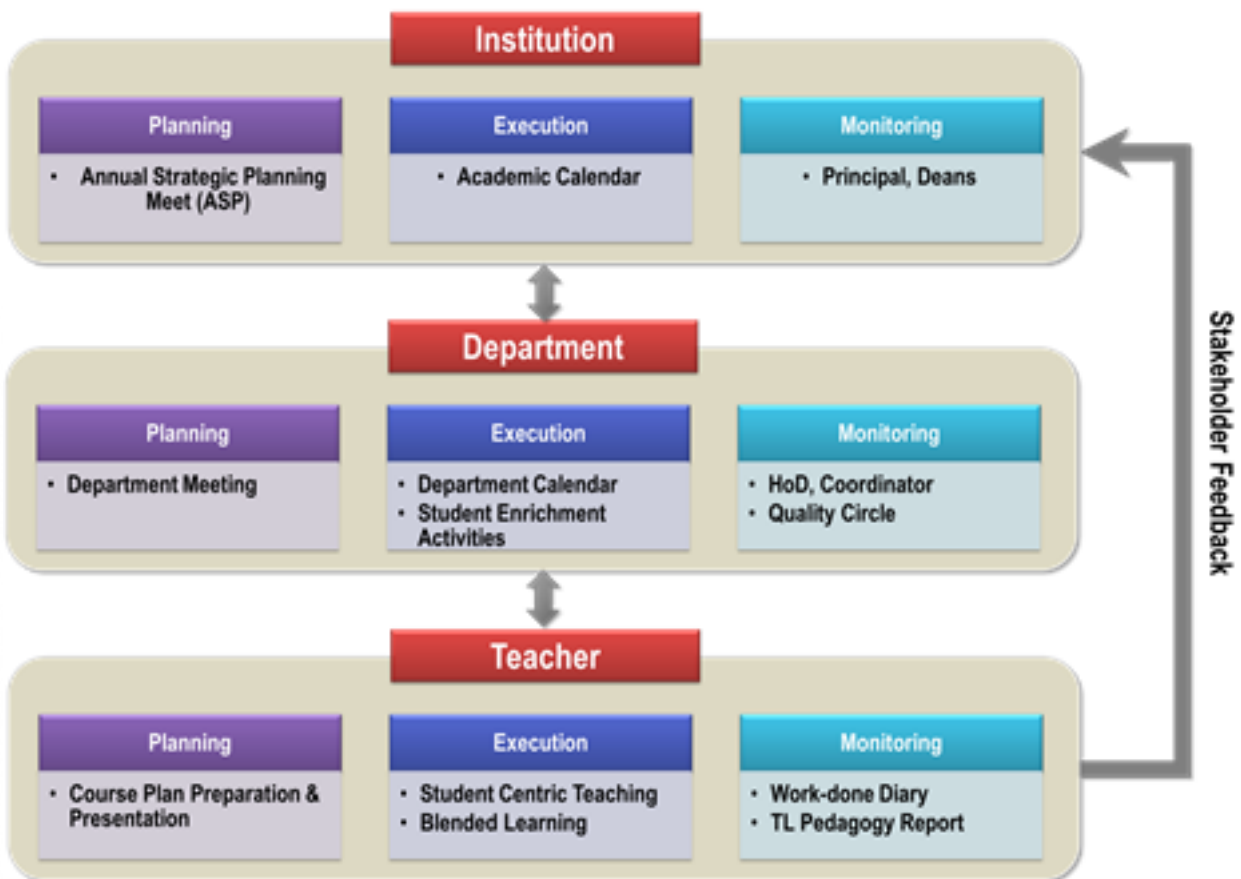
| File Description | Document |
|---|---|
| Upload Academic Calendar and Teaching plans for five years | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

## 2.4 Teacher Profile and Quality

**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**

**Response:** 100

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5 years(Data Template) | [View Document](#) |
| List of the faculty members authenticated by the Head of HEI | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 33.42

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 106 | 81 | 62 | 44 | 26 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 5.39

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

Response: 1283.06

| File Description | Document |
|---|---|
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 2.5 Evaluation Process and Reforms

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

**Response:** 11.89

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9.71 | 9.44 | 12.88 | 14.74 | 12.67 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format (Data Template) | [View Document] |
| Any additional information | [View Document] |
| Link for Additional Information | [View Document] |

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

**Response:** 0.96

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 51 | 73 | 47 | 24 | 39 |

| File Description | Document |
|------------------|----------|
| Number of complaints and total number of students appeared year wise | [View Document] |
| Any additional information | [View Document] |
| Link for Additional Information | [View Document] |

**2.5.3 IT integration and reforms in the examination procedures and processes including Continuous**

**Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Response:**

Response: Affirmative

# 1. Examination Procedures and Integration of Technology in Examination

The Examination Management System (EMS) has been improved with the latest IT integration to conduct all examination procedures pertaining to Continuous Internal Assessment (CIA) and End Semester Examination (ESE) / End Trimester Examination (ETE). It comprises of: a) ERP managed by TCS iON and b) KJLMS – Kristu Jayanti Learning Management System (Moodle Platform). The technology integration in various examination processes is outlined below:

**1.1 Online orientation for students and teachers:** Online orientation on evaluation methodology, usage of KJLMS for online examinations and TCS iON is provided for students and teachers.

**1.2 Examination schedule (ESE/ETE):** Systematic planning and scheduling of ESE / ETE is done through KJLMS at the beginning of the academic year.

**1.3 Examination application:** Candidates can apply for ESE / ETE through the EMS.

**1.4 Examination fee:** Examination fee remittance is processed through electronic fund transfer and furnishing the details through EMS.

**1.5 Hall ticket:** EMS generates hall tickets with the seating arrangement.

**1.6 Question paper setting and scrutiny:** Database of subject experts (internal & external) are maintained for all the courses. Acquisition and scrutiny of question paper through online/offline media is confidential. The scrutinised question papers are verified by the CoE / Asst. CoE before and after printing.

**1.7 Question paper printing:** High speed and zero error printing is ensured through dedicated digital printing machinery.

**1.8 Invigilation diary:** Invigilator's diary is generated electronically and the student attendance is captured using a barcode.

**1.9 Valuation:** Facile software enables coding, decoding and mark capture in an error-free manner during valuation.

**1.10 Results:** The results of ESE/ ETE are furnished through the EMS, viewable only by the individual student.

**1.11 Marks card security:** The marks card of UG and PG programmes have multiple security features.

**1.12 Online examination:** The KJLMS facilitates the conduct of examinations and valuation through online mode and the marks are updated in the ERP solution. Mock online examination training is provided

to all the students.

**1.13 Proctoring:** Proctoring for online examinations is done through the KJCLMS and Zoom platform.

**1.14 Recorded online examination:** Online examination proctoring is recorded for further reference.

**1.15 Grievances:** Online grievance redressal mechanism enables effective and faster addressing of grievances.

**1.15 NCCC Credits:** The marks/credits of all interdisciplinary courses and Non-CGPA Credit Courses (NCCC) are captured by the EMS.

**1.16 Issue of marks card:** The integrated EMS enables the generation of marks cards with

**1.17 CGPA** is calculated after every semester/trimester and the consolidated marks card is generated at the completion of the programme.

**1.18 Provisional Degree Certificate (PDC):** The PDC is generated for the candidates who have completed the programme.

**1.19 Certificate verification:** The college website has an integrated e-portal which accommodates online document verification request by students, employers and institutions in a time-efficient manner.

**1.20 Security & confidentiality:** The EMS with security features requires authentication and authorisation at each level.

**1.21 Closed-circuit camera installation with recording:** Closed-circuit cameras monitor every activity in the examination office and the valuation unit. Recorded back-up is maintained by the CoE.

## 2. Continuous Internal Assessment and IT Integration

The components of the CIA include mid-term examination, seminar, activity-based learning, assignment and attendance. The IT integration for the CIA is as follows:

**2.1 CIA Examination schedule:** CIA components are scheduled and disseminated at the beginning of the academic year.

**2.2 Hall ticket:** EMS generates hall tickets for mid-term examinations.

**2.3 Results:** The results of the CIA are furnished through the EMS, viewable only by the individual student.

## 3. Reforms in the examination procedure

The office of examinations assesses the latest developments in the educational sector and endeavours to enhance and sustain the quality of evaluation at the institution through examination reforms.

**3.1 Attendance:** EMS has been upgraded with the automation of attendance and calculation of

corresponding marks for CIA.

**3.2 Barcode:** EMS has been upgraded with a barcode system for precise identification, masking, classification, authentication, avoidance of duplication, coding, decoding, error reduction and efficiency.

**3.3 Hall ticket with seating arrangement:** Reforms are made in the EMS to include venue and seating arrangement in the hall ticket.

**3.4 Course registration:** Student registration for GE and DSE are channelised through the EMS.

**3.5 Online examination:** The changing ambience in the academic arena due to the COVID-19 pandemic has warranted the introduction of online examination for mid-term, CIA components and ESE/ETE. The online examination system is integrated with the KJLMS.

**3.6 MCQ:** Time-bound Multiple Choice Question examination has been introduced through the KJLMS.

**3.7 Online Class Tests/Revision Tests:** Class Tests/Revision Tests are conducted after each teaching unit of the syllabus through the KJLMS predominantly through Quiz activity (MCQ/Essay Questions).

**3.8 Diversity in Activity Based Evaluation:** One of the postgraduate CIA components is the performance in activity-based learning. Diverse activities such as *Abhigyan* (management through theatre), business plan presentation, exhibition, prototype creation, survey, article and book review, video creation, simulation, app development, quiz, case study, role-play and debate are evaluated for CIA.

**3.9 Transparency:** The online application, evaluation and announcement of results have made the examination process transparent. The students are able to access their performance in CIA and ESE/ETE through their individual login details.

**3.10 *Divyangjan* friendly examination system:** The office of examinations creates a separate examination and evaluation system to suit the needs of *Divyangjan* students. Disabled-friendly venues, customised examination timings, provision of scribes, customised question papers (with larger font size) are adopted for an inclusive examination system.

**3.11 Adoption of 360° evaluation:** The institution envisages to provide holistic education to the students. Hence, the EMS has been revamped to integrate a 360° evaluation of the students.

**3.12 OBE:** Question papers are set according to outcome-based education pattern.

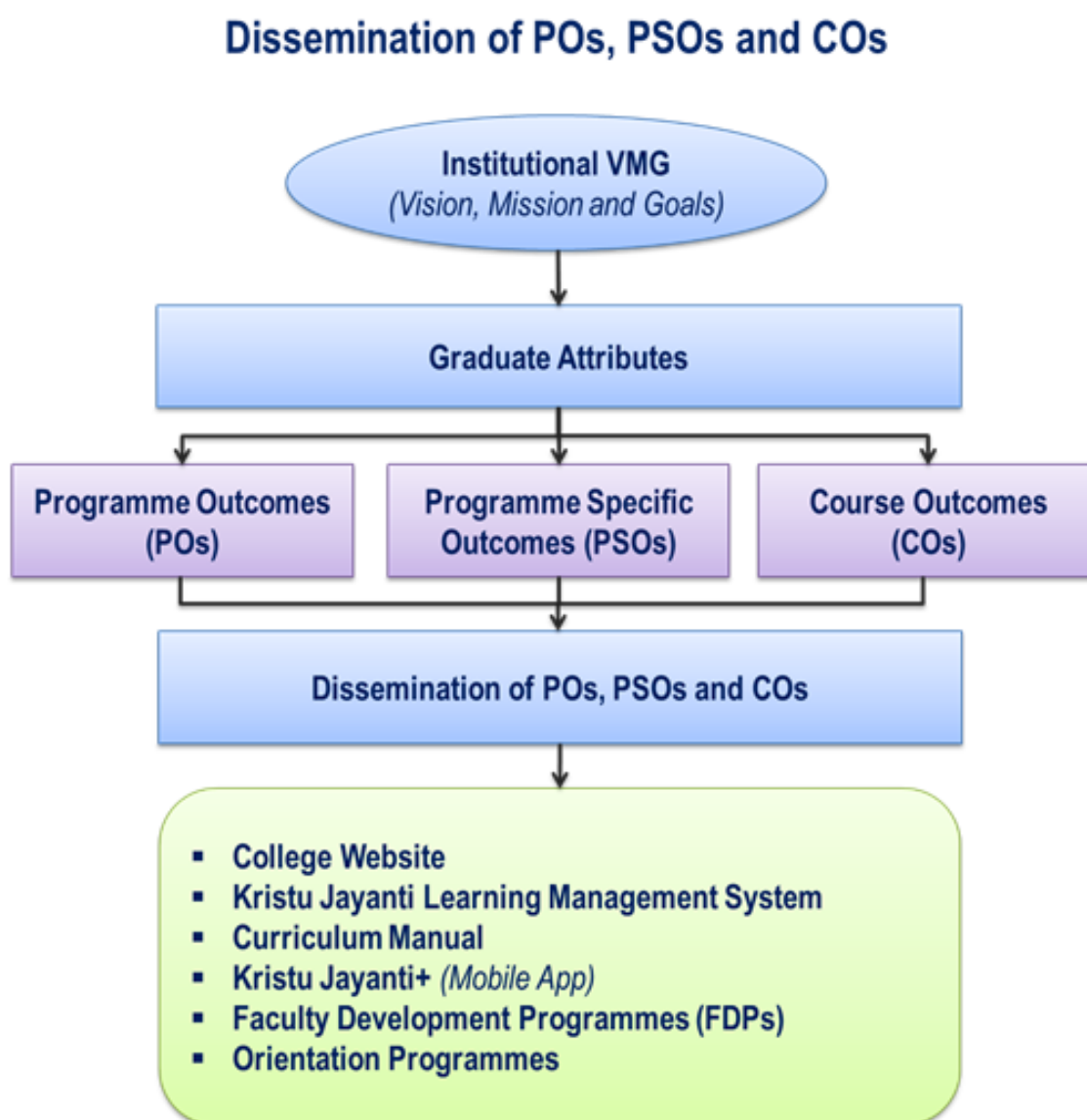| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

Response: Affirmative

The graduate attributes of the students are derived from the vision, mission and goals of the institution. The **Programme Outcomes [POs], Programme Specific Outcomes [PSOs] and Course Outcomes [COs]** endeavor to attain the graduation attributes. The Outcome Based Education policy provides the institutional guidelines for designing, mapping and attainment of outcomes. The POs, PSOs and COs which are integral for holistic development are displayed on the website and communicated to faculty members and students.

## Dissemination of POs, PSOs and COs

```
                   ┌─────────────────────────┐
                   │   Institutional VMG     │
                   │ (Vision, Mission and    │
                   │        Goals)           │
                   └───────────┬─────────────┘
                               │
                   ┌───────────▼─────────────┐
                   │   Graduate Attributes   │
                   └───────────┬─────────────┘
          ┌────────────────────┼────────────────────┐
          ▼                    ▼                    ▼
 ┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
 │ Programme        │ │ Programme        │ │ Course Outcomes  │
 │ Outcomes (POs)   │ │ Specific         │ │ (COs)            │
 │                  │ │ Outcomes (PSOs)  │ │                  │
 └────────┬─────────┘ └────────┬─────────┘ └────────┬─────────┘
          └────────────────────┼────────────────────┘
                               ▼
          ┌──────────────────────────────────────────┐
          │  Dissemination of POs, PSOs and COs       │
          └──────────────────┬───────────────────────┘
                             ▼
          ┌──────────────────────────────────────────┐
          │  ▪ College Website                        │
          │  ▪ Kristu Jayanti Learning Management      │
          │    System                                 │
          │  ▪ Curriculum Manual                       │
          │  ▪ Kristu Jayanti+ (Mobile App)           │
          │  ▪ Faculty Development Programmes (FDPs)   │
          │  ▪ Orientation Programmes                  │
          └──────────────────────────────────────────┘
```

## 1. Graduate Attributes

At the successful completion of the programme, the graduates of the institution will be able to:

- Comprehend fundamental and relevant domain specific knowledge [Competency]
- Synthesise and apply skills acquired to solve complex problems [Core skills]
- Translate their learning for betterment of the society and environment [Concern for human dignity and environment]
- Demonstrate congenial interpersonal communication skills, display strong personal and professional ethics and live as integrated personalities [Integrity]
- Adapt to the changing world and contribute to the advancement of knowledge [Lifelong learning]

## 2. Formulation of POs, PSOs and COs

POs and PSOs were formulated after elaborate interactions among the Deans, Curriculum Advisory Committee and faculty members. They are approved in the Board of Studies and Academic Council. The COs are designed in alignment with POs and PSOs. The overall curriculum design provides mapping of content and course sequence with specific and generic skill outcomes.

## 3. Communication of POs, PSOs and COs

It is imperative that stakeholders and general public are aware of the outcomes expected from programmes and courses. The institution has the stated POs, PSOs and COs displayed and communicated through prominent online and offline media.

- The institutional website www.kristujayanti.edu.in and department webpage communicate the POs, PSOs and COs.
- Kristu Jayanti+ mobile application is used to communicate POs and PSOs.
- The COs are communicated for all the programmes offered in the institution through Kristu Jayanti Learning Management System.
- The Curriculum Manual consisting of the Programme Syllabi contains POs, PSOs and COs. The manual is kept for reference at the library, department and in the office of the Controller of Examinations.
- The College Handbook communicates the outcomes to the stakeholders and public.
- The orientation programme organised by the department for the first year students at the commencement of the UG / PG programme serves as a vehicle to communicate the POs and PSOs to the student community.
- FDP on Outcome Based Education was organised to disseminate information on designing, mapping and attainment of outcomes.
- Expert lectures on POs, PSOs and COs were provided by international and national experts.
- Orientation is provided to faculty members regarding PO – CO mapping and attainment measurement. One of the agenda during the department meetings is communication of outcomes and strategies for attainment.

| File Description | Document |
| --- | --- |
| Upload COs for all courses (exemplars from Glossary) | <u>View Document</u> |
| Any additional information | <u>View Document</u> |
| Link for Additional Information | <u>View Document</u> |

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

**Response:**

Response: Affirmative

# 1. Outcome Based Education

A systematic and structured mechanism of **Outcome Based Education (OBE)** is followed with total focus on measurement of student performance through outcomes. Due weightage is given for graduate performance in the realms of knowledge, skills and attitude to ensure holistic development, the educational philosophy of the institution. The OBE policy of the institution is implemented and monitored by the OBE committee.

## Outcome Based Education (OBE) Framework
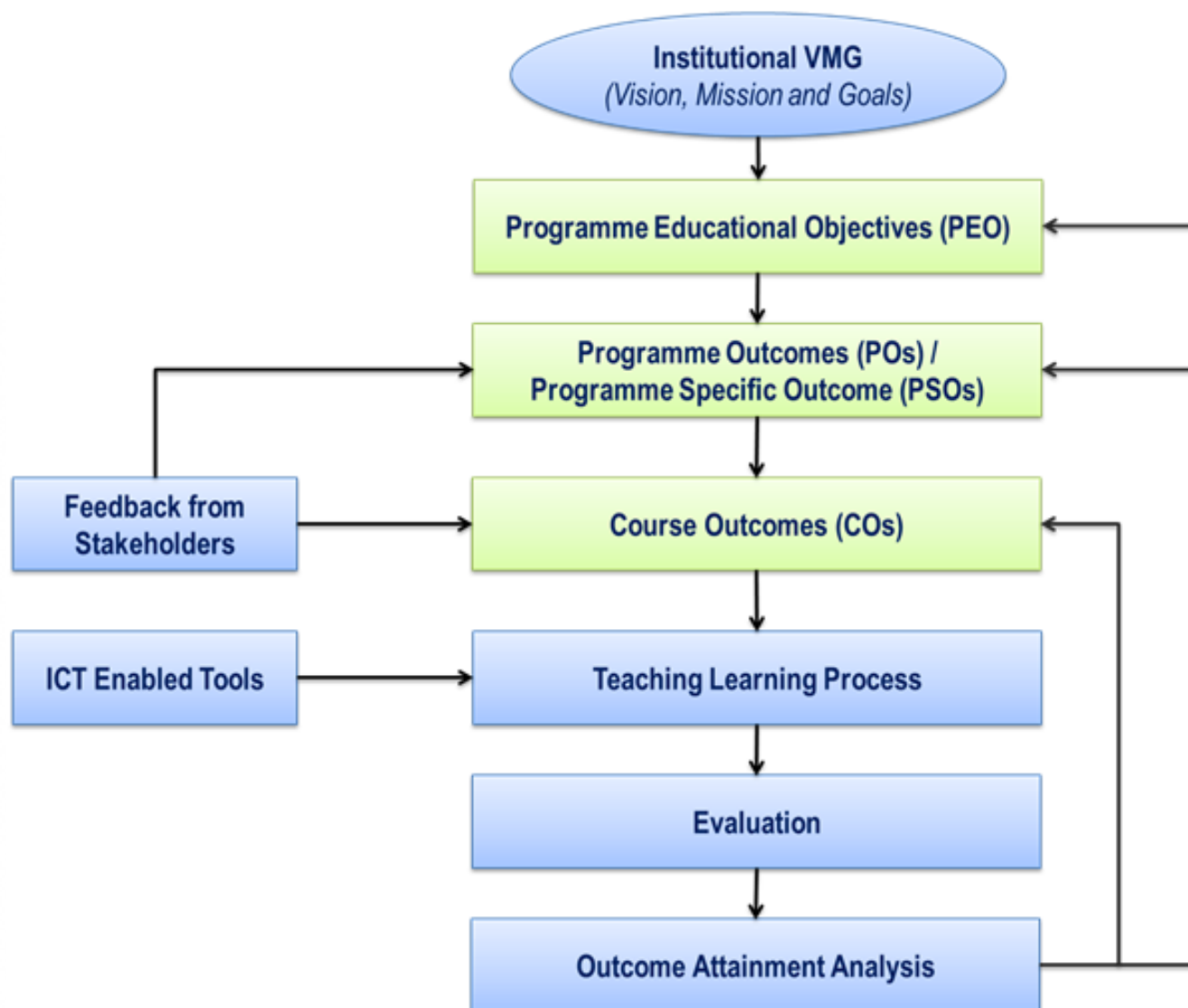


## 2. Components of Assessment

Every course has two components of assessment, namely, **formative assessment** through Continuous Internal Assessment (CIA) and **summative assessment** through an End Semester / Trimester Examination (ESE / ETE). CIA is an assessment where the subject teachers assess and evaluate the progress made by the students in attaining the Course Outcome(CO) pertaining to activity-based learning, assignments, seminars, group discussions, debate, case studies, minor projects and field visits. ESE/ETE focuses on assessing cognitive skills like critical and creative thinking, analytical and problem-solving skills for the attainment of CO.

## 3. Evaluation of CO, PSO/PO Attainment

CO attainment is measured by evaluating skill development and academic performance across all courses. The attainment is measured at both course and programme levels. CO and Programme Outcome(PO)/Programme Specific Outcome (PSO) attainment benchmarks are set by the OBE committee.

The evaluation of CO, PSO and PO attainment is depicted in the figure below:
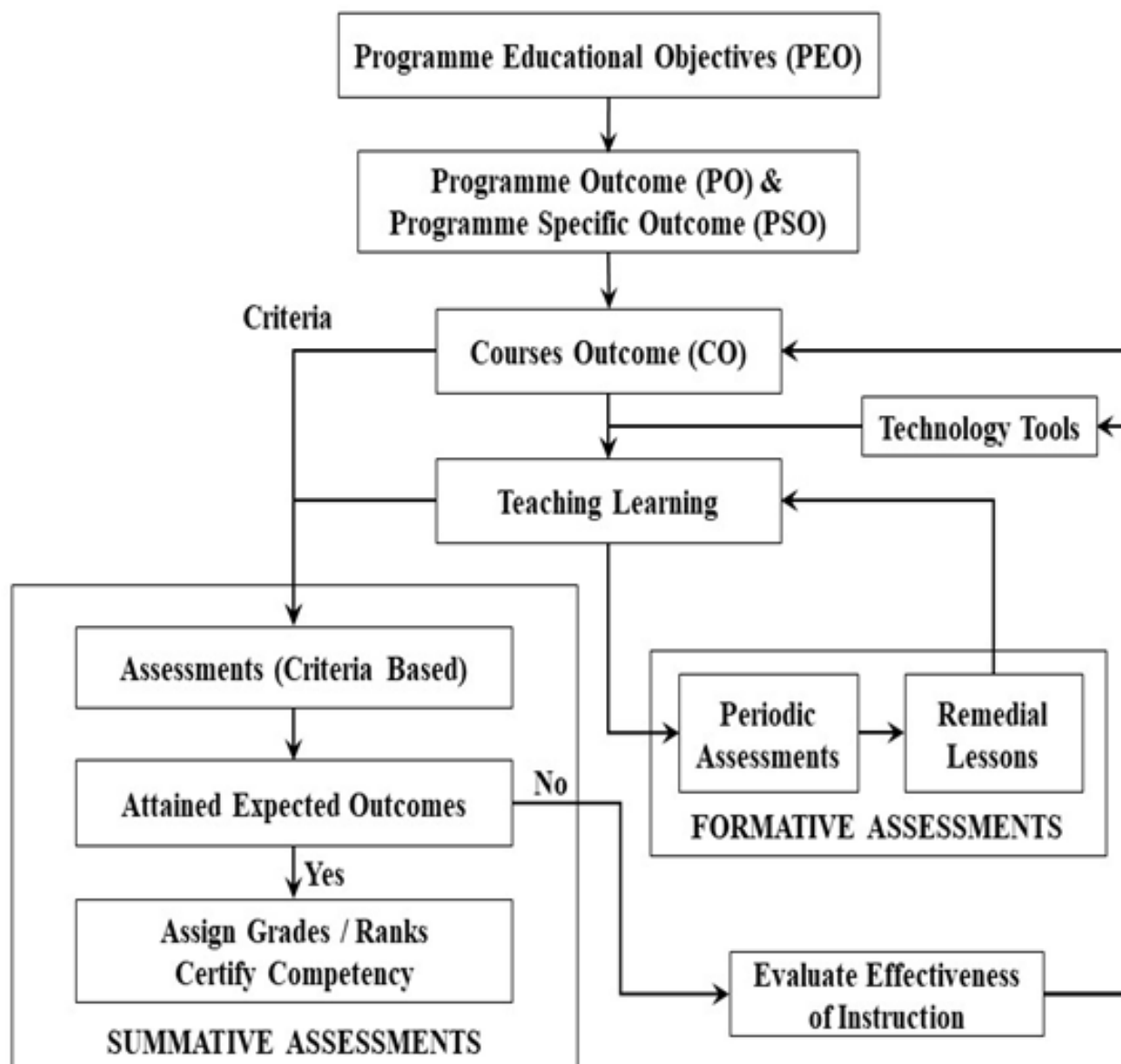


## 4. CO Attainment

The levels of attainment are based on the defined benchmarks for the COs. This enables the assessment of various levels of **CO attainment** at a specific course level. The CO attainment benchmark for PG programmes is that 50% of students are required to score 60% marks, whereas, the CO attainment benchmark for UG programmes is that 50% of students are required to score 50% marks.

| Level | UG Programme | PG Programme |
|-------|-------------|-------------|
| A | More than 90% of Students | 100% of students |
| B | More than 80% of Students | More than 90% of students |
| C | More than 70% of students | More than 80% of students |

| D | More than 60% of students | More than 70% of students |
|---|---|---|
| E | More than 50% of students | 60% and above of students |
| F | Less than 50% of students | Less than 60% |

# 5. PO / PSO Attainment

The benchmark for PO/PSO attainment for PG and UG programmes is shown below:

| Level | UG Programme | PG Programme |
|---|---|---|
| 1 | Less than 50% | Less than 60% |
| 2 | Between 50% and 55% | Between 60% and 65% |
| 3 | More than 55% | More than 65% |

**Interpretation of PO/PSO Attainment Levels (PG):**

- Level 1: Less than 60% of PG students have attained the PO/PSO
- Level 2: 60 to 65% of PG students have attained the PO/PSO
- Level 3: Above 65% of PG students have attained the PO/PSO

**Interpretation of PO/PSO Attainment Levels (UG):**

- Level 1: Less than 50% of UG students have attained the PO/PSO
- Level 2: 50 to 55% of UG students have attained the PO/PSO
- Level 3: Above 55% of UG students have attained the PO/PSO

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for Additional Information | [View Document](#) |

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

**Response:** 97.69

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

Response: 1986

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

Response: 2033

| File Description | Document |
|---|---|
| Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template) | <u>View Document</u> |
| Any additional information | <u>View Document</u> |
| Link for the annual report | <u>View Document</u> |
| Link for additional information | <u>View Document</u> |

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.9

| File Description | Document |
|---|---|
| Upload database of all currently enrolled students | <u>View Document</u> |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Promotion of Research and Facilities

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

**Response:**

Response: Affirmative

The institution places significant emphasis on research. The affiliating university has recognised research centres to facilitate cutting edge research in specific disciplines. Research centres in Biotechnology, Commerce, Management and Psychology are recognised by the parent university. The societal and industrial trends direct the updation of research facilities. A well-defined **research policy** guides research promotion activities.

## 1. Centre for Research

Strenuous effort is made to enhance research capability at the institutional and department levels by the coordination of Centre for Research and **Research Advisory Committee**. Formulation of policy, implementation and monitoring of all research activities of the institution are executed by the Research Advisory Committee.

## 2. Research Facilities and Updation

International trends and national benchmarks are studied to update the research facilities of the institution. The laboratory facilities are constantly upgraded to meet the current industry standards. The following facilities have been updated during the accreditation period:

2.1 Among the ten computer labs, three have been set up additionally.

2.2 Life Sciences research center has fourteen laboratories with facilities for animal cell culture, plant tissue culture, phytochemistry and microbiology research.

2.3 One new Psychology laboratory has been set up.

2.4 Biosafety cabinet, inverted microscope, carbondioxide incubator, thermal cycler, rotary evaporator and deep freezer were additionally purchased to carry out research projects.

2.5 IT support has been enhanced for research with the increment of high-speed internet bandwidth up to 200 Mbps from three ISPs facilitating high-speed Wi-Fi and seamless connectivity.

2.6 The institution has licensed 28 new software for research including plagiarism checker X and SPSS.

2.7 The institution has increased its subscription to 270 journals, more than 48,850 e-journals, e-books and 11 databases to carry out research.

# 3. Research Promotion Policy

The institution has a well-defined Research Promotion Policy to guide advancement in domain-specific and interdisciplinary research. This policy is available on the website of the institution. The objectives of the policy are presented below:

3.1 To inculcate research culture in the institution

3.2 To undertake ethical research to safeguard interests of individual and society

3.3 To publish innovative research articles with high impact factor

3.4 To undertake research projects of international / national funding agencies

3.5 To motivate faculty members in filing patents

3.6 To foster research collaboration with external organisations

3.7 To contribute to societal development through research extension

# 4. Implementation of Research Promotion Policy

4.1 Institution has a budget allocation for providing seed money for research to facilitate faculty to undertake research publications and patents.

4.2 Faculty members are assisted to apply for international and national research projects.

4.3 **'Shodh Pravartan Minor Research Project grant'** has been instituted to foster innovative research in respective disciplines funded by the Bodhi Niketan Trust.

4.4 **'Shodh Pravartan Collaborative Community Project grant'** has been instituted to initiate projects which will benefit the community.

| File Description | Document |
| --- | --- |
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | [View Document](#) |
| Any additional information | [View Document](#) |
| URL of Policy document on promotion of research uploaded on website | [View Document](#) |

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

**Response:** 5

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 17.43   | 5.24    | 0       | 1.24    | 1.09    |

| File Description | Document |
|------------------|----------|
| Minutes of the relevant bodies of the Institution | [View Document] |
| List of teachers receiving grant and details of grant received | [View Document] |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | [View Document] |
| Any additional information | [View Document] |

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

**Response:** 2.65

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4       | 6       | 3       | 9       | 2       |

| File Description | Document |
|------------------|----------|
| List of teachers and their international fellowship details | [View Document] |
| e-copies of the award letters of the teachers | [View Document] |
| Any additional information | [View Document] |

## 3.2 Resource Mobilization for Research

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

**Response:** 48.8

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 28 | 16 | 0 | 0 | 4.8 |

| File Description | Document |
|------------------|----------|
| List of project and grant details | [View Document](#) |
| e-copies of the grant award letters for research projects sponsored by government and non-government | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 1.98

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 2 | 0 | 4 | 6 |

| File Description | Document |
|------------------|----------|
| Names of teachers having research projects | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**3.2.3 Percentage of teachers recognised as research guides**

**Response:** 2.94

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

Response: 7

| File Description | Document |
|---|---|
| Upload copies of the letter of the university recognizing faculty as research guides | |
| Link for additional information | |

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

**Response:** 23.33

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 4 | 2 | 0 | 4 | 4 |

3.2.4.2 **Number of departments offering academic programes**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 12 | 12 | 12 | 12 | 12 |

| File Description | Document |
|---|---|
| Supporting document from Funding Agency | |
| List of research projects and funding details | |
| Any additional information | |
| Paste link to funding agency website | |

## 3.3 Innovation Ecosystem

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

**Response:**

# 1. Dedicated Centres

1.1 The **Centre for Research** serves as the think-tank for promoting research and creating knowledge.

1.2 The **Entrepreneurship and Innovation Centre (EIC)** organises activities to tap the entrepreneurial potential of students and creates a culture of innovation and start-ups.

1.3 The **Institution Innovation Council (IIC)** was approved by Innovation Cell, Ministry of Education, Government of India in 2018 to kindle innovation and start-ups. IIC has initiated venture capital funding for student start-ups.

1.4 **Kristu Jayanti Incubation Centre** helps potential start-ups with training, idea generation, business plan formulation and prototype creation in collaboration with Sherpify and iENTRA Pvt. Ltd.

**Start-ups during the accreditation period :**

- Straket Solutions (2019)
- Café Zamorin (2017)
- Yotibay Pvt Ltd. (2018)
- DevelUP (2019)
- Xymbolic Creative LLP (2019)
- Siddharatha Voyage (2017)
- Cjlaw7 (2019)
- Three38 Innovation Café LLP (2018)
- Dropmygift (2018)
- Inclusive Globe (2020)

1.5 Jayantian Extension Services provides community orientation and transfer of knowledge to community through lab to land, training, outreach and social campaigns.

## 2. Innovation Knowledge Transfer Activities

Dedicated centres and effective collaboration with industry/institutions have enabled successful knowledge transfer through the following:

2.1 Conferences, Guest Lectures, MDPs on innovation

2.2 Training programme for village community

2.3 DST-NIMAT Project in collaboration with Entrepreneurship Development Institute of India (EDII), Ahmedabad under the aegis of The National Science & Technology Entrepreneurship Development Board, DST, Government of India (2018).

2.4 Annual **E-Week** programme for student entrepreneurs

2.5 **'YES CAN'**-Young Entrepreneurs' Series- Collaborating and Networking and Industry Academia Innovation series

2.6 One-to-one mentoring support for student entrepreneurs by industry mentors

2.7 Academic fests with events on entrepreneurship and business plan

2.8 **Annual Jayantian Entrepreneurs Meet**

2.9 Membership in professional bodies like CII, BMA and BCIC

## 3. Awards and Recognitions for Incubation

Innovation eco-system has received the following awards and recognitions:

3.1 The Institution Innovation Council was rated with **four out of five stars by Innovation Council, Ministry of Education in 2018-19 and 2019-2020**.

3.2 The Institution Innovation Council was **ranked 8th** in the list of **IICs- South West Region** for the years **2018-2019 and 2019-2020.**

3.3 The institution has been ranked as 26-50 in the category of 'Private or self-financed colleges/institutes' in Atal Ranking of Institutions on Innovation Achievement (ARIIA) 2020.

3.4 Winners of All India Online Social Entrepreneurship Challenge 2016-17, e-Sahayog, conducted by the Department of Higher Education, Government of Karnataka.

3.5 Winner of five hackathons in various inter-collegiate competitions, where innovative ideas have been generated.

3.6 Two faculty members, Dr Muruganantham A, and Ms Ayshwarya B, received innovation awards in the year 2019.

3.7 Five students received Young Entrepreneur Award 2020 from Cape Skill Development Forum.

3.8 Outstanding Mentor Award for Incubation was awarded to three faculty members, Dr Muruganantham A, Dr Ravindran D, and Dr Jasmine Beulah G in 2020.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:** 252

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 49 | 46 | 62 | 52 | 43 |

| File Description | Document |
|------------------|----------|
| Report of the event | [View Document](#) |
| List of workshops/seminars during last 5 years | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.4 Research Publications and Awards

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

**Response:** A. All of the above

| File Description | Document |
|------------------|----------|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:** 0

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

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

Response: 7

| File Description | Document |
|---|---|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | [View Document](#) |
| URL to the research page on HEI web site | [View Document](#) |

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

**Response:** 3.43

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 271 | 130 | 95 | 73 | 54 |

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

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

**Response:** 3.79

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 214 | 161 | 150 | 97 | 66 |

| File Description | Document |
|---|---|
| List books and chapters in edited volumes / books published | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 1.91

| File Description | Document |
|---|---|
| Bibliometrics of the publications during the last five years | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 6.5

| File Description | Document |
|---|---|
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.5 Consultancy

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

**Response:** 24.27

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 9.38 | 3.56 | 4.28 | 2.40 | 4.65 |

| File Description | Document |
|---|---|
| List of consultants and revenue generated by them | [View Document](#) |
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 91.16

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1.93    | 1.49    | 85.36   | 1.52    | 0.86    |

| File Description | Document |
|------------------|----------|
| List of training programmes, teachers and staff trained for undertaking consultancy | [View Document](#) |
| List of facilities and staff available for undertaking consultancy | [View Document](#) |
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | [View Document](#) |
| Any additional information | [View Document](#) |

## 3.6 Extension Activities

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

**Response:**

Response: Affirmative

The educational philosophy and mission statement emphasise social concern and good citizenship. **Jayantian Extension Services (JES)** was instituted by the college to coordinate extension activities and carry out **Institutional Social Responsibility Initiatives (ISRI)**. The JES drives all the extension centres and activities and provides credits for extension activities. The college is recognised as the **United Nations Academic Impact Hub for Sustainable Development Goal 1 – No poverty.**

1. **Social sensitisation:** Community engagement nurtures service learning, social sensitisation, concern for the disadvantaged sections of the society, environmental consciousness and humanitarianism.

2. **Impact:** The social engagements have created an impact on community related to literacy,

community health, well-being, agro-development, women empowerment, environmental sustainability, and social welfare, awareness of Government schemes, rural infrastructure development and building inclusive India. Involvement in extension activities nurtures holistic development and moulds integrated personalities.

The extension activities facilitate community development, social sensitisation, and holistic development of students.

Extension Activities and Impact

| Centre / ISRI | Activities | Impact |
|---|---|---|
| CSA | • Bhavishyajyothi - Education support programme for the underprivileged children<br><br>• Vikas Kendra - Free tuition programme for under privileged children<br><br>• Health/dengue awareness campaign<br><br>• Waste management and Swachh Bharat campaign<br><br>• First aid training<br><br>• Blood donation camp | 1. Increased literacy<br><br>2. Health awareness in the rural community<br><br>3. Waste management in villages<br><br>4. Average of 550 units of blood donated annually<br><br>5. Social sensitisation |
| Social Outreach Programme (SOP) | • Visit to NGOs for orphans, destitute, aged, differently-abled, street children, AIDS and terminally ill patients. | 1. Sensitisation on care for orphans, elderly, destitute and differently-abled<br><br>2. Voluntary service at NGOs by students |
| Rural Exposure Programme (REP) | • Rural camps at Manchenahalli, Ethimmasandra, Srirampura, Purushanahalli, Kesaragere, Malur, Byalahalli, Vaddarahalli, Ambalagere, Gullapura, | 1. Sensitisation about socio-economic issues of rural India<br><br>2. Creating awareness on Government schemes |

|  |  |  |
|---|---|---|
|  | Yelachagere and Badrapura villages.<br><br>• Awareness on poverty alleviation, e-banking, environment-friendly agricultural practices, Swachh Bharat, Sarva Shiksha Abhiyaan, Saakshar Bharat schemes and career guidance. |  |
| NSS | • Annual NSS Camps<br><br>• Awareness programmes on waste management, Swachh Bharat, water conservation, environmental protection, health and hygiene<br><br>• Civic responsibilities promotion drive – voting, traffic rules, commemorating days of National importance | 1. Fostering neighbourhood network<br><br>2. Social consciousness<br><br>3. Widening of roads<br><br>4. Pedestrian footpaths<br><br>5. Street lights<br><br>6. Covered bus stops<br><br>7. Increased traffic patrolling<br><br>8. Civil Defence Corps enrollment |
| NCC | • Commemoration National importance days<br><br>• Civic and social responsibility activities | 1. Discipline, character formation, patriotism<br><br>2. Motivated to join armed forces<br><br>3. Representation in national and international youth camps<br><br>4. Appreciating martyrs |
| Departmental    Extension | • Socio-economic survey | 1. Social Sensitisation |

| Programmes | • Computer, English, legal and financial literacy campaigns | 2. Improvement in living standards |
| | • Swachh Bharat campaign | 3. Agro-development and environment-friendly practices |
| | • Lab to land- organic farming | |
| | • Study about Panchayat system and Socio-political survey | 4. Environmental protection |
| | | 5. Awareness on Government schemes |
| | • Waste to wealth programme | 6. Building inclusive India |
| | • Website and apps developed for neighbourhood institutions | |
| | • Social surveys | |
| | • Assisting children with learning disabilities | |
| Kristu Jayanti Unnat Bharat Abhiyan Unit | • Five villages adopted - Vaddarahalli, Ambalagere, Gullapura, Yelachagere and Badrapura | 1. Village development |
| | • Socio-economic surveys | |
| | • Village development proposals | |

## Impact of ISRI

Institutional Social Responsibility Initiatives (ISRI)

Jayantian Extension Services (JES)

**CSA**
- Bhavishyajyothi
- Vikas Kendra
- Health / Dengue Awareness Campaign
- Waste Management and Swachh Bharat Campaign
- First Aid Training
- Blood Donation Camp

**NSS**
- Annual Camps
- Waste Management
- Swachh Bharat
- Water Conservation Campaign
- Environmental Protection Activities
- Awareness on Health and Hygiene
- Civic Responsibilities Promotion Drive

**NCC**
- Commemoration of Days of National Importance
- Civic and Social Responsibility Activities
- Environmental Protection Activities

**Kristu Jayanti UBA Unit**
- Adoption of Five Villages
- Socio-economic Surveys
- Village Development Programmes / Activities

**SOP**
- Visit to various NGOs
- Care to the marginalised

**REP**
- Rural camps
- Awareness on Government Schemes on Rural Development

**Departmental Extension**
- Socio-economic survey
- Literacy Campaigns
- Lab to land-Organic Farming
- Waste to Wealth Programme
- Development of Websites and Apps

**Outcomes**
- UN Academic Impact Hub for SDG1 – No Poverty
- Waste management in villages
- Average of 550 units of blood donated annually
- Sensitisation on Socio-economic issues of rural India
- Environmental protection
- Awareness on Government schemes
- Building inclusive India
- Awards and Recognitions for Extension

| File Description | Document |
|---|---|
| Upload Any additional information | View Document |
| Paste link for additional information | View Document |

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

**Response:** 69

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 29 | 17 | 7 | 3 | 13 |

| File Description | Document |
|------------------|----------|
| Number of awards for extension activities in last 5 year | View Document |
| e-copy of the award letters | View Document |
| Any additional information | View Document |

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

**Response:** 368

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 100 | 76 | 53 | 64 | 75 |

| File Description | Document |
|------------------|----------|
| Reports of the event organized | View Document |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | View Document |
| Any additional information | View Document |

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

**Response:** 98.89

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6747    | 5727    | 4729    | 4085    | 3470    |

| File Description | Document |
|------------------|----------|
| Reports of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |
| Any additional information | View Document |

## 3.7 Collaboration

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

**Response:** 295

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 560     | 275     | 209     | 264     | 167     |

| File Description | Document |
|------------------|----------|
| Number of Collaborative activities for research, faculty etc | View Document |
| Copies of collaboration | View Document |
| Any additional information | View Document |

**3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate  houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 48

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18 | 04 | 08 | 08 | 10 |

| File Description | Document |
|------------------|----------|
| e-copies of the MoUs with institution/ industry/ corporate house | [View Document](#) |
| Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years | [View Document](#) |
| Any additional information | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

Response: Affirmative

The **Infrastructure Policy statement** of the college is: 'The institution ensures adequate facilities for teaching-learning, augments its infrastructural facilities according to the growing needs of the institution and endeavours to create a conducive academic ambience.'

Adequate infrastructural facilities are available and are upgraded for effective teaching-learning and holistic development of the students. The UGC, AICTE and the University norms for infrastructure-classroom, laboratory, library, recreation area and reading rooms have been fulfilled. The floor space, furniture, equipment, support system and ICT facilities meet the statutory requirements. The green certified campus of 9.7 acres has well-planned facilities for academic and co-curricular activities.

## 1. Classroom facilities

1.1 There are 128 well-ventilated and spacious classrooms with ergonomic furniture to accommodate all the students.

1.2 Accessibility to all floors is provided through **elevators,** broad staircases and corridors. Multiple exit points address the footfall needs of the institution.

1.3 **All the classrooms are equipped with LCD projectors and LAN connectivity.** Laptops are available for students and staff for learning.

1.4 Noticeboards are available in all the classrooms.

1.5 Dustbins are provided for collecting segregated waste in all the classrooms.

1.6 Wi-Fi access points in all floors of all the buildings enable connectivity during classes.

## 2. Laboratories

Domain-specific laboratories with state-of-the-art equipment pave the way for enriching learning experiences.

2.1 Department of Computer Science has ten computer laboratories.

2.2 Department of Life Sciences has fourteen laboratories.

2.3 Department of Psychology has eleven laboratories comprising of four psychology practical labs,

six individual counseling labs and one group counseling lab.

2.4 There is one laboratory each for Electronics, Physics, Media Studies and Business Management.

2.5 Language lab is available for language training and to enhance LSRW skills.

# 3. Computing facilities

3.1 Adequate facilities are available to carry out practical courses in the computer labs, access digital content and pursue online courses.

3.2 The college has passive and active IT infrastructure, licensed and open software for the teaching-learning and co-curricular and extra-curricular activities.

3.3 Students can access to e-resources and databases at anytime and anywhere in the campus.

3.4 Kristu Jayanti Learning Management System and various licensed online platforms are available for blended learning.

3.5 The institution has computing facilities and software for Divyangjan students.

# 4. Other facilities to supplement teaching-learning

4.1 There are 25 common spaces such as auditoria, conference halls, seminar halls and panel rooms for interactive programmes.

4.2 Display boards for creative works of students of various disciplines are installed in common areas.

4.3 Discussion rooms, mock interview cabins, panel rooms and board rooms are available to facilitate career and personality development.

4.4  An exclusive health and guidance centre is available for the holistic growth of students.

4.5 Kristu Jayanti Incubution Centre is equipped to nurture skill development, entrepreneurship and start-up ventures.

| File Description | Document |
| --- | --- |
| Upload Any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:**

Response: Affirmative

Adequate facilities are available to organize track & field events, games, literary and cultural events.

## 1. Facilities for Sports and Games

1. Football ground (45337 sq.ft.), commissioned in 1999 was converted to grass turf in 2020.

2. Basket Ball Court (9300 sq.ft.) is operational since 1999. Basketball half court (2124 sq.ft.) was constructed in 2016

3. Volley Ball and Throw Ball courts of 3336 sq. ft. are available.

4. A cricket pitch and separate practice pitch are available since 1999.

5. Four indoor Badminton courts (8071 sq.ft.) are operational since 2006.

6. Indoor Taekwondo training facility (1312 sq.ft.) is available.

7. Table Tennis room (1005 sq.ft.) is available since 2000.

## 2. Yoga

2.1 An exclusive Yoga Centre (1767 sq.ft.) was set up in 2010.

2.2 International Yoga Day celebration is held on the quadrangle.

## 3. Gymnasium

1. A multi-gym (1927 sq.ft.) was established in 2014 with 14 fitness equipment.

## 4. Facilities for cultural activities

4.1 St. Kuriakose Elias auditorium (A/c) in PG block (5387 sq.ft.) was established in 2010 with 544 seats.

4.2 Auditorium M1 of 4272.95 sq.ft. established in 2001 accommodates 700 seats.

4.3 Auditorium M2 in the main block (2290.56 sq.ft.) was set-up in 2003 with 300 seats.

4.4 Auditorium M3 in the main block (2644.69 sq. ft.) with 225 seats was established in 2005.

4.5 Auditorium M4 (A/c) of 2509.17 sq. ft. with 230 seats was refurbished in the main block in 2016.

4.6 In 2011, an A/c auditorium P1 (PG block) of 1767.43 sq.ft. with 300 seats was established.

4.7  Auditorium A1 (2871.92 sq.ft.) with 350 seats was established in 2019.

4.8  In 2019, auditoria A2 (third floor) and A3 (A/c) in the fourth floor of 2871.92 sq.ft. and 300 seats each were established in the administrative block.

4.9  For literary activities, two A/c conference halls, each measuring 1383.16 sq.ft.  with 160 seats and two air-conditioned panel rooms, each of 777.799 sq. ft. in the  PG block are functional since 2007.

4.10  Music room (PG block) of 1927 sq.ft. with a portable gallery is functional since  2011.

4.11  Two quadrangles (10688 sq.ft.) serve as venues for cultural programmes.

4.12  Chavara square (1937 sq.ft.) for street theatre and folk arts, was established in 2019.

4.13  A hall of 3051 sq.ft is available for creative arts.

4.14  Training Hall (2746.86 sq.ft.) and recreation lounges (4628 sq.ft.) are available for cultural activities.

## 5. Utilisation

The facilities of the institution are utilised optimally for the holistic development of the students.  The **facilities of the college are used for organising Utharothsava- Bengaluru North University Inter-Collegiate Cultural Competition, Bengaluru North University Football and Basketball Tournaments for men and women.** The campus facilities are used for the selection, training and coaching of Bengaluru North University Basketball and Football teams. The ecosystem provided by the college has helped students emerge as **overall champions** at University level intercollegiate cultural competitions consecutively for twelve years and win laurels at South zone and National inter University youth festivals. The sports facilities have created state-level sportsmen and women.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Geotagged pictures | [View Document](#) |
| Paste link for additional information | [View Document](#) |

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)*

**Response:** 100

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

Response: 144

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

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

**Response:** 69.07

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 2768.61 | 2572.89 | 3881.72 | 2295.1 | 563.42 |

| File Description | Document |
|---|---|
| Upload Details of Expenditure , excluding salary during the last five years | [View Document](#) |
| Upload audited utilization statements | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Link for any additional information | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System (ILMS)**

**Response:**

Response: Affirmative

Kristu Jayanti College libraries are fully automated with **Integrated Library Management System (ILMS)** supported by 'Easylib' software 6.2a -Web Version, since 2007. The college has **three full-fledged libraries** in the Main block (5810.89 sq.ft), PG block (7417.94 sq. ft), and Administrative block (13093.21 sq.ft) respectively. Furthermore, libraries are equipped with over 64393 books (59253 titles), 4050 Bound Volumes, 3089 Project Reports, 3350 CD/DVDs, 270 Journals and Periodicals, and 12 Newspapers. An average amount of Rs.52 lakhs have been spent for the purchase of books, e-books, subscription to journals / e-journals during the accreditation period.

## 1. Digital Databases and Network

The information retrieval systems in libraries enable the exchange of information through interoperability and sustainability, and the following are the key features:

- Provision of access to online databases of EBSCO, Springer, J-gate, Capitaline, Delnet, Proquest, N-List, RMIT and E-books of Pearson management collections
- **Remote access facility** for e-Resources and Web OPAC
- Archives of students' dissertations and faculty publications
- **Institutional membership in National Digital Library, e-Shodh Sindhu, Shodhganga and British Library**
- Databases, e-Journals
- Wi-Fi availability in the campus provides easy accessibility to learning resources

## 2. Disabled-friendly, Spatial and Reprographic Facilities

- Kristu Jayanti Libraries are inclusive for persons with disabilities and provide them access to reading materials, computer services, and the internet
- All three libraries are equipped with separate spacious reading/reference halls and amenities with a seating capacity of more than 800 persons
- Libraries have reprographic facilities

## 3. Accessibility, Information-Dissemination, Training and Exhibition

- Open access facility using Dewey Decimal Classification System (DDC) in the libraries to facilitate readers to access library resources easily
- Library and Information Centre maintains 'Library Corner' to highlight renowned authors and their publications
- The library constantly disseminates information regarding the facilities and programmes on the institutional website, e-mail, social media and mobile application
- The library staff provide orientation on library resources and usage to the students and faculty
- Training programmes on different databases like EBSCO, J-Gate, N-List, and Capitaline are organised.
- The annual book exhibition spreads information about new publications and serves as a reservoir of knowledge transfer

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste Link for additional information | [View Document](#) |

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

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc | [View Document](#) |

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

**Response:** 52.39

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 91.02 | 44.58 | 42.4 | 40.51 | 43.44 |

| File Description | Document |
|---|---|
| Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years | [View Document](#) |
| Audited statements of accounts | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 25.46

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

Response: 1793

| File Description | Document |
|---|---|
| Details of library usage by teachers and students | [View Document](#) |
| Any additional information | [View Document](#) |

## 4.3 IT Infrastructure

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

**Response:**

## IT Policy Statement

'The academic process of Kristu Jayanti College shall be executed through the latest IT infrastructure, dynamic and adaptive to recent developments, efficient and secure to manage cyber risks.'

The IT Policy encompasses IT administration, hardware, software, networking, IoT, AI, database management, electronic communication system, IT usage, cyber security and maintenance guidelines. Sufficient annual budget allocation is made for the creation and maintenance of IT infrastructure. IT policy is implemented to develop facilities and update them periodically to keep abreast of changing times.

## 1. LAN and Wi-Fi

1.1 Structured Network Cabling is in place to manage the entire network.

1.2 Campus is networked through 1 Gbps (LAN) and backbone connectivity is through 10 Gbps fiber

1.3 The institution has **Layer-3 switches** installed with 256 Gbps throughput and also supports 10G ports to segregate the networks for the provision of regularised distribution of resources throughout the campus.

1.4 All the computer labs are connected with 1 Gbps network switches with **fiber optics** as backbone connectivity.

1.5 Network Access list restricts to respective LANs only at the switching level.

1.6 All Access Points supports 100+ concurrent users with 2.4/5.0 GHz bandwidth.

1.7 Wi-Fi connectivity is ensured through access points from a centralized access controller.

1.8 Wi-Fi speed of 1 to 2.0 Gbps throughput is available in each AP.

## 2. Cyber Security

2.1 Firewall security is ensured through **Sophos firewall XG450.**

2.2 Application Level bandwidth and quota management are scheduled.

2.3 IPS, Content filter, and AV scanning in gateway mode

2.4 Authentication based user access to connect internet

2.5 Group-based security policy is assigned to different user groups to ensure that no threats are entertained.

2.6 Internet data usage for students is 6 GB per week.

2.7 Reports are regularly monitored for every group.

2.8 Public paging server is integrated with DMZ zone to respective ports.

2.9 Synchronised Security feature is planned for integration at the client level.

# 3. Hardware and Software

3.1 Personal computing devices, computer peripherals, networking equipment, biometric devices, telecommunication equipment, mass media streaming devices and other hardware are procured and installed.

3.2 Microsoft licensed software is installed and renewed periodically.

3.3 Licensed software and open source software are available for usage.

## 4. IT Facilities Updation

4.1 Up-gradation to Techroutes Layer - 3 switch in 2017

4.2 Up-gradation to Axilspot (ASC175) for access points in 2018

4.3 Firewall has been upgraded from Cyberoam 1000ia to Sophos firewall XG450.

4.4 Video lecture capturing facility has been created during the accreditation period.

4.5 Licensed video conferencing system is available.

4.6 Number of Wi-Fi devices have been increased to 72.

4.7 Number of LCD projectors have been enhanced to 178

4.8 Library server has been upgraded to access online resources.

4.9 Enhancement of CCTV surveillance to 479

| File Description | Document |
| --- | --- |
| Upload any additional information | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:** 7:1

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Student - computer ratio | [View Document](#) |

**4.3.3 Bandwidth of internet connection in the Institution.**

**Response:** ?50 MBPS

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Details of available bandwidth of internet connection in the Institution | [View Document](#) |

**4.3.4 Institution has the following Facilities for e-content development**

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Link for Additional information | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 27.03

4.4.1.1 **Expenditure incurred on maintenance of physical facilities and academic support facilities**

**excluding salary component year wise during the last five years (INR in lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1413.1  | 754.24  | 732.2   | 538.97  | 566.59  |

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Details about assigned budget and expenditure on physical facilities and academic facilities | [View Document](#) |
| Audited statements of accounts | [View Document](#) |

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

**Response:**

Response: Affirmative

There is an organisational system for the monitoring and maintenance of the infrastructure and IT facilities of the institution. A full-time Director for Infrastructure Planning and Development, a Financial Administrator and an administrative office are the responsibility centres for infrastructure augmentation and maintenance.

# 1. Committees/Personnel for Monitoring Utilisation of Facilities and Maintenance

The infrastructure planning and maintenance section augments various academic, sports and cultural facilities to suit the needs of students in line with the perspective plan. These sections adhere to the standard operating procedures and plan the schedule of maintenance of physical infrastructure and campus facilities. They have a daily schedule of monitoring the maintenance and upkeep of facilities.

1.1 Purchase section is responsible for budgeting, acquiring and inventory of necessary furniture, equipment, electrical and electronic gadgets and other infrastructural requirements.

1.2 Infrastructure maintenance section inspects, updates, and repairs various facilities in the campus.

1.3 The IT maintenance section oversees the purchase, installation, software upgrades, repair and maintenance of computers and other IT facilities.

1.4 Library Advisory Committee plans and monitors infrastructure for library and information centre.

1.5 Sports and Games Club monitors the upgradation and maintenance of sports facilities, gymnasium and equipment.

1.6 Centre for Yoga and Meditation oversees the facilities available for health and well-being.

1.7 Two full-time sound technicians operate and maintain the audio equipment and acoustics.

1.8 A full-time instructor oversees the maintenance of multi-gymnasium facilities.

1.9 Carpentry workshop in the campus designs, produces and maintains quality furniture.

1.10 Support and maintenance are provided by lab assistants in the Bioscience, Electronics, Physics, Psychology and Computer Science laboratories.

## 2. Utilisation of infrastructural facilities

Faculty members and staff strive to ensure optimum utilisation of infrastructural facilities for the holistic growth of the students.

2.1 The classrooms are allocated based on a need assessment and are mapped in the ERP.

2.2 The auditoria and conference halls are utilised for college, university and national level events.

2.3 Group discussion rooms, reading rooms and personal cubicles in the library enable efficient utilisation of books and on-line resources.

2.4 Efforts are made to enhance library usage through **annual book exhibition**, library-corner commemorating national events and personalities and orientation on the usage of e-resources.

2.5 The heads of the departments prepare a schedule and lab manual for the optimum utilisation of laboratories. Students can also avail the facilities after class hours.

2.6 The college aspires to create a clean, green campus. Effective landscaping has embellished the natural beauty of the campus. The green parks are utilised for recreation, group study, meditation and relaxation.

2.7 The Sewage Treatment Plant (STP) is optimally utilised to treat wastewater.

2.8 The solar panels installed in the terrace of the main block harvest solar energy and generate 50 MHz of electricity.

2.9 The music room is used for training the choir and musical instruments.

2.10 Outdoor and Indoor sports facilities are utilised for training and conduct of sports and games of the institution and the affiliating university.

## 3. Maintenance of infrastructural facilities

The administrative office oversees the maintenance of infrastructure facilities. A maintenance register is kept in the office to record repair and maintenance requests. The issues are referred to the supervisor for immediate action.

### 3.1 Maintenance of classrooms and academic spaces

3.1.1 The supervisors oversee the classrooms to assess the furniture, ICT needs and suggest improvements if needed. Maintenance requests that are made offline and online, are immediately met.

3.1.2 Verification and maintenance of the auditoria and conference hall furniture, functionality of audio-visual, ICT and other facilities are done periodically by the technical staff.

### 3.2 Maintenance of Libraries

3.2.1 The library personnel are responsible for the effective functioning and maintenance of the libraries.

3.2.2 The integrated library management system is used for stock verification.

3.2.2 The AMC takes care of integrated library management system.

### 3.3 Maintenance of Laboratories

3.3.1 Maintenance of laboratories, equipment and other facilities are taken care by the lab technicians and support staff. Inventory registers are maintained in the labs for the periodic stock verification.

3.3.2 Media studio with   audio-visual and editing equipment and high end printers are maintained by the in-house technicians.

### 3.4 Campus Maintenance

Full time maintenance supervisor and personnel are available to provide services such as electrical work, plumbing, furniture upkeep, building maintenance, gardening, maintenance of sports facilities and house-keeping.

3.4.1 IT infrastructure is maintained by qualified and trained in-house system administrators with the support of AMC service partners.

3.4.2 Electrical/electronic engineers have been employed full time to install and maintain various electrical, electronic and public address systems. Based on the requests made by departments and various centres, new systems are installed or existing ones are repaired to increase efficiency.

3.4.3 Elevators, air conditioners, UPS, CCTV and generators are maintained by AMC partners.

3.4.4 A campus supervisor/technician inspects the solar panels regularly to verify the optimal functioning of the panels.

3.4.5 Two **Reverse Osmosis commercial units with a capacity of 500 litres/hour and one with 250 litres/hour** are maintained by the support staff. The water potability is tested periodically by the department of Life Sciences.

3.4.6 The college adheres to the statutory fire safety regulations. Fire safety equipment are inspected and maintained by the AMC partners.

3.4.7 A campus supervisor and technician monitor the functioning of STP.

3.4.8 All the motor vehicles of the college are serviced regularly.

3.4.9 The music director assisted by a technician and student coordinators looks into the upkeep of musical instruments.

3.4.10 The green parks of the college are maintained by a team of gardeners under an estate supervisor. The department of life sciences has augmented the floral strength of the campus and maintain the medicinal garden.

3.4.11 Cafeteria, guest house, hostel, Kristu Jayanti annexe, reprographic centre and utility block are maintained by the caretaker and support staff.

3.4.11 The vermicomposting unit, compost pit and bio gas plant are maintained by the support staff.

3.4.12 Fire safety and security equipment in all the blocks are maintained through AMC.



Maintenance of Physical, Academic and Support Facilities
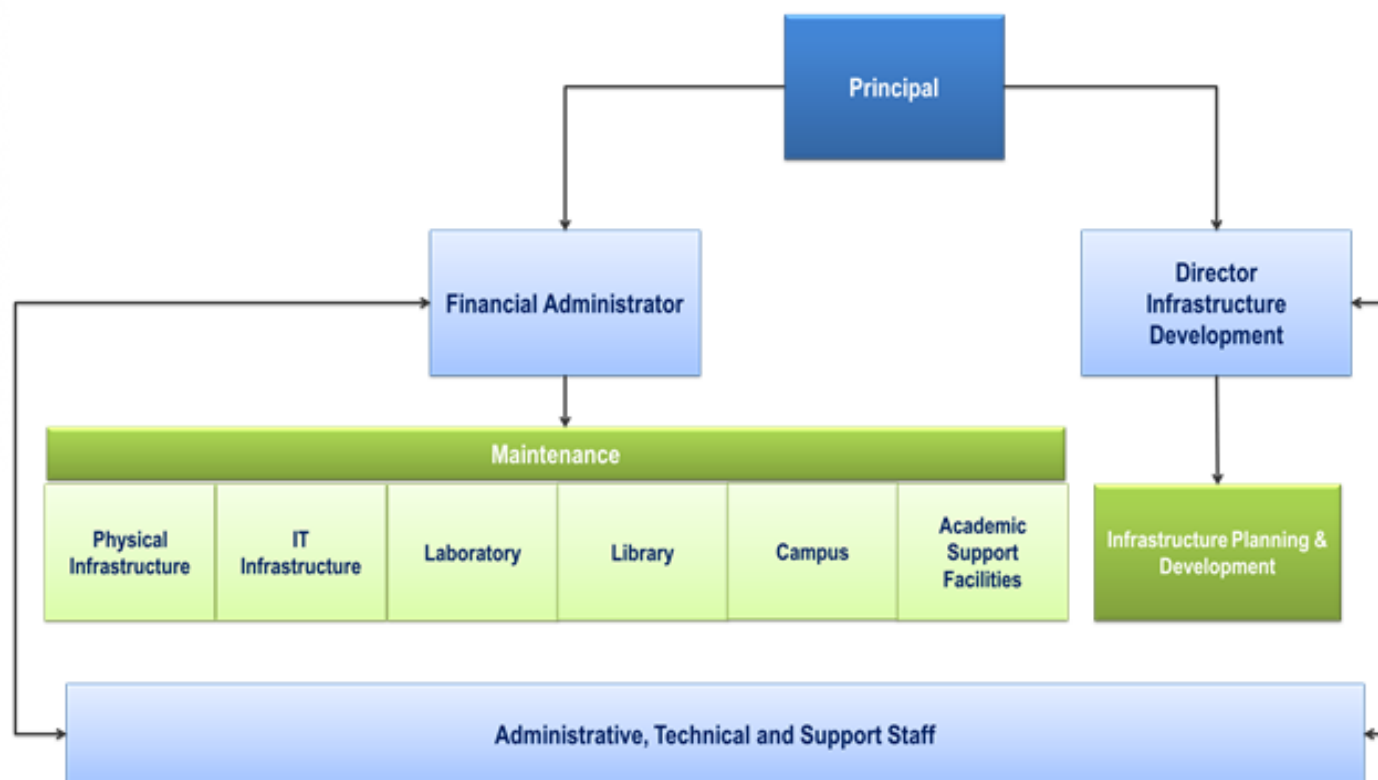
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| Paste link for additional information | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**

**Response:** 9.26

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 527 | 665 | 465 | 487 | 196 |

| File Description | Document |
|------------------|----------|
| upload self attested letter with the list of students sanctioned scholarships | [View Document](#) |
| Upload any additional information | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | [View Document](#) |

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

**Response:** 18.69

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1236 | 1109 | 1038 | 761 | 563 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Number of students benefited by scholarships and freeships besides government schemes in last 5 years | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Details of capability enhancement and development schemes | [View Document](#) |
| Any additional information | [View Document](#) |
| Link to Institutional website | [View Document](#) |

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

**Response:** 85.26

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 6011 | 5020 | 4286 | 3563 | 2654 |

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

**5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies**

**2. Organisation wide awareness and undertakings on policies with zero tolerance**
**3. Mechanisms for submission of online/offline students' grievances**
**4. Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | [View Document](#) |
| Details of student grievances including sexual harassment and ragging cases | [View Document](#) |

## 5.2 Student Progression

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

**Response:** 28.57

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 669 | 457 | 348 | 355 | 316 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Self attested list of students placed | [View Document](#) |
| Details of student placement during the last five years | [View Document](#) |

**5.2.2 Percentage of student progression to higher education (previous graduating batch).**

**Response:** 27.57

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

Response: 552

| File Description | Document |
|---|---|
| Upload supporting data for student/alumni | [View Document](#) |
| Details of student progression to higher education | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 100

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 155 | 62 | 29 | 47 | 37 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 155 | 62 | 29 | 47 | 37 |

| File Description | Document |
|---|---|
| Upload supporting data for student/alumni | [View Document](#) |
| Number of students qualifying in state/ national/ international level examinations during the last five years | [View Document](#) |
| Any additional information | [View Document](#) |

## 5.3 Student Participation and Activities

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

**Response:** 431

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 110 | 80 | 92 | 91 | 58 |

| File Description | Document |
|------------------|----------|
| Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years | [View Document](#) |
| e-copies of award letters and certificates | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:**

Response: Affirmative

Student Council and representatives play an active role in the academic and administrative bodies of the institution. The roles and responsibilities of the student council are endowed upon them during the investiture and oath taking ceremony.

# 1.  Student Council at Kristu Jayanti College

## Student Council at Kristu Jayanti College

```
                    ┌─────────────────┐
                    │    Principal    │
                    └─────────────────┘
                            │
                            ▼
                    ┌─────────────────┐
                    │      Deans      │
                    └─────────────────┘
                            │
                            ▼
                    ┌─────────────────┐
                    │ Staff Coordinators │
                    └─────────────────┘
                            │
                            ▼
                    ┌─────────────────┐
                    │ Student Coordinators │
                    └─────────────────┘
```

Literary & Cultural Association (LCA)    Sports & Games Club    Jayantian Extension Serrvices (JES)
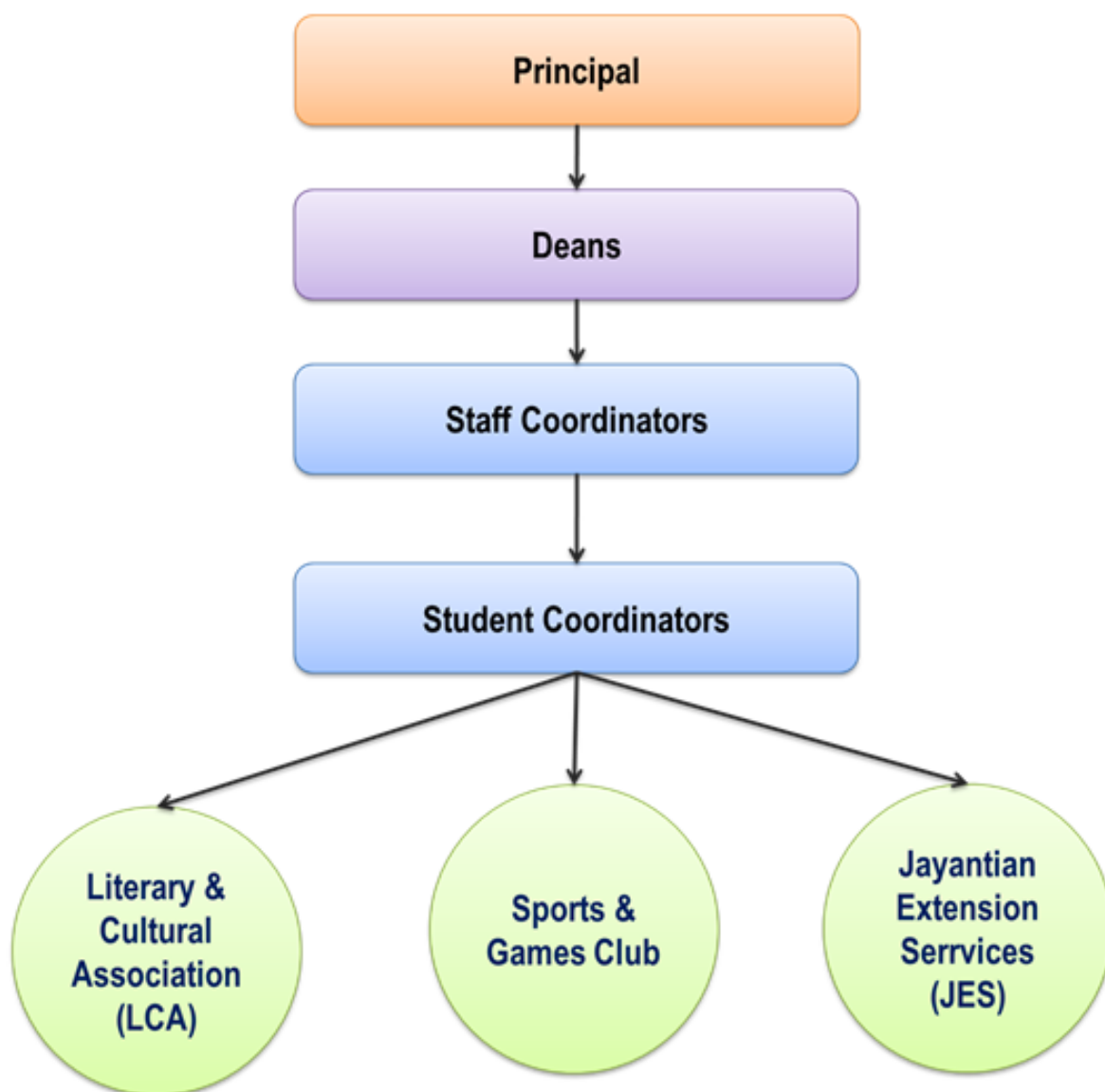
The role of the student council in planning, structuring and executing various academic, co-curricular and extra-curricular activities of the college.

1.1 The student council of the college is led by the Secretaries of the Literary and Cultural Association (LCA) and coordinators of Sports and Games Club, NSS and NCC. They are assisted by the secretaries of various clubs and associations.

1.2 The student council has equal representation of girls and boys.

1.3  The student council is mentored by the Principal and the Deans of the institution.

1.4 Student leaders undergo training  in  event management, leadership and team building.

1.5 The student council meets to plan and  organise activities and programmes of the college with the guidance of teachers and administrative team.

## 2. Functions of the Student Council

2.1 The council plays a leadership role in planning, coordinating and executing major academic and co-curricular programmes.

2.2 It represents the student community in the academic and administrative bodies of the institution.

2.3 The council fosters a cohesive relationship between management, teaching fraternity, student body and other stakeholders.

2.4 It recommends various student welfare initiatives to the management and enables effective implementation.

2.5 It initiates and promotes community engagement activities.

2.6 It facilitates the promotion of the Sustainable Development Goal-1 of the United Nations.

2.7 It promotes the goodwill of the institution by being its ambassadors.

## 3. Representation of students in academic and administrative bodies/committees

The institution believes in the significant role of students in the efficient functioning and quality of the institution. The students are represented in various academic and administrative bodies/committees.

3.1 The Student Council secretaries are defacto members of the IQAC.

3.2 Student nominees are statutory members of all department Quality Circles.

3.3 Students are nominated to Curriculum Advisory Committee.

3.4 **Department Clubs and Associations are led by student leaders. All programmes of clubs, associations and centres are led, planned and executed by the respective student coordinators.**

3.5 Student representatives of **Women Empowerment Cell** promote gender sensitisation and women empowerment and conduct gender audit.

3.6 Two students are nominated to the **Grievance Redressal Cell.**

3.7 Representation of students in the **Equal Opportunity Cell** promotes inclusivity and equity.

3.8 Two students are nominated to the **Committee for Prevention of Sexual Harassment.**

3.9 The student coordinators of **Entrepreneurship Innovation Centre** lead entrepreneurship and innovation activities among students.

3.10 The activities of the Literary & Cultural Association, Sports & Games Club and Environment Club and all department clubs and associations are led by the student coordinators.

3.11 Jayantian Extension Services comprising of NSS, NCC, Centre for Social Activities and Karnataka Civil Defense Corps are coordinated by the student representatives. They coordinate various social outreach, sensitisation and awareness programmes in the campus, neighbourhood and villages.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document] |
| Paste link for Additional Information | [View Document] |

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

**Response:** 62

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 82 | 61 | 61 | 52 | 54 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document] |
| Report of the event | [View Document] |
| Number of sports and cultural events / competitions organised per year | [View Document] |

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

**Response:**

**Kristu Jayanti College Alumni Association (KJCAA),** founded in 2005 and **registered under Registration of Societies Act 1860,** strives to enrich the lives of alumni and strengthen their bonding with the institution. KJCAA spreads the goodwill of the college through a synergy of thought and action driven by Jayantian values.

The vision of KJCAA is 'to emanate Jayantian spirit and work in harmony to create an ecosystem of light and prosperity.' The **online alumni portal** enables networking among the members and provides

information regarding the various activities of the college.

KJCAA renders its support in different verticals. The association is involved in qualitative and quantitative development of the college.

# 1. Financial Support by KJCAA

1. The Alumni association has contributed Rs.15,80,000 during the accreditation period.

2. The contribution of the alumni is utilised for various institutional development purposes.

3. They empower the Socially and Economically Disadvantaged Groups through scholarships.

4. The alumni have rendered financial support for the education underprivileged students by providing laptops for attending online classes during the pandemic period.

# 2. Non-financial contribution by KJCAA

1. Alumni engage in the academic process of the institution by serving as members of Boards of Study, IQAC, Curriculum Advisory Committee and Kristu Jayanti Incubation Centre.

2. Notable alumni serve as Chief Guests, resource persons and keynote speakers for conferences, seminars and academic enrichment activities.

3. They provide orientation and employability training for placements.

4. They facilitate placement opportunities for students by referring potential employers to Centre for Employability and Corporate Relations.

5. Alumni serve as recruiters for their companies.

6. Alumni entrepreneurs provide mentoring for Kristu Jayanti Incubation Centre (KJIC) and the Entrepreneurship and Innovation Centre (EIC)

7. They serve as jury members for academic and cultural fests and as referees / umpire for sports and games events.

8. They strengthen industry – academia linkages through industry academia innovation series and internships.

9. Alumni have sponsored events in academic fests.

10. Books have been donated to the college libraries.

11. They support the activities of Jayantian Extension Services such as rural exposure programmes, relief activities, blood donation and medical camps.

12. They provide their services at a subsidised rate for the organisation and conduct of events.

13. They render service as trainers in skill development courses

14. Training support for music, theatre and dance are provided by alumni.

15. They help in organising national and international industrial visits.

16. They support in admission campaign of the institution in various parts of the country and other countries.

17. Alumni manage hostel and canteen in the neighbourhood for the benefit of the students.

18. They assist in design and maintenance of institution website and mobile application.

19. Alumni render support to the green initiatives of the college.

20. They are instrumental in building the brand image of the college.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:** A. ? 15 Lakhs

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution**

**Response:**

Response: Affirmative

## 1. Governance that is reflective of the Vision and Mission

The governance of the institution stems from the vision and mission which are based on democratic, growth-oriented, value-driven and inclusive principles. **Decentralisation, delegation, bottom-up planning and departmentalisation** ensure the achievement of institutional goals. Code of Ethics, well-defined roles and responsibilities foster integrity, transparency and accountability.

## 2. Institutional Perspective Plan

The vision and mission of the institution are actualised through the perspective plan specifying the strategy development and deployment process through the following focus areas:

2.1 **Curriculum Development** - The plan propels all programmes to incorporate innovation, skill development, entrepreneurial spirit, sustainable development goals, environmental concern, vocational training and life-long learning.

2.2 **Student Capability Enhancement** - Student competencies are developed through experiential learning, professional training, entrepreneurship, incubation, creative thinking and the development of multiple intelligence.

2.3 **Faculty and Staff Development** - Professional development and career advancement are nurtured through the implementation of the human resource plan.

2.4 **Research** - Funding for projects, training, promotion and provision of seed money for research are undertaken systematically.

2.5 **Collaborations and Linkages** - MoU and linkages are initiated with national and international institutes for academic enrichment.

2.6 **Extension Services** - Service learning and community engagement cater to the socially disadvantaged, underprivileged, marginalised and divyangjan.

2.7 **Infrastructure** - Incremental infrastructural facilities are created to provide a conducive ambience for holistic development.

2.8 **Resource Mobilisation and Utilisation** - Adequate budgetary provisions are made for institutional development and growth.

2.9 **Environmental Concern through Sustainable Green Initiatives** - Annual Green, Energy and Environment Audits are undertaken along with the efforts for sustainable development.

2.10 Quality Assurance and Quality Enhancement- The IQAC plans and monitors quality sustenance and enhancement initiatives.

# 3. Culture of Participative Management

A system of **Management by Exception (MBE)** facilitates goal-oriented action through effective leadership and faculty participation at all levels. **Decentralisation** is facilitated through the delegation of powers to various committees. Faculty participation in decision making bodies is witnessed through:

3.1 Two senior faculty members are part of the Governing Body.

3.2 Deans, Heads of the department and five nominated faculty members including the secretary are constituent members of Academic Council.

3.3 Board of Studies comprises of faculty members of the respective departments.

3.4 Teachers Council comprises of Deans, Heads of the department, Programme coordinators and nominated faculty members including secretary.

3.5 Controller of Examinations, three deputy Controllers of Examination and Custodians lead the decision making body pertaining to examinations.

3.6 Faculty members play a decisive role in IQAC, finance committee and curriculum planning and evaluation committee.

3.7 Faculty members plan, coordinate and execute the activities of academic and administrative committees, clubs and associations.

3.8 Staff members form various statutory bodies instituted by the college such as internal complaints committee, committee for prevention of sexual harassment, anti-ragging cell, grievance redressal cell and equal opportunity cell.

Institutional governance adheres to the vision and mission and strives for academic excellence, character formation, moral rectitude, intellectual integrity, development of skills and compassion to mould individuals.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:**

# Case Study: Management By Exception - Building Senior and Mid-level leadership

The institution adopts the practice of **Management By Exception**, whereby only significant matters pertaining to the attainment of the plan are brought to the attention of the top management. All the day to day academic and administrative activities are carried out in the respective responsibility centres- deaneries and departments. Decentralisation is facilitated through the delegation of powers to various committees that execute the academic and the extra-curricular activities of the college. They are involved in three levels of managerial decision making as depicted below.
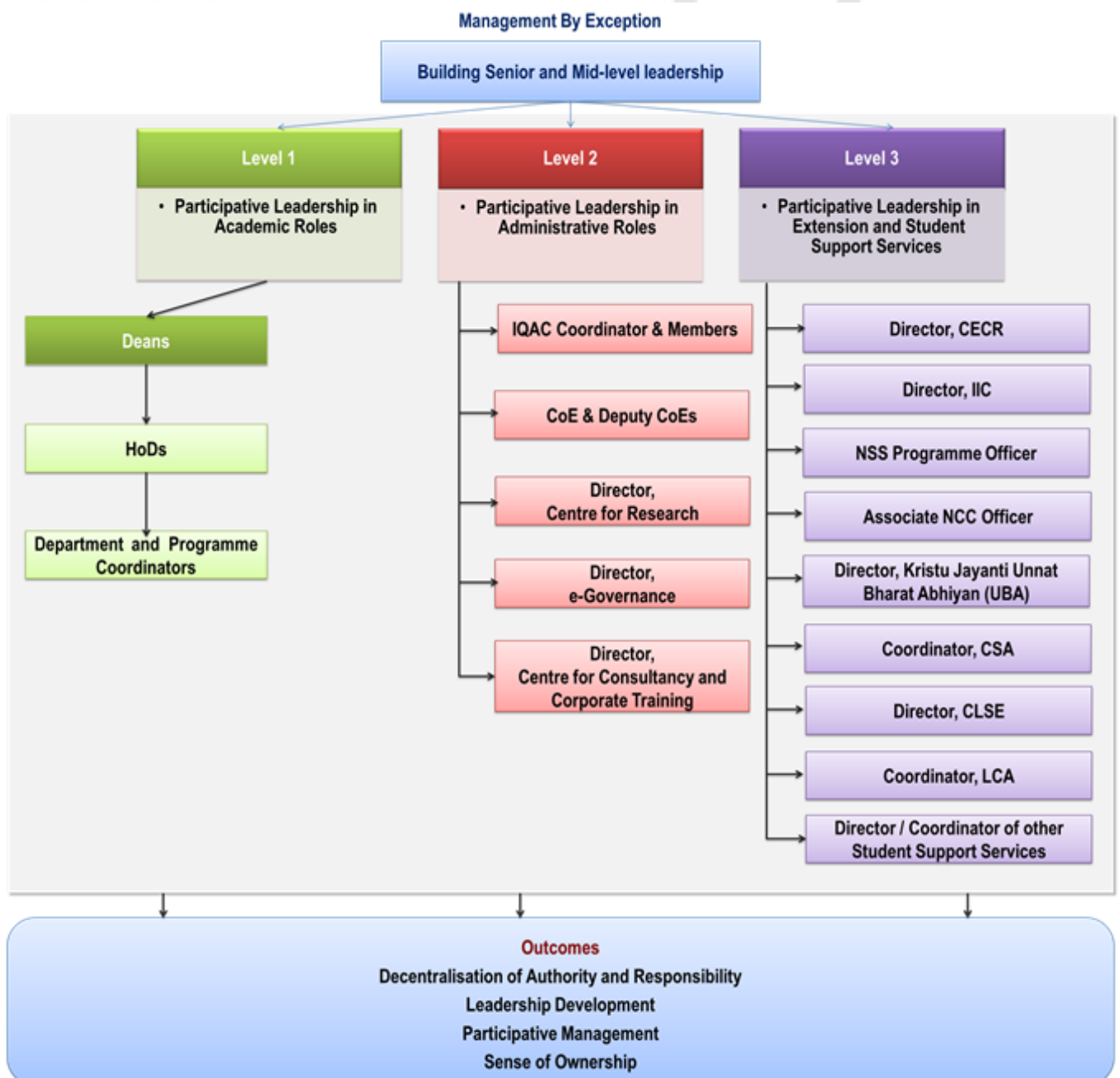
## Level 1: Participative leadership in Academic roles

The academic roles of the institution nurture leadership. Deans, Heads of Departments and Programme coordinators are given administrative powers to execute and monitor day to day academic activities of the deanery and departments. Faculty members have leadership roles in statutory committees, institution-level committees and clubs and associations.

## Level 2: Participative leadership in Administrative roles

The participative leadership of faculty and staff plays a pivotal role in institutional development through their administrative roles.

2.1 The members of the IQAC initiate, plan and supervise various activities to enhance and sustain the academic and administrative quality.

2.2 The Controller of Examinations and three Deputy Controllers who work independently to administer and monitor the examination process and publication of results.

2.3 The Directors of Centre for Research, Centre for Consultancy & Corporate Training and Centre for Continuing Professional Development plan various professional development programmes.

2.4 The Director, E-Governance Centre is responsible for the automation of academic processes, campus management system, security and e-learning resources.

2.5 Director, Infrastructure Planning and Development is responsible for infrastructure development and maintenance.

2.6 The Office Superintendent supervises the various activities of the administrative office.

## Level 3: Participative leadership in extension and student support services

Faculty members are in the forefront of community engagement and student support as coordinators.

3.1 The units of Jayantian Extension Services (NSS, NCC and Centre for Social Activities) are managed by the staff coordinators.

3.2 The department level extension activities are initiated by the faculty coordinators.

3.3 The Director, Centre for Employability and Corporate Relations organises career orientation, employability enhancement and placement.

3.4 The institution also has MHRD approved centres for Institution Innovation Council, Kristu Jayanti Incubation Centre, Unnat Bharat Abhiyan (UBA) and NPTEL headed by staff coordinators.

3.5 Faculty members coordinate and lead various centres and associations for student support services: Women Empowerment Cell, Faculty Development Cell, Entrepreneurship & Innovation Centre, Literary and Cultural Association, Centre for Life Skills Education, Sports and Games Club, Environment Club, Centre for NET/SET Training, International Relations Office and department level clubs and associations.

| File Description | Document |
|---|---|
| Any additional informatiom | <u>View Document</u> |
| Link for strategic plan and deployment documents on the website | <u>View Document</u> |
| Link for additional information | <u>View Document</u> |

## 6.2 Strategy Development and Deployment

**6.2.1 The institutional Strategic / Perspective plan is effectively deployed**

**Response:**

Response: Affirmative

The institution prepares a perspective plan document that comprises of short term and long term plans for envisioning the future of the institution. The institutional perspective plan periods are:

- **Institutional Perspective Plan I (1998 – 2008)**

- **Institutional Perspective Plan II (2008 – 2018)**

- **Institutional Perspective Plan III (2018 – 2028)**

The third perspective plan encompasses ten thrust areas: curriculum development, student capability enhancement, faculty and staff development, research, collaborations and linkages, extension services, infrastructure development, resource mobilisation and utilisation, environmental concern through sustainable green initiatives and quality assurance and quality enhancement.

**Activity implemented based on the Strategic Plan: Incremental Infrastructural Expansion**



**Activity implemented based on the strategic plan: Incremental Infrastructural Expansion**

One of the key components of the perspective plan is the development and expansion of infrastructure to meet the future needs of the institution. Some of the major infrastructural developments which commensurate with institutional perspective plan are enumerated below.

## 1. Construction of an Administrative Block

A new block of eight floors (3,74,981.7 sq.ft.) with 46 classrooms, one library and two computer laboratories have been constructed in accordance with Institutional Perspective Plan II. Administrative offices of Principal, Financial Administrator, Controller of Examination have been expanded. There is a provision for rainwater harvesting and parking in the basements. A new cafeteria of 4809.31 sq.ft. was constructed in the administrative block. These facilities cater to the needs of the increasing number of students, staff and guests.

## 2. New Cafeteria in the PG Block

The entire basement of PG block was remodelled to accommodate a cafeteria of 9992 square feet with a dining capacity of 355 persons.

## 3. Multipurpose Open Space and Food Court

A food court (15456 sq. ft.) with canopies and a dining capacity of 125 was established in the year 2015-16. The open space is used for stalls by student entrepreneurs, dining during conferences, academic and cultural competitions.

## 4. Girls Hostel

St Mary's Hostel for girls (37457.02 sq.ft.) with 75 rooms was constructed and became functional in June 2017 fulfilling the growing demand for accommodation of outstation students.

## 5. Guest House

A guest house of 21263.44 sq. ft. was constructed to provide accommodation for guests, parents and visitors who come to the college. It has 16 air-conditioned, 15 non-air-conditioned rooms and a dormitory with 55 beds. The building also houses South Indian Bank extension counter, stationery shop with reprographic facilities and an emporium.

## 6. Recreation and Green Spaces

The institutional perspective plans are committed to the conservation of the environment. Green parks, medicinal garden, green house and walking tracks have been created. St. Chavara square is an open space that provides the stage for theatre, literary, cultural and common gatherings.

## 7.Purchase of Land

12.5 acres of land was purchased at Kannamangala in Bangalore Rural district for the future infrastructural development of the institution.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |
| Link for Strategic Plan and deployment documents on the website | [View Document](#) |

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

**Response:**

Response: Affirmative

## I. Institutional Organogram

The organisational structure of the institution is designed to facilitate effective governance, participative

management and decision making.

1. **Board of Trustees: Bodhi Niketan Trust:** The institution is managed by Bodhi Niketan Trust, the highest administrative body, formed by the members of Carmelites of Mary Immaculate (CMI). The Chairperson is the Provincial of the St. Joseph Province of CMI and the Principal is the ex-officio secretary. The trust meets twice a year.

2. **Governing Body:** The highest academic body of the institution is the Governing Body which is constituted according to UGC guidelines. It approves the institutional perspective plan and proposed programmes of study, establishes academic committees, sanctions scholarships, and ratifies the recommendations of the Academic Council. The Chairperson is the Provincial and the Principal is the ex-officio secretary. The Governing Body meets twice a year.

3. **Academic Council:** The composition of the academic council adheres to UGC norms and is chaired by the Principal. It recommends proposals for new programmes, approves the decisions of the Boards of Studies concerning courses of study and evaluation, makes regulations for co-curricular and extra-curricular activities. The council meets twice a year.

4. **Finance Committee:** The finance committee functions as an advisory body to the Governing Body. It assesses and approves the budget estimates, verifies income from fees and presents the audited accounts to the authorities. The Chairperson is the Principal supported by the Financial Administrator.

5. **Board of Studies:** The Board of Studies approves the curriculum of various courses keeping in view the institutional mission, stakeholders' interest and national requirements. The board discusses and suggests the current trends in teaching-learning and evaluative methodologies.

6. **Academic and Administrative Committees:** IQAC, Curriculum Advisory Committee, Examination Committee, Admission Committee, Library Committee, Student Grievance Redressal Cell, Committee for Prevention of Sexual Harassment, Equal Opportunity Cell, Women Empowerment Cell, Centre for Research, Faculty Development Cell, Jayantian Committee for Culture and Values, Institution Innovation Council, Entrepreneurship and Innovation Centre, Centre for Employability and Corporate Relations, International Relations Office, Jayantian Extension Services, Literary and Cultural Association, and Sports and Games Club function effectively to nurture academic and administrative excellence fulfilling the benchmarks of higher education.

## II. Recruitment and Career Advancement

The Human Resource policy of the institution stipulates the guidelines and regulations pertaining to recruitment and career advancement.

1. **Recruitment Procedure:** The faculty selection board comprises of the Principal, Vice-Principal, Dean, Head of the department and subject expert. Advertisement regarding vacancies are published in the leading newspapers and college website. The selection board screens and selects the candidates based on qualification, experience and performance in the interview.

2. **Service Rules and Promotional Policies:** Human resource plan enumerates the service rules and promotional policies. Faculty promotions are guided by the Career Advancement Scheme of the college.

3. **Grievance Redressal System:** The Grievance Redressal Cell was constituted in July 2006 to address and resolve the grievances of students, alumni and parents. The cordial and accessible online and offline grievance redressal mechanism fosters a healthy academic atmosphere.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link to Organogram of the Institution webpage | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.2.3 Implementation of e-governance in areas of operation**

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

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

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

**Response:**

One of the major strengths of the institution is the dedication and commitment of teaching and non-

teaching staff members. The college is concerned about the physical and psychological well-being of all the stakeholders. The management builds an inclusive culture and creates a family atmosphere in the campus. The HR policy of the college lays down various guidelines and norms to promote staff welfare.

## I. Monetary Welfare Measures

The institution has a budgetary allocation for the welfare of faculty and staff. The monetary welfare measures are enlisted below:

1. **Medical Insurance**: **All the staff members and their dependents are covered under the medical insurance policy** for the last ten years. The premium is fully paid by the institution. 1322 number of staff members were benefitted since 2015-2016.
2. **Seed Money** is provided for faculty to encourage research publications and patents.
3. Shodh Pravatan Research Grants are provided by the college annually for pursuing research projects.
4. **Annual international staff exposure** through interest-free advance enables faculty and staff to expand their horizons in professional and personal life.
5. The institution provides **financial support** for faculty and staff training, skill upgradation, attending conferences, workshops, FDPs, refresher and orientation courses.
6. The institution provides increment on the successful completion of Ph.D.
7. Maternity paid leave is provided.
8. Short term interest-free loans (soft loan) is provided to the staff to purchase property, vehicle and meet emergency requirements.
9. **Financial support** is given to meet the medical expenses of staff and their family members.
10. Annual increment for faculty and staff based on career advancement scheme.
11. Provident fund scheme has been created for the faculty and staff.
12. Gratuity benefits are applicable for all the staff members as per the Service Rules.

## II. General Welfare Measures

The institution plans for general welfare measures for the faculty and staff where the direct provision of financial support is not involved.

1. **Staff Outbound Programmes** are organised for faculty and staff to rejuvenate themselves.
2. Faculty can avail on duty leave for doctoral committee meeting, thesis submission and viva voce examination pertaining to M.Phil. and Ph.D.
3. On duty leave is given for SWAYAM– NPTEL, NET, SET and professional examinations for faculty and staff.
4. Staff sports and games meet 'Acharyotsava' is organised annually.
5. Family spirit is built through birthday celebrations through faculty and staff.
6. The Health Centre situated in the campus managed by Falcon Health Care renders health services.
7. Gymnasium, yoga centre and facilities for sports and games have been created for the physical and emotional well-being of faculty and staff.
8. Individual faculty and staff cabins are provided with separate desktops and Wi-Fi connectivity.
9. The institution extends guest house facilities for the use of faculty and staff.
10. The multi-purpose hall and cafeteria are available for family functions of the staff members.
11. Bank extension counter and ATM are in the campus buildings for ease of access
12. A lounge is created in the cafeteria for staff and guests.

13. Summer coaching camps are organised for the children of faculty members by the Institution.

| File Description | Document |
| --- | --- |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

**6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**

**Response:** 68.92

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| --- | --- | --- | --- | --- |
| 176 | 141 | 141 | 88 | 86 |

| File Description | Document |
| --- | --- |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:** 35.8

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| --- | --- | --- | --- | --- |
| 79 | 24 | 29 | 22 | 25 |

| File Description | Document |
|---|---|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). | [View Document](#) |
| Reports of Academic Staff College or similar centers | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:** 80.74

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 184 | 184 | 139 | 120 | 105 |

| File Description | Document |
|---|---|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | [View Document](#) |
| IQAC report summary | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institution conducts internal and external financial audits regularly**

**Response:**

Response : Affirmative

The college has a mechanism for internal and external audits. Monitoring financial management practices is a significant process in the internal audit. Internal audit is carried out by the Finance Committee which also reviews the budget and statement of expenses every quarter. External financial audit is executed by an audit firm.

## 1. Internal Financial Audit Mechanism

1.1 The Finance Committee is the monitoring authority for the financial management of the institution. The Principal, chairman of the Finance Committee assisted by the Financial Administrator, convenes a meeting bi-annually where income and expenditure account is carefully scrutinised before the annual external financial audit.

1.2 Departments, clubs and associations submit an annual budget for their activities to the finance committee at the beginning of the academic year.

1.3 The annual budget of the institution is prepared after scrutiny and consolidation of the annual budgets of departments. The Committee reviews and approves the budget.

1.4 The inventory audit is conducted to verify the equipment, computers, furniture and fixtures, and infrastructure in the department and administrative offices.

1.5 The library stock verification is carried out by library committee.

1.6 The finance section manages the funds received from the external agencies. The Performance Management and Recognition System (PMRS) is used for receiving funds from Government and other funding agencies. The utilisation certificate is sent to the funding agency along with the audited statement of accounts after the project/programme is completed.

## 2. External Financial Audit

2.1 External audit is carried out by Mark D'Souza Chartered Accountants and Co., Bangalore since the inception of the college. The audit observations provided by the audit firm are carried out by the accounts section immediately.

2.2 The accounts section has regular interactions with the audit firm regarding the following:

- Monthly and quarterly TDS compliance

- Receipts and Payments

- Financial statements

- Statutory compliance

2.3 Audit objections raised by the audit firm, is discussed by the Finance Committee and action taken report is submitted duly.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:** 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

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

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

**Response:**

Response : Affirmative

## 1. Resource Mobilisation Policy Statement

'The institution shall mobilise funds and allocate sufficient budgetary provision for prospective growth of the institution, holistic development of students and welfare of the staff through the establishment of conducive and sustainable learning ambience for academics, research, cultural, sports, games and extension activities integrating technology and adopting e-governance to fulfill the mission of the institution.'

## 2. Mobilisation of funds

The college strives to achieve excellence through academic service to humanity. A well planned budget guides the mobilisation and optimal utilization of funds.

2.1 The college is a self-financed higher educational institution since its inception. There is no financial aid from Union or State Governments.

2.2 The major source of funds is the tuition fee of various programmes. The college does not collect any

donations and capitation fee.

2.3 Additional funds are availed by the Trust from the parental congregation and borrowings from banks.

2.4 Rent from the letting out of stalls for food outlets, stationery, reprography, emporium, bank extension counter and ATM serve as source of revenue.

2.5 The guest house and St. Mary's hostel for girls generate revenue by providing accommodation facilities for students and guests.

2.6 The college premises and facilities are provided for the conduct of competitive examinations at a nominal charge.

2.7 Fee is collected from the companies for certificate verification done by the office of CoE.

2.8 There is a provision for external research scholars and institutions to utilize the institution's laboratories, research facilities and equipment at a nominal fee.

2.9 The faculty members are encouraged to apply and receive grants from various Central and State Government funding agencies such as UGC, AICTE, ICSSR, VGST, EDII, RBI, NAAC, ACCA, BCCI and NGOs for conduct of research, conferences, seminars, workshops and surveys.

2.10 Faculty members generate revenue by offering consultancy services and contribute a portion of it according to the consultancy policy of the institution.

2.11 Funds are also mobilised through CSR initiatives of partnering corporate organisations.

## 3. Optimal utilisation of resources

The finance committee plans, controls and monitors the utilisation of funds.

3.1 The budget allocation has been optimally utilised for remuneration for faculty and staff.

3.2 The funds allocated for the creation and maintenance of infrastructural facilities are utilised optimally.

3.3 Budgetary allocation is made for staff welfare measures.

3.4 Budgetary provisions are made to conduct various academic activities such as seminars, conferences, workshops, FDPs, training, guest lectures and other curricular activities.

3.5 The funds are allocated for promotion of research, innovation and consultancy.

3.6 Extension activities are effectively carried out utilising the funds provided by the institution.

3.7 Adequate fund allocation is made for sports, games and cultural activities.

3.8 Conscious effort is made to allocate and utilise funds for the development of an inclusive and green campus.

| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)  Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

Response: Affirmative

The Internal Quality Assurance Cell identifies, plans, executes and monitors the quality assurance strategies in the institution. The academic processes such as curriculum development, teaching-learning and evaluation, research, extension, innovation, infrastructure, student support, inclusiveness, sustainable development and governance have distinct strategies of quality assurance and enhancement.

## Practice I – Quality Assurance and Enhancement through International Accreditation

## 1. Context

The mission of the institution endeavours to build global competencies in the graduates. International assessment and accreditation enable an institution to expand its global horizons. It enables the institution to undergo a systematic change to meet international standards of higher education. Hence, the institution undertook an international accreditation process to accomplish this mission.

## 2. Process

The international accreditation process entailed the following:

2.1 Application was submitted to the Accreditation Council for Business Schools and Programs (ACBSP), USA for the accreditation.

2.2 After obtaining the membership, the institution became a Candidate for accreditation.

2.3 Mentoring support was provided throughout the accreditation process by periodical visits by an ACBSP appointed mentor from the USA.

2.4 Self-assessment Report (SAR) was prepared according to ACBSP manual based on six standards-

leadership, strategic planning, student and stakeholder focus, student learning assessment, faculty focus and curriculum.

2.5 The final SAR was submitted to ACBSP for validation and assessment in December 2019.

2.6 The on-site visit team evaluated the institution during the first week of March 2020.

# 3. International Accreditation

After successful completion of the process, **ACBSP has awarded Full Accreditation to the Institution for a period of 10 years.**

# 4. Impact of International Accreditation on Quality Assurance

International Accreditation is the pathway for commitment to the service of students and stakeholders. It has assisted in validating the pedagogical practices and engendering excellence in the management programme. It has provided global recognition and a greater visibility of the MBA programme of the institution. It has enhanced the possibility of international student exchange and credit articulation.
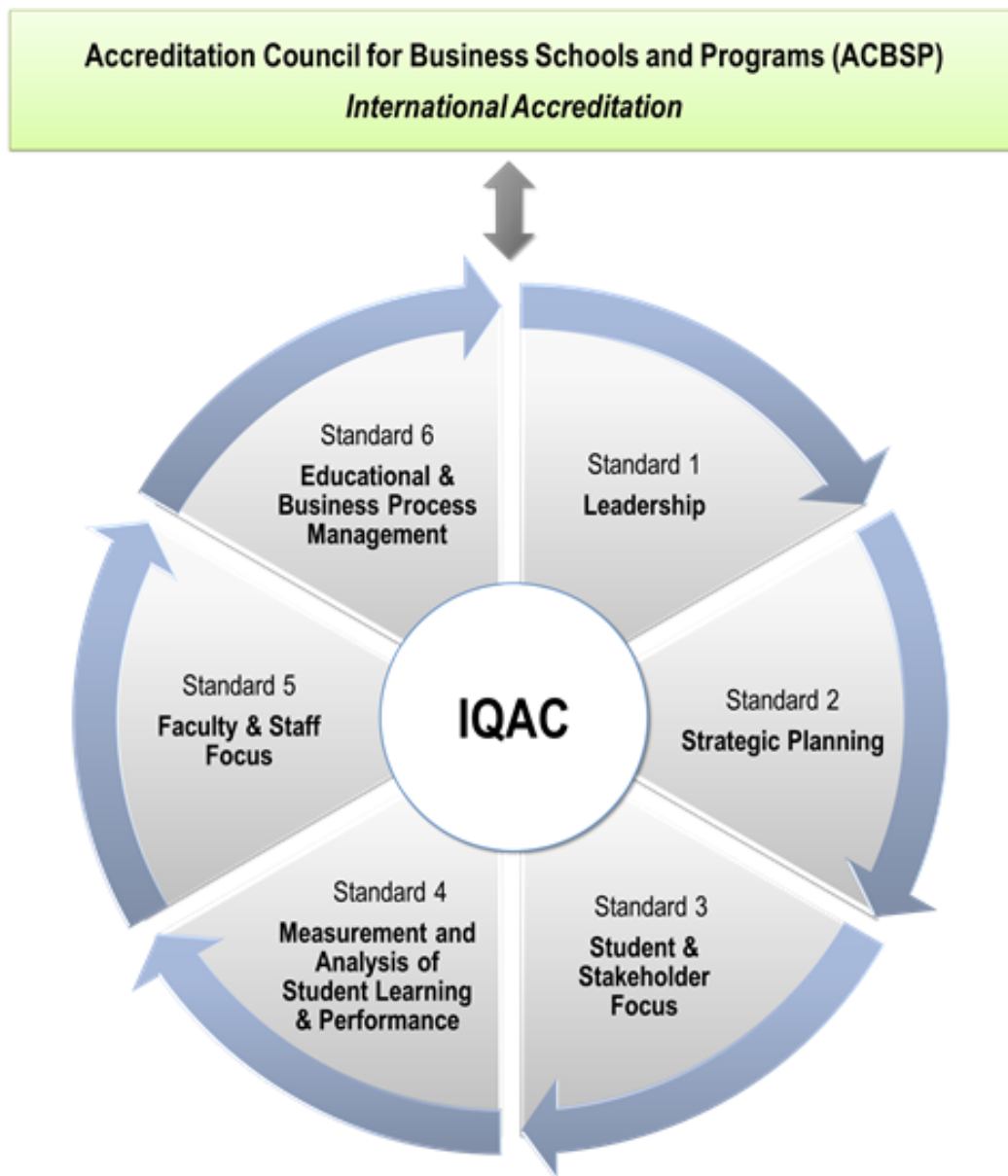
## Practice II – Quality Assurance through Benchmarking

Guided by the Core value of Excellence, the IQAC aspires to set benchmarks for quality assurance and enhancement.

## 1. Identification of Benchmarks

Benchmarking is the principal component of total quality management. Benchmarks of higher education set by national level ratings and rankings are the guideposts of quality assurance. Benchmarks provided by quality surveys at the national level enable the institution to set the quality targets. IQAC identifies credible and relevant national survey benchmarks to be adopted. The benchmarks of various national level ratings and rankings have been identified.

## 2. Parameters of Quality Assurance

Participation in national level ratings has enabled the institution to benchmark itself in comparison with other reputed higher educational institutions through parameters such as governance, academic excellence, curriculum and pedagogy, infrastructure, living experience, personality & leadership development, career progression, industry interface, placements and faculty competency.

## 3. Impact of Benchmarking

The evaluation by the rating agencies on the above parameters has enabled the institution to progress in overall quality. The quality enhancement is evidenced through the various ratings and rankings.
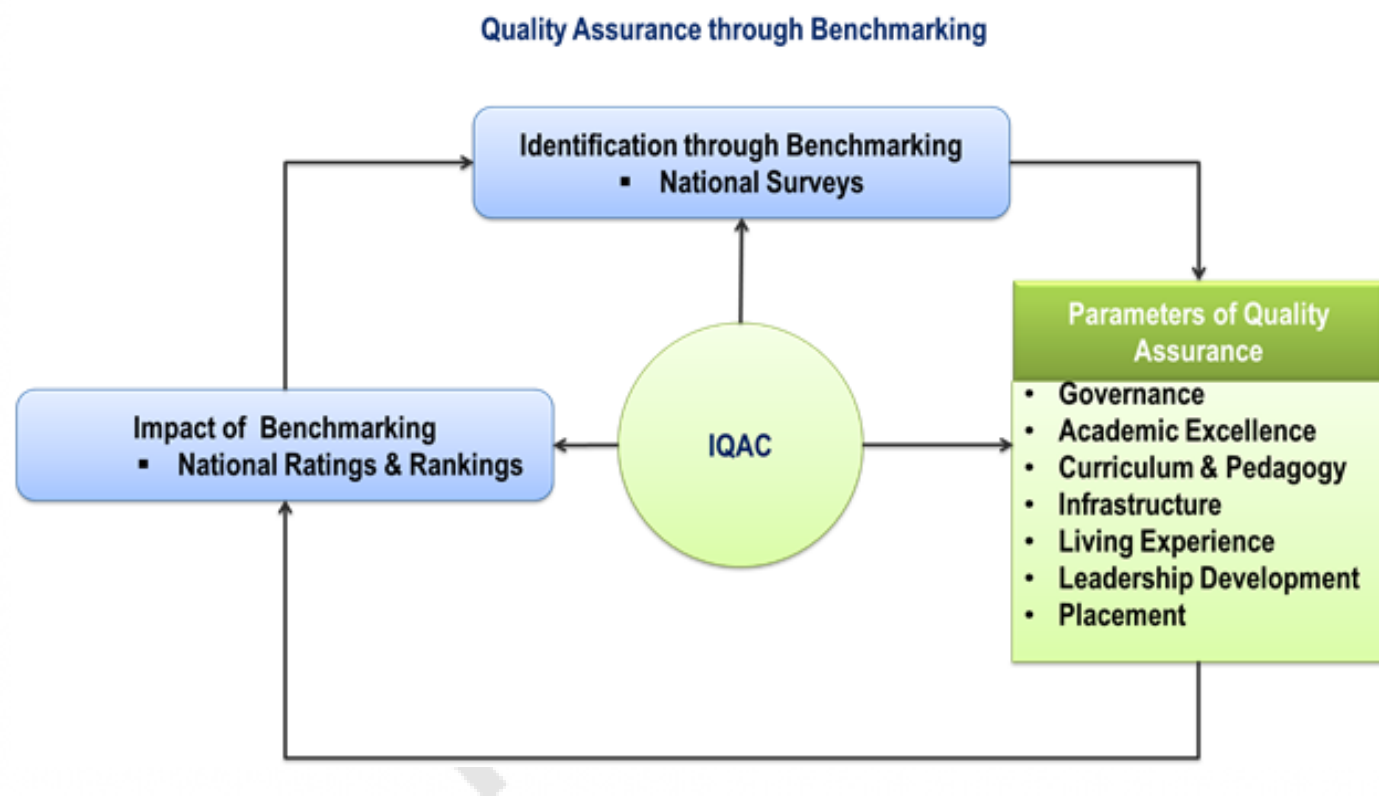


| File Description | Document |
|---|---|
| Any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:**

**Response: Affirmative**

**The IQAC reviews the teaching plan, teaching-learning process, innovative pedagogy employed and assessment of learning outcomes through a streamlined mechanism.**

## Initiative 1 – Teaching-Learning Process Review Mechanism

The IQAC has implemented the structured teaching-learning process review mechanism given below:

### Role of IQAC in Teaching Learning Process Review Mechanism
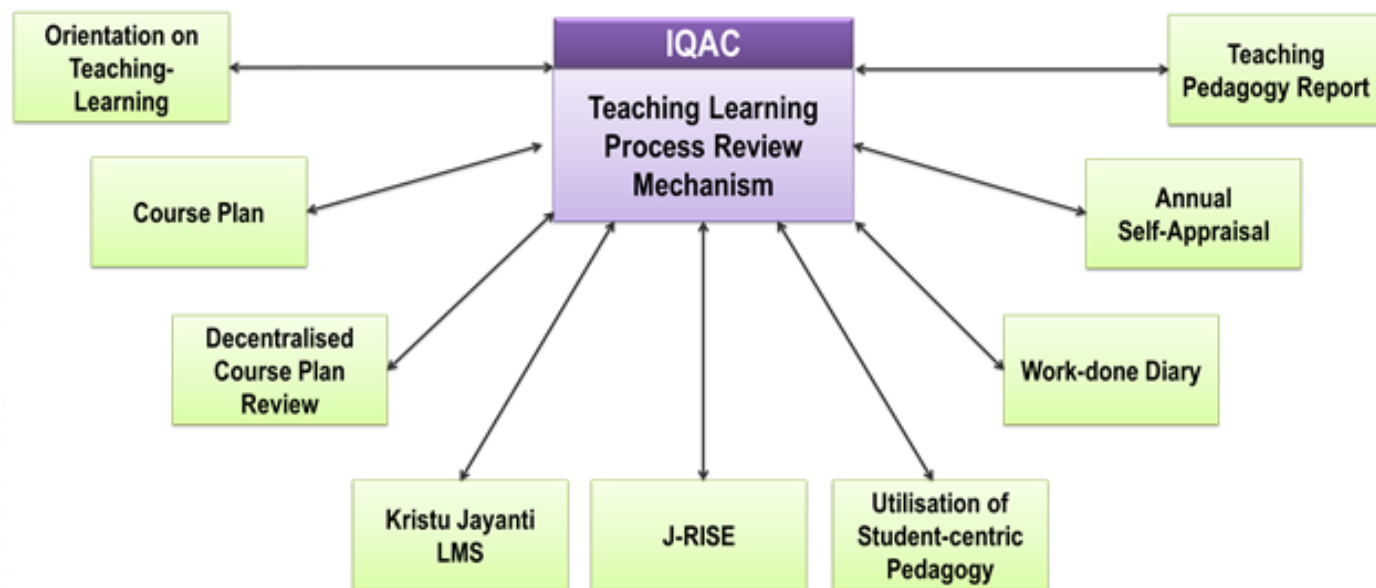
**1.1 Orientation on Teaching - learning:** The heads of the departments provide an orientation on the teaching-learning process with expected course outcomes and pedagogies based on previous year's review.

**1.2 Course Plan:** The faculty members submit course/teaching plans specifying the topic, pedagogies, skill development, ICT and outcome to be fulfilled. The plan is based on previous year's review.

**1.3 Decentralised Course Plan Review:** The department panel reviews and approves the submitted course plan.

**1.4 Kristu Jayanti Learning Management System (KJLMS):** The KJLMS committee orients the faculty members on the usage of the learning platform and periodically reviews the content and curriculum delivery.

**1.5 Jayantian Repository of Information and Sustainable Education (J-RISE):** The e-learning resources of J-RISE are reviewed by an expert committee.

**1.6 Utilisation of Student-centric Pedagogy:** The learning level identification mechanism serves as the manual for reviewing the teaching-learning pedagogies adopted for slow and advanced learners.

**1.7 Work-done Diary:** The teaching-learning engagement is recorded by the teacher daily in the work-done diary which is submitted to the Principal for review at the end of the month. During the pandemic e-work-done diary has been used.

**1.8 Annual Self-appraisal:** Performance Based Appraisal System and Kristu Jayanti Career Advancement Scheme have due weightage for review of teaching-learning performance. Self-Appraisal submitted by the faculty members serves as a review mechanism for individual teaching-learning performance.

**1.9 Teaching Pedagogy Report:** IQAC reviews the teaching pedagogy report submitted by faculty members annually.

## Initiative 2 – Implementation of Teaching-learning reform: Continuous Quality Improvement through Outcome Based Education (OBE)

**Continuous Quality Improvement through OBE**

Outcome Based Curriculum

Outcome Based Teaching-learning

Outcome Based Assessment & Evaluation

Continuous Quality Improvement
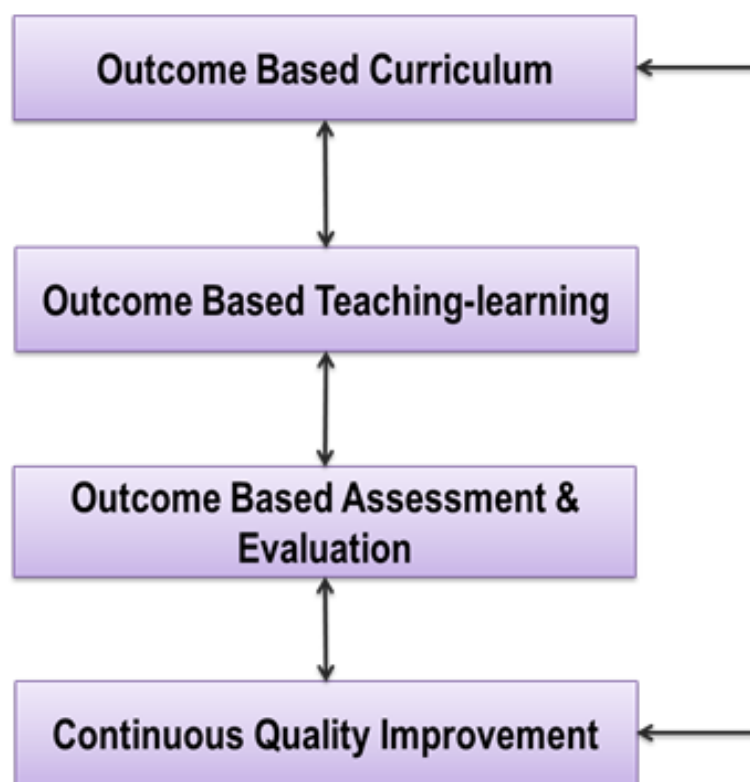
**2.1 Outcome Based Curriculum**

Programme Outcomes(POs), Programme Specific Outcomes (PSO) and Course Outcomes (COs) are defined based on the graduate attributes, mission and vision of the institution. Outcomes describe what the students can achieve or what the students would be able to do after completing the course or programme.Curriculum of various programmes is designed based on outcomes to be achieved on the completion of course or programme.

**2.2 Outcome Based Teaching - learning**

Student centric teaching pedagogies enable the students to achieve the course outcomes. Experiential, participatory and problem solving teaching methodologies enhance the learning outcome of the students.

## 2.3 Outcome based Assessment and Evaluation

Diverse assessment methods measure the attainment of course outcomes. The different assessment methods employed are Academic Aptitude Assessment (AAA), Formative and Summative Assessment. The learning levels of students are assessed through AAA which comprises pre-course, mid-course and post-course AAA. The weightage of formative and summative is 30% and 70% respectively.

## 2.4 Continuous Quality Improvement

The implementation of OBE is effective through analysis of levels of attainment based on OBE policy of the institution. The analysis of attainment is done at the programme level. Attainment of COs ensures the attainment of PSOs and attainment of PSOs ensure the attainment of POs.

| File Description | Document |
|---|---|
| Any additional information | View Document |
| Link for additional information | View Document |

## 6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

**Response:** All of the above

| File Description | Document |
|---|---|
| Upload e-copies of the accreditations and certifications | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |
| Paste web link of Annual reports of Institution | View Document |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:**

Response: Affirmative

The core values of the institution, goals and policies ensure gender equity and sensitisation in the provision of facilities and conduct of curricular and co-curricular activities.

## 1. Internalisation and Institutionalisation of Gender Equity

1.1 One of the core values, 'Dignity,' envisions gender equity, the foundation for the empowerment and socio-economic transformation.

1.2 Orientation programme highlights the importance of gender equity.

1.3 Faculty hold equal administrative and academic leaderships such as HoD, chair of statutory committees, coordinator of club / association, deputy controller of examinations, office superintendent, secretaries of Academic Council and Boards of Study.

1.4 Academic Council, Boards of Study, IQAC, Teachers' Council, academic and administrative committees are represented by both genders.

1.5 Enrollment of girls is 52.53% during the accreditation period.

1.6 Leadership in Student Council, clubs and associations is equally shared by both genders.

1.7 IQAC, quality circles and Committee for POSH have girl students as members.

1.8 Equal opportunity for students is ensured in cultural and sports training, participation in conferences, internships, projects and organising events. Activities reflecting gender equity and inclusiveness are organised.

## 2. Gender Sensitisation

Gender sensitisation activities and programmes organised by various departments are enumerated below:

2.1 Courses related to gender studies and welfare of women serve as pivotal initiatives of gender sensitisation.

2.2 National conferences organised by the Women Empowerment Cell comprise of technical and interactive sessions on gender sensitisation.

2.3 Orientation programme focuses on gender sensitisation.

2.4 Gender sensitisation programmes have been organised by Jayantian Extension Services for the village community. Theatre performance, participation in rallies and awareness campaigns promote gender sensitisation.

2.5 Self-defense and martial arts training empower women students.

2.6 *Srujana* - arts and craft exhibition promotes entrepreneurship among women students.

## 3. Facilities for Women Students

## 3.1 Safety and Security

The institution ensures campus safety and security through the following measures:

- The Committee for Prevention of Sexual Harassment and Anti-Ragging Committee ensure a secure environment.

- The Equal Opportunity Cell and Women Empowerment Cell assures equity and inclusion.

- Campus security is provided by a full-time security team including women security personnel employed by the institution.

- Entry of individuals and vehicles is strictly monitored.

- The entire campus is under CCTV surveillance.

- A Civil Defense Corps unit is functional.

- On-campus health center and medical personnel are available.

- Students are accompanied by men and women faculty during educational tours and industrial visits.

## 3.2 Counselling

Counselling and mentoring assist in psycho-social development.

- Full-time professional counsellor provides counselling and personal guidance.   Faculty members are trained in mentoring and counselling.

- Centre for Employability and Corporate Relations provides career counselling.

- Health and lifestyle counselling is provided.

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- Centre for Life Skills Education provides life skills training.

## 3.3 Common Facilities

Common spaces in the campus enable student and staff interaction outside classroom hours.

- The campus buildings have retiring rooms for girls.

- Multipurpose recreational halls, food courts, cafeteria, student lounges and green parks have been set up.

- Discussion rooms facilitate team interactions.

- A multi-utility student services block has been built.

| File Description | Document |
|---|---|
| Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information | [View Document](#) |
| Annual gender sensitization action plan | [View Document](#) |

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

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

**Response:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Geotagged Photographs | [View Document](#) |
| Any other relevant information | [View Document](#) |

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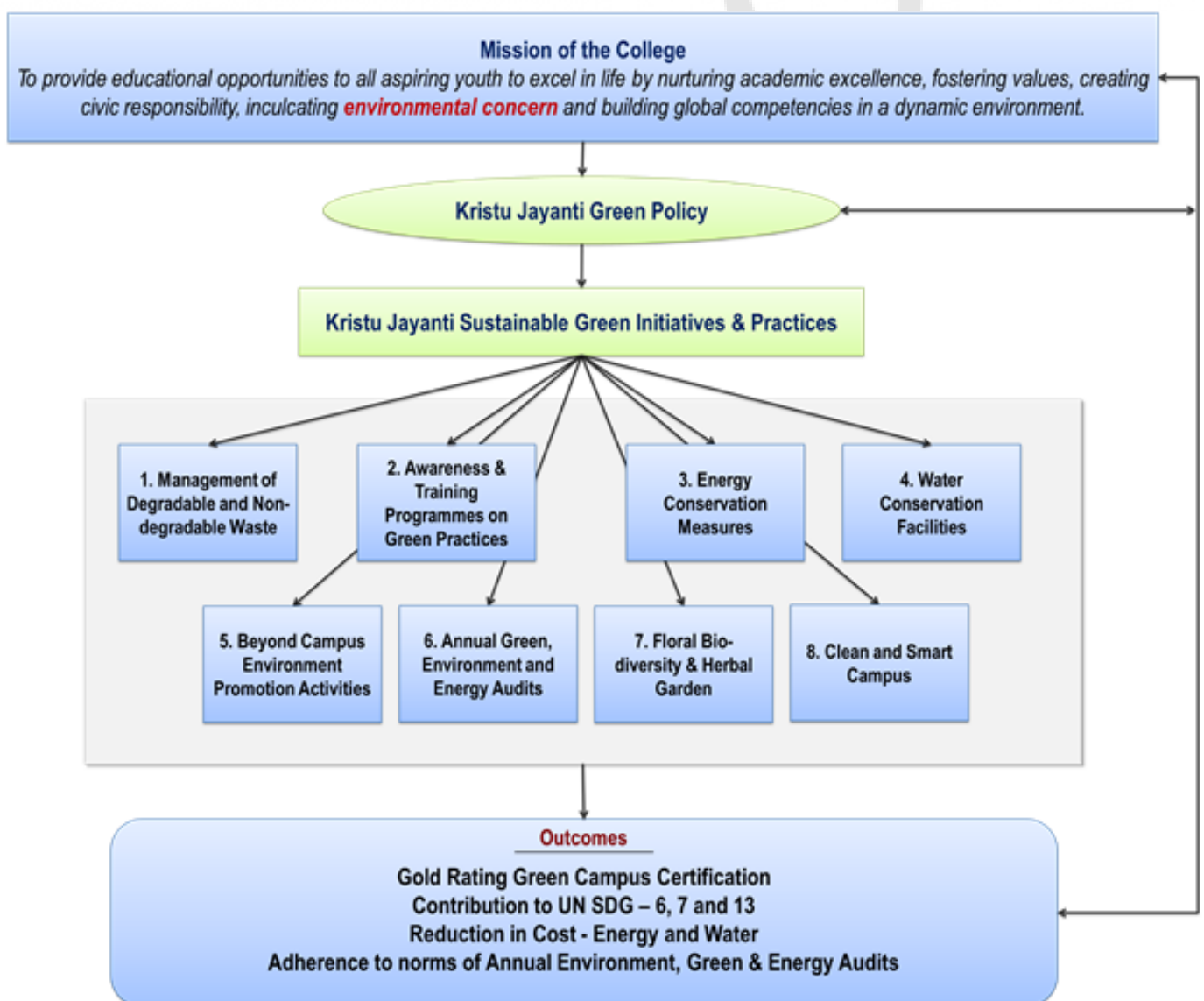
- **Solid waste management**

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

**Response:**

Response: Affirmative

Kristu Jayanti Green Policy provides guidelines regarding management of degradable and non-degradable waste.

## Kristu Jayanti Sustainable Green Initiatives and Practices



## 1. Solid Waste Management

Solid waste management process of the institution is **certified by the International Institute of Waste Management, Bangalore**.

1.1 Classrooms and academic spaces have waste bins. Colour-coded labelled bins segregate dry and wet waste in the cafeteria, verandas, parks and open areas.

1.2 MoU with ITC Ltd., enables recycling of paper waste. 6915 kg paper (average) is recycled every year.

1.3 Plastic, glass and scrap material are disposed through BBMP authorised waste collection centres.

1.4 Vermicomposting unit treats wet and garden-waste. The compost generated is given to farmers.

1.5 Incinerator is used to disintegrate needles, sharps and sanitary napkins.

## 2. Liquid Waste Management

As a depleting resource, water waste is managed as follows:

2.1  A Sewage Treatment Plant (STP) with a tertiary treatment facility (90,000 litres/day) is set-up. The treated water serves gardening and flush systems.

2.2. Wastewater generated during RO purification is used for gardening.

## 3. E-Waste Management

Effective maintenance of IT infrastructure ensures the increased lifespan of electronic equipment. E-waste management is monitored by the IT section.

3.1 Some electronic and electrical equipment are refurbished by vendors and reused.

3.2 Obsolete equipment are used as exhibits for learning hardware.

3.3 E-waste collection facility is available.

3.4 E-waste is disposed through an authorised agent - Sonal Metacorp, Bengaluru.

## 4. Biomedical Waste Management

Research in biological sciences generates bio-medical waste which is systematically disposed.

4.1 Microbial and animal cells that are not hazardous are used in experiments. They are handled and disposed of by trained personnel, students and staff, adhering to biosafety guidelines, good laboratory practices and standard operating procedures.

4.2 Glass waste and other non-hazardous material are collected in separate strong containers.

4.3 Microbial waste is autoclaved before disposal.

4.4 Needles and sharps are disintegrated through incineration.

# 5. Waste Recycling System

The waste recycling measures for environmental protection are:

5.1 College community is conscientised on reducing waste and avoiding plastic during orientation programme.

5.2 Paper waste is handled by ITC recycling unit.

5.3 Plastic waste is handed over to BBMP collection centres.

5.4 Scrap metal is recycled through authorised vendors.

5.5 Wood scrap is recycled into new furniture.

# 6. Hazardous Chemicals and Radioactive Waste Management

Effective mechanisms are instituted to prevent ignitability, reactivity and toxicity of hazardous chemicals. No experimental or research work involving radioactive material is carried out in the institution.

6.1 Laboratories display protocols for safe handling and disposal of hazardous waste.

6.2 Staff and students are trained to handle hazardous chemical waste.

6.3 Hazardous chemical waste is collected in unbreakable containers.

6.4 Biochemistry laboratory has fume-hood for gas exhaust and safety.

6.5 Hazardous chemical waste is neutralised/diluted and disposed through separate piping leading to separate collection tanks outside the buildings.

Jayantian Extension Services create awareness on waste management practices in schools, neighbourhood communities and adopted villages. They also assist in the waste management of the community.

| File Description | Document |
| --- | --- |
| Relevant documents like agreements/MoUs with Government and other approved agencies | [View Document](#) |
| Geotagged photographs of the facilities | [View Document](#) |
| Any other relevant information | [View Document](#) |

**7.1.4 Water conservation facilities available in the Institution:**

    1.**Rain water harvesting**

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

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Geotagged photographs / videos of the facilities | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Link for any additional information | [View Document](#) |

**7.1.5 Green campus initiatives include:**

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

**Response:** Any 4 or All of the above

| File Description | Document |
|---|---|
| Various policy documents / decisions circulated for implementation | [View Document](#) |
| Geotagged photos / videos of the facilities | [View Document](#) |
| Any other relevant documents | [View Document](#) |

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

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

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |
| Any other relevant information | View Document |

**7.1.7 The Institution has disabled-friendly, barrier free environment**

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

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | View Document |
| Details of the Software procured for providing the assistance | View Document |
| Any other relevant information | View Document |

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

**Response:**

Response: Affirmative

The institution envisions to ignite the minds of youth with intellectual and moral leadership through an inclusive environment to realise the prevailing pluralism and make positive contributions leading to the prosperity of society and the nation. Academic and administrative activities promote tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities.

**Initiatives for Inclusive Environment**

| Appreciation & Promotion of Diverse Culture | Balanced Regional Growth | Promotion of Languages | Communal Harmony | Socioeconomic Inclusivity |
|---|---|---|---|---|
| • Intra-collegiate Cultural & Culinary Fests<br>• National Level Dance Fest<br>• Folk Music & Dance forms of Karnataka<br>• Kannada & English Plays | • Admission Counselling at Different Locations<br>• Student Diversity<br>• Faculty Diversity | • Kannada Habba<br>• Hindi Diwas<br>• Foreign Languages Training | • Jai Hind<br>• Youth Week<br>• Rashtriya Ekta Diwas<br>• Ethnic Day | • Gender Equity<br>• Women Empowerment<br>• Divyangjan Support<br>• Department Level Programmes<br>• Extension Programmes |

## 1. Appreciation and Promotion of Diverse Culture

The following are organised to inculcate an appreciation of cultural diversity:

1.1 Kalajyothi and Sargotsav are the intra-collegiate cultural festivals which capture cultural diversity through music, dance, theatre, literary and fine arts.

1.2 Nirtyanjali is the dance festival that showcases diversity of dance forms.

1.3 Activities of International students' forum and ethnic day celebration promote awareness and appreciation of global heterogeneity.

1.4 Students are trained in folk music and dance forms of Karnataka which they present during youth festivals and Rajyotsava celebrations.

1.5 Rangaantharanga, Delphia and Shakespearean plays portray global and Indian cultural heritage.

1.6 Yaan, the tourism festival explores places and culture of historical and geographical significance and provides a sensual treat of global culinary diversity.

## 2. Catering to Educational Needs of Balanced Regional Growth

The goal of the institution is to provide educational opportunities for all aspiring youth irrespective of ethnic and regional background. Efforts are made to engender balanced regional growth:

2.1 The admission policy reiterates the need to create an inclusive student community. Effort is taken through admission counselling at different locations within the country and abroad to have diversity in student intake. The institution has student admissions from all the states and from seventeen countries.

2.2 There is faculty representation from different socio-cultural background.

## 3. Promotion of Hindi, Kannada and Foreign Languages

The institution strives to foster an inclusive environment by promoting national languages.

3.1 Kannada Habba promotes the linguistic richness of Kannada and regional cultural heritage

3.2 Hindi Diwas and Ek Bharat Shreshtha Bharat foster the essence of national integration and promotion of Hindi.

3.3 Institution offers training on foreign languages like French, German, Japanese and Korean.

## 4. Communal Harmony

St. Kuriakose Elias Chavara, the founder of the CMI congregation had envisioned an egalitarian society. His ideals uphold secularism and communal harmony.

4.1 Appreciation of ideals of all religions is spread by integrating scripture reading from Hinduism, Islam and Christianity by administrative heads during the orientation programmes.

4.2 Students pray for communal harmony during the inaugural prayer ceremony.

4.3 College administration promotes secularism and communal harmony through Jai Hind, Youth week, seminars and special lectures.

## 5. Socioeconomic Inclusivity

Conscious effort is made to promote socio-economic inclusivity. The core value of dignity directs all the members of the institution to respect the uniqueness and greatness of every person.

5.1 The department of Social Work organises conferences, seminars and intervention programmes to bridge socio-economic divide in the community.

5.2 The Women Empowerment Cell undertakes programmes and activities to promote social inclusion.

5.3 Jayantian Extension Services cater to the needs of the socially and economically disadvantaged groups.

| File Description | Document |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | [View Document](#) |
| Any other relevant information | [View Document](#) |

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations:**

**values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

Response: Affirmative

The institution realises the paramount role of moulding responsible citizens of the country. One of the goals of the institution is to mould integrated personalities who can transform the future of the nation by having the right values and aspirations of nation building. Driven by the mission to build a strong nation, diverse activities and programmes in the college focus on sensitisation of students, faculty and staff on constitutional obligations: values, rights, duties and responsibilities of citizens.

# 1. Activities organised to promote sensitisation on Constitutional Obligations

The departments and centres organise interactive and experiential activities and programmes to sensitise college community on **constitutional obligations**.

1.1 The students visited the Indian Parliament and attended a parliamentary session to experience the functioning of the Government and rights and duties of citizens.

1.2 Conferences and seminars were organised with sessions highlighting **human values, constitutional rights, duties and civic responsibility**.

1.3 Workshops were organised to understand the mechanism of Indian Political System.

1.4 Expert lectures were conducted to sensitise the students on constitutional obligations.

1.5 Commemoration of **Kargil Vijay Diwas** annually reiterates the sacrifice of martyrs to protect our sovereignty and constitutional rights.

1.6 The students organised exhibitions on Indian Polity and Constitution.

1.7 Field visits of the students enabled to understand the functioning of Panchayat Raj system.

1.8 Workshops and awareness campaigns were organised on Child and Women Rights.

1.9 The **annual mock-parliament sessions** organised in the campus guided the students on their constitutional role as citizens.

1.10 The **spirit of 'Sarvodaya'** is spread through programmes related to Gandhian Philosophy. Field visits to Gandhian Centres also strengthened the spirit of patriotism in the students.

1.11 **Voter's Day** commemoration and organising of Voter's Awareness Campaigns have spread the electoral responsibility of the citizens.

1.12 The spirit of inclusivity has been inculcated through sessions on sensitisation on role and responsibilities of youth towards persons with disability.

1.13 Student competitions have served as an effective way on sensitisation on constitutional obligations.

1.14 All teaching and administrative staff have been provided orientation programme on constitutional obligations.

1.15 **National Youth Week** is organised to sensitise the students about their constitutional responsibilities for the development of the nation.

1.16 Participation in the **International Youth Exchange programme** are instrumental in building peace and harmony.

## 2. Academic Programmes and Courses Promoting Constitutional Obligations

Sensitisation on constitutional obligations is the curriculum based priority for certain programmes and courses. Students opt for constitution based career by pursing these programmes and courses.

2.1 Three BA programmes specialise in Political Science where constitutional obligations: values, rights, duties and responsibilities of the citizens are studied in-depth.

2.2 Courses related to Indian Constitution, Human Rights, Values and Responsibilities enable the sensitisation on constitutional obligations.

## 3. Student Research Project on Constitutional Obligations

The departments encourage students to undertake academic research in the domain of constitutional obligations as part of their programme.

3.1 The UG and PG students pursue their academic research projects pertaining to perception and practice of constitutional values, rights, duties and responsibilities.

| File Description | Document |
|---|---|
| • Details of activities that inculcate values; necessary to render students in to responsible citizens | View Document |
| Any other relevant information | View Document |

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | [View Document](#) |
| Code of ethics policy document | [View Document](#) |
| Any other relevant information | [View Document](#) |

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

**Response:**

Response: Affirmative

# 1. Purpose

It is imperative for the youth of today to understand and value the contributions to mankind by eminent personalities in Indian and international arena. Commemoration of the days of National and international importance creates awareness and instils patriotism, civic responsibility, environmental concern, appreciation for humanities, sciences and all arts.

# 2. Planning

The institution plans in advance for organising these programmes.

2.1 The plan to commemorate the days, events and festivals is charted in the beginning of every academic year by all the departments and is incorporated in the academic calendar of the college.

2.2 **Every department chooses the national and international events pertaining to their domain and include them in their department calendar.**

2.3 The staff, student coordinators and volunteers of the various clubs and associations plan and conduct the events.

2.4 Awareness about the events is created through circulars, announcements on social media, college website and digital signage.

# 3. Conduct of Events

The following are the events conducted to imbibe the legacy and heritage left by our great leaders.

3.1 The mission of the college reflects the fundamental duty to abide by the Constitution and respect its

ideals and institutions, the National Flag and the National Anthem. Programmes are organised to promote national ideals.

3.2 Our nation is proud of its rich history and cultural diversity. All the major national festivals are celebrated with enthusiasm and great joy in the campus.

3.3 Workshops, seminars and expert lectures on the contribution of great Indian leaders and significant national events are organised to spread cultural harmony and national integration.

3.4 Festivals are commemorated to promote harmony, spirit of brotherhood transcending religious, linguistic and regional or sectional diversities and dignity of women. Concerns of the marginalised and underprivileged are also addressed.

3.5 The members of the institution take oaths of national importance on these commemoration days.

3.6 Institution level programmes are organised during specific festivals for the protection and conservation of the environment.

3.7 Skits and street plays portraying important events and contributions of personalities are staged by the students to instill integrity, patriotism and nationalism.

3.8 Quiz, essay writing, painting, poster making and role play competitions are organised to create awareness, spread human values and concern for the society during these festivals. The college and the departments ensure that all students participate and benefit from these programmes.

3.9 Commemorative days, events and festivals are organised in the quadrangles so that they are witnessed by the entire student body.

## 4. Impact

Commemorating days of national importance enable the students to cherish the noble ideals which inspired our national struggle for freedom, uphold and protect the sovereignty, unity and integrity of India and render national service. The vibe of patriotism in the institution is kept alive through these festivals. Every member realises a special call to be committed to lead a life of integrity, strive for human dignity, protect the environment and endeavour for peace and harmony.

| File Description | Document |
| --- | --- |
| Geotagged photographs of some of the events | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Annual report of the celebrations and commemorative events for the last five years | [View Document](#) |

# 7.2 Best Practices

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

**Response:**

**Best Practice 1**

**A Paradigm of Holistic Education – Reskilling and Upskilling for the Future**

**1. Title of the Practice: A Paradigm of Holistic Education – Reskilling and Upskilling for the Future**

**2. Objectives of the Practice:**

Kristu Jayanti College aims to build resilience in its graduates by instilling the **top ten skills** for the future outlined by **World Economic Forum (WEF)**. The specific objectives of the practice are:

2.1 To enkindle higher order thinking skills and enable youngsters to realise their full potential.

2.2 To reskill and upskill for future jobs and meet the challenges of Volatile, Uncertain, Complex and Ambiguous (VUCA) world.
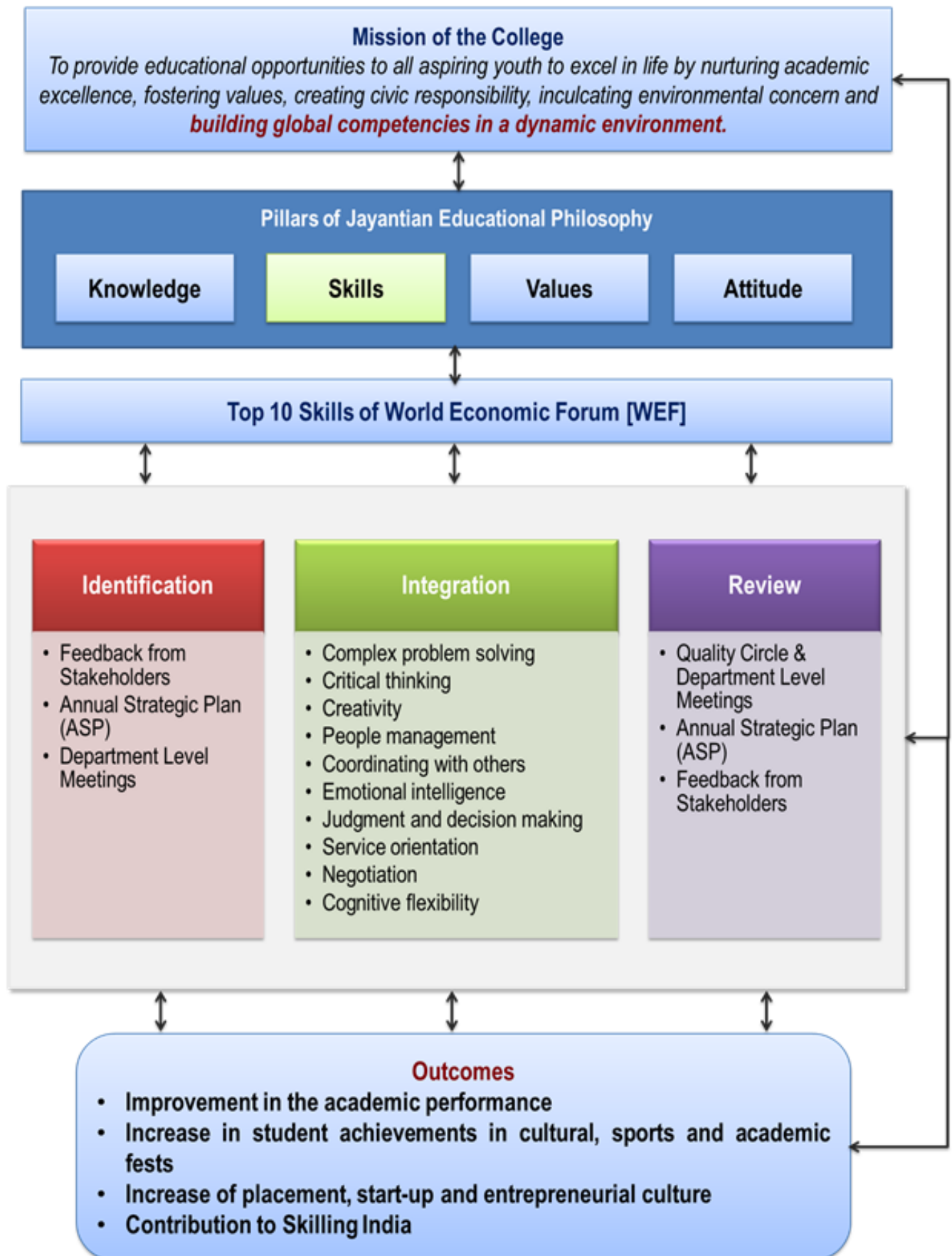
2.3 To build global competencies and fulfill the stakeholders' expectations in Industry 4.0 environment.

2.4 To develop multiple intelligences and contribute towards holistic growth of the youth.

**3. Context**

The vicissitudes of global dynamics cast their shadow on Higher Educational Institutions (HEI). Industry 4.0 is characterized by big data, cyber physical systems, IoT and virtual reality. HEIs have to keep abreast of these latest developments. WEF outlines the top ten 'skills for the future' - complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment and decision making, service orientation, negotiation and cognitive flexibility. The holistic educational paradigm of the institution emphasises the development of multiple intelligences propounded by Howard Gardner which stipulates that human intelligence has specific modalities -musical, visual-spatial, verbal-linguistic, logical-mathematical, bodily- kinesthetic, interpersonal, intrapersonal, naturalistic and existential. Reskilling and upskilling serve as guideposts for the institution as it moves towards outcome based education and fulfil the 'Log Vidhya,' vision of National Educational Policy 2020. Youth of today need to join hands with the nation in its 'Skill India' mission (2015). The model of ' A Paradigm of Holistic Education - Reskilling and Upskilling for the Future' is depicted below.

# Best Practice: A Paradigm of Holistic Education – Reskilling and Upskilling for the Future

## Mission of the College

*To provide educational opportunities to all aspiring youth to excel in life by nurturing academic excellence, fostering values, creating civic responsibility, inculcating environmental concern and* ***building global competencies in a dynamic environment.***

## Pillars of Jayantian Educational Philosophy

| Knowledge | Skills | Values | Attitude |
|-----------|--------|--------|----------|

## Top 10 Skills of World Economic Forum [WEF]

### Identification

- Feedback from Stakeholders
- Annual Strategic Plan (ASP)
- Department Level Meetings

### Integration

- Complex problem solving
- Critical thinking
- Creativity
- People management
- Coordinating with others
- Emotional intelligence
- Judgment and decision making
- Service orientation
- Negotiation
- Cognitive flexibility

### Review

- Quality Circle & Department Level Meetings
- Annual Strategic Plan (ASP)
- Feedback from Stakeholders

## Outcomes

- **Improvement in the academic performance**
- **Increase in student achievements in cultural, sports and academic fests**
- **Increase of placement, start-up and entrepreneurial culture**
- **Contribution to Skilling India**

# 4. The Practice

The practice involves a tri-layered process comprising of identification, integration and review.

## 4.1 Identification

The feedback from stakeholders is communicated to various planning committees. Departments assess industry developments and requirements. The faculty forum identifies the modalities of reskilling and upskilling of graduates during the Annual Strategic Plan (ASP). Planning committees identify academic activities for imparting the top ten skills of the future.

## 4.2 Integration

WEF 2020 skills for the future are integrated through a multi-pronged approach in the institution as enumerated below:

**4.2.1 Complex problem solving:** Youngsters have to be equipped with the capacity to solve novel, ill-defined problems in VUCA world. This ability is triggered through:

- Projects
- Case study
- Software and application development
- Aptitude training
- Problem solving

**4.2.2 Critical thinking:** It enables clarity, rationality and understanding the logical connection between thoughts and ideas. Individuals acquire the ability to identify, analyse and solve problems through:

- Academic fests
- Software and application testing
- Simulation exercises
- Critical thinking sessions

**4.2.3 Creativity:** An academic ambience is created in the campus to facilitate creativity within the individual. This potential is harnessed through:

- Theatrical productions
- Music performances
- Dance performances
- Print and digital media creations
- Activities of Institution Innovation Council (IIC) and Entrepreneurship and Innovation Centre (EIC)
- Creative thinking sessions

**4.2.4 People management:** People management skills are essential for a smooth and efficient navigation in one's career. These skills are imparted through:

- Sessions on listening, empathy, communication, interpersonal skills
- Attitudinal Development Workshop
- Course on Universal Human Values
- Simulated Conflict Management activity
- Initiatives of girl students in ACM-W

**4.2.5 Co-ordinating with others:** The success of an organisation depends on the effectiveness of co-ordination provided by the members. Coordination skills are inculcated through:

- Participative management of the Student Council
- Student leadership of academic clubs and associations
- Organising conferences, seminars, exhibitions, academic fests and extension activities
- Voluntary services at NGOs and villages
- Participation in sports and cultural events

**4.2.6 Emotional intelligence:** This intangible quotient determines an individual's personal competence (self-awareness, self-management) and social competence (social awareness, relationship management) which are developed through:

- Sessions on self-awareness, empathy, coping with emotions and stress
- Attitudinal development workshop
- Events during academic fests
- Social Outreach Programme
- Mental and physical wellness programmes

**4.2.7 Judgment and decision making:** The curricula are supplemented with activities to stimulate internal thinking, cognitive and reflective process leading to beneficial decisions. Judgment and decision making skills are developed through:

- Planning, executing and evaluating curricular events and activities
- Simulated crisis management activity

**4.2.8 Service orientation:** One of the core values of the institution is dignity. Service orientation enables the students to have an ardent desire to recognise and meet the needs of others. Service orientation is inculcated through:

- Jayantian Extension Services
- Rural Exposure and outreach programmes
- Adoption of villages under Unnat Bharat Abhiyan
- United Nations Academic Impact (UNAI) hub
- Lab to land
- Counselling services

**4.2.9 Negotiation:** It encompasses soft skills which include communication, persuasion, strategy and co-operation which are vital to achieve organisational goals. Negotiation skills are tapped through organisation and participation in:

- Model United Nations

- Debates
- Business plan competitions

**4.2.10 Cognitive flexibility:** The institution endeavours to build resilience in its wards. Opportunities where mental agility of the youngsters is moulded can create resilience and cognitive flexibility. The following programmes develop cognitive flexibility:

- Institutional Mass Media Publications
- Research paper / poster presentations
- Student seminars
- Hackathon

**4.3 Review**

The practice is reviewed at three levels besides stakeholder's feedback.

- Department level - quality circle meet and the department meetings.
- Deanery level - gaps are identified in individual department activities and improved.
- Institutional level - Annual Strategic Plan meet
- Stakeholder feedback - overall upgradation of the practice.

# 5. Evidence of success

5.1 There is a sustainable improvement in the academic performance of the students across all programmes.

5.2 Institution witnessed an increase in student achievements in cultural, sports and academic fests at state and national level.

5.3 A gradual increase of placement has been recorded in terms of job profile and salary package.

5.4 Innovative ambience has triggered an entrepreneurial culture and foster start-ups.

5.5 The quality of reskilling and upskilling process at the institution has enabled it to receive awards and recognitions.

5.6 The efficacy of the practice has enhanced stakeholders' satisfaction and elevated their confidence in the institution.

# 6. Problems Encountered and Resources Required

**6.1 Problems Encountered**

- WEF skills are updated annually and the institution has to be flexible and adaptable.
- There is difficulty in assessment of outcome of skills in the long term.
- Implementation of the practice requires active collaboration with external agencies, which faces few bottlenecks.
- Retaining student interest and involvement in the practice is a challenge.

- Faculty members have to dedicate their time beyond class.

**6.2 Resources Required**

- Planning and adequate allocation of funds in the annual budget is required.
- Infrastructural facilities have to be upgraded.
- Qualified trainers and empowerment of faculty are required.

**Best Practice 2**

**Enriching Academic Excellence Through Blended Leanring - 4 C Model (Create, Conduce, Collaborate and Capacitate)**

**1. Title of the Practice: Enriching Academic Excellence Through Blended Learning – 4 C Model (Create, Conduce, Collaborate and Capacitate)**

**2. Objectives of the Practice**

2.1 To develop updated, simplified and comprehensive digital learning content - **(Create)**

2.2 To establish conducive and flexible learning, and embrace inclusivity through secured technology platform - **(Conduce)**

2.3 To facilitate active student engagement through interactive digital pedagogies ensuring lifelong learning - **(Collaborate)**

2.4 To build intellectual, ethical, aesthetic, emotional, social and spiritual abilities for holistic development - **(Capacitate)**
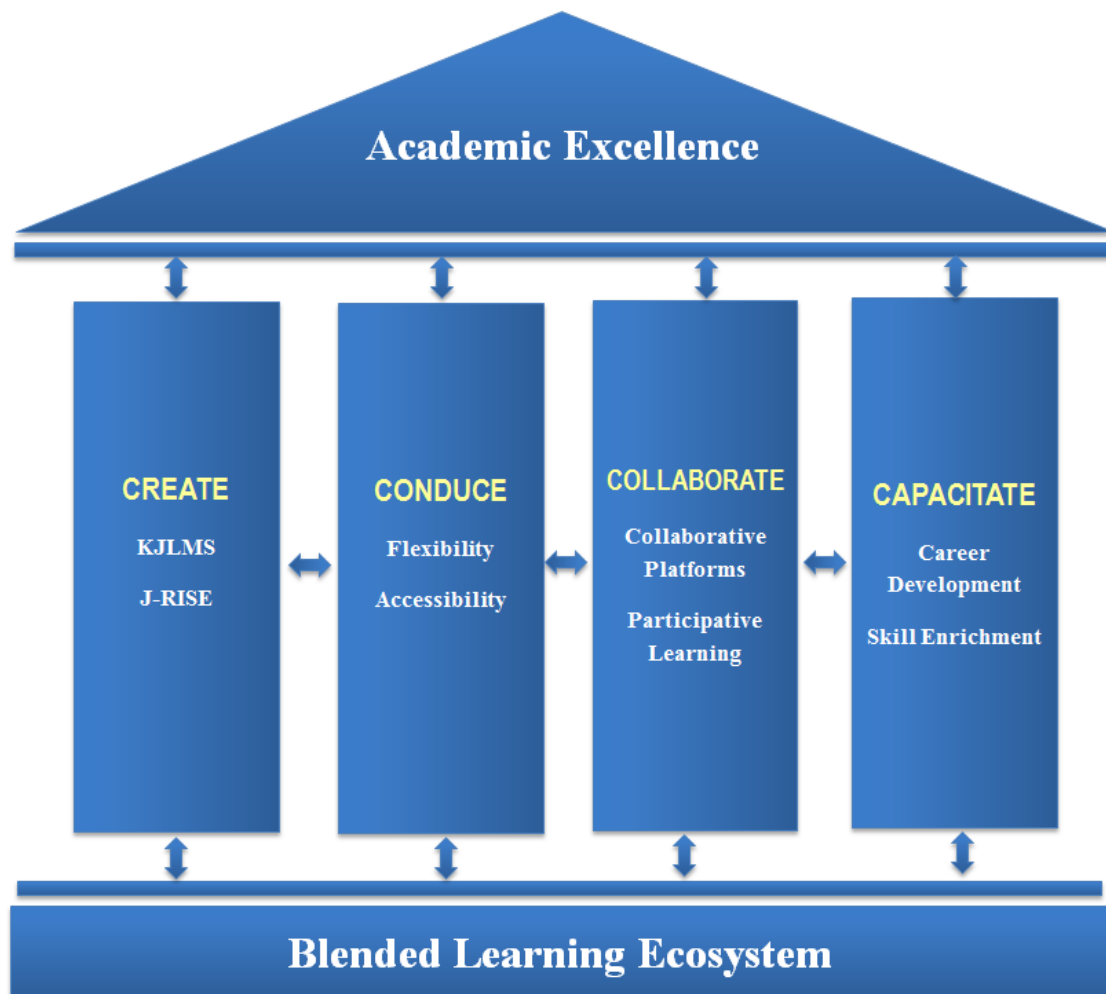
**3. The Context**

Human development has witnessed rapid technological changes and anthropogenic revolution in the digital landscape. The IT trends of industry 4.0 have opened new vistas for digital transformation in education. New trends and innovations in ICT have brought in plethora of learning opportunities and unprecedented changes in the mindset of Gen Z students. The expectations of digital natives have increased significantly and Higher Educational Institutions (HEIs) need to keep pace with this momentum of change in technological development. The technological impetus has demanded HEIs to experiment learning methodologies beyond the conventional methods. The challenges involved in engaging diverse learners and implementation of digital pedagogies in mainstream academic programme have triggered the institution to innovate teaching-learning methods. HEIs have to adopt to the changing times by introducing new paradigms of teaching-learning. In this context, the institution has implemented blended learning in the teaching-learning process for quality sustenance and enhancement.

**4. The Practice**

Digital acclimatisation is the need of the hour and it has been achieved by adopting blended learning. The 4C model of blended learning is presented below.

**Enriching Academic Excellence through Blended Learning  - 4 C Model**

**Academic Excellence**

**CREATE**

KJLMS

J-RISE

**CONDUCE**

Flexibility

Accessibility

**COLLABORATE**

Collaborative Platforms

Participative Learning

**CAPACITATE**

Career Development

Skill Enrichment

**Blended Learning Ecosystem**

The practice encompasses:

## 4.1  CREATE: Digital Learning Content Creation

Kristu Jayanti Learning Management System (KJLMS) and Jayantian Repository of Information and Sustainable Education (J-RISE) are the digital interfaces created for   blended learning. Orientation and training are provided to faculty members on content designing, development and management of KJLMS. Workshops are conducted on developing e-learning resources which are uploaded in J-RISE. The teaching plan of all teachers incorporates blended learning approach. Teachers are encouraged to incorporate interactive learning utilities available in KJLMS. The e-learning content for every course is reviewed for continuous improvement and effective implementation.

## 4.2 CONDUCE: Virtual Environment for a Conducive, Inclusive and Flexible Learning

All faculty members are enrolled to the respective courses and manage the e-learning content in the KJLMS. The faculty members are authorised to optimally use KJLMS. The KJLMS managers enrol the students of the respective courses. Secured platform is created through authentic login credentials. KJLMS

provides learning content access anytime, anywhere and any digital learning device. This multimedia learning platform takes care of the needs of the diverse learners.

## 4.3 COLLABORATE: Student Engagement through Collaborative Learning and Assessment

KJLMS facilitates interactive and collaborative learning through flipped classroom wherein the students engage in active learning, being prepared in advance about the lecture. Besides, the KJLMS has facilities like discussion forums, breakout rooms, chat, gamification, assignment, seminar and quiz for effective student engagement. Moreover, the platform links with other related e-resources. Video lectures, blogs, mobile apps, vlogs are provided in J-RISE for convenient learning. Technical infrastructure is available for recording lectures and editing the video content. Virtual interactive learning is enabled through video conferencing tools. KJLMS has provision for assessment and grading the student activities and online examination.

## 4.4 CAPACITATE: Capacity Building for Lifelong Learning

Blended learning methodologies adopted have paved the way for capacity building of both faculty members and students. The institution has strengthened its ICT enabled learning capabilities through the usage of KJLMS and J-RISE platforms. Faculty members have been equipped with innovative and diverse teaching methodologies leading to professional enrichment. Faculty members are able to meet diverse needs of the students and build differentiated capabilities through digital pedagogies. This integrated model also brings in a culture of shared learning that recognises student competencies and learning abilities. KJLMS has provision for scaling individual learning performance of students and provide constructive feedback on students' performance. The 4 C model has seamlessly enabled the holistic development of students by fortifying their capabilities in the realms of knowledge, skills, values and attitude.

# 5. Evidence of Success

5.1 The teaching plan/course plan presentation of the faculty members at the beginning of the semester with the KJLMS ensured strict adherence to prepared content delivery design.

5.2 The blended learning approach has proved to be more aligned to pace, flexibility, convenience and adaptability of millennials.

5.3 KJLMS and J-RISE digital interfaces have provided a wide array of learning experiences like flipped classroom, participatory and collaborated learning, flexible and inclusive learning, testing high order cognitive learning capabilities.

5.4 The digital pedagogies and evaluation incorporated in the KJLMS focusing on diverse learners have improved the academic performance of the students when compared to conventional teaching-learning methods.

5.5 Comprehensive planning and detailing of course delivery with the required knowledge, skills, values, attitude and expected outcome through KJLMS have resulted in the attainment of course and programme outcomes.

5.6 KJLMS facilitates students learning through digital badges and self-paced nature of content improves the pace of learning.

5.7 KJLMS has reduced the hassles involved in evaluation process.

5.8 KJLMS and J-RISE have made the way for the institution's readiness to offer Kristu Jayanti MOOC in the future.

# 6. Problems Encountered and Resources Required

## 6.1 Problems Encountered

- Multiple user accessibility was restricted due to the concurrency issues.
- Unstable network connectivity encountered by the students hampers the efficient delivery of learning content at times.
- Digital acclimatisation of faculty members who are digital immigrants requires time and training.

## 6.2 Resources Required

- Annual budget allocation is required to build digital infrastructure.
- KJLMS has been upgraded to overcome concurrency issues.
- The institution had to invest in an exclusive server to support KJLMS.
- A substantial capital expenditure has been incurred to create a robust IT infrastructure for videoconferencing and online classes.
- Exclusive studio with post production facilities has been set up for video production.
- Licensing of videoconferencing tools and post production software has been procured.

| File Description | Document |
|---|---|
| Best practices in the Institutional web site | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

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

**Response:**

# Institutional Distinctiveness

# I-LEAD – Igniting Leadership for Empowerment, Achievement and Determination

Kristu Jayanti College is committed to 'provide intellectual and moral leadership by igniting the minds of youth to realise their potential and make positive contributions leading to prosperity of the society and the nation at large'. The institutional distinctiveness is portrayed through '**I-LEAD – Igniting Leadership for Empowerment, Achievement and Determination.'**
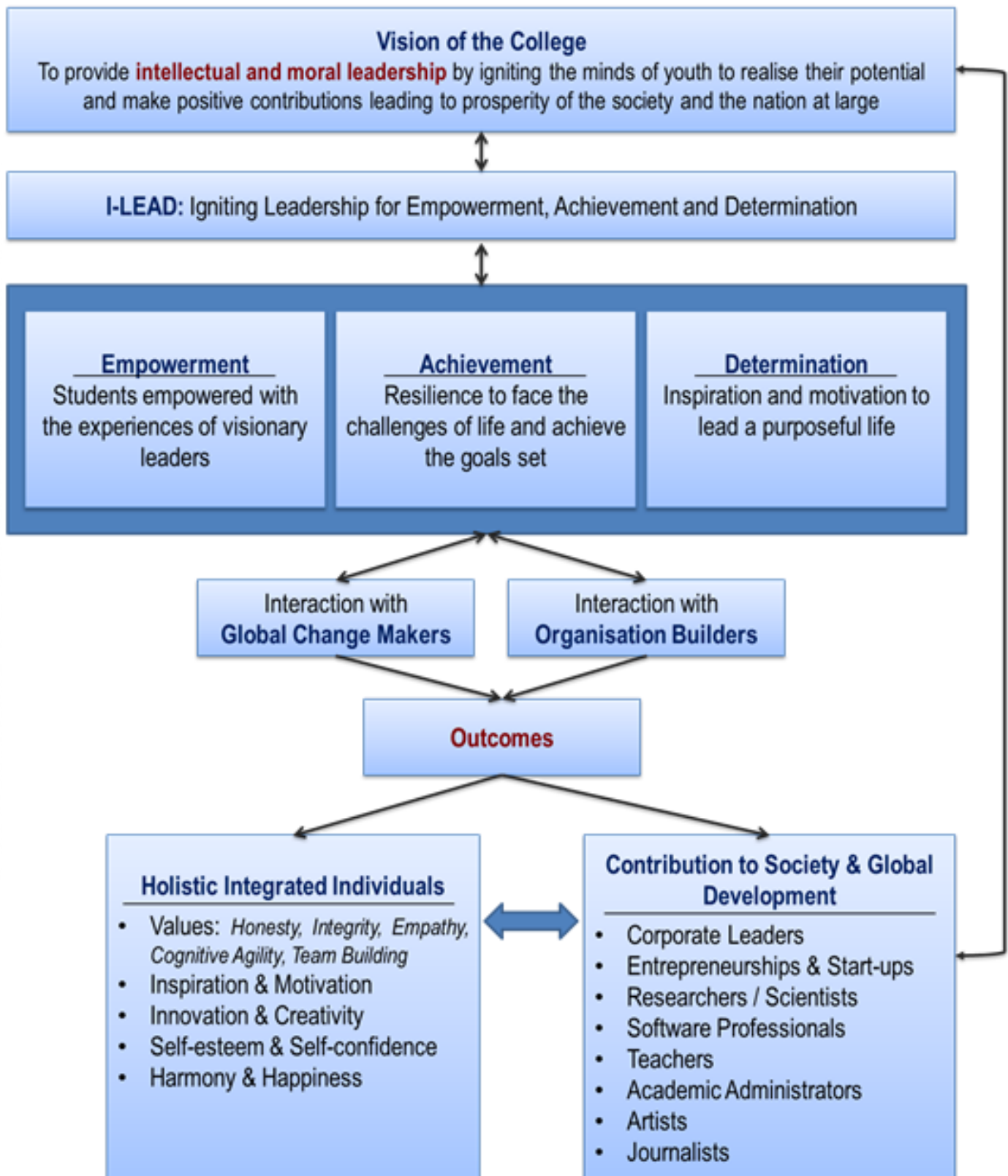
The term 'modelling' was first used by Albert Bandura (1986) in his Social Learning Theory. Role modelling is the modern development of this theory. Eminent leaders are role models and serve as beacons to guide the career and life of young people. Personal and professional goals are set by youngsters by observing role models. Role modelling is an effective pedagogical tool to impart knowledge, skills, values, attitude and character formation.

I-LEAD is a systematic mechanism to provide role models of intellectual and moral leadership at the global and national level to inspire the students to identify their leadership potential, empower their competencies, plan for the future and develop determination to achieve their life and career goals. The two interactive platforms of I-LEAD are Interaction with Global Change Makers and Interaction with Organisation Builders executed with the following objectives:

- To empower the students with the experiences of visionary leaders
- To develop resilience to face the challenges of life and achieve the goals set
- To gain inspiration and motivation to lead a purposeful life

The model of the Institutional distinctiveness is depicted below:

## Institutional Distinctiveness

**Vision of the College**

To provide **intellectual and moral leadership** by igniting the minds of youth to realise their potential and make positive contributions leading to prosperity of the society and the nation at large

**I-LEAD:** Igniting Leadership for Empowerment, Achievement and Determination

| Empowerment | Achievement | Determination |
|---|---|---|
| Students empowered with the experiences of visionary leaders | Resilience to face the challenges of life and achieve the goals set | Inspiration and motivation to lead a purposeful life |

Interaction with **Global Change Makers**

Interaction with **Organisation Builders**

**Outcomes**

**Holistic Integrated Individuals**

- Values: *Honesty, Integrity, Empathy, Cognitive Agility, Team Building*
- Inspiration & Motivation
- Innovation & Creativity
- Self-esteem & Self-confidence
- Harmony & Happiness

**Contribution to Society & Global Development**

- Corporate Leaders
- Entrepreneurships & Start-ups
- Researchers / Scientists
- Software Professionals
- Teachers
- Academic Administrators
- Artists
- Journalists

**Interaction with Global Change Makers**

Global change makers are individuals who have contributed to regional, national and global development through their visionary leadership. Their charisma and dynamism have contributed to excellence in scientific pursuit, technological advancements, governance, economic development, social transformation,

cultural advancements, health and well-being of the community. Their target oriented strategy is characterized by visionary thinking, leadership, meticulous planning, humane approach, team-building, motivation, participative management and effective execution. The life-sessions of these visionaries serve as role models for the students in their holistic journey. 'Vichaarmanthan', interaction with global change makers is a flagship platform of I-LEAD. It was inaugurated by Bharat Ratna Dr. APJ Abdul Kalam, former President of our nation.

The institution invites leaders who have made a mark on the development of human society through their invention, innovation, scientific contribution, socio-economic transformation, contribution to art and culture, sports development, defence and yeomen service to humanity.

**Interaction with Organisation Builders**

The goal of the college is to mould integrated leaders for building a prosperous nation. Academic learning is supplemented with vital inputs from leaders who have stood apart as testimonies of integrity. Organisations, society and generations have experienced great transformation through the dynamism and versatility of transformational leaders. The success of any organisation depends on the vision and determination of its leaders. The great organisations have withstood the challenges of their times due to the resilience and relevance of their leadership. The experiences and struggles of organisation builders can provide lifelong learning to the students. *Vinimay* and International Lecture Series are the platforms that enable youngsters of the college to meet and be inspired by charismatic leaders who are organisation builders, an integral segment of I-LEAD.

**Contribution of I-LEAD**

I-LEAD has created resilience, adaptability, creativity and innovation in the students. The clarity of goals set and the strategy for attaining them have been polished during these interactions. Young graduates have been inspired to commence new ventures and explore new avenues of professional development.

The long term qualitative contribution of I-LEAD:

1. Students emulate characteristics of successful role models such as honesty, integrity, empathy, emotional agility, cognitive agility, gratefulness, communication, influence, team building, respect for others, and courage.
2. These interactions have paved the way for building resilience in the graduates to face all challenges.
3. Transparent discussion with leaders inspires the unique quality to learn from one's mistakes.
4. Great leaders have proved that the failures are stepping stones to success. Students develop the strength to cope with the failure and turn them into opportunity.
5. Though the leaders who interacted with the students had very humble beginnings, their achievements serve as the inspirations to the students to draw out maximum potential from them.
6. Life experiences of leaders inspire self-esteem and self-confidence among the students.
7. Leaders have cultivated an ability to innovate, start new ventures and to undertake risks. Students are motivated to develop their innovative and creative ability.
8. Leaders have proved to be instruments that build harmony and happiness in their organisations, society and nations. Individual responsibility to foster harmony and happiness is nurtured through I-LEAD.

Some of the measurable contributions of I-LEAD towards student achievement during the accreditation period are:

1. Students have enhanced their academic performance and charted successful corporate careers.
2. Students have won accolades in cultural and sports & games activities.
3. Active community engagement by the students and alumni.
4. The innovative spirit imbibed from the interaction with organisation builders have led to entrepreneurial ventures by the students.
5. The diversity of exposure to domain specific advancements in the campus has increased the number of corporate recruiters for placements. Gradual increase is noticed in student placements.
6. Interaction with civil servants and Statesmen have motivated the students to opt for civil and defence services.

**Future Endeavour of I-LEAD**

The flagship events under I-LEAD have made great impact on the student and faculty community. The inspiration and motivation received through these interactions leave lifelong impact. I-LEAD provides invaluable lessons for career and life which are beyond the confines of the classroom. Interaction with Nobel laureates, global statesmen, international awardees, stalwarts in all domains of human excellence would elevate the significance of I-LEAD to global heights.

References

Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice Hall.

Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, N J: Prentice Hall.

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Appropriate web in the Institutional website | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

### Best Practices and Unique Practices

- **Institutional Distinctiveness: I-LEAD** is a systematic mechanism to interact with role models of leadership at the global level to inspire the students through two platforms, Global Change Makers and Organisation Builders.
- **Best Practice 1**: **'A Paradigm of Holistic Education– Reskilling and Upskilling for the Future'** comprises of identification of modalities of reskilling and upskilling of graduates, integration of WEF 2020 skills for the future and review at departmental, deanery and institutional levels.
- **Best Practice 2: 'Enriching Academic Excellence through Blended Learning - 4 C  Model'** enables content creation through Kristu Jayanti Learning Management System (KJLMS) and Jayantian Repository of Information and Sustainable Education (J-RISE), student and faculty connection, collaborative learning and capacity building.

### Institutional Response to Covid Pandemic

The institution witnessed a seamless transition into online learning by adopting the following measures:

- **Exclusive IT infrastructure** for interactive live classrooms and video-conferencing was created. KJLMS and J-RISE digital platforms enabled blended learning.
- Examinations and continuous internal assessments were conducted as per schedule using the Kristu Jayanti Examination  Learning Management System.
- Laptops were distributed free of cost to the economically backward students to attend online classes.
- Exclusive mentoring and counselling were provided to help students with emotional issues during the pandemic.
- 427 student enrichment programmes and 652 faculty enrichment programmes were conducted predominantly through online platform.

### Post accreditation initiatives as per Peer Team Report [PTR]

The institution has adopted the following initiatives for quality enhancement based on the PTR of 2nd cycle re-accreditation:

- Six new PG and twelve new UG Programmes which are need-based/job-oriented were started.
- Research culture was enhanced through the institution's seed money for research, institution-funded projects and the creation of research facilities.
- Faculty publications in journals of repute have increased.
- Four research centres have been recognised by the University.
- Kristu Jayanti Incubation Centre has been set up to promote start-ups.
- Centre for Soft Skills Training and Language Lab have been established.
- Kristu Jayanti Alumni Association was registered to increase alumni participation and contribution to institutional development.
- A guest house has been constructed and became operational in 2018.

# Concluding Remarks :

Kristu Jayanti College, Autonomous, Bengaluru envisions the educational charism of the Carmelites of Mary Immaculate (CMI) driven by a quest for excellence articulated in the vision, mission, goals, and core values.

A futuristic curriculum focused on reskilling and upskilling inculcates societal and environmental concerns. Industry-oriented new programmes with OBE executed through experiential and blended learning provide the impetus for employability and entrepreneurship. An innovative ecosystem fosters start-ups. Multiple intelligences are developed through sports and cultural prowess. Concerted efforts are made for the placement and career development of the students.

A comprehensive Human Resource Plan implements faculty development, career advancement scheme, welfare measures for the progression of faculty. Financial schemes and seed money are provided to encourage research. UN SDG 1 is actively promoted in the institution the UNAI Hub. Jayantian Extension Services has nurtured community engagement with the marginalised through SOPs, UBA schemes, and social sensitisation.

The inclusive, accessible, and differently-abled friendly institution has a conducive ambience for holistic development. Implementation of e-governance, IT infrastructure, e-content development centres, and e-learning platforms provide the pathway for the future.

Annual Green, Energy, and Environment Audits, efforts towards zero waste, use of renewables are roadways to reduce carbon footprint. Water conservation, recycling of wastewater, recharge of water resources have been made. The environment sustainability of the institution has been recognised with gold-rated green certification. The IQAC fosters quality sustenance and enhancement. Full accreditation from ACBSP is a milestone in quality. The Institutional Perspective Plan has been the guiding force for the multi-faceted overall growth.

The institution aspires towards excellence by moulding dynamic young leaders with a passion to make positive contributions leading to the prosperity of the society and the nation at large. The international quality parameters, goals of higher education in India, guidelines of NAAC and UGC enable the institution to set benchmarks and devise strategies to achieve them. **True to its motto '*Jyotirsavodayaya – Light and Prosperity,'* the college forays into wider horizons relying on equity, accessibility, affordability, accountability, and quality- the foundational pillars of the New Education Policy 2020.**

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.1.2 | **Percentage of Programmes where syllabus revision was carried out during the last five years.**<br><br>1.1.2.1. **Number of all Programmes offered by the institution during the last five years.**<br>Answer before DVV Verification :  41<br>Answer after DVV Verification: 41<br>1.1.2.2. **How many Programmes were revised out of total number of Programmes offered during the last five years**<br>Answer before DVV Verification :  41<br>Answer after DVV Verification: 41 |
| 2.3.3 | **Ratio of students to mentor for academic and other related issues (Data for the latest completed academic  year )**<br><br>2.3.3.1. **Number of mentors**<br>Answer before DVV Verification :  238<br>Answer after DVV Verification: 238 |
| 3.4.1 | **The Institution ensures implementation of its stated Code of Ethics for research through the following:**<br><br>**1. Inclusion of research ethics in the research methodology course work**<br><br>**2. Presence of Ethics committee**<br><br>**3. Plagiarism check through software**<br><br>**4. Research Advisory Committee**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: A. All of the above |
| 4.2.4 | **Percentage per day usage of library by teachers and students ( foot falls and login data for online access)  during the last completed academic year**<br><br>4.2.4.1. **Number of teachers and students using library per day over last one year**<br>Answer before DVV Verification :  1793<br>Answer after DVV Verification: 1793 |

## 2.Extended Profile Deviations

| Extended Profile Deviations |
|---|
| No Deviations |

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