



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	KRISTU JAYANTI COLLEGE, AUTONOMOUS
• Name of the Head of the institution	Fr. Dr. Augustine George
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	08068737777
• Alternate phone No.	08028465611
• Mobile No. (Principal)	9448150172
• Registered e-mail ID (Principal)	principal@kristujayanti.com
• Address	Kristu Jayanti College, Autonomous K.Narayanapura, Kothanur P.O, Bengaluru, Karnataka
• City/Town	Bangalore
• State/UT	Karnataka
• Pin Code	560077
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	17/08/2012
• Type of Institution	Co-education

• Location	Urban				
• Financial Status	Self-financing				
• Name of the IQAC Co-ordinator/Director	Dr. Aloysius Edward J.				
• Phone No.	08068737799				
• Mobile No:	9449987689				
• IQAC e-mail ID	kjciqac@kristujayanti.com				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.kristujayanti.edu.in/iqac/pdf/aqar_2019_20.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.kristujayanti.edu.in/iqac/pdf/academic-calendar/2020-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.21	2009	30/09/2009	29/09/2014
Cycle 2	A	3.22	2015	15/11/2015	14/11/2020
Cycle 3	A++	3.78	2022	21/12/2021	21/12/2028
6.Date of Establishment of IQAC			01/10/2009		
7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?					
Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount	
NA	Nil	Nil	Nil	Nil	
8.Provide details regarding the composition of the IQAC:					

<ul style="list-style-type: none"> Upload the latest notification regarding the composition of the IQAC by the HEI 	View File
9.No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded
10.Did IQAC receive funding from any funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>1. Third Cycle Accreditation with A++ 2. Implementation of NEP 2020 in UG programmes 3. Programmes for quality sustenance and improvement organised by IQAC 4.Orientation and Extension Programme on role of IQAC and Central Documentation 5. Facilitated institutional Awards, recognitions, NIRF and other national surveys</p>	
12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:	
Plan of Action	Achievements/Outcomes
To complete Third Cycle Accreditation Process	Obtained A++ (3.78)
To initiate steps for Implementation of NEP 2020	NEP was implemented in all UG programmes
To obtain certification for Smart and Clean Campus	Clean and Smart Campus Certification was obtained
13.Was the AQAR placed before the statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Governing Body	05/06/2021
14. Was the institutional data submitted to AISHE ?	Yes
<ul style="list-style-type: none"> Year 	
Year	Date of Submission
17/03/2020	17/03/2020
15. Multidisciplinary / interdisciplinary	
16. Academic bank of credits (ABC):	
17. Skill development:	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):	
20. Distance education/online education:	

Extended Profile

1. Programme

1.1

45

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 7691

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 2563

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 7587

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1 1026

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 309

Number of full-time teachers during the year:

Extended Profile

1. Programme

1.1 45

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2. Student

2.1 7691

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

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File Description	Documents
Institutional Data in Prescribed Format	View File

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Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3. Academic

3.1 1026

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2	309
Number of full-time teachers during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.3	309
Number of sanctioned posts for the year:	
4.Institution	
4.1	1868
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	144
Total number of Classrooms and Seminar halls	
4.3	917
Total number of computers on campus for academic purposes	
4.4	1605.70
Total expenditure, excluding salary, during the year (INR in Lakhs):	

Part B

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 are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

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 - globalemployability.

B.Com., BBA and PG Diploma - organisational (local) and global needs.

MCA and M.Sc. Computer Science - global employability.

M.Sc. Biotechnology, MSc Biochemistry 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, MSc Biochemistry 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, datamining, 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	Documents
Upload additional information, if any	View File
Link for additional information	https://www.kristujayanti.edu.in/AQAR/C1_1_1_POPSO.php

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

28

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development

offered by the Institution during the year**1026**

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced across all programmes offered during the year****280**

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System**45**

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

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 729 courses address these cross-cutting

issues.

1. Professional Ethics

The aspects of professional ethics integrated into the curriculum of 364 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 (72 courses) address issues related to gender and human rights.

- The status of women, gender roles in the institutional formation, nation-building and socioeconomic 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 136 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
- 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 157 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	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	No File Uploaded

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

53

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

7243

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

2735

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni **A. All 4 of the above**

File Description	Documents
Provide the URL for stakeholders' feedback report	https://kristujayanti.edu.in/igac/Feedback-Stakeholders.php
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	No File Uploaded
Any additional information	No File Uploaded

1.4.2 - The feedback system of the Institution comprises the following **A. Feedback collected, analysed and action taken made available on the website**

File Description	Documents
Provide URL for stakeholders' feedback report	https://kristujayanti.edu.in/igac/Feedback-Stakeholders.php
Any additional information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

3057

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

1724

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The institution has a learning level identification mechanism that is used to assess the learning levels of students.

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

Pre-course AAA, Mid-course AAA, Post-course AAA is conducted after the completion of end semester/trimester examination. It comprises of evaluation of current academic knowledge of the course, academic performance in end semester/end trimester examination and teacher's evaluation.

Strategies for Engaging Slow Learners

Difficulties in comprehension and learning should not be a deterrence in fulfilling one's dreams and aspirations.. It includes remedial classes, basic communication courses, fundamentals of English, lab-based language trainings, workshops, tutorials and Listening, Speaking, Reading and Writing [LSRW] classes. Kristu Jayanti LMS and Google classrooms are used to supplement classroom learning where daily lessons, weekly quizzes, question banks etc., are uploaded.

Strategies for Engaging Advanced Learners

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, additional internships and live projects. The above strategies enable students to succeed in academic programmes.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C2_2_1.php

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/12/2021	7691	309

File Description	Documents
Upload any additional information	View File

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:

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.

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.

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.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional Information	https://www.kristujayanti.edu.in/AQAR/C2_3_1.php

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Kristu Jayanti Learning Management System (KJLMS)

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

- 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.

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.

Video Conferencing tools

- 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.

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.

ICT Based Learning Environment

- Installation of active and passive IT infrastructure in the campus.
- TCSiON- ERP solution is used for classroom management.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://kristujayanti.edu.in/Open-Educational-Resources/
Upload any additional information	No File Uploaded

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

309

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

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.

1. Institutional level

1.1 Annual Strategic Plan (ASP): The institution organizes 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.

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, field visits, extension activities, co-curricular and cultural fests, and sports.

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.

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.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

309

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

309

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

5

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	No File Uploaded

2.5 - Evaluation Process and Reforms

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

9.5

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

43

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

Response: Affirmative

1. Examination Procedures and Integration of Technology in Examination

2. Continuous Internal Assessment and IT Integration

The components of the CIA include mid-term examination, seminar, activity-based learning, assignment and attendance.

3. Reforms in the examination procedure

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).

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C2_5_3.php

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The graduate attributes of the students are derived from the vision, mission and goals of the institution. . 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.

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.

3. Communication of POs, PSOs and COs

The institution has the stated POs, PSOs and COs displayed and communicated through prominent online and offline media.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	No File Uploaded
Link for additional Information	https://www.kristujayanti.edu.in/AQAR/C2_6_1.php

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

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.

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C2_6_2.php

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

2519

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://www.kristujayanti.edu.in/AQAR/2.6.3-Pass-Percentage/Annual-Reports-CoE/2020-2021.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://kristujayanti.edu.in/igac/igac_aqar.php

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy

for promotion of research which is uploaded on the institutional website and implemented

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 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.

'Shodh Pravartan Minor Research Project grant' has been instituted to foster innovative research

'Shodh Pravartan Collaborative Community Project grant' has been instituted to initiate projects

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://www.kristujayanti.edu.in/AQAR/C3_1_1.php
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

17.45

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	No File Uploaded
List of teachers receiving grant and details of grant received	No File Uploaded
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	No File Uploaded

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

18.58

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	No File Uploaded
Any additional information	No File Uploaded

3.2.2 - Number of teachers having research projects during the year

5

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C3_2_2.php
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

6

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	No File Uploaded
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

3

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://www.kristujayanti.edu.in/AQAR/C3_2_4.php
Any additional information	No File Uploaded

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

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

- Inclusive Globe (2020)
- Tezr Technologies (2020)

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

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	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C3_3_1.php

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

102

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	No File Uploaded
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

0

File Description	Documents
URL to the research page on HEI website	https://kristujayanti.edu.in/research/centre_for_research.php
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	No File Uploaded

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

1.11

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	No File Uploaded

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

0.41

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C3_4_4.php

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

125

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

8

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

7.48

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

2.18

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	No File Uploaded
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

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.

1. Social sensitisation: All the students participate in the extension services imbibing the inherent values of service learning. Community engagement nurtures 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 on Government schemes, rural infrastructure development and building inclusive India. Involvement in extension activities nurtures holistic development and moulds integrated personalities.

3. Major activities

- Covid-19 Awareness Campaign
- Youth Week Programme
- Distribution of Uniforms and Sweaters

- Distribution of Masks
- Guest Lecture, Expert Talk and Debate
- National Day celebrations
- Quiz
- Workshop on Future of Electric Car in India
- Poster Making on Covid-19 Awareness
- Vaccination drives
- Prevention Measures against Covid 19
- Village visit

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C3_6_1.php

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 the year

15

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

72

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

5983

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

874

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

17

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

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 equipments, etc.

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.

2. Laboratories

Domain-specific laboratories with state-of-the-art equipment pave the way for enriching learning experiences in the dept of computer sciene, electronics, psychology, Physics, Media Studies and Business Management.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://kristujayanti.edu.in/AQAR/C4_1_1.p hp

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

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

28 Auditoriums

File Description	Documents
Geotagged pictures	No File Uploaded
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C4_1_2.php

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

144

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

735.96

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	No File Uploaded

4.2 - Library as a Learning Resource

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

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, NList, 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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C4_2_1.php

4.2.2 - Institution has access to the following: A. Any 4 or more of the above
e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

46.63

File Description	Documents
Audited statements of accounts	View File
Any additional information	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

323

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

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

IT Policy Statement

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.

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

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C4_3_1.php

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
7691	917

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development:

A. All four of the above

Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C4_3_4.php
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

737.69

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	No File Uploaded

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

1. Committees/Personnel for Monitoring Utilization of Facilities and Maintenance

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.

2. 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.

3.2 Maintenance of Libraries

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

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.

3.4 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 housekeeping.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C4_4_2.php

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

239

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

1176

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://www.kristujayanti.edu.in/AQAR/C5_1_3.php
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

6477

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students'

A. All of the above

grievances Timely redressal of grievances through appropriate committees

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

405

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of outgoing students progressing to higher education

402

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

139

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

66

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Student Council and representatives play an active role in the academic and administrative bodies of the institution.

The role of the student council in planning, structuring and executing various academic, co-curricular and extra-curricular activities of the college.

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.

The student council has equal representation of girls and boys.

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

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. The Student Council secretaries are defacto members of the IQAC. Student nominees are statutory members of all department Quality Circles. Students are nominated to Curriculum Advisory Committee. 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C5_3_2.php

5.3.3 - Number of sports and cultural events / competitions organised by the institution

54

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

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.

1. Financial Support by KJCAA

1. The Alumni association has contributes in an average Rs. 2,00,000 in an year

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

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

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C5_4_1.php

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	View File

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

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.

2. Institutional Perspective Plan

The vision and mission of the institution are actualized 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 Quality Assurance and Quality Enhancement- the IQAC plans and

monitors quality sustenance and enhancement initiatives.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AOAR/C6_1_1.php

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

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.

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.

Level 3: Participative leadership in extension and student support services

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.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	No File Uploaded
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C6_1_2.php

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

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

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
2. New Cafeteria in the PG Block
3. Multipurpose Open Space and Food Court
4. Girls Hostel
5. Guest House
6. Recreation and Green Spaces
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	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C6_2_1.php
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

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 exofficio 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.

3. **Academic Council:** The composition of the academic council adheres to UGC norms and is chaired by the Principal.

4. **Finance Committee:** The finance committee functions as an advisory body to the GoverningBody.

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.

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

File Description	Documents
Paste link to Organogram on the institution webpage	https://kristujayanti.edu.in/pdf/Organogram.pdf
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C6_2_2.php

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

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.

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C6_3_1.php

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

253

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

45

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

243

File Description	Documents
Summary of the IQAC report	No File Uploaded
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

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 scrutinized 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.

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	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C6_4_1.php

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	No File Uploaded

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

1. Resource Mobilization Policy Statement

'The institution shall mobilize 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

2. Mobilization of funds

The college strives to achieve excellence through academic service to humanity. A well planned budget guides the mobilization 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.

3. Optimal utilization 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.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C6_4_3.php

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Practice I - Quality Assurance and Enhancement through International

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

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.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C6_5_1.php

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The IQAC reviews the teaching plan, teaching-learning process, innovative pedagogy employed and assessment of learning outcomes through a streamlined 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 Decentralized 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 Utilization 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 workdone diary

1.8 AnnualSelf-appraisal

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C6_5_2.php

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://kristujayanti.edu.in/iqac/College-Annual-Reports.php
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	No File Uploaded

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 year

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. One of the core values, 'Dignity,' envisions gender equity, the foundation for the empowerment and socio-economic transformation.
 2. Orientation programme highlights the importance of gender equity.
 3. Faculty hold equal administrative and academic leaderships such as HoD, chair of statutory committees, coordinators of clubs and associations, assistant controller of examinations, office superintendent, secretaries of Academic Council and Boards of Study.
 4. Academic Council, Boards of Study, IQAC, Teachers' Council, academic and administrative committees are represented by both genders.
 5. Leadership in Student Council, clubs and associations is equally shared by both genders.
 6. IQAC, quality circles and Committee for POSH are represented by girls.
 7. 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 organized.

2. Gender Sensitisation

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 Gender Sensitisation survey conducted to raise awareness about the unconscious biases and beliefs about the gender roles in the society with a special focus on educated community. The survey also reflected the same by majority of the participants favouring

the gender equality.

3. Facilities for Women Students

1. Safety and Security measures in campus

1. The Committee for Prevention of Sexual Harassment and Anti-Ragging Committee ensure a secure environment.
2. The Equal Opportunity Cell and Women Empowerment Cell assures equity and inclusion.
3. Campus security is provided by a full-time security team including women security personnel employed by the institution.
4. Entry of individuals and vehicles is strictly monitored.
5. The entire campus is under CCTV surveillance.
6. A Civil Defense Corps unit is functional.
7. On-campus health center and medical personnel are available.
8. Students are accompanied by men and women faculty during educational tours and industrial visits.

4 Counselling

Counselling and mentoring assist in psycho-social development.

3.2.1 Full-time professional counsellor provides counselling and personal guidance. Faculty members are trained in mentoring and counselling.

1. Centre for Employability and Corporate Relations provides career counselling.
2. Health and lifestyle counselling is provided.
3. Centre for Life Skills Education provides life skills training.

5. Common Facilities

Common spaces in the campus enable student and staff interaction outside classroom hours.

1. The campus buildings have retiring rooms for girls.
2. Multipurpose recreational halls, food courts, cafeteria, student lounges and green parks have been set up.
3. Discussion rooms facilitate team interactions.

4. A multi-utility student services block has been built.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AOAR/C7_1_1.php#

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy plant Wheeling to the Grid energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

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	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

A. Any 4 or all of the above

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

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.

1. Appreciation and Promotion of Diverse Culture

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.

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:

3. Promotion of Hindi, Kannada and Foreign Languages

The institution strives to foster an inclusive environment by

promoting all national languages.

4. 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.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

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 pursuing 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	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for A. All of the above

students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

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	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

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, visualspatial, 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.

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, illdefined 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 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 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 cooperation 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 Learning - 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.

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	Documents
Best practices in the Institutional website	https://kristujayanti.edu.in/igac/Best-Practice.php
Any other relevant information	https://www.kristujayanti.edu.in/AQAR/C7_2_1.php

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

I-LEAD - Igniting Leadership for Empowerment, Achievement and Determination

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

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.

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.



Part B

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 are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

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 - globalemployability.

B.Com., BBA and PG Diploma - organisational (local) and global needs.

MCA and M.Sc. Computer Science - global employability.

M.Sc. Biotechnology, MSc Biochemistry 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, MSc Biochemistry 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	Documents
Upload additional information, if any	View File
Link for additional information	https://www.kristujayanti.edu.in/AQAR/C1_1_1_POPSO.php

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

28

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

1026

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced across all programmes offered during the year**

280

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

45

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

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 729 courses address these cross-cutting

issues.

1. Professional Ethics

The aspects of professional ethics integrated into the curriculum of 364 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 (72 courses) address issues related to gender and human rights.

- The status of women, gender roles in the institutional formation, nation-building and socioeconomic 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 136 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
- 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 157 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	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	No File Uploaded

1.3.2 - Number of value-added courses for imparting transferable and life skills offered

during the year**53**

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above**7243**

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects**2735**

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://kristujayanti.edu.in/igac/Feedback-Stakeholders.php
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	No File Uploaded
Any additional information	No File Uploaded

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://kristujayanti.edu.in/igac/Feedback-Stakeholders.php
Any additional information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

3057

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

1724

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The institution has a learning level identification mechanism that is used to assess the learning levels of students.

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

Pre-course AAA, Mid-course AAA, Post-course AAA is conducted after the completion of end semester/trimester examination. It comprises of evaluation of current academic knowledge of the course, academic performance in end semester/end trimester examination and teacher's evaluation.

Strategies for Engaging Slow Learners

Difficulties in comprehension and learning should not be a deterrence in fulfilling one's dreams and aspirations.. It includes remedial classes, basic communication courses, fundamentals of English, lab-based language trainings, workshops, tutorials and Listening, Speaking, Reading and Writing [LSRW] classes. Kristu Jayanti LMS and Google classrooms are used to supplement classroom learning where daily lessons, weekly quizzes, question banks etc., are uploaded.

Strategies for Engaging Advanced Learners

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, additional internships and live projects. The above strategies enable students to succeed in academic programmes.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C2_2_1.php

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/12/2021	7691	309

File Description	Documents
Upload any additional information	View File

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:

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.

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.

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.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional Information	https://www.kristujayanti.edu.in/AOAR/C2_3_1.php

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Kristu Jayanti Learning Management System (KJLMS)

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

- 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.

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.

Video Conferencing tools

- 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.

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.

ICT Based Learning Environment

- Installation of active and passive IT infrastructure in the campus.
- TCSiON- ERP solution is used for classroom management.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://kristujayanti.edu.in/Open-Educational-Resources/
Upload any additional information	No File Uploaded

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

309

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

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.

1. Institutional level

1.1 Annual Strategic Plan (ASP): The institution organizes 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.

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, field visits, extension activities, co-curricular and cultural fests, and sports.

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.

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.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

309

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

309

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

5

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	No File Uploaded

2.5 - Evaluation Process and Reforms

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

9.5

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

43

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

Response: Affirmative

1. Examination Procedures and Integration of Technology in Examination

2. Continuous Internal Assessment and IT Integration

The components of the CIA include mid-term examination,

seminar, activity-based learning, assignment and attendance.

3. Reforms in the examination procedure

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).

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C2_5_3.php

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the

institution are stated and displayed on the website and communicated to teachers and students

The graduate attributes of the students are derived from the vision, mission and goals of the institution. . 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.

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.

3. Communication of POs, PSOs and COs

The institution has the stated POs, PSOs and COs displayed and communicated through prominent online and offline media.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	No File Uploaded
Link for additional Information	https://www.kristujayanti.edu.in/AOAR/C2_6_1.php

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

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.

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AOAR/C2_6_2.php

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

2519

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://www.kristujayanti.edu.in/AOAR/2.6_3-Pass-Percentage/Annual-Reports-CoE/2020-2021.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://kristujayanti.edu.in/igac/igac_agar.php

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

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 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.

'Shodh Pravartan Minor Research Project grant' has been instituted to foster innovative research

'Shodh Pravartan Collaborative Community Project grant' has been instituted to initiate projects

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://www.kristujayanti.edu.in/AOAR/C3_1_1.php
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research**3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)**

17.45

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	No File Uploaded
List of teachers receiving grant and details of grant received	No File Uploaded
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	No File Uploaded

3.2 - Resource Mobilization for Research**3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)**

18.58

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	No File Uploaded
Any additional information	No File Uploaded

3.2.2 - Number of teachers having research projects during the year

5

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	https://www.kristujayanti.edu.in/AOAR/C3_2_2.php
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

6

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	No File Uploaded
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

3

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://www.kristujayanti.edu.in/AQAR/C3_2_4.php
Any additional information	No File Uploaded

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

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

- Inclusive Globe (2020)
- Tezr Technologies (2020)

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

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	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C3_3_1.php

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

102

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	No File Uploaded
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

0

File Description	Documents
URL to the research page on HEI website	https://kristujayanti.edu.in/research/centre_for_research.php
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	No File Uploaded

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

1.11

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	No File Uploaded

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

0.41

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AOAR/C344.php

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed**3.4.5.1 - Total number of Citations in Scopus during the year**

125

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

8

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

7.48

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

2.18

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	No File Uploaded
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

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.

1. Social sensitisation: All the students participate in the extension services imbibing the inherent values of service learning. Community engagement nurtures social sensitisation, concern for the disadvantaged sections of the society, environmental consciousness and humanitarism.

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 on Government schemes, rural infrastructure development and building inclusive India. Involvement in extension activities nurtures holistic development and moulds integrated personalities.

3. Major activities

- Covid-19 Awareness Campaign

- Youth Week Programme
- Distribution of Uniforms and Sweaters
- Distribution of Masks
- Guest Lecture, Expert Talk and Debate
- National Day celebrations
- Quiz
- Workshop on Future of Electric Car in India
- Poster Making on Covid-19 Awareness
- Vaccination drives
- Prevention Measures against Covid 19
- Village visit

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.kristujayanti.edu.in/AOAR/C3_6_1.php

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 the year

15

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

72

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

5983

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work**

874

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

17

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

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 equipments, etc.

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.

2. Laboratories

Domain-specific laboratories with state-of-the-art equipment pave the way for enriching learning experiences in the dept of computer sciene, electronics, psychology, Physics, Media Studies and Business Management.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://kristujayanti.edu.in/AQAR/C4_1_1.php

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

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

28 Auditoriums

File Description	Documents
Geotagged pictures	No File Uploaded
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C4_1_2.php

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

144

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

735.96

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	No File Uploaded

4.2 - Library as a Learning Resource

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

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, NList, 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

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C4_2_1.php

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

46.63

File Description	Documents
Audited statements of accounts	View File
Any additional information	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

323

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

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

IT Policy Statement

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.

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

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C4_3_1.php

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
7691	917

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. 750 Mbps
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File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	A. All four of the above
--	--------------------------

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C4_3_4.php
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)****737.69**

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	No File Uploaded

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

1. Committees/Personnel for Monitoring Utilization of Facilities and Maintenance

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.

2. 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.

3.2 Maintenance of Libraries

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

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.

3.4 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 housekeeping.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C4_4_2.php

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

239

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

1176

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://www.kristujayanti.edu.in/AQAR/C5_1_3.php
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

6477

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students'

A. All of the above

grievances Timely redressal of grievances through appropriate committees

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression
5.2.1 - Number of outgoing students who got placement during the year

405

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of outgoing students progressing to higher education

402

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year
5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

139

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

66

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Student Council and representatives play an active role in the academic and administrative bodies of the institution.

The role of the student council in planning, structuring and executing various academic, co-curricular and extra-curricular activities of the college.

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.

The student council has equal representation of girls and boys.

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

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. The Student Council secretaries are defacto members of the IQAC. Student nominees are statutory members of all department Quality Circles. Students are nominated to Curriculum Advisory Committee. 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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AOAR/C5_3_2.php

5.3.3 - Number of sports and cultural events / competitions organised by the institution

54

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

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.

1. Financial Support by KJCAA

1. The Alumni association has contributes in an average Rs. 2,00,000 in an year

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

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

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C5_4_1.php

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	View File

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

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.

2. Institutional Perspective Plan

The vision and mission of the institution are actualized 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 Quality Assurance and Quality Enhancement- the IQAC plans and monitors quality sustenance and enhancement initiatives.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AOAR/C6_1_1.php

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

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.

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.

Level 3: Participative leadership in extension and student support services

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.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	No File Uploaded
Paste link for additional Information	https://www.kristujayanti.edu.in/AOAR/C6_1_2.php

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

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

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
2. New Cafeteria in the PG Block
3. Multipurpose Open Space and Food Court
4. Girls Hostel
5. Guest House
6. Recreation and Green Spaces
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	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C6_2_1.php
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from the policies, administrative set-up, appointment and service rules, procedures, etc.

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 exofficio 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.

3. **Academic Council:** The composition of the academic council adheres to UGC norms and is chaired by the Principal.

4. **Finance Committee:** The finance committee functions as an advisory body to the GoverningBody.

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.

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

File Description	Documents
Paste link to Organogram on the institution webpage	https://kristujayanti.edu.in/pdf/Organogram.pdf
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AOAR/C6_2_2.php

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

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.

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.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C6_3_1.php

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

253

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

45

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

243

File Description	Documents
Summary of the IQAC report	No File Uploaded
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

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 scrutinized 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.

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	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C6_4_1.php

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	No File Uploaded

6.4.3 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

1. Resource Mobilization Policy Statement

'The institution shall mobilize 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

2. Mobilization of funds

The college strives to achieve excellence through academic service to humanity. A well planned budget guides the mobilization 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.

3. Optimal utilization 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.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C6_4_3.php

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Practice I - Quality Assurance and Enhancement through International

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

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.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.kristujayanti.edu.in/AOAR/C6_5_1.php

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The IQAC reviews the teaching plan, teaching-learning process, innovative pedagogy employed and assessment of learning outcomes through a streamlined 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 Decentralized 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 Utilization 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 workdone diary

1.8 AnnualSelf-appraisal

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://www.kristujayanti.edu.in/AQAR/C6_5_2.php

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://kristujayanti.edu.in/igac/College-Annual-Reports.php
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	No File Uploaded

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 year

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. One of the core values, 'Dignity,' envisions gender equity, the foundation for the empowerment and socio-economic transformation.
2. Orientation programme highlights the importance of gender equity.
3. Faculty hold equal administrative and academic leaderships such as HoD, chair of statutory committees, coordinators of clubs and associations, assistant controller of examinations, office superintendent, secretaries of Academic Council and Boards of Study.
4. Academic Council, Boards of Study, IQAC, Teachers' Council, academic and administrative committees are represented by both genders.
5. Leadership in Student Council, clubs and associations is equally shared by both genders.
6. IQAC, quality circles and Committee for POSH are represented by girls.
7. 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 organized.

2. Gender Sensitisation

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 Gender Sensitisation survey conducted to raise awareness about the unconscious biases and beliefs about the gender roles in the society with a special focus on educated community. The survey also reflected the same by majority of the participants favouring the gender equality.

3. Facilities for Women Students

1. Safety and Security measures in campus

1. The Committee for Prevention of Sexual Harassment and Anti-Ragging Committee ensure a secure environment.
2. The Equal Opportunity Cell and Women Empowerment Cell assures equity and inclusion.
3. Campus security is provided by a full-time security team including women security personnel employed by the institution.
4. Entry of individuals and vehicles is strictly monitored.
5. The entire campus is under CCTV surveillance.
6. A Civil Defense Corps unit is functional.
7. On-campus health center and medical personnel are available.
8. Students are accompanied by men and women faculty during educational tours and industrial visits.

4 Counselling

Counselling and mentoring assist in psycho-social development.

3.2.1 Full-time professional counsellor provides counselling and personal guidance. Faculty members are trained in mentoring and counselling.

1. Centre for Employability and Corporate Relations provides career counselling.
2. Health and lifestyle counselling is provided.
3. Centre for Life Skills Education provides life skills training.

5. Common Facilities

Common spaces in the campus enable student and staff interaction outside classroom hours.

1. The campus buildings have retiring rooms for girls.
2. Multipurpose recreational halls, food courts, cafeteria, student lounges and green parks have been set up.
3. Discussion rooms facilitate team interactions.
4. A multi-utility student services block has been built.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.kristujayanti.edu.in/AQAR/C7_1_1.php#

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

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	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

A. Any 4 or All of the above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information:

A. Any 4 or all of the above

Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

File Description	Documents
Geotagged photographs / videos of facilities	View File
Policy documents and brochures on the support to be provided	View File
Details of the software procured for providing assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

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.

1. Appreciation and Promotion of Diverse Culture

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.

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:

3. Promotion of Hindi, Kannada and Foreign Languages

The institution strives to foster an inclusive environment by promoting all national languages.

4. 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.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

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 pursuing 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	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers,

A. All of the above

administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

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	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

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, visualspatial, 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.

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, illdefined 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 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 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 cooperation 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 Learning - 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.

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	Documents
Best practices in the Institutional website	https://kristujayanti.edu.in/igac/Best-Practice.php
Any other relevant information	https://www.kristujayanti.edu.in/AQAR/C7_2_1.php

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

I-LEAD - Igniting Leadership for Empowerment, Achievement and Determination

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

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.

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.

File Description	Documents
Appropriate link in the institutional website	https://kristujayanti.edu.in/igac/pdf/I-LEAD.pdf
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1. Implementation of NEP 2020 for the academic year 2021-2022
2. Introduction of Online Degree programmes in accordance with the norms of the UGC
3. Introduction of new academic programmes
4. Establishment of Centre for Excellence in Analytics in collaboration with Institute of Analytics (IoA), UK
5. Establishing new academic collaborations with the foreign universities
6. Applying for international and national research projects and grants
7. Establishment of HRD Centre for the enhanced in-house Faculty Development Programmes.
- 8 Construction of new academic and research & development block
9. Strengthening more facilities for expansion of the college
- 10 Exploring the possibility to become Degree Awarding Autonomous College / Teaching University