



# Kristu Jayanti College

**AUTONOMOUS** Bengaluru

Reaccredited 'A' Grade by NAAC | Affiliated to Bengaluru North University

## **Best Practice 1**

**A Paradigm of Holistic Education –  
Reskilling and Upskilling for the Future**





# Kristu Jayanti College

**A U T O N O M O U S** **B e n g a l u r u**

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## **Best Practice 1**

### **A Paradigm of Holistic Education - Reskilling and Upskilling for the Future**

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## Best Practice 1

### 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 the 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 the 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 fulfils 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.



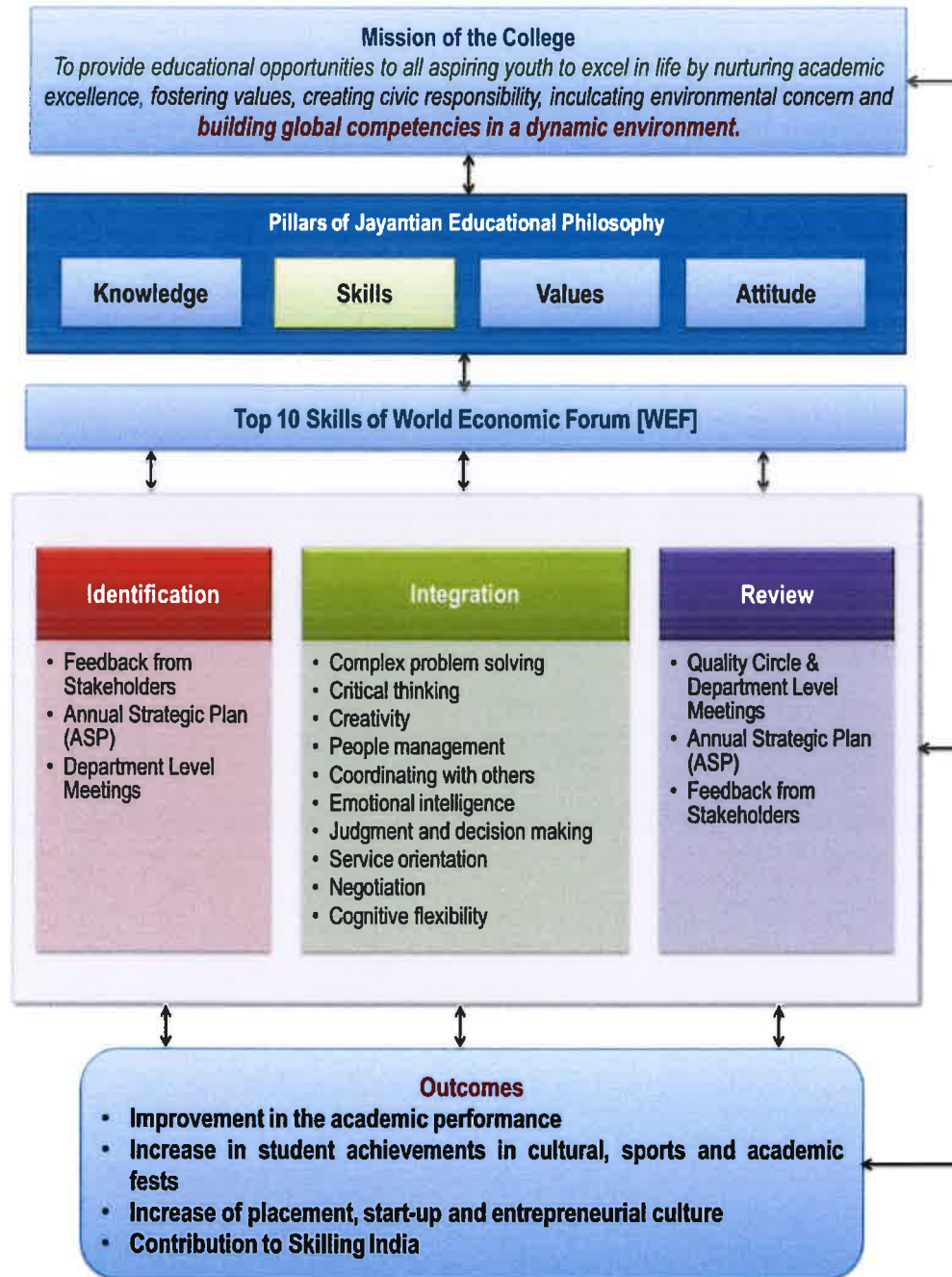
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## Best Practice: A Paradigm of Holistic Education – Reskilling and Upskilling for the Future



#### **4. The Practice**

The practice involves a tri-layered process comprising 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 the 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 Coordinating with others:** The success of an organisation depends on the effectiveness of coordination 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 processes 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 fostered 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

- 6.1.1 WEF skills are updated annually and the institution has to be flexible and adaptable.
- 6.1.2 There is difficulty in assessment of outcome of skills in the long term.
- 6.1.3 Implementation of the practice requires active collaboration with external agencies, which faces few bottlenecks.
- 6.1.4 Retaining student interest and involvement in the practice is a challenge.
- 6.1.5 Faculty members have to dedicate their time beyond class.

### 6.2 Resources Required

- 6.2.1 Planning and adequate allocation of funds in the annual budget is required.
- 6.2.2 Infrastructural facilities have to be upgraded.
- 6.2.3 Qualified trainers and empowerment of faculty are required.



**PRINCIPAL**

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