



**CHRIST**

(DEEMED TO BE UNIVERSITY)

BANGALORE | DELHI NCR | PUNE

**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

# **ANNUAL ACADEMIC AUDIT REPORT**

**2024 - 25**

**DECEMBER 2025**



## **Internal Quality Assurance Cell (IQAC)**

**ANNUAL ACADEMIC AUDIT 2024-25**

**December 2025**

## ACKNOWLEDGEMENT

We extend our sincere gratitude to the Vice Chancellor, Pro Vice Chancellor, Registrar, Registrar (Academics), and all University officers for their steadfast support throughout the audit process. Their guidance, encouragement, and visionary leadership were instrumental in the smooth and successful completion of the Annual Academic Audit.

We express our heartfelt thanks to the Chief Finance Officer and all members of the Office of Accounts for their timely and continuous support. Their assistance in facilitating financial approvals and related processes ensured the efficient execution of all audit-related activities. Our sincere appreciation goes to the Controller of Examinations and the members of the Office of Examinations for their cooperation and assistance in enabling the seamless conduct of the audit during the ongoing semester examinations. Their proactive coordination ensured that the auditors could carry out their responsibilities effectively, despite the academic schedules in progress.

We gratefully acknowledge the Chief Human Resources Officer and the staff of the Office of Human Resources for providing the necessary support that enabled auditors to participate in the audit across various University campuses. Their cooperation played a vital role in the smooth organisation and implementation of the audit. We also extend our appreciation to the University ERP Team for their commendable service throughout the process. Their efficiency in providing timely data, addressing queries, and ensuring system readiness significantly contributed to the overall success of the audit.

Our heartfelt thanks go to the Travel Desk and the Guest Relations Office for their dedicated support in coordinating travel, accommodation, and related logistical arrangements for the auditors. Their meticulous planning greatly facilitated the movement and comfort of the audit teams. We are deeply thankful to the Directors, Deans, Associate Deans, Heads of Departments (HODs), School/Campus IQAC Coordinators, Department Coordinators, faculty members, and the administrative staff of various offices and departments for their enthusiastic collaboration and dedicated efforts. We would also like to specially acknowledge the valuable contributions of the administrative staff of the Office of IQAC and the interns, Mr. Karunakaran A and Mr. Joseph R, whose dedication and hard work greatly supported the audit process. Their commitment to quality and continuous improvement was central to the successful completion of the Annual Academic Audit.

Finally, we thank all the auditors for their valuable time and the insightful observations and recommendations they provided to the departments. Their contributions have added immense value to the University's ongoing efforts toward continuous quality enhancement.

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## INTRODUCTION

The Annual Academic Audit serves as a vital mechanism for quality assessment and enhancement within Higher Education Institutions (HEIs). It systematically evaluates key academic dimensions such as curriculum planning, teaching-learning processes, assessment practices, research output, administrative efficiency, student support systems, and the various quality initiatives undertaken under these domains. Regular audits not only ensure adherence to institutional quality benchmarks but also nurture a culture of reflection, accountability, and continuous improvement. By aligning academic and administrative processes with evolving national and global standards, the audit process strengthens institutional effectiveness and contributes meaningfully to the overall advancement of higher education.

The Annual Academic Audit has been an integral component of the quality assurance framework of CHRIST (Deemed to be University) since 2008. This rigorous and introspective exercise enables the University to identify its strengths, address areas requiring development, and implement strategic interventions that drive academic excellence. Through evidence-based analysis and structured evaluation, audit outcomes consistently provide critical insights for institutional decision-making, policy formulation, and alignment with the University's long-term strategic objectives.

The Annual Academic Audit for the academic year 2024–2025 was conducted in alignment with the University Strategic Plan (2023-2026), which envisions positioning CHRIST as a globally benchmarked Higher Education Institution. This strategic plan outlines actionable priorities under four focus areas:

- Transformational Teaching-Learning for Global Competence
- Impactful Research, Innovation, and Enterprise
- Positive Organisational Culture for Gainful Campus Life
- Meaningful Societal Engagement

The audit exercise was designed to evaluate the University's progress toward these priorities, with a strong emphasis on outcome-oriented performance and sustainable quality enhancement across campuses and departments.

This year's audit reaffirmed the University's enduring commitment to transparency, accountability, and excellence in all facets of academic functioning. The audit teams conducted their evaluations through a systematic and well-coordinated process, extensively supported by the University's ERP system to ensure data accuracy, consistency, and objectivity. By integrating technology-enabled evaluation with collaborative review, the process effectively minimised subjectivity and strengthened evidence-based decision-making.

The insights generated through this comprehensive exercise will guide departments in refining their practices, addressing developmental needs, and further enhancing their contributions to the University's strategic goals. Through this sustained and transparent

approach, CHRIST continues to reinforce its internal quality mechanisms and uphold its reputation as a model of institutional excellence in higher education.

### **Objectives of the Annual Academic Audit:**

- To facilitate mutual learning by providing departments an opportunity to showcase achievements and discuss challenges
- To evaluate the initiatives undertaken by the departments to enhance performance in alignment with the strategic plan focus areas
- To review the challenges faced by the departments in achieving the set targets outlined in the strategic plan
- To analyse the curriculum development processes and their relevance to emerging and contemporary trends in higher education
- To assess the effectiveness of the teaching–learning processes
- To review the departments’ performance in research, innovation, consultancy, and extension activities
- To assess the mechanisms adopted by departments for monitoring student support, progression, and alumni engagement
- To evaluate the quality initiatives undertaken by the departments, including internationalisation efforts and perception enhancement activities

## SECTION 1: ANNUAL ACADEMIC AUDIT PROCESS

### 1. Annual Academic Audit Planning and Execution

The Annual Academic Audit process for 2024-2025 commenced with the formation of a core committee. The committee was tasked with overseeing the planning and execution phases of the audit. The following are the members of the Annual Academic Audit committee:

- ❖ Dr Fr Viju P D
- ❖ Dr Alex P Joseph
- ❖ Dr Cecil Donald A
- ❖ Dr Anson K J
- ❖ Dr Nithila Vincent
- ❖ Prof Chandrasekharan K A
- ❖ Dr Vineeth V
- ❖ Dr Sunil M P
- ❖ Dr Naived Eapen George
- ❖ Ms Sajina Rajan

The Annual Academic Audit comprises two key components: the Academic Audit and the Second-Year Review of Strategic Plan Implementation.

The Academic Audit was conducted based on the data and documents submitted by departments through the Annual Quality Assurance Report (AQAR). This provided a structured framework to evaluate academic processes, teaching–learning practices, research initiatives, and quality enhancement measures undertaken during the year.

The Second-Year Review of Strategic Plan Implementation focused on assessing the extent to which departments achieved the targets set for the second year of the University’s strategic plan. This review enabled an objective evaluation of progress, identified areas requiring additional support, and highlighted best practices that contributed to effective implementation.

Together, these two components ensured a comprehensive and balanced assessment of both ongoing academic quality measures and long-term strategic priorities.

The following sections provide a detailed explanation of the audit execution phases:

**1.1 Interim Audit:** The Annual Academic Audit process began with an Interim Audit in March 2025, conducted by the School and Campus Deans. This initial exercise helped departments understand the audit framework and prepare systematically for the final audit. It enabled them to reflect on their progress against institutional benchmarks and laid the groundwork for a thorough evaluation of their performance. The Internal Quality Assurance

Cell (IQAC) guided the process by defining review protocols and standardising the documentation formats.

**1.2 Data Collection and Quality Assurance:** Departments submitted their Annual Quality Assurance Report (AQAR) data through the University's Knowledge Pro portal, which was kept open until 15 August 2025. This stage played a vital role in assuring the authenticity, accuracy, and completeness of the evidence used for departmental evaluations. The systematic submission of data enabled a reliable assessment of academic processes, achievements, and areas requiring improvement. In addition to the AQAR, the Strategic Plan Implementation Review Instrument was circulated to all departments, with submissions due by 30 September 2025. This tool helped departments critically analyse their progress toward the targets set under the Strategic Plan and document the initiatives undertaken during the year. Together, these two components provided a strong foundation for a rigorous and transparent audit process.

**1.3 Timeframe and Scheduling:** Following the approval of the Office of Vice Chancellor, the Annual Academic Audit was scheduled across all campuses in a carefully planned sequence. The Bangalore campuses were audited from 10-17 October 2025, followed by the Delhi NCR campus from 29-30 October 2025, and the Pune Lavasa campus from 20–21 November 2025. The scheduling was thoughtfully aligned with the University's academic calendar and examination timelines to ensure that regular teaching and learning activities continued without interruption.

The successful conduct of the audit was made possible through strong coordination and support from multiple administrative and academic units. The Office of Examinations, the Office of Human Resources, the Office of Accounts, and the Office of Public Relations offered timely assistance that facilitated smooth logistics and communication. Equally crucial was the support provided by the School and Campus Deans and Directors, along with the School and Campus IQAC Coordinators. Their active involvement in planning, guiding, and monitoring the process ensured efficient organisation and seamless execution of the audit across all departments and campuses.

**1.4 Auditors' Appointment and Orientation:** The selection of auditors was undertaken with utmost care, guided by the qualification criteria set by the IQAC. School and Campus Deans were requested to nominate faculty members who met the required standards, which included a minimum of five years of academic experience and at least three years of substantive service at CHRIST (Deemed to be University). Nominees were also expected to possess a sound understanding of and familiarity with accreditation and quality assurance processes, as well as the University's Strategic Plan. From the pool of recommended faculty, the Office of Vice Chancellor approved 123 auditors, of whom 25 were placed on the reserve list.

To ensure that auditors were fully prepared for their role, a comprehensive orientation programme was conducted on 17, 18, and 19 September 2025. These sessions equipped auditors with detailed knowledge of the audit instrument, scoring methodology, SSR data templates, second year review of Strategic Plan Implementation and ERP-based workflows. In alignment with the principles of fairness, objectivity, and peer learning, auditors were

assigned to departments other than their own. This approach promoted collegial collaboration while minimising the possibility of bias during the evaluation process.

**1.5 Sharing of Self-Study Reports (SSRs):** After departments submitted their data and supporting documents, the IQAC team undertook a thorough verification process to ensure accuracy and consistency. Once verified, the SSRs were consolidated and shared with the auditors and the respective departments, thereby creating a common reference point that supported an objective and transparent evaluation. The finalised Self-Study Reports, along with the Departmental Compliance Sheets summarising responses to relevant metrics, were provided to the designated auditors one week prior to the audit. This early sharing enabled effective data validation and ensured that the reviews were conducted smoothly and with full preparedness.

**1.6 Resource and Logistics Management:** The logistical operations supporting the audit process were organised in alignment with the University's commitment to operational excellence. The Office of the Chief Finance Officer sanctioned resources for catering, transportation, stationery, and hospitality services.

Audit Kits were prepared and distributed to all auditors, containing essential materials such as the Audit Instrument, Compliance Sheets, exemption lists, and stationery items. Catering arrangements were made to facilitate convenience and comfort for faculty auditors, while transport logistics ensured seamless travel between campuses, particularly for those conducting audits outside their campuses.

Special travel arrangements, including air ticket bookings and coordinated ground transportation along with boarding and lodging arrangements, were managed for auditors visiting the University's campuses at Pune Lavasa and Delhi NCR. Reimbursement protocols were efficiently handled to ensure fairness, timeliness, and transparency in processing travel claims.

**1.7 Attendance Coordination:** To recognise faculty contributions and streamline institutional records, attendance lists for all auditors were compiled and submitted to the Office of Human Resources after the completion of the audit. Auditors were exempted from daily sign-in and sign-out procedures during audit days and travel periods, reflecting administrative support for their academic engagement. This recognition of faculty effort reinforced a culture of participation and collegiality, ensuring that academic staff viewed the audit process as a meaningful professional endeavour.

**1.8 Operational Workflow of the Audit Days:** A well-defined audit framework ensured transparency, consistency, and meaningful engagement throughout the evaluation process. Each audit team, consisting of three faculty members from different departments or campuses, interacted with the departments under review, fostering mutual learning while allowing departments to present their achievements and discuss challenges constructively.

During the audit days, a streamlined sequence of activities was followed. Briefing sessions were conducted to clarify processes and expectations, after which audit teams met to analyse departmental submissions. Schools and campuses formally welcomed the audit teams, and departments facilitated guided interactions at the audit venues. Transparency

was strengthened through individual score entries made directly into the ERP system after collaborative deliberation. Reflective exit meetings provided an opportunity to consolidate insights and articulate clear observations. This cohesive and collaborative approach ensured accountability and evidence-based evaluation, while simultaneously reinforcing the culture of continuous quality enhancement across the University.

**1.9 Feedback Integration and Continuous Improvement:** At the conclusion of the audit, comprehensive feedback was solicited separately from both auditors and departments through digital feedback forms. This mechanism aimed to gather insights on the efficiency, clarity, and inclusiveness of the audit process. The qualitative and quantitative analyses of this feedback provided actionable inputs for refining the methodology and framework for future audit cycles.

Through this reflective approach, the University reaffirmed its commitment to institutional learning, ensuring each subsequent audit iteration evolves towards greater effectiveness, accuracy, and alignment with best practices in higher education quality assurance.

**1.10 Analysis and Report Preparation:** The audit scores from across the University were systematically analysed using data extracted and compiled through the ERP system, ensuring accuracy, transparency, and uniformity in the evaluation process. The ERP-enabled data reports provided a reliable foundation for comparing performance across parameters and identifying emerging patterns. Based on this structured analysis, a comprehensive audit report was prepared by consolidating both quantitative scores and qualitative observations gathered during the audit process. Multiple graphs and visual summaries were generated to clearly illustrate trends, performance variations, and year-on-year progress.

From this detailed review, well-grounded conclusions were drawn regarding areas where the University is performing strongly, areas that require further improvement, and the measurable progress made in addressing earlier areas of concern. Together, these analytical outputs and interpretations formed the core of the Annual Academic Audit Report. The analysis also facilitated a clearer understanding of institutional strengths and supported evidence-based decision-making for further enhancement. These insights have thus laid the groundwork for strategic initiatives that will guide the University's improvement efforts in the forthcoming academic year.

## **2. Documentation Framework for the Annual Academic Audit**

The Annual Academic Audit is supported by a robust documentation framework designed to ensure comprehensive evaluation, transparency, and accountability. Each document serves a specific purpose within the quality assurance process, facilitating informed analysis, fair assessment, and actionable feedback. The following key components formed the foundation of the 2024-25 audit cycle.

**2.1 Academic Audit Instrument:** The Academic Audit Instrument serves as the principal evaluative framework, providing a structured approach to assess departmental performance across multiple dimensions of academic quality. It aligns with the parameters used by

national and international ranking and accreditation bodies, encapsulating both qualitative and quantitative indicators. The instrument is organized into six major criteria:

- A. Curriculum Design and Development
- B. Teaching-Learning
- C. Research and Innovation
- D. Consultancy, Extension, and Collaboration
- E. Student Support and Progression
- F. Quality Initiatives

Each criterion provides detailed parameters, scoring scales, and documentation requirements, ensuring a unified and transparent evaluation process. Departments are assessed not only on numerical achievement but also on qualitative evidence of innovation, inclusivity, and impact.

**2.2 Self-Study Report (SSR):** The Self-Study Report (SSR) forms the evidentiary backbone of the audit. It compiles data, documentation, and narrative inputs submitted by departments under the Annual Quality Assurance Report (AQAR). Each SSR represents a department's reflective account of its academic activities, achievements, challenges, and innovations across the review year.

During the audit, evaluators rigorously verify SSR data to confirm its accuracy and authenticity. This ensures objectivity in scoring and consistency across evaluations. The resulting assessments provide departments with clear, data-driven feedback that guides future academic planning and quality enhancement initiatives.

**2.3 Department Profile (Part A) and Compliance Sheet (Part B):** The Department Profile (Part A) presents an institutional snapshot capturing faculty details, academic programmes, student demographics, key milestones, and operational specifics such as SPOCs and audit venues. It provides contextual grounding for the performance data.

The Compliance Sheet (Part B) records departmental responses to each audit metric, aligning submitted evidence with corresponding performance indicators. This document is used by auditors to validate claims, identify strengths, and mark developmental opportunities with precision and fairness.

**2.4 Exemption of Metrics:** In recognition of varying academic contexts, certain metrics were exempted for departments where applicability was limited due to programme stage or disciplinary nature. For example, newer departments without graduating cohorts or research-based curricula were excluded from alumni- or fieldwork-related metrics. These exemptions were pre-documented in consultation with departments and communicated to auditors in advance to maintain equity and contextual sensitivity during evaluation.

**2.5 The second-year review of Strategic Plan Implementation Document:** The Strategic Plan Implementation Review Document captures each department's progress in achieving Year 2 goals under the Strategic Plan 2023–2026. Departments reported their planned versus achieved targets across all four focus areas, encompassing 13 sub-themes, 27 goals, and 115 performance indicators. This systematic tracking enables the calculation of

achievement percentages and provides qualitative remarks on challenges encountered and proposed actions for improvement.

In addition to monitoring progress, the document also enabled departments to reflect on and showcase the major initiatives and achievements undertaken under the four focus areas. It provided a platform for meaningful dialogue with the visiting audit teams, enabling departments to articulate their accomplishments, explain contextual challenges, and jointly reflect on pathways for enhancement. Thus, the review document functions not only as an accountability mechanism but also as a tool for formative feedback, supporting evidence-based decision-making and strategic refinement.

**2.6 Guidelines for Auditors:** The Guidelines for Auditors outline essential protocols to ensure that the audit process upholds integrity, impartiality, and methodological rigour. The document portrays the procedural framework - including audit schedules, document verification steps, scoring methodologies, and expectations for departmental presentations. It also specifies the ethical norms governing the auditors' conduct.

## SECTION II – ANALYSIS OF ANNUAL ACADEMIC AUDIT

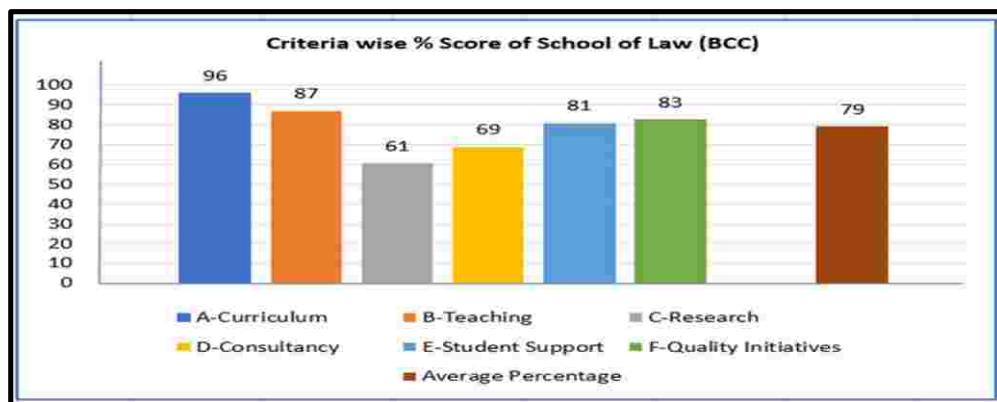
### Part A - Analysis Report of Academic Audit

#### School of Law (Bangalore Central Campus)



Audit for School of Law

The audit for the School of Law in Bangalore was successfully conducted on 10 October 2025. The department was audited by a dedicated team of three auditors. To ensure the audit process proceeded without any hindrances, the Dean, Associate Dean, and IQAC Coordinator meticulously oversaw the necessary preparations and logistical arrangements. Their proactive involvement and coordination played a key role in facilitating a smooth and efficient audit process, reflecting the school's commitment to maintaining high standards of quality and compliance.



Comprehensive percentage score obtained for School of Law

The School of Law demonstrates active engagement across all assessed academic audit criteria. Curriculum Design and Development appear well-planned, with clarity in structure and academic flow, and may further benefit from integrating micro-credential courses with interdisciplinary relevance such as cyber laws. Teaching-Learning processes show consistent classroom practices supported by suitable learning methods. Research and innovation activities are in place, and greater participation in scholarly work could be encouraged through collaborative opportunities, including contributions with international

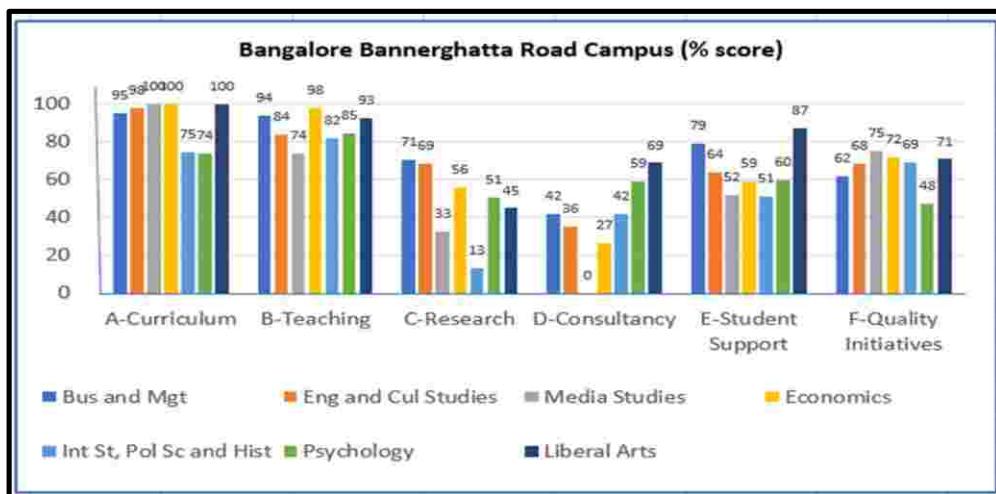
authors for case studies and course development. Consultancy, extension, and collaboration efforts demonstrate ongoing engagement, which can be strengthened through broader community and professional partnerships and MoUs. Student Support and Progression mechanisms seem functional, with opportunities to introduce additional guidance programmes for learners, along with a more systematic approach to alumni financial contributions. Quality Initiatives continue to be implemented, with room to adopt more reflective and review-based approaches. Overall, the school maintains a balanced performance pattern, while enhanced emphasis on research engagement, collaborative outreach, and student-focused initiatives may further enrich its academic environment.

## Bangalore Bannerghatta Road Campus

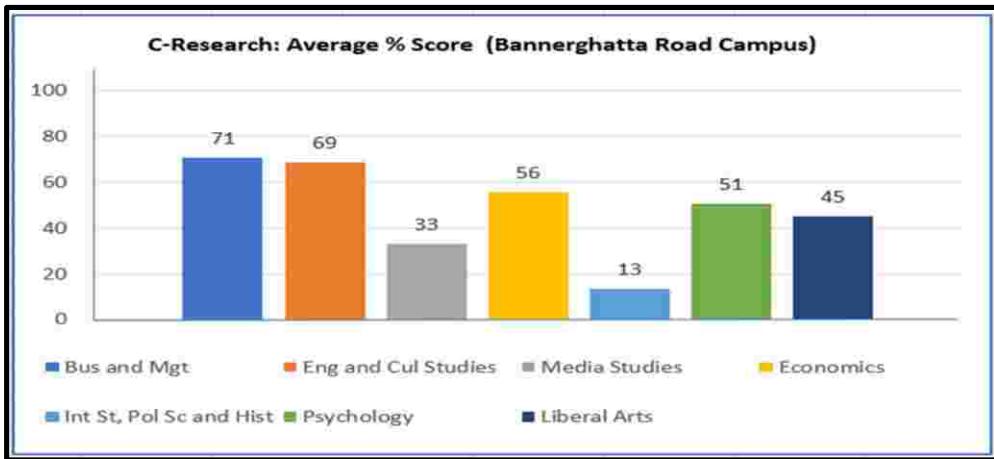
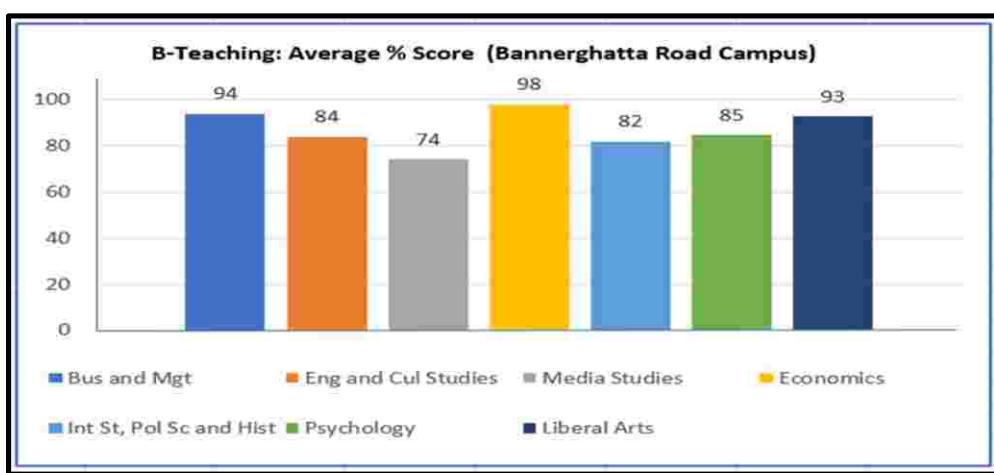
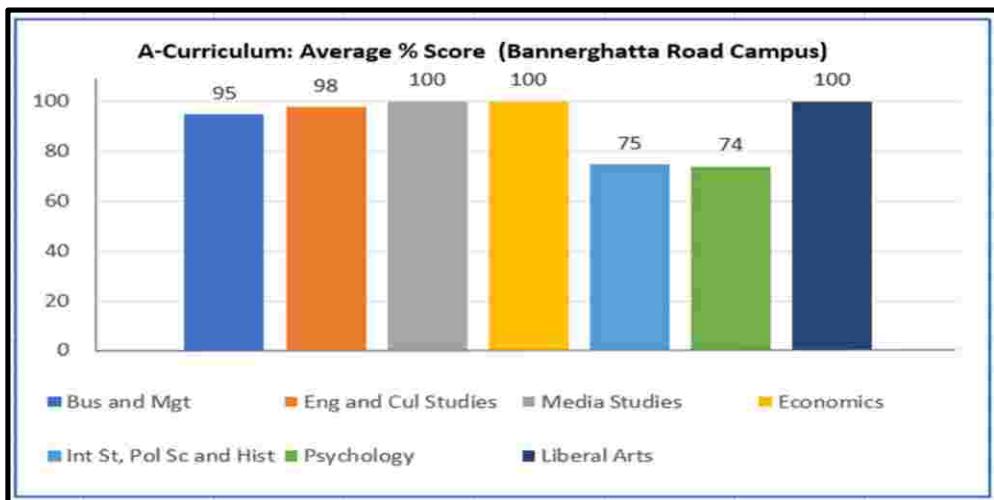


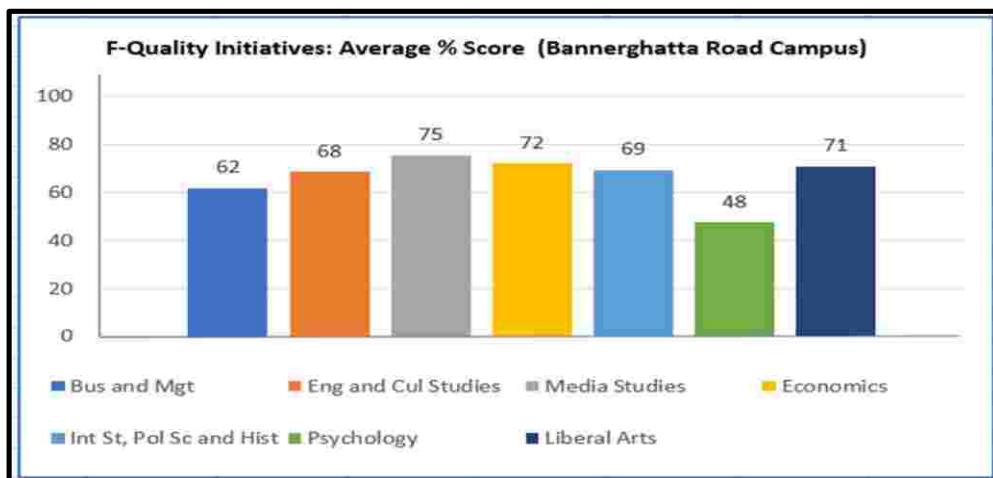
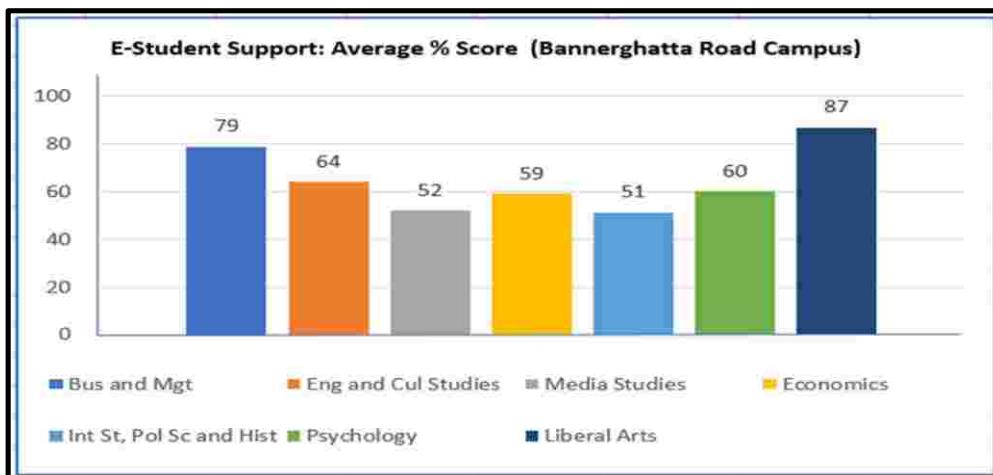
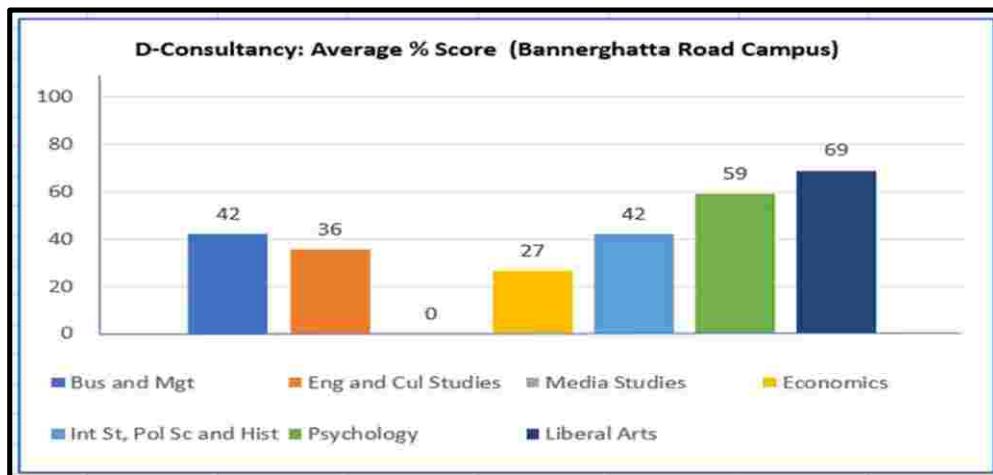
Audit at Bangalore Bannerghatta Road Campus

The audit for the Bannerghatta Road Campus in Bangalore was successfully conducted on 13 October 2025. The campus comprises seven departments, and a dedicated team of twenty one auditors visited the campus as part of the audit process.. To ensure the audit process proceeded without any hindrances, the Campus Dean, Associate Dean, and IQAC Coordinator meticulously oversaw the necessary preparations and logistical arrangements. Their proactive involvement and coordination played a key role in facilitating a smooth and efficient audit process, reflecting the campus commitment to maintaining high standards of quality and compliance.

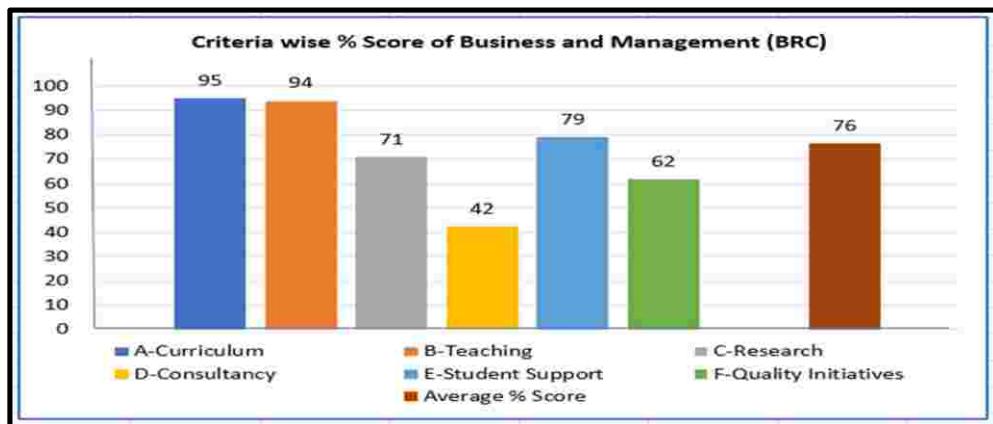


Comprehensive percentage score obtained by departments in Bangalore Bannerghatta Road Campus

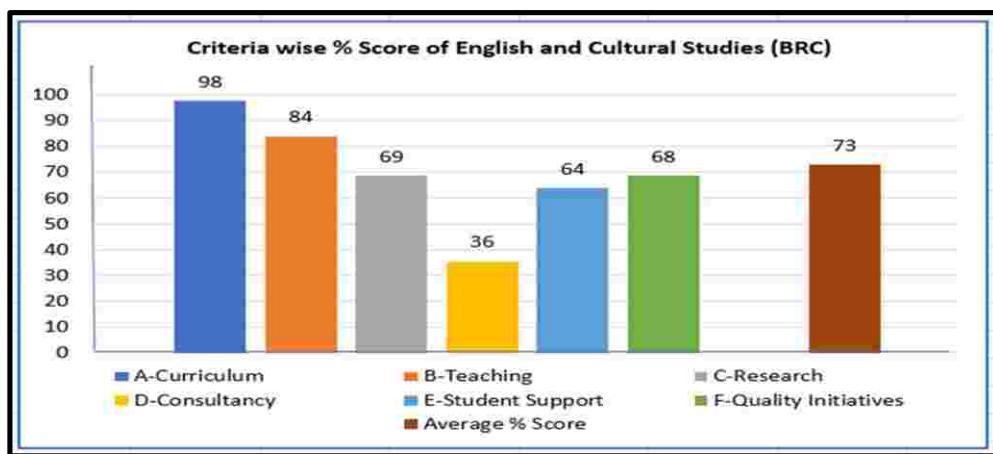




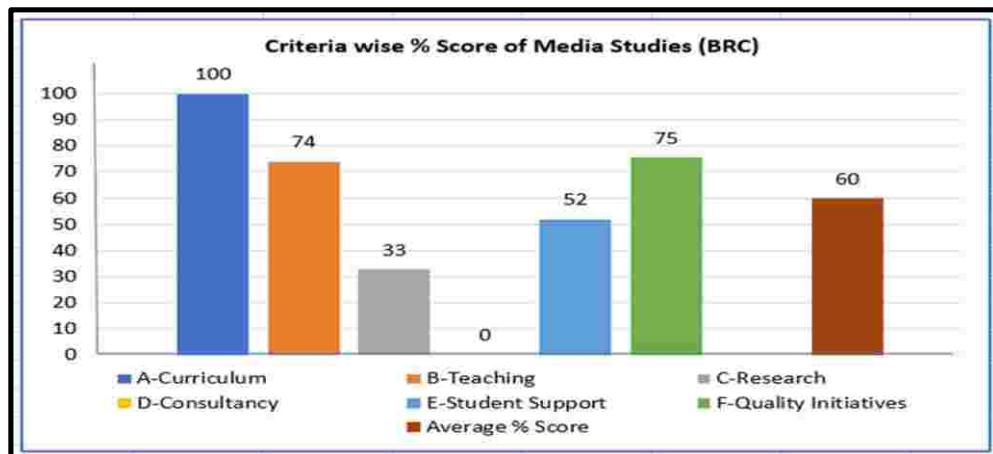
### Department of Business and Management (BRC)



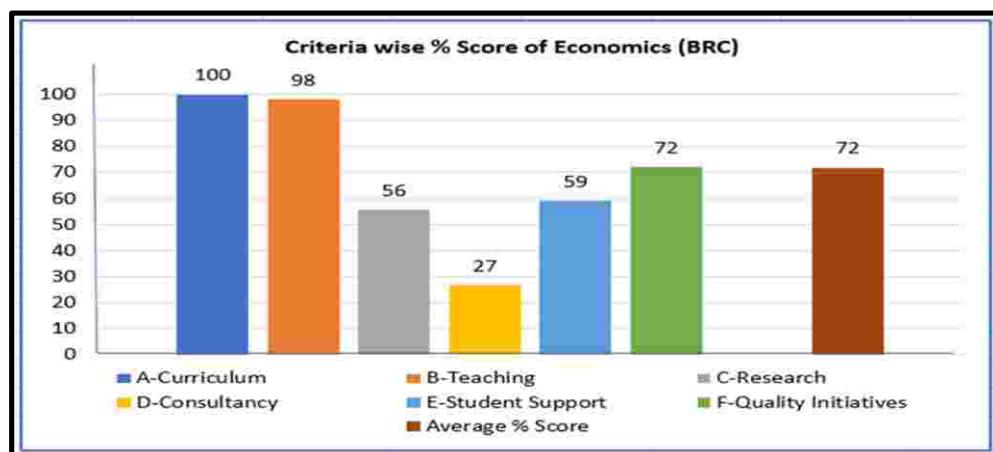
### Department of English and Cultural Studies (BRC)



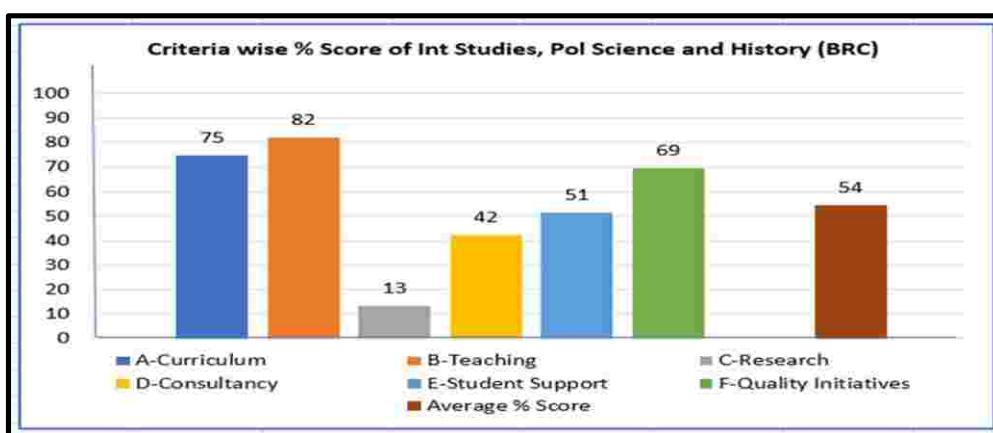
### Department of Media Studies (BRC)



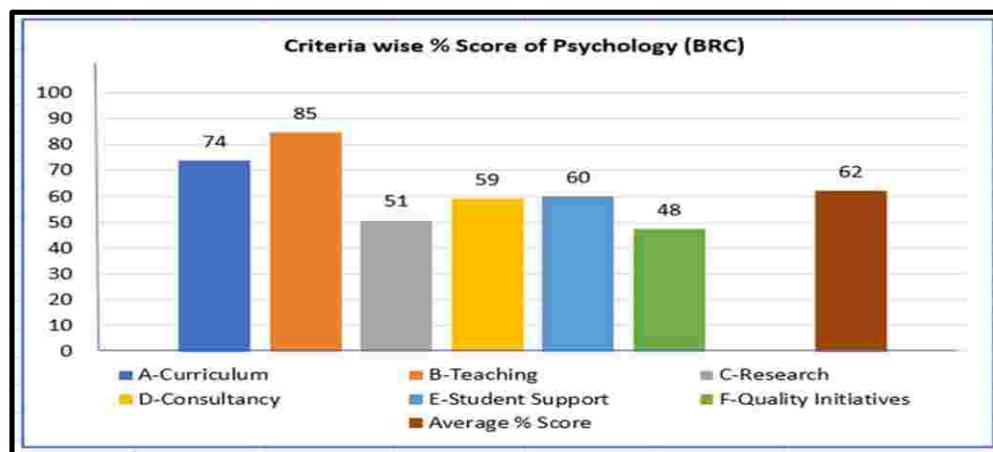
### Department of Economics (BRCAudit)



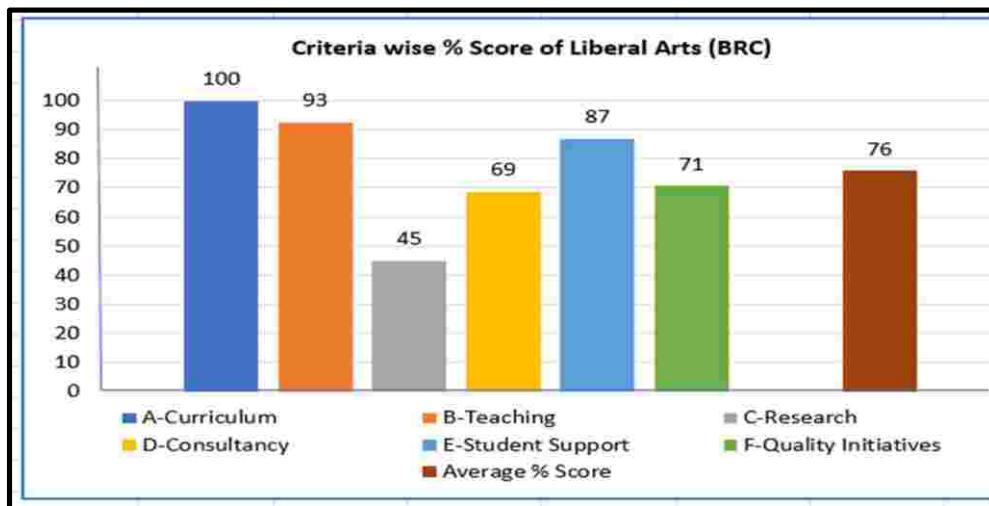
### Department of International Studies, Political Science and History (BRCAudit)



### Department of Psychology (BRCAudit)



## Department of Liberal Arts (BRC)



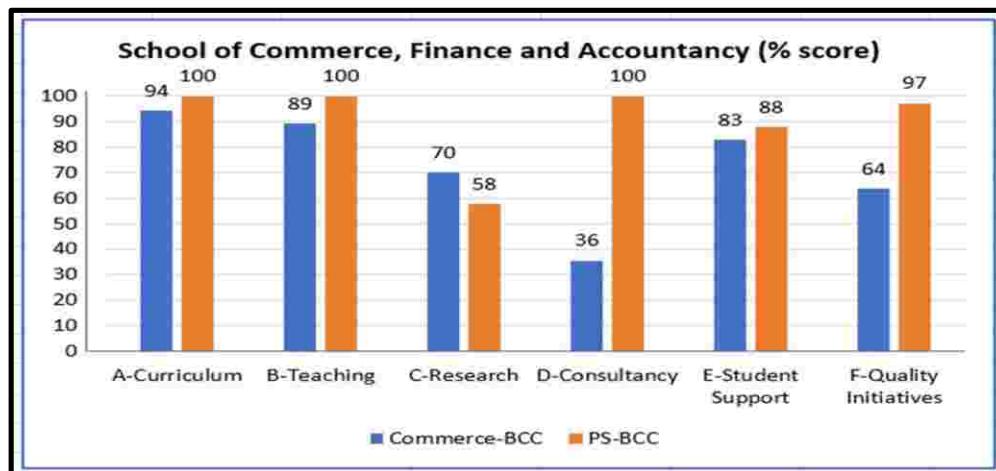
The Bangalore Bannerghatta Road campus shows consistent engagement across several areas, with curriculum planning appearing well-organised and aligned with contemporary skills, value-based components, and structured feedback practices. Teaching–Learning processes reflect the use of student-centric approaches, ICT tools, and mentoring arrangements that support classroom delivery. Student Support activities indicate active efforts through counselling, career orientation, and skill-enhancement sessions, while quality-related measures such as faculty development programmes and periodic reviews remain evident across departments. Research and Innovation display varied participation, and departments may further strengthen this by converting project work into faculty–student publications and encouraging research-based initiatives. Consultancy, Extension, and Collaboration present scope for wider engagement, including strengthening linkages with NGOs, government bodies, and local organisations for sustainable outreach and research initiatives. Documentation practices can be enhanced by standardising formats, ensuring data consistency, and incorporating qualitative evidence to support better reporting. Mechanisms for student progression may also benefit from stronger placement guidance, competitive exam preparation, and structured alumni interaction. Overall, the campus reflects a balanced pattern of engagement, with continued opportunities to build on these foundations for further development.

## School of Commerce, Finance and Accountancy (Bangalore Central Campus)

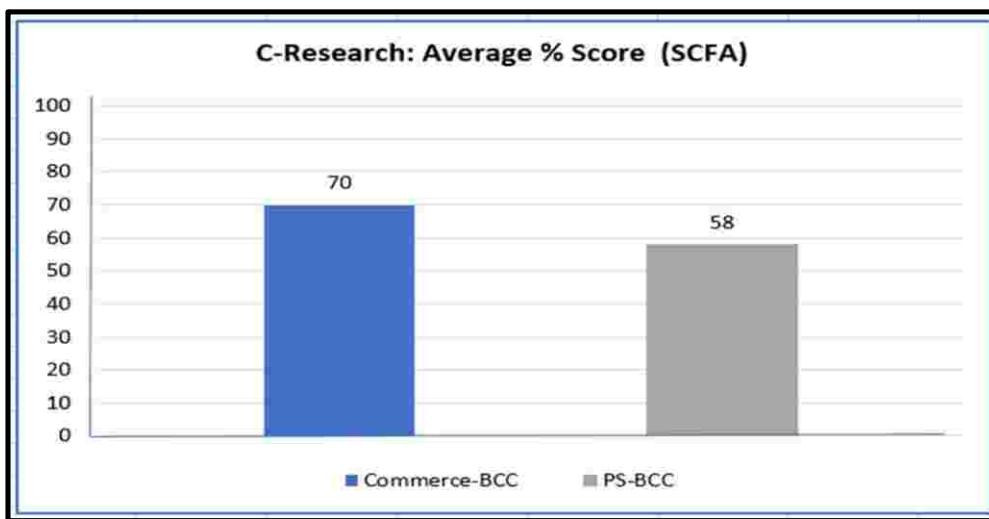
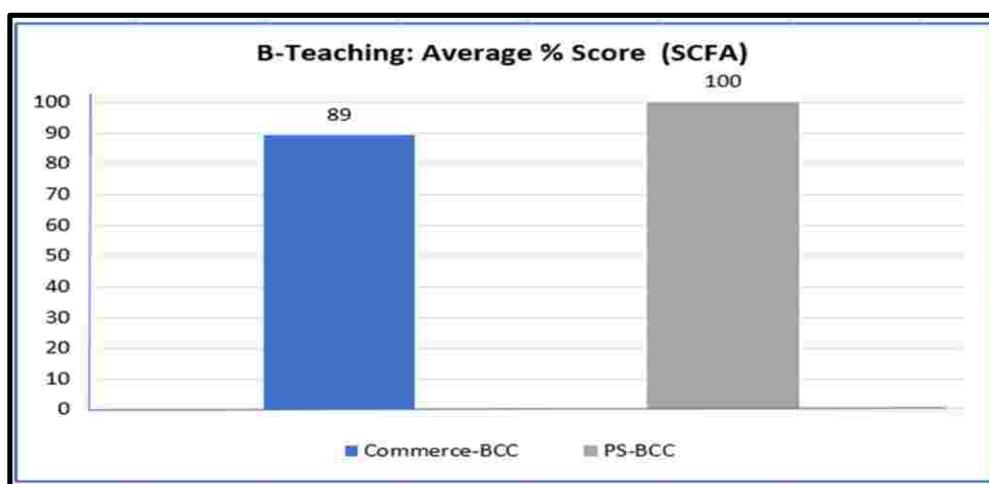
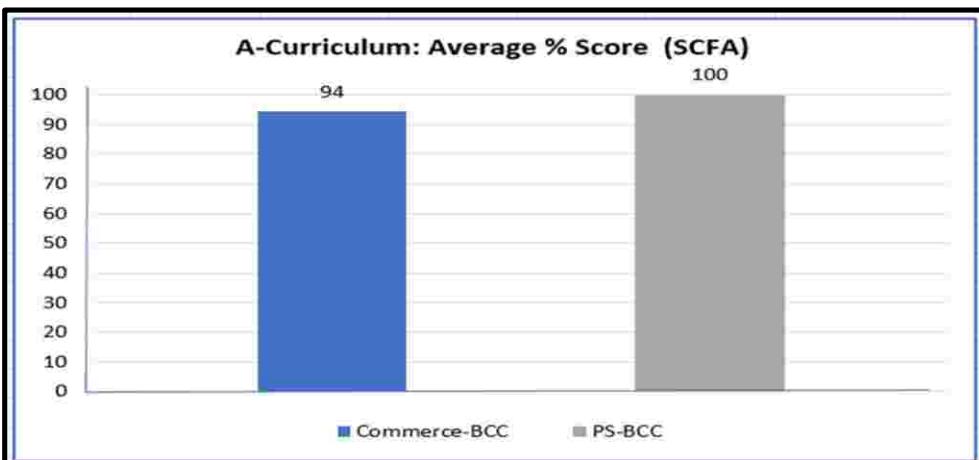


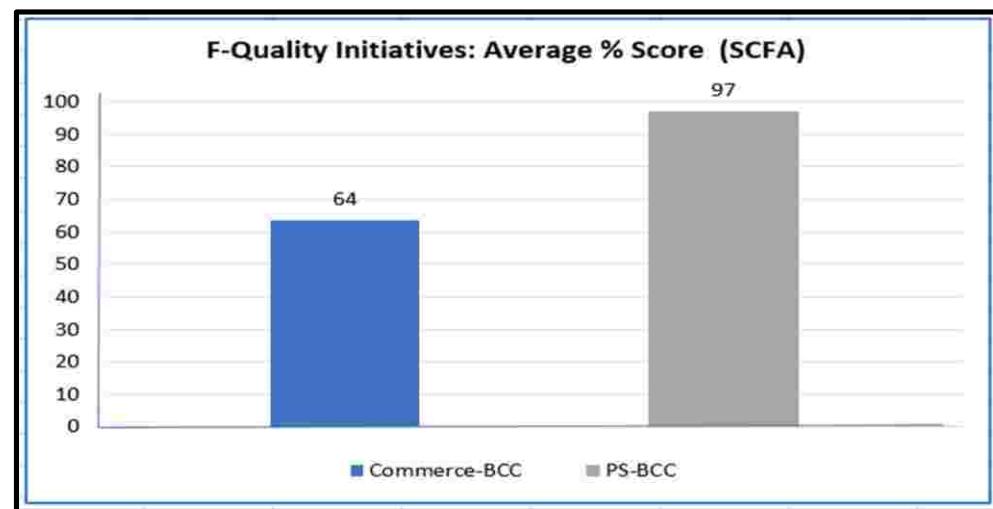
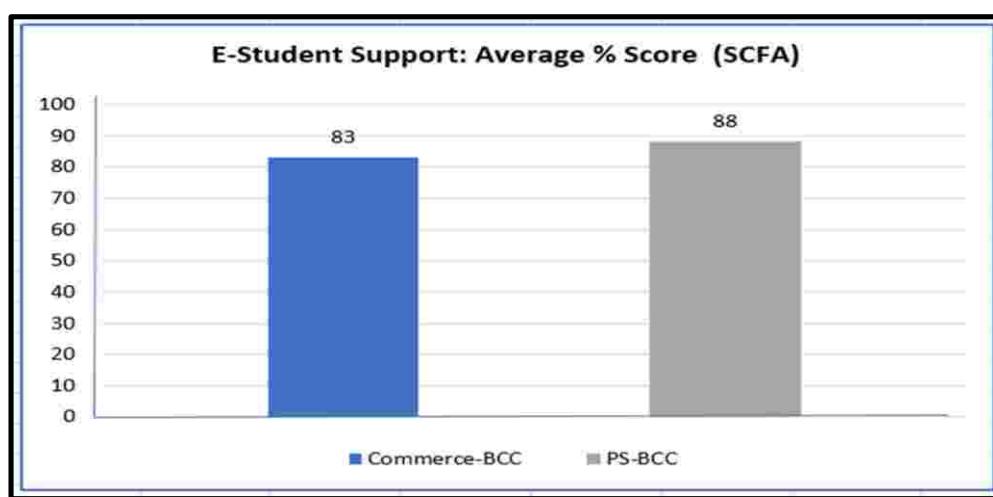
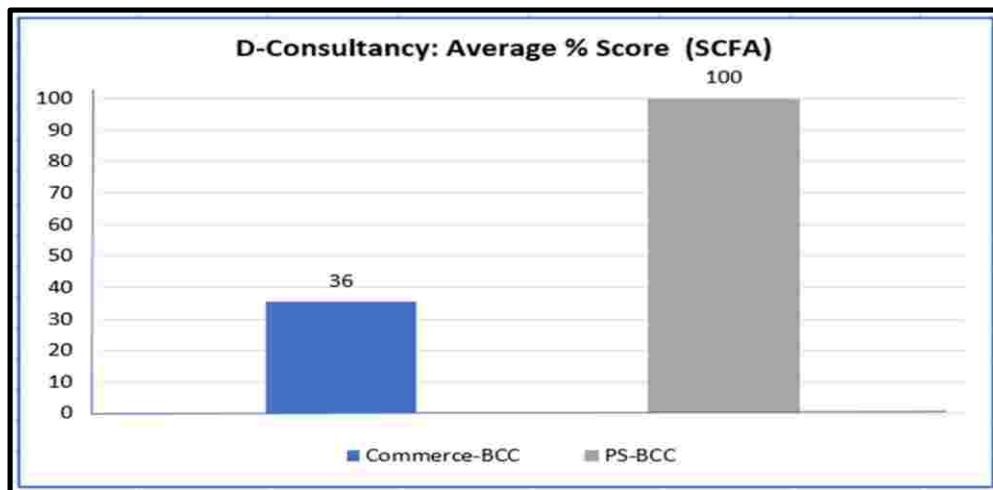
Audit for School of Commerce, Finance and Accountancy

The audit for the Commerce, Finance and Accountancy was successfully conducted on 13 October 2025. The school comprises two departments, and a dedicated team of six auditors visited the school as part of the audit process. To ensure the audit process proceeded without any hindrances, the Dean, Associate Dean, Director and IQAC Coordinator meticulously oversaw the necessary preparations and logistical arrangements. Their proactive involvement and coordination played a key role in facilitating a smooth and efficient audit process, reflecting the institution's commitment to maintaining high standards of quality and compliance.



Comprehensive percentage score obtained for School of Commerce, Finance and Accountancy





## Department of Commerce (BCC)



## Department of Professional Studies (BCC)



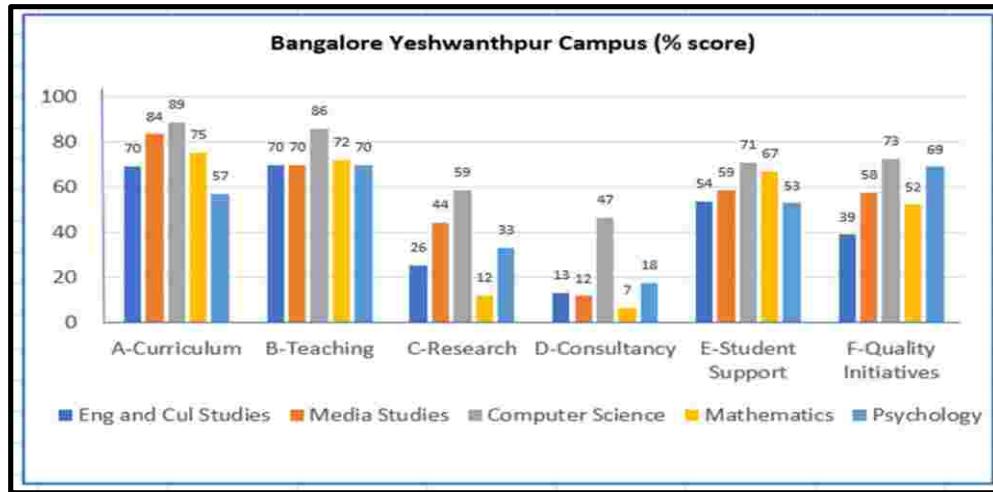
The School of Commerce, Finance and Accountancy shows consistent effort across curriculum development and teaching, with course structures reflecting employability elements, cross-cutting themes, and clearly stated learning outcomes. Student Support appears active through guidance programmes, counselling sessions, and capacity-building initiatives. Greater alumni involvement can further strengthen mentoring, networking opportunities, funding and career support for students. Quality measures such as faculty development participation, internal reviews, and documentation practices remain visible in the departments. Research and Innovation, however, display varied participation, indicating the need to encourage external project-based engagement, impactful research publications, and other contributions to the research ecosystem. Consultancy and related outreach activities appear limited for the Department of Commerce, suggesting that the department may explore more extension-based initiatives, community-linked programmes, and functional MoUs to strengthen external engagement. The Department of Professional Studies may incorporate strategies to strengthen the research ecosystem within the department. Overall, the school maintains organised academic processes, while enhancing research involvement, consultancy efforts including revenue generation and collaborative activities can contribute to more comprehensive development across departments.

## Bangalore Yeshwanthpur Campus

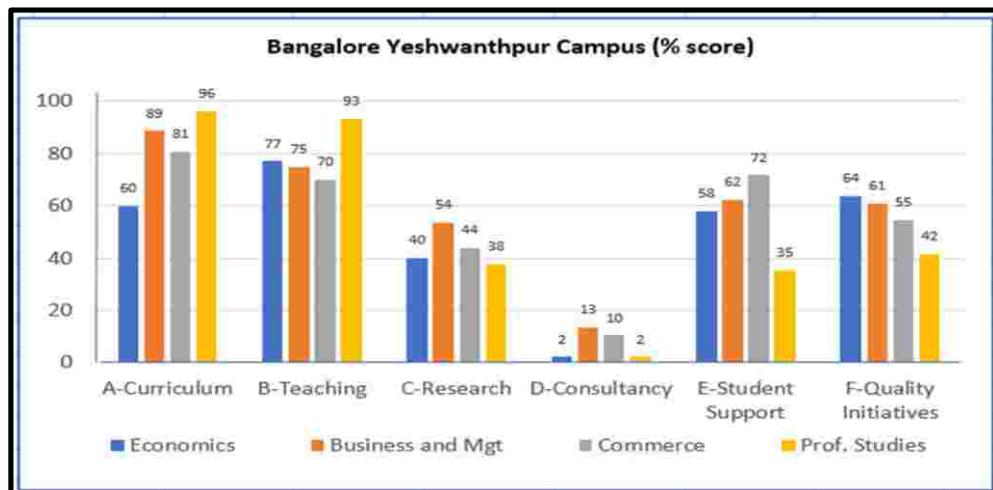


Audit at Bangalore Yeshwanthpur Campus

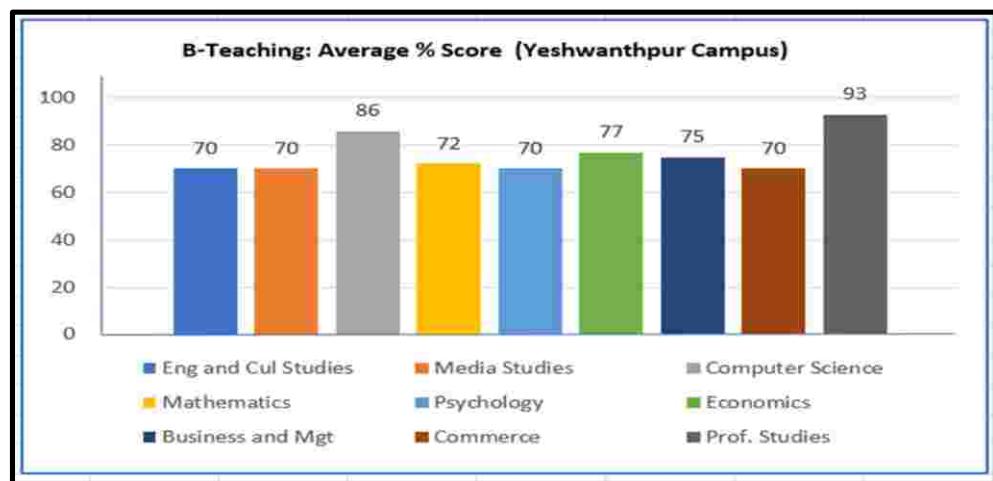
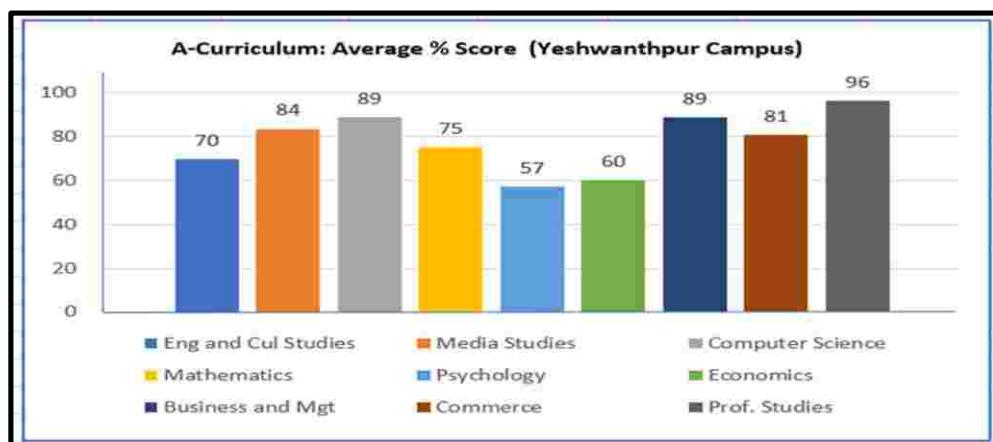
The audit for the Yeshwanthpur Campus in Bangalore was successfully conducted on 14 October 2025. The campus comprises nine departments, and a dedicated team of twenty-seven auditors visited the campus as part of the audit process. The Campus Dean, Associate Dean, and the Campus IQAC Coordinator meticulously oversaw the necessary preparations and logistical arrangements. Their proactive involvement and coordination played a key role in facilitating a smooth and efficient audit process, reflecting the institution's commitment to maintaining high standards of quality and compliance.

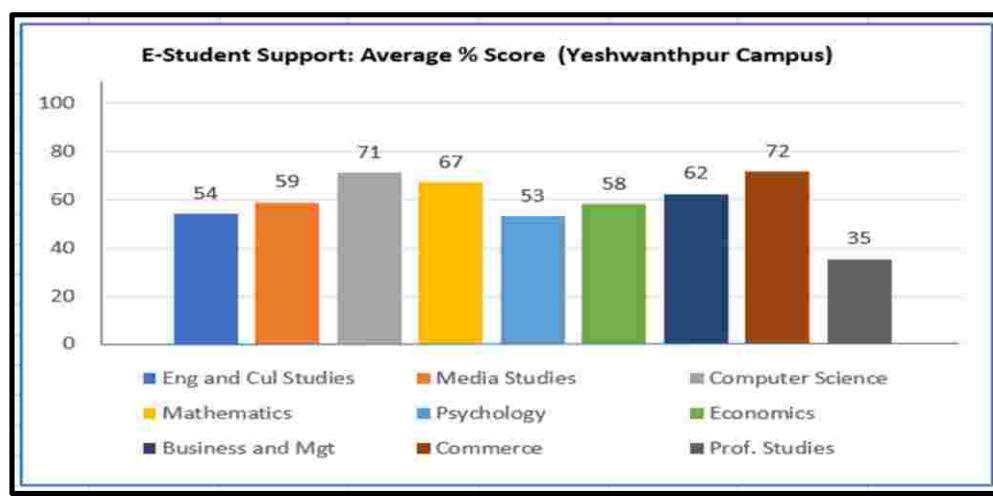
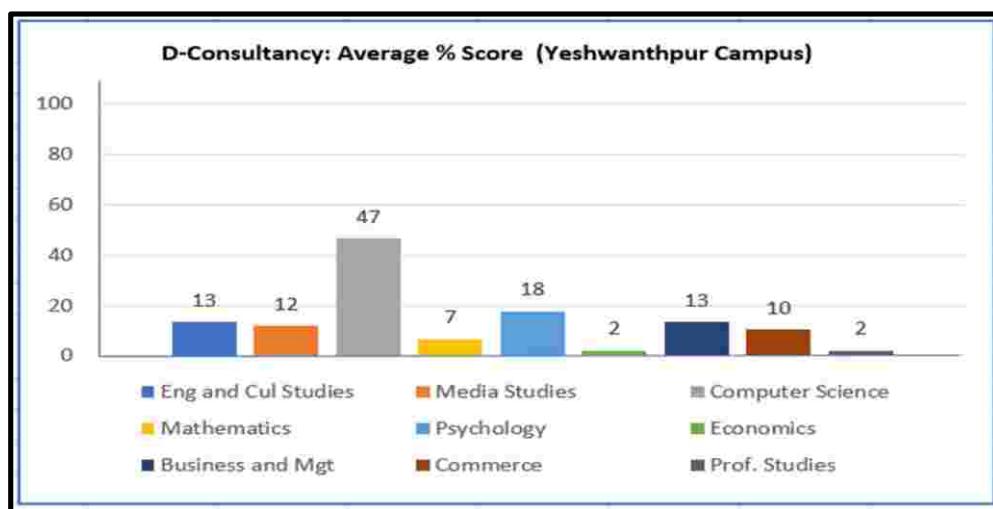
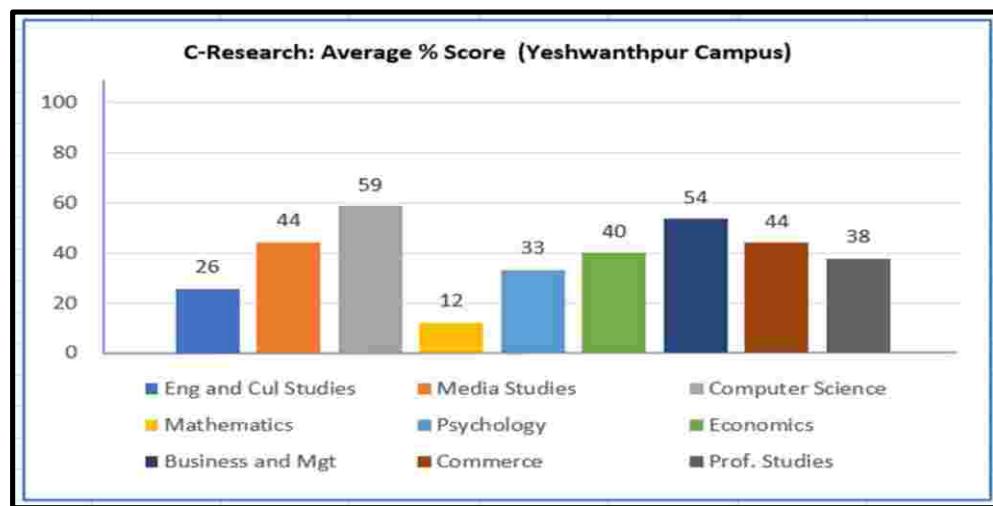


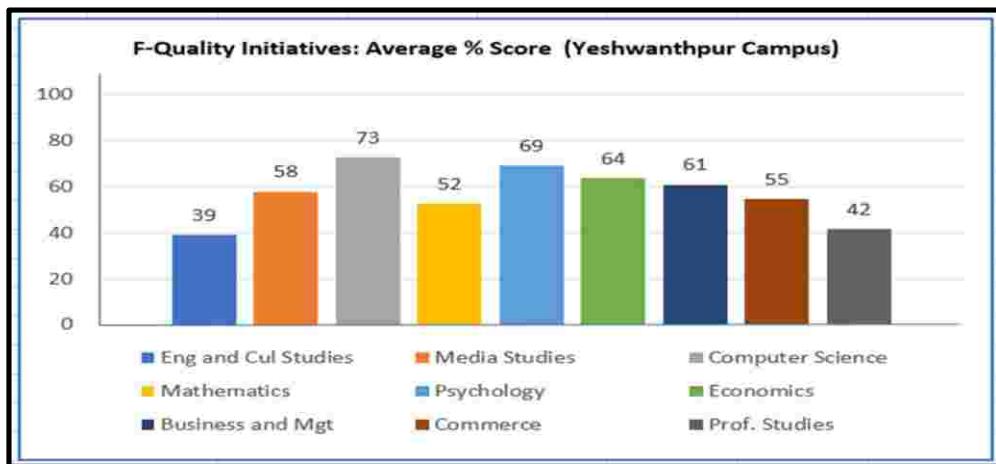
Comprehensive percentage score obtained by departments in Bangalore Yeshwanthpur Campus



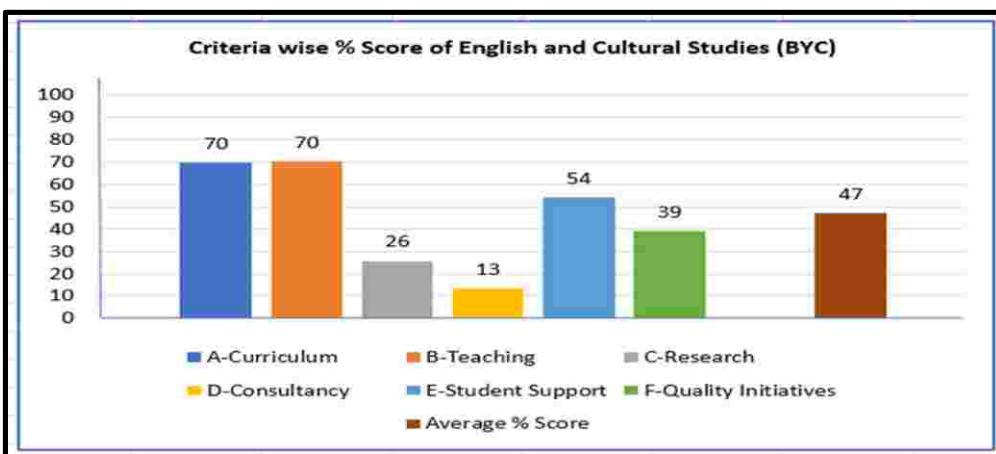
Comprehensive percentage score obtained by departments in Bangalore Yeshwanthpur Campus



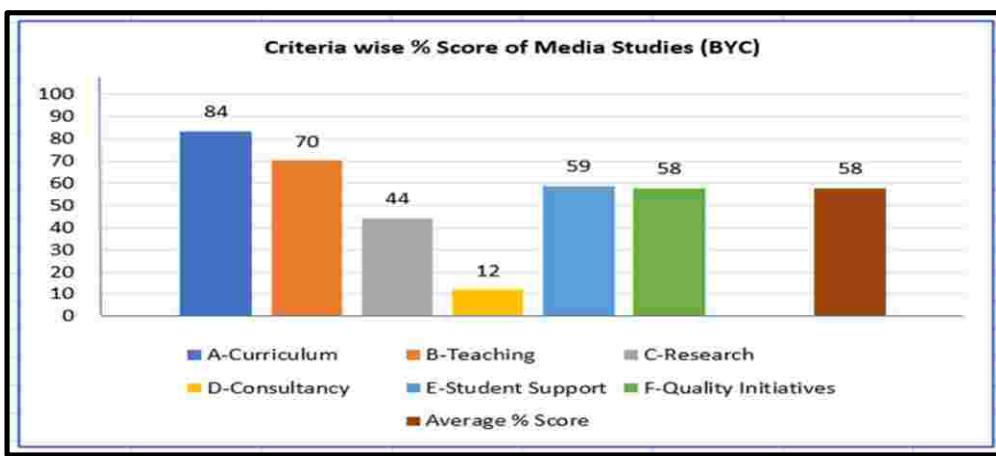




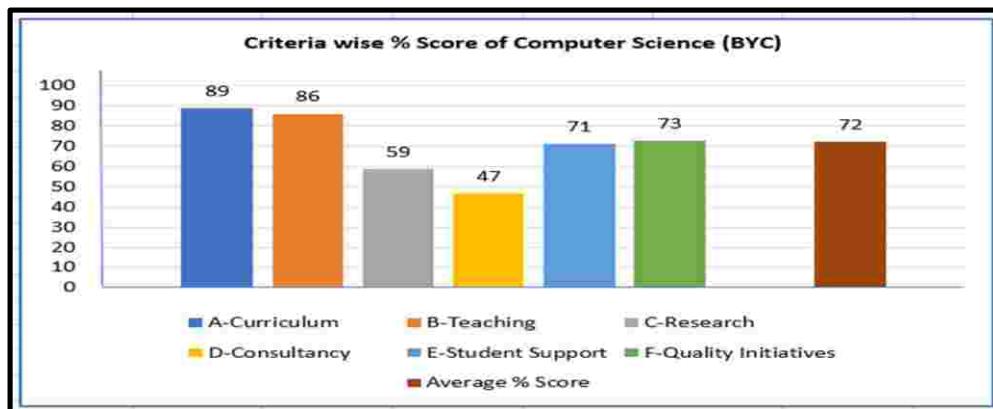
### Department of English and Cultural Studies (BYC)



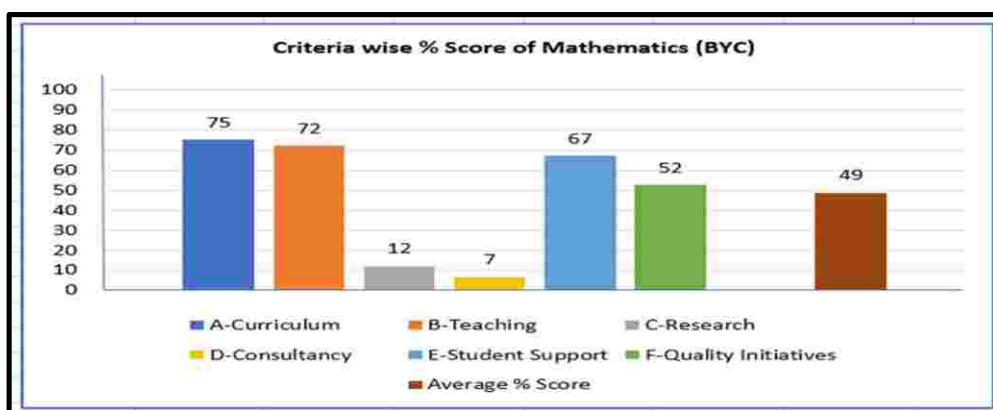
### Department of Media Studies (BYC)



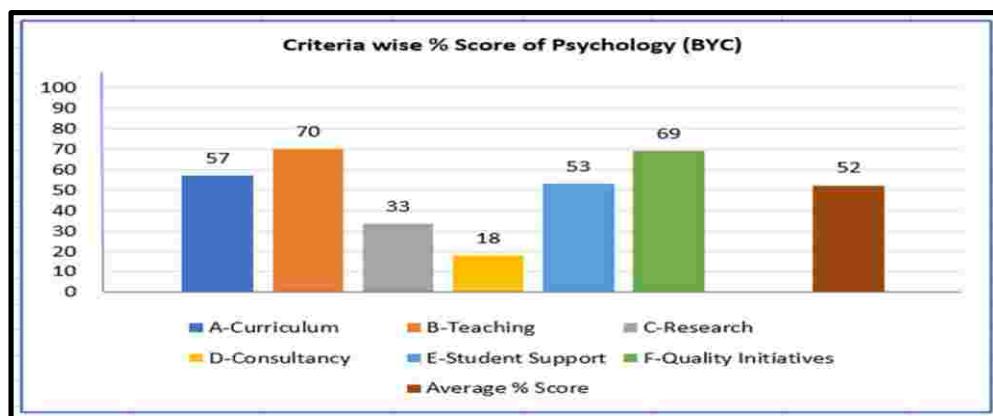
## Department of Computer Science (BYC)



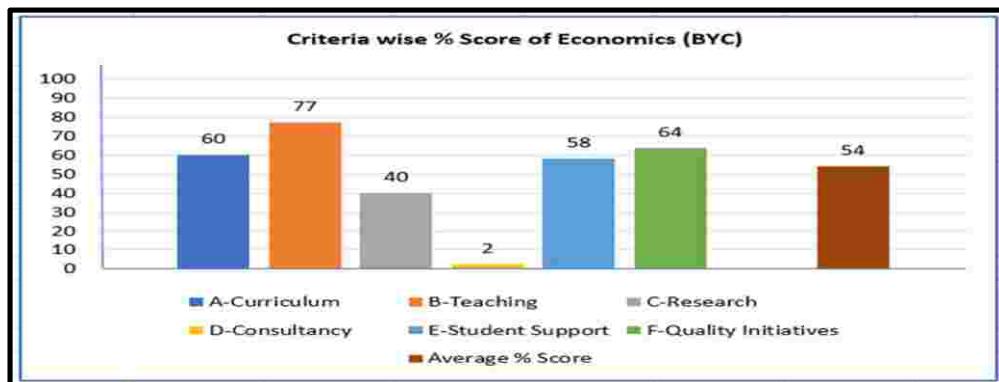
## Department of Mathematics (BYC)



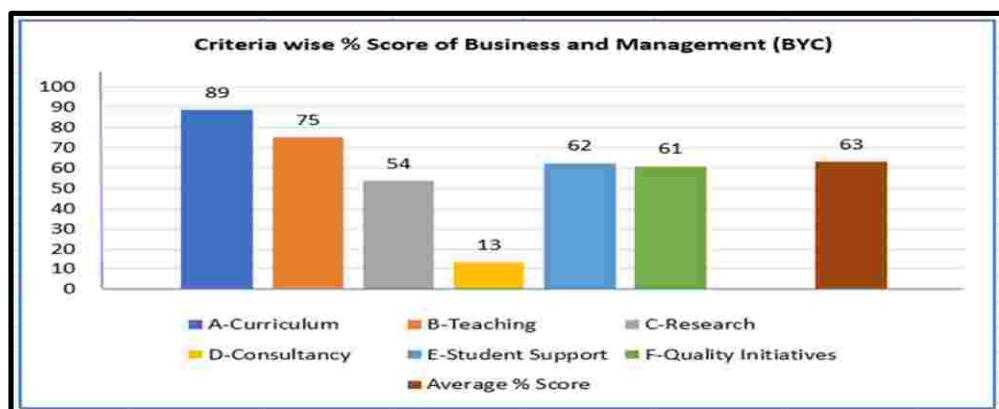
## Department of Psychology (BYC)



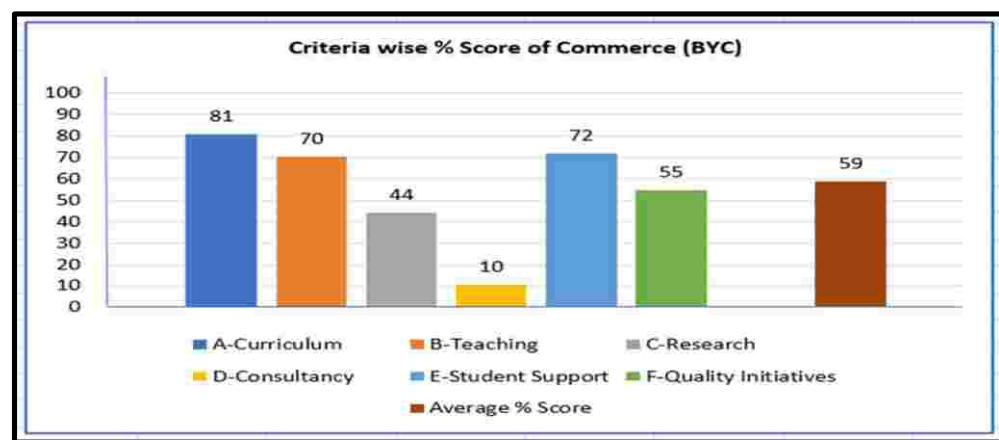
## Department of Economics (BYC)



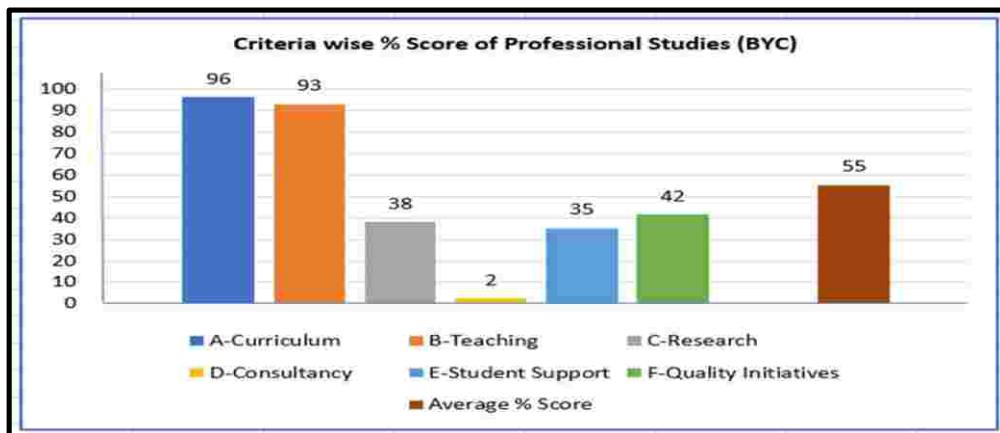
## Department of Business and Management (BYC)



## Department of Commerce (BYC)



## Department of Professional Studies (BYC)



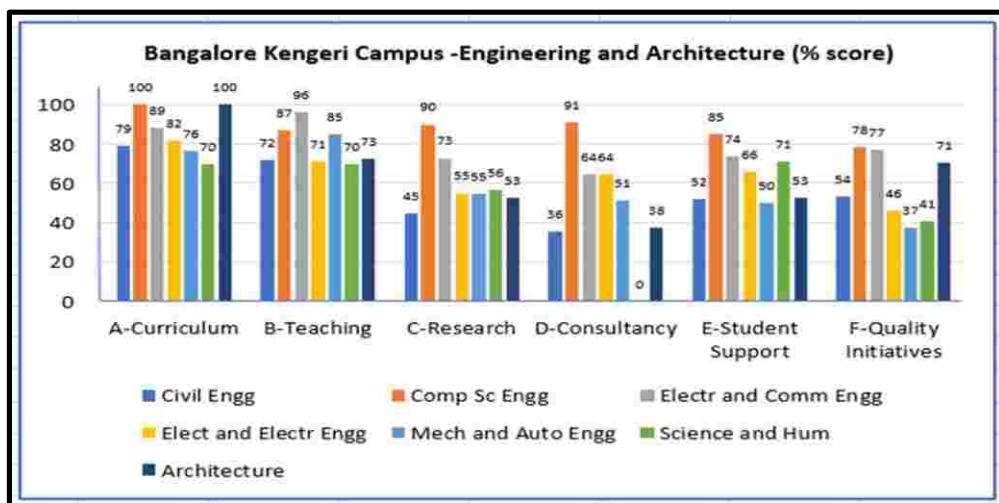
The Bangalore Yeshwanthpur Campus reflects notable progress across curriculum planning and classroom delivery, particularly through the use of student-centric methods, outcome-linked assessments, and structured mentoring practices. Departments show an encouraging level of engagement in capacity development activities, skill-focused sessions, and value-based curriculum components that support learner development. Quality-related actions, including faculty development participation and periodic academic reviews, continue to add coherence to internal processes. At the same time, variations in research participation highlight the need to strengthen project-based engagement, publication efforts, and initiatives that nurture an innovation ecosystem. Consultancy, outreach programmes, and collaborative linkages remain modest in several departments, indicating scope to enhance functional MoUs, field-based activities, extension and community-connected work. Notably, further exploration of MoUs in connection with research, consultancy, and other academic initiatives would support broader external engagement and practical exposure. Additionally, increased emphasis on placements and industry collaborations is required to improve overall connectivity between students, faculty, and the professional sector, contributing to institutional growth and impact. Strengthening these areas may help the campus to achieve a more comprehensive academic profile and support broader developmental objectives, while sustaining the campus's overall positive trajectory in academic processes and learner support.

## School of Engineering and Technology

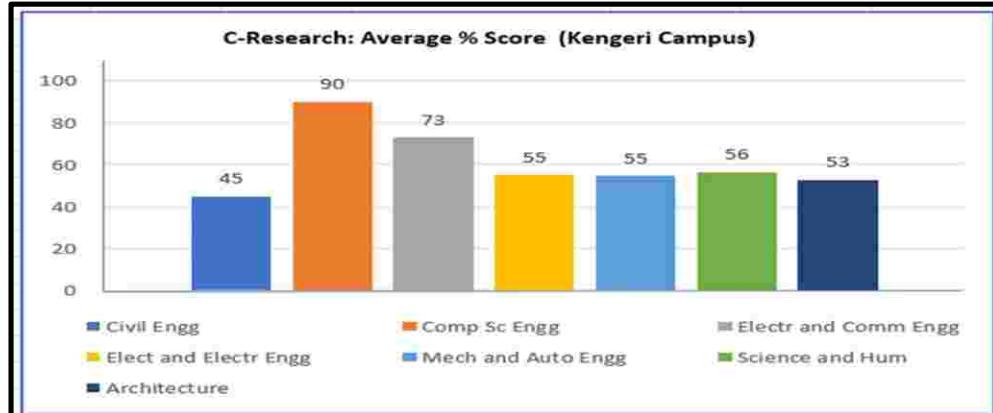
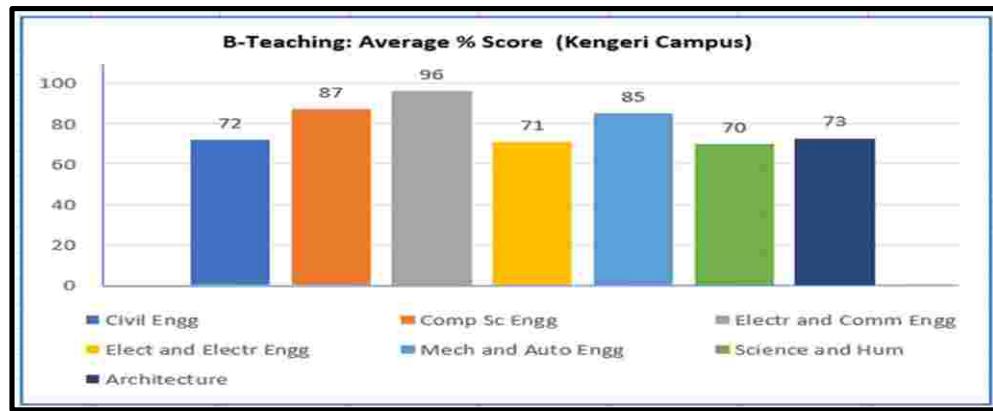
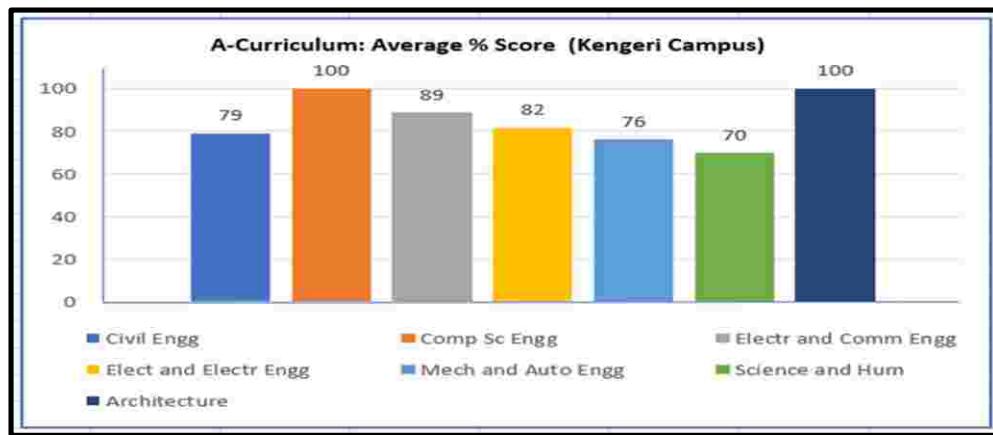


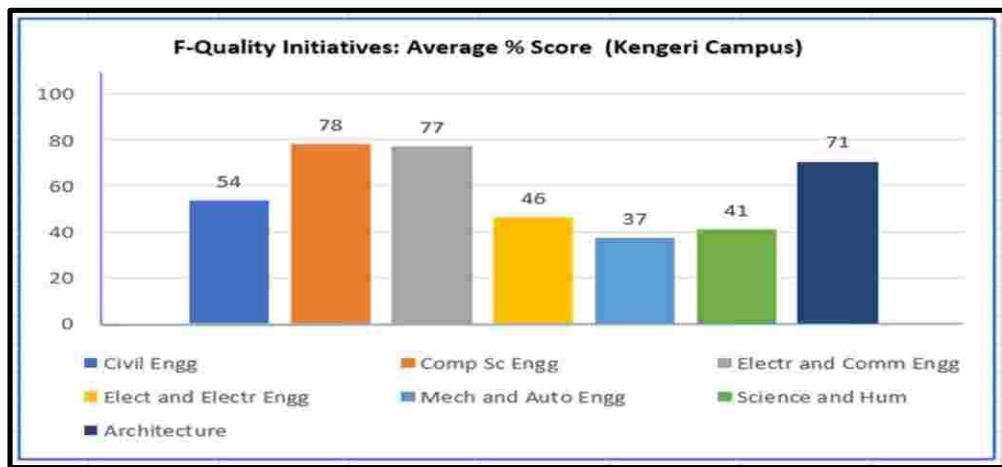
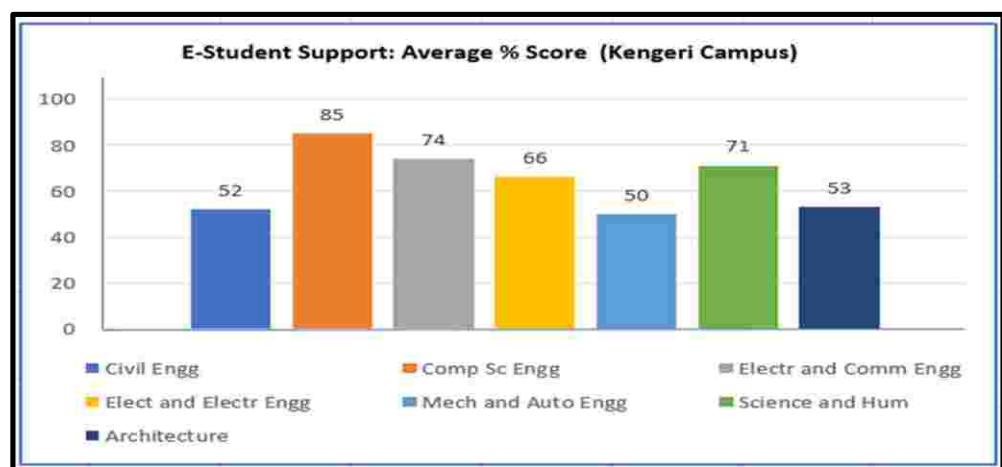
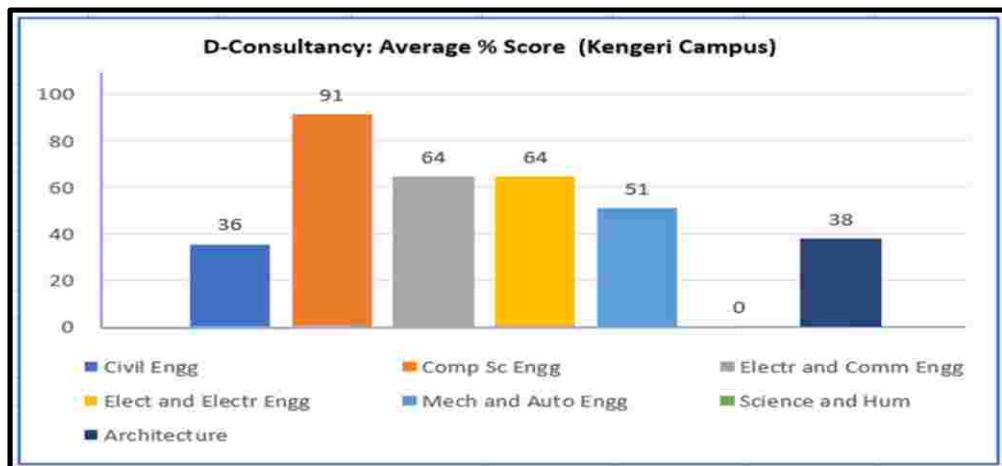
Audit at Bangalore Kengeri Campus

The audit for the School of Engineering and Technology in Bangalore was successfully conducted on 15 October 2025. The school comprises seven departments, and a dedicated team of twenty-one auditors visited the school as part of the audit process. The Campus Dean, Associate Dean, and the Campus IQAC Coordinator meticulously oversaw the necessary preparations and logistical arrangements. Their proactive involvement and coordination played a key role in facilitating a smooth and efficient audit process, reflecting the institution's commitment to maintaining high standards of quality and compliance.

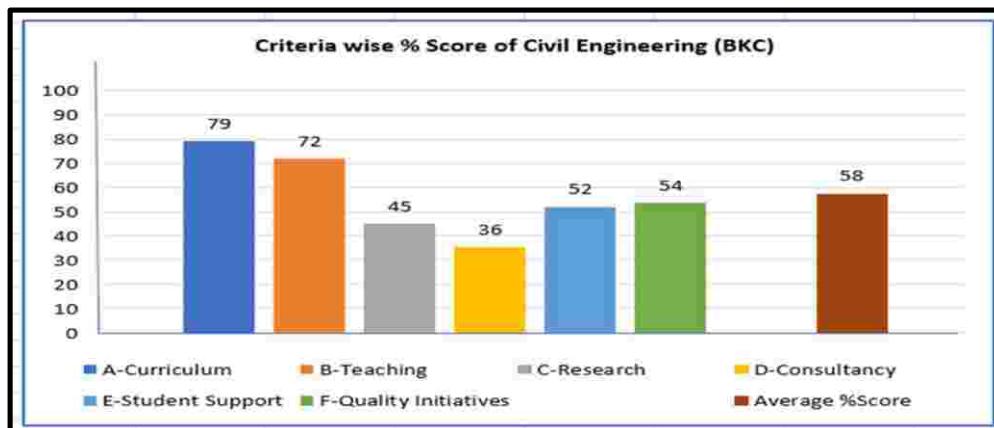


Comprehensive percentage score obtained by departments in Bangalore Kengeri Campus

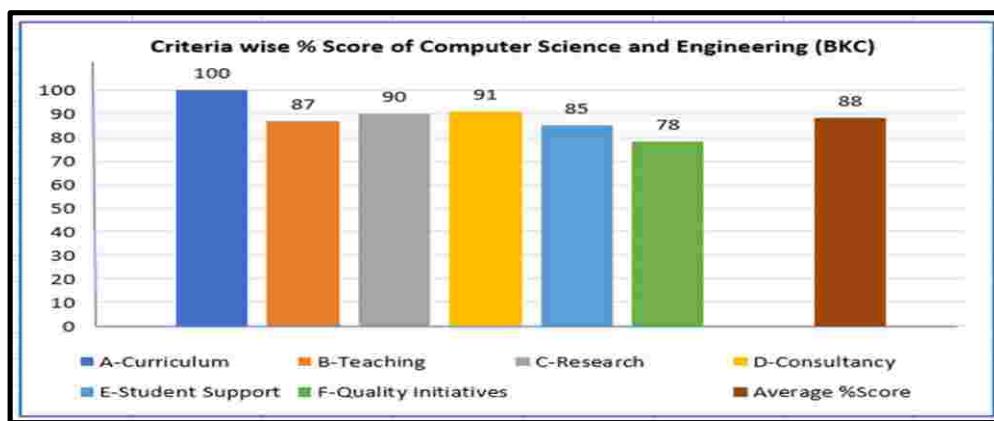




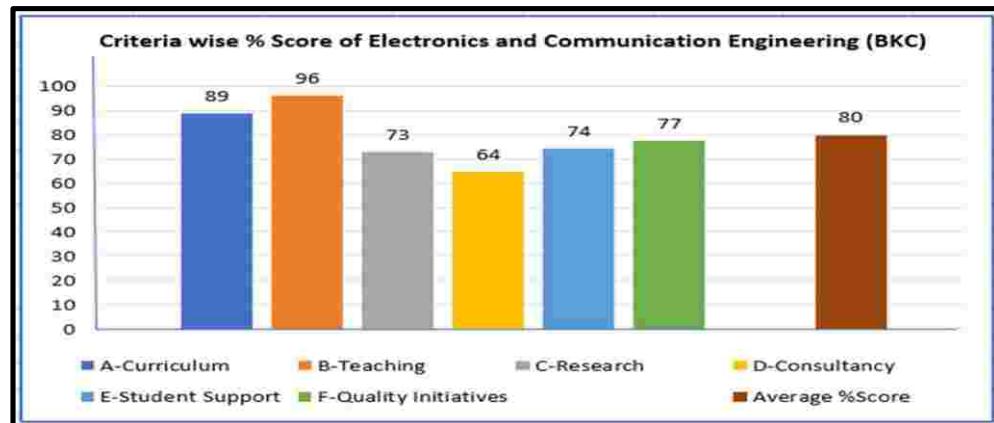
## Department of Civil Engineering (BKC)



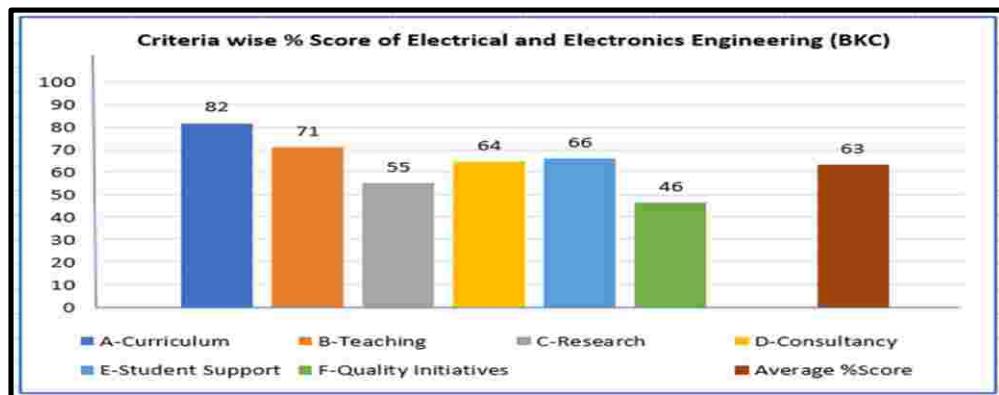
## Department of Computer Science and Engineering (BKC)



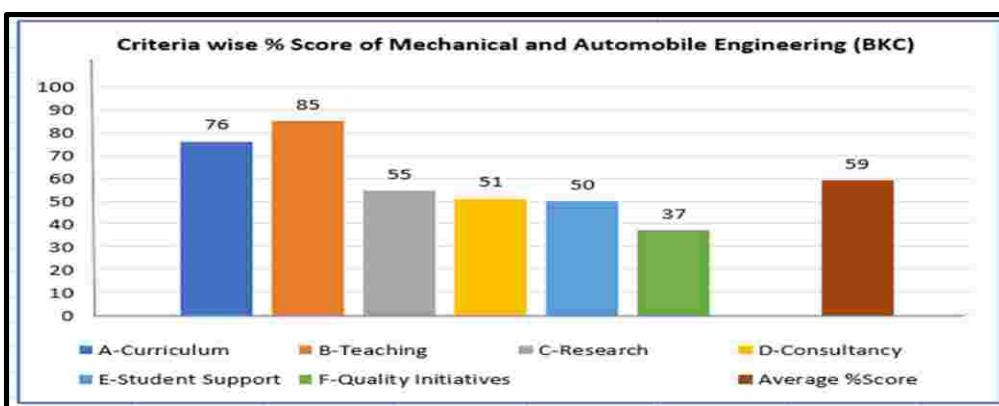
## Department of Electronics and Communication Engineering (BKC)



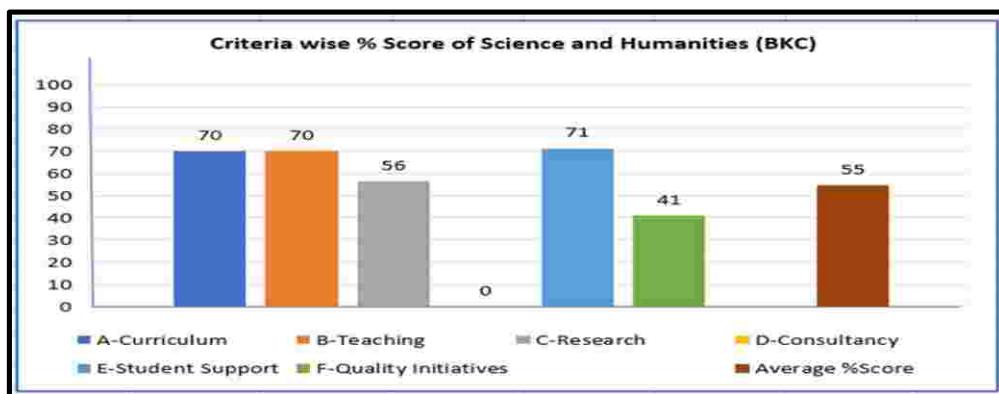
### Department of Electrical and Electronics Engineering (BKC)



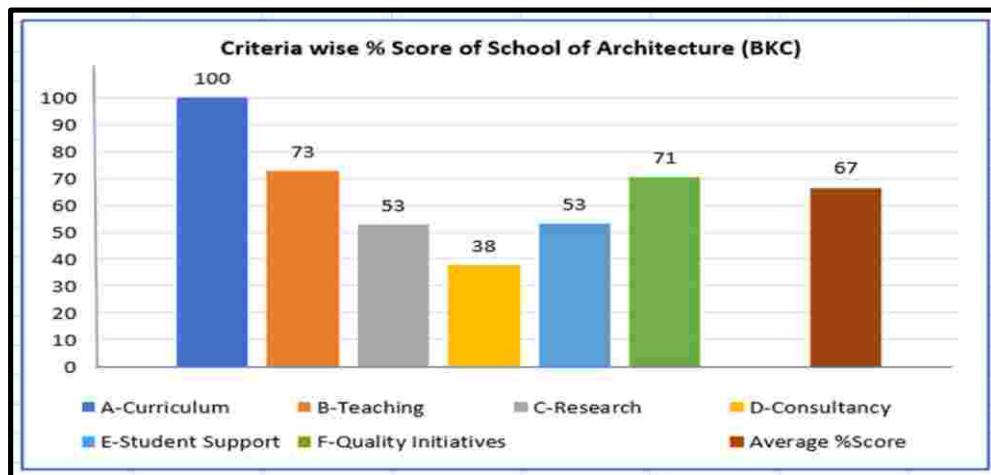
### Department of Mechanical and Automobile Engineering (BKC)



### Department of Science and Humanities (BKC)



## School of Architecture (BKC)



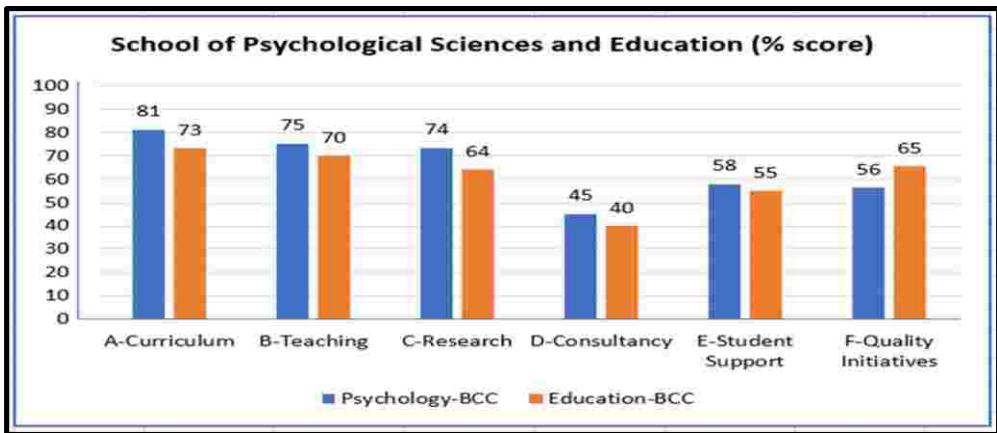
The School of Engineering and Technology at Bangalore Kengeri Campus demonstrates consistent alignment in curriculum planning and teaching practices, with departments presenting clear programme structures and integrated skill components supported by student-centered approaches. Engagement with student support is evident through mentoring, academic guidance, and capacity-building initiatives, while further strengthening the documentation process of mentoring records can enhance overall monitoring across departments. Quality assurance processes, including faculty development programmes, routine reviews, and structured documentation, continue to be followed, though record-keeping and reporting practices need to be refined for greater clarity. Research output varies across departments, suggesting the benefit of encouraging project-based work, more scholarly publications, and further improving PhD completion among faculty, along with exploration of incubation-related initiatives and SDG-aligned activities. Consultancy and collaborative efforts indicate potential for strengthened outreach through field-oriented exposure, alumni connect events, and more active utilisation of existing partnerships. Broadening research engagement, fostering external collaborations, and enhancing documentation practices will support the school in building a more comprehensive academic profile across all audit criteria.

## **School of Psychological Sciences, Education and Social Work (Bangalore Central Campus)**

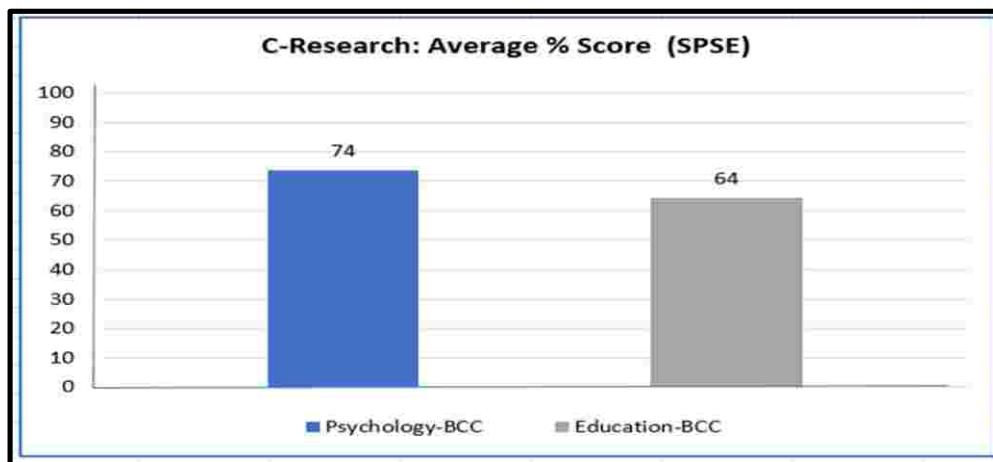
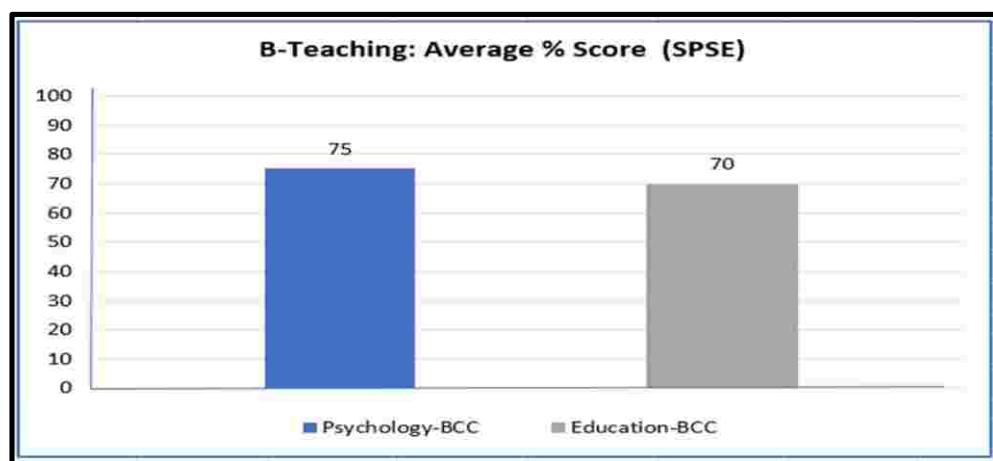
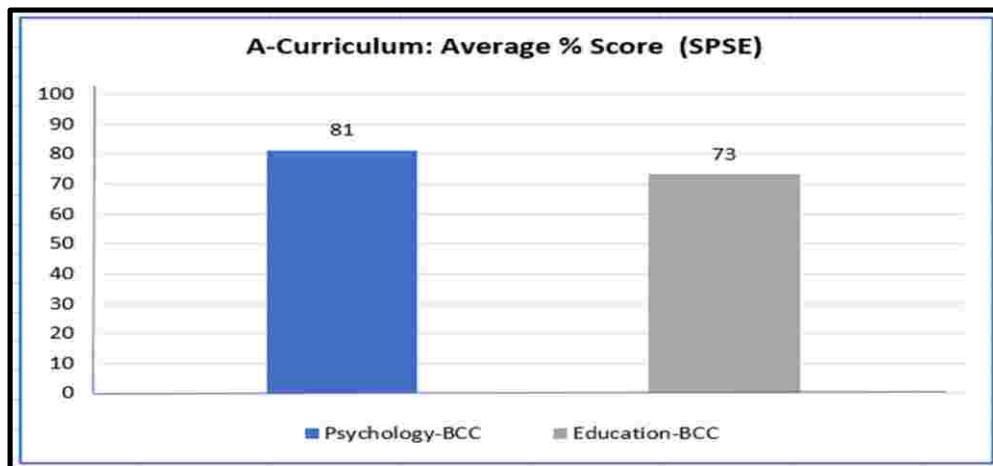


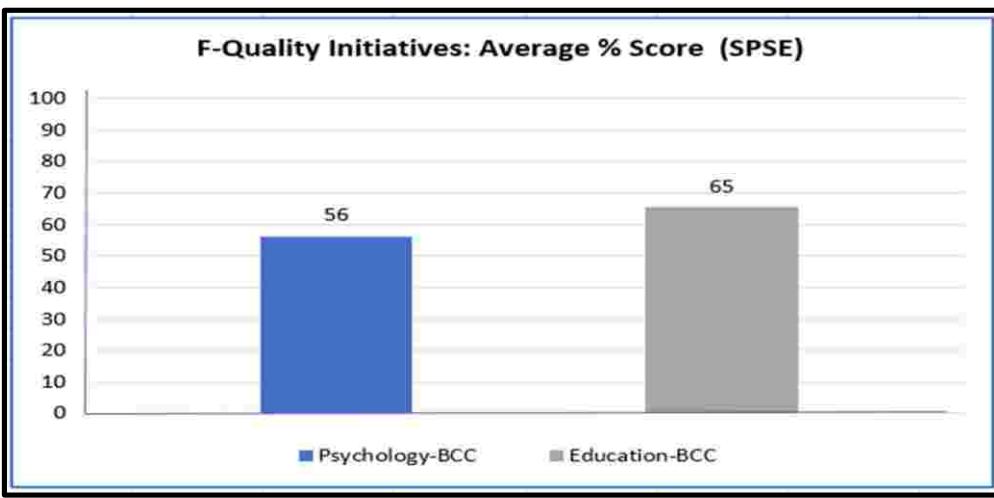
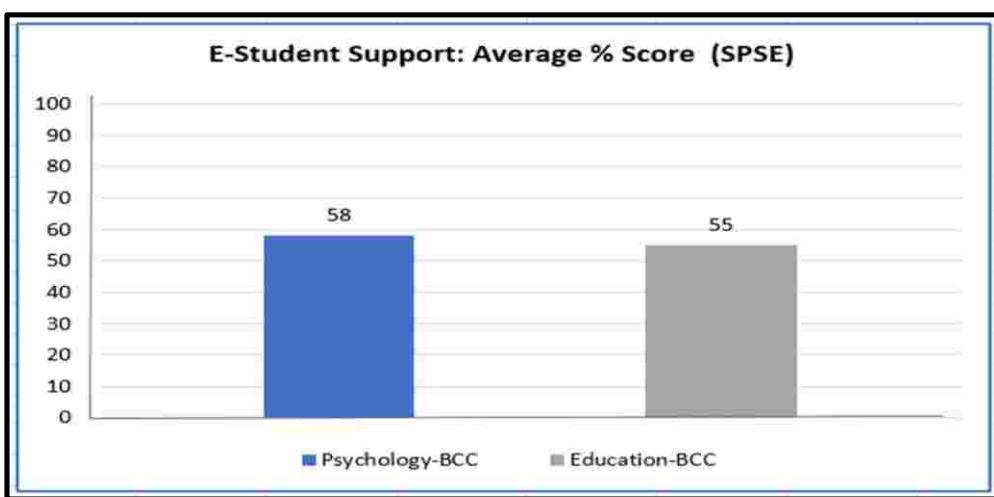
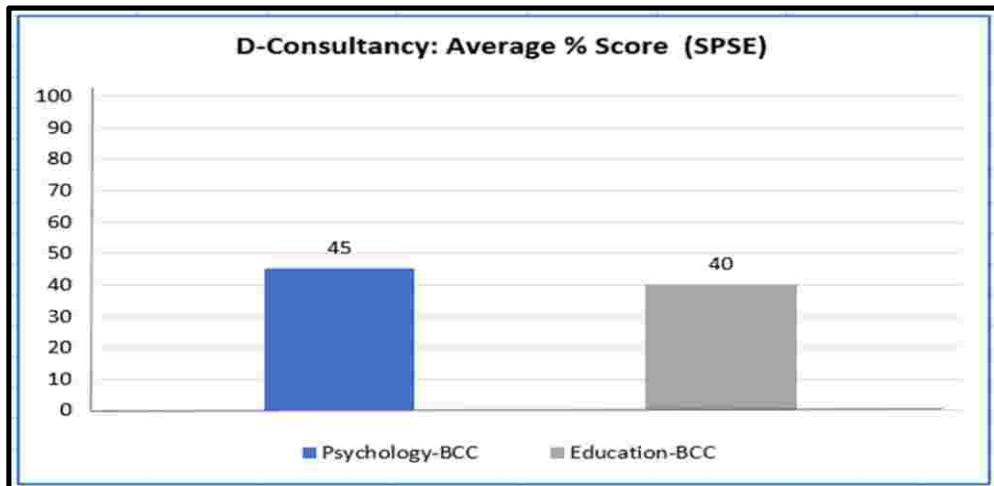
Audit for School of Psychological Sciences, Education and Social Work

The Annual Academic Audit of the School of Psychological Sciences, Education and Social Work was successfully completed on 15 October 2025. The departments under the school were evaluated by a dedicated team of six auditors. The Dean, Associate Dean, and IQAC Coordinator carefully managed all preparatory work and logistical arrangements. Their proactive engagement and effective coordination were instrumental in ensuring a seamless and efficient audit, demonstrating the institution's strong commitment to upholding excellence in quality and regulatory compliance.

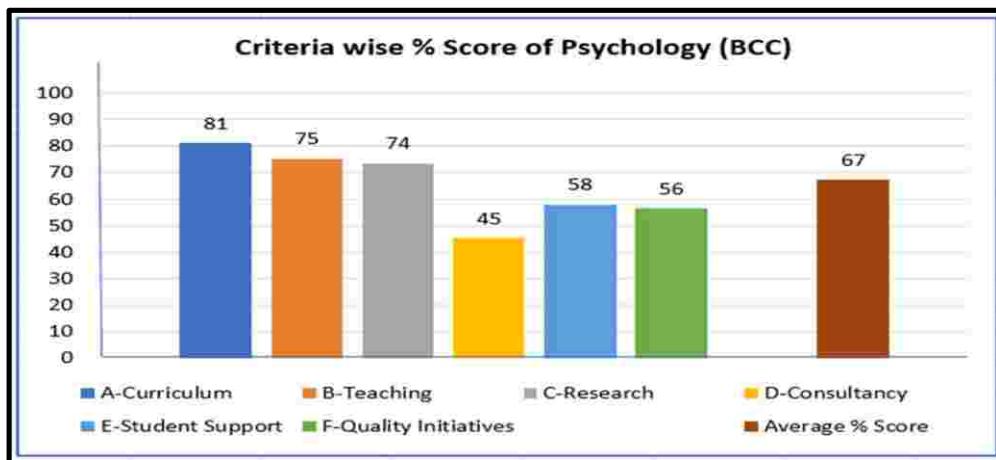


Comprehensive percentage score obtained for School of Psychological Sciences and Education

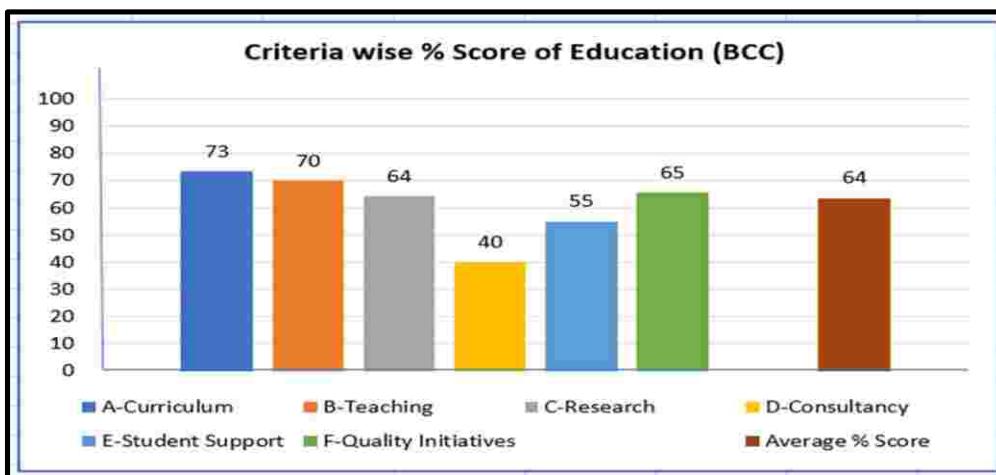




## Department of Psychology



## School of Education



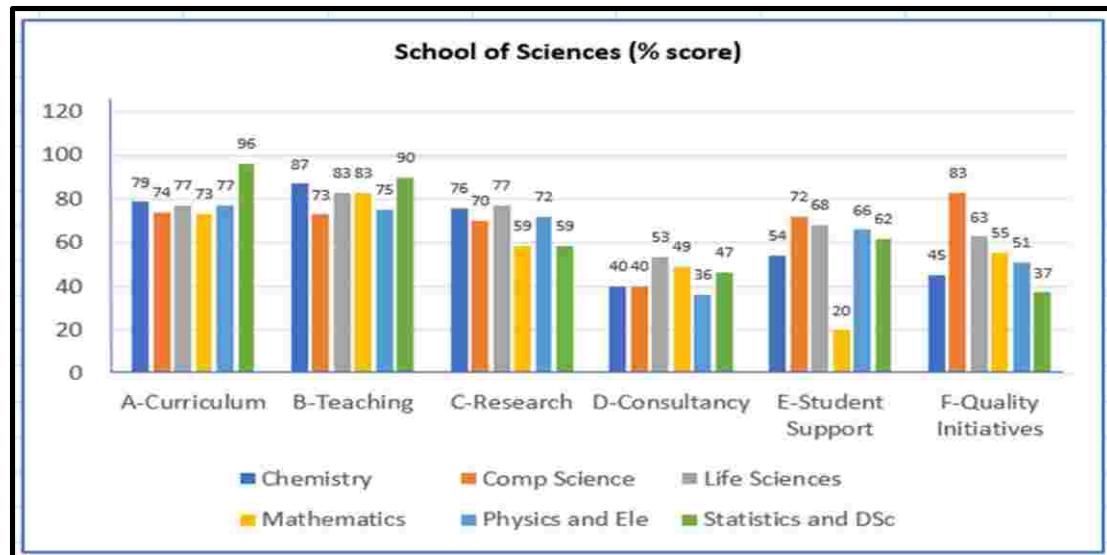
The School of Psychological Sciences presents a coherent curriculum with well-defined structures, value-linked components, and aligned assessments across departments. Teaching practices integrate appropriate pedagogical approaches, and classroom engagement remains supported by consistent learning facilitation. Research activities continue across units, with scope to deepen faculty-student collaboration and create more structured pathways for impactful studies. Student support mechanisms show ongoing mentoring and progression monitoring, though identifying differential learning levels of students in a more systematic manner and documenting it effectively would further strengthen this area. Consultancy and outreach efforts are present, yet could be enriched through additional field experiences, expanded community partnerships, and more activities under existing MoUs. Quality assurance processes are in place, and refinement through well-structured curriculum feedback, clearer action-taken reports, and streamlined documentation practices can enhance overall reporting. With continued focus on strengthening mentoring guidelines, documentation, and expanding applied research, the school can further build its academic profile.

## School of Sciences (Bangalore Central Campus)

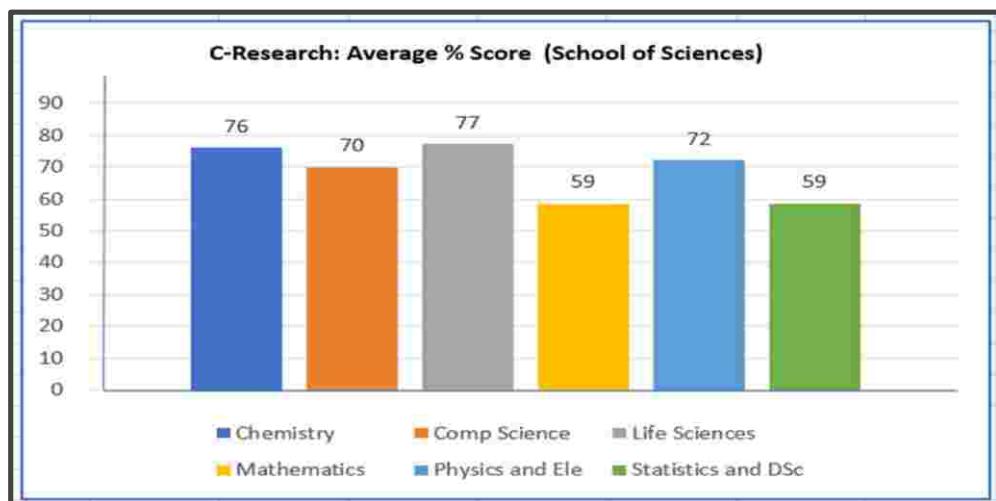
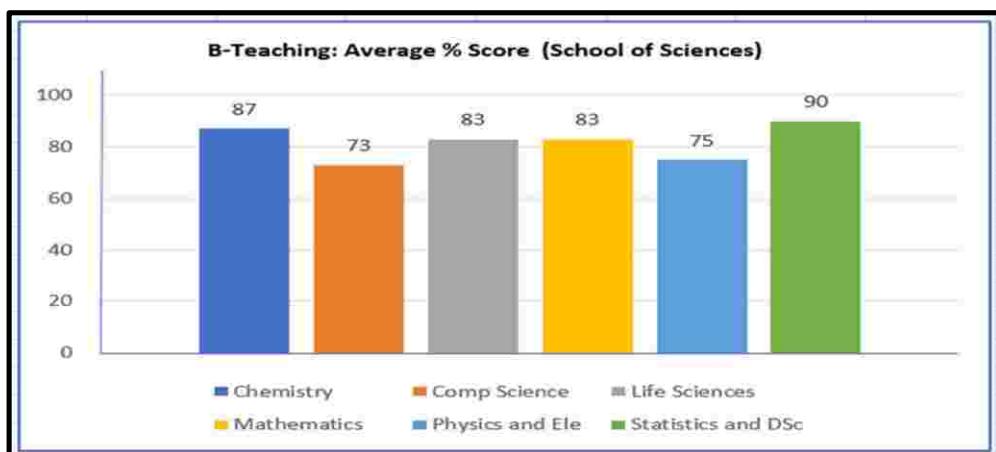
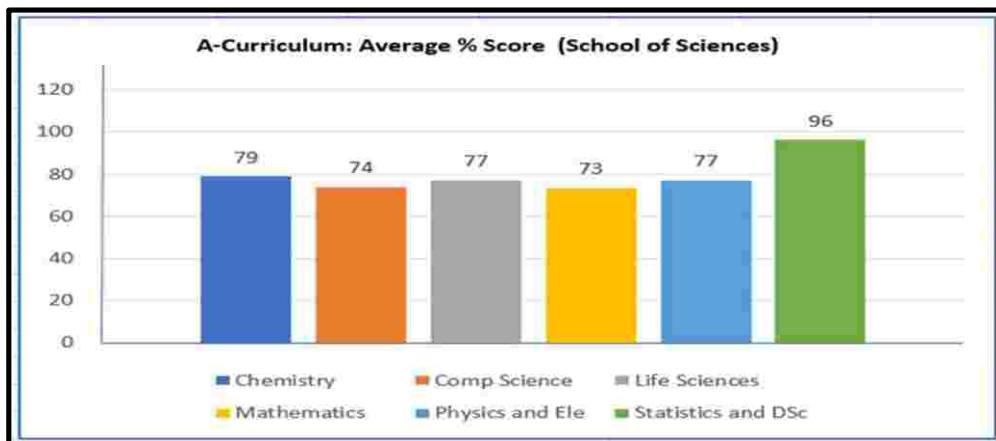


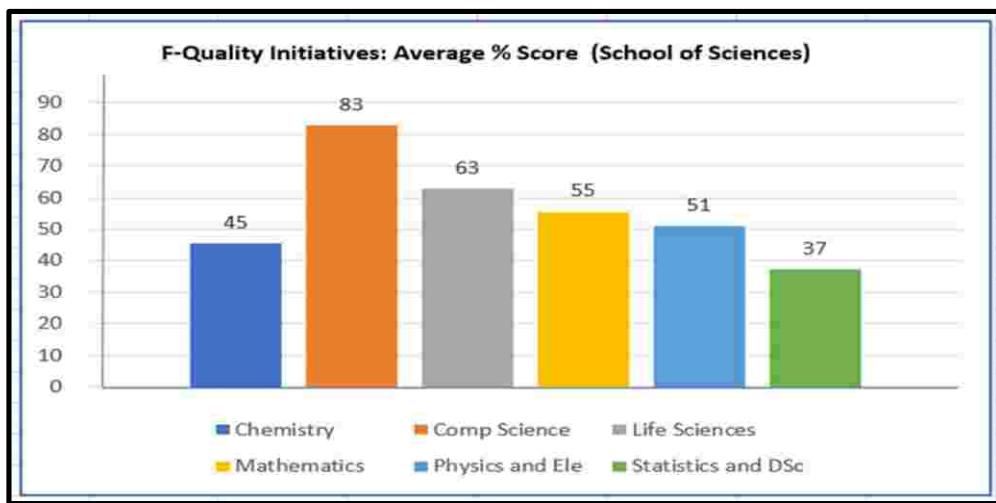
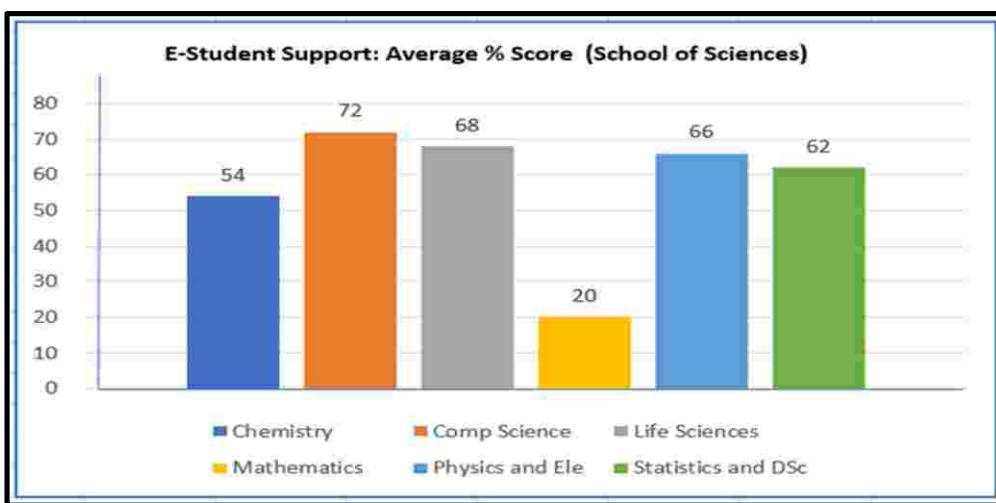
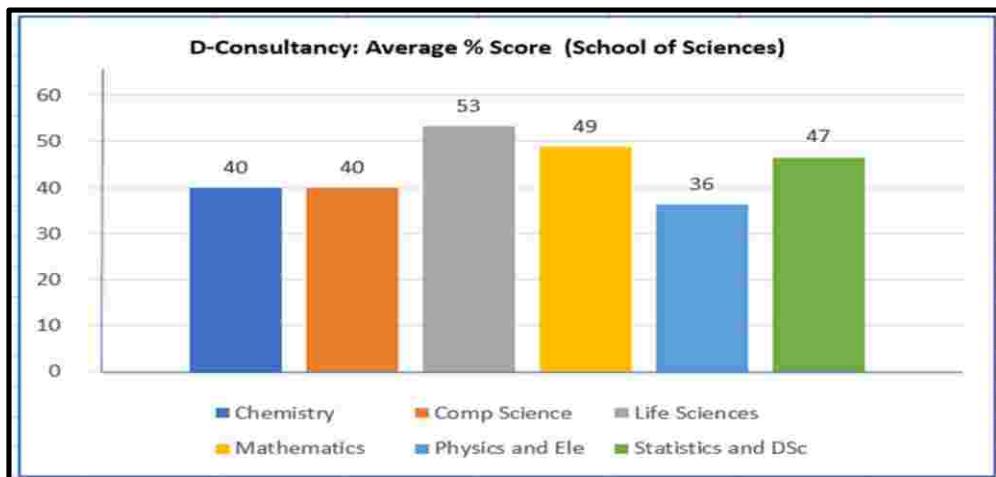
Audit for School of Sciences

The academic audit of the School of Sciences was successfully conducted on 16 October 2025. The school consists of six departments and all were comprehensively reviewed by a team of eighteen auditors. The Dean, Associate Dean, and IQAC Coordinators meticulously managed all preparatory work and logistical arrangements. Their proactive leadership and seamless coordination ensured that the entire audit process was carried out smoothly and efficiently.

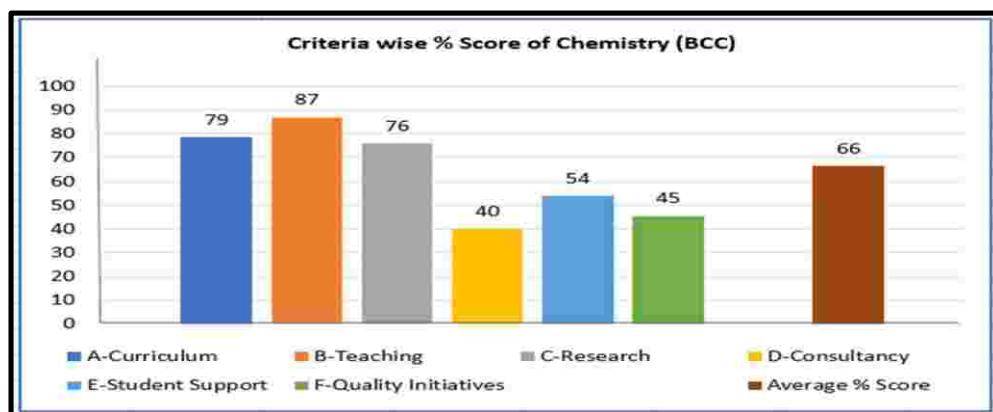


Comprehensive percentage score obtained for School of Sciences

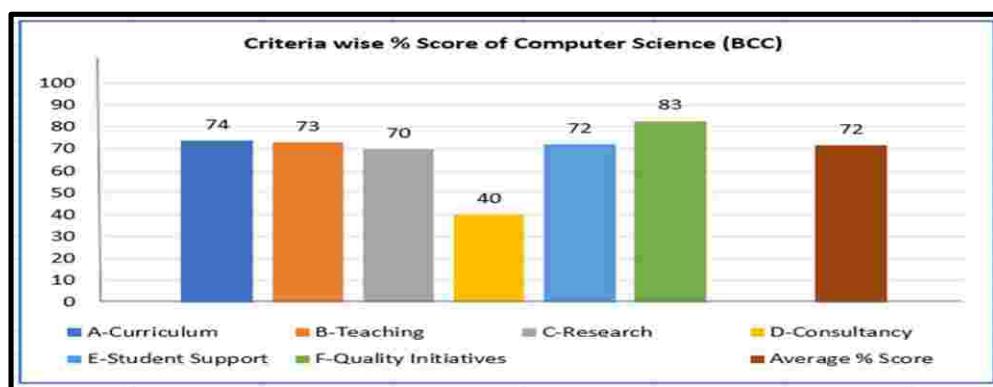




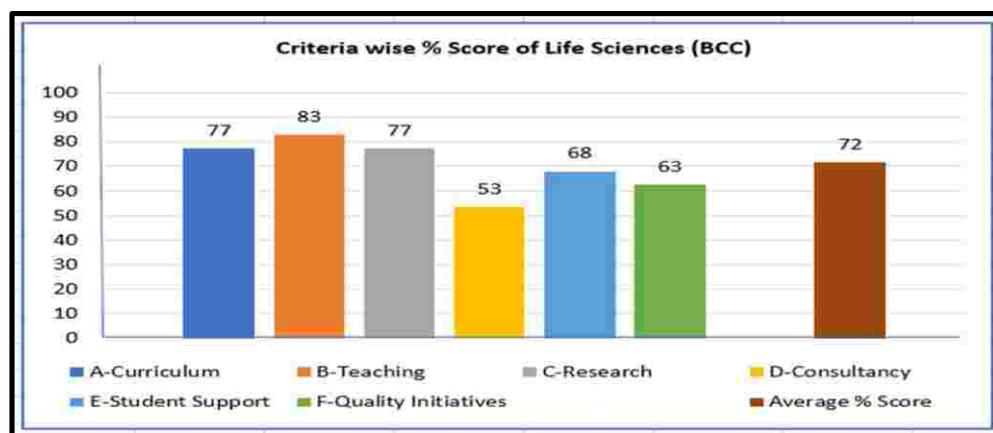
## Department of Chemistry (BCC)



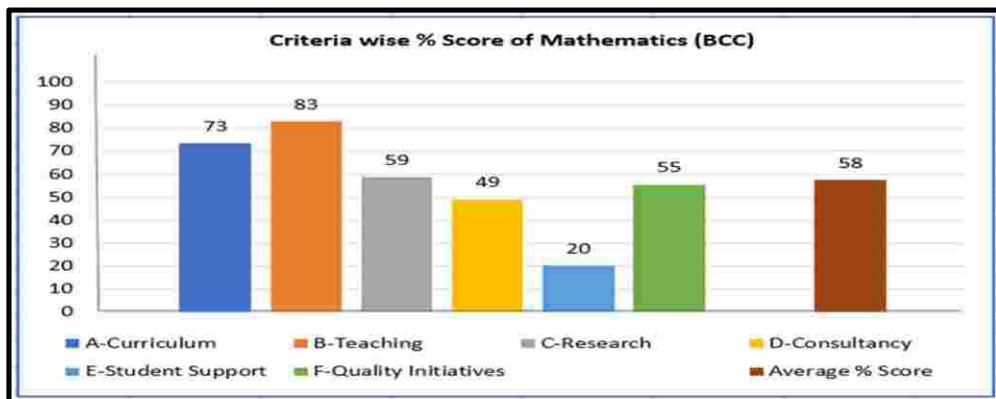
## Department of Computer Science (BCC)



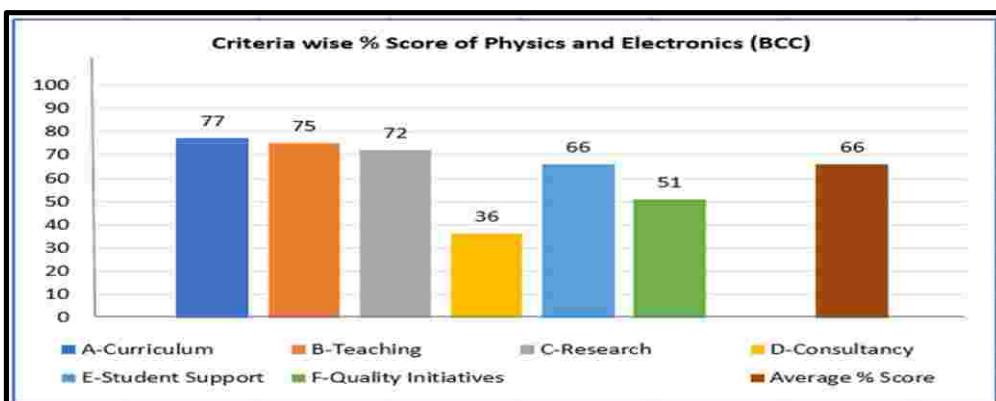
## Department of Life Sciences (BCC)



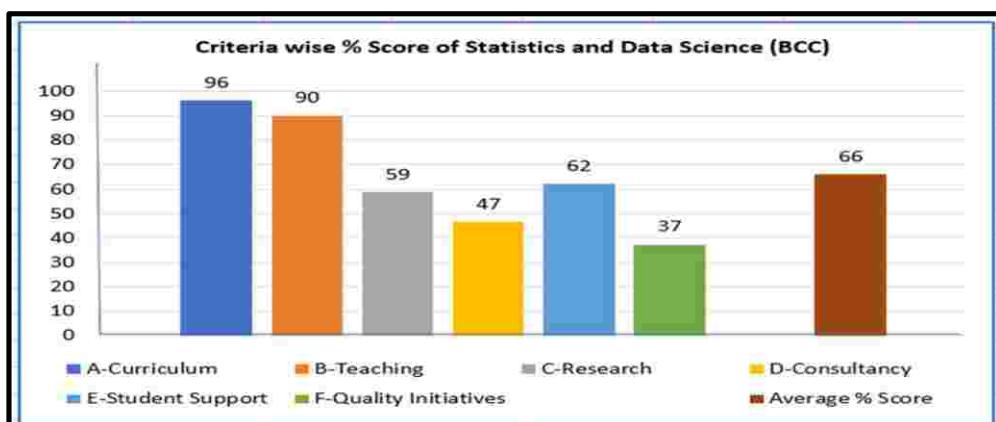
## Department of Mathematics (BCC)



## Department of Physics and Electronics (BCC)



## Department of Statistics and Data Science (BCC)



The School of Sciences shows its most consistent engagement in curriculum design and teaching practices, where departments demonstrate coherence in course planning and learner-oriented delivery. Research activity displays varied levels of participation, with some departments contributing meaningfully to the quality of research, project work, and SDG-aligned themes, while others may benefit from deeper involvement in patent-linked initiatives, IKS and IPR activities, and collaborative studies. Consultancy and field-based tasks appear modest, indicating scope to strengthen industry-linked engagements and foster

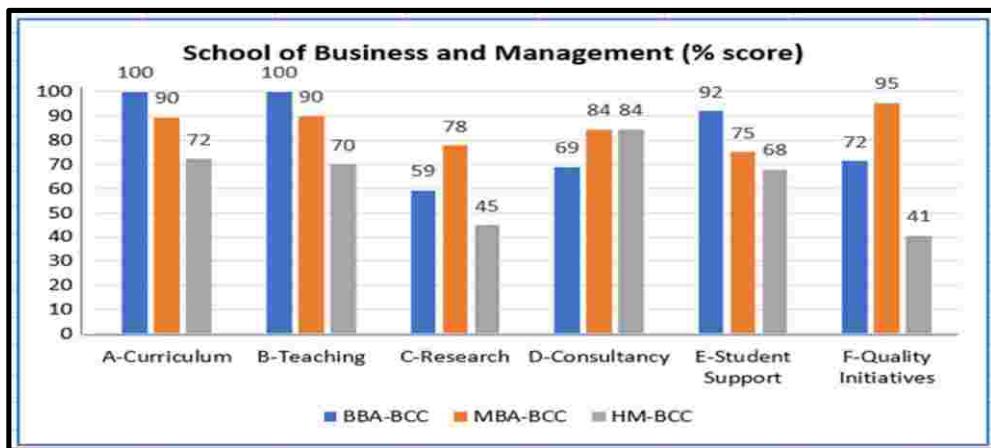
a more visible entrepreneurial ecosystem. Student support mechanisms function across units, and expanding guidance on scholarships from external organisations, competitive exam preparation, and progression pathways may enhance learner development. Quality-related efforts reflect an organised approach, though further attention to internationalisation, student and faculty exchange programmes, and perception enhancement would add value. Initiating micro-credential courses or MOOC offerings, along with encouraging IPR commercialisation and structured gender sensitisation programmes, can support broader institutional development. Overall, the school reflects stable academic processes, with opportunities to expand externally oriented and innovation-driven initiatives across its departments.

## School of Business and Management (Bangalore Central Campus)

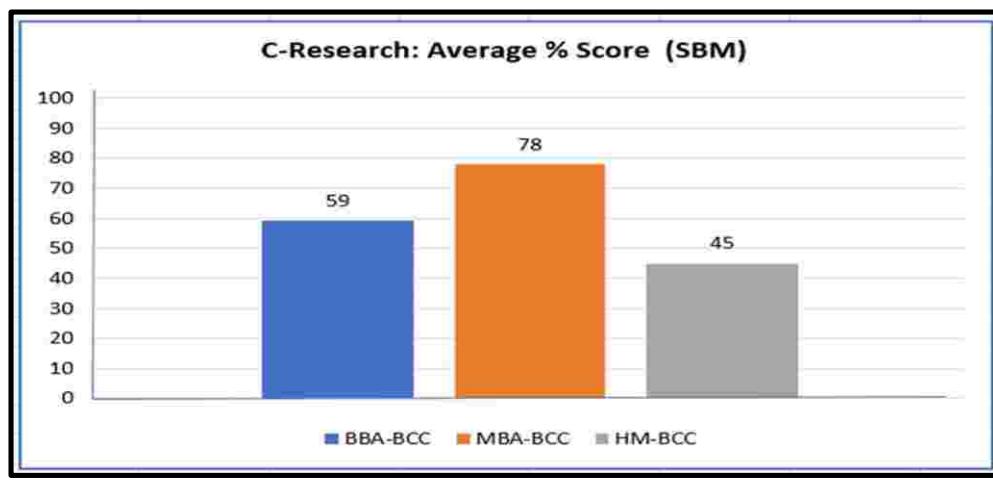
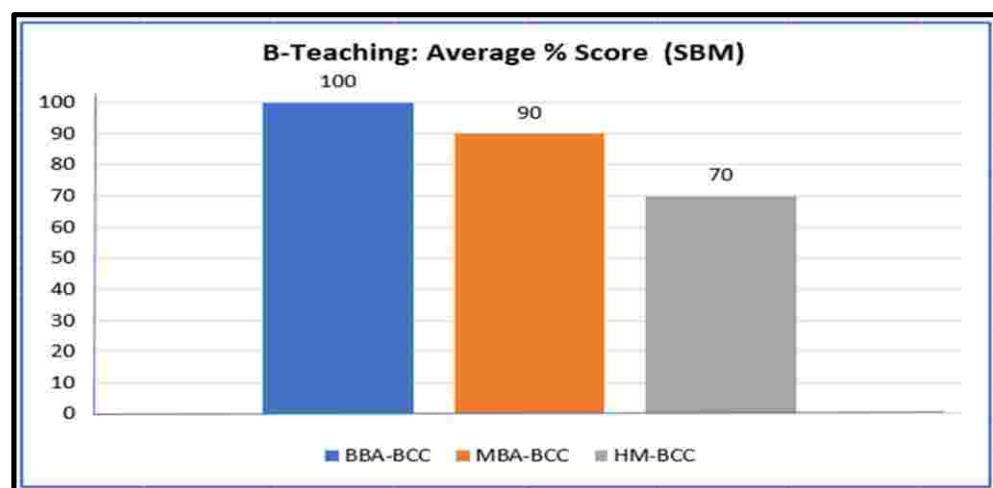
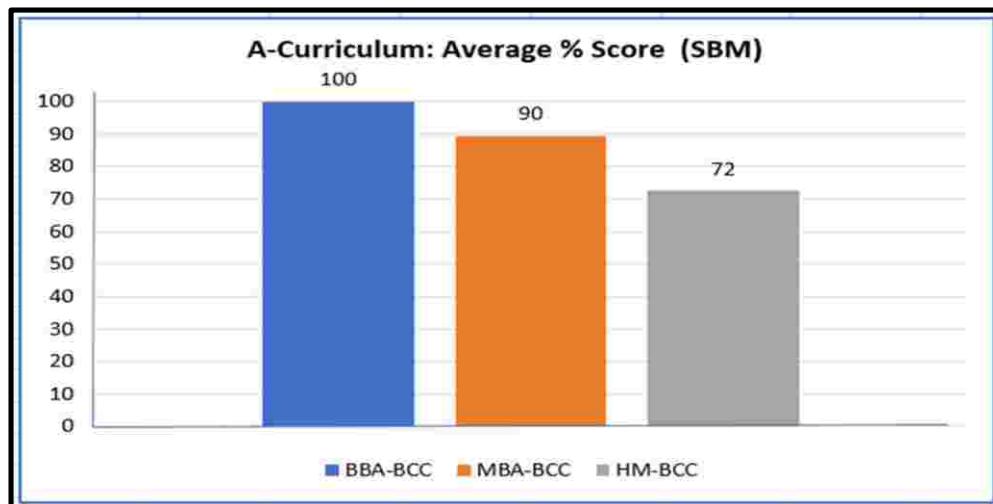


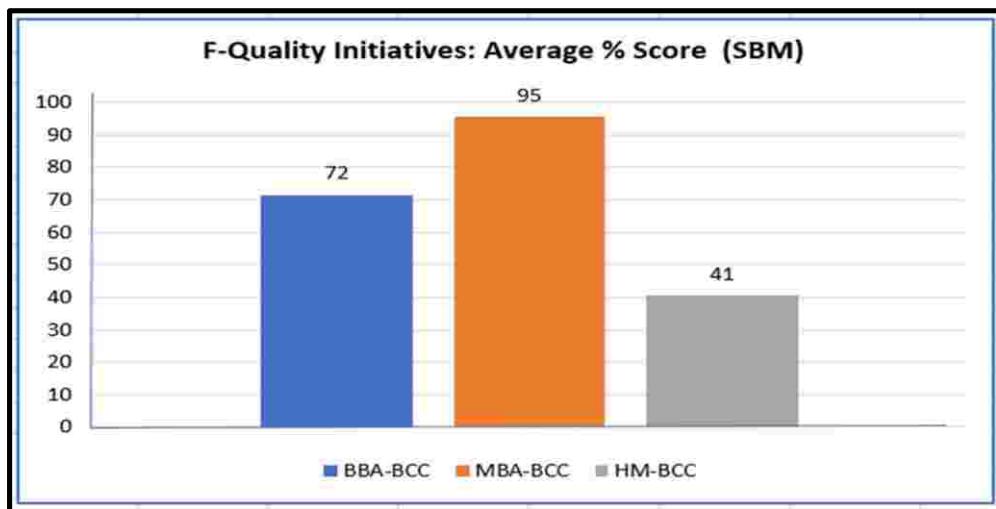
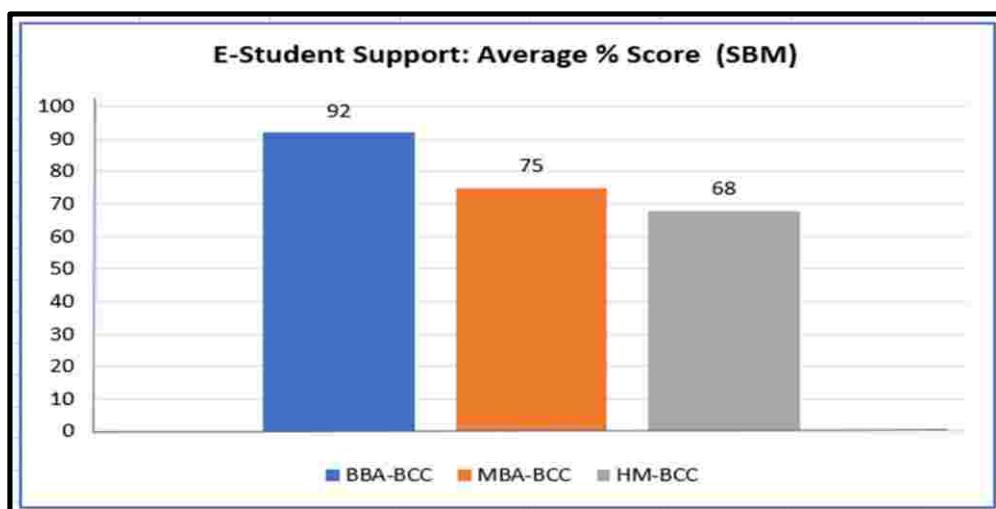
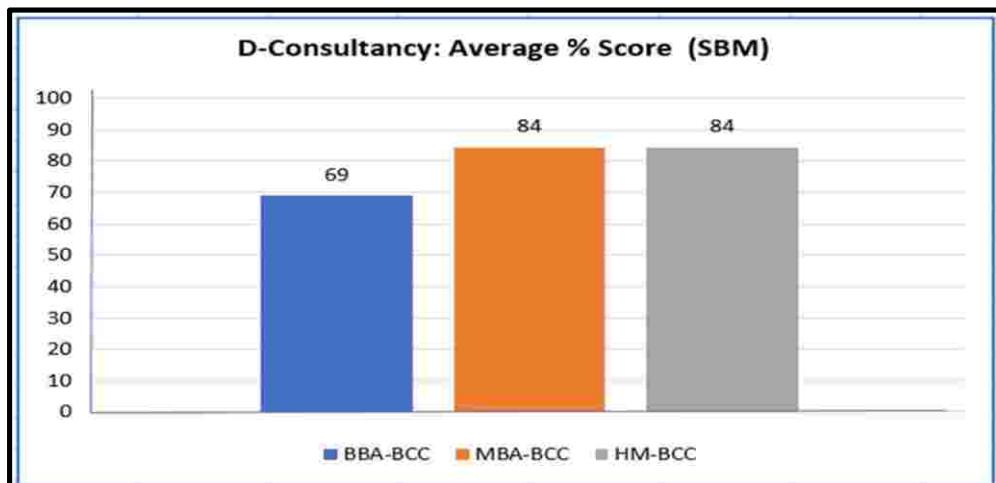
Audit for School of Business and Management

The academic audit of the School of Business and Management was successfully completed on 16 October 2025. The school consists of three departments and all were comprehensively reviewed by a team of nine auditors. The Dean, Associate Dean, and IQAC Coordinator diligently oversaw all preparatory activities and logistical arrangements to facilitate an uninterrupted audit process. Their proactive leadership and effective coordination were pivotal in ensuring the audit was conducted seamlessly and efficiently.



Comprehensive percentage score obtained for School of Business and Management





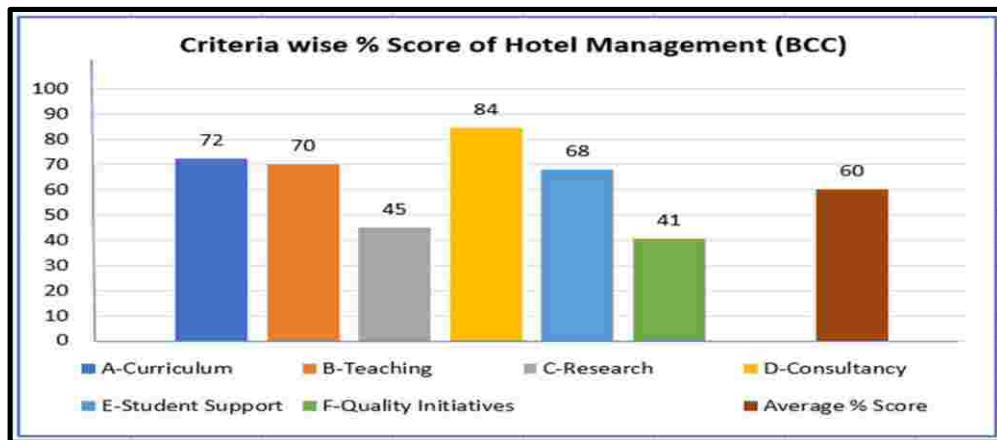
### Departments of School of Business and Management - MBA (BCC)



### Departments of School of Business and Management - BBA (BCC)



### Departments of Hotel Management (BCC)



The School of Business and Management notably excels in curriculum planning and classroom practices, supported by structured programmes, clear learning outcomes, and skill-oriented delivery. Student support remains active through mentoring, career guidance, and capacity-building initiatives, complemented by a growing alumni network that can be further strengthened to support placements and internships. Consultancy and outreach

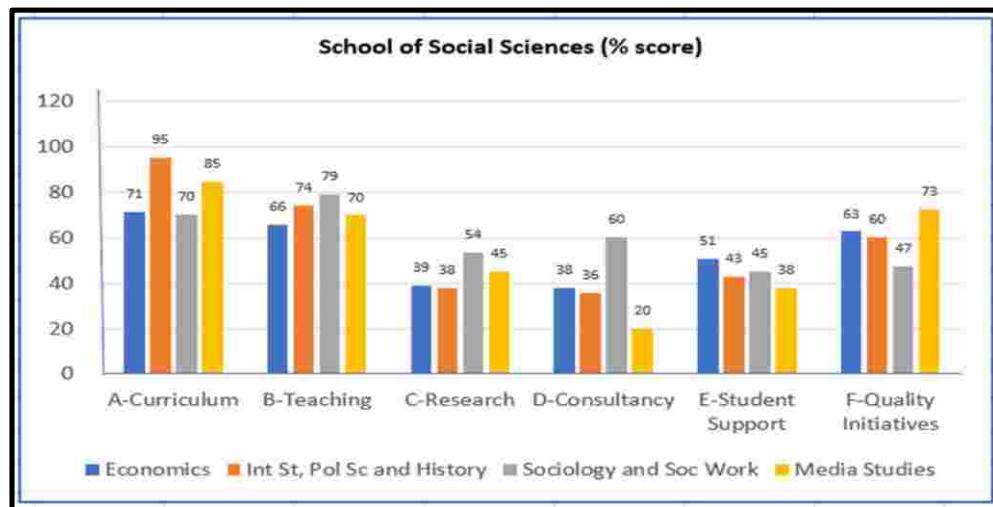
efforts show selective involvement, indicating potential to build focused mentoring for consultancy activities. Existing MoUs are to be effectively utilised for field exposure and collaborative funded projects. Research participation varies across departments, suggesting the value of encouraging more publication efforts, international collaborations, and utilisation of available financial assistance for academic development. Quality-related processes are progressing, though enhanced clarity in policy documents, better documentation, stronger social media visibility, and increased e-content development (including micro-credential initiatives) would support more balanced academic growth. Overall, the school maintains organised academic processes, with opportunities to widen internationalisation efforts, promote entrepreneurial initiatives, and increase participation in global competitions for holistic development.

## School of Social Sciences (Bangalore Central Campus)

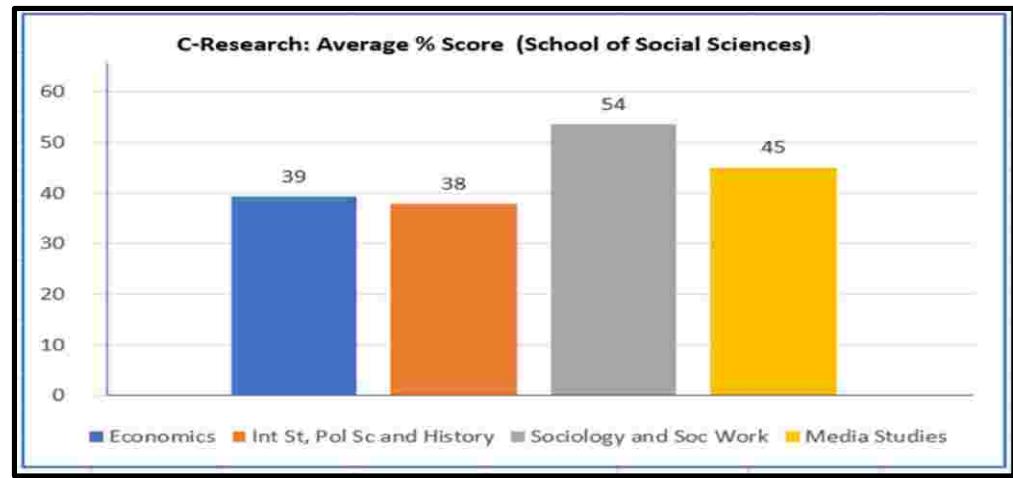
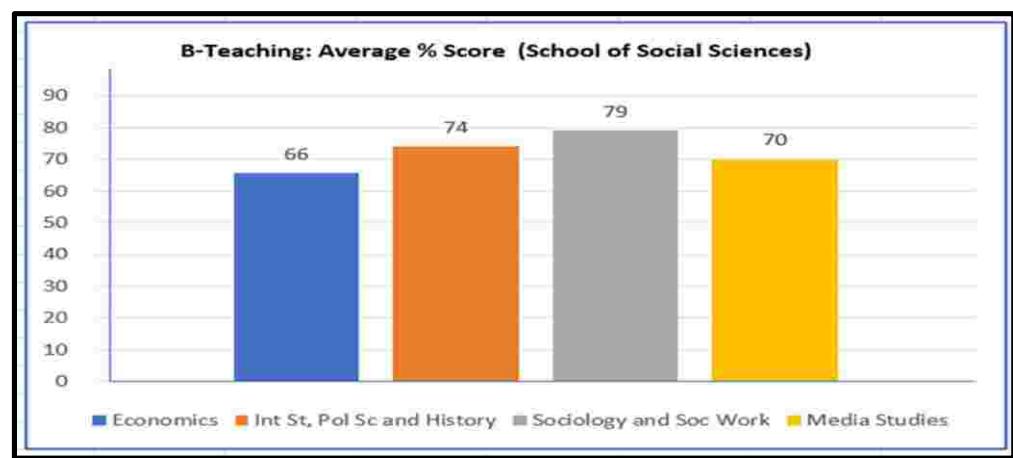
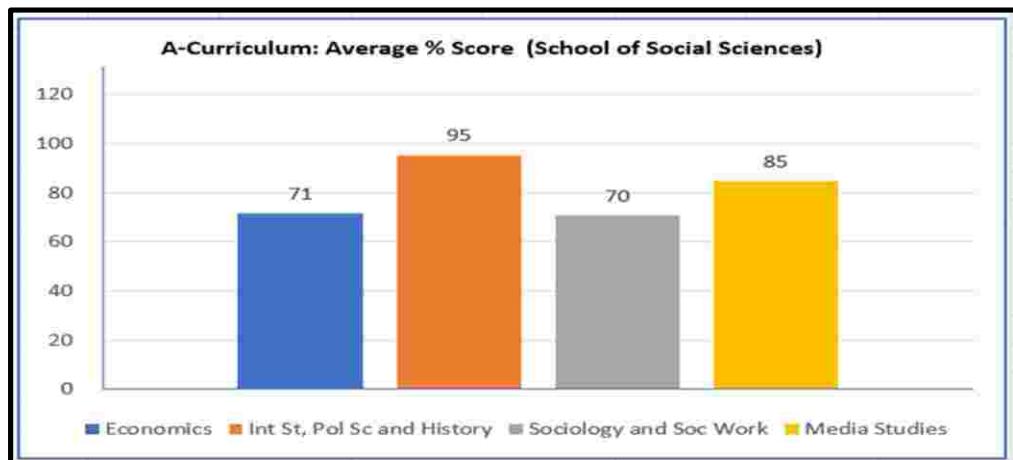


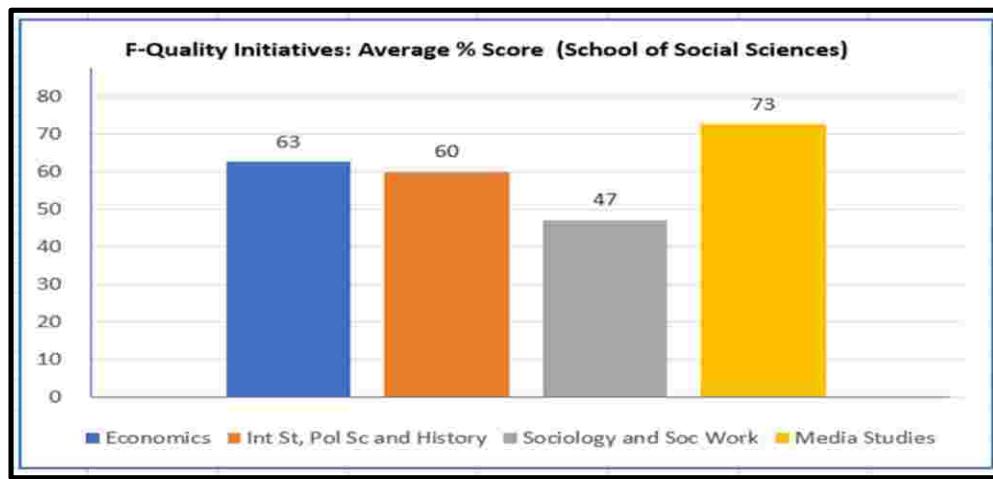
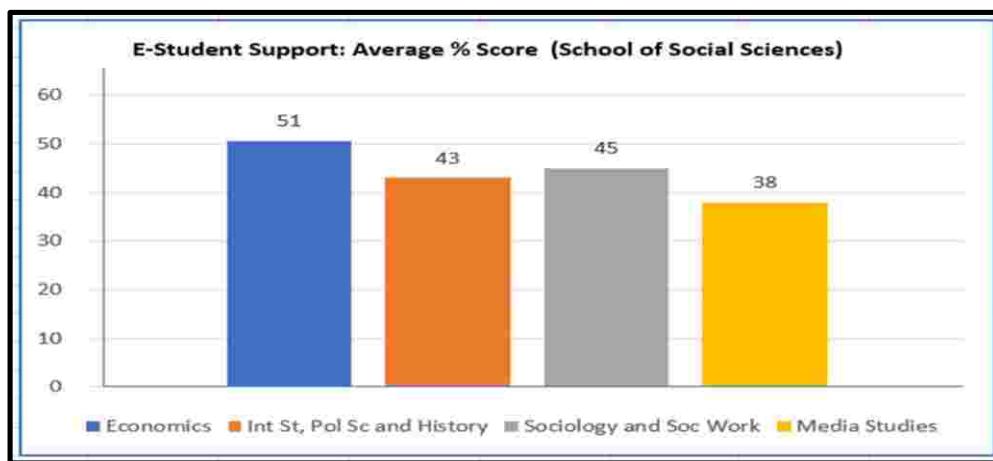
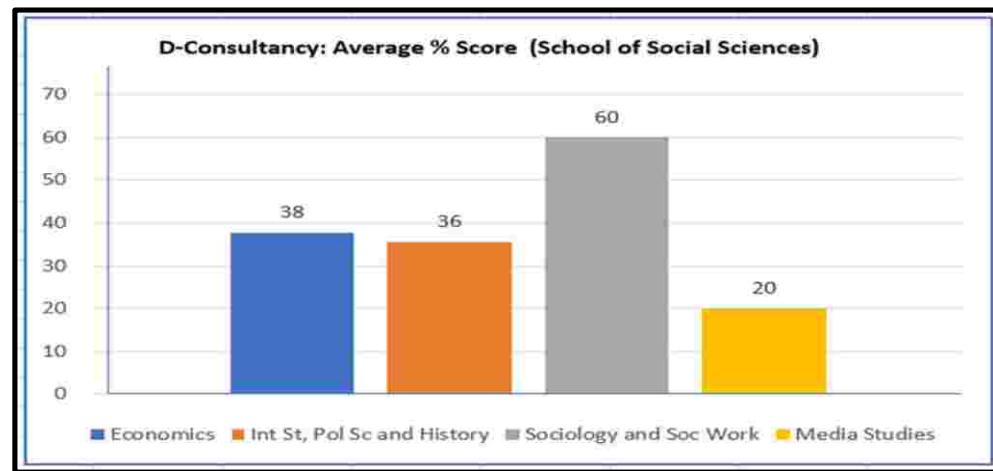
Audit for School of Social Sciences

The academic audit of the School of Social Sciences was successfully completed on 17 October 2025. The school comprises four departments, and a dedicated team of twelve auditors visited the school as part of the audit process. The Dean, Associate Dean, and IQAC Coordinator diligently managed all preparatory activities and logistical requirements to ensure an uninterrupted audit process. Their proactive leadership and seamless coordination were instrumental in conducting the audit smoothly and efficiently.

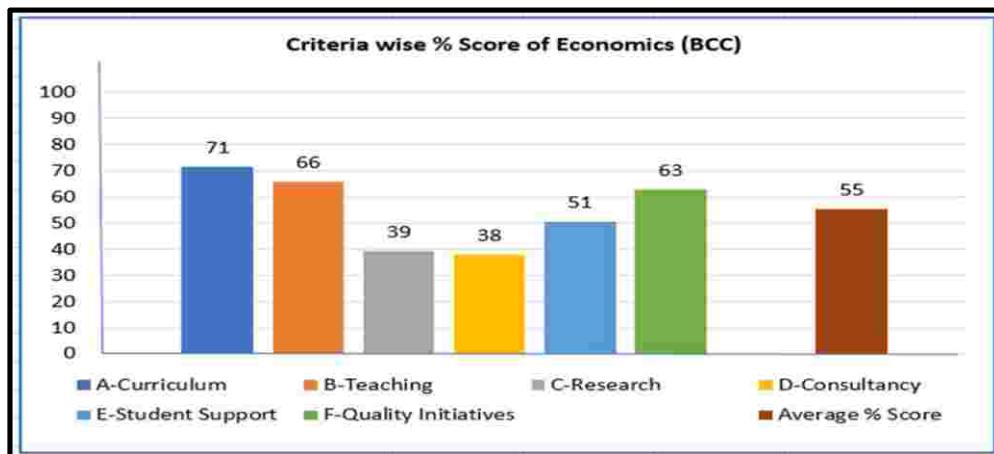


Comprehensive percentage score obtained for School of Social Sciences

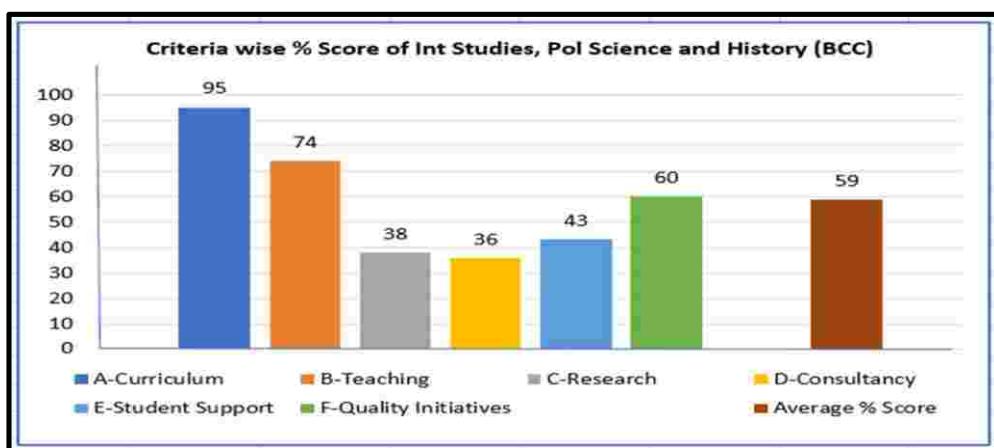




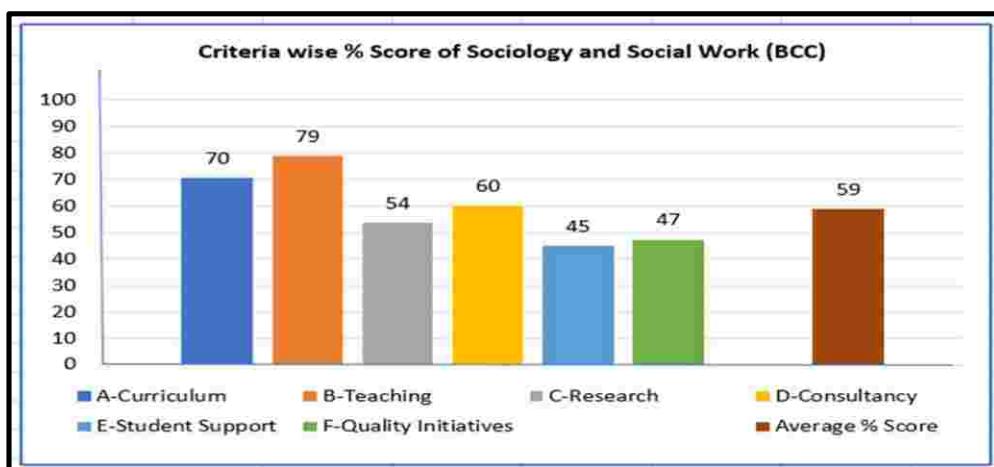
## Department of Economics (BCC)



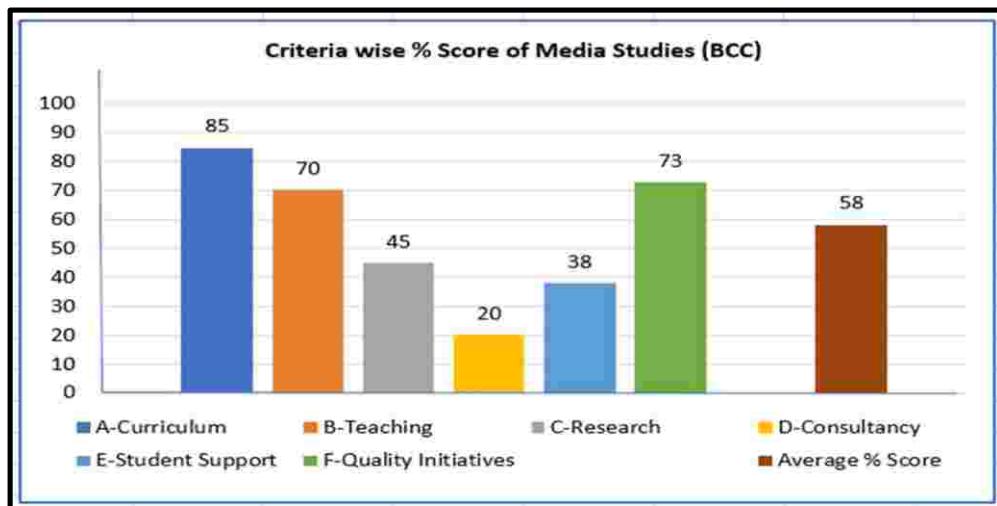
## Department of International Studies, Political Science and History (BCC)



## Department of Sociology and Social Work (BCC)



## Department of Media Studies (BCC)



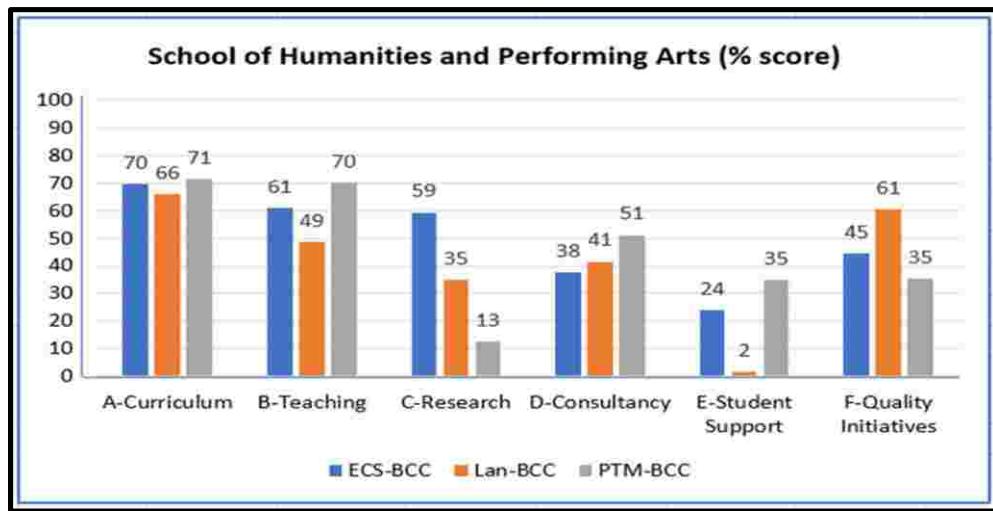
The School of Social Sciences displays its coherence in curriculum planning and structured classroom delivery, with departments presenting well-designed courses and learner-focused approaches. Teaching practices show thoughtful integration of academic tools and activity-based methods, contributing to a supportive learning atmosphere. Research engagement is present across departments, and there is a lot of scope to widen efforts in consultancy, IPR related contributions, and proposals for seed-funded initiatives. Student support functions operate across units, though enhancing career guidance, competitive examinations support, and systematic mentoring records would further strengthen progression pathways. Quality-related efforts indicate active participation, however, ensuring uniform documentation formats, clearer action-taking procedures, and improved alumni interaction would further refine internal processes. With added emphasis on SDG-linked and impactful social extension activities, MOOC initiatives, entrepreneurial orientation, and IPR commercialisation, and efforts for external-funding, the school can broaden its external visibility and academic impact.

## School of Humanities and Performing Arts (Bangalore Central Campus)

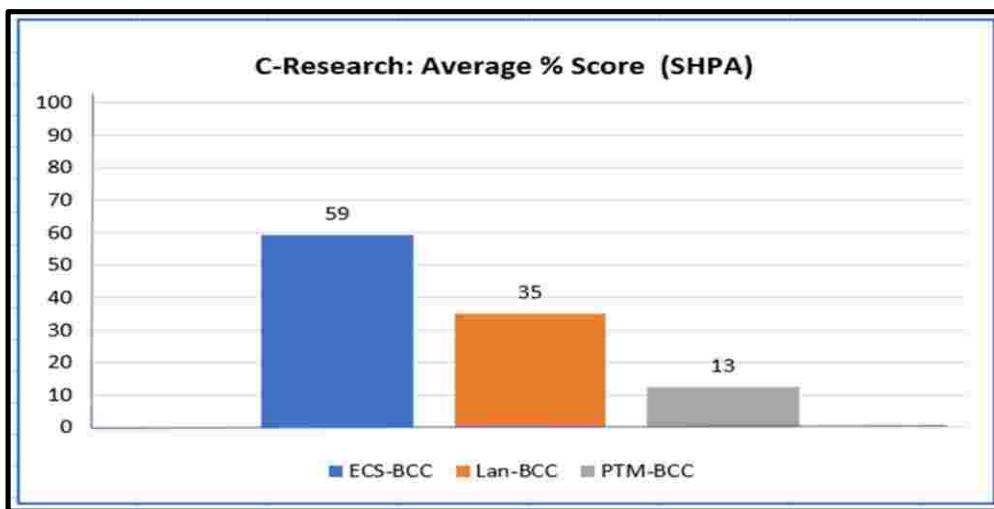
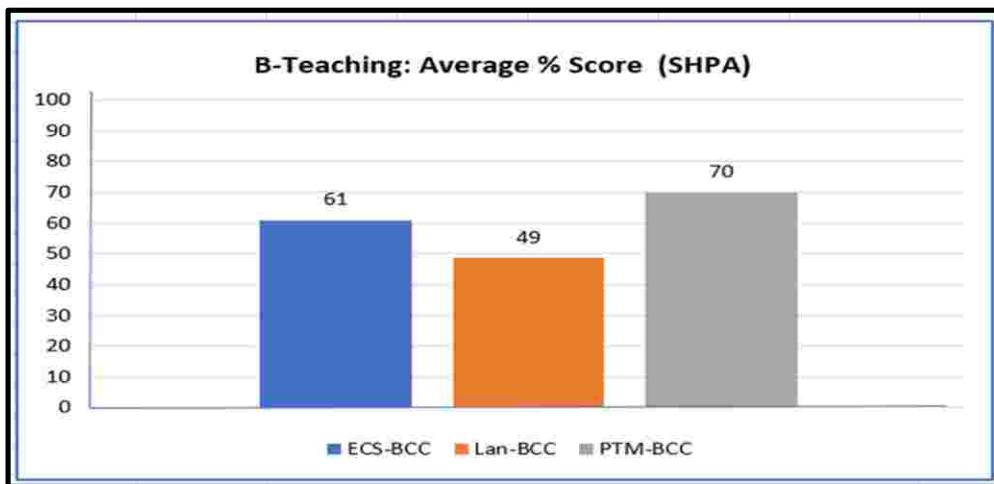
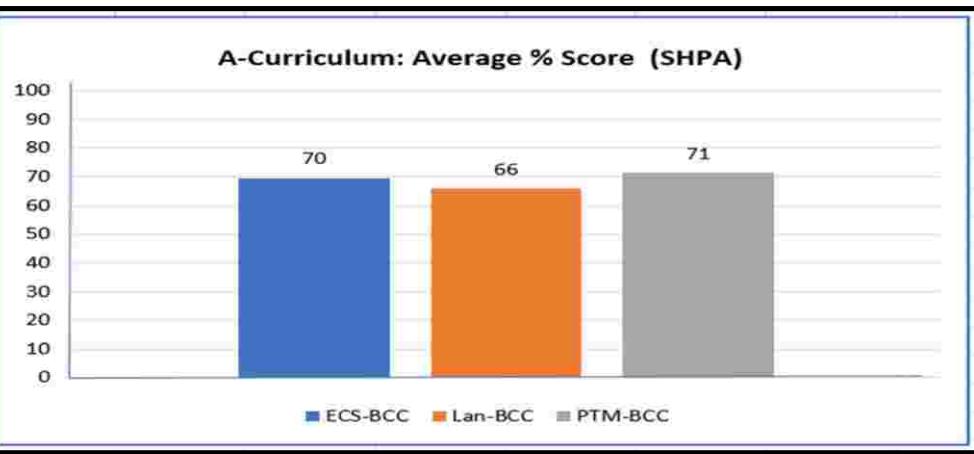


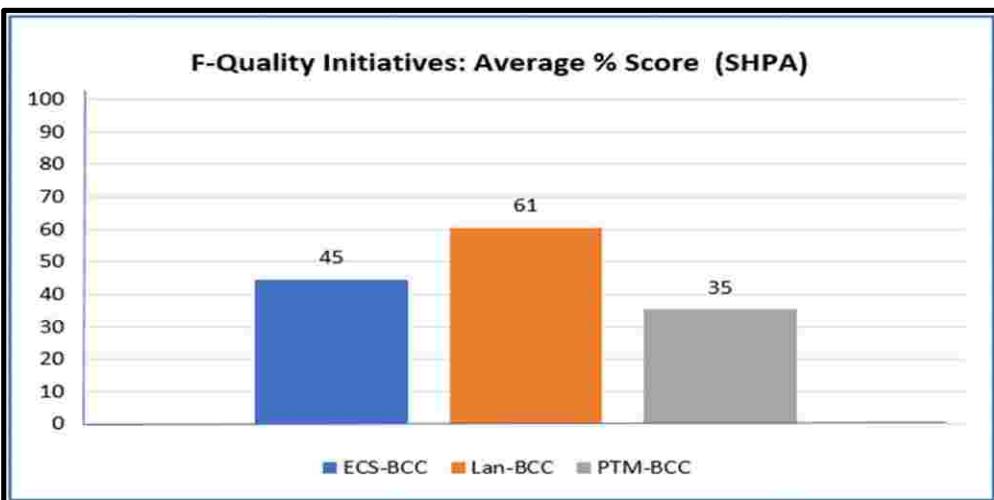
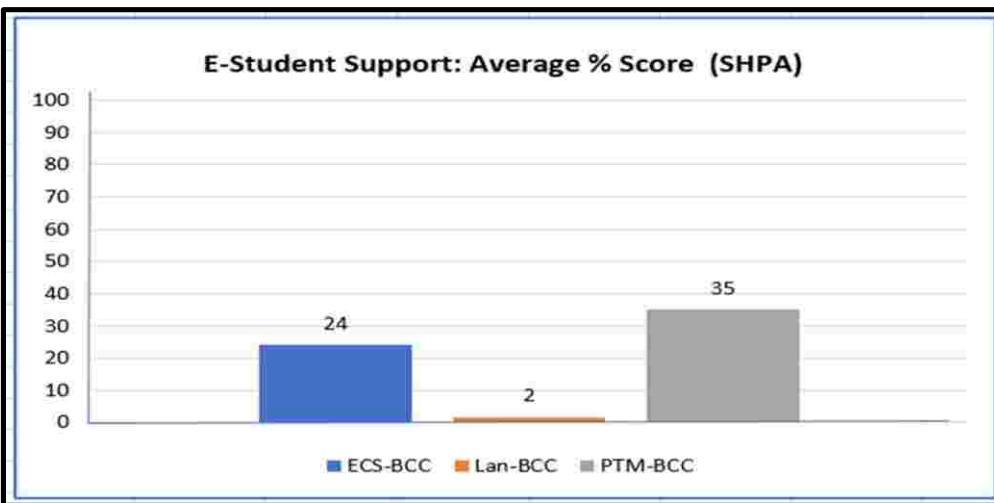
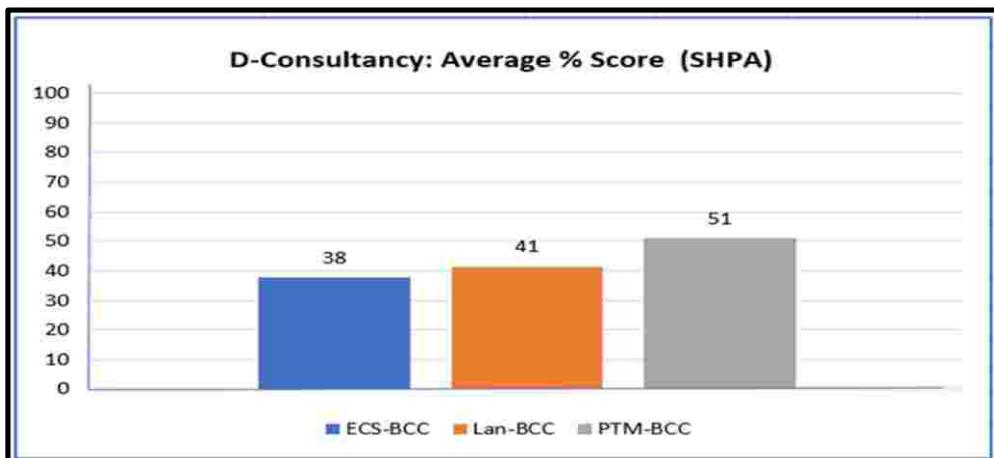
Audit for School of Humanities and Performing Arts

The audit for the School of Humanities and Performing Arts in Bangalore was successfully conducted on 17 October 2025. The school comprises three departments, and a dedicated team of nine auditors visited the school as part of the audit process. To ensure the audit process proceeded without any hindrances, the Dean, Associate Dean, and IQAC Coordinator meticulously oversaw the necessary preparations and logistical arrangements. Their proactive involvement and coordination played a key role in facilitating a smooth and efficient audit process, reflecting the institution's commitment to maintaining high standards of quality and compliance.

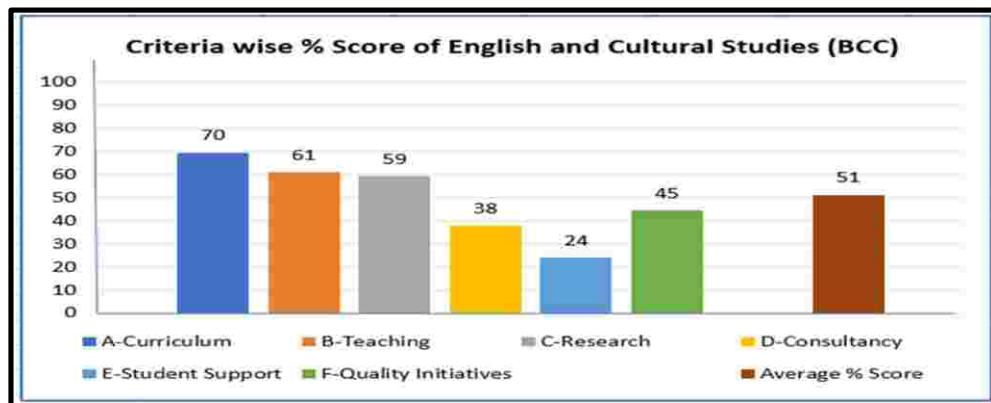


Comprehensive percentage score obtained for School of Humanities and Performing Arts

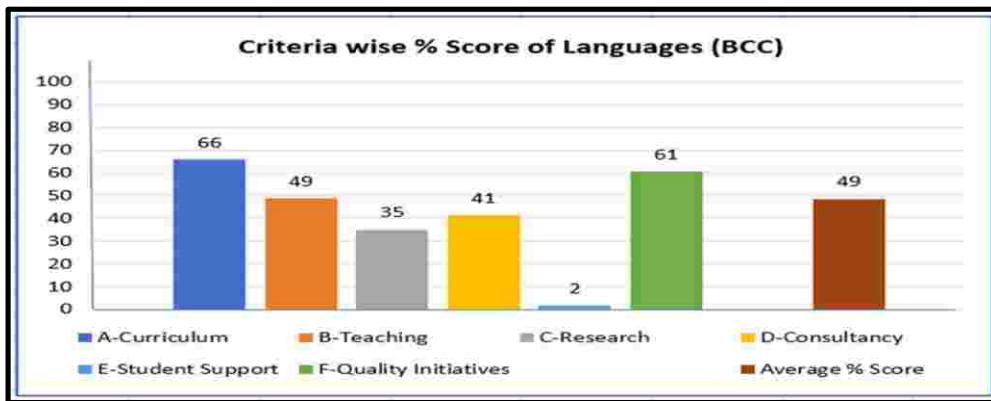




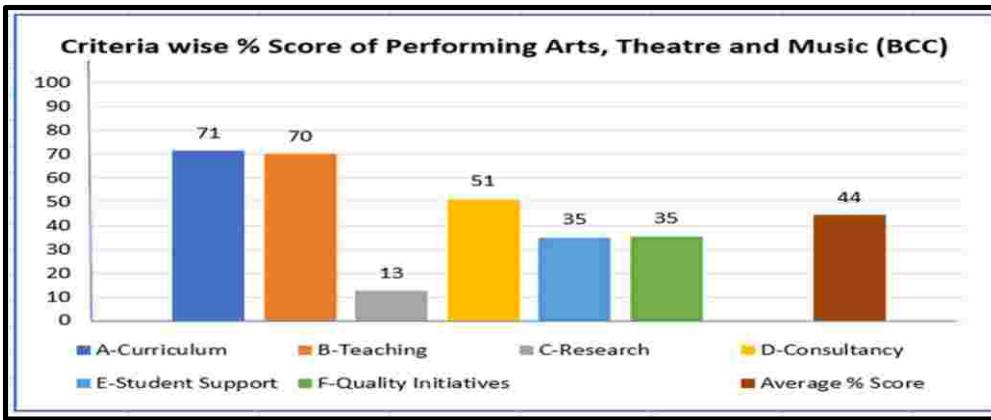
## Department of English and Cultural Studies



## Department of Languages



## Department of Performing Arts, Theatre Studies and Music



The School of Humanities and Performing Arts demonstrates effective alignment in curriculum planning and teaching practices, with departments offering coherent course structures, contextual learning elements, and classroom delivery supported by appropriate pedagogical approaches. Engagement in consultancy and quality-oriented measures is evident across units; however, more focused deliberation is needed to identify additional opportunities for excellence within these criteria. Better visibility can be achieved through organised documentation and timely reporting of activities. Research participation remains

modest, highlighting significant scope to encourage faculty–student projects, implement structured publication plans, and increase involvement in thematic studies connected to the school’s disciplinary strengths. Foundational student support measures are in place, yet expanding academic guidance and enrichment opportunities would further support learner progression. Strengthening documentation protocols including performance records, activity reports, and digital archiving will enhance the institutional repository and better reflect the breadth of work undertaken. Further, departments are encouraged to explore MDC and MOOC course development, social extension initiatives, and leverage their unique disciplinary capacities to contribute more actively to institutional growth and outreach.

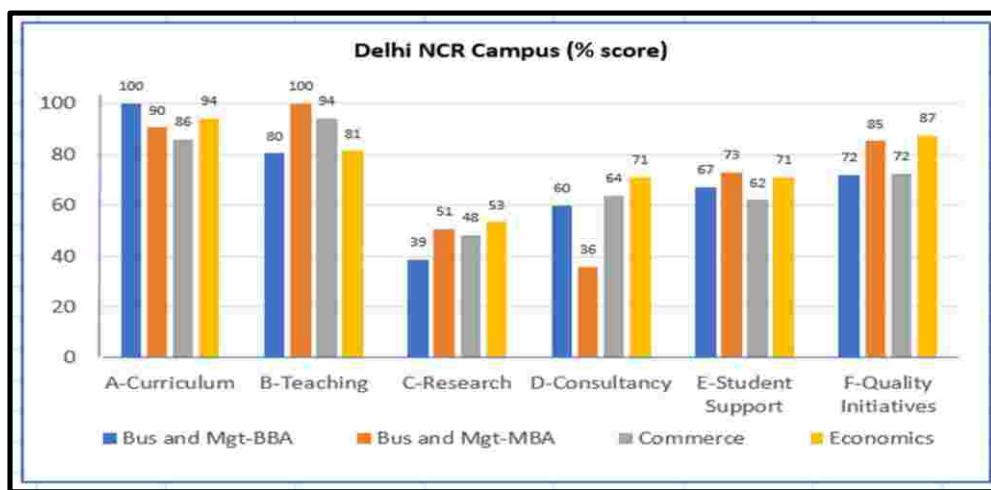
## Delhi NCR Campus



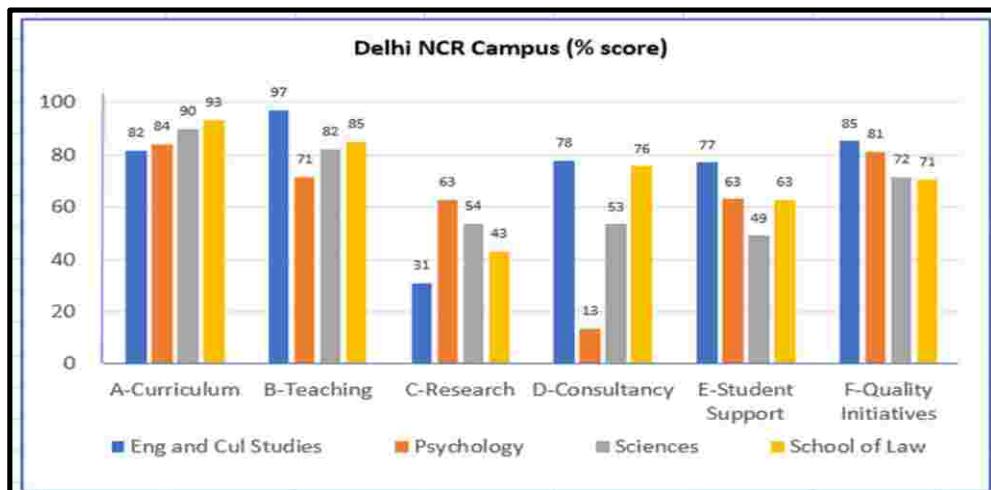
Audit at Delhi NCR Campus

The academic audit of the Delhi NCR Campus, Bangalore was successfully completed on 29–30 October 2025. With eight departments, the campus underwent a comprehensive review by dedicated teams comprising a total of twelve auditors.

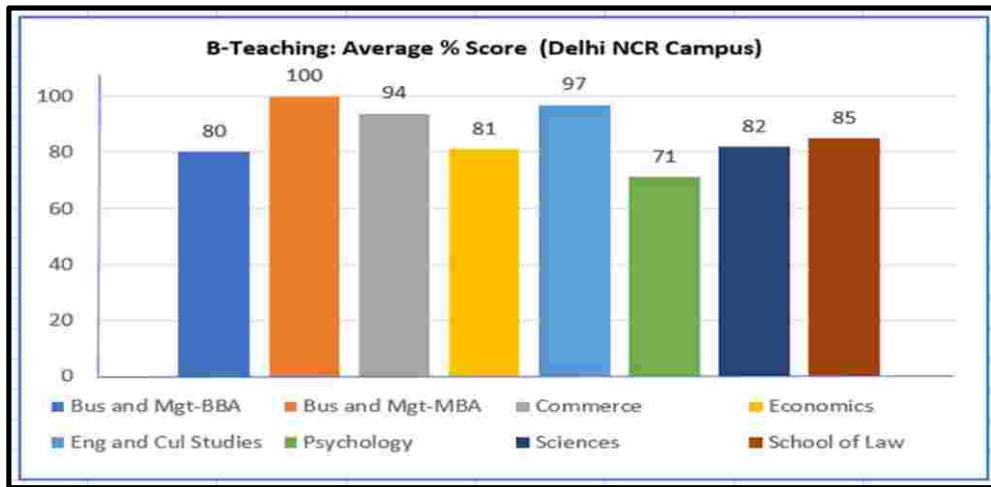
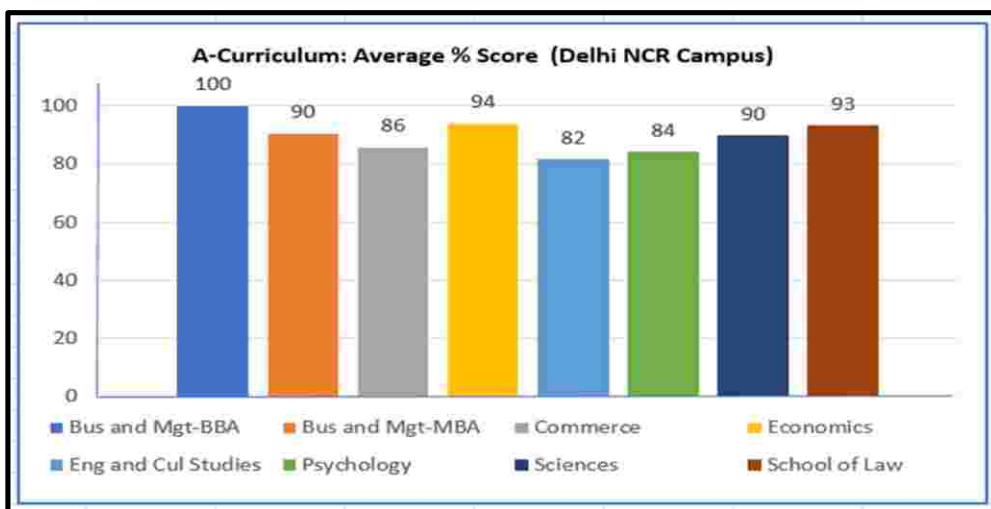
The Campus Director, Dean, Associate Dean, and the Campus IQAC Coordinator diligently managed all preparatory work and logistical arrangements, to ensure an uninterrupted process. Their proactive engagement, meticulous planning, and exemplary coordination were critical in delivering a seamless and highly efficient audit.

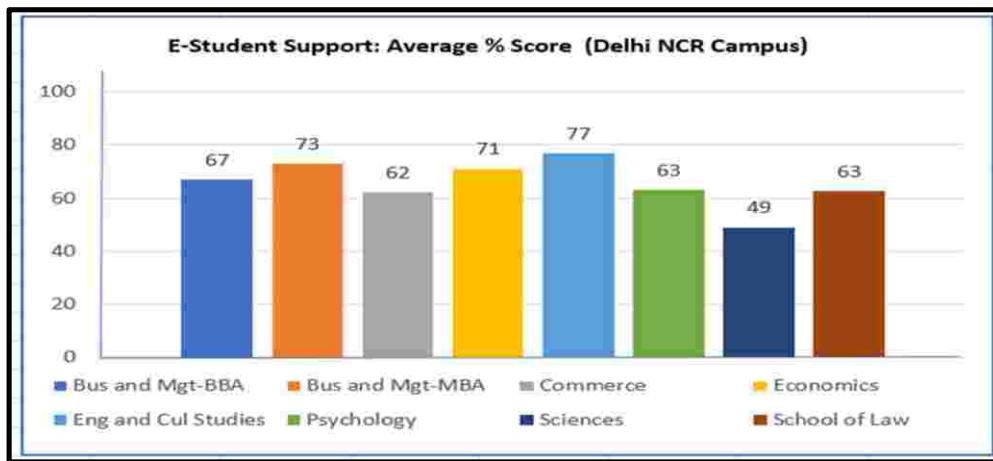
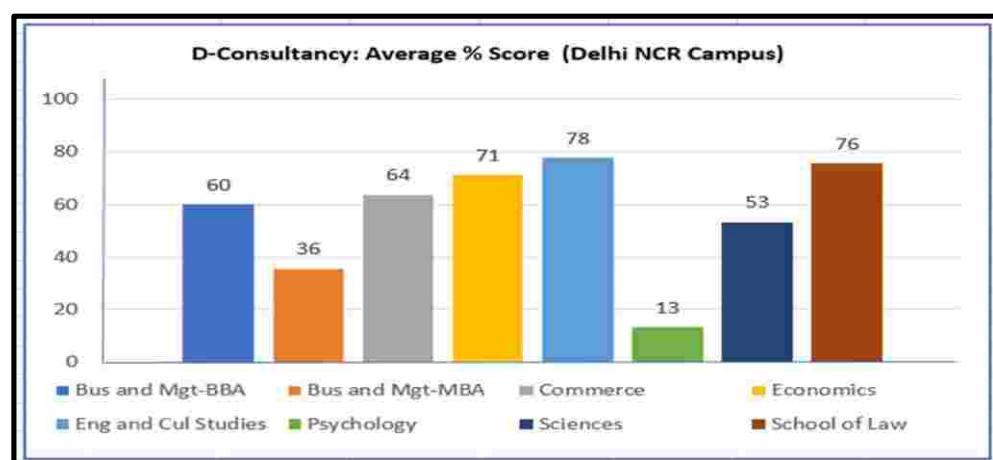
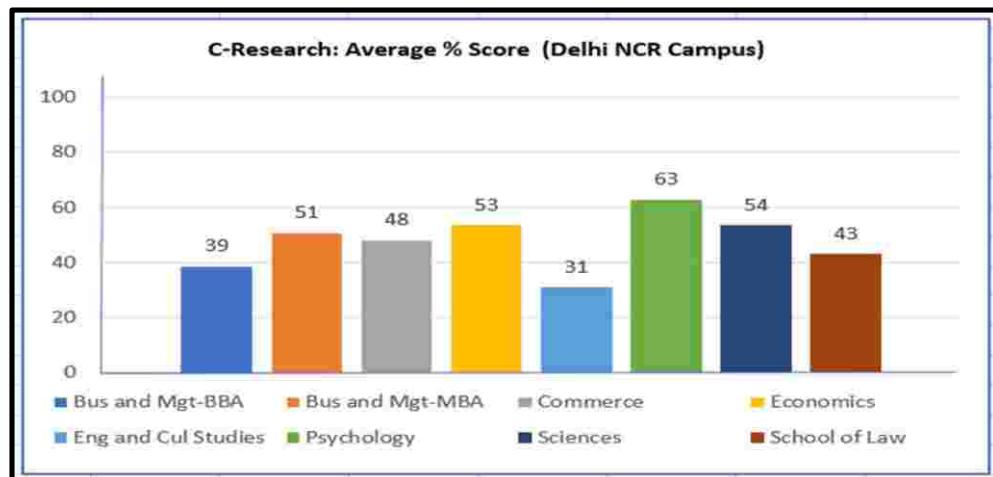


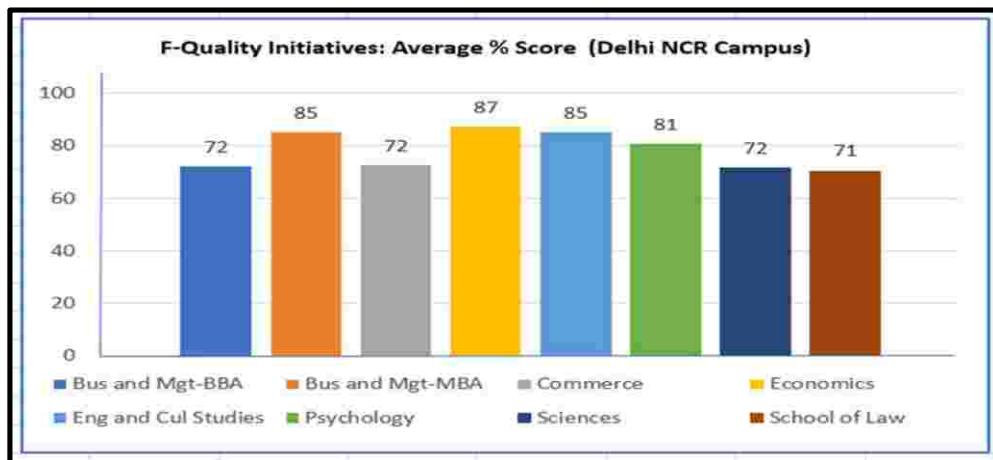
Comprehensive percentage score obtained by departments in Delhi NCR Campus



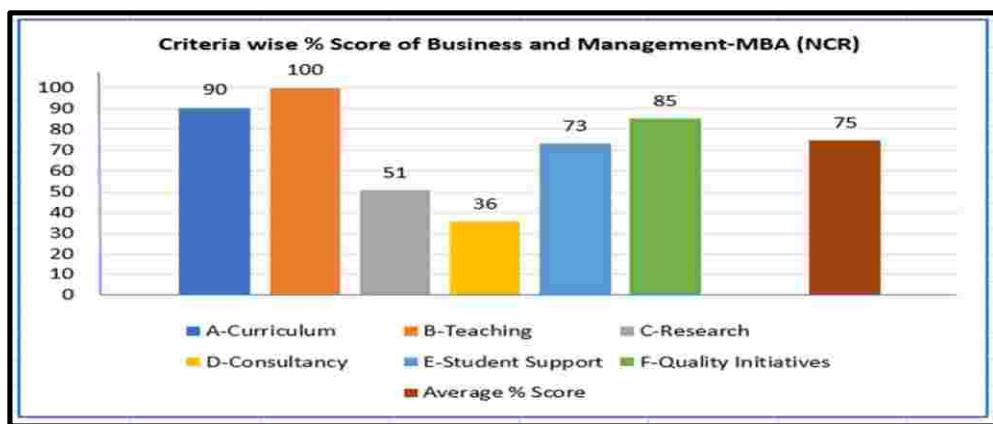
Comprehensive percentage score obtained by departments in Delhi NCR Campus



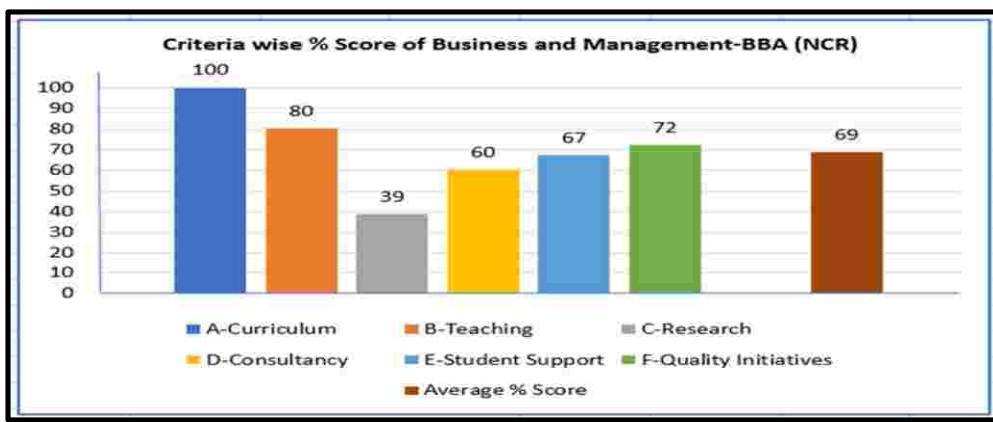




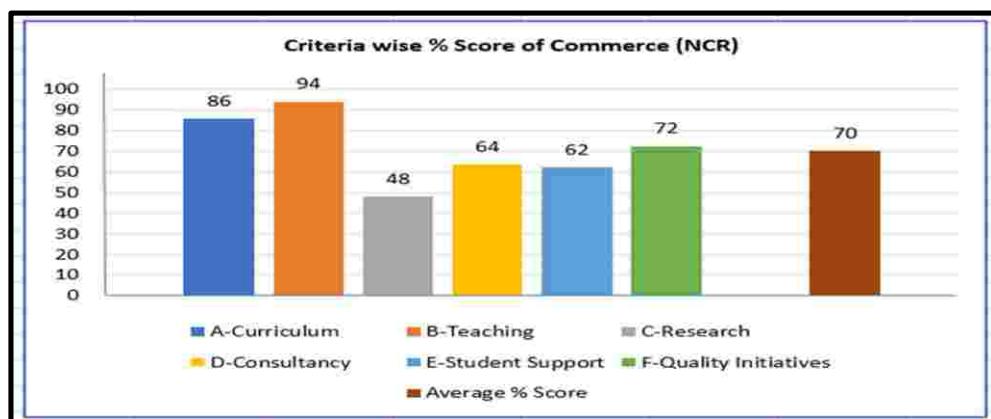
### School of Business and Management MBA (NCR)



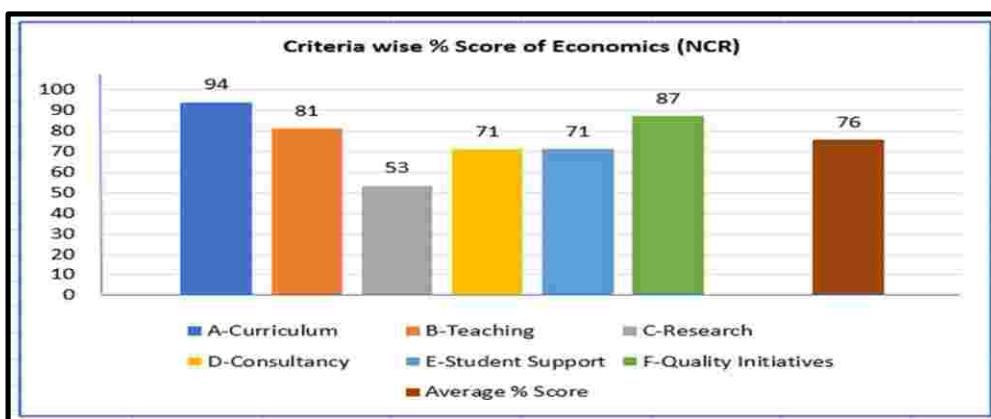
### School of Business and Management BBA (NCR)



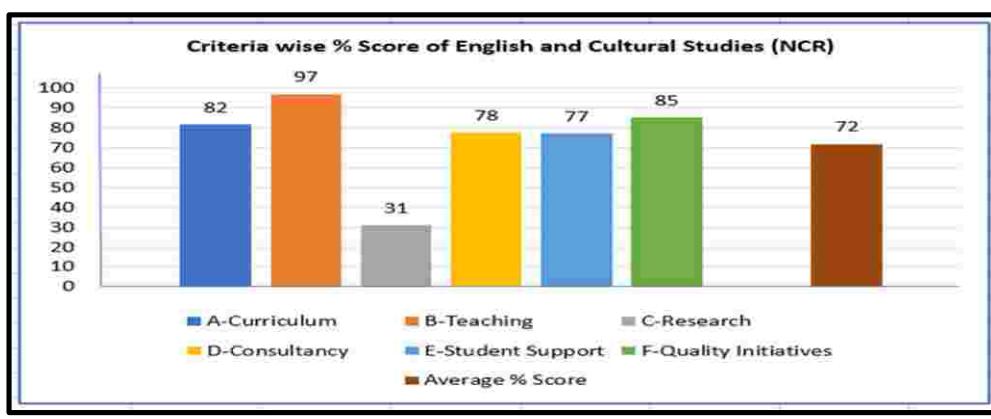
### Department of Commerce (NCR)



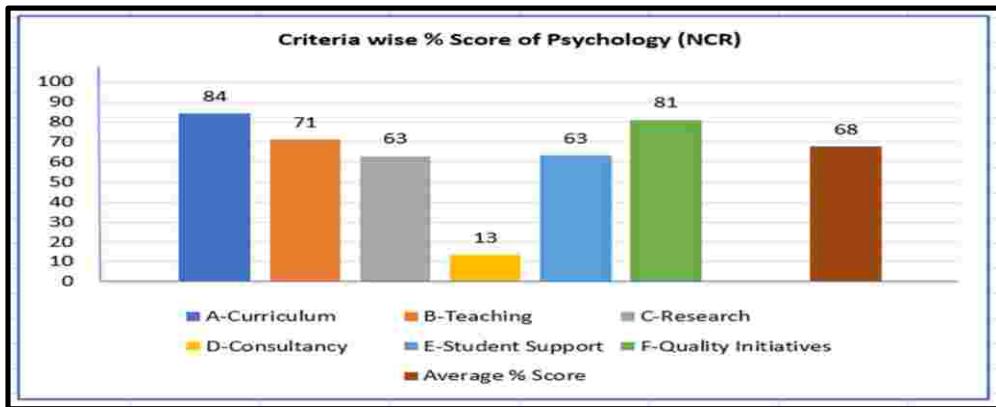
### Department of Economics (NCR)



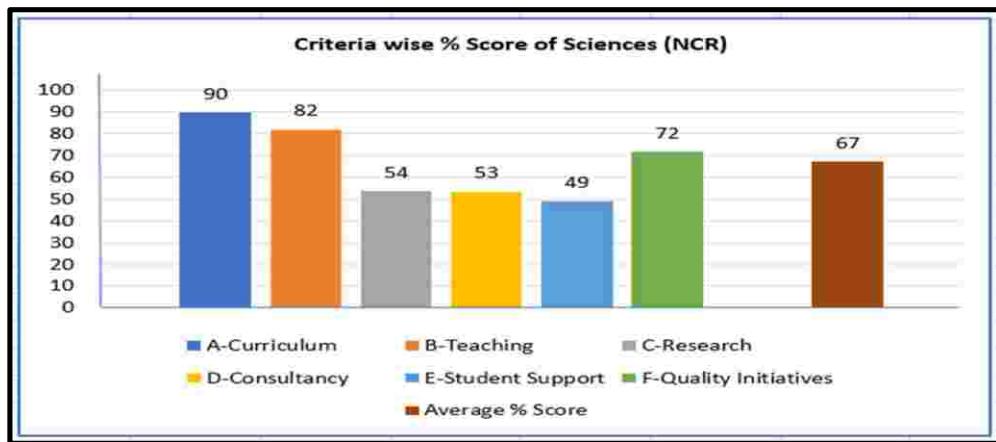
### Department of English and Cultural Studies (NCR)



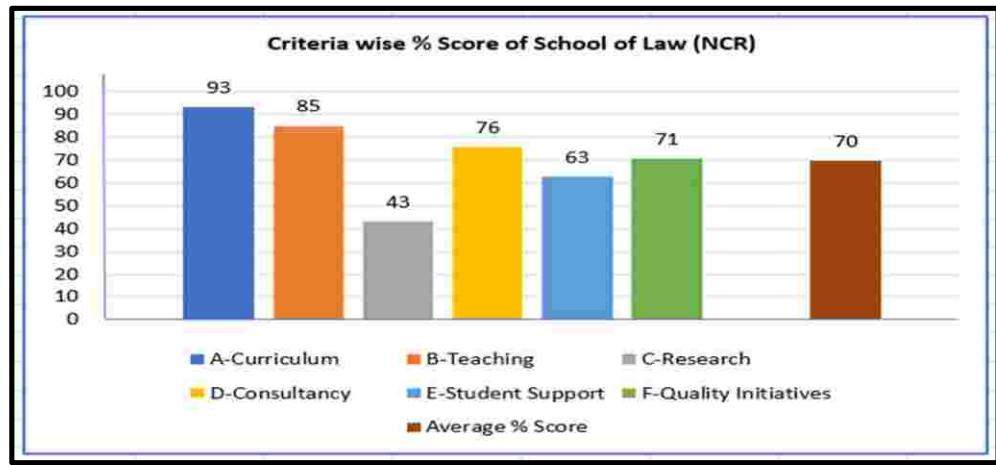
## Department of Psychology (NCR)



## School of Sciences (NCR)



## Department of Law (NCR)



The Delhi NCR Campus demonstrates consistent approaches to curriculum planning and teaching practices, with departments implementing course designs aligned to programme-specific requirements. Student support is visible through regular mentoring, guidance mechanisms, and structured practices that facilitate academic progression. Being located in the Delhi region provides comparatively greater access to funding, scholarships, and

institutional grants, which, along with a clear understanding of the campus unique strengths, can be strategically leveraged to enhance research and consultancy outcomes. Engagement in quality initiatives is evident, though documentation and best-practice reporting could be further refined to improve clarity and impact. Research participation and external collaborations vary across departments, presenting opportunities to promote systematic scholarly output, increase funded project proposals, and deepen linkages with government bodies, NGOs, and other international agencies. Expanding incubation and entrepreneurship activities will enrich departmental engagement, while increasing awareness of student scholarships and promoting impactful research publications and externally funded projects can elevate the campus academic profile and will further contribute to comprehensive and balanced academic development.

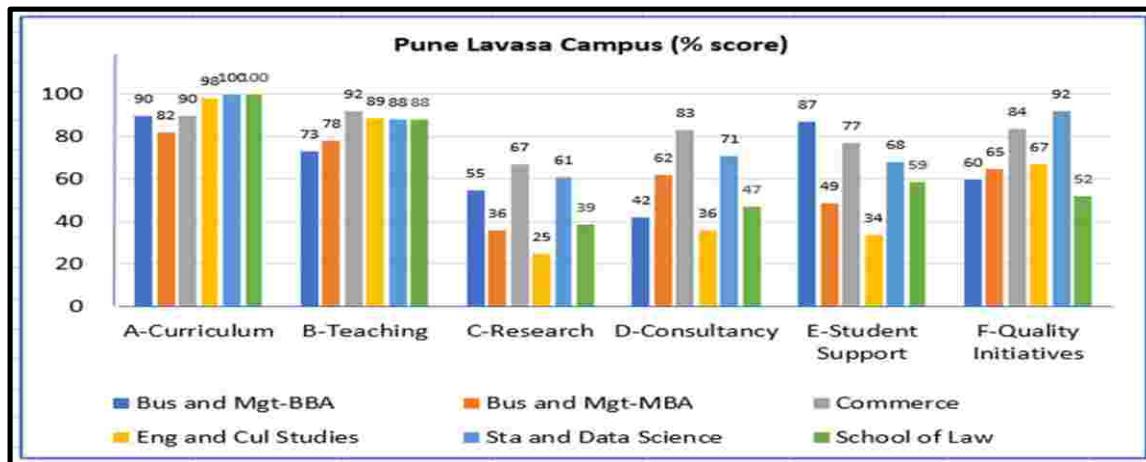
## Pune Lavasa Campus



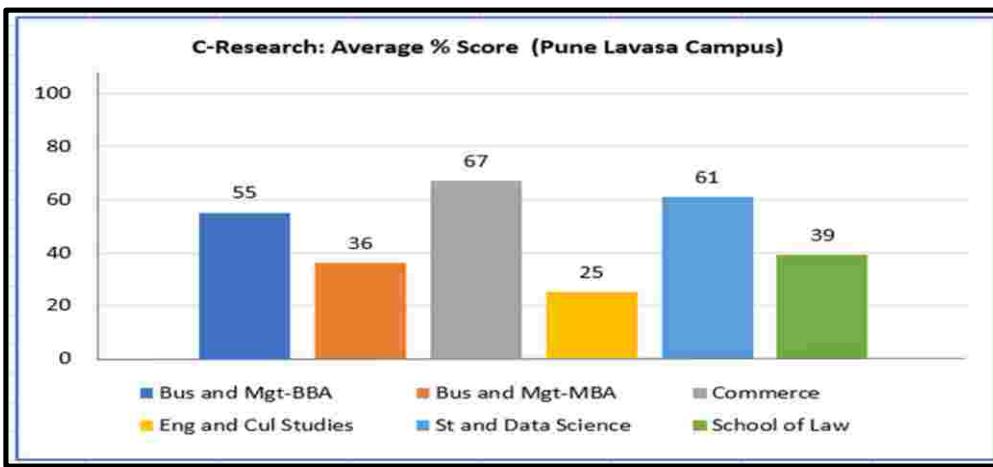
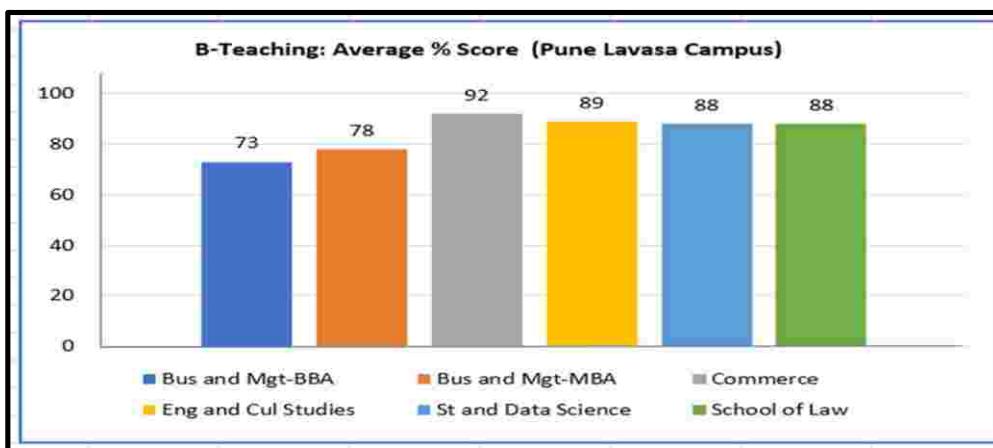
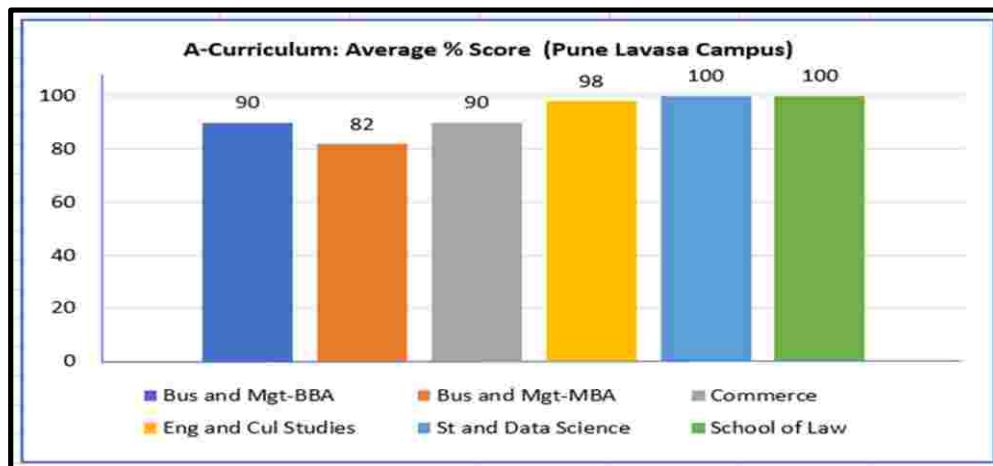
Audit at Pune Lavasa Campus

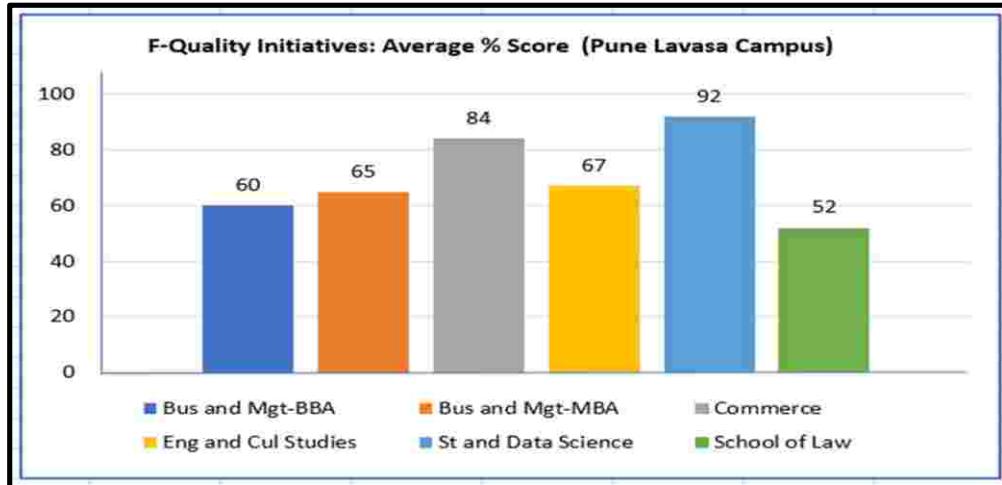
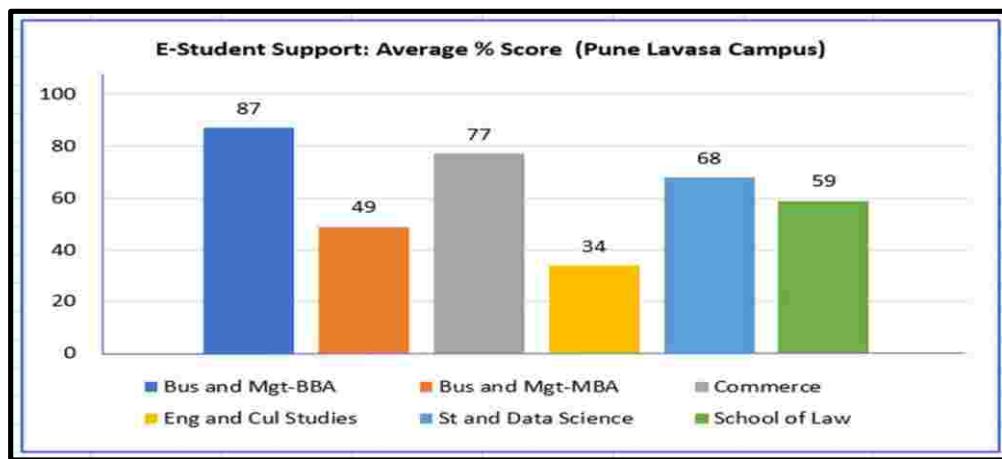
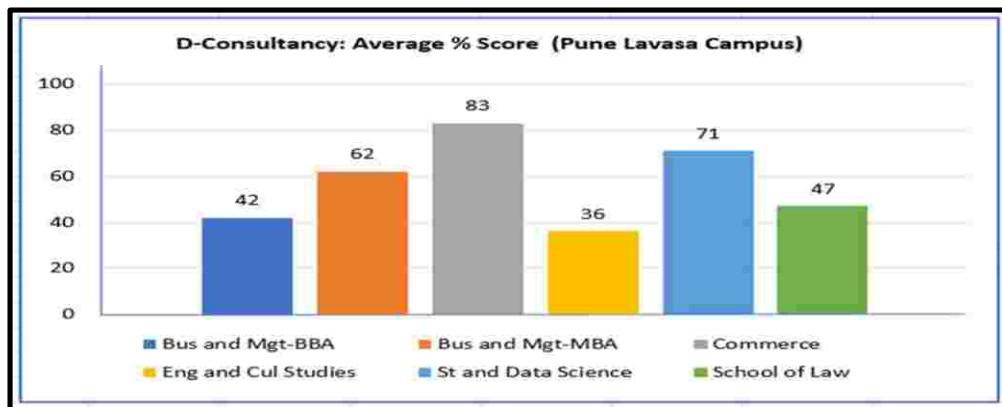
The academic audit of the Pune Lavasa Campus was successfully carried out on 20–21 November 2025. The campus consists six departments and were rigorously evaluated by dedicated team of nine auditors in total.

The Campus Director, Associate Deans, and the Campus IQAC Coordinator took complete ownership of all preparatory measures and logistical arrangements, ensuring the entire exercise progressed without any obstacles. Their proactive approach, meticulous oversight, and excellent coordination were pivotal in enabling a flawless and highly efficient audit process.

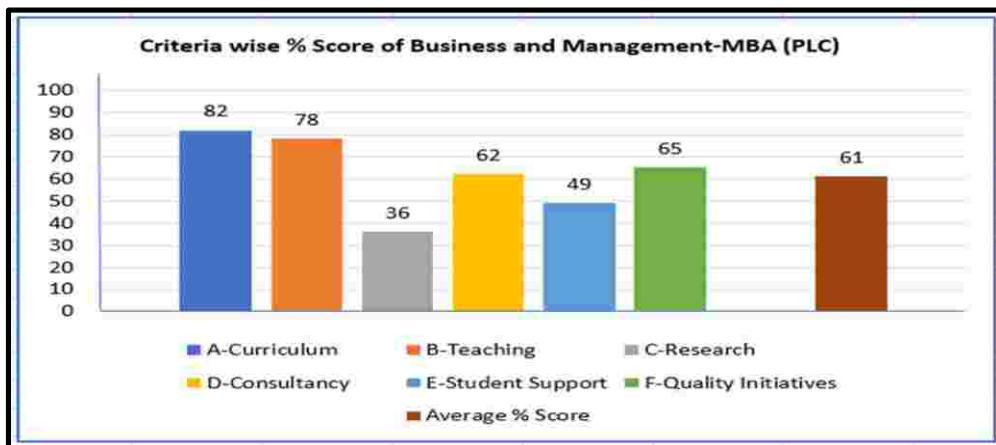


Comprehensive percentage score obtained by departments in Pune Lavasa Campus

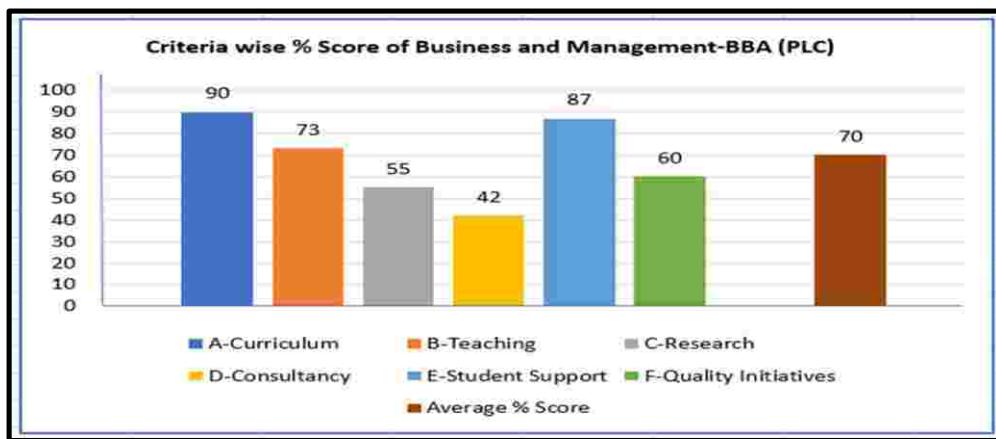




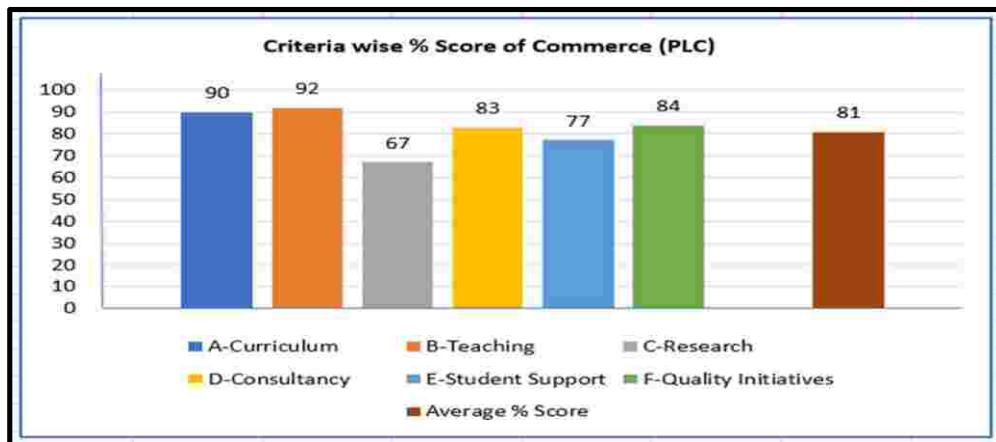
### School of Business and Management MBA (Pune Lavasa)



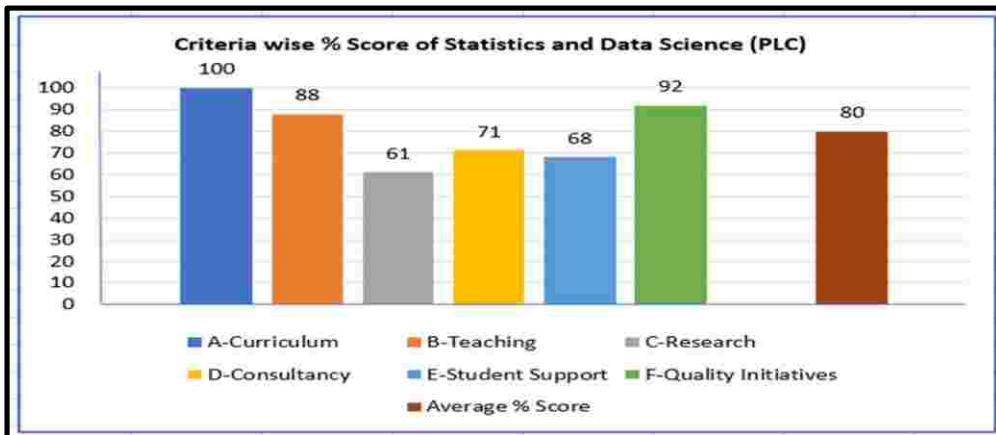
### School of Business and Management BBA (Pune Lavasa)



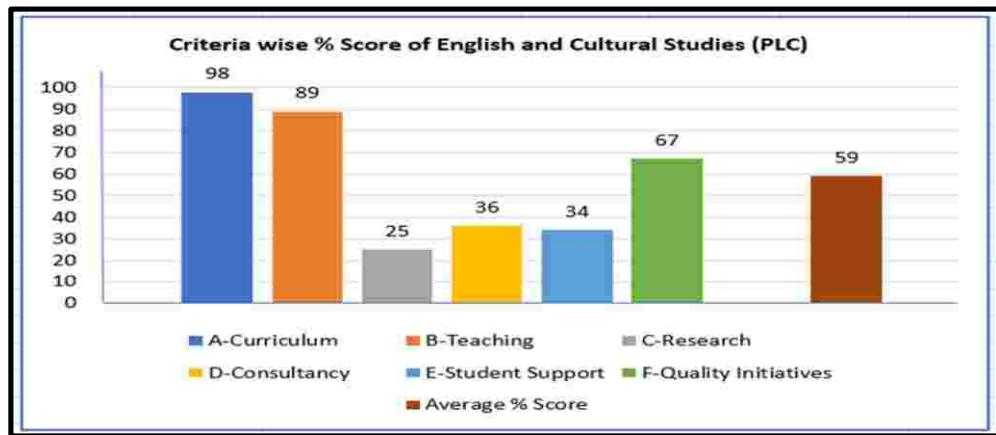
### Department of Commerce (Pune Lavasa)



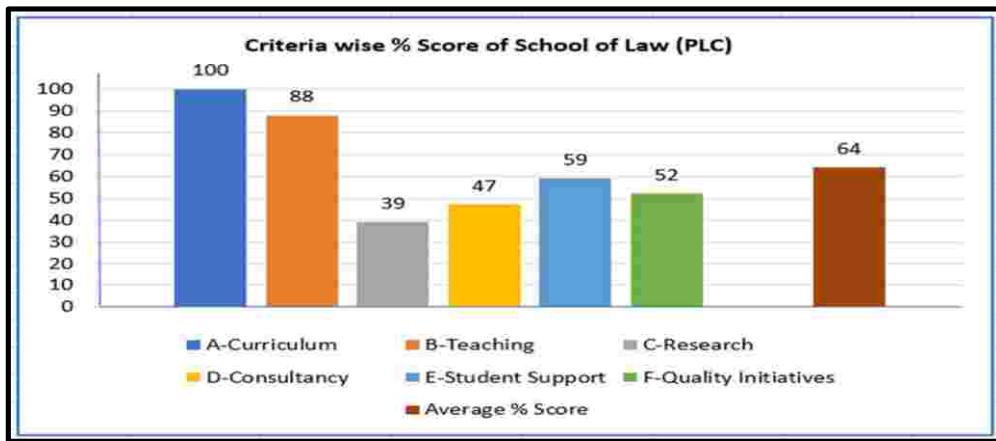
## Department of Statistics and Data Science (Pune Lavasa)



## Department of English and Cultural Studies (Pune Lavasa)



## Department of Law (Pune Lavasa)

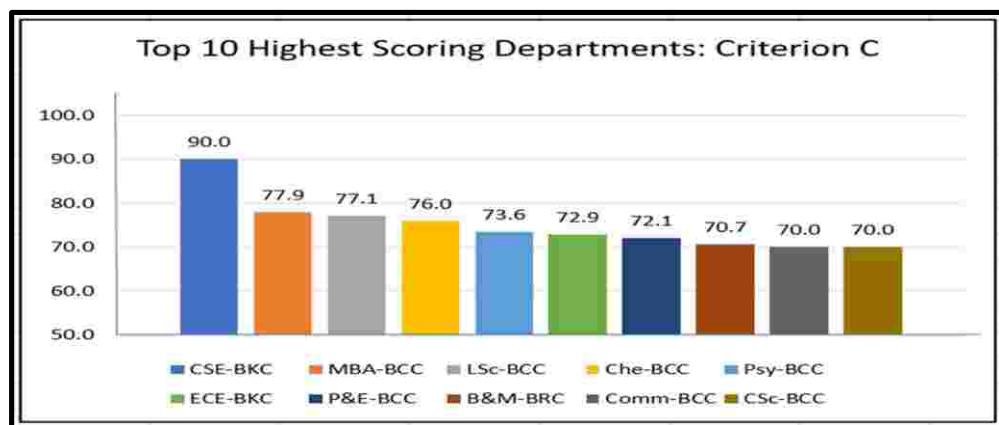
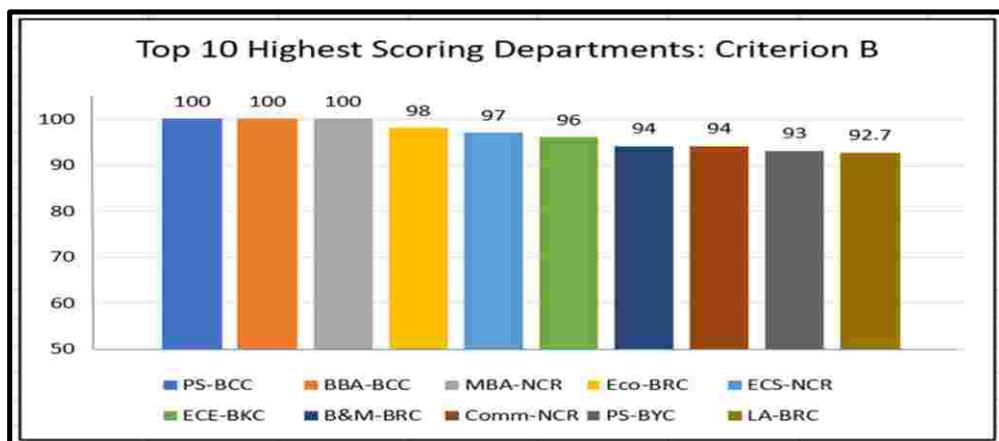
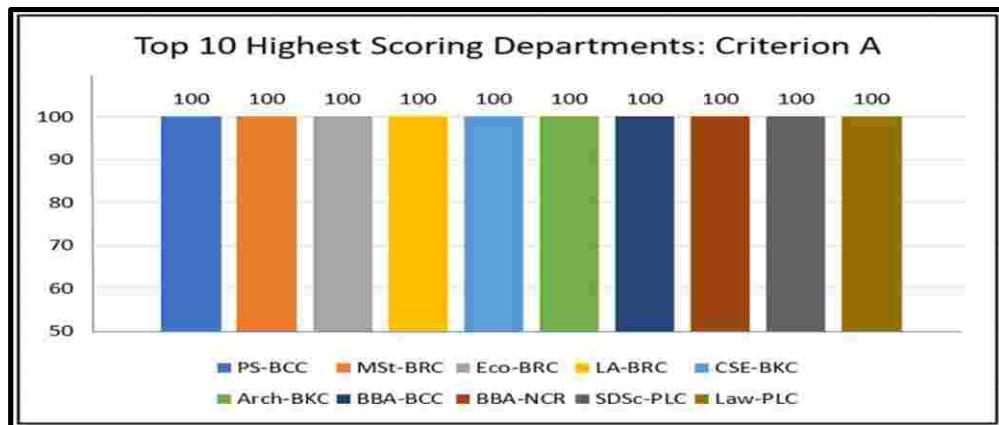


The Pune Lavasa Campus demonstrates robust alignment in curriculum planning and teaching practices, with classroom delivery modes, and learner-centric components systematically organized. Student support mechanisms reflect consistent engagement through mentoring, academic guidance, and career-focused interactions; however, further strengthening of documentation practices is recommended to comprehensively capture and

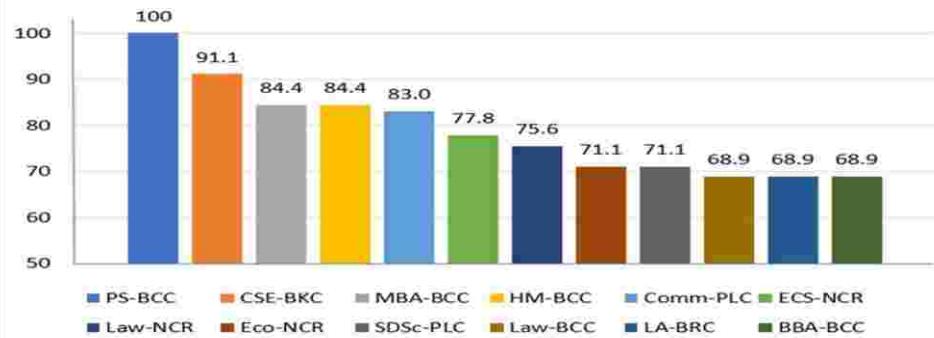
assess outcomes. Research participation remains moderate, highlighting opportunities to advance faculty engagement in minor and major research projects, external research funding, implement proposal-writing workshops, and promote collaborative publication efforts in recognised journals. In this context, systematically identifying and utilising the campus unique strengths or distinctive characteristics could create new avenues for impactful research and consultancy activities. Current consultancy operations and field-based exposure are limited, indicating momentum for deepening community-linked extension activities and fostering SDG-oriented initiatives in adjacent localities. Quality assurance processes are visible across academic activities, though the campus would benefit from enhanced e-content development, active MOOC creation, and the institution of regular research review meetings to further enrich academic contributions. Overall, the campus maintains well-organised academic operations, and a targeted approach towards research and consultancy expansion, reinforced mentoring, and strategic alumni involvement will underpin more balanced progress across audit metrics.

## High Scoring Departments - Criteria Wise

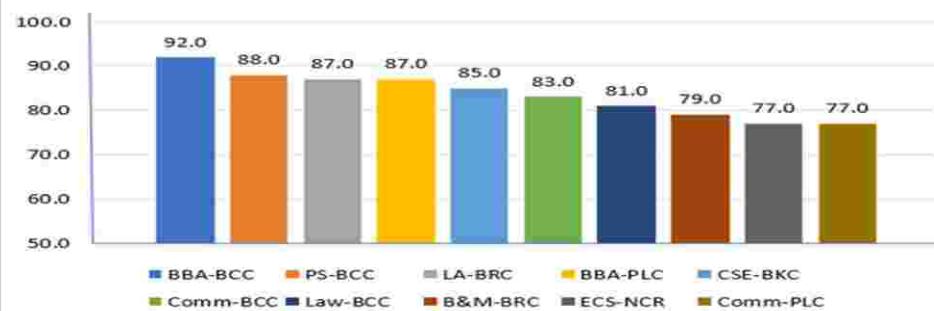
The following section highlights departments that achieved exemplary performance based on the academic audit criteria. The graphical representations below provide a clear depiction of the criteria wise best performing departments and these visuals aim to offer an insightful overview, emphasising areas of excellence and opportunities for continual improvement.



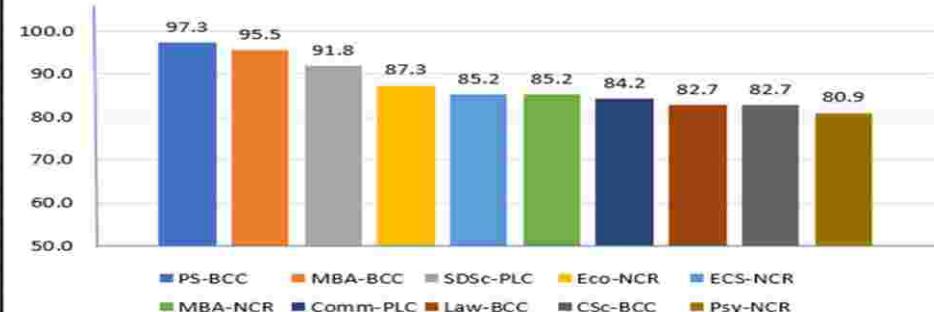
#### Top 10 Highest Scoring Departments: Criterion D



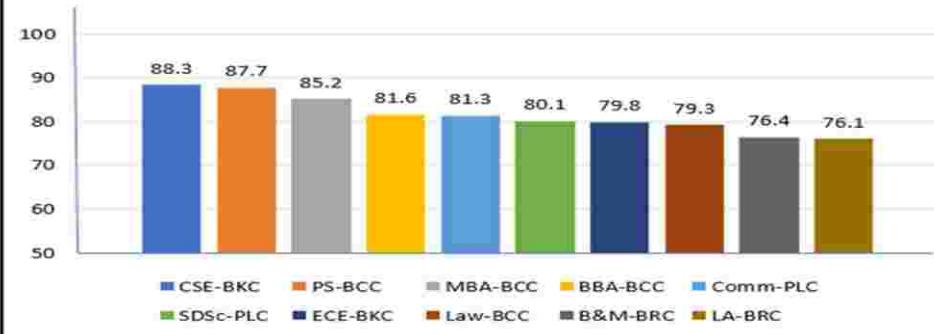
#### Top 10 Highest Scoring Departments: Criterion E

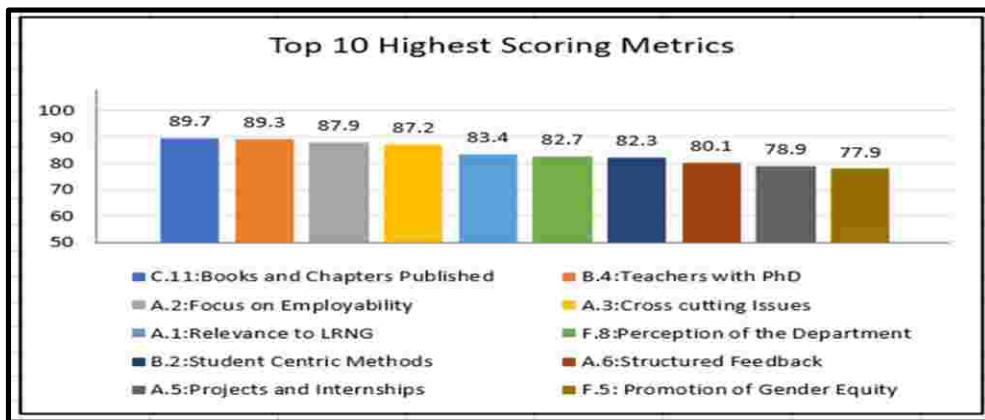


#### Top 10 Highest Scoring Departments: Criterion F



#### Top 10 Highest Scoring Departments: Overall





## Institutional Performance Overview

The Academic Audit 2024-25 reveals an outstanding performance across multiple parameters, reflecting the institution's sustained focus on academic excellence, research productivity, and holistic student-centric practices.

### Key Strengths – Areas of Exceptional Performance

The institution has demonstrated exemplary standards in several critical domains:

- **Criterion A (Curriculum Design & Academic Processes):** All top-10 departments achieved a perfect score of 100%, indicating flawless alignment of curriculum with programme outcomes, robust implementation of outcome-based education, and seamless integration of industry-relevant components.
- **Criterion B (Teaching-Learning & Evaluation):** Remarkably strong, with eight departments scoring between 100% and 97%, and the top-10 average standing at an impressive 96.9%. This highlights excellence in student-centric pedagogies, continuous assessment practices, and attainment of course outcomes.
- **Research Publications (Books & Chapters):** Recorded the highest single-metric score of 89.7%, underscoring the institution's vibrant research culture and significant scholarly contributions.
- **Percentage of Teachers with PhD:** Stood at 89.3%, one of the strongest indicators of faculty qualification and research capability.
- **Focus on Employability and Cross-cutting Issues:** Both recorded scores above 87%, reflecting deep integration of skill development, gender sensitivity, environmental awareness, human values, and professional ethics into the curriculum.

Other notable high-performing areas include:

- Relevance of curriculum to Local/Regional/National/Global needs (A.1) – 87.2%
- Structured Student Feedback & Action Taken (A.6) – 82.3%
- Perception of the Department by stakeholders (F.8) – 82.7%
- Student-centric teaching methods (B.2) – 83.4%

These results collectively demonstrate that the institution has strengthened its core academic processes, faculty competence, research output, and responsiveness to stakeholder feedback far beyond last year's benchmarks.

## **Overall Departmental Performance**

The consolidated ranking (Overall Top 10) shows remarkable consistency at the top:

- The highest-performing department (CSE–BKC) secured 88.3%, followed closely by Professional Studies–BCC (87.7%) and MBA–BCC (85.2%).
- All top-10 departments scored above 76%, indicating uniformly high standards across campuses and disciplines.

## **Areas Identified for Further Enhancement**

While the overall performance is exemplary, a few focused areas present opportunities for continued growth:

- **Criterion C:** Average score among top performers stands at ~75–78%, indicating scope to further strengthen research projects, patents, and extension activities.
- **Criterion D and Criterion E:** Show healthy scores (75–85%), but departments in the 70–75% band can aim higher through better utilization of digital resources, alumni engagement, and capability-enhancement programmes.
- **Criterion F:** While solid (80–97%), a few departments can further improve institutional vision–mission alignment and best-practice adoption.

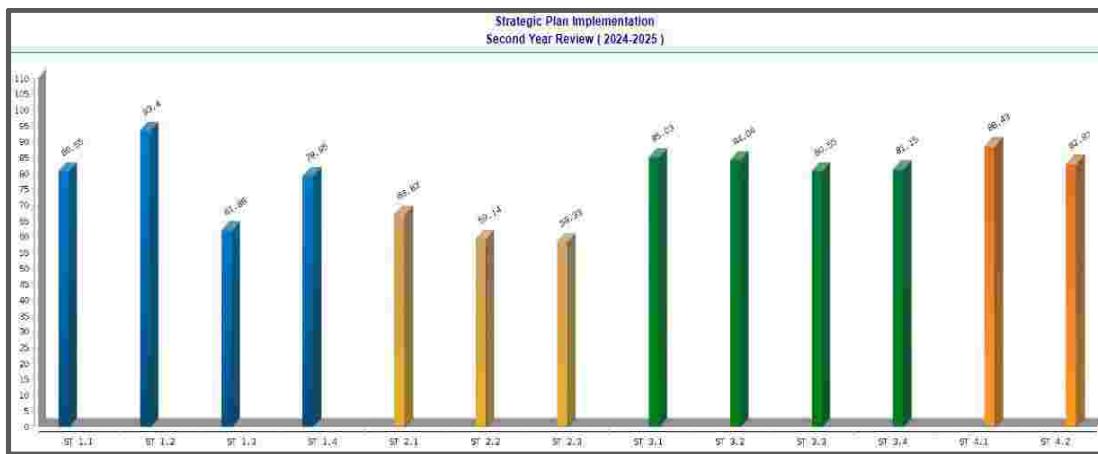
## **Conclusion**

The Academic Audit 2025 indicates steady progress in the institution's overall academic quality across all campuses and schools. The review highlights noticeable improvements in curriculum design, day-to-day teaching practices, faculty qualifications, and research activity. The university's ongoing efforts to plan, implement, and review its academic processes more effectively are clearly reflected in the findings. In addition, the rise in published books and chapters, along with an increase in PhD-qualified faculty, points to positive development in the university's academic and research environment.

These developments place the institution on a stronger footing within the higher education landscape. The contributions of the leadership, faculty, and staff have been central to this progress, and their continued commitment will be important as the university moves forward. By focusing on areas that still offer scope for improvement, the institution can continue to strengthen its practices and move closer to aligning with widely recognised global standards in the coming years.

## Part B - Strategic Plan Implementation Review for the Second Year 2024-25

### University Overall Report



<p><b><u>Focus Area 1 – Transformational Teaching Learning for Global Competence</u></b></p> <ol style="list-style-type: none"> <li>1. Sub Theme: 1.1 - Curriculum Design for Global Relevance</li> <li>2. Sub Theme: 1.2 - Teaching Learning and Assessment</li> <li>3. Sub Theme: 1.3 - Global Partnerships and Collaborations</li> <li>4. Sub Theme: 1.4 - Accreditations and Rankings</li> </ol>	<p><b><u>Focus Area: 2. Impactful Research, Innovation and Enterprise</u></b></p> <ol style="list-style-type: none"> <li>1. Sub Theme: 2.1 - Enhancing Research Excellence</li> <li>2. Sub Theme: 2.2. Cultivating a Research and Innovation Culture</li> <li>3. Sub Theme: 2.3 - Creating an entrepreneurial ecosystem</li> </ol>
<p><b><u>Focus Area: 3 Positive organizational culture for gainful campus life</u></b></p> <ol style="list-style-type: none"> <li>1. Sub Theme: 3.1 Student Engagement and Competency Building</li> <li>2. Sub Theme: 3.2 Vibrant and Enriching Campus Experience</li> <li>3. Sub Theme: 3.3 Stakeholder Engagement</li> <li>4. Sub Theme: 3.4 Faculty and Staff Development and Well-being</li> </ol>	<p><b><u>Focus Area: 4 Meaningful Societal Engagement</u></b></p> <ol style="list-style-type: none"> <li>1. Sub Theme: 4.1 Sustainable Development Goals (SDG)</li> <li>2. Sub Theme: 4.2 Service Learning</li> </ol>

## **Second-Year (2024-25) Strategic Plan Implementation Status**

### **Benchmark for Analysis.**

- ❖ 90% and above achievement of targets - excellent progress
- ❖ 80% to 89% very good progress
- ❖ 70% to 79% good progress
- ❖ 60%-69% moderate progress
- ❖ 50-59% limited progress
- ❖ below 50 % needs to improve

### **1. Focus Area 1: Transformational Teaching Learning for Global Competence**

#### **1.1 Curriculum Design for Global Relevance**

Status: Very good progress. 80.55% achievement of targets.

The University demonstrates very good progress in advancing curriculum design that integrates global perspectives, interdisciplinary approaches, and culturally informed content. The curriculum is increasingly aligned with international benchmarks, incorporating real-world global issues, comparative case studies, and cross-cultural perspectives. These improvements directly support the strategic objective of preparing students with global competence, critical thinking, and the ability to navigate complex global interdependencies. Continued refinement toward experiential and inquiry-driven global content will further strengthen this sub-theme.

#### **1.2 Teaching, Learning, and Assessment**

Status: Excellent progress. 93.4% achievement of targets.

This sub-theme reflects outstanding performance, showcasing the University's clear commitment to innovative pedagogy and learner-centered academic practices. The shift toward transformative teaching through experiential learning, collaborative problem-solving, active learning strategies, and diverse assessment methods has significantly enriched the student learning experience. Assessments are increasingly aligned with global competence outcomes, including project-based learning, simulations, presentations, and authentic evaluations. This strong performance highlights the University's consistent commitment to high-quality teaching within the higher education ecosystem.

#### **1.3 Global Partnerships and Collaborations**

Status: Moderate progress. 61.86% achievement of targets.

Despite ongoing efforts, this remains a moderate-performing area and continues to show constrained growth. While some progress has been made in establishing new MoUs and facilitating faculty or student mobility, the overall activation and utilisation of international partnerships remain below strategic expectations. Strengthening research collaborations, enhancing inbound and outbound mobility, and increasing the number of international students applying to the University are essential next steps. As global exposure is a core

component of building global competence, this sub-theme requires more focused and sustained attention.

#### **1.4 Accreditations and Rankings**

Status: Good progress. 78.95% achievement of targets.

Performance in this sub-theme reflects the University's strong alignment with quality assurance, institutional benchmarking, and global ranking expectations. Progress is evident in improved documentation practices, compliance with accreditation standards, and enhanced preparedness for national and international ranking frameworks. These outcomes support the University's visibility and credibility, contributing to reputation building and increased opportunities for global engagement.

### **2. Focus Area 2: Impactful Research, Innovation, and Enterprise**

#### **2.1 Enhancing Research Excellence**

Status: Moderate progress. 66.83% achievement of targets.

The sub-theme shows moderate progress, reflecting incremental improvement but still falling short of institutional expectations for research excellence. Although research activities are gradually expanding, greater emphasis is needed on producing high-quality publications, securing funded projects, and strengthening the integration of research into teaching, curriculum, and assessment. To realize the strategic vision of research contributing meaningfully to societal transformation, enhanced faculty development and interdisciplinary collaboration are essential.

#### **2.2 Cultivating a Research and Innovation Culture**

Status: Limited progress. 59.14% achievement of targets.

Performance in this sub-theme indicates limited progress, signaling that the innovation ecosystem is still developing. While isolated innovation initiatives exist, they have not yet matured into an institution-wide culture that strongly promotes ideation, experimentation, and collaborative problem solving. Achieving the strategic objective of transforming research-derived concepts into practical solutions requires deeper institutional support such as innovation hubs, prototype development facilities, and structured pathways for student and faculty innovators.

#### **2.3 Creating an Entrepreneurial Ecosystem**

Status: Limited progress. 56.33% achievement of targets.

Although entrepreneurship sensitization and capacity-building activities have increased, the entrepreneurial ecosystem remains relatively nascent. Key components such as incubation support, mentorship networks, industry partnerships, and funding access require significant strengthening. For research and innovation outputs to translate into viable products, services, or ventures, the University must build stronger pipelines and create robust mechanisms that support idea-to-market transitions.

### **3. Focus Area 3: Positive Organizational Culture for Gainful Campus Life**

#### **3.1 Student Engagement and Competency Building**

Status: Very good progress. 85.03% achievement of targets.

The University continues to demonstrate very strong performance in fostering student engagement and competency development. The results reflect successful implementation of initiatives that enhance life skills, industry-relevant competencies, leadership development, and experiential learning. Students are being meaningfully integrated into curricular and co-curricular pathways, allowing them to grow as adaptable, resilient, and socially responsible individuals. This aligns strongly with the strategic vision of nurturing well-rounded contributors to society through leadership, collaboration, and personal growth.

#### **3.2 Vibrant and Enriching Campus Experience**

Status: Very good progress. 84.04% achievement of targets.

This sub-theme reflects a consistently strong commitment to building a vibrant, inclusive, and enriching campus atmosphere. Events, clubs, cultural forums, sports activities, wellness initiatives, and social interactions are clearly contributing to a lively campus culture where students feel supported and valued. The University's emphasis on creating a dynamic and uplifting environment aligns directly with the strategic goal of fostering a gainful campus life that promotes holistic well-being and meaningful engagement.

#### **3.3 Stakeholder Engagement**

Status: Very good progress. 80.55% achievement of targets.

Stakeholder engagement continues to be a strong institutional area, demonstrating productive interactions among students, faculty, alumni, employers, and parents. Initiatives such as networking events, alumni interactions, parent communication frameworks, and employer engagement platforms have contributed to deeper connections and improved institutional belongingness. This supports the strategic vision of building a collaborative, inclusive, and trust-based culture.

#### **3.4 Faculty and Staff Development and Well-being**

Status: Very good progress. 81.15% achievement of targets.

This sub-theme highlights the University's strong commitment to supporting faculty and staff through professional development, well-being initiatives, inclusive practices, and a positive work culture. Training programmes, wellness activities, continuous learning opportunities, and supportive HR policies contribute significantly to employee satisfaction and productivity. A positive organisational climate directly enhances teaching effectiveness and student outcomes, reinforcing the strategic intent of valuing every member of the institution.

## 4. Focus Area 4: Meaningful Societal Engagement

### 4.1 Sustainable Development Goals (SDG)

Status: Very good progress. 88.43% achievement of targets.

The University demonstrates strong advancement in embedding the Sustainable Development Goals across teaching, research, and community engagement. Academic units are increasingly incorporating SDG themes into projects, seminars, departmental activities, and collaborative research. Students and faculty actively engage in sustainability-focused initiatives, contributing meaningfully to local and global challenges. This aligns with the strategic vision of promoting societal betterment and cultivating global responsibility through aligned curricular and research outcomes.

### 4.2 Service Learning

Status: Very good progress. 82.87% achievement of targets.

The University continues to perform strongly in service learning, effectively integrating community engagement into the curriculum. Students participate in meaningful, reflective, community-based projects that enhance experiential learning, empathy, civic responsibility, and social impact. Departments are increasingly forging community partnerships and designing initiatives that address local needs while enriching student learning through real-world exposure.

**Sub-Theme–Wise Ranking of University Performance, 2024–25**

Rank	Sub-Theme (ST)	Percentage
1	ST 1.2 – Teaching Learning and Assessment	93.40
2	ST 4.1 – Sustainable Development Goals (SDG)	88.43
3	ST 3.1 – Student Engagement and Competency Building	85.03
4	ST 3.2 – Vibrant and Enriching Campus Experience	84.04
5	ST 4.2 – Service Learning	82.87
6	ST 3.4 – Faculty and Staff Development and Well-being	81.15
7	ST 1.1 – Curriculum Design for Global Relevance	80.55
8	ST 3.3 – Stakeholder Engagement	80.55
9	ST 1.4 – Accreditations and Rankings	78.95
10	ST 2.1 – Enhancing Research Excellence	66.83
11	ST 1.3 – Global Partnerships and Collaborations	61.88
12	ST 2.2 – Cultivating a Research and Innovation Culture	59.14
13	ST 2.3 – Creating an Entrepreneurial Ecosystem	58.33

The second-year review (2024–25) of the University’s Strategic Plan indicates strong progress across multiple academic, administrative, and student-centered sub-themes. The highest-performing area, ST 1.2: Teaching, Learning and Assessment (93.40%), highlights the University’s continued commitment to academic excellence and pedagogical innovation.

However, despite these achievements, performance gaps remain evident in Focus Area 2: Impactful Research, Innovation, and Enterprise. All three sub-themes under this focus area (ST 2.1: Enhancing Research Excellence, ST 2.2: Cultivating a Research and Innovation Culture, ST 2.3: Creating an Entrepreneurial Ecosystem) continue to remain below the expected threshold, indicating persistent challenges in strengthening research output, fostering a vibrant innovation culture, and developing a fully functional entrepreneurial ecosystem. These areas require targeted interventions, sustained resource allocation, and strengthened institutional support.

Additionally, ST 1.3: Global Partnerships and Collaborations continue to perform below expectations for the second consecutive year. This underscores the need for a more proactive and strategic approach to internationalisation, particularly in activating existing MoUs, enhancing mobility, and strengthening research-linked collaborations.

Overall, while the University continues to excel in academic delivery and student-centric initiatives, strategic emphasis must be directed toward research, innovation, enterprise development, and global engagement to ensure balanced and holistic institutional growth in the coming years.

**Overall Need to Improve Areas (2024–25)**  
**(based on below 70% performance)**

Sub-Theme	Percentage
ST 1.3 – Global Partnerships and Collaborations	61.88
ST 2.1 – Enhancing Research Excellence	66.63
ST 2.2 – Cultivating a Research and Innovation Culture	59.14
ST 2.3 – Creating an Entrepreneurial Ecosystem	58.33

**Comparative Table: Need-to-Improve Areas (2023–24 → 2024–25)**

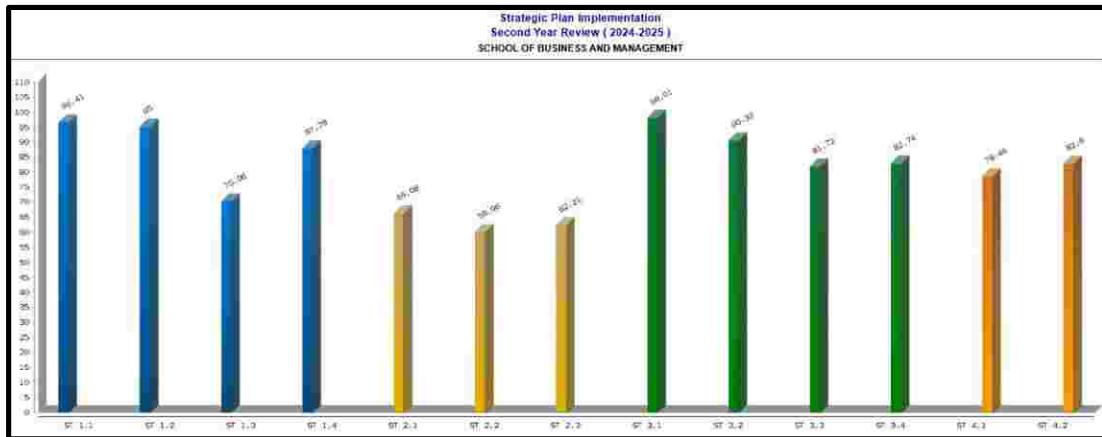
Sub-Theme	2023–24 (%)	2024–25 (%)	Progress (Difference)	Interpretation
ST 1.3 – Global Partnerships and Collaborations	61.62	61.88	+0.26	Almost no change; remains an area needing urgent enhancement.
ST 2.1 – Enhancing Research Excellence	65.39	66.63	+1.44	Slight improvement: marginal progress but still below expected performance.
ST 2.2 – Cultivating a Research & Innovation Culture	55.25	59.14	+3.89	Moderate improvement: however, performance continues to remain low.
ST 2.3 – Creating an Entrepreneurial Ecosystem	52.49	58.33	+5.84	Highest improvement among the four; still significantly below target but trending upward.

It is observed that the same sub-themes that were identified as low-performing in 2023–24 continue to fall below the desired performance levels. However, it is important to note that all four sub-themes have shown improvement when compared to 2023–24, even if the gains are modest. This upward shift reflects that departments are consciously working toward strengthening these areas. To sustain and accelerate progress, these areas will continue to require deliberate interventions, strong policy support, focused capacity-building efforts, and targeted institutional incentives.

# School/Campus wise Summary Reports

## Bangalore Campuses

### School of Business and Management (Bangalore Campus)



### Overall Analysis of School of Business and Management (Bangalore Campus)

#### Excellent Progress (90%+):

Focus Area 1, Sub Theme 1.1: Curriculum Design for Global Relevance

Focus Area 1, Sub Theme 1.2: Teaching Learning and Assessment

Focus Area 3, Sub Theme 3.1: Student Engagement and Competency Building

Focus Area 3, Sub Theme 3.2: Vibrant and Enriching Campus Experience

#### Very Good Progress (80-89%):

Focus Area 1, Sub Theme 1.4: Accreditations and Rankings

Focus Area 3, Sub Theme 3.3: Stakeholder Engagement

Focus Area 3, Sub Theme 3.4: Faculty and Staff Development and Well-being

Focus Area 4, Sub Theme 4.2: Service Learning

#### Good Progress (70-79%):

Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

Focus Area 4, Sub Theme 4.1: Sustainable Development Goals (SDG)

#### Moderate Progress (60-69%):

Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence

Focus Area 2, Sub Theme 2.3: Creating an entrepreneurial ecosystem

#### Areas for Improvement (Below 50% Needs to Improve, 50-59% Limited Progress):

Focus Area 2, Sub Theme 2.2: Cultivating a Research and Innovation Culture

**Table showing Department-wise Need to improve areas for the School of Business and Management (Bangalore Campus) (below 70% Target Achievement)**

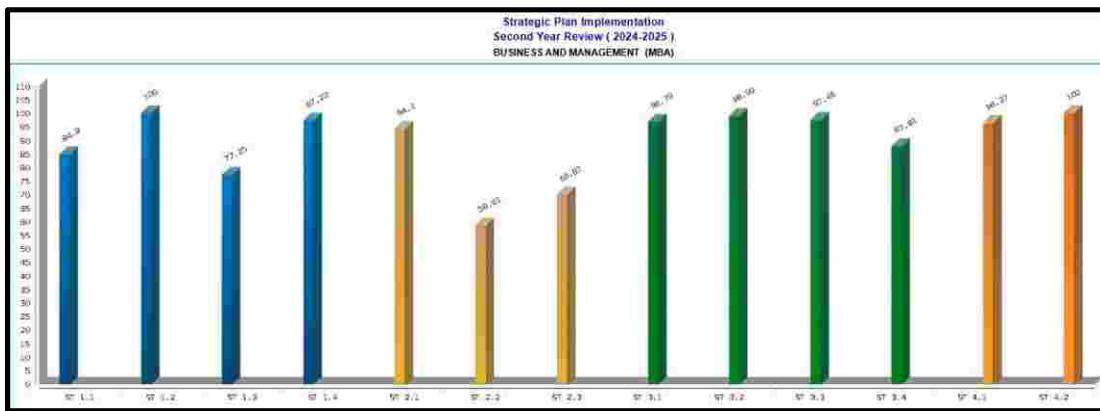
Sub Theme	School %	BBA (BCC)	BBA (BYC)	BHM	MBA (BCC)	BBA & MBA BRC
ST 2.1 – Research Excellence	66.08	95.16	33.44	21.25	94.1	86.45
ST 2.2 – Research & Innovation Culture	59.96	63.89	49.17	52.78	58.61	75.33
ST 2.3 – Entrepreneurial Ecosystem	62.21	87.5	50.94	45.84	69.87	56.9

1. Bachelor of Business Administration - BBA
2. Master of Business Administration - MBA
3. Bachelor of Hotel Management - BHM

The overall performance of the School of Business and Management indicates that three areas have fallen short of the 70% threshold achievement and are therefore classified under the Need to Improve category. A closer analysis shows that both BBA (BYC) and BHM have not met satisfactory progress in all the three areas, reflecting gaps in research engagement, innovation culture, and entrepreneurial ecosystem readiness. BBA (BCC) needs to enhance the research and innovation culture in the department and BRC departments should strengthen the entrepreneurial ecosystem. Additionally, while MBA (BCC) demonstrates strong performance in research excellence, it still requires focused enhancement in research and innovation culture as well as entrepreneurial ecosystem development

## SBM - MBA (Bangalore Campuses)

### SBM - MBA (BCC and BKC)



### Observations

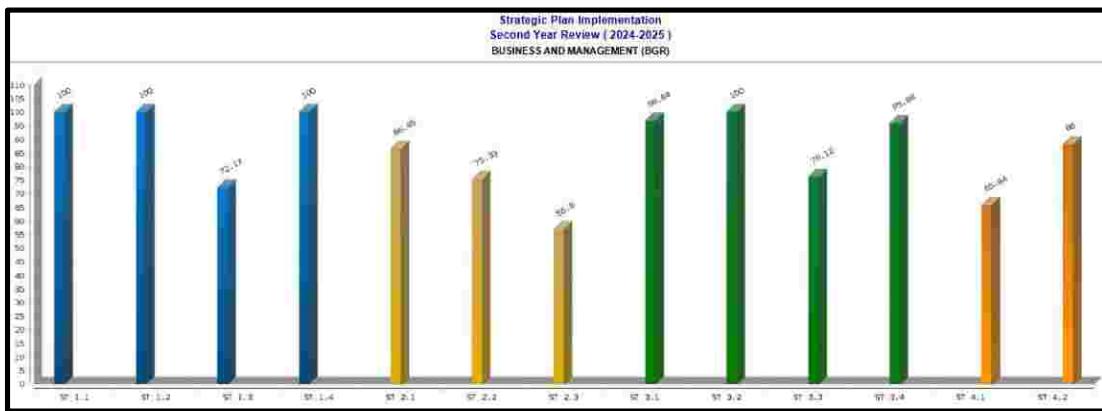
- The department maintains strong global academic engagement, evidenced by joint publications with international university faculty members.
- Research productivity is a major strength, demonstrated through 154 Scopus-indexed publications.
- Consultancy performance is commendable, with ₹32 lakhs generated through consultancy projects, reflecting strong industry linkage.
- Teaching–learning practices are globally benchmarked, integrating ICT tools, HBR case studies, experiential learning, and sector-focused pedagogies.
- Students have benefited from global internships, industry exposure programmes, and international collaborations, contributing to strong career-readiness.
- The department has undertaken significant SDG-aligned and service-learning initiatives, strengthening community engagement and social responsibility.
- A wide range of student development activities, including soft skills, life skills, digital skills, well-being programmes, and leadership-building initiatives, supports holistic student growth.
- The mentoring system is well-structured with a commendably documented process and mentoring diary.

### Recommendations

- Strengthen documentation and reporting being more consistent and complete, including proper event reports, posters, geotagged photos, and feedback summaries for every activity.
- Broaden research impact by increasing high-quality publications and leveraging existing international networks for additional joint publications and collaborative research projects.

- Expand consultancy efforts exploring new industry segments and long-term partnerships.
- Deepen internationalisation outcomes by converting collaborations into more exchange programmes, guest lectures, joint courses, and follow-up conference initiatives.
- Enhance faculty development through advanced FDPs, international certification programmes, and specialised research training, particularly for early-career faculty.
- Strengthen SDG alignment by systematising service-learning projects with clearer outcomes, visibility, and documentation.
- Increase student participation in national and international competitions, research forums, entrepreneurship activities, and industry immersion programmes.

## SBM - BBA & MBA (BRC)



### Observation

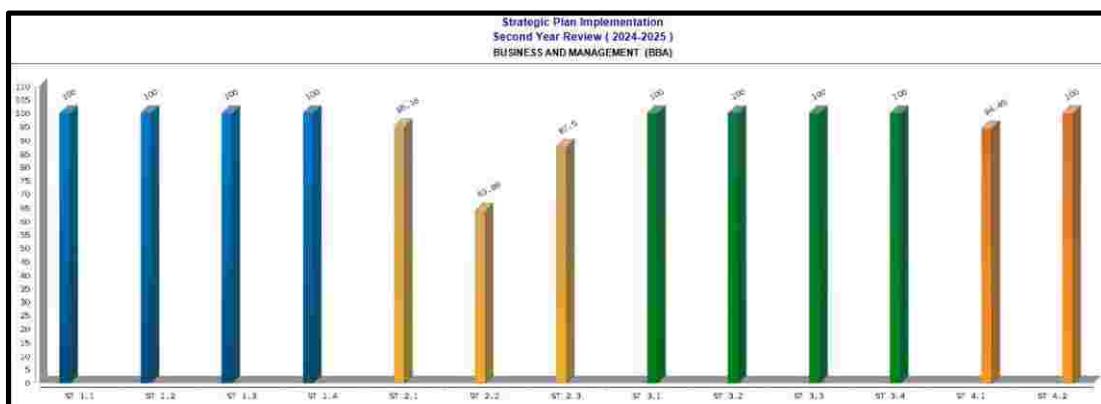
- The department demonstrates strong global exposure, with Global Immersion Programs in Dubai, Malaysia, and Singapore, and a functional MoU with an Asia-Pacific University supporting academic exchange.
- Technology-enabled learning is well integrated, with completion of four MOOC courses and one SWAYAM course, plus six MOOC-based training programs reflecting continuous digital upskilling.
- Curriculum quality is strong, with 25 student-centric courses and experiential initiatives such as the Heritage Beyond Textbook program.
- Research and innovation are active areas, supported by 27 patents, four copyrights, increasing book chapters in Scopus publications, and faculty receiving WURI International Awards.
- Faculty research engagement is visible through 85+ conference presentations, growing publication output, and multiple consultancy projects.
- The department exhibits high activity levels, conducting conferences—including one funded by an international agency—student fests, guest sessions, leadership activities, and outbound programs.
- Strong outcomes in placements and scholarships are evident.
- SDG and societal engagement are well institutionalized, with 70% of faculty research aligned to SDGs, 52% of curriculum mapped to SDGs, and impactful initiatives like GST/UPI drives and the Human Tour.
- The department maintains structured community networks, including a database of NGOs supporting service learning, outreach, and SDG-linked collaborations.

### Recommendations

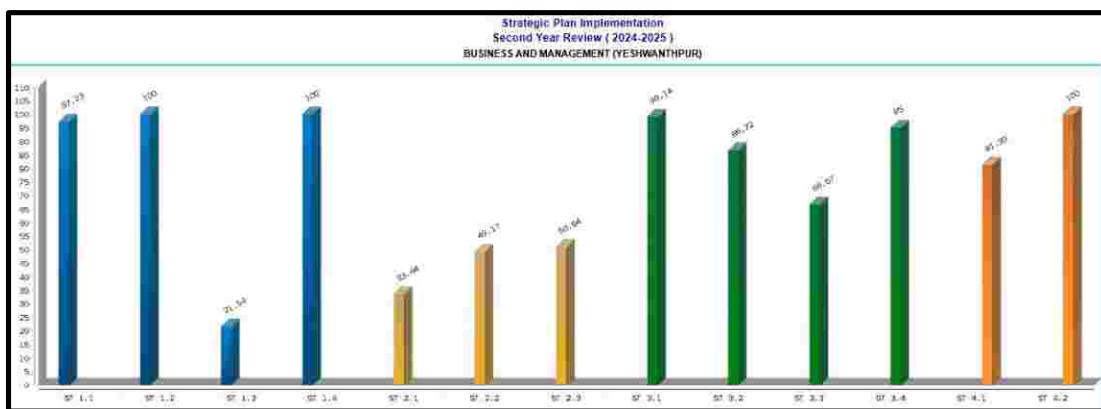
- Strengthen interdisciplinary curriculum design by integrating technology, sustainability, and innovation into combined course offerings.

- Increase faculty certifications, digital teaching badges, and participation in international MOOC platforms to enhance teaching excellence.
- Expand industry-integrated projects that meaningfully connect global immersion learnings with real-time corporate challenges.
- Enhance research quality by promoting internationally co-authored publications, interdisciplinary research clusters, and submissions to Scopus/ABDC-indexed journals.
- Improve the number of funded research proposals submitted to national and international agencies; create a structured support mechanism for proposal writing.
- Develop a framework to measure the impact of campus-life initiatives on student well-being, employability, leadership, and community engagement.
- Strengthen faculty development programs focusing on leadership, motivation, and research mentorship.
- Enhance industry-academia linkage by increasing live projects, sector-focused internships, and corporate problem-solving assignments.
- Build structured and thematic community engagement programs, aligned with local societal needs and supported by strong impact metrics; expand collaborations with NGOs and government bodies.
- Promote student-led social entrepreneurship, international SDG collaborations, and integrated service-learning projects addressing real-world issues such as mental health, education, and sustainability.

## SBM - BBA (BCC)



## SBM - BBA (BYC)



## Observations

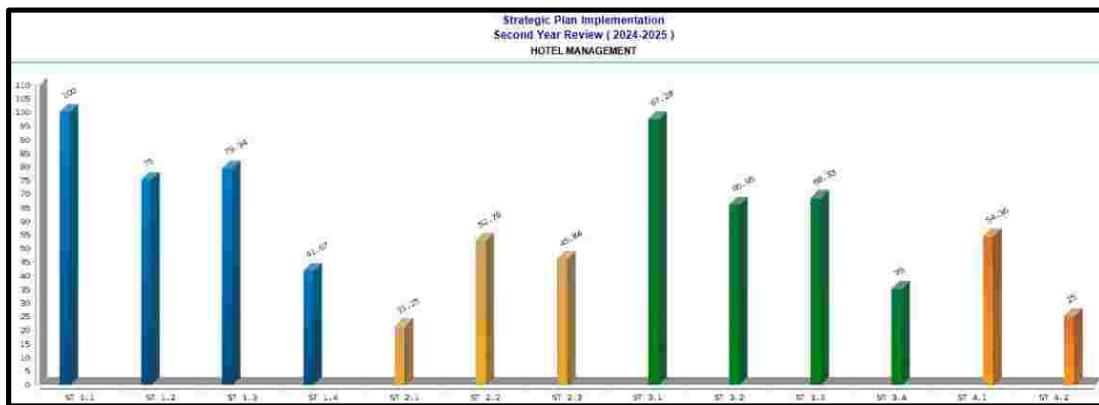
- BBA BCC has achieved good target attainment across most focus areas, supported by a strong curriculum with globally relevant subjects and 14% newly introduced courses.
- The department has established 18 international MoUs, offering strong potential for global collaboration, curriculum benchmarking, and joint initiatives.
- Research culture at BCC is growing, with commendable student participation in research projects; however, only a few faculty members are actively securing grants, patents, and fellowships.
- Alumni engagement at BCC is strong, supported by structured programmes and outreach initiatives that can further benefit departmental development.
- The department demonstrates good social responsibility, offering service-learning, SDG-aligned programmes, and collaborations with government bodies for financial literacy initiatives.
- BBA BYC shows steady progress in Focus Area 1, with strong international collaborative publications (including six joint publications) and a wide range of student/faculty activities.

- BYC demonstrates strong commitment to social engagement, with 70 SDG-linked student projects, 100% student participation in service-learning, and two SDG-related faculty publications.
- Both campuses have strong student-engagement initiatives, including programmes on financial planning, health, career guidance, and inclusive outreach for Divyangjan and underprivileged groups.

### **Recommendations**

- Strengthen utilisation of the international MoUs (BCC) and expand MoUs at BYC, focusing on joint teaching, collaborative research, faculty exchanges, and student mobility.
- Increase research output across both campuses by encouraging more faculty to apply for fellowships, grants, seed money, and interdisciplinary research opportunities.
- Improve consultancy engagement at BCC, leveraging its large faculty base and industry linkages to initiate structured consultancy projects.
- Enhance PhD admissions and research culture at BCC through targeted efforts to attract JRF and SRF candidates.
- Strengthen mentor–mentee and student–faculty ratios at BYC ensuring better personalised support and academic guidance.
- Improve documentation quality across both campuses, including better mapping of SDG activities, showcasing project outcomes, and presenting impact analyses on social media and departmental platforms.
- Expand alumni contributions by exploring short-duration alumni programmes, deeper networking, and collaboration for placements, internships, and capacity-building sessions.
- Enhance the department’s external visibility by increasing media contributions, social media presence, and publication of articles in newspapers/magazines, while encouraging student–faculty start-ups in partnership with the incubation centre.

## Department of Hotel Management



### Observations

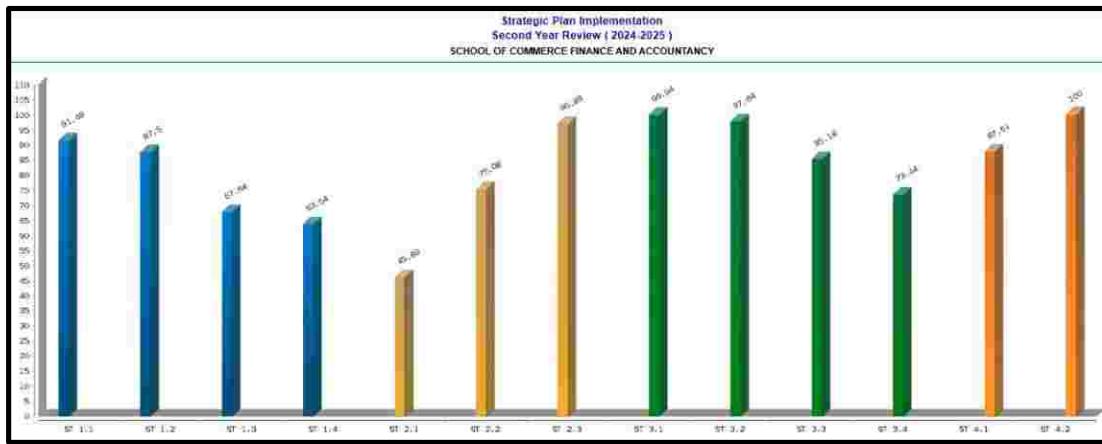
- The department has several functional MoUs, enabling collaborations, knowledge exchange, and external engagement.
- Student exchange opportunities and international faculty lectures contribute positively to global exposure.
- The curriculum includes courses of global relevance, supported by strong industry connect and practical learning integration.
- The department has secured impressive consultancy projects, including three major consultancies, demonstrating strong external engagement.
- Research grants and funding received by the department are noteworthy and indicate good research potential.
- Alumni actively participate in mentorship and engagement activities, contributing to student development.
- The department conducts several community engagement and societal outreach activities, indicating strong societal commitment.
- Overall, the department shows potential for growth in research visibility and deeper academic collaborations.

### Recommendations

- Introduce short-term programmes to attract international students and strengthen global visibility.
- Convert best practices and community engagement data into academic publications or case studies.
- Strengthen faculty and staff welfare through structured wellness and team-building initiatives.
- Improve documentation quality across all activities especially in the areas to ensure accurate reflection of performance during audits.

- Strengthen the reporting format for student engagement and practical sessions so that the department's strong efforts are consistently captured in evidence.
- Improve team-building activities for both faculty and students to enhance collaboration and departmental culture.
- Integrate SDG and service-learning activities more systematically into the curriculum to ensure measurable learning outcomes.
- Expand research for societal impact, linking consultancy insights and community activities to applied research projects.
- Encourage faculty to participate more in academic development and collaborative initiatives, which can add greater value to the overall programme.
- Build a more structured system for recording mentoring, practical exposure and feedback-based outcomes to further enhance clarity and consistency across audit parameters.

## School of Commerce, Finance and Accountancy (Bangalore Campus)



### Overall Analysis of School of Commerce, Finance and Accountancy

#### Excellent Progress (90%+):

Focus Area 1, Sub Theme 1.1: Curriculum Design for Global Relevance

Focus Area 2, Sub Theme 2.3: Creating an entrepreneurial ecosystem

Focus Area 3, Sub Theme 3.1: Student Engagement and Competency Building

Focus Area 3, Sub Theme 3.2: Vibrant and Enriching Campus Experience

Focus Area 4, Sub Theme 4.2: Service Learning

#### Very Good Progress (80-89%):

Focus Area 1, Sub Theme 1.2: Teaching, Learning and Assessment

Focus Area 3, Sub Theme 3.3: Stakeholder Engagement

Focus Area 4, Sub Theme 4.1: Sustainable Development Goals (SDG)

#### Good Progress (70-79%):

Focus Area 2, Sub Theme 2.2: Cultivating a Research and Innovation Culture

Focus Area 3, Sub Theme 3.4: Faculty and Staff Development and Well-being

#### Moderate Progress (60-69%):

Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

Focus Area 1, Sub Theme 1.4: Accreditations and Rankings

#### Areas for Improvement (Below 50% Needs to Improve, 50-59% Limited Progress):

Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence

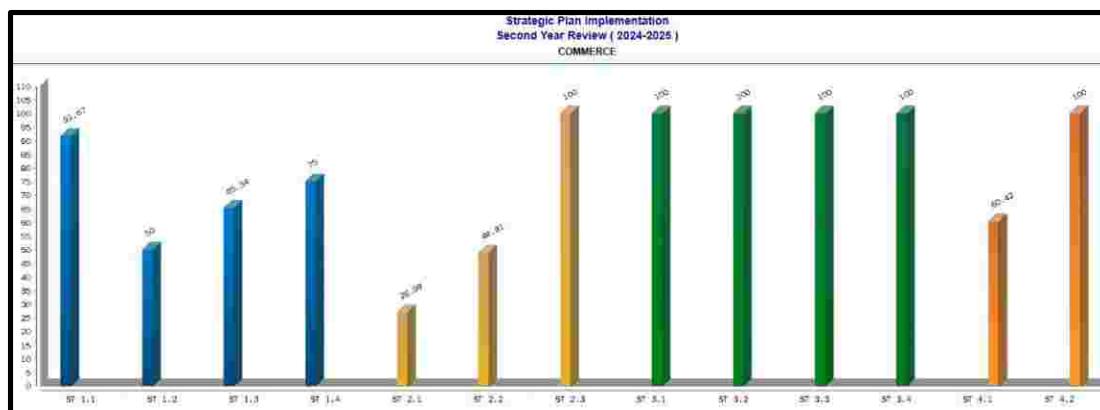
**Table showing Department-wise Need to improve areas for School of Commerce, Finance and Accountancy (Bangalore Campuses) (below 70% Target Achievement)**

Sub Theme	School %	DOC (BCC)	DOC (BYC)	DPS (BCC)	DPS (BYC)
ST 1.3: Global Partnerships and Collaborations	67.64	65.34	67.71	95.84	41.67
ST 1.4: Accreditations and Rankings	63.54	75	29.17	100	50
ST 2.1: Enhancing Research Excellence	45.89	26.98	20.64	73.22	62.5

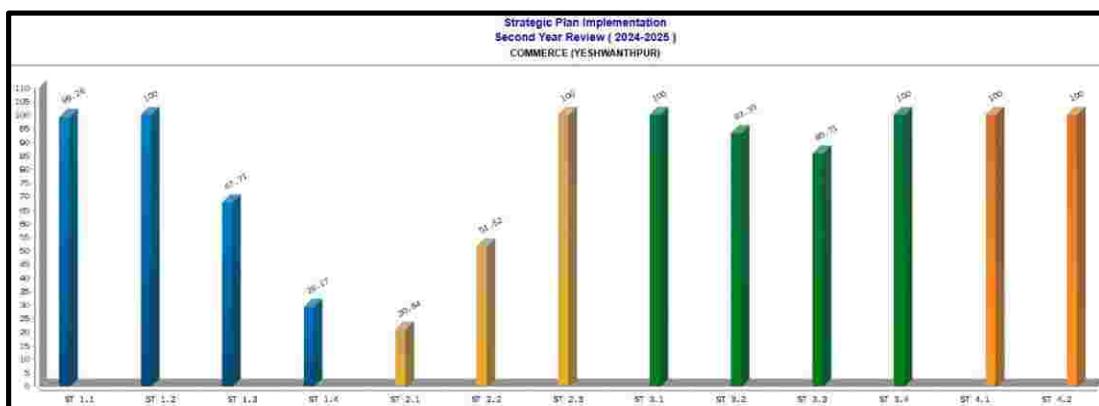
1. Department of Commerce - DOC
2. Department of Professional Studies - DPS

The overall performance of the School of Commerce, Finance & Accountancy shows that three areas fall below the 70% threshold achievement and are therefore placed under the Need to Improve category. A closer review indicates that DOC (BYC) and DPS (BYC) have not met the expected level of progress across all three mentioned areas. DOC (BCC) requires improvement in two areas, reflecting gaps in global partnerships and research-related outcomes. It is also noteworthy that DPS (BCC) has performed well across all three areas, positively contributing to the school's overall profile. Collectively, these results point to uneven progress across the school and underscore the need to further strengthen academic processes and quality assurance mechanisms.

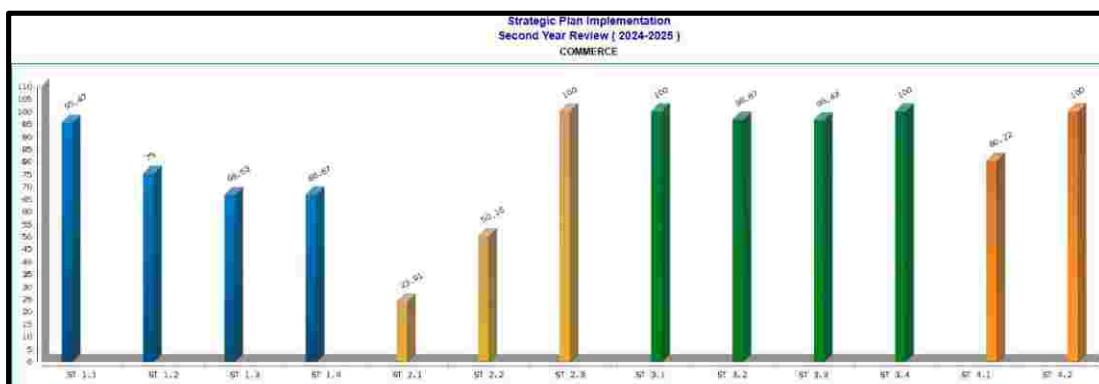
### **Department of Commerce (BCC)**



## Department of Commerce (BYC)



## Department of Commerce (Bangalore Campuses)



## Observations

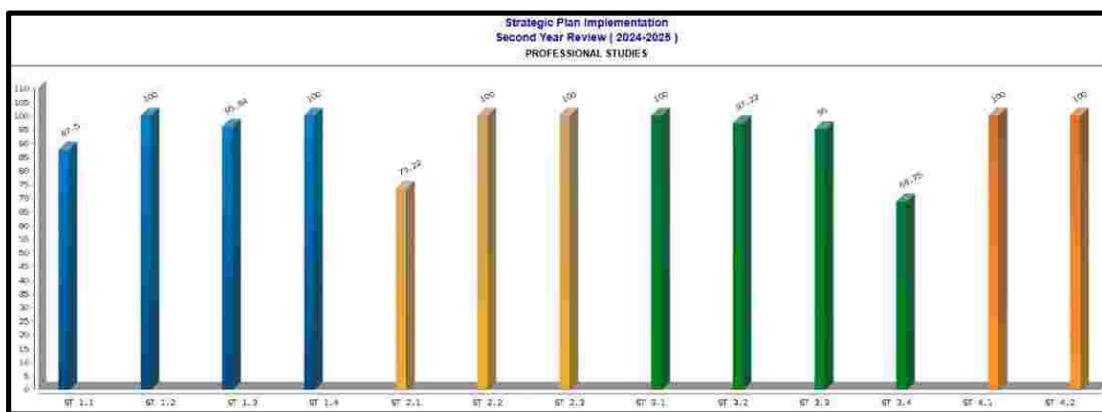
- Commerce (BCC) demonstrates strong academic capacity, offering an online B.Com programme and three SWAYAM courses, supported by a large student base and structured academic processes.
- BCC has achieved notable research and innovation outcomes, including ₹27.5 lakhs of external funding, 14 student proposals submitted to CIC, and three student start-ups, reflecting a healthy entrepreneurial pipeline.
- The department maintains a positive institutional culture, evidenced by high faculty retention, low student grievances, and vibrant student engagement through 31 active clubs.
- BCC shows robust contribution to SDGs and community engagement through Aswas, CSP collections, financial inclusion initiatives with SBI, and other socially impactful programmes.
- Commerce (BYC) reflects active student engagement, strong curriculum delivery, and commendable interdisciplinary/multidisciplinary course offerings.
- BYC demonstrates good placement outcomes supported by skill-building, leadership, and emotional well-being initiatives for students.

- BYC engages meaningfully in consultancy and entrepreneurial ecosystem initiatives, though these require structured strengthening.
- Service-learning activities such as Dhanya Daan and financial literacy programmes are well-executed, though SDG mapping requires more systematic alignment.
- Both campuses exhibit strong documentation practices but have untapped potential in international MOUs and global collaborations.
- Departments show opportunities for deeper research engagement and enhanced external academic partnerships.

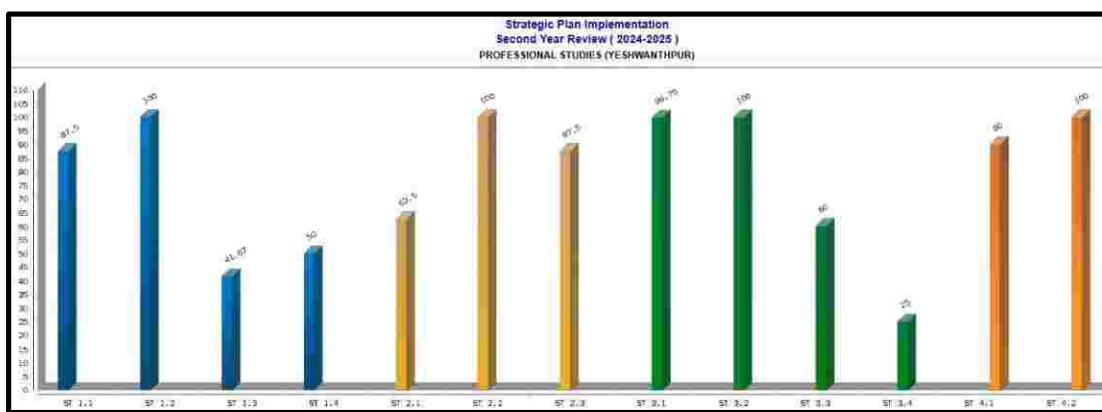
### **Recommendations**

- Strengthen documentation quality by improving clarity, template alignment, and evidence systematically across both campuses.
- Increase research productivity, leveraging BCC's strong research base and BYC's PhD scholars to enhance publication output and collaborative research.
- Expand consultancy and industry-linked projects, using faculty expertise and internship partners to generate consultancy revenue and experiential learning opportunities.
- Enhance internationalisation efforts, fully utilising existing MOUs for joint research, guest lectures, collaborative projects, and student mobility.
- Promote faculty development through targeted upskilling in emerging domains (AI, digital finance, analytics) and increased applications for fellowships, research grants, and seed funding.
- Strengthen community and SDG engagement, scaling BCC's best practices (e.g., financial inclusion, CSP) to other settings and making service-learning more structured and outcome-driven.
- Increase faculty participation in academic committees and interdisciplinary research networks to elevate departmental visibility and strategic influence.
- Broaden student engagement by expanding opportunities in sports, cultural events, national/international competitions, and media or documentary-based outputs.
- Deepen collaboration with NGOs and external agencies to diversify service-learning and enhance experiential learning.

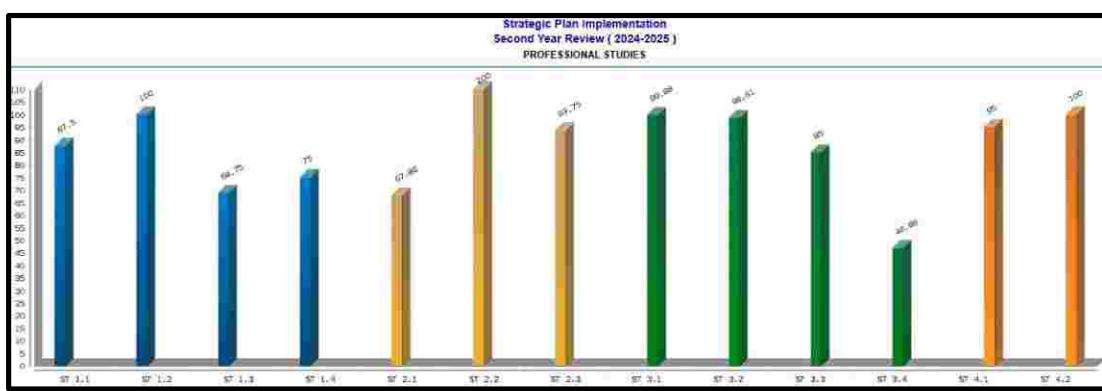
## Department of Professional Studies (BCC)



## Department of Professional Studies (BYC)



## Department of Professional Studies (Bangalore Campuses)



## **Observations**

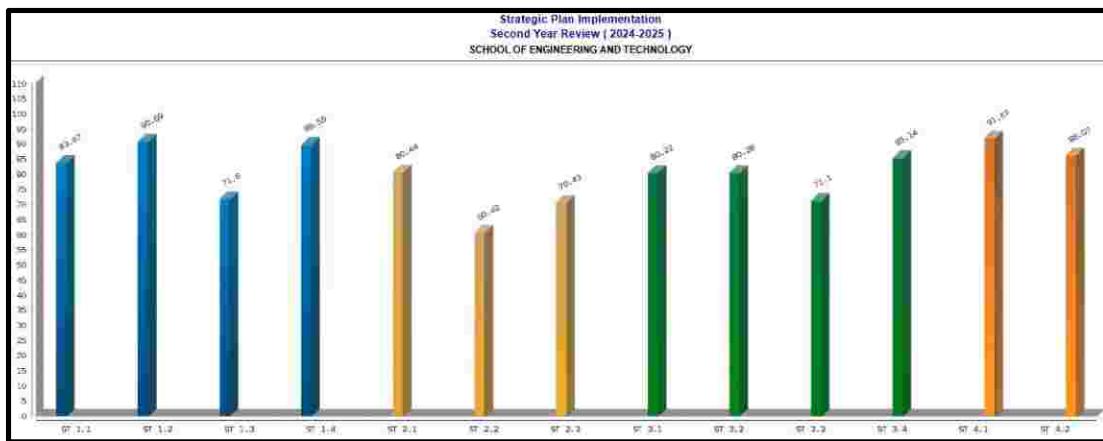
- Both BCC and BYC departments have globally relevant curricula, enriched with strong industry partnerships, professional certifications, and integration of international faculty.
- Professional Studies (BCC) demonstrates excellent experiential learning, technology integration, and global networking, supported by well-planned interdisciplinary projects and evidence of strong student engagement.
- A vibrant entrepreneurial ecosystem is evident with structured incubation support, innovation-focused events, and a culture that encourages adaptability, leadership, and critical thinking.
- Professional accreditations and global collaborations at BCC strengthen the department's teaching-learning ecosystem and contribute to international relevance.
- Student well-being, life-skill development, and holistic grooming are well integrated at both campuses, with yoga and mental health initiatives included at BYC.
- Service learning and SDG-linked activities including financial literacy, community sensitisation, and societal engagement initiatives are meaningful and well documented at both departments.
- Research culture is emerging, with BYC initiating joint publications and BCC showcasing structured research and project submissions, though overall publication output can be strengthened.
- Strong stakeholder engagement, visible through industry interactions, professional events, and collaborative student projects, contributes to a positive academic culture across campuses.
- Diversity and social inclusion initiatives, especially BCC's School for Nation, IRDA and societal impact projects, are well recorded and executed.

## **Recommendations**

- Strengthen research excellence across BCC and BYC by increasing high-quality publications, pursuing funded research, and establishing structured research clusters involving faculty and students.
- Deepen the entrepreneurial and incubation ecosystem, scaling start-up support, structured mentoring, and stronger linkage with national innovation bodies.
- Leverage global accreditations and partnerships more systematically to secure MOUs, faculty exchanges, collaborative teaching, international enrolments, and global exposure programmes.
- Enhance consultancy outputs, especially in finance, analytics, and professional domains, including community-based consultancy and industry problem-solving projects.

- Strengthen faculty development by introducing advanced FDPs, QIPs, professional certifications, and encouraging applications for research grants, awards, and external funding.
- Improve faculty and staff well-being, incorporating structured wellness programmes, mentorship initiatives, and professional growth plans.
- Expand societal engagement and SDG initiatives, building capacity in SDG policy, implementation planning, and strengthening publication opportunities through service-learning outputs.
- Regularise service-learning projects as structured credit-bearing offerings linked to consultancy, SDGs, and community development.

## School of Engineering and Technology



### Overall Analysis of School of Engineering and Technology

#### Excellent Progress (90%+):

Focus Area 1, Sub Theme 1.2: Teaching Learning and Assessment

Focus Area 4, Sub Theme 4.1: Sustainable Development Goals (SDG)

#### Very Good Progress (80-89%):

Focus Area 1, Sub Theme 1.1: Curriculum Design for Global Relevance

Focus Area 1, Sub Theme 1.4: Accreditations and Rankings

Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence

Focus Area 3, Sub Theme 3.1: Student Engagement and Competency Building

Focus Area 3, Sub Theme 3.2: Vibrant and Enriching Campus Experience

Focus Area 3, Sub Theme 3.4: Faculty and Staff Development and Well-being

Focus Area 4, Sub Theme 4.2: Service Learning

#### Good Progress (70-79%):

Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

Focus Area 2, Sub Theme 2.3: Creating an entrepreneurial ecosystem

Focus Area 3, Sub Theme 3.3: Stakeholder Engagement

#### Moderate Progress (60-69%):

Focus Area 2, Sub Theme 2.2: Cultivating a Research and Innovation Culture

#### Areas for Improvement (Below 50% Needs to Improve, 50-59% Limited Progress):

None

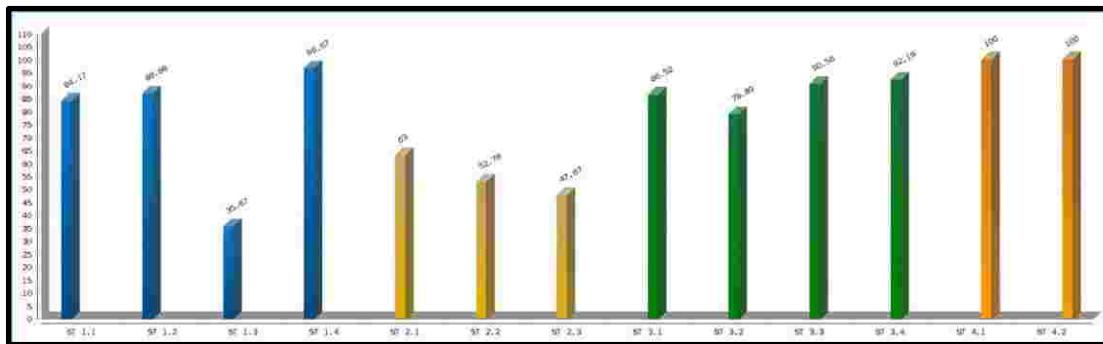
**Table showing Department-wise Need to improve areas for the School of Engineering and Technology (below 70% Target Achievement)**

Sub Theme	School %	SoA	Civil Eng	CSE	EEE	ECE	MAE	SHE
ST 2.2 – Research & Innovation Culture	60.42	52.78	33.06	80.56	76.69	80.56	33.33	58.33

1. School of Architecture – SoA
2. Civil Engineering – Civil Eng
3. Computer Science and Engineering – CSE
4. Electrical and Electronics Engineering – EEE
5. Electronics and Communication Engineering – ECE
6. Mechanical and Automobile Engineering – MAE
7. Science and Humanities (Engineering) – SHE

The overall performance of the School of Engineering and Technology indicates that one assessed area - Research and Innovation Culture has fallen below the 70% threshold and is therefore placed under the Need to Improve category. A closer examination shows that Architecture, Civil Engineering, MAE and SHE have not met the expected level of progress in this area, with outcomes ranging between 33% and 58%. These results point to gaps in research engagement and innovation-oriented practices within these departments. In contrast, EEE, ECE, and CSE have performed well, exceeding the threshold and demonstrating stronger research and innovation culture. Collectively, the findings reflect the need for targeted strengthening of research capabilities and innovation preparedness across select departments within the school.

## School of Architecture



### Observations

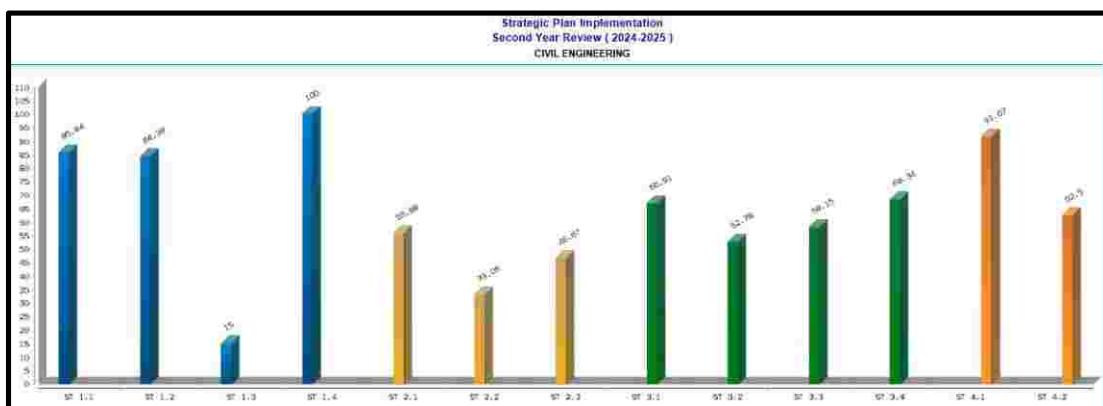
- SoA effectively integrates transformational and student-centered pedagogies, balancing theory with experiential learning through studios, live projects, community engagement, and technology-enabled platforms (BIM, VR, digital fabrication).
- Strong international exposure is evident through collaborations, visiting faculty, student exchange activities, and regularly updated globally aligned curriculum.
- Student learning outcomes are consistently high, with more than 90% achievement supported by peer reviews, fellowships, studio-based assessments, and continuous feedback.
- A growing and active research culture is visible, supported by external research projects, seed money projects, increased publications, more PhD scholars, and a dedicated research center focusing on climate-responsive design.
- Positive organisational culture and student support systems are strong, with effective mentoring, collaborative studio environments, open-door faculty interaction, and career counselling contributing to good placement trends.
- Robust societal engagement is demonstrated through community-centric design projects, service learning, Studio on Wheels, Rural Studio, and SDG-aligned initiatives with measurable social impact.
- Co-curricular and professional exposure is vibrant, including exhibitions, design charrettes, guest lectures, and collaborations that enhance practical skills and industry readiness.

### Recommendations

- Increase publications in Scopus/Web of Science journals, ensure full faculty involvement in research, and encourage timely PhD completion.
- Create an incubation cell, implement a comprehensive IPR policy, and facilitate patent filings to promote entrepreneurial and design-based innovation.
- Promote joint research, interdisciplinary studios, and collaborative projects with engineering, environmental science, planning, and humanities departments.

- Actively pursue grants from national and international agencies (DST, AICTE, etc.) and systematically track research outcomes, citations, and societal impact.
- Set up a well-being cell, conduct climate surveys, promote gender-sensitive and inclusive policies, and recognize excellence through institutional mechanisms.
- Strengthen partnerships for internships, sponsored studios, joint research, and implement a structured alumni mentorship program for career guidance.
- Introduce credit-linked community engagement components, establish a Centre for Community Architecture/Social Design Lab, and form MoUs with civic and rural agencies.
- Enhance media coverage, publish impact case studies, and scale initiatives like Studio on Wheels and Rural Studio to broaden societal reach.

## Department of Civil Engineering



### Observations

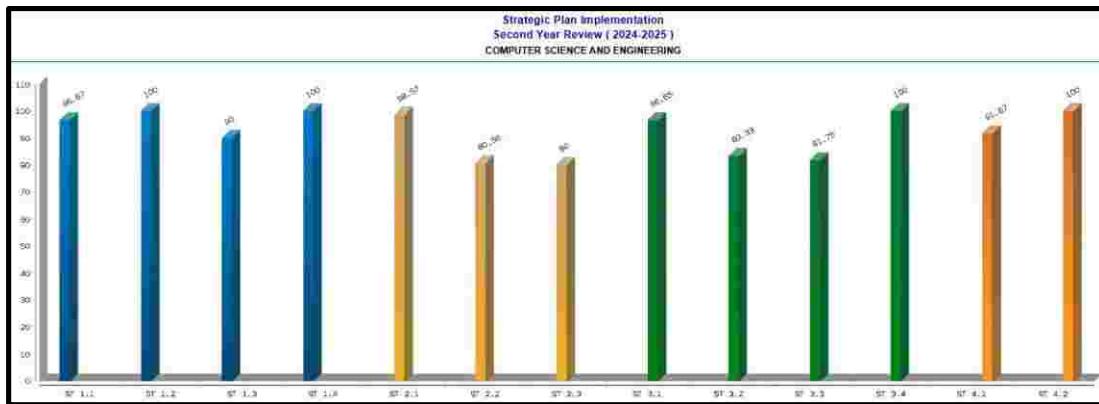
- Most of the targets outlined in the Strategic Action Plan (SAP) have been met, with clear progress toward transformational teaching and departmental academic goals.
- The department has 13 Q1 publications, multiple Q2 publications, three funded research projects, and eight submitted research proposals.
- Faculty show strong initiative in submitting research proposals, applying for external funding, and engaging in high-quality scholarly work.
- A supportive organisational environment is evident through well-planned team-building activities, celebrations, and strong faculty student fellowship that enhances morale and engagement.
- The department actively participates in SDG-focused initiatives, CSA programs, and community engagement activities, demonstrating commitment to societal impact and institutional social responsibility.
- Extension activities and collaborative initiatives are well scheduled, ensuring consistent participation and meaningful engagement between students, faculty, and external institutions.

### Recommendations

- Launch online and value-added courses to broaden student learning and align with current academic requirements.
- Involve international experts in curriculum review to improve global relevance and academic standards.
- Enhance participation of industry professionals through lectures, workshops, project collaborations, and internship partnerships.
- Encourage faculty to apply for external research funding.
- The department has to focus on increasing research publications, and PhD completion; also initiate incubation and start-up support systems.

- Plan clear SDG-aligned initiatives, increase student activities, and improve documentation and publicity of all departmental efforts.

## Department of Computer Science and Engineering



### Observations

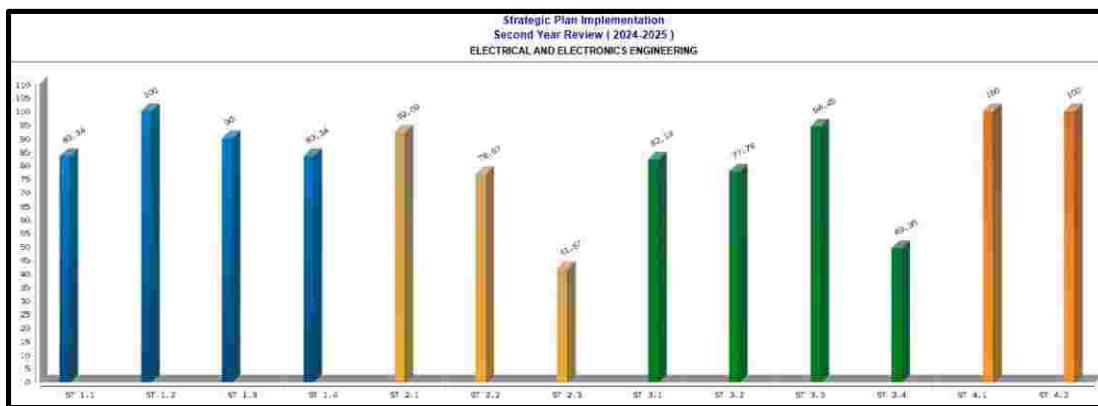
- The department offers a well-structured curriculum oriented towards industry and research needs, with wide scope for career-oriented and socially relevant courses.
- The department has strong external linkages, micro-credentials, and over 70+ global-level courses, contributing to internationalisation and skill development.
- The department shows strong research output with 100+ Scopus publications, 60+ book chapters, 7 patents, 3 copyrights, and multiple funded government projects, supported by consistent proposal submissions.
- Consultancy worth ₹15,60,402, patent filings, and active research initiatives highlight a strong culture of innovation and external engagement.
- More than 5 student training programs and 10+ alumni mentorship initiatives demonstrate strong student support, employability enhancement, and institutional networking.
- SDG alignment is meticulously carried out, with activities under SDG 2, 7, and 12; along with 5 extension activities and structured service-learning initiatives for all students.

### Recommendations

- Strengthen internationalisation through increased student/faculty exchange programs, foreign collaborations, and improved international student admissions.
- Increase publication productivity, while sustaining the current strong research momentum.
- Enhance alumni engagement by improving alumni participation, mentorship, contributions, and offering more online/continuing education courses for alumni.

- Promote industry-integrated learning through more industry-linked programs, internships, joint projects, and professional certification pathways.
- Strengthen campus life and organisational culture, with structured initiatives for student engagement, leadership development, and community-building.
- Expand extension and community outreach activities, especially digital literacy, rural empowerment, and public awareness programs.
- Encourage socially impactful research, ensuring community-relevant projects are documented and published in suitable journals or periodicals.

## Department of Electrical and Electronics Engineering



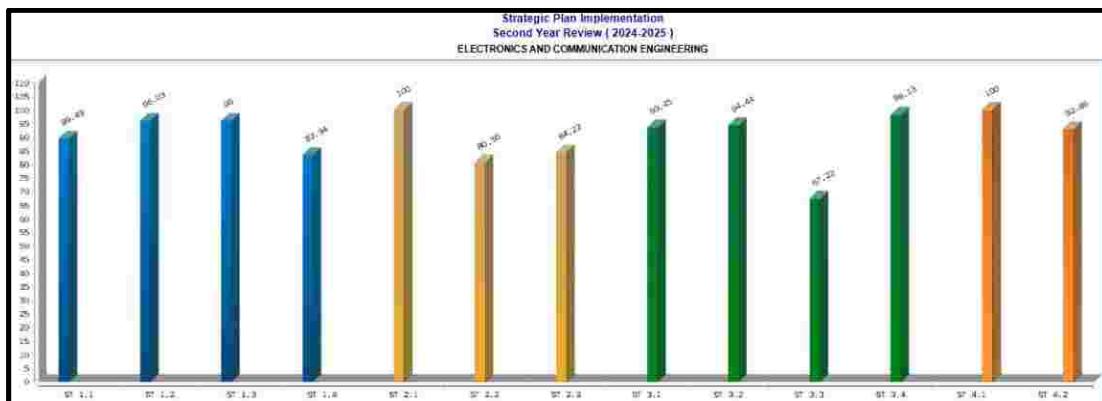
## Observations

- NBA accreditation has been achieved, reflecting strong academic quality and compliance with standards.
- Industry-integrated programmes such as L&T Edutech, collaboration with Tata Motors, and the new programme for industry professionals demonstrate strong industry alignment.
- Good research strength, with strong Q1/Q2 publications, high-index Scopus papers, and an overall positive research culture in the department.
- Notable consultancy contributions, showing active engagement with industry and external stakeholders.
- Innovative student projects such as the voice-based wheelchair and solar lighting solutions, showing strong social relevance and community impact.
- Effective placement initiatives including fast-track internships and the Experience Engineering Programme, contributing to improved employability.
- Emerging-area courses and programmes such as PGDM for Tata Motors executives and engineering experience programs indicate curriculum modernisation.
- IEEE funding received earlier is yet to be fully utilised and requires better deployment.

## Recommendations

- Improve student intake, especially in PG and PhD programmes, and explore strategies to attract international students.
- Strengthen faculty research output by increasing high-quality publications and enhancing the implementation of research outcome strategies.
- Increase efforts in obtaining external grants, and utilise the pending IEEE funds received in 2018 by completing funded research activities.
- Enhance alumni engagement by increasing alumni contributions, interactions, and participation in departmental activities.
- Introduce and expand extracurricular activities to improve campus life and overall student development.
- Increase societal outreach and SDG-focused initiatives, leveraging the department's potential for greater community impact.
- Improve coordination with the CSA to plan joint events and outreach programmes.

## Department of Electronic and Communication Engineering



## Observations

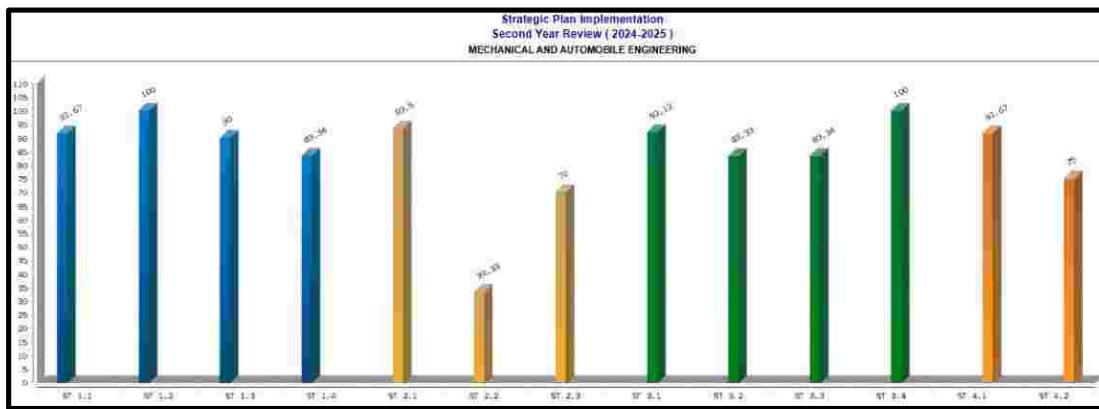
- Strong international collaborations through faculty exchange, student exchange, visiting professorships, and joint research projects with the University of Mauritius, Binghamton University (USA), and Boston College.
- New PG Diploma in VLSI Design launched, aligned with semiconductor industry needs and enhancing employability.
- NBA re-accreditation of B.Tech ECE extended until 2027, reflecting strong academic quality and outcome-based education practices.
- Robust research performance with publications, high citation impact, 11 published patents, 2 granted patents, copyrights, and multiple collaborative research grants (Mauritius, IEEE, Indo-French Centre).
- Initiatives for strengthening consultancy and external research funding are in place.

- Active student development ecosystem including internships for all students, VLSI skills training, value-added courses, workshops, and campus-level learning initiatives.
- Good placement performance, including a median package of ₹5.8 LPA and strong employer engagement.
- Meaningful community and SDG-aligned initiatives such as precision agriculture courses, community projects with Boston College, and SDG-focused research and outreach.

### **Recommendations**

- Strengthen internationalisation efforts by attracting more international students and faculty, expanding global collaborations, and enhancing student–faculty exchange programs.
- Develop and scale MOOCs and online learning initiatives, and adopt LCA (Learner-Centered Approach) across all courses to enhance digital and flexible learning pathways.
- Enhance industry–academia integration by offering more industry-led courses, collaborating with leading companies, and increasing alumni participation for industry insights.
- Improve placements and career readiness through structured, semester-wise training programs and enhanced life-skills modules to support employability.
- Increase research output and funding with focused efforts toward externally funded projects, interdisciplinary research, collaborative work with students, and improved utilisation of consultancy opportunities.
- Boost incubation and innovation activities, encouraging student and faculty start-up initiatives and entrepreneurship development.
- Strengthen community engagement and SDG-focused work by partnering with local bodies, NGOs, Gram Panchayats, and government agencies; promote socially impactful research and service-learning publications.

## Department of Mechanical and Automobile Engineering



### Observations

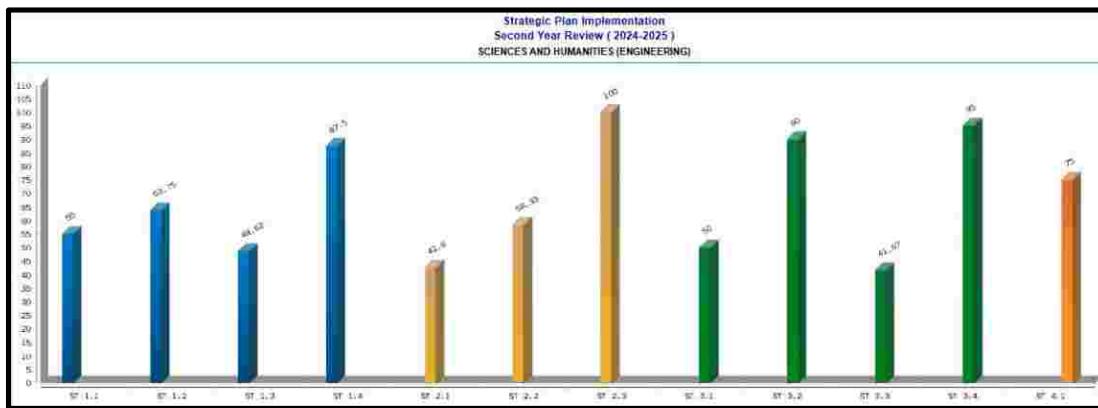
- Internationalisation initiatives are progressing, with one new MoU signed, two students participating in a student exchange program, one faculty undergoing faculty exchange, and initial discussions started for a joint international research project.
- Improved research performance, reflected through ongoing seed money projects, 23 SCOPUS-indexed publications, and two faculty members serving on editorial boards.
- Good innovation and intellectual property activity, with patents published/granted and one faculty award for teaching excellence.
- Consultancy activities are initiated indicating industry engagement and applied research strength.
- Student development initiatives are in place, including skill development programs, sports, cultural activities, and overall efforts to ensure a positive and gainful campus experience.
- Service-learning activities are conducted, with two community-oriented initiatives completed; however, societal engagement is still limited compared to other domains.

### Recommendations

- Strengthen internationalisation by increasing faculty and student exchange programs and integrating global competencies into the teaching–learning process.
- Enhance entrepreneurship initiatives by commercialising published and granted patents and developing a stronger incubation and innovation ecosystem.
- Improve documentation and monitoring of projects, faculty development programs, and major departmental achievements to ensure clarity, transparency, and better presentation during evaluations.

- Promote a positive organisational culture through structured activities that support faculty and staff well-being, collaboration, and professional growth.
- Increase societal engagement and extension activities, with clear planning, documentation, and presentation of community-based initiatives.
- Strengthen service-learning efforts, ensuring meaningful participation, better impact assessment, and proper communication of outcomes during audits.

### Department of Science and Humanities (Engineering)



### Observations

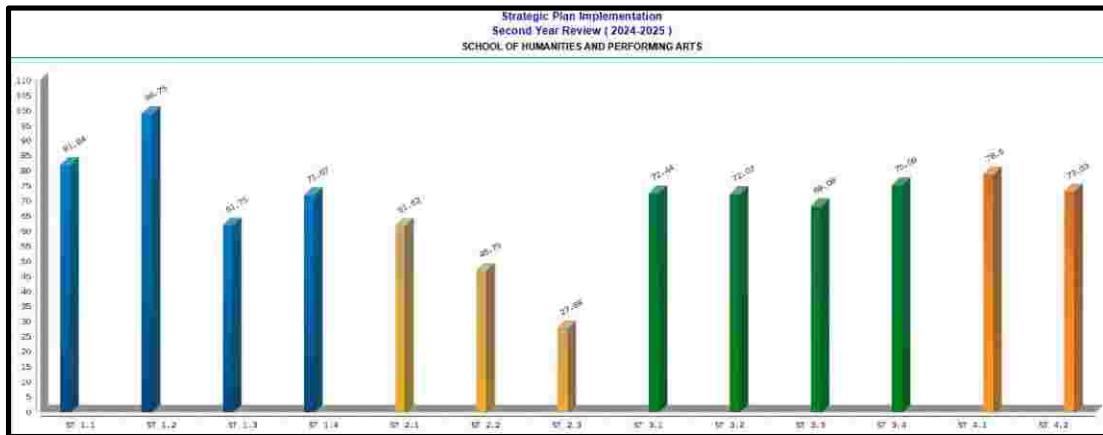
- Curriculum is benchmarked with international standards, specifically the University of Southampton framework; however, a formal MoU is yet to be established for collaborative curriculum development.
- Research output is outstanding, with 30 Q1/Q2 publications, strong faculty research culture, and two faculty members serving on SCOPUS editorial boards.
- High academic distinction is evident, with one faculty member recognized among the top 2% eminent scientists globally.
- First-year integration practices are well-structured, with effective orientation programs that introduce students to CHRIST's academic culture and prepare them for Engineering and Computer Science streams.
- Strong commitment to Sustainable Development Goals (SDGs) is reflected through the integration of SDGs (3–16) into curriculum, research activities, and departmental events.

### Recommendations

- Strengthen interdisciplinary alignment by mapping core science courses like Physics, Mathematics, Chemistry to specific Engineering and Computer Science applications, thereby increasing relevance and student engagement.
- Enhance consultancy and applied research by developing faculty-led consultancy projects, promoting socially oriented research, and pursuing opportunities that contribute to government policy development.

- Increase visibility of impactful research through structured media outreach, dissemination workshops, and collaboration with government or industry bodies.
- Promote stronger community and clan culture by organizing more collaborative events, student-faculty engagement activities, and interdisciplinary interactions to enrich the academic environment.
- Expand societal engagement initiatives by facilitating school outreach programs where students demonstrate simple scientific experiments and mentor higher secondary students.
- Encourage incubation and innovation activities by identifying ideas from foundational science domains that can evolve into prototype development or interdisciplinary research projects.

## School of Humanities and Performing Arts (Bangalore Campus)



### Overall Analysis of School of Humanities and Performing Arts

#### Excellent Progress (90%+):

Focus Area 1, Sub Theme 1.2: Teaching Learning and Assessment

#### Very Good Progress (80-89%):

Focus Area 1, Sub Theme 1.1: Curriculum Design for Global Relevance

#### Good Progress (70-79%):

Focus Area 1, Sub Theme 1.4: Accreditations and Rankings

Focus Area 3, Sub Theme 3.1: Student Engagement and Competency Building

Focus Area 3, Sub Theme 3.2: Vibrant and Enriching Campus Experience

Focus Area 3, Sub Theme 3.4: Faculty and Staff Development and Well-being

Focus Area 4, Sub Theme 4.1: Sustainable Development Goals (SDG)

Focus Area 4, Sub Theme 4.2: Service Learning

#### Moderate Progress (60-69%):

Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence

Focus Area 3, Sub Theme 3.3: Stakeholder Engagement

#### Areas for Improvement (Below 50% Needs to Improve, 50-59% Limited Progress):

Focus Area 2, Sub Theme 2.2: Cultivating a Research and Innovation Culture

Focus Area 2, Sub Theme 2.3: Creating an entrepreneurial ecosystem

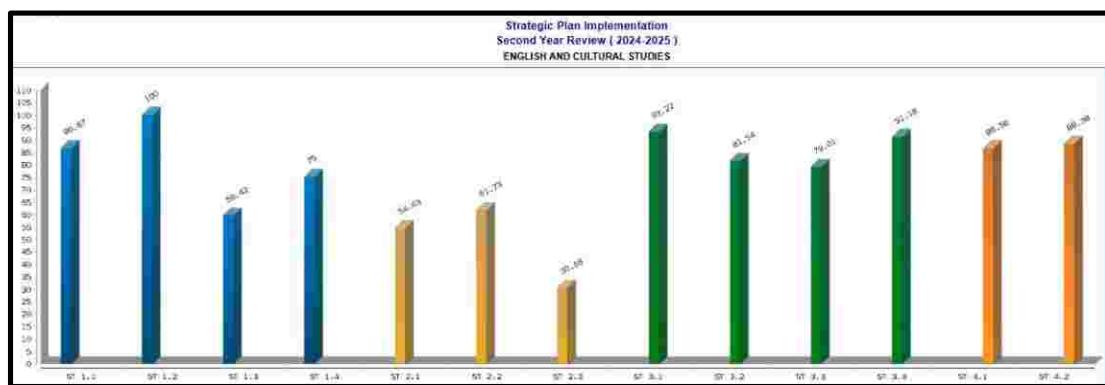
**Table showing Department-wise Need to improve areas for School of Humanities and Performing Arts - Bangalore Campuses (below 70% Target Achievement)**

Sub Theme	School %	ENG &CS (BCC)	ENG &CS (BRC)	ENG &CS (BYC)	LANG	Performing Arts, Theatre Studies and Music
ST 1.3; Global Partnerships and Collaborations	61.75	71	63.34	43.92	66.67	63.84
ST 2.1: Enhancing Research Excellence	61.62	47.59	62.86	56.46	72.93	71.25
ST 2.2: Cultivating a Research and Innovation Culture	40.75	56.85	77.78	50.56	17.96	30.51
ST 2.3: Creating an Entrepreneurial Ecosystem	27.66	21.97	30	40	18.75	27.7
ST 3.3: Stakeholder Engagement	68.08	90.61	79.77	65.67	47.13	56.22

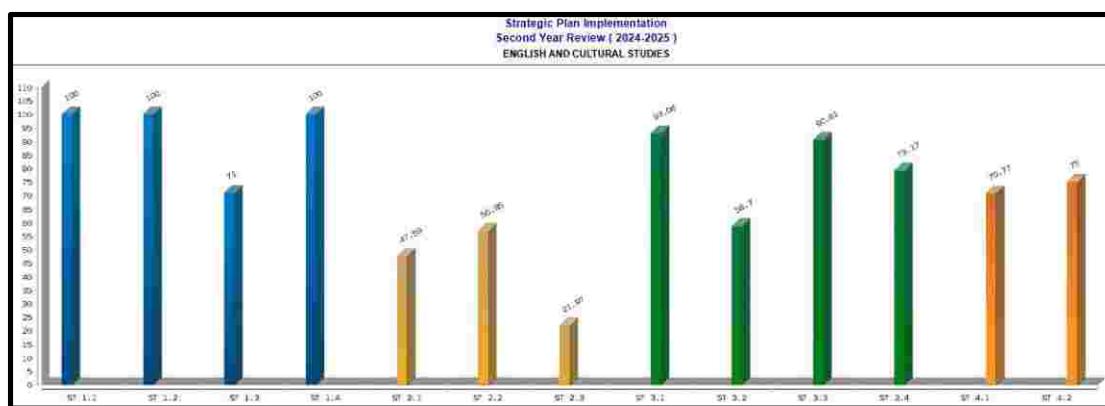
1. English and Cultural Studies – ENG & CS
2. Languages – LANG

The overall performance of the School of Humanities and Performing Arts indicates that five areas fall under the Need to Improve category, each registering below the 70% target achievement. A closer analysis shows that the ENG & CS departments across BCC, BRC, and BYC have not achieved the expected level of progress in three to four areas, particularly those related to research culture and entrepreneurial ecosystem development. The Languages and the Performing Arts, Theatre Studies and Music units require improvement in four areas, especially in global partnerships and innovation-linked metrics. These results collectively highlight the need for enhanced research engagement and more structured efforts to strengthen the innovation and ecosystem-building processes across the school. Efforts should also be directed toward fostering more meaningful stakeholder engagement by effectively leveraging shared expertise.

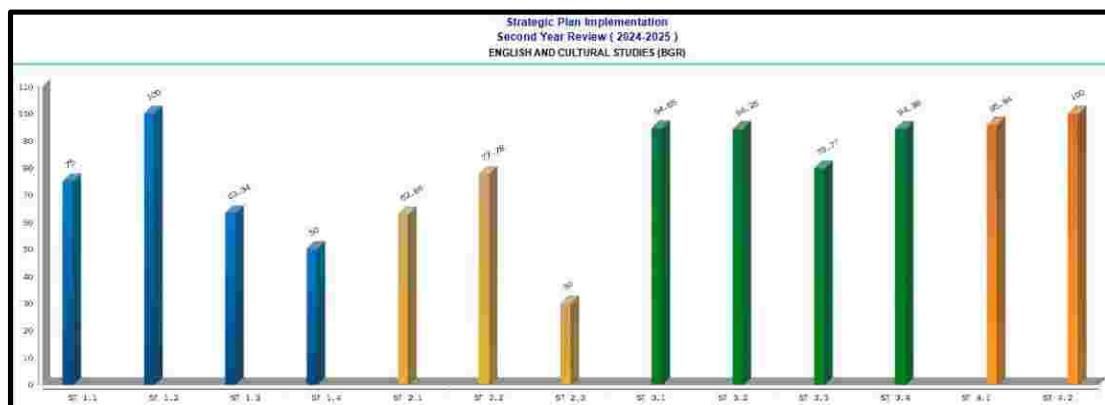
## Department of English and Cultural Studies (Bangalore Campuses)



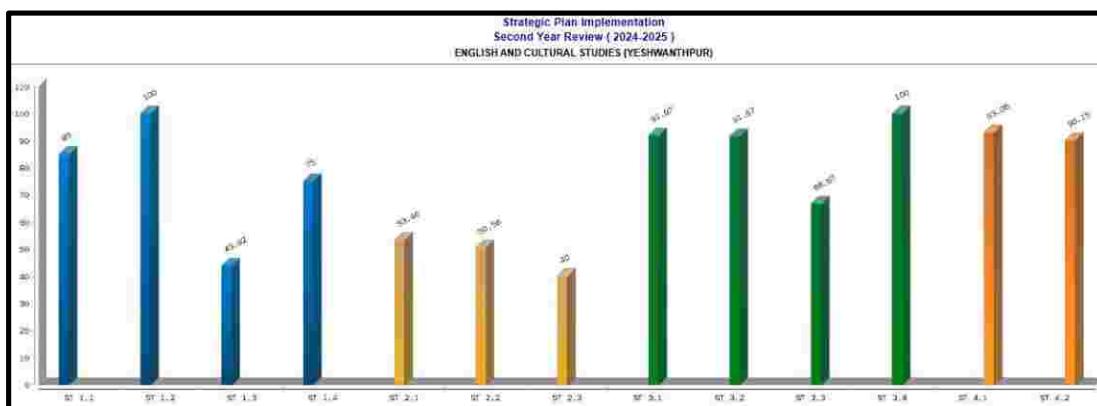
## Department of English and Cultural Studies (BCC)



## Department of English and Cultural Studies (BRC)



## Department of English and Cultural Studies (BYC)



### Observations

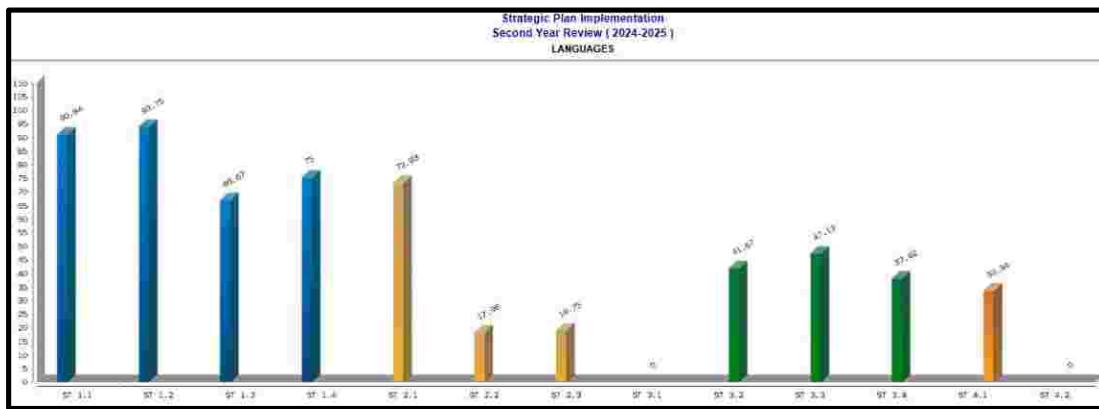
- Curriculum includes Value-Added Courses, and joint courses with global universities.
- Faculty and students actively participate in service-learning, SDG-aligned projects, and community engagement.
- Internationalization is evident through MOUs, international internships, and student/faculty exchanges.
- Department promotes transformational teaching-learning for global competence, integrating digital literacy, collaborative learning, and innovative pedagogies.
- Positive organizational culture with mentorship systems, co-curricular activities, and vibrant campus life.
- Student engagement through clubs, committees, and leadership initiatives enhances holistic development.
- Societal impact through outreach programs, community-based learning, and partnerships with NGOs, schools, and cultural institutions.
- BCC has taken initiatives to organize seminars in collaboration with external agencies enabling student interaction with experts in the domain.
- BYC has initiated a new PG program, signed MoUs with international organizations, offered micro-credentials, and maintained funded research projects with patents.
- BRC has initiated measures to improve research environment through digital humanities methods.

### Recommendations

- Enhance focus on micro credentials and MOOC courses to strengthen lifelong learning and curriculum relevance.

- Develop e-content and digital resources to support teaching, learning, and internationalisation efforts.
- Strengthen alumni engagement through structured programs and initiatives connecting students, faculty, and alumni.
- Improve research publication output and citation impact, integrating publications into departmental and alumni activities.
- Foster internationalization by expanding MOUs, student/faculty exchange programs, and partnerships with foreign institutions.
- Encourage interdisciplinary collaborations for research projects, publications, and consultancy opportunities.
- Introduce and expand wellness and professional development programs for students and faculty.
- Strengthen community engagement and service-learning initiatives aligned with SDGs, documenting outcomes for visibility and reporting.
- Develop structured documentation of departmental activities, research, and societal engagement to improve transparency and IQAC reporting.
- Explore commercialization, enterprise activities, and external grant opportunities to enhance research impact and resource generation.

## Department of Languages (Bangalore Campuses)



### Observations

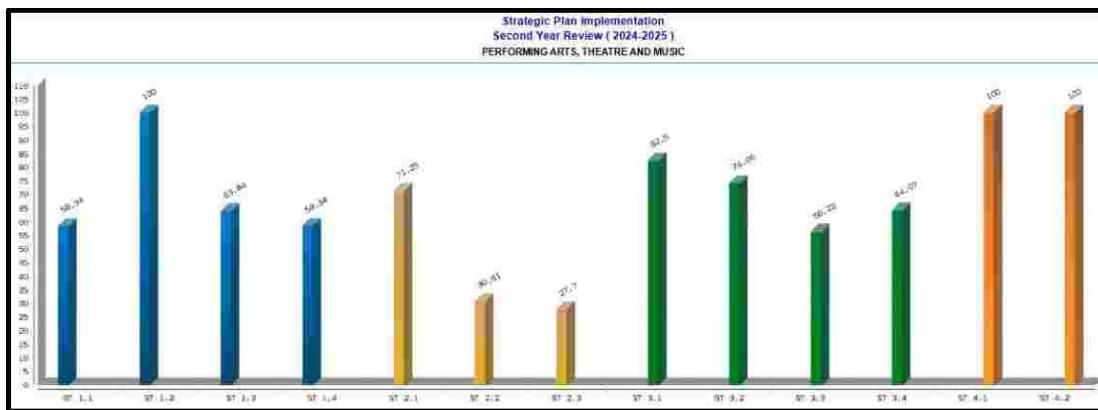
- The department has established international immersion programs through MoUs with institutions in France and Singapore, enhancing global exposure for students.
- Certificate courses in French and skill enhancement programs are actively offered, along with two micro-credential courses in progress.
- Consultancy projects and collaborative research initiatives are initiated, including partnerships with government agencies.
- Research and publication activities have improved including books, newspapers, and other scholarly outputs.
- The department organizes exemplary cultural and language initiatives, such as Bhasha Utsav, Shame-e-Ghazal, and language clubs, fostering vibrant student engagement.
- Inclusive and socially conscious activities are integrated, including indigenous stalls, Urdu poetry evenings, and sensitization programs with governmental agencies.
- Folk and traditional cultural forms, such as Yakshagana, are introduced to students to preserve and promote local heritage.
- Newspaper articles have been published on societal issues, reflecting active community engagement.
- Programs demonstrate strong visibility and impact, with potential for replication across institutions.

### Recommendations

- Explore and introduce academic programmes (UG, PG and Ph.D.) to expand academic offerings and support research initiatives.
- Engage international academicians to co-develop curricula that foster global competence and interdisciplinary learning.

- Increase skill enhancement courses and micro-credentials aligned with emerging academic and professional trends.
- Strengthen research publications and innovation initiatives, including translation projects, creative writing, and media-oriented content.
- Expand language and cultural clubs to enhance student engagement and campus vibrancy.
- Develop community-based initiatives, service learning, and societal engagement projects in collaboration with local and state government bodies.
- Promote interdisciplinary programs that connect language learning with other academic streams, enhancing transformational teaching opportunities.
- Improve documentation of departmental achievements, research outputs, and societal engagement for visibility and reporting.
- Focus on faculty well-being initiatives and celebrate departmental accomplishments to improve social media presence and peer recognition.

### Department of Performing Arts, Theatre Studies, and Music (BCC)



### Observations

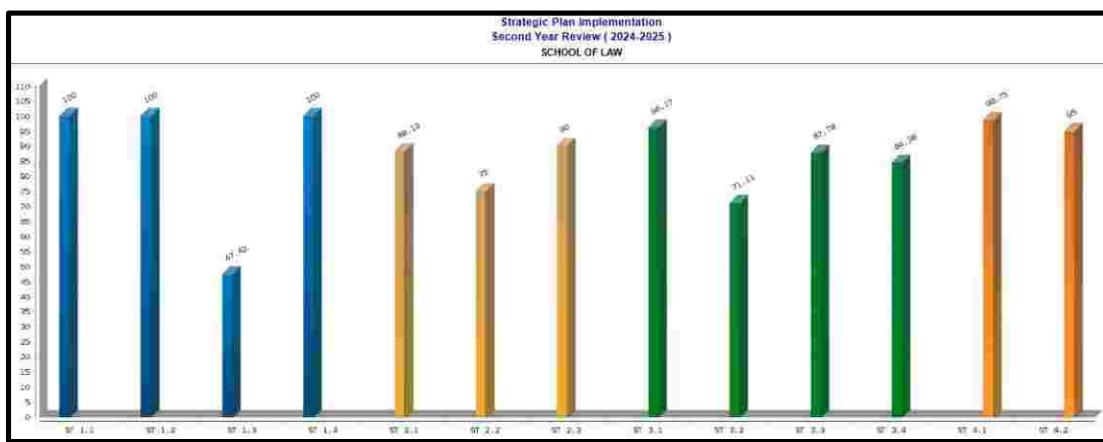
- The department has introduced 13 innovative courses ensuring curriculum alignment with globally relevant topics.
- Two creative media papers promote contemporary artistic expression and innovation.
- Student and faculty exposure to foreign universities and international collaborations is a notable strength.
- LCA is effectively implemented, supporting academic rigor and experiential learning.
- Consultancy projects and publications reflect growing engagement with industry and applied research potential.

- Original productions, theatre performances, and musical performances are conducted regularly, preserving cultural heritage and promoting creativity.
- Practical rehearsal hours are integrated into credited courses, and campus resources are effectively utilized.
- Placement activities are in progress, with alumni engagement in mentoring and career guidance providing valuable support to students.
- Holistic student development is supported through peer teaching, workshops on neurodiversity, and professional development sessions for faculty and students.
- The department actively aligns with SDGs through initiatives such as "Music Dialogues and Explorations," public theatre performances, documentary screenings, and cultural conservation projects, preserving endangered art forms.

## **Recommendations**

- Implement student-led production credits assessed for creative innovation and professional practice to enhance experiential learning.
- Expand Value Added Courses (VAC) and develop Massive Open Online Courses (MOOCs) and Multidisciplinary Courses (MDC) for broader reach.
- Increase publicity and visibility for departmental productions, concerts, and cultural performances, including open shows for talent identification.
- Strengthen regional and societal engagement through cultural conservation projects and initiatives targeting underprivileged communities.
- Foster stronger internal and external research collaborations, including partnerships with international institutions, industry stakeholders, and joint publications.
- Explore intellectual property opportunities, such as copyrights and patents, for original productions and creative works.
- Recruit research-oriented faculty to enhance scholarly output and mentorship for students.
- Host regular career workshops, employer engagement events, and alumni interactions to improve student placement and professional networking.
- Improve coordination within the department, showcasing faculty and student achievements to enhance motivation and departmental recognition.
- Publish departmental periodicals or media content to connect research, productions, and performances with the wider public.

## School of Law (Bangalore Campus)



### Overall Analysis of School of Law

#### Excellent Progress (90%+):

- Focus Area 1, Sub Theme 1.1: Curriculum Design for Global Relevance
- Focus Area 1, Sub Theme 1.2: Teaching Learning and Assessment
- Focus Area 1, Sub Theme 1.4: Accreditations and Rankings
- Focus Area 2, Sub Theme 2.3: Creating an entrepreneurial ecosystem
- Focus Area 3, Sub Theme 3.1: Student Engagement and Competency Building
- Focus Area 4, Sub Theme 4.1: Sustainable Development Goals (SDG)
- Focus Area 4, Sub Theme 4.2: Service Learning

#### Very Good Progress (80-89%):

- Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence
- Focus Area 3, Sub Theme 3.3: Stakeholder Engagement
- Focus Area 3, Sub Theme 3.4: Faculty and Staff Development and Well-being

#### Good Progress (70-79%):

- Focus Area 2, Sub Theme 2.2: Cultivating a Research and Innovation Culture
- Focus Area 3, Sub Theme 3.2: Vibrant and Enriching Campus Experience

#### Moderate Progress (60-69%):

None

#### Areas for Improvement (Below 50% Needs to Improve, 50-59% Limited Progress):

- Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

**Table showing Department-wise Need to improve areas for the Law -Bangalore Campus (below 70% Target Achievement)**

Sub Theme	School %
ST1.3- Global Partnerships and Collaborations	47.42

The overall performance of the School of Law indicates that global partnerships and collaborations has not met the 70% threshold achievement and is therefore categorised under the Need to Improve classification. This points to a focused need to broaden international engagement and expand collaborative initiatives within the school.

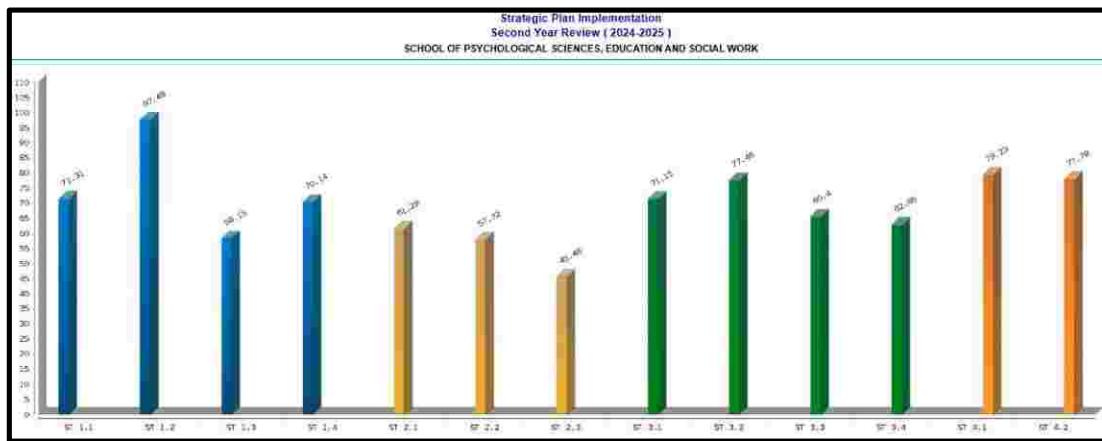
#### **Observations**

- Faculty and student exchange programs exist but can be further enhanced to increase exposure and global competence.
- Development and offering of socially relevant micro credential courses and MOOCs, especially related to social reform, are in progress.
- Research productivity and impactful research by faculty have scope for enhancement.
- Collective participation, teamwork, and collaboration among faculty are evident, demonstrating collegiality and strong leadership.
- Socially relevant activities and community engagement initiatives are conducted and documented, reflecting meaningful societal impact.

#### **Recommendations**

- Develop collaborative partnerships and exchange programs with international universities; involve international faculty as co-teachers.
- Explore joint degrees and joint programs with other international institutions to enhance global exposure.
- Focus research on socially relevant topics and issues, making them a thrust area for impactful faculty research.
- Sustain and empower team spirit, collaboration, and leadership among faculty members.
- Increase visibility of socially relevant activities through publications, periodicals, and social media promotion, including documentaries.
- Expand service-learning initiatives in collaboration with international universities.
- Conduct more off-campus social engagement activities to strengthen community impact.

## School of Psychological Sciences, Education and Social Work (Bangalore Campus)



### Overall Analysis of School of Psychological Sciences

#### Excellent Progress (90%+):

Focus Area 1, Sub Theme 1.2: Teaching Learning and Assessment

#### Very Good Progress (80-89%):

None

#### Good Progress (70-79%):

Focus Area 1, Sub Theme 1.1: Curriculum Design for Global Relevance

Focus Area 1, Sub Theme 1.4: Accreditations and Rankings

Focus Area 3, Sub Theme 3.1: Student Engagement and Competency Building

Focus Area 3, Sub Theme 3.2: Vibrant and Enriching Campus Experience

Focus Area 4, Sub Theme 4.1: Sustainable Development Goals (SDG)

Focus Area 4, Sub Theme 4.2: Service Learning

#### Moderate Progress (60-69%):

Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence

Focus Area 3, Sub Theme 3.3: Stakeholder Engagement

Focus Area 3, Sub Theme 3.4: Faculty and Staff Development and Well-being

Focus Area 2, Sub Theme 2.3: Creating an entrepreneurial ecosystem

#### Areas for Improvement (Below 50% Needs to Improve, 50-59% Limited Progress):

Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

Focus Area 2, Sub Theme 2.2: Cultivating a Research and Innovation Culture

**Table showing Department-wise Need to improve areas for the School of Psychological Sciences, Education and Social Work -Bangalore Campuses (below 70% Target Achievement)**

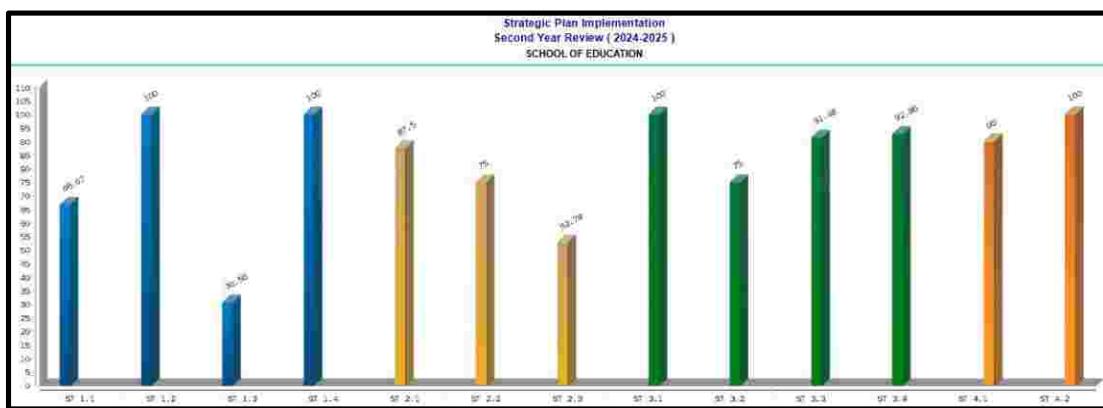
Sub Theme	School %	EDU (BCC)	PSY (BCC)	PSY (BYC)	PSY (BRC)
ST1.3- Global Partnerships and Collaborations	58.15	30.56	100	36.67	36.67
ST2.1- Enhancing Research Excellence	61.29	87.5	66.67	69	46.64
ST 2.2- Cultivating a Research and Innovation Culture	57.72	75	71.12	66.67	41.83
ST 2.3- Creating an Entrepreneurial Ecosystem	45.46	52.78	30	60	20
ST 3.3 – Stakeholder Engagement	65.4	91.48	55.56	77.78	26.85
ST 3.4 – Faculty and Staff Development and Well-being	62.65	92.86	32.19	81.25	30.21

1. School of Education - EDU

2. Psychology - PSY

The overall performance of the School of Psychological Sciences, Education and Social Work – Bangalore Campuses indicates that six areas fall below the 70% threshold achievement and are therefore placed under the Need to Improve category. A closer examination shows that Education (BCC) has not met the expected level of progress in two areas: global partnerships and entrepreneurial ecosystem development. The Psychology departments across BCC, BYC, and BRC display varying levels of shortfall across two to six areas, particularly in entrepreneurial ecosystem development, global partnerships, stakeholder engagement and faculty and staff well-being. Taken together, these outcomes highlight significant variation in performance across the departments and emphasise the need for focused capacity-building measures, enhanced international engagement, strengthened research facilitation, and systematic quality assurance processes tailored to the distinct needs of each unit within the school.

## School of Education (BCC)



### Observation

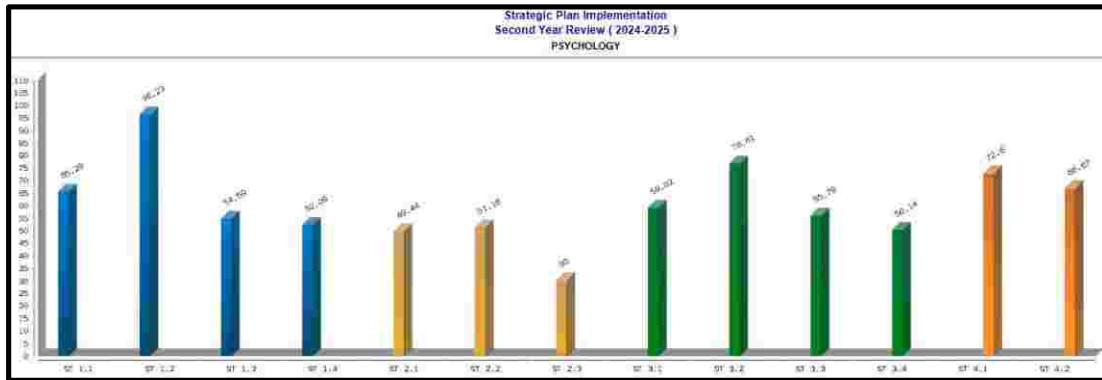
- The department introduced 2 new programmes and dual certification for the BEd program.
- Implemented 100% IB curriculum in PGDIE.
- Research, internships, and service learning are mandatory across programmes.
- Buddy systems and student-centric activities are well-maintained.
- A JRF candidate joined; received government and non-government projects.
- Career counselling and placement drives conducted; students placed in overseas schools.
- Sensitization programs related to SDGs conducted; service-learning activities extended to nearby schools and government organizations.
- CSA activities conducted successfully.

### Recommendations

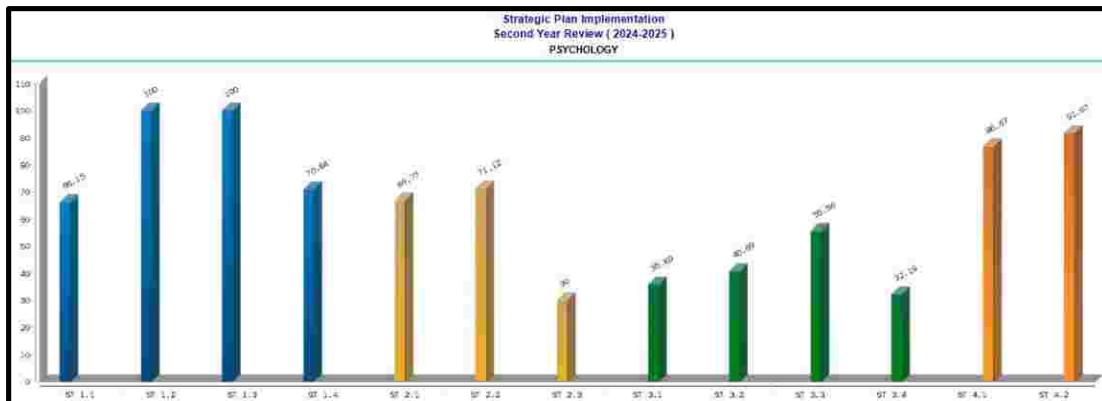
- Seek accreditation for programs and enhance faculty memberships in professional bodies.
- Strengthen global collaborations, including dual degrees, joint programs, and outbound faculty/student exchanges.
- Introduce more interdisciplinary programs, online courses, MOOCs, and micro-credential offerings.
- Promote research and innovation, including external funding, IPR, and entrepreneurship initiatives.
- Expand faculty and student participation in conferences, publications, and collaborative projects.
- Enhance student placements and career development through wider recruitment drives and alumni engagement.

- Increase inter-departmental and inter-campus cultural, sports, and service-learning initiatives.
- Align programs, research, and activities with Sustainable Development Goals (SDGs).

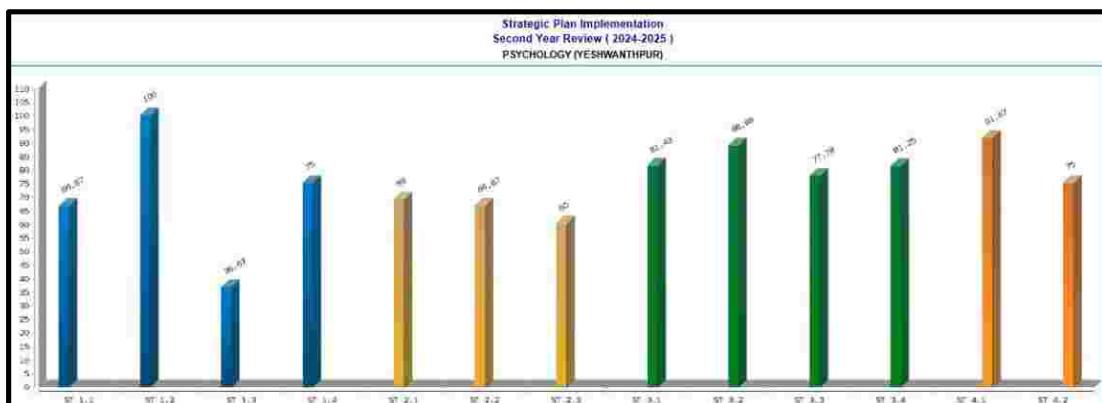
### Department of Psychology (Bangalore Campuses)



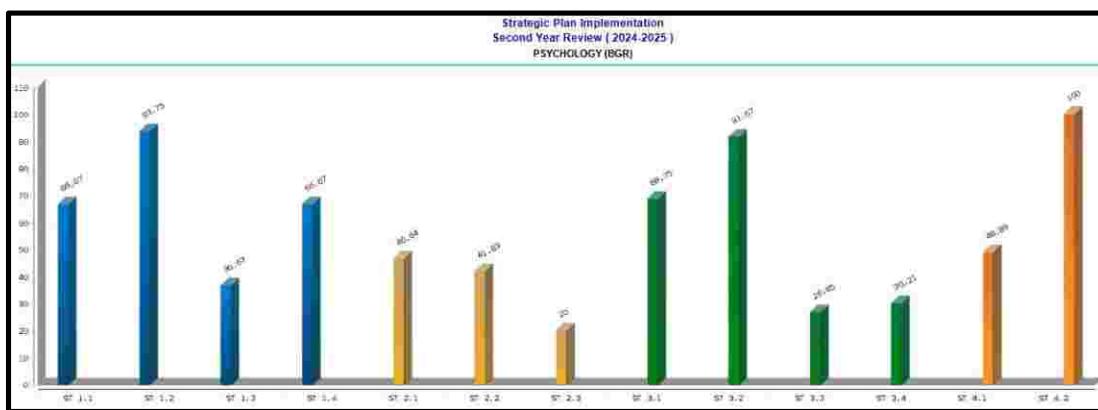
### Department of Psychology (BCC)



### Department of Psychology (BYC)



## Department of Psychology (BRCA)



### Observations

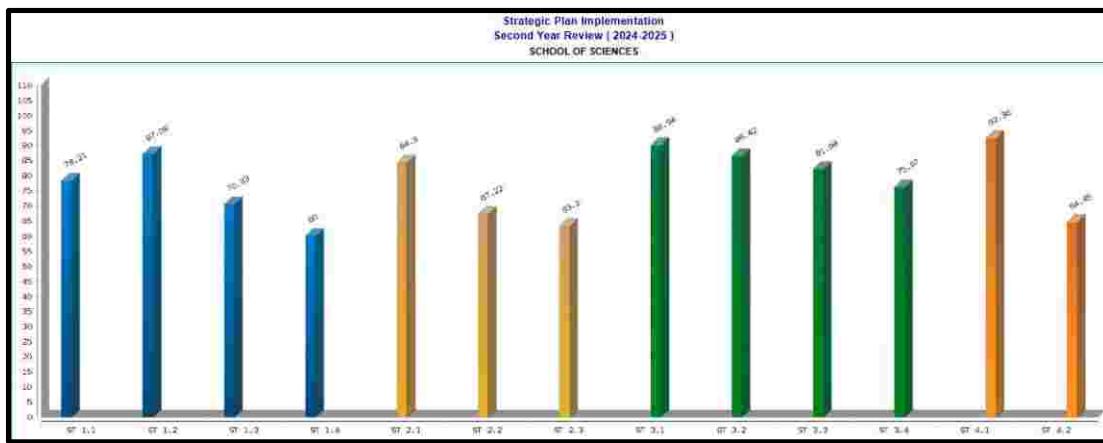
- Curriculum design, teaching-learning, and assessment are strong; global partnerships, MoUs, and accreditations have been achieved, demonstrating positive progress in strategic plan implementation.
- Internationalisation is a strength: collaborations with global institutions, international internships, and faculty exchanges are in place (BCC, BYC).
- Research enhancement and innovation achieved as per targets; strong publications and collaborative research with international partners noted.
- The entrepreneurial ecosystem needs development despite faculty and student potential; one faculty startup and incubation initiatives are underway (BYC).
- Alumni engagement is good; opportunities exist for financial contributions to support department initiatives (BCC, BYC).
- SDG-aligned curriculum and service-learning are strengths; further integration of service-learning into projects and programs is possible
- Value-added courses introduced based on feedback; micro-credentials and MOOCs need more emphasis, though one MOOC is in progress (BYC, BCC).
- Recognition attained from RCI for clinical psychology programs; accreditation could be targeted for future growth (BYC).
- Student development and support are strong: mandatory paper presentations, co-curricular and extracurricular activities, competitive exam training, and positive outcomes in awards and higher education progression (BYC, BRC).
- Faculty and student well-being initiatives, including coping with mental health, are implemented; service-learning two-credit courses and extension activities can be further expanded.

### Recommendations

- Service-learning in BRC can be enhanced through extended credit courses and additional extension activities.

- Enhance competency-based assessment practices and develop standardised rubrics across courses.
- Increase outbound student mobility through short-term study abroad, international internships, and summer schools.
- Develop structured research clusters focusing on departmental strengths and global priority areas.
- Encourage faculty to pursue interdisciplinary and industry-funded projects.
- Create a departmental entrepreneurship cell aligned with the national startup ecosystem, with a focused mandate to promote innovations and startup initiatives addressing mental health needs in the country.
- Introduce an alumni endowment or contribution model to support scholarships, infrastructure development, and research.
- Integrate community-based projects across all programs and monitor outcomes through a service-learning portfolio system.
- Encourage faculty to design and launch department-specific MOOCs in emerging areas.
- Promote greater interdisciplinary collaboration between BCC, BRC and BYC through faculty exchanges, and shared research.

## School of Sciences (Bangalore Campus)



### Overall Analysis of the School of Sciences

#### Excellent Progress (90%+):

Focus Area 4, Sub Theme 4.1: Sustainable Development Goals (SDG)

#### Very Good Progress (80-89%):

Focus Area 1, Sub Theme 1.2: Teaching, Learning and Assessment

Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence

Focus Area 3, Sub Theme 3.1: Student Engagement and Competency Building

Focus Area 3, Sub Theme 3.2: Vibrant and Enriching Campus Experience

Focus Area 3, Sub Theme 3.3: Stakeholder Engagement

#### Good Progress (70-79%):

Focus Area 1, Sub Theme 1.1: Curriculum Design for Global Relevance

Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

Focus Area 3, Sub Theme 3.4: Faculty and Staff Development and Well-being

#### Moderate Progress (60-69%):

Focus Area 1, Sub Theme 1.4: Accreditations and Rankings

Focus Area 2, Sub Theme 2.2: Cultivating a Research and Innovation Culture

Focus Area 2, Sub Theme 2.3: Creating an entrepreneurial ecosystem

Focus Area 4, Sub Theme 4.2: Service Learning

#### Areas for Improvement (Below 50% Needs to Improve, 50-59% Limited Progress):

None

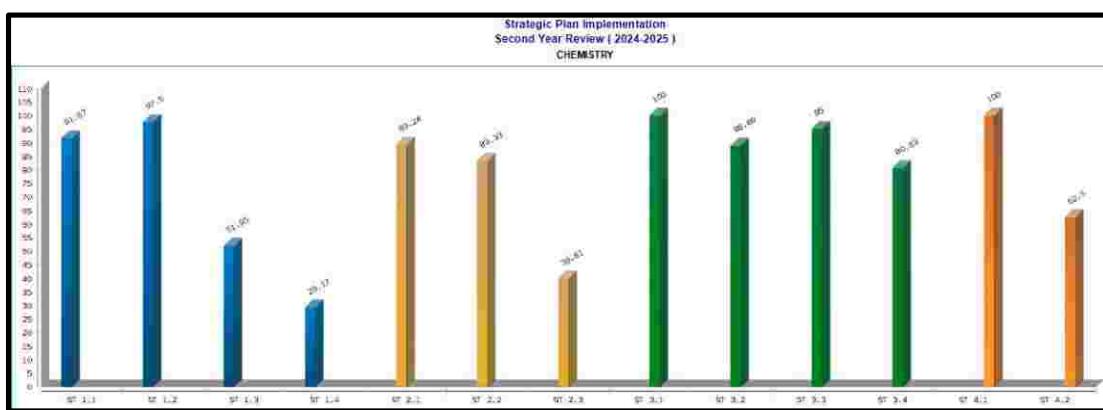
**Table showing Department-wise Need to improve areas for the School of Sciences Bangalore Campuses (below 70% Target Achievement)**

Sub Theme	School %	CHE	CS (BCC)	CS (BYC)	LS	MAT(BCC)	MAT(BYC)	PHYE	STAT & DS
ST 1.4: Accreditations and Rankings	60	29.17	80	100	33.33	50	100	37.5	50
ST 2.2: Research & Innovation Culture	67.22	83.33	58.33	66.57	72.59	50	66.67	70.2	70
ST 2.3: Entrepreneurial Ecosystem	63.2	39.81	56	48.75	68	100	100	59.67	33.34
ST 4.2: Service Learning	64.45	62.5	3.57	12.5	100	100	100	57	80

1. Chemistry -CHE
2. Computer Science -CS
3. Life Science - LS
4. Mathematics -MAT
5. Physics and Electronics -PHYE
6. Statistics and Data Science - STAT & DS

The overall performance of the School of Sciences shows that four key areas fall below the 70% threshold achievement, placing them under the Need to Improve category. The patterns show recurring gaps in innovation-linked initiatives, with notable concerns in the entrepreneurial ecosystem and community-engaged learning across multiple departments. Focused interventions are necessary to significantly enhance Service Learning in the CS–BCC and CS–BYC departments. These outcomes reflect uneven progress within the school and highlight the need for targeted interventions that strengthen research facilitation, boost innovation practices, enhance accreditation preparedness, and reinforce service-learning frameworks to ensure holistic academic quality and continuous improvement.

## Department of Chemistry (BCC)



### Observations

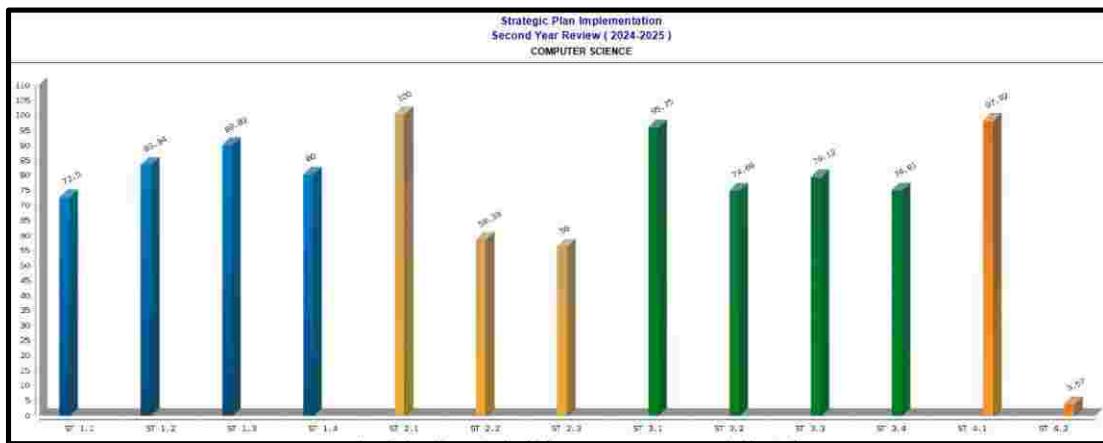
- The department actively conducts open-ended experiments, hands-on training sessions, and offers 2 LCA courses per semester to enhance practical learning.
- Strong global engagement through international partnerships, visiting faculty, and webinar series.
- Faculty research is robust, with numerous high-impact publications, patents, external funded projects, and all faculty holding PhDs. 17 PhD scholars completed their degrees during the audit year.
- Students are actively involved in research, internships, and funded projects from external agencies.
- Career guidance, alumni mentorship, and faculty-student well-being programs, including yoga sessions, are regularly organized.
- Student progression and mentorship contribute to a strong academic culture.
- Funded projects and conferences are aligned with Sustainable Development Goals (SDGs).
- Student projects include societal engagement and SDG-related initiatives.

### Recommendations

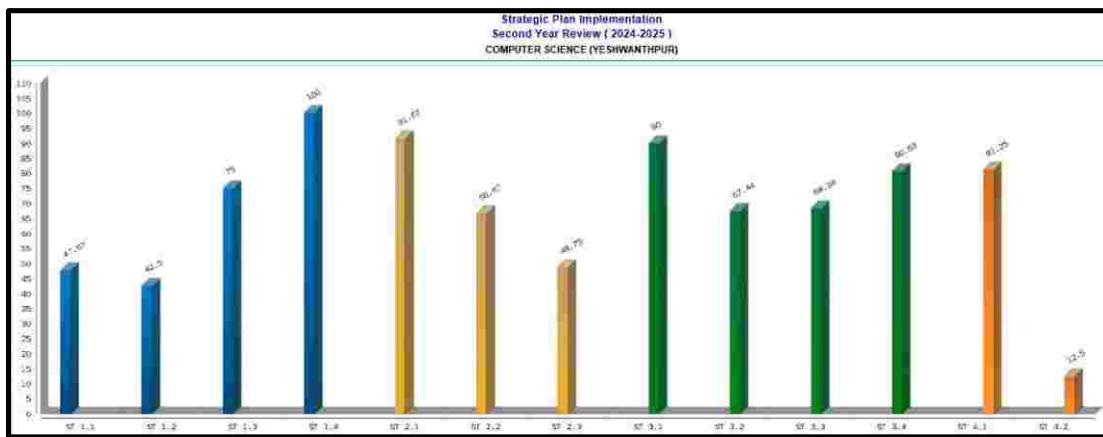
- Introduce international faculty and student exchange programs to strengthen global exposure.
- Develop digital learning opportunities such as MOOCs and micro-credential courses, along with industry-integrated curriculum.
- Enhance consultancy activities and incubator-led student ventures; promote commercialization of patents and copyrights.
- Expand research and collaboration through international funded projects.

- Strengthen student placements and career development programs, including soft skills, language, and communication training.
- Conduct gender sensitization programs and events focused on Intellectual Property Rights (IPR) and Indian Knowledge Systems (IKS).
- Increase service-learning projects and community engagement, including child sponsorship programs and other SDG-aligned initiatives.
- Systematically document extension activities and societal engagement outcomes for visibility and reporting purposes.

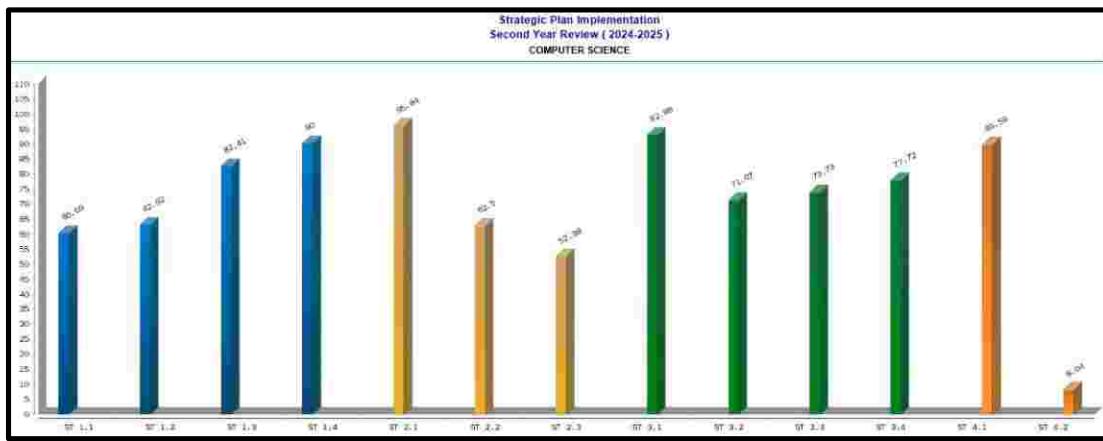
## Department of Computer Science (BCC)



## Department of Computer Science (BYC)



## Department of Computer Science (Bangalore Campuses)



## **Observations**

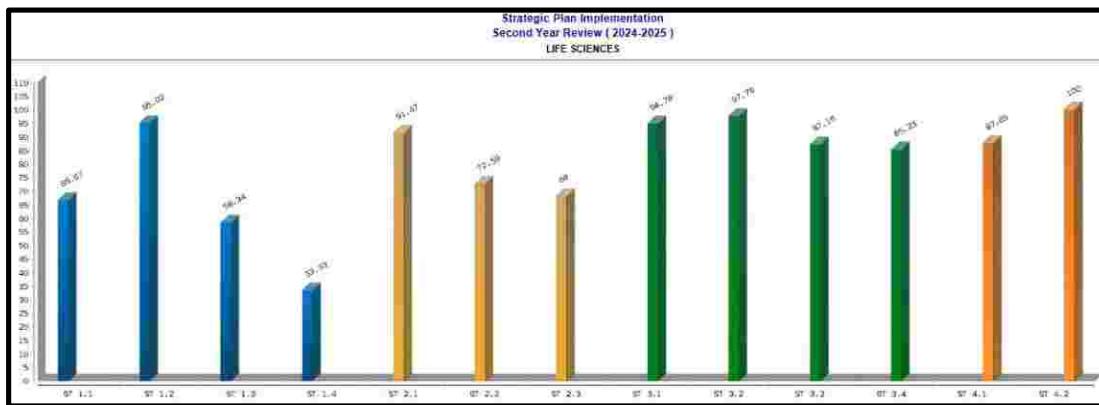
- The department demonstrates strong academic and industry integration, with BCA ranked No. 1 in India Today MDRA Rankings.
- Multiple international collaborations and faculty exchange programs are in place, including dual degree programs and five international MoUs. BYC specifically emphasizes industry-integrated teaching, learning, and assessment, with mentorship programs and real-world assignments enhancing employability.
- Improved research engagement with 16 PhDs awarded, consultancy projects, and corporate training initiatives. BYC has well-funded research projects (Rs 80 lakhs) involving faculty as PIs, providing impactful learning opportunities for students.
- One department-led start-up is operational.
- Strong student engagement through clubs and robust alumni network. BYC conducts well-structured Faculty Development Programs (FDPs) and workshops aligned with academic enhancement.
- SDG-aligned activities and projects are consistently integrated into academic and co-curricular initiatives. BYC demonstrates a strong commitment to embedding SDGs across all departmental activities and publications.
- Good emphasis on faculty and student well-being, with organized sessions and professional development programs.

## **Recommendations**

- Benchmark the curriculum with international universities to align with global academic standards and incorporate emerging trends. Credit mapping for student exchange programs can be explored.
- Enhance publications in reputed journals and strengthen consultancy activities. Expand the entrepreneurial ecosystem to foster innovation, start-ups, and incubation initiatives.
- Improve documentation and visibility of faculty and student well-being programs, professional development sessions, and initiatives supporting organizational culture. BYC emphasizes structured FDPs, workshops, and student-industry mentoring as good practices.
- Integrate service learning into the curriculum to promote social responsibility, experiential learning, and community engagement.
- Encourage stronger industry-academia collaborations, including dual degree programs, mentorship, and practical exposure through projects and assignments.
- Increase international faculty engagement and collaborations for teaching, research, and co-supervision of projects.

- Continue to embed SDG-aligned activities and initiatives across courses, research projects, and departmental programs, following BYC's practice of integrating SDGs into all activities.
- Strengthen student engagement through clubs, alumni networks, and skill-building programs to enhance holistic development and employability.
- Explore more interdisciplinary collaborations and research projects to increase global visibility and academic impact.

## Department of Life Sciences (BCC)



### Observation

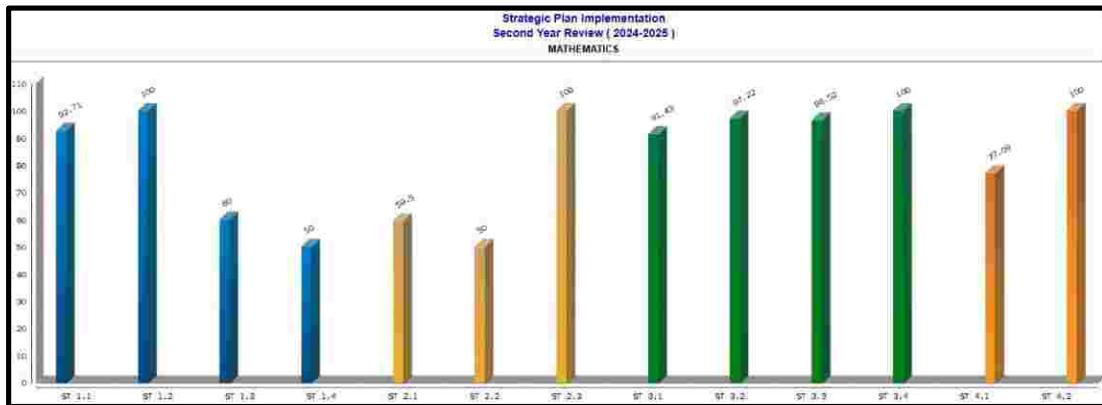
- Thrust areas are clearly identified based on faculty expertise and aligned with international competencies.
- Strong faculty profile with significant research output, including publications with international collaborators.
- Well-funded research projects and collaborative initiatives contribute to the department's academic strength.
- Technical and overall development of students is supported through training programs, workshops, and skill-building activities.
- The department promotes a positive organizational culture through faculty and student engagement initiatives.
- Alignment with Sustainable Development Goals (SDGs) is evident in curriculum, research, and departmental projects.
- Active participation in collaborative research and international partnerships strengthens global exposure and competence.

### Recommendations

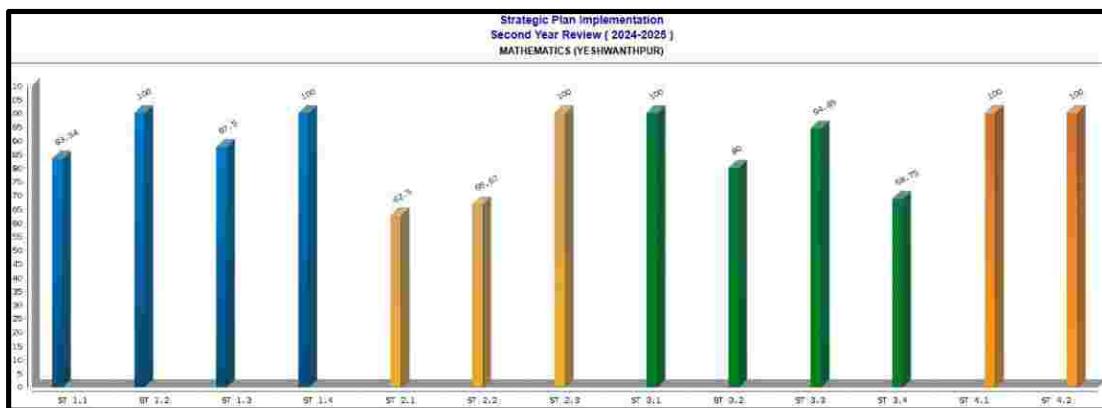
- Explore and strengthen international collaborations, including MOUs, dual degree programs, and outbound student and faculty exchange.
- Enhance consultancy and incubation initiatives to promote research translation, innovation, and income-generating activities.
- Organize skill development programs for alumni and non-teaching staff to support professional growth.
- Increase career guidance and placement support for students and foster opportunities for higher studies.

- Promote collaboration with other campuses, schools, and institutions for interdisciplinary projects and outreach.
- Develop department-specific service-learning frameworks to integrate community engagement into teaching and evaluation.
- Collect and act on quality improvement feedback to enhance infrastructure, curriculum, and overall student experience.
- Strengthen faculty and student participation in SDG-aligned activities and research projects.

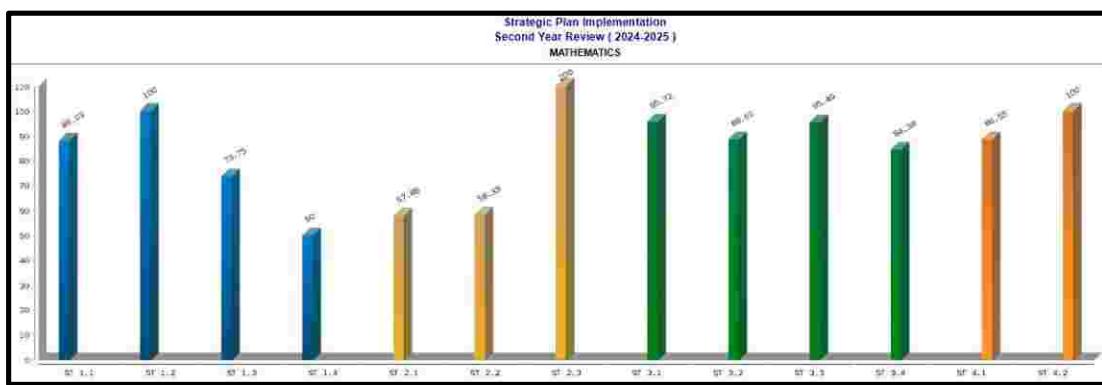
## Department of Mathematics (BCC)



## Department of Mathematics (BYC)



## Department of Mathematics (Bangalore Campuses)



## Observation

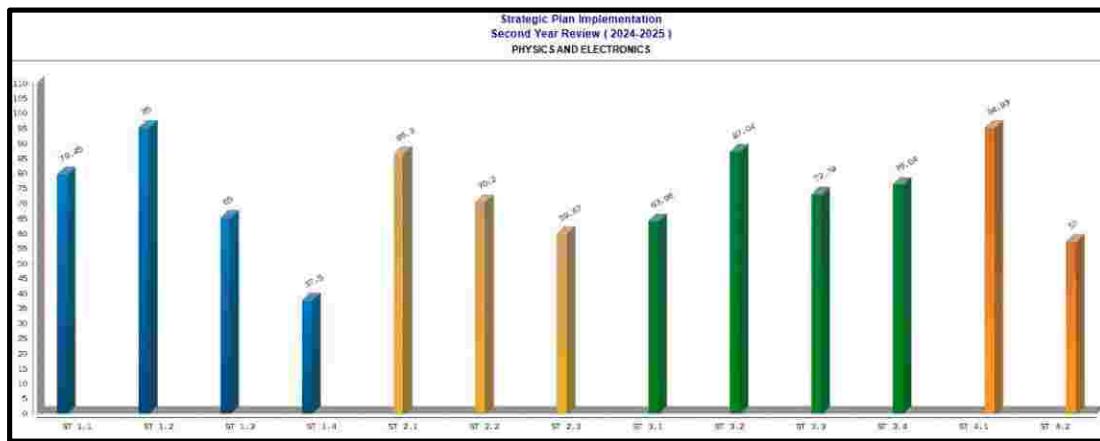
- Strong research culture with excellent citation index and mentoring support from senior faculty to juniors.
- International faculty collaboration exists, but curriculum benchmarking and internationalization need improvement.

- Life skill sessions and research mentoring programs organized for students; service-learning projects and social initiatives actively undertaken.
- Training for non-teaching staff, including mobile application skill development, are conducted.
- Publishing in periodicals is limited; scope for interdisciplinary collaboration exists.

### **Recommendations**

- Improve internationalization of the curriculum and benchmark it with global practices; explore short-term courses, online programs, and collaboration with partner universities for foreign student engagement. (Added focus required in BYC)
- Encourage faculty to pursue funded research projects, interdisciplinary publications, authored/edited books, patents, copyrights, and research with potential policy impact.
- Document and publish student and faculty achievements through social media, web platforms, and PPT presentations to enhance visibility.
- Promote sports, cultural activities, and initiatives to foster positive organizational culture and team spirit.
- Expand extension and service-learning activities to engage communities broadly; collaborate with CSA and NGOs to raise awareness on quantitative aptitude and societal needs.
- Continue life skill sessions, research mentoring, and SDG-aligned projects to enrich student development.

## Department of Physics and Electronics (BCC)



### Observations

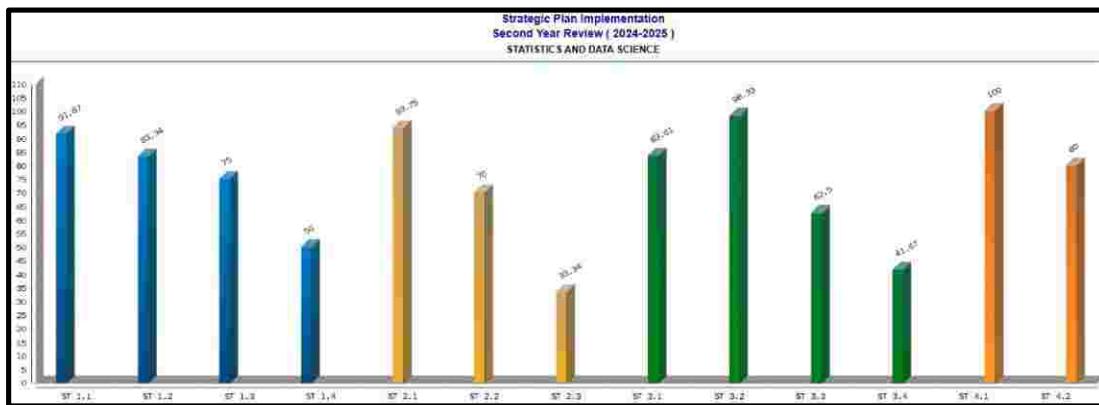
- Overall achievement ranges between 68% to 77% across programs.
- Research on societal impact is limited; service-learning components and community-based projects are missing or insufficiently implemented.
- IPR commercialization, licensing, and startup initiatives have potential for improvement.
- Alumni contributions and engagement need to be strengthened.
- Collaboration with government agencies and employers for internships, leadership programs, and placement opportunities can be enhanced.
- Publications related to Sustainable Development Goals (SDGs) require more focus.
- Opportunities exist to integrate social projects and community engagement more systematically into the curriculum.

### Recommendations

- Increase the number of short-duration courses, micro-credentials, and professional training programs for students and alumni.
- Enhance internationalization: recruit more international faculty, enroll international students, and seek curriculum feedback from global experts.
- Strengthen collaborative academic projects and partnerships with local, state, and national government agencies.
- Promote textbook writing, societal-impact research, and commercialization of IPR; explore startup initiatives and develop an entrepreneurial ecosystem within the department.
- Improve student placements by increasing employer participation, organizing leadership programs, and tracking alumni contributions.

- Increase publications in journals, books, and media outlets; align more research outputs with SDGs.
- Integrate service-learning components across programs and assess their societal impact.
- Develop and expand community-based projects and outreach initiatives.

## Department of Statistics and Data Science (BCC)



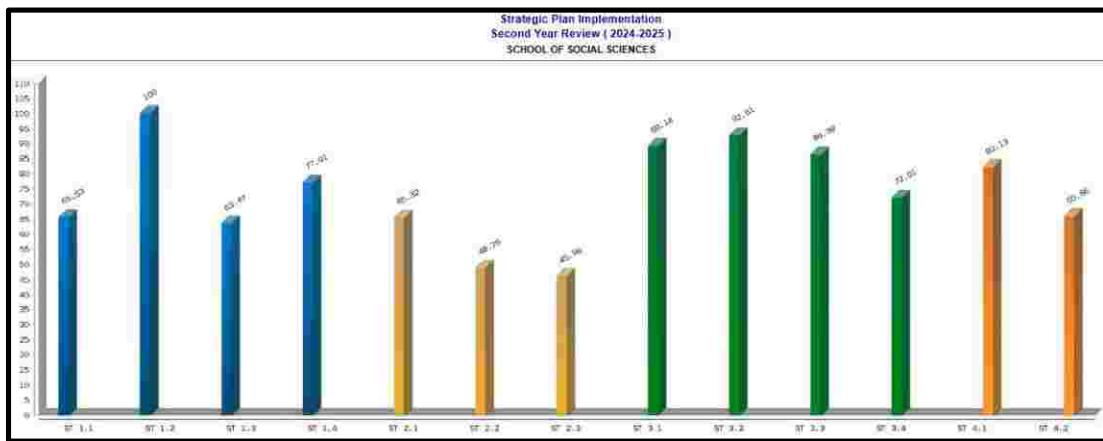
### Observation

- The department is progressing well, achieving around 87% of its targeted goals, demonstrating strong overall performance.
- Research enhancement initiatives are robust, reflecting proactive academic and scholarly growth.
- Most targets have been achieved except those related to developing the entrepreneurial ecosystem.
- Alumni engagement is actively recognized, fostering departmental connection and pride.
- Multiple initiatives and activities have been successfully conducted, indicating effective departmental practices.
- Overall, the department has implemented several good practices and programs that strengthen its academic and institutional impact.

### Recommendations

- Explore innovative opportunities and achievement indicators beyond mere compliance.
- Strengthen international collaborations and encourage joint research/publications.
- Improve documentation and detailed presentation of departmental activities and events.
- Enhance research output and promote entrepreneurial initiatives within the department.
- Incorporate Service Learning into the curriculum through NGO collaborations to address Sustainable Development Goals (SDGs).
- Expand global engagement opportunities for students and faculty.
- Recognize and track outcomes of initiatives more systematically to measure impact.

## School of Social Sciences (Bangalore Campus)



### Overall Analysis of School of Social Sciences

#### Excellent Progress (90%+):

Focus Area 1, Sub Theme 1.2: Teaching Learning and Assessment

Focus Area 3, Sub Theme 3.2: Vibrant and Enriching Campus Experience

#### Very Good Progress (80-89%):

Focus Area 3, Sub Theme 3.1: Student Engagement and Competency Building

Focus Area 3, Sub Theme 3.3: Stakeholder Engagement

Focus Area 4, Sub Theme 4.1: Sustainable Development Goals (SDG)

#### Good Progress (70-79%):

Focus Area 1, Sub Theme 1.4: Accreditations and Rankings

Focus Area 3, Sub Theme 3.4: Faculty and Staff Development and Well-being

#### Moderate Progress (60-69%):

Focus Area 1, Sub Theme 1.1: Curriculum Design for Global Relevance

Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence

Focus Area 4, Sub Theme 4.2: Service Learning

#### Areas for Improvement (Below 50% Needs to Improve, 50-59% Limited Progress):

Focus Area 2, Sub Theme 2.2: Cultivating a Research and Innovation Culture

Focus Area 2, Sub Theme 2.3: Creating an entrepreneurial ecosystem

**Table showing Department-wise Need to improve areas for School of Social Sciences -Bangalore Campuses (below 70% Target Achievement)**

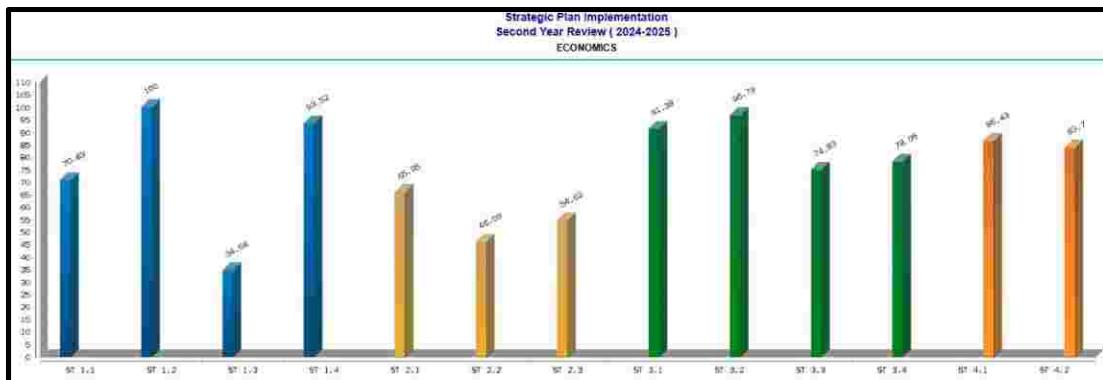
Sub Theme	Schoo l %	ECO (BCC )	ECO (BRC )	ECO (BYC )	ISPS (BCC)	ISPS (BRC )	MS (BCC )	MS (BRC )	MS (BYC )	SOC & SW
ST 1.1: Curriculum Design for Global Relevance	65.53	83.34	66.67	62.5	56.67	66.67	64.29	56.32	65.67	100
ST 1.3: Global Partnerships and Collaborations	63.47	39.57	36	28.34	65	80	56.17	100	90	100
ST 2.1: Enhancing Research Excellence	65.32	70.92	100	26.93	68.34	36	91.67	62.5	63.89	82.5
ST 2.2: Cultivating a Research and Innovation Culture	48.76	36.33	82.17	17.78	33.33	38.89	63.89	55.56	65.67	66.67
ST 2.3: Creating an Entrepreneurial Ecosystem	45.96	50.5	83.34	30	31.67	10	60	40	63.34	100
ST 4.2: Service Learning	65.86	71.11	80	100	66.67	0	75	0	100	100

1. Economics - ECO
2. International Studies, Political Science and History - ISPS
3. Media Studies - MS
4. Sociology & Social work - SOC & SW

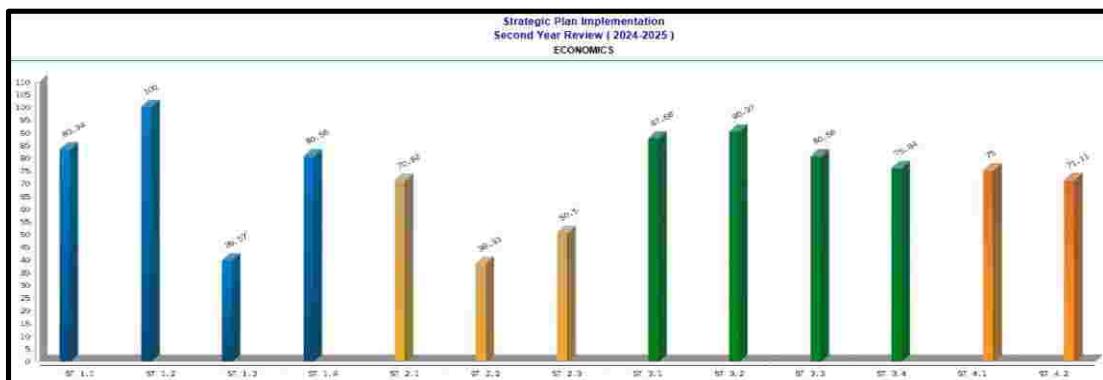
The overall performance of the School of Social Sciences indicates that six areas fall below the 70% threshold achievement and are therefore placed under the Need to Improve category. A closer analysis shows that strengthening curriculum design for global competence is required across many departments, as reflected in varying levels of sub-threshold performance. The Economics departments at BRC and BYC require focused attention, particularly in global partnerships, research excellence, and research and innovation culture. All departments show gaps in cultivating a strong research and innovation culture, underscoring the need for systematic capacity-building in this area. Additionally, both ISPS and Media Studies require focused strengthening of service-learning practices to ensure deeper community engagement and experiential learning. Sociology and Social Work continue to perform strongly across all areas. Taken together, the results highlight uneven progress across the school and point to the need for targeted

interventions that enhance research capacity, global collaboration, curriculum quality, service-learning effectiveness, and innovation-driven academic practices.

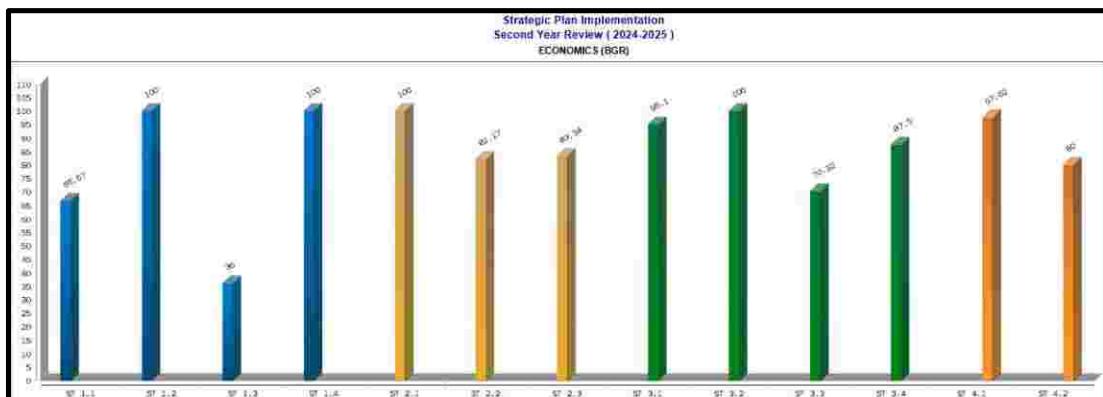
### Department of Economics (Bangalore Campuses)



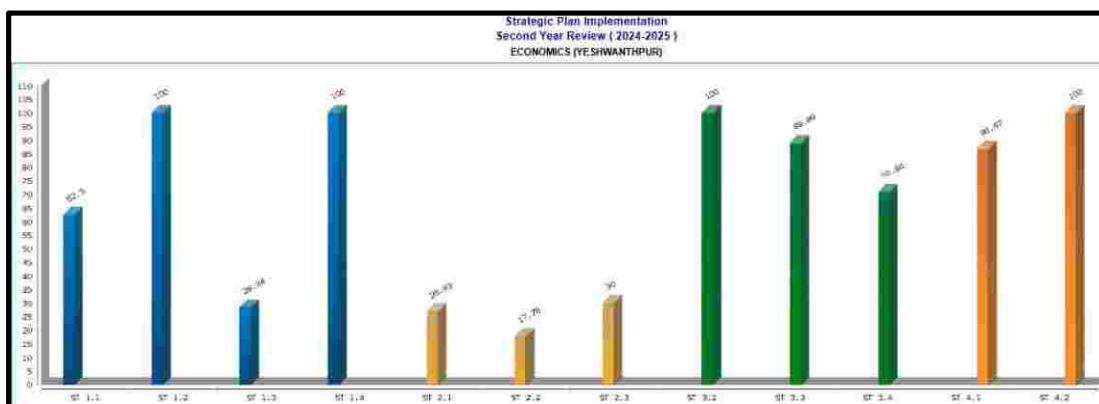
### Department of Economics (BCC)



### Department of Economics (BRC)



## Department of Economics (BYC)



### Observation

- Internationalisation efforts are emerging across campuses, with BYC reporting a foreign scholar in residence and one outbound student exchange. Overall, 70% of the curriculum integrates global topics, indicating strong potential for deepened global partnerships.
- The department demonstrates steady research progress, with 23 publications, one research grant, and one consultancy across campuses; however, BRC and BCC show limited consultancy and no patents, indicating opportunities for enhanced research-industry linkages.
- Behavioural Economics (BYC) stands out with the launch of India's first MA in Behavioural Economics, strong global pedagogical inputs, international workshops, and field visits, positioning the campus as a pioneering centre in this niche area.
- Research contributions are uneven across faculty while all faculty members hold PhDs, only a subset actively publish or secure projects, suggesting the need for more balanced research engagement across BYC, BRC, and BCC.
- Teaching-learning practices are robust across campuses, with multidisciplinary courses, global pedagogies, and innovative assessment methods; approximately 70% of the department's 3-year targets have been achieved, indicating consistent progress.
- Faculty development initiatives remain limited, with only one tool-specific FDP conducted; although BYC and BRC conducted multiple club activities and seminars, the lack of sustained long-term faculty development programmes is noticeable.
- Strong student engagement is seen through activities like Young Economists workshops, newsletters, outreach programmes, and transdisciplinary university visits (BYC); however, certain expected domain-specific activities (especially in BRC/BCC) appear less frequent.

- Community engagement and SDG-linked activities such as SDG Week, plantation drives, old age home visits, and service-learning initiatives are consistently organised across campuses, though formal curricular integration of service-learning remains low (notably in BRC and BCC).
- Organisational culture-building activities like financial planning sessions, health and well-being workshops, yoga day, faculty-student cricket matches, and celebrations are undertaken, but most are short-term without structured follow-up or cross-campus continuity.
- The department shows potential for becoming a recognised centre for applied and behavioural economics research, especially with BYC's internationalisation efforts; strengthening global collaborations and multidisciplinary research clusters across BYC, BRC, and BCC will enhance collective research visibility.

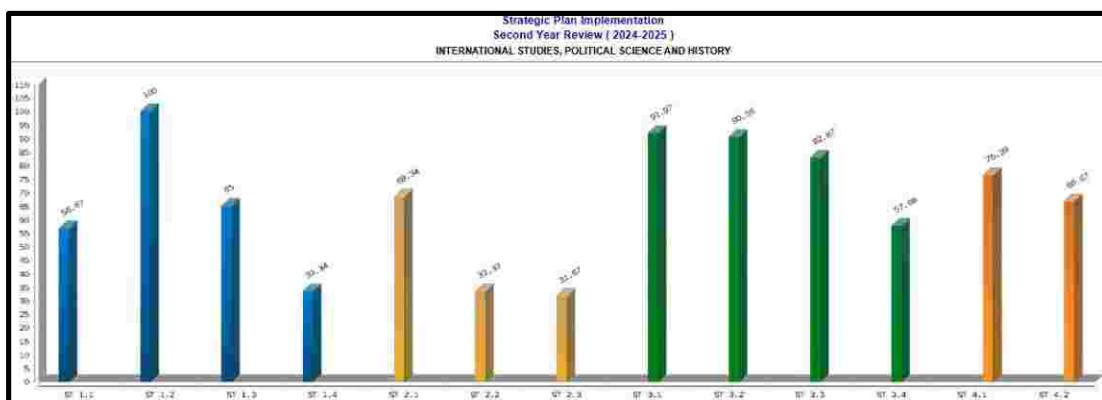
### **Recommendations**

- Seek curriculum feedback from international faculty and engage global subject experts to enhance internationalisation, including recruitment of visiting international faculty (BYC).
- Expand international collaborations and functional MoUs to enable student and faculty exchange programmes (BYC).
- Increase student involvement in research through research clubs, joint publications with faculty, and identification of research clusters within the department.
- Proactively apply for external funded projects, consultancy opportunities, and organise workshops with external experts to enhance revenue generation and research impact.
- Complete and launch micro-credential programs and MOOCs to improve curriculum scalability and global outreach.
- Mandate inclusion of service-learning components across syllabi to strengthen community engagement and experiential learning. (BRC)
- Enhance publication output, patents, and copyrights; ensure all faculty contribute to research and encourage joint projects with students and international collaborators.
- Organize team-building and collegiality-enhancing activities, including faculty joint learning sessions, intercollegiate fests, cultural/sports events, and workshops to foster a collaborative campus environment.
- Strengthen alumni engagement and sponsorship for student scholarships, endowment awards, and placement-related workshops; improve alumni footfall (BYC).
- Collaborate with CSA and other departments for outreach and extension activities, focusing on areas like hunger, poverty, farmers, climate, sustainability, and economics literacy social programmes.

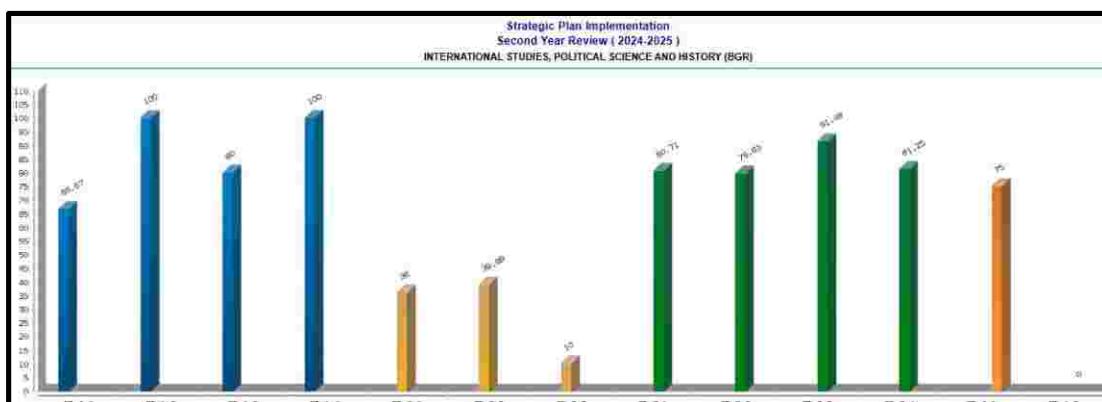
## Department of International Studies, Political Science and History (Bangalore Campuses)



## Department of International Studies, Political Science and History (BCC)



## Department of International Studies, Political Science and History (BRC)



## **Observation**

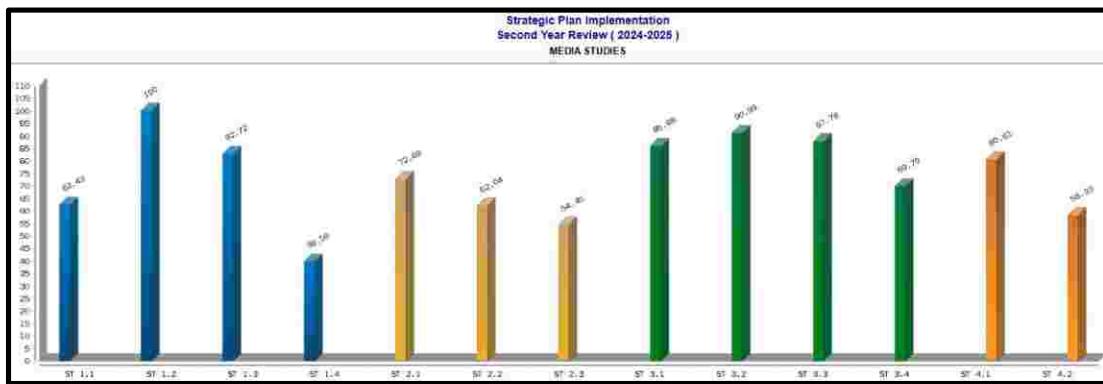
- The department uses a wide range of innovative teaching and evaluation methods, including tandem classes, team teaching, experiential activities, and extra-credit courses.
- Strong internationalisation efforts are evident through dual degrees, twinning programmes, exchange programmes, and partial internationalised curriculum.
- Research productivity is notable, with publications, books, book chapters, and funded research projects.
- Student and faculty development initiatives—field visits, team-building sessions, QIPs, and social gatherings—are well implemented.
- The Kayal outreach initiative shows potential but requires clearer conceptual alignment with departmental goals.
- Positive initiatives in student and faculty engagement contribute to a supportive academic culture.
- Curriculum incorporates some SDG-aligned components and service learning, with scope for broader integration.
- Extension and outreach activities are present, particularly in areas related to political systems and policy awareness.
- Opportunities exist to expand international research collaborations and strengthen policy-oriented research outputs.
- BRC demonstrates strong global engagement through its Global Classroom with the University of Milan, innovative pedagogy (simulation, Socratic discussions), notable student and faculty publications, collaborative policy-research initiatives, gender sensitisation activities, and potential for partnerships with local governing bodies for sustainability initiatives.

## **Recommendations**

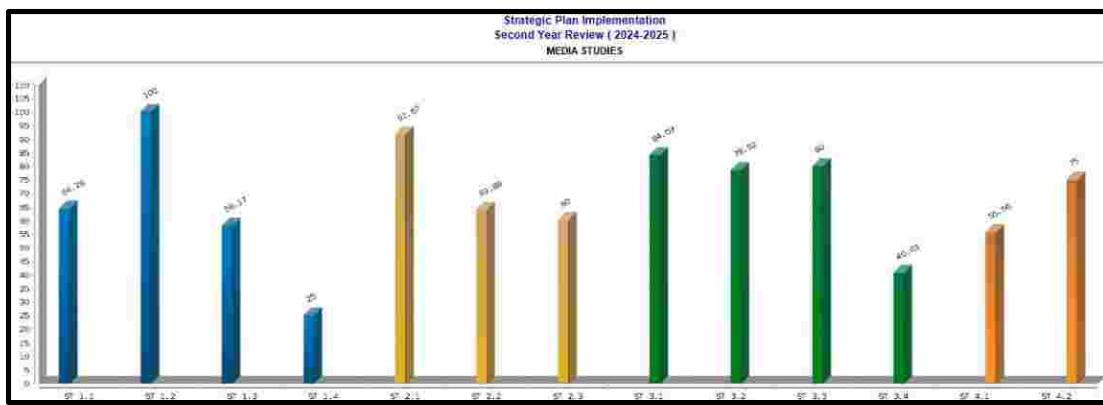
- Strengthen internationalisation through increased global collaborations, more international students/faculty, and expansion of MOOCs/micro-credential offerings.
- Enhance innovation and entrepreneurship initiatives by creating structured opportunities for student and faculty participation.
- Focus on developing MOOCs, student–faculty exchanges, and short-term training; increase faculty research involvement; apply for seed-money/external funded projects; explore consultancy; improve corporate connect and placements; offer well-being programmes; strengthen alumni links; integrate service learning into CIAs; and initiate more SDG-aligned external projects.
- Improve alumni engagement through systematic events, tracking mechanisms, and stronger alumni–department collaborations.

- Increase the number of capacity-building programmes, FDPs, workshops, and faculty development initiatives.
- Strengthen co-curricular and cultural activities for student engagement and holistic development.
- Initiate more outreach/extension programmes aligned with the department's expertise and collaborate with local governing bodies for community development.
- Enhance documentation and impact reporting of activities, especially those linked to SDGs and societal engagement.

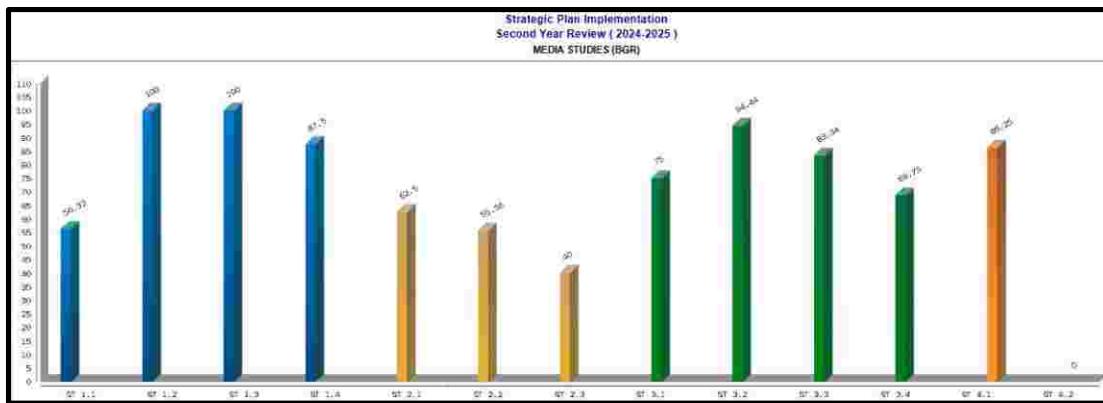
## Department of Media Studies (Bangalore Campuses)



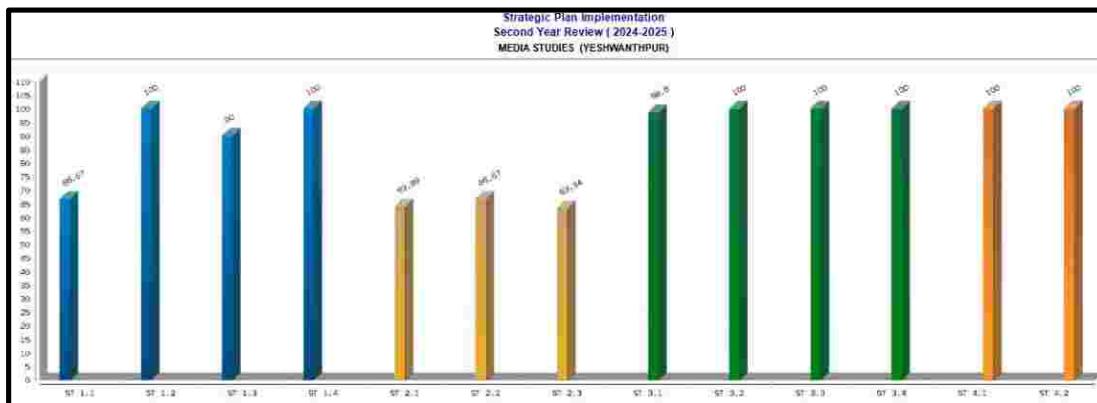
## Department of Media Studies (BCC)



## Department of Media Studies (BRC)



## Department of Media Studies (BYC)



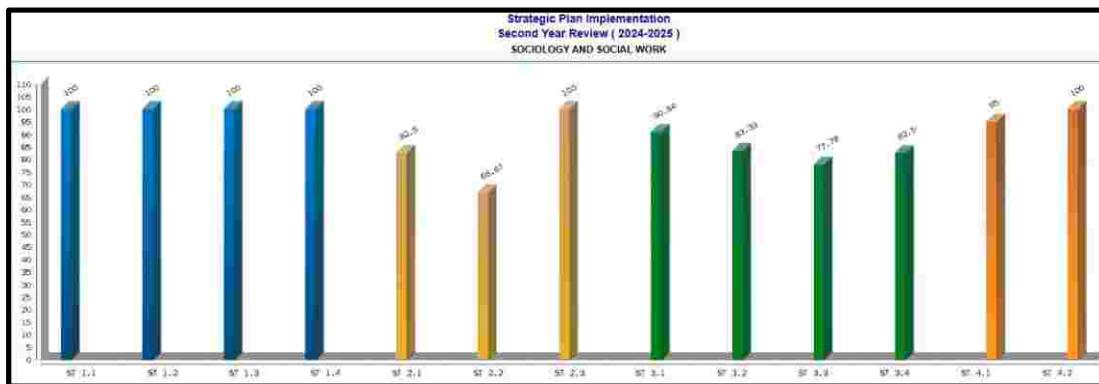
### Observation

- Achieved India Today ranking 6 and maintained strong international curriculum review; 3 LCA sessions conducted for each course.
- Secured substantial financial support for research from foreign universities; external funded projects exceeding ₹1 crore and active joint publications with international authors (BYC)
- Faculty well-being initiatives and numerous social outreach programs, including PR campaigns for small businesses and migrant support programs (BYC).
- Strong alignment with SDGs through paper publications, ecological documentaries, student-led campaigns, and MOU with MRC.
- The department successfully achieved a significant portion of its goals despite programme discontinuation at BRC, focusing on last batch students and capacity building via master classes and expert sessions.
- Collaborative research is a departmental strength; 29 out of 38 goals met, with ongoing efforts in copyrights, publications, and projects (BYC).
- Experiential learning through internships, live projects, and industry collaborations with ISD Global and WACOM; blended learning integrated with media production and theory courses.
- International exposure includes faculty paper presentations (Chiang Mai University, Thailand & NU Singapore) and student internships/exchange programmes (Walt Disney International, USA; Dongguk University, South Korea).
- Creative initiatives such as campus magazine, YouTube channel, podcasts, and social media platforms foster engagement and communication; active community outreach with schools and BBMP awareness programmes (BYC).
- Service learning and SDG-focused student engagement include NGO collaborations, animal welfare campaigns, stationery drives, and structured community projects, enhancing societal impact (BYC/BCC).

## **Recommendations**

- Initiate MOOC and micro-credential courses, including Swayam/Coursera offerings as elective or credit-bearing modules (BYC/BCC).
- Strengthen consultancy, patents, copyrights, and encourage all faculty to apply for research projects; expand start-ups, SRF/JRF positions, and interdisciplinary research with joint international publications (BYC/BCC).
- Enhance career guidance, competitive exam support, life skills programs (yoga, meditation, health), alumni engagement, and alumni-funded initiatives (BYC/BCC).
- Formalize MOUs with SDG-related organizations, increase SDG awareness programs, and integrate service-learning into syllabi and ongoing student activities (BYC/BCC).
- Improve research culture through faculty mentoring, collaborative research projects, interdisciplinary electives, and more student involvement in research; increase publications in peer-reviewed and indexed journals.
- Expand international collaborations, visiting scholars, student/faculty exchange programs, and cross-campus collaboration for strategic planning, especially given programme transitions (BYC/BCC).
- Enhance industry engagement, partnerships with private media, alumni, and NGOs for consultancy, social entrepreneurship, and practical learning experiences (BRC).
- Strengthen documentation of student achievements, learning outcomes, and faculty activities; track participation in clubs, media events, and creative outputs systematically.
- Introduce campus-wide well-being initiatives, mental health programs, resilience-building workshops (BRC)
- Promote inter-campus and inter-collegiate media fests, competitions, and student-led initiatives like campus radio to broaden experiential learning and community engagement (BYC).

## Department of Sociology and Social Work (Bangalore Campuses)



### Observation

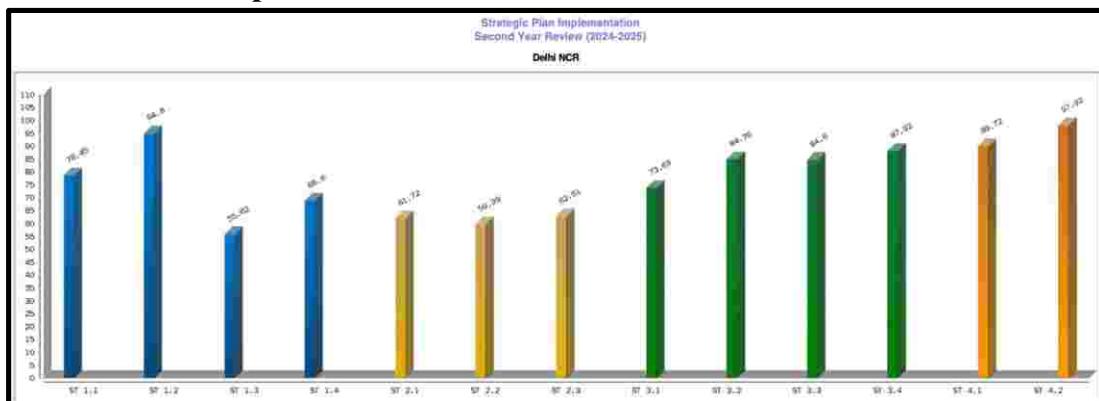
- Strong international engagement with 5 active MoUs, along with student and faculty exchange programmes.
- Faculty demonstrate good research collaboration, supported by government-funded projects and international partnerships.
- The department has achieved most strategic plan targets across multiple focus areas.
- Excellent research output, including 4 government-funded projects, 1 Q1 publication, 12 JRF/SRF, and 5 PhD completions.
- Teaching–learning practices are robust, supported by international collaborations and continuous academic development.
- Regular student development activities conducted, such as gender sensitisation sessions and theatre workshops.
- Strong culture-building initiatives, with multiple ongoing practices that benefit students and faculty.
- “Christites Against Substance Abuse (CASA)” stands out as an impactful best practice with strong social relevance.

### Recommendations

- Improve clarity in reporting goal attainment by clearly presenting data on which targets were achieved, partially achieved, or pending.
- Strengthen innovation and social entrepreneurship, as progress in this area is limited despite departmental potential.
- Enhance research-based innovations, focusing on impactful outcomes and new models of social intervention.
- Organise more faculty- and staff-wellbeing activities, and actively involve alumni in supporting these initiatives.

- Increase media visibility by publicising departmental achievements, research outcomes, and community outreach.
- Ensure systematic documentation of all accomplishments to support transparency, review, and future planning.

## Delhi NCR Campus



### Overall Analysis of Delhi NCR Campus

#### Excellent Progress (90%+):

Focus Area 1, Sub Theme 1.2: Teaching Learning and Assessment

Focus Area 4, Sub Theme 4.2: Service Learning

#### Very Good Progress (80-89%):

Focus Area 3, Sub Theme 3.2: Vibrant and Enriching Campus Experience

Focus Area 3, Sub Theme 3.3: Stakeholder Engagement

Focus Area 3, Sub Theme 3.4: Faculty and Staff Development and Well-being

Focus Area 4, Sub Theme 4.1: Sustainable Development Goals (SDG)

#### Good Progress (70-79%):

Focus Area 1, Sub Theme 1.1: Curriculum Design for Global Relevance

Focus Area 3, Sub Theme 3.1: Student Engagement and Competency Building

#### Moderate Progress (60-69%):

Focus Area 1, Sub Theme 1.4: Accreditations and Rankings

Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence

Focus Area 2, Sub Theme 2.3: Creating an entrepreneurial ecosystem

#### Areas for Improvement (Below 50% Needs to Improve, 50-59% Limited Progress):

Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

Focus Area 2, Sub Theme 2.2: Cultivating a Research and Innovation Culture

**Table showing Department-wise Need to improve areas for Delhi NCR Campus  
(below 70% Target Achievement)**

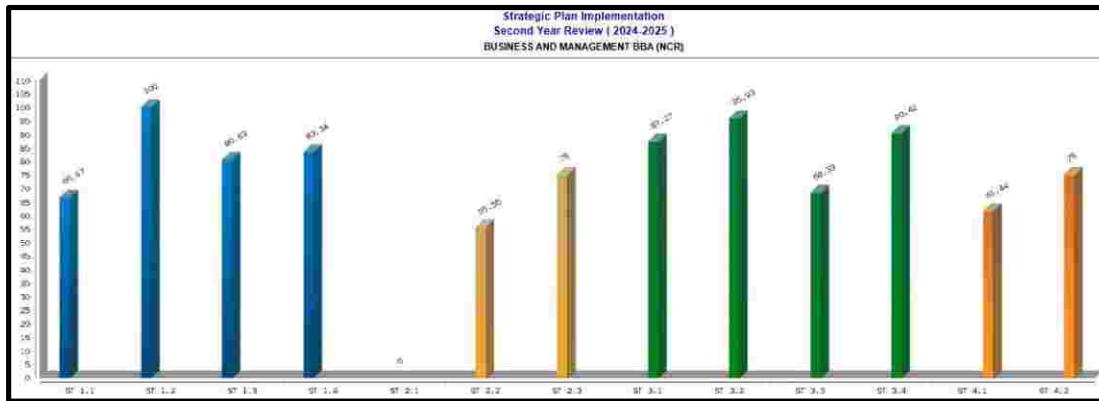
Sub Theme	Campus %	BBA	MBA	COM	ENG	ECO	SCIE	LAW
ST 1.3: Global Partnerships and Collaborations	55.62	80.63	76.34	33.33	65.67	39.57	54.72	61.34
ST 1.4: Accreditations and Rankings	68.6	83.34	100	50	33.34	80.56	71.86	100
ST 2.1: Enhancing Research Excellence	61.72	0	40	60	37.38	70.92	48.68	95
ST 2.2: Cultivating a Research and Innovation Culture	59.38	55.55	47.22	65.67	17.36	38.33	55.28	75
ST 2.3: Creating an entrepreneurial ecosystem	62.61	75	70	68	10	50.5	83.75	84

1. Bachelor of Business Administration - BBA
2. Master of Bachelor of Business Administration - MBA
3. Commerce - COM
4. English and Cultural Studies - ENG
5. Economics - ECO
6. School of Sciences - SCIE
7. School of Law - Law

The overall performance of the NCR Campus indicates that several departments fall under the Need to Improve category, with multiple areas not meeting the 70% threshold target achievement. A closer examination reveals particularly low scores in key academic dimensions such as Global Partnerships, Research Excellence and Innovation Culture, indicating limited external engagement and research readiness. BBA demonstrates an

urgent need for intervention with a 0% score in Research Excellence. These results collectively highlight the necessity for targeted academic strengthening, improved research facilitation, and enhanced international engagement across the campus.

### School of Business and Management - BBA



### Observations

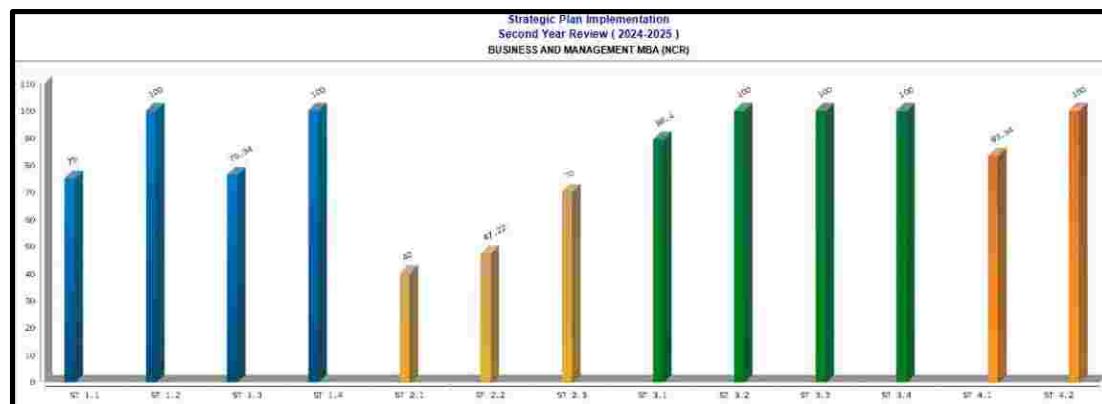
- Strong integration of entrepreneurship in the curriculum with Wadhwani collaboration; around 80% of planned entrepreneurial activities completed.
- Good industry and alumni engagement with visits from 10+ alumni and 20+ corporates, contributing to visibility and networking.
- Curriculum updates reflect FinTech and SDG alignment (10–14% revised; 23% mapped), along with increased self-paced learning through LCA and diverse innovative assessments.
- Internationalisation has strengthened through 10+ active MOUs (Kazan, Virginia), emerging joint research, NRI/International student enrolment, and global immersion programs via Enactus and AIESEC.
- Faculty development is improving with increased professional memberships, award recognitions, advisory-board roles, and participation in research conferences.
- Research output shows progress with publications, conference participation, consultancy earnings, seed funding, and faculty mentoring of startups.
- Student engagement is robust, with strong participation in entrepreneurial events, MOOC enrolments, external competitions, and achievement of Enactus awards.
- Placement performance has significantly improved with higher placement percentage (79% → 87%), better salary packages, more recruiters, and enhanced training through an external agency.
- Student leadership and life-skills development are strengthened through structured programs, workshops, cultural events, and alumni mentorship.

- SDG integration is comprehensive across courses, SRPs, community engagement, sustainability-focused events, and faculty/student research on societal and environmental issues.

## Recommendations

- Expand academic enhancement through increased micro-credentials and MOOCs, targeting student enrolment and greater integration of technology-enabled learning.
- Undertake 20% annual curriculum revision, ensure 30% SDG alignment, and strengthen internationalisation by establishing 15 active MOUs, enrolling 20 international students, and widening global immersion opportunities.
- Enhance the research ecosystem by securing ₹10 lakh+ in external grants annually, increasing high-quality publications, and ensuring timely PhD completion while enabling at least 25% of faculty to undertake seed-funded projects.
- Advance innovation and entrepreneurship by increasing faculty mentorship participation to 10%, supporting startup development, and achieving five faculty awards annually.
- Improve employability outcomes by targeting 95% placements, increasing the highest package to 12 LPA, expanding the recruiter pool to 60, and implementing advanced leadership and skill-development modules.
- Strengthen industry and alumni engagement through eight academia–industry programmes, expanding alumni mentors to 20, and improving participation in professional workshops and cultural initiatives.

## School of Business and Management - MBA



## Observations

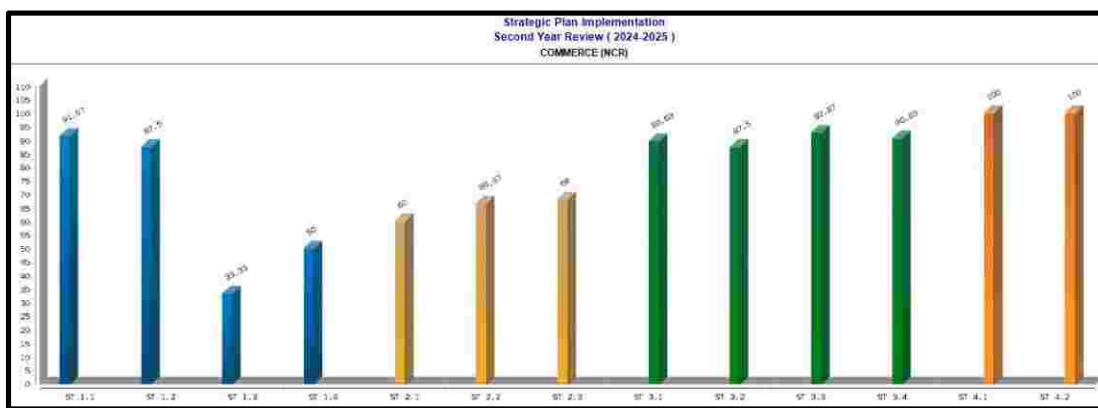
- The department has demonstrated strong progress in transformational teaching and global competence, achieving 89% overall and introducing globally aligned courses with 30% international relevance.
- Curriculum design reflects increasing internationalisation, supported by innovative pedagogies in 20% of courses, e-content development, and the launch of a new MOOC.

- International exposure has been strengthened through expert sessions, faculty embassy visits, student participation in the GST Ambassador Program, and collaborations with foreign universities.
- Accreditation preparedness is evident, with AICTE approval, AACSB membership, and ongoing readiness for NBA accreditation.
- Research and innovation performance has reached 65% achievement, supported by a ₹3 lakh seed-money project, ICSSR grant applications, and strong output including journal papers, books, chapters, patents, and international student–faculty publications.
- Direct stakeholder engagement is robust, with regular alumni interactions and multiple industry-connect sessions contributing to improved placement outcomes.
- Societal engagement is commendable, achieving 85%, with strong SDG integration across curriculum, research, and outreach activities.

### **Recommendations**

- Expand globally aligned, digitally enriched courses and scale innovative pedagogies and assessment methods across more programmes, while setting top international universities as benchmarks for curriculum enhancement.
- Strengthen internationalisation by increasing international student enrolment, enhancing expert engagement, and promoting collaborative teaching through webinars, joint publications, and guided research with global partners.
- Improve research and consultancy performance by pursuing diverse external funding, increasing seed money applications, initiating consultancy and incubation units, and encouraging greater faculty participation in impactful research projects.
- Strengthen innovation and entrepreneurship by expanding structured mentorship, providing incubation support, enhancing follow-up mechanisms for start-up ideas, and increasing faculty representation on advisory boards to raise institutional visibility.
- Introduce progress-tracking dashboards to monitor research, innovation, and enterprise activities while showcasing achievements to build momentum and encourage broader participation.
- Enhance organisational culture through expanded peer-led initiatives, mental health programs, deeper alumni–industry partnerships, and greater student leadership participation.
- Increase societal impact by organising more SDG-linked community initiatives, embedding SDG themes across the curriculum, and integrating AI-driven content to strengthen relevance and future-readiness.
- Promote sustained engagement through well-structured, socially oriented events and outreach activities to maximise long-term community impact.

## School of Commerce, Finance and Accountancy



### Observations

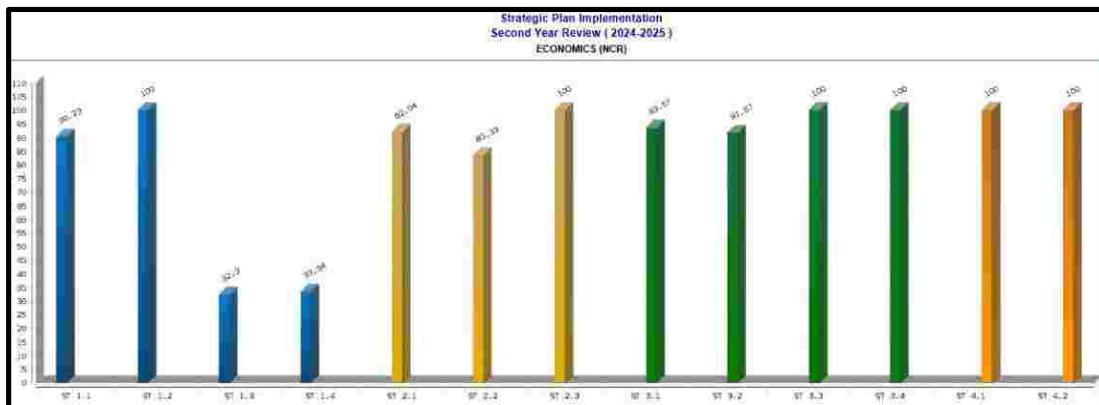
- Curriculum aligns with academic and professional standards, incorporating innovative pedagogy, NPTEL-SWAYAM electives, and planned faculty/student exchange programmes.
- Strong research culture with 100% faculty participation in conferences, seed money/IPR applications, improved research output, best paper awards, and founding of 2 startups.
- Effective placement and career development initiatives, including skill training, career guidance programs, industry-academia collaborations, and alumni engagement activities.
- Active student engagement through peer learning, sports, and wellbeing/stress management workshops, fostering holistic development.
- Integration of SDG principles into curriculum, research, and outreach, complemented by meaningful societal initiatives such as insurance awareness campaigns and service-learning activities.
- National and international collaborations support global exposure, joint research, and capacity building.

### Recommendations

- Formalize student exchange and collaboration programs through MoUs and expand global exposure initiatives.
- Make the curriculum trend-setting by incorporating contextually relevant content, such as New Delhi-centric commercial and socio-economic aspects, along with MOOC development and innovative assessment methods.
- Strengthen research initiatives by identifying robust projects aligned with ministries, MNCs, and socio-economic needs; encourage PhD completions, JRFs, and external funding applications.
- Enhance alumni engagement to track career progression and leverage their support for academic, research, and industry collaborations.
- Organize events and initiatives with a long-term, strategic vision rather than solely compliance-oriented approaches, including establishing a scholarship/fellowship cell for faculty and students.

- Increase student participation in volunteering and SDG-linked social engagement projects beyond the current 20%, leveraging departmental strengths and resources for greater societal impact.

## Department of Economics



## Observations

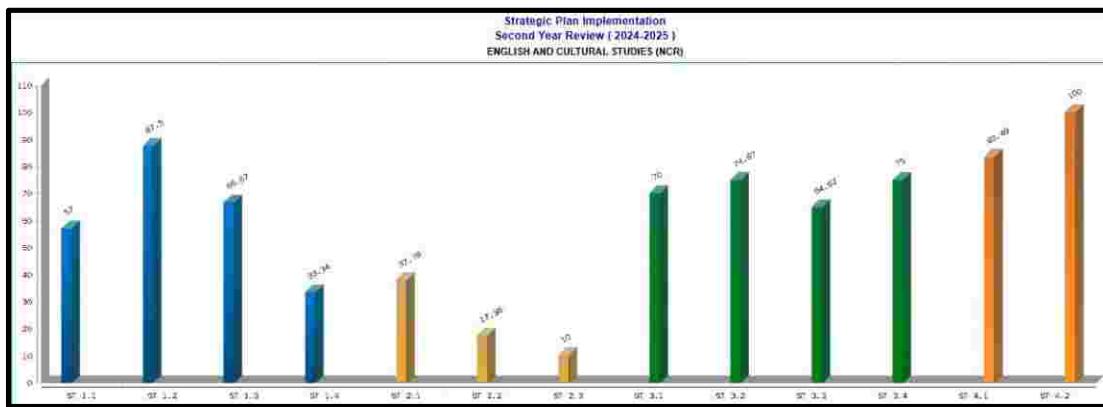
- Initiatives for developing global competence in teaching and learning are evident, documented, and accessible.
- Research strengths lie in securing externally funded projects and seed money; however, overall research output and faculty publications remain low, with limited cross-border or interdisciplinary work.
- Student engagement programs are well-planned and effectively implemented, achieving full participation and documented outcomes.
- Faculty well-being initiatives exist, though continuous feedback mechanisms could enhance their effectiveness.
- The department maintains societal presence both physically and virtually, with scope to expand visibility on social media and other digital platforms.
- Documented processes and reporting demonstrate a structured approach to teaching, research, student engagement, and societal outreach.
- Moderate progress in global competence and research innovation indicates potential areas for strategic enhancement.

## Recommendations

- Explore twinning or dual-degree programs to enhance international exposure and strengthen global competence in teaching and learning.
- Involve industry professionals in curriculum design and integrate Learning Competency Assessment (LCA) modules in each subject to improve practical and competitive skills.

- Enhance research output by increasing impactful publications, supporting faculty flexibility in research, and promoting initiatives with a global perspective.
- Plan additional activities to foster a positive organizational culture, including personal well-being initiatives and an annual employee well-being survey.
- Expand societal engagement activities, leveraging the department's strategic location in the national capital to create broader community impact.
- Maintain and build on existing student and faculty engagement initiatives, ensuring sustained documentation and assessment of outcomes.

## Department of English and Cultural Studies



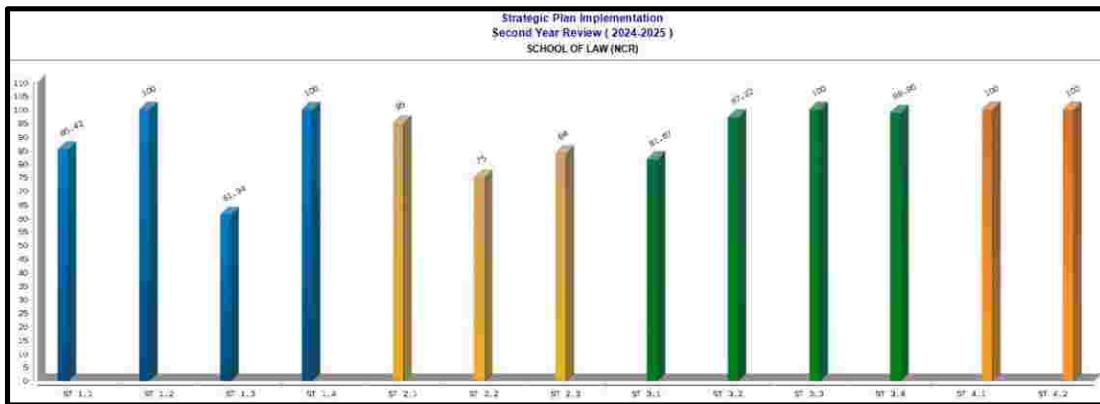
## Observations

- The department has conducted multiple curriculum enrichment workshops and guest lectures featuring eminent writers and public figures, demonstrating strong academic engagement.
- The faculty possess diverse expertise, contributing to workshops, international conferences, and faculty development programs, including collaborations with Manchester Metropolitan University and Zubaan Publications.
- There is potential to leverage the department's strategic location for increased publications, MoUs, and research output.
- Student engagement is robust, with activities such as theatre, magazines, Bhasha Utsav, field visits, and self-development programs fostering holistic learning.
- Service-learning and extension activities, including Project Unnati, are well-implemented with strong alignment to SDGs.
- Student publications and creative initiatives are commendable, reflecting active participation and effective mentorship.
- Overall, the department demonstrates a balanced focus on academic enrichment, research collaboration, student development, and societal engagement.

## Recommendations

- Leverage the NCR location by establishing stronger collaborations with ministries, government bodies, and major institutions to enhance curriculum development and research opportunities.
- Prepare detailed and systematic course plans and clearly communicate learning objectives to students.
- Align events and initiatives with envisioned research outcomes, actively pursuing research projects in collaboration with external institutions and government centres.
- Strengthen faculty development by encouraging participation in national and international forums, associations with Sahitya Akademi, and recognition of faculty well-being initiatives.
- Increase student participation in inter-collegiate fests, competitions, and external events, while diversifying extension and community engagement activities.
- Develop impactful societal engagement outputs, such as oral-history archives or documentaries on social issues, to enhance research visibility and community impact.

## School of Law



## Observations

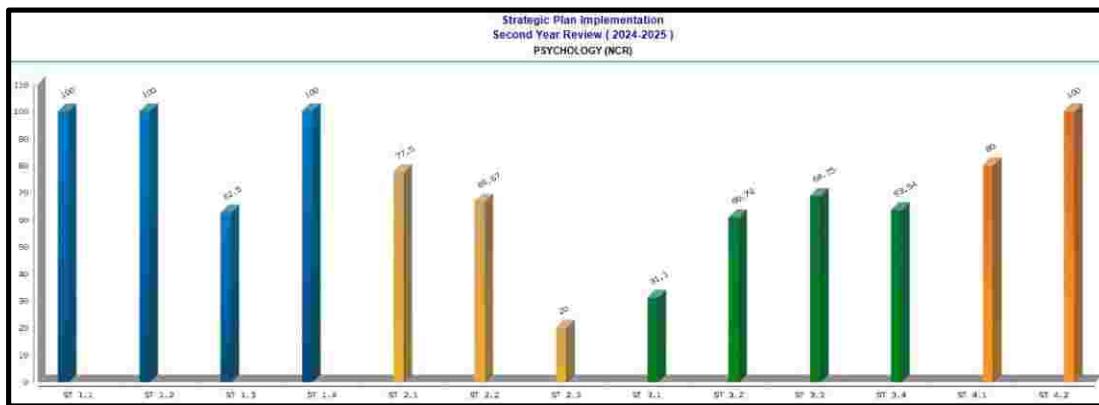
- The department has achieved most of its yearly targets, showing improvement in curriculum internationalization through summer/winter schools with foreign universities.
- Teaching–learning practices reflect good global competence, though further enhancement is needed in curriculum globalization and internationalisation.
- Programme Outcomes (POs) are partially mapped, with approximately 80% target achievement.
- Strong progress is evident in consultancy, external grants, and seed-money initiatives, with second-year SAP targets fully met.
- Research output shows improvement compared to the previous year, but overall research and innovation remain areas with significant scope for growth.

- The department promotes a positive organisational culture through clubs, moot courts, advocacy workshops, and art–music–theatre activities, achieving all second-year targets.
- A high number of student and faculty engagement activities contribute to a vibrant campus culture.
- Community engagement is strong, with most initiatives aligned to SDGs and active involvement in legal aid and community development.
- Students and faculty contribute to newspapers and public platforms, reflecting good practice in social awareness and public engagement.
- Numerous impactful societal-engagement activities are conducted, strengthening the department’s community-oriented focus.

### **Recommendations**

- Introduce joint certification and short-term training programs for both students and faculty to enhance skill development and global exposure.
- Clearly articulate Programme Outcomes (POs) and complete proper mapping with Course Outcomes (COs).
- Strengthen research output by increasing publications, improving citation impact, and enhancing overall research quality.
- Encourage every faculty member to undertake a seed-money-funded project to build a stronger research culture.
- Implement structured faculty well-being initiatives, including a well-being survey, and plan activities addressing societal issues and community needs.

## Department of Psychology



## Observations

- The department demonstrates strong global engagement through partnerships with Erasmus+, Miami University, and international conferences, enhancing faculty exposure and student mobility.
- Curriculum design is robust, with opportunities to leverage existing international collaborations and benchmark against top national and international institutions for continuous improvement.
- Research and innovation are progressing, with increased faculty publications, student involvement in projects, entrepreneurial initiatives, consultancy engagements, and patent development.
- Student engagement is active, supported by diverse events, workshops, and initiatives promoting positive organisational culture, gainful campus life, and work-life balance.
- Societal and community engagement is well-established, with multiple SDG-aligned programs, service-learning initiatives, wellness workshops for healthcare professionals, and UNESCO mentoring programs.
- Opportunities exist to expand interdisciplinary international collaborations, deepen research with industry linkages, and enhance professional development for faculty and staff to strengthen student learning outcomes.
- The department can further focus on societal impact and sustainability through structured self-assessment, SWOC analysis, and targeted action plans.

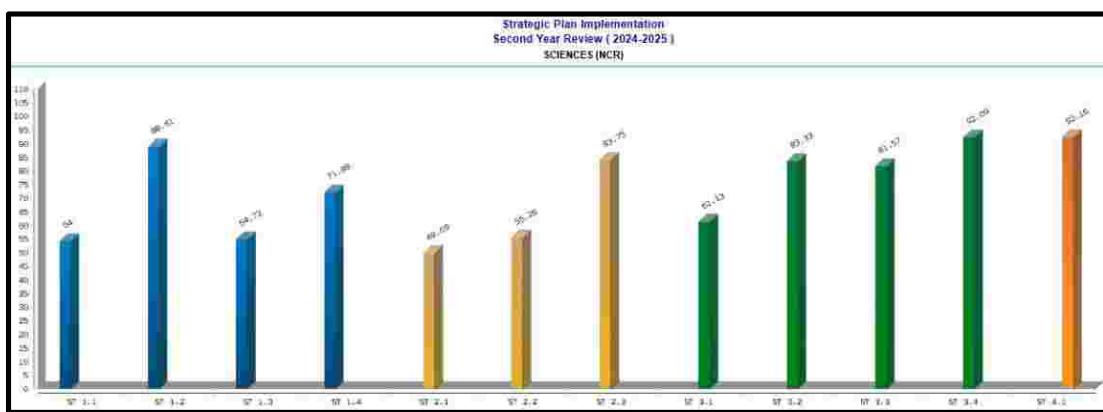
## Recommendations

- Diversify international collaborations beyond psychology and Western institutions, align with global accreditation standards, and expand student mobility through joint degrees, internships, and Scholar-in-Residence programs.
- Strengthen industry engagement and interdisciplinary research by aligning projects with market needs, increasing funding, and encouraging cross-department

collaboration to enhance research outcomes and entrepreneurial initiatives. Enhance professional development and well-being for faculty and staff through structured programs, while fostering student participation in campus activities to maintain a vibrant and inclusive campus culture.

- Expand service-learning and community engagement programs, broadening wellness initiatives to promote holistic development across multiple professional fields.
- Integrate sustainability and emerging topics like AI & Cyber Psychology into the curriculum, and strategically utilize external funding to strengthen societal engagement and practical learning outcomes.

### School of Sciences



### Observations

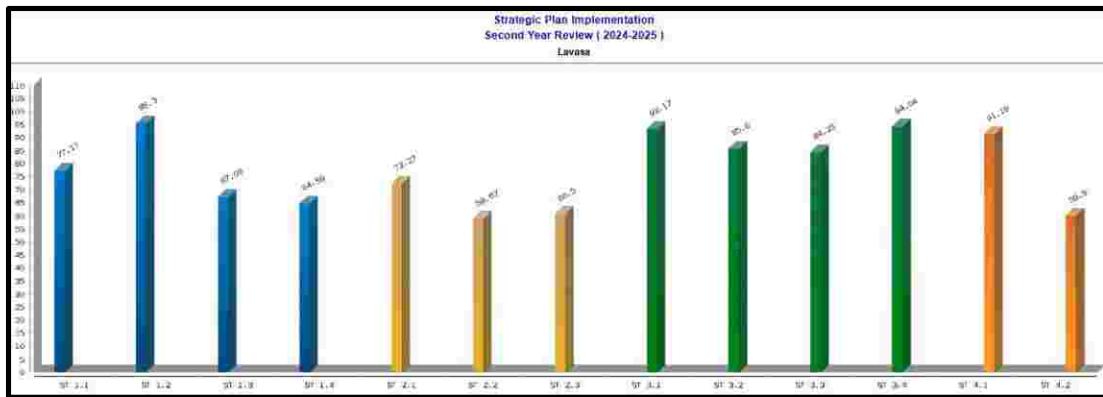
- The department has actively organized workshops, seminars, and guest talks featuring international faculty and industry experts, enhancing global exposure and industry relevance.
- International conferences have been successfully conducted, and the Branding & Media Club has been established to strengthen student engagement and institutional visibility.
- Skill development initiatives include Intel certification, technical awareness drives for staff, and 30-hour certification programs for underprivileged children, reflecting commitment to social responsibility.
- Research output is robust, with 72 faculty papers, 20 student papers, 38 book chapters, 11 patents, and 1 copyright, supported by faculty development programs for research proposal writing.
- External funding and seed money support is improving, including ₹13L government grants, ₹18.9L total seed-funded projects, and ongoing consultancy, corporate training, and industry collaborations.
- Alumni are actively involved as mentors and project evaluators, supporting student research, internships, and project outcomes.

- Student engagement in societal initiatives is strong, with service-learning embedded in the curriculum and active participation in the Social Action Cell.
- Most departmental sub-areas report achievements above 70%, indicating consistent performance across academic, research, industry, and societal engagement initiatives

## **Recommendations**

- Expand development of MOOCs and micro-credential courses, aligning them with industry needs and global competency standards.
- Increase faculty and student exchange programs and collaborative academic initiatives, leveraging partnerships with international universities and industry stakeholders.
- Strengthen research and innovation by securing more externally funded projects, promoting Q1/Q2 publications, and supporting student-led startups and industry-linked research projects.
- Enhance faculty skill development through industry training, upskilling programs, and consultancy opportunities to meet evolving sector requirements.
- Boost industry-academia collaborations via HR meets, placement cell initiatives, and alumni engagement to improve student placements, median pay packages, and institutional visibility.
- Integrate service-learning and SDG-focused projects into the curriculum and actively collaborate with national and international bodies to increase societal impact and research relevance.

## Pune Lavasa Campus



### Overall Analysis of Pune Lavasa Campus

#### Excellent Progress (90%+):

Focus Area 1, Sub Theme 1.2: Teaching Learning and Assessment

Focus Area 3, Sub Theme 3.1: Student Engagement and Competency Building

Focus Area 3, Sub Theme 3.4: Faculty and Staff Development and Well-being

Focus Area 4, Sub Theme 4.1: Sustainable Development Goals (SDG)

#### Very Good Progress (80-89%):

Focus Area 3, Sub Theme 3.2: Vibrant and Enriching Campus Experience

Focus Area 3, Sub Theme 3.3: Stakeholder Engagement

#### Good Progress (70-79%):

Focus Area 1, Sub Theme 1.1: Curriculum Design for Global Relevance

Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence

#### Moderate Progress (60-69%):

Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

Focus Area 1, Sub Theme 1.4: Accreditations and Rankings

Focus Area 2, Sub Theme 2.3: Creating an entrepreneurial ecosystem

#### Areas for Improvement (Below 50% Needs to Improve, 50-59% Limited Progress):

Focus Area 2, Sub Theme 2.2: Cultivating a Research and Innovation Culture

Focus Area 4, Sub Theme 4.2: Service Learning

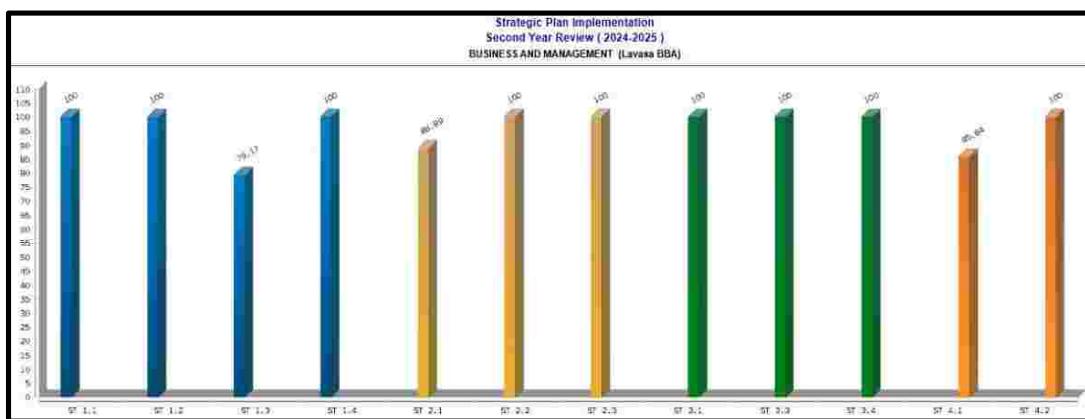
**Table showing Department-wise Need to improve areas for Pune Lavasa Campus  
(below 70% Target Achievement)**

<b>Sub Theme</b>	<b>Campus %</b>	<b>BBA</b>	<b>MBA</b>	<b>COM</b>	<b>ENG</b>	<b>ST&amp;DS</b>	<b>LAW</b>
ST 1.3: Global Partnerships and Collaborations	57.09	79.17	100	29.17	50	65.67	100
ST 1.4: Accreditations and Rankings	64.39	100	100	58.34	100	0	-
ST 2.2: Cultivating a Research and Innovation Culture	58.67	100	100	55.56	25.67	65.67	44.44
ST 2.3: Creating an entrepreneurial ecosystem	60.5	100	-	40	100	50	12.5
ST 4.2: Service Learning	59.9	100	99	100	0	0	100

1. Bachelor of Business Administration - BBA
2. Master of Bachelor of Business Administration - MBA
3. Commerce - COM
4. English and Cultural Studies - ENG
5. Statistics and Data Science - ST&DS
6. School of Law - Law

The overall performance of the Pune Lavasa Campus shows that five areas fall below the 70% threshold and are therefore placed under the Need to Improve category. A closer examination indicates that the Commerce and English & Cultural Studies departments require focused attention, displaying gaps in global partnerships, accreditation preparedness, research and innovation culture, entrepreneurial ecosystem development and Service learning. The Data Science department needs the highest level of attention as it reflects shortfalls across all the assessed areas indicating the need for strengthened quality and engagement processes. The Law department requires focused improvement in research and innovation culture and in building a more robust entrepreneurial ecosystem. In contrast, the BBA and MBA programmes consistently perform above the threshold across all areas. Overall, these results highlight uneven progress across the campus and underscore the need for targeted initiatives that enhance accreditation readiness, strengthen research capacity, expand entrepreneurial opportunities, and improve community-engaged learning practices.

## School of Business and Management - BBA (Lavasa)



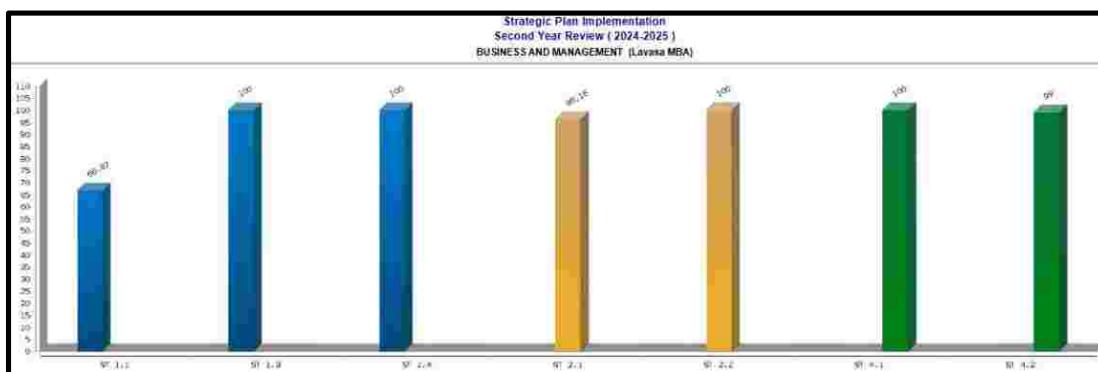
### Observations

- The department integrates experiential learning, internships, and research-oriented CIAs, creating transformative learning experiences and fostering global competence through student exchanges, faculty visits, and international collaborations.
- Curriculum is benchmarked with global standards, particularly in analytics and industry-driven courses, and co-teaching with international faculty enhances teaching perspectives.
- Students actively participate in international conferences, skill-development workshops, and entrepreneurial programs, supporting academic maturity, global readiness, and employability.
- Approximately 70% of courses are globally relevant, with 30% interdisciplinary/multidisciplinary offerings, though current international MOUs and student exchanges are limited.
- Research and innovation output is strong, including 72 faculty papers, 63 book chapters, 495 citations, 9 patents, and 2 startups, with faculty engagement in seed-funded projects and entrepreneurship programs.
- Student engagement is robust through cultural, inter-departmental, and intercollegiate events, Saturday Club activities, and leadership initiatives, fostering a vibrant and inclusive campus culture.
- Stakeholder engagement is supported via alumni, industry collaborations, newsletters, and social media, enhancing curriculum development and campus visibility.
- Societal impact is emphasized through mandatory Social Concern Projects, SDG-aligned courses, faculty research on SDGs, and active Rotaract Club initiatives.
- Faculty and students are involved in service-learning, NGO collaborations, and community-based projects, demonstrating commitment to social responsibility and sustainability.

## Recommendations

- Expand international student mobility and global immersion programs, including exchange semesters, short-term study tours, and virtual global classrooms.
- Deepen global integration across courses by embedding international case studies, cross-cultural assignments, and collaborative projects with partner universities.
- Strengthen global partnerships and collaborations by inviting international faculty, leveraging teaching weeks, and incorporating trending technologies into the curriculum.
- Develop a phased implementation plan with measurable targets and annual milestones for global, interdisciplinary, and technology-enabled pedagogy.
- Enhance industry-linked research projects, consultancy collaborations, and structured research incubation clusters to increase high-impact publications, patents, and entrepreneurial outputs.
- Encourage more faculty to apply for seed money grants and increase student involvement in research internships, project proposals, and entrepreneurship programs.
- Strengthen mentorship, industry partnerships, and capacity-building workshops to support startups, IPR filings, and scalable innovation initiatives.
- Promote cross-campus collaboration through joint academic, cultural, and innovation events, along with structured leadership development workshops for students.
- Expand societal engagement via long-term community partnerships, SDG-focused workshops, and innovation challenges to ensure measurable impact and student reflection.
- Increase faculty collaboration on SDG-related research, multi-departmental extension activities, and structured documentation of societal initiatives for broader visibility and sustainability.

## School of Business and Management - MBA (Lavasa)



### Observations

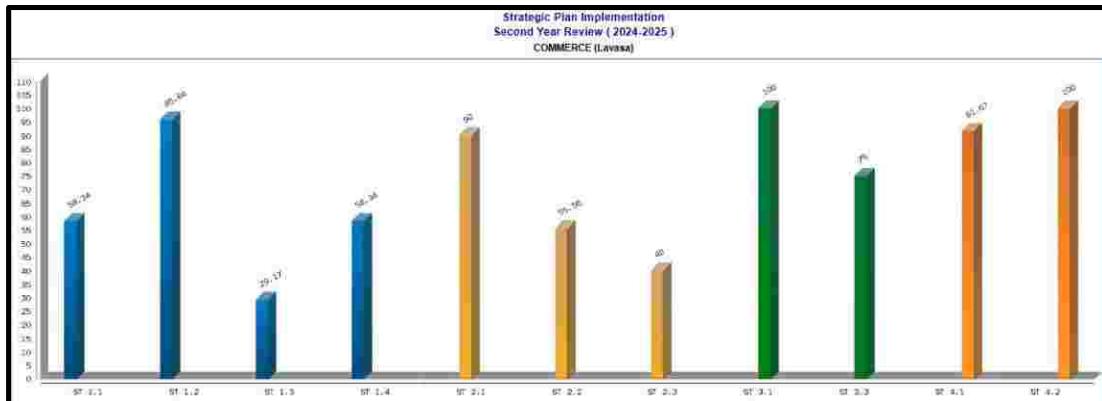
- The department has achieved most of its set goals, but several criteria still lack defined targets, making planning inconsistent.
- Faculty and responsibility changes have posed challenges in maintaining continuity and achieving all objectives.
- The curriculum is globally aligned, incorporating technological skills, global competencies, ethics, gender, human values, and SDGs.
- International collaborations and MoUs are established, and student exchange programs are active, enhancing global exposure.
- Online courses, MOOCs, and micro-credentials are still underdeveloped, indicating a gap in digital learning offerings.
- Research output is moderate, with weak overall publications; consultancy efforts are good but interdisciplinary and externally funded projects are limited.
- Societal engagement is being implemented through extension activities and village-level projects, but more structured initiatives and SDG-focused research could be undertaken.
- Faculty participation in seed money projects is limited; there is potential for increased collaboration in interdisciplinary and externally funded research.
- Alumni and industry engagement through short-term trainings and skill-building programs is minimal and can be expanded.
- Well-being initiatives for students and faculty exist but need structured implementation and continuous feedback mechanisms.

### Recommendations

- Set clear, measurable goals for all criteria across academic, research, and societal engagement areas to ensure consistent progress.
- Develop and implement online courses, MOOCs, and micro-credential programs; provide faculty training on e-content development, leveraging support from CDL.

- Strengthen research output by encouraging faculty to apply for seed money, pursue interdisciplinary projects, and secure external research grants; motivate students to undertake social entrepreneurship initiatives.
- Enhance alumni and industry engagement through short-term training programs, workshops, and collaborative projects to strengthen practical exposure and skill development.
- Expand societal engagement by structuring extension activities, integrating SDG-focused projects, and partnering with communities and NGOs for sustained impact.
- Introduce well-being initiatives for students and faculty, including regular feedback mechanisms and workshops, to support a positive organizational culture.
- Connect effectively with the parent department to align curriculum, research, and societal engagement initiatives with broader institutional priorities.

### Department of Commerce, Finance and Accountancy



### Observations

- The department significantly exceeded curriculum and employability targets, achieving 60% globally relevant topics, 60% employability/skills focus, and 45% courses revised, demonstrating strong industry alignment.
- Innovative pedagogy is highly successful, with 30% integrated pedagogy, ICT-enabled teaching widely adopted, and 100% of programs implementing Outcome-Based Education (OBE).
- Accreditation and visibility goals were fully achieved, including program recognition, active social media presence, LiFE program implementation, and publications in periodicals.
- Career support is robust, with 100% achievement in life-skills training, alumni mentorship, academia-industry gap programs, and employer campus recruitment exceeding targets.

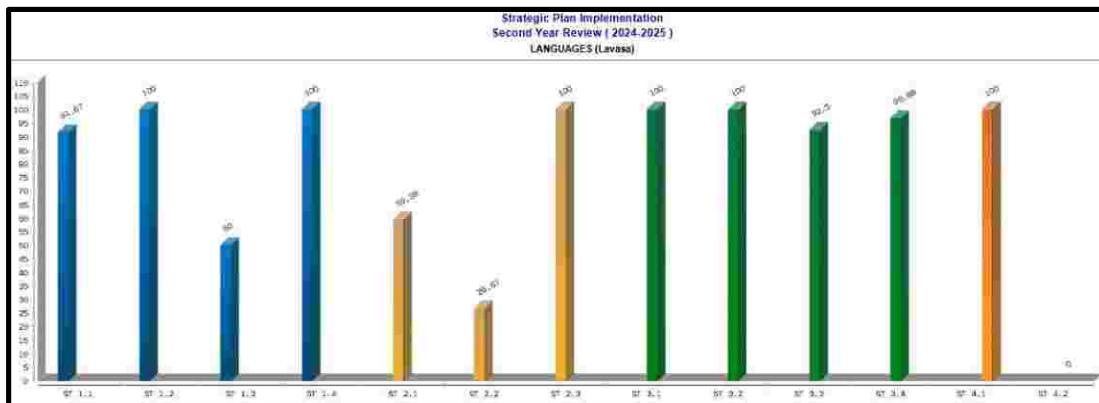
- Campus life is vibrant, featuring inter-departmental cultural/sports events, student leadership initiatives, gender & diversity programs, and a responsive grievance redressal system.
- Faculty development culture is strong, achieving full targets in team-building, research forums, FDPs/QIPs/OBTs, leadership roles, and public appreciation of faculty achievements.
- Research output is exceptional, with 57 books/book chapters, 4 patents, 1 copyright, full international collaborations, faculty conference presentations, and 72 student presentations, including organizing a high-impact international conference.
- Consultancy and entrepreneurship ecosystem is robust, with 3 consultancy/corporate projects, 5 internship/project courses, 3 incubated startups (OnSleeve, Lavasa Go, Boho), and 3 seed money grants awarded.
- SDG integration is exemplary, achieving 100% across curriculum inclusion, student projects, faculty research, departmental activities, and collaborations, with strong service-learning programs like Project Phoenix and LiFE workshops.
- Sustainability and social responsibility are embedded through innovative initiatives using recycled materials (Ecospark, Bookmark) and nationwide outreach, demonstrating measurable societal impact.

### **Recommendations**

- Increase curriculum global alignment by targeting 75–80% coverage of globally relevant topics, employability skills, and technology-integrated learning across all programs.
- Expand online learning initiatives by developing MOOCs, micro-credentials, and short-term training programmes, with faculty trained in e-content development (in coordination with CDL).
- Scale innovative pedagogy by standardising integrated pedagogy (beyond 30%) and fully embedding OBE practices across all remaining courses, positioning them as institutional best practices.
- Strengthen research impact by securing large-scale external grants (DST, UGC-STRIDE, industry), improving publications in Q1/Q2 journals, and converting existing patents into granted/licensed outputs.
- Enhance industry and academic collaborations through additional international accreditations, strengthened MoUs, industry-informed curriculum reviews, credential course development, and faculty industry immersion.
- Boost entrepreneurship and innovation by mentoring existing startups (OnSleeve, Lavasa Go, Boho), conducting 5–7 entrepreneurship workshops annually, and formalising a small-scale incubation and investor-connect ecosystem.

- Improve consultancy and placement outcomes by increasing consultancy projects, expanding corporate training initiatives, and working towards higher placement numbers and median packages.
- Strengthen societal engagement & SDG initiatives by expanding community-based projects, securing SDG-focused external funded research, and integrating service-learning into more courses.
- Enhance wellbeing and organisational culture through structured faculty and student wellbeing programs, annual wellbeing surveys, and more team-building/leadership development initiatives.
- Increase institutional visibility by doubling faculty/student media contributions, expanding outreach through national platforms, and ensuring 100% completion of industry events and review mechanisms.

### Department of Languages (English and Cultural Studies)



### Observations

- The department achieved 100% targets in Curriculum Design for Global Relevance, Teaching–Learning–Assessment, Global Partnerships, and Accreditations, indicating strong academic governance; however, higher targets can now be set for the next cycle.
- The curriculum is globally aligned with strong technology integration, and collaborative academic activities are in place; development of MOOCs/micro-credentials for cross-departmental learners is the next progressive step.
- Opportunities exist to expand international academic collaborations, including online faculty interactions, joint projects, and short-term virtual student exchange through new MoUs.
- Targets for external funded research are minimal or not set; the department must reset and strengthen goals in this area to increase grant applications.
- Research culture is emerging through publications, fellowships, book chapters, and faculty achievements; however, higher-impact publications (Q1/Q2), patents, and copyrights need more focus.

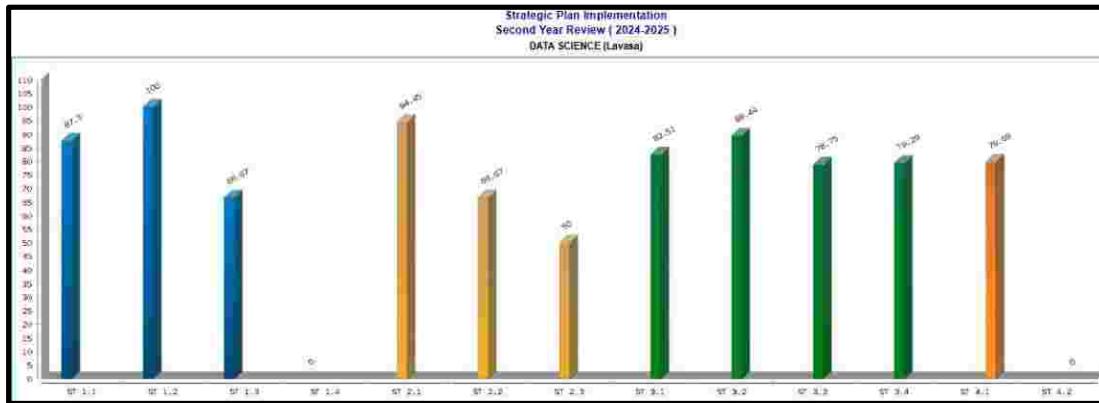
- Interdepartmental research collaborations remain limited; forming research teams or learning circles can enhance joint publications and seed/external funding proposals.
- FDPs, wellbeing initiatives, and student engagement activities are strong; more FDPs/QIPs for external participants and structured goal reflection can help meet targets within the academic cycle.
- Stakeholder engagement via newsletters, social media, and feedback mechanisms is commendable, but more media visibility (newspaper/magazine articles) is needed to reach broader audiences.
- Student competency-building activities are well-organized with full target achievement; faculty participation in external training and conferences can be strengthened.
- Societal engagement is meaningful, with SDGs embedded in curriculum and initiatives like Bhashadaan and Mapping Lavasa; however, broader social projects and increased targets would enhance impact.

### **Recommendations**

- Increase targets for global curriculum alignment and strengthen focus on curriculum design, e-learning, and collaborative academic initiatives to exceed current 100% achievements.
- Develop MOOCs, micro-credentials, and e-content in key areas of departmental expertise; set online course development as a formal annual goal.
- Establish new international MoUs for virtual faculty interactions, online student exchanges, and joint academic projects to enhance global engagement.
- Revise and reset goals for external funded research; encourage faculty to apply for seed money, UGC/DST/ICSSR grants, and other external funding opportunities.
- Strengthen research excellence by promoting publication in high-quality international journals, increasing collaborations with other departments, and enhancing copyright/patent outputs.
- Form structured research teams or learning circles to support faculty research, interdisciplinary publications, and participation in national/international conferences.
- Increase the number of FDPs/QIPs, particularly targeting external faculty and focusing on research, IPR, and emerging academic trends to build wider academic influence.
- Enhance stakeholder visibility by increasing contributions to newspapers, magazines, and online platforms, complementing existing social media and newsletter efforts.

- Expand societal engagement by initiating service-learning projects, coordinating with CSA, increasing targets, and exploring cross-campus social initiatives.
- Strengthen SDG aligned community partnerships, and systematically document student initiatives such as Bhashadaan.

### Department of Statistics and Data Science (Lavasa)



### Observations

- The department exhibits a strong global orientation through international MoUs, visiting faculty, outbound exchanges, and globally benchmarked curriculum, ensuring high global readiness for students.
- Teaching–learning practices are mature, integrating OBE, technology-enabled pedagogy, interdisciplinary curriculum, and self-directed learning, with innovative assessments and widespread use of MOOCs and micro-credentials.
- The curriculum is globally aligned, skills-focused, and regularly revised, with strong integration of SDGs, ethics, and technology; several indicators including employability courses and tech/value-based education show 100% achievement.
- Significant new initiatives such as global-competency programs and short-term international programmes reflect proactive enhancement of academic rigor and global competitiveness.
- The department demonstrates a robust research ecosystem with strong outputs: multiple funded projects, patents, Scopus/WoS/ABDC publications, best paper awards, books, and notable external funding.
- Innovation and entrepreneurship activities like hackathons, ideathons, IPR sessions, labs, and mentorship are active, though student enrollment in entrepreneurship courses remains modest.
- Research performance consistently meets or exceeds targets across fellowships, sponsored projects, international collaborations, publications, and conferences, indicating sustained institutional research strength.

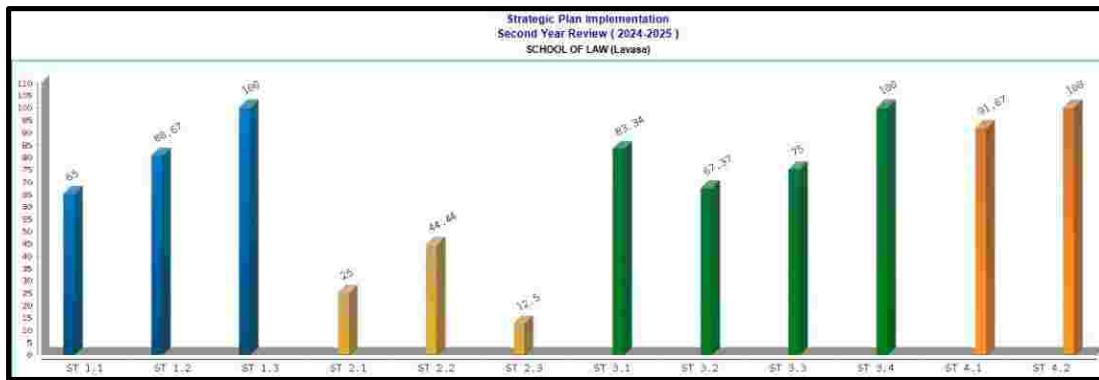
- A vibrant campus ecosystem supports leadership development, peer learning, cultural and sports engagement, and industry-linked training; however, alumni engagement and structured alumni mentorship require strengthening.
- Faculty development is strong, with FDPs, conclaves, outbound training, and recognition through awards, reflecting a supportive organisational culture aligned with academic excellence.
- The department shows high commitment to SDGs with curriculum integration, SDG-aligned projects, outreach initiatives, and multi-stakeholder collaborations; however, service-learning integration remains absent and requires activation.

### **Recommendations**

- Implement a structured service-learning framework aligned with SDGs across all departments, with clear course-embedded components, community immersion, and annual SDG impact documentation through reports, case studies, and reflection portfolios.
- Strengthen SDG-based research culture by orienting faculty, forming research clusters AI for society, digital well-being, climate analytics, and aligning ongoing faculty–student publications and projects with global development priorities.
- Enhance industry engagement by involving industry experts in curriculum design, increasing partnerships for internships and projects, and strengthening employability training to improve median salary outcomes.
- Activate a structured alumni ecosystem, including alumni mentoring pathways, year-round networking events, and involvement in placements, curriculum reviews, and industry linkages—particularly in departments where stakeholder engagement is below target.
- Strengthen the entrepreneurship ecosystem through increased participation in hackathons, ideathons, and exhibitions; promoting enrollment in SWAYAM/Coursera entrepreneurship courses; and improving IPR commercialisation via incubation and industry partnerships.
- Introduce comprehensive student and staff well-being initiatives, including mental health workshops, stress-management clinics, and specialised support mechanisms for underprivileged students and Divyangjan.
- Address gaps in research capacity, including improving Ph.D. scholar enrolment per guide through incentives and research-support schemes, and enhancing departmental research output with global collaborations.
- Prioritise MOOC and micro-credential development, converting existing micro-credential courses into scalable MOOCs (SWAYAM/Coursera) to expand global outreach and attain currently unmet targets.

- Strengthen curriculum governance, ensuring consistent course revisions across all departments, clearer SDG mapping within syllabi, and increased integration of LCA-based assessment modules.
- Expand global exposure initiatives, including adjunct international faculty, co-teaching models, student mobility (exchange, internships, virtual classrooms), and outbound faculty exchange especially for departments already achieving strong mobility numbers.

### Department of Law (Lavasa)



### Observations

- Consistent 100% achievement in globally relevant curriculum integration, interdisciplinary orientation, and technology-enabled pedagogy, demonstrating strong academic design and implementation.
- Solid foundation in employability enhancement, with full attainment in skill-based training, career guidance, internships, placements, and peer-learning initiatives.
- Significant improvement in experiential/project-based learning (83%), indicating strong momentum toward applied and hands-on learning models.
- Growing internationalisation efforts, evidenced by new MOUs, visiting international faculty, and early steps toward global collaborations.
- High-quality research culture, reflected in sustained publications, book chapters, and active external conference participation across departments.
- Low participation in internal seed-money schemes, despite having a large faculty base, indicating a need for greater research motivation and support.
- Breakthrough in student entrepreneurship, marked by the first student-led startup Discount-Based Insurance, showcasing early innovation outcomes.
- Valuable collaboration with IIAM, strengthening arbitration training and offering pathways for empanelment as licensed arbitrators.

- Strong 100% achievement in academic support functions, but noticeable gaps in holistic development areas such as leadership (66.5%) and life skills/cultural/sports participation (50%).
- Comprehensive success in faculty development, well-being initiatives, SDG integration, and CSA-linked societal engagement, establishing a robust internal culture and foundation for long-term social impact.

## Recommendations

- Accelerate development of MOOCs and global/interdisciplinary programmes to achieve 100% attainment in project-based and self-directed learning; scale service-learning and LCA courses to push current progress (60%) toward full achievement.
- Strengthen internationalisation by increasing outbound/inbound student–faculty exchanges, international internships, and global classroom participation through newly signed MOUs.
- Establish a structured service-learning framework aligned with SDGs, ensuring curriculum integration, documentation of community impact, and measurable student participation.
- Enhance research productivity by converting seed-money applications into funded projects/patents and targeting 2–3 high-impact publications per faculty annually.
- Expand the entrepreneurship ecosystem through dedicated entrepreneurship courses, regular mentoring, startup competitions, incubator tie-ups, and higher student participation beyond the first successful startup.
- Strengthen alumni engagement and stakeholder networks by launching Alumni Mentorship Programs, creating an Alumni Advisory Board, and introducing Alumni-in-Residence and Industry Mentor Series.
- Boost holistic development and wellbeing by expanding leadership programmes, cultural/sports activities, and life-skills training; establish a Student Wellness & Engagement Cell to track participation throughout the year.
- Increase faculty and staff external exposure by mandating at least two external trainings/workshops and one leadership/committee role per year; recognise high performers in collaborations and SDG initiatives.
- Pursue externally funded SDG-focused projects through a dedicated research cell targeting at least 10 national/international grant applications annually.
- Improve commercialisation and innovation outcomes by strengthening patent translation, prototype testing, and industry-linked incubation pathways.

## SECTION III – OVERALL ANALYSIS

### Areas for Improvement

As part of the Academic Audit, the second-year Strategic Plan Review, and the University's Vision 2030 goals, CHRIST (Deemed to be University) continues its efforts to strengthen academic quality and enhance global visibility. These review processes serve to assess progress and identify areas that require focused attention to achieve the milestones set for Vision 2030.

For AY 2024–25, the University prioritised improving academic standards, fostering innovation, and enhancing performance in international rankings and accreditations. The audit findings indicate steady progress while also highlighting the need for further improvement in research output, industry engagement, digital initiatives, and global collaborations. With a commitment to continuous development, the University will continue refining its strategies and strengthening institutional processes to advance toward the aspirations of Vision 2030.

To realise these objectives, the following areas initially identified after the Annual Academic Audit 2023–24 continue to remain priorities for improvement:

Sl. No	Areas for Improvement
1	Research Quality and Reputation
2	Consultancy and Industry Income
3	Scholarships from External Private Organisations
4	PhD Completion Rate
5	External Research Funding
6	Entrepreneurial Ecosystem
7	Internationalisation
8	Enhancement of Perception
9	SDG-Aligned Curriculum and Research
10	Digital Content Development and Academic Outreach

#### 3.1 Research Quality and Reputation

Research quality reputation constitutes a university's academic identity and long-term strategic advancement. For Christ University, enhancing research output and visibility is

not merely an operational expectation but a fundamental requirement for positioning the University among leading institutions in India and beyond. The global higher education ecosystem increasingly differentiates universities by their contributions to new knowledge, societal relevance, and international collaborations. As national ranking frameworks, accreditation systems, and global evaluators such as QS and THE place heightened emphasis on research impact, citations, collaborative initiatives, patent commercialisation, and media visibility, Christ University must channel its academic energy toward sustained and high-quality research engagement. Against this backdrop, the identification of “Research Quality and Reputation” as the first critical area marked a strategic commitment to transform the University into an institution known for thought leadership, policy intervention, and innovation-led research outcomes.

### **Targets Set**

The targets established in this area were comprehensive, aspirational, and aligned with benchmark indicators of research excellence. The University aimed to meaningfully increase publications per faculty to ensure consistent scholarly productivity across all academic units. A specific citation index of eight was set for April 2027 to guide departments toward high-impact publishing rather than volume alone. In recognition of the importance of public engagement, the University adopted a target of twenty-five unique media publications highlighting research achievements by April 2026, thus positioning research as a visible and celebrated part of institutional culture. Another ambitious objective involved ensuring that every school or campus contributed at least one research project with relevance to policymaking—reflecting Christ University’s intent to influence national dialogues through expert knowledge. Internationalisation of research was also prioritised, with the target of securing one collaborative research initiative in every department and producing one hundred and eighty international collaborative publications. A further target addressed the innovation dimension through the commercialisation of at least five patents, signalling the University’s commitment to translational research.

### **Current Status**

The 2024–25 audit reflects both commendable progress and areas requiring intensified focus. The University recorded a substantial research output of 12,196 Scopus-indexed publications, corresponding to a publications-per-faculty ratio of 1:1.7. This demonstrates a strong research culture; however, disparities across schools remain evident, with some departments contributing disproportionately to the total output. The citation index, now at 6.30, indicates steady improvement but still falls short of the envisioned target of eight. Media visibility continues to be limited, with only five research-related media publications achieved, suggesting underutilisation of the University’s potential to influence public discourse. Policymaking contributions remain modest, with only four schools reporting relevant research outputs. Seven departments have achieved international collaborations, signaling positive momentum but also underscoring the need for broader participation. On a positive note, five patents have been commercialised, reflecting tangible progress in innovation. Despite these advances, cross-departmental collaborative publications remain sparse, indicating the need for stronger structural incentives for interdisciplinary research.

## **Recommendations**

Strengthening this domain requires a holistic and strategic institutional response. Schools should be encouraged to establish thematic research clusters linking faculty across institutions, disciplines, and countries. Such clusters can lead to sustained high-impact output, enhanced citation influence, and policy relevance. Faculty engagement with media must be institutionalised through workshops on scientific communication, coordinated press releases, and structured liaison with editorial platforms. Senior leadership, Deans, and Heads must actively cultivate partnerships with government bodies and policy think tanks, ensuring that faculty research finds meaningful avenues for influence. To deepen international collaborations, the Office of International Affairs should facilitate researcher matchmaking, negotiate joint projects, and institutionalise mobility programmes. Flexible workload arrangements for prolific researchers—including reduced administrative responsibilities—are essential for elevating publication quality. Regular recognition and monetary support at school and campus levels should be expanded to motivate faculty. Furthermore, a specialised support unit should guide faculty in patent drafting, legal processes, and industry engagement to increase commercialisation. Introducing distinguished professors of eminence, eminent researchers, and industry experts will greatly enhance the University's research prestige. With sustained commitment, Christ University can move decisively toward becoming a national leader in high-impact, policy-relevant, interdisciplinary research.

### **3.2 Consultancy and Industry Income**

Consultancy and industry-linked engagement are critical indicators of an institution's practical relevance, professional credibility, and alignment with societal needs. Universities that excel in consultancy demonstrate the ability to apply academic expertise to real-world contexts, thereby strengthening ties with industry, government, and community stakeholders. For Christ University, strengthening consultancy output is vital for diversifying revenue streams, enhancing faculty exposure to emerging industry challenges, and enriching the curriculum with practical insights. Consultancy also contributes to institutional prestige, showcasing the University as a knowledge partner capable of generating solutions that address organisational, technological, social, and policy-related issues. Recognising these long-term advantages, the area of consultancy and industry income was identified as a core pillar requiring accelerated development after the 2023–24 academic audit.

#### **Targets Set**

Ambitious and clearly defined targets were set to significantly expand the consultancy footprint of the University. A financial target of ten crore rupees was established for April 2026, accompanied by a target of completing one hundred and eighty consultancy projects. These targets were not intended solely as quantitative benchmarks, but as a strategy to embed a culture of industry problem-solving and professional engagement across schools. To ensure balanced contribution, revenue distribution expectations were assigned to schools based on their disciplinary potential: for example, technical, management, law, science, and commerce schools were assigned higher expectations due to their natural

alignment with consultancy markets. A complementary objective was for Christ Consultancy to secure at least six crore rupees, establishing it as the central institutional hub for project design, contract negotiation, staffing, and delivery. These targets were meant to catalyse faculty participation and position consultancy as a mainstream academic activity across campuses.

### **Current Status**

The 2024–25 audit shows meaningful activity but highlights a substantial gap between actual output and the targets set. Consultancy income during this period amounted to 3.06 crore rupees spread across ninety-eight projects. While the number of projects indicates active engagement, the revenue outcome and distribution of projects across schools remain uneven. Certain schools—particularly those with strong industry networks or established professional programmes—have performed well, while others have yet to build a foundational pipeline for consultancy opportunities. Faculty feedback collected during the audit suggests that many require capacity-building in areas such as proposal writing, negotiation, pricing frameworks, risk assessment, and client engagement. Additionally, limited institutional mechanisms for project sourcing, contract review, budgeting support, and legal compliance have affected faculty confidence in taking on complex assignments. These factors have collectively contributed to slower progress than anticipated.

### **Recommendations**

The University must adopt an integrated institutional approach to strengthen its consultancy ecosystem. Schools should systematically identify faculty with potential for consultancy work based on their domain expertise, external linkages, and professional experience. Recruitment strategies must increasingly prioritise faculty with industry backgrounds, as they bring applied knowledge and established networks. The consultancy cell should be strengthened with dedicated business development executives who proactively source opportunities, maintain client relationships, and support faculty in securing high-value projects. The University should streamline legal and administrative processes to facilitate timely drafting of agreements, financial contracts, and compliance documentation. Faculty must be supported through training programmes that introduce them to consultancy methodologies, industry standards, pricing mechanisms, and project management. A transparent revenue-sharing model must be implemented to reward faculty teams appropriately, stimulating higher involvement. Schools should also organise professional networking events, industry roundtables, and knowledge forums to build long-term partnerships. Through these strategic measures, Christ University can significantly expand consultancy output and establish itself as a preferred knowledge partner for industry and public sector stakeholders.

### **3.3 Scholarships from External Private Organisations**

External scholarships play a vital role in enhancing student access, supporting social equity, and reinforcing the institution's standing among philanthropic and corporate stakeholders. For Christ University, expanding scholarship opportunities is central to its mission of fostering inclusive excellence. External scholarships not only ease financial burdens for

deserving students but also deepen the University's engagement with corporates, NGOs, foundations, and philanthropic individuals. Strengthening this domain brings long-term benefits in terms of alumni goodwill, public trust, institutional visibility, and diversification of funding sources. Recognising the potential of this area to positively influence both academic and social outcomes, the University identified it as one of the ten critical areas for enhanced focus following the 2023–24 academic audit.

### **Targets Set**

The targets set in this category were intended to significantly scale the University's scholarship ecosystem. The University aimed to raise 1.5 crore rupees in external scholarships by April 2026, benefiting at least two hundred students. A key target involved establishing partnerships with twenty-five external organisations, thereby institutionalising scholarship funding rather than relying on sporadic or school-specific initiatives. This approach sought to create a sustainable network of donors and sponsors who could support financial aid, merit-based recognition, and socially meaningful funding initiatives.

### **Current Status**

The audit reveals encouraging progress, though the targets remain distant. A total of fifty-eight lakh rupees was mobilised through external sponsorships, supporting eighty students across campuses. Partnerships with six organisations have been formalised to date. While this marks a substantial step forward, it also indicates the need for a more structured engagement strategy. Many schools have yet to cultivate relationships with external sponsors, and student participation in external scholarship applications remains limited due to lack of awareness or procedural challenges. Corporate outreach efforts are still emerging, and the University's philanthropic visibility is not uniformly strong across all academic units.

### **Recommendations**

To deepen progress in this area, schools and campuses must adopt a structured and proactive approach to external fundraising. Engagement strategies should be developed to identify corporates, NGOs, foundations, and philanthropic entities aligned with the University's values. Schools should allocate dedicated personnel or committees responsible for identifying scholarship opportunities and liaising with potential sponsors. The University must design sustained awareness campaigns to ensure that students are informed and supported in applying for external scholarships. Administrative assistance should be expanded to help students with documentation, eligibility criteria, and application processes. The University should continue providing monetary support to schools for networking and outreach initiatives, while also offering legal support to formalise agreements with donors. Recognition programmes celebrating schools that achieve significant scholarship mobilisation will reinforce positive competition. Organising donor appreciation ceremonies, industry luncheons, and collaborative community engagement events will strengthen long-term relationships and enhance the University's credibility among funding partners.

### **3.4. PhD Completion Rate**

The PhD programme of any university is a defining indicator of its research strength, academic seriousness, and intellectual influence. Doctoral scholars contribute significantly to the creation of new knowledge, to the University's publication output, and to the long-term academic ecosystem by becoming future researchers, teachers, and industry professionals. For Christ University, with one of the larger doctoral communities in the country, improving PhD completion rates is not only a matter of academic efficiency but also an important reflection of research culture and institutional accountability. Timely completion of doctoral work helps maintain academic discipline, enhances faculty–scholar collaboration, and ensures that research outputs remain relevant to current societal and disciplinary needs. The 2023–24 academic audit identified low PhD completion rates as a structural challenge, prompting its inclusion among the ten critical focus areas.

#### **Targets Set**

The University set an ambitious target of achieving a seventy percent PhD completion rate within four years of enrolment. This target aligns with international benchmarks where structured doctoral training, robust supervisory systems, and interdisciplinary support frameworks contribute to timely completion. The target also took into consideration the diversity of the University's thirty-six doctoral domains and its large cohort of 2,339 doctoral scholars. By setting this target, the University intended to strengthen the doctoral monitoring framework, enhance supervision quality, promote research rigour, and create an ecosystem where scholars progress systematically toward submission and defense.

#### **Current Status**

The 2024–25 audit shows moderate progress but underscores the need for intensified intervention. A total of 215 doctoral scholars graduated in 2025, demonstrating continued productivity. However, among the scholars who enrolled in 2022, approximately seventy-five are expected to complete by 2026, which translates to a completion rate of 37.5 percent. This figure, considerably below the target, highlights barriers such as delayed initiation of data collection, inconsistent engagement with supervisors, long gaps in manuscript writing, anxiety and stress associated with research demands, and uneven access to laboratories, databases, and specialised software. Although initiatives such as supervisor honoraria, increased scholarships and contingency support, co-supervision with national and international research experts, and research methodology workshops have been implemented, they have not fully mitigated delays. The audit also reveals that progress monitoring varies across schools, with some adopting structured review mechanisms while others rely on informal interactions.

#### **Recommendations**

Improving the PhD completion rate requires a systematic, institution-wide approach. Schools and departments must implement structured monitoring systems that include quarterly reviews, mandatory progress presentations, and timely assessment of milestones. Supervisory accountability must be strengthened through documented meeting schedules, timely feedback cycles, and the facilitation of research planning at early stages of the

programme. The University should expand access to advanced laboratories, equipment, software, datasets, and international research databases to ensure scholars do not face resource constraints. Capacity-building initiatives such as writing workshops, academic publishing seminars, research design training, and pre-submission clinics must be conducted regularly. Mental health support, including counselling services and stress-management programmes, should be institutionalised, acknowledging the intense psychological demands of doctoral research. International collaborations and industry partnerships must be leveraged to provide co-supervision opportunities that enhance scholarly exposure. Performance-based incentives for timely submission should be expanded for both scholars and supervisors. With these measures, the University can significantly enhance doctoral efficiency, research quality, and timely completion rates.

### **3.5 External Research Funding**

External research funding is a critical measure of an institution's research competitiveness, academic credibility, and ability to contribute to national and global research priorities. Funding received from governmental agencies, industry bodies, philanthropic foundations, and international organisations facilitates the creation of advanced research infrastructure, high-impact research output, and sustained interdisciplinary collaboration. For Christ University, strengthening external research funding is essential to moving from incremental research contributions to large-scale, mission-driven research initiatives. The academic audit of 2023–24 found that although individual researchers were successful in securing small to medium-sized grants, the University had not yet established a culture of large, multi-institutional, or long-duration externally funded projects. Addressing this gap became an institutional priority.

#### **Targets Set**

The targets set were aspirational, signalling a decisive shift toward high-investment, high-impact research. The University aimed to secure one hundred and twenty externally funded projects amounting to twenty crore rupees. The intention behind these targets was not merely financial expansion, but the creation of a research environment that promotes competitiveness, sophisticated proposal development, and interdisciplinary teamwork. The targets encouraged schools to identify faculty with strong research trajectories, develop interdisciplinary project clusters, and participate in national and international research calls.

#### **Current Status**

The 2024-25 audit reflects a total of eighteen externally funded projects worth 4.19 crore rupees. Although this represents substantive research activity, it is significantly below the projected target. The review indicates several underlying challenges. Many faculty members report limited familiarity with drafting complex proposals, negotiating budgets, and navigating compliance requirements of funding agencies. Schools differ widely in their preparedness to undertake funded research; for instance, science and engineering disciplines demonstrate stronger engagement compared to emerging fields within humanities and social sciences. Several proposals were not shortlisted due to insufficient interdisciplinary depth or lack of alignment with national research priorities.

Administrative bottlenecks in documentation, budgeting, and approval workflows also contributed to missed opportunities.

### **Recommendations**

To enhance external research funding, Christ University must create a more enabling and structured ecosystem. Each school should be given clear, realistic, and discipline-specific annual funding targets. A centralised Research Grants Support Unit must be empowered with specialised staff trained in proposal writing, budgeting, grant documentation, and communication with funding agencies. Faculty pursuing large projects should receive workload reduction during proposal preparation and project execution. Cross-departmental research clusters focusing on themes such as sustainability, public policy, advanced materials, digital innovation, social transformation, and global health should be formed, enabling competitive interdisciplinary proposals. Institutional co-funding mechanisms, including seed grants, bridge funding, and co-investment in infrastructure, will significantly strengthen proposal quality. Schools should partner with reputed national and international institutions to submit joint proposals, increasing the probability of selection. With coordinated leadership engagement and enhanced support structures, Christ University can expand its presence in externally funded research and move toward achieving the targets set.

### **3.6 Entrepreneurial Ecosystem**

A strong entrepreneurial ecosystem is now a defining feature of globally competitive universities. Institutions that promote entrepreneurship support the transformation of ideas into viable ventures and generate societal impact by fostering innovation, technology transfer, and job creation. Christ University recognises that nurturing entrepreneurial capacities among students and faculty is essential to developing future-ready graduates who can contribute to the evolving knowledge economy. The 2023–24 audit highlighted that while innovation was scattered across departments, the lack of a unified institutional structure limited its potential. The identification of this area as a critical focus thus sought to transform Christ University into a vibrant entrepreneurial hub.

#### **Targets Set**

The University set targets that would establish a robust foundation for innovation and start-up development. A Section 8 company was to be established to institutionalise incubation activities and ensure compliance with regulatory frameworks. The University aimed to support sixty incubatees and facilitate the registration of at least ten start-ups, thereby converting innovative ideas into sustainable enterprises. These targets were designed to encourage interdisciplinary participation and strengthen linkages with industry mentors, alumni entrepreneurs, venture capitalists, and government innovation agencies.

#### **Current Status**

The audit reveals encouraging progress with the establishment of the Section 8 company, which now serves as the formal administrative and legal backbone for incubation activities. Thirty-six incubatees are currently supported, and seven start-ups have been registered, indicating promising growth. However, several challenges remain. Industry engagement

and alumni participation are not yet fully activated, limiting mentorship opportunities. Awareness about entrepreneurship among students and faculty varies significantly across schools. Many departments lack structured mechanisms for identifying entrepreneurial ideas or supporting early-stage innovation. Access to funding, legal advisory, and prototype development facilities remains uneven. Additionally, faculty involvement in entrepreneurial activities continues to be modest due to workload constraints and limited institutional incentives.

## **Recommendations**

To strengthen the entrepreneurial ecosystem, the University must develop a more integrated and expansive support framework. Stronger partnerships with industry experts, corporate innovators, and alumni entrepreneurs should be cultivated to provide mentorship, market access, and funding guidance. Awareness programmes, including boot camps, ideation challenges, hackathons, and innovation festivals, should be conducted regularly to encourage broad participation. The University should develop interdisciplinary clusters that match faculty expertise with student innovation ideas, enhancing commercialisation potential. Financial and legal support must be expanded to include seed funding, prototype development grants, intellectual property guidance, and administrative assistance for start-up registration. A structured system for recognising entrepreneurial achievements must be established to motivate faculty and students. The University should also engage with venture capital networks, government innovation funds, and angel investors to create funding pipelines. Flexible HR policies enabling faculty to dedicate time to innovation projects will greatly enhance faculty involvement. With these measures, Christ University can cultivate a thriving entrepreneurial ecosystem aligned with national innovation priorities.

### **3.7. Internationalisation**

Internationalisation is a cornerstone of institutional excellence in modern higher education. Universities that actively engage in global partnerships, exchange programmes, international research collaborations, and multicultural campus environments are better positioned to produce globally competent graduates and high-impact scholarship. For Christ University, enhancing its internationalisation profile is essential not only for institutional reputation but also for broadening academic horizons, diversifying the student community, and attracting international faculty. The audit of 2023–24 indicated that while the University had a stable base of international students and existing partnerships, the depth and breadth of internationalisation efforts required significant enhancement to achieve global competitiveness.

#### **Targets Set**

The targets for this area were aligned with long-term strategic ambitions. The University aimed to achieve five percent international student enrolment and ten percent international faculty by 2030. Another key target involved establishing partnerships with at least twenty institutions from underrepresented global regions—particularly Africa, East Asia, South America, and Eastern Europe—by 2026. These targets sought to strengthen academic

mobility, joint degree programmes, co-supervision arrangements, and international research collaborations. The aim was to diversify the University's global footprint and create channels for international dialogue and knowledge exchange.

### **Current Status**

The audit shows that the University currently hosts 503 international students and sixteen international faculty members. While these numbers represent significant diversity, growth remains moderate. The University's partnerships with institutions in underrepresented regions have expanded only marginally, reflecting limited outreach. Schools and campuses have not yet fully leveraged global events, academic fairs, or international marketing platforms to enhance visibility. Website content and digital presence require further expansion to appeal to a broader international audience. Additionally, the audit indicates that international students would benefit from more structured support systems, such as cultural integration programmes, academic mentoring, and dedicated international student services.

### **Recommendations**

A stronger and more strategic approach to internationalisation is required. The University must diversify and deepen partnerships by engaging actively with universities and research institutes across Asia, Africa, and emerging global regions. Dedicated budgets should be allocated for international collaborations, scholarships, exchange programmes, and faculty mobility. Schools must participate in international education fairs, conferences, and global promotional campaigns. Multilingual digital content—including programme details, faculty profiles, and research achievements—should be expanded across its online platforms. International students should be supported through enhanced orientation programmes, mentorship, and academic advisory services. The University should host international conferences, workshops, and joint seminars to attract global scholars and strengthen its international profile. Virtual exchange programmes should also be developed to expand global access and maintain academic continuity. Institutional frameworks must streamline partnership formation and ensure that schools receive recognition for exemplary international engagement. Through these actions, Christ University can significantly elevate its international presence.

### **3.8 Enhancement of Perception**

Institutional perception is one of the most powerful drivers of a university's reputation, influencing how external stakeholders—students, parents, employers, policymakers, ranking agencies, international institutions, and the general public—view its academic quality, research culture, and societal impact. A strong institutional perception enhances competitiveness in global rankings, improves attraction of international partners, and increases the University's visibility among prospective students and employers. The 2023–24 academic audit revealed that although Christ University has achieved commendable outcomes in teaching, research, community engagement, and student development, these strengths were not being consistently communicated to national and international audiences. As a result, the University's actual achievements exceeded its perceived

visibility, highlighting the need to adopt a more strategic and structured approach to reputation-building.

### **Targets Set**

The targets established in this area sought to create a cohesive framework for improving institutional perception. Faculty were encouraged to participate in national and international conferences hosted by reputed academic bodies, ensuring that Christ University's presence was acknowledged among academic peers. Schools and campuses were tasked with establishing at least one global academic partnership with a university ranked within the top 500 of the QS or THE world university rankings by 2027. The University also committed to publishing an annual Social Impact Report beginning in 2025 to document and showcase the influence of its teaching, research, outreach, and sustainability initiatives. Another key target involved encouraging faculty to publish articles in newspapers and participate in panel discussions hosted by media organisations, thereby enhancing the University's intellectual influence in the public domain. The intention behind these targets was to cultivate an outward-facing institutional culture that actively engages with the wider academic, social, and policy environment.

### **Current Status**

The 2024–25 audit indicates that while several initiatives have been undertaken, substantial gaps remain. More than one hundred articles have been published by faculty in newspapers and digital platforms, indicating increased engagement with public discourse. However, this contribution remains uneven, with only a subset of departments consistently participating in media outreach. No new partnerships have been established with universities ranked within the global top 500, indicating limited international visibility and insufficient strategic engagement with leading institutions. The University hosted some eminent academicians and accomplished professionals, but the number of high-profile visits remains modest in comparison with peer institutions. Research excellence and advanced infrastructure continue to be underpublicised globally, limiting their ability to attract international collaborations. Furthermore, the Social Impact Report has yet to achieve the breadth and visibility intended when the target was established, indicating the need for more robust documentation and dissemination systems.

### **Recommendations**

To enhance its institutional perception, Christ University must adopt a more structured, sustained, and strategic communication framework. Schools should actively promote their achievements, research output, student successes, and community engagements through professional storytelling and targeted communication. A dedicated branding and strategic communications unit should be established to manage the University's media relations, digital presence, campaign planning, and external communication. Research facilities, academic innovations, and societal impact projects must be publicised through documentaries, feature articles, social media campaigns, and collaborations with national and international media houses. The University should host high-profile conferences, summits, and academic festivals that attract leaders from global universities, industries, and

professional bodies. A professional hospitality system must be institutionalised to host distinguished guests and international delegations, ensuring that the University is positioned as a vibrant intellectual destination. Schools must proactively pursue MoUs with high-ranking international universities, leveraging these partnerships to co-host events, publish jointly, and initiate academic exchanges. Through these measures, Christ University can significantly enhance its national and global reputation, creating stronger alignment between its achievements and external perception.

### **3.9 SDG-Aligned Curriculum and Research**

The global higher education community increasingly recognises universities as essential contributors to the United Nations Sustainable Development Goals (SDGs). Institutions that integrate SDGs into their curricula, research, community engagement, and policy interventions demonstrate a commitment to global well-being, sustainable development, and socially responsible education. For Christ University, aligning academic programmes and research with the SDGs provides an opportunity to position itself as a leader in sustainability education and global development. The 2023–24 audit revealed that while isolated SDG-related initiatives existed, the University had not yet developed a comprehensive, institution-wide SDG framework. Recognising the importance of this domain, the University designated SDG alignment as a critical area for long-term growth.

#### **Targets Set**

The targets set for this domain reflected a commitment to embedding sustainability deeply across academic functions. The University aimed to integrate SDG modules in all academic programmes, ensuring that students across disciplines are taught to analyse and address societal challenges from a sustainability perspective. Each school and campus was expected to initiate at least one interdisciplinary SDG-focused research project, encouraging faculty collaboration across domains such as environment, health, gender, economic development, social justice, and innovation. The University further set a target of publishing at least one SDG-aligned research paper in a high-impact journal by every school by 2026. These targets sought to position the University within national and global sustainability conversations and strengthen its research relevance.

#### **Current Status**

The audit reflects partial integration of SDGs across curricula, with meaningful progress in some programmes but significant variations across schools. Interdisciplinary SDG-focused research remains limited, with only a few schools initiating structured projects. The volume of SDG-oriented publications is modest and lacks the scale required to generate measurable global influence. The University has not yet established national or international SDG research centres, nor does it have large-scale flagship sustainability projects capable of elevating its global standing. Presence in UN-affiliated sustainability networks, global SDG alliances, and academic consortia remains minimal. Funding for SDG-focused research is limited, and many faculty members require deeper training in sustainability methodologies. Overall, SDG engagement exists but is fragmented, preventing the University from projecting itself as a leader in this space.

## **Recommendations**

To strengthen SDG alignment, the University must adopt an institution-wide, strategic, and long-term approach. Academic programmes should incorporate mandatory SDG-based modules, and interdisciplinary SDG elective clusters should be introduced. Schools should be encouraged to form interdisciplinary research teams focusing on priority SDGs relevant to their disciplines. Funding support for SDG projects must be expanded through seed grants, sustainability fellowships, and industry sponsorship. The University should establish flagship SDG centres focusing on thematic areas such as climate change, public health, gender equity, clean energy, and sustainable cities. Partnerships with NGOs, government agencies, and international organisations should be expanded to facilitate field-based SDG research. Faculty should receive specialised training in sustainability research frameworks, global reporting mechanisms, and SDG indicators. The University must actively publish SDG-focused research in high-impact journals and promote its achievements on international platforms. Participation in global SDG alliances and UN-affiliated sustainability networks should be prioritised. With these initiatives, Christ University can meaningfully contribute to global development and position itself as a leader in sustainability education.

### **3.10 Digital Content Development and Academic Outreach**

Digitally enabled learning has emerged as a defining force in contemporary higher education, and universities that effectively leverage digital platforms significantly expand their reach, relevance, and academic influence. Digital content development enables flexible learning pathways, supports lifelong learners, strengthens academic outreach, and enhances institutional visibility both nationally and internationally. For Christ University, which has a strong academic foundation and a diverse programme portfolio, digital content development represents a major opportunity to extend its impact beyond traditional classroom boundaries. The 2023–24 audit highlighted the need to integrate digital learning more strategically across departments, prompting the inclusion of this area as a critical focus for institutional advancement.

#### **Targets Set**

The University set targets that were both forward-looking and aligned with global digital learning trends. It aimed to develop at least twelve courses on recognised MOOC platforms, increasing international accessibility and enhancing Christ University's digital presence. Every department was expected to offer at least one micro-credential course, enabling skill-based, modular learning opportunities. The University also committed to designing impactful virtual and hybrid academic outreach initiatives to engage diverse learner communities within and outside India.

#### **Current Status**

The audit demonstrates that the University has made meaningful progress. Six SWAYAM MOOC courses have been successfully launched, and six fully online degree programmes have been introduced, reflecting strong institutional capability and administrative readiness. Furthermore, forty-three digital content projects are currently under

development, representing a growing culture of digital pedagogy. However, the audit also indicates uneven participation across departments, with some schools demonstrating significant enthusiasm and others still developing baseline capacities in digital content creation. Faculty feedback suggests the need for more training in digital pedagogy, instructional design, and learner engagement strategies. Additionally, the University must strengthen the technological infrastructure required for professional-quality content creation, including studios, editing facilities, and design teams.

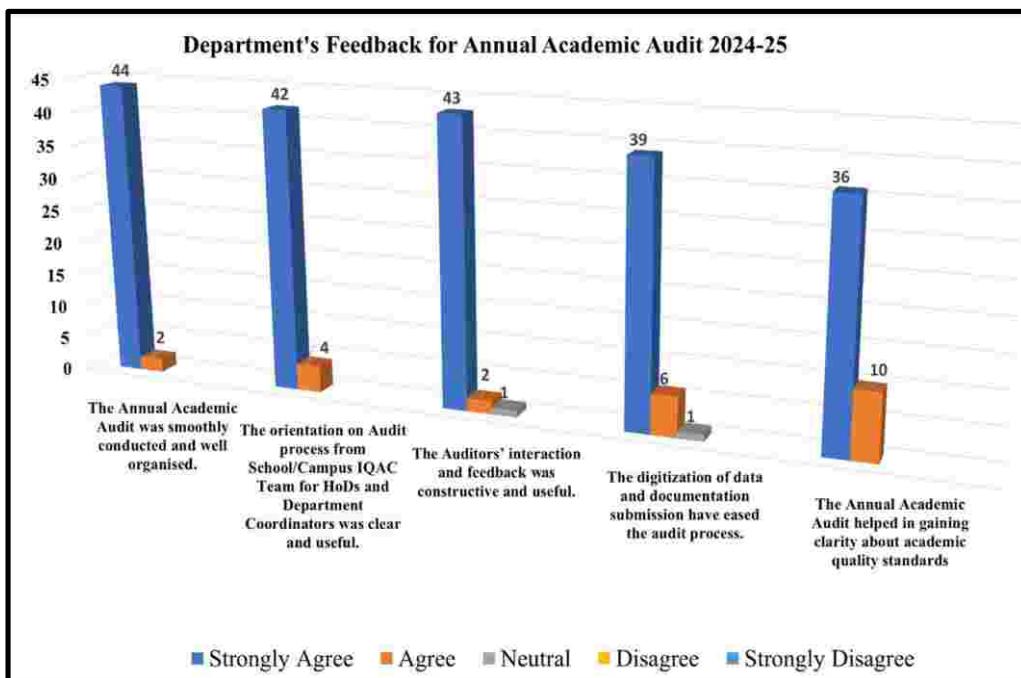
### **Recommendations**

To strengthen digital content development, the University must establish a dedicated digital content creation and outreach unit under the Centre for Digital Learning, with specialised staff for instructional design, multimedia production, quality assurance, and learner analytics. Faculty should be supported through structured training programmes in online pedagogy, assessment design, and course architecture. Schools must systematically integrate digital outreach into their academic calendars by hosting online conferences, certificate programmes, and hybrid workshops. Incentive systems must be established to recognise faculty who produce high-quality digital content or contribute significantly to online learning initiatives. The University should expand its collaborations with global MOOC platforms and explore partnerships for co-branded courses. Regular audits should be conducted to evaluate the effectiveness of digital courses and identify areas for improvement. With sustained investment in infrastructure, capacity-building, and recognition, Christ University can emerge as a leader in digital higher education.

### **Conclusion**

The ten critical areas identified after the 2023–24 academic audit represent foundational pillars essential for the long-term growth and excellence of Christ University. The 2024–25 audit demonstrates that while significant progress has been made across multiple domains, some areas require deeper strategic focus, stronger coordination, and sustained institutional support. Enhancing research quality, expanding consultancy output, strengthening external scholarships, improving PhD completion rates, increasing external research funding, deepening entrepreneurship, broadening internationalisation, elevating institutional perception, aligning initiatives with the SDGs, and accelerating digital content development collectively form a comprehensive roadmap for institutional advancement. Through sustained leadership commitment, school-level accountability, enhanced resource allocation, and strategic collaboration across campuses, Christ University can not only achieve the targets set in these areas but also establish itself as a model institution for academic excellence, innovation, social impact, and global engagement.

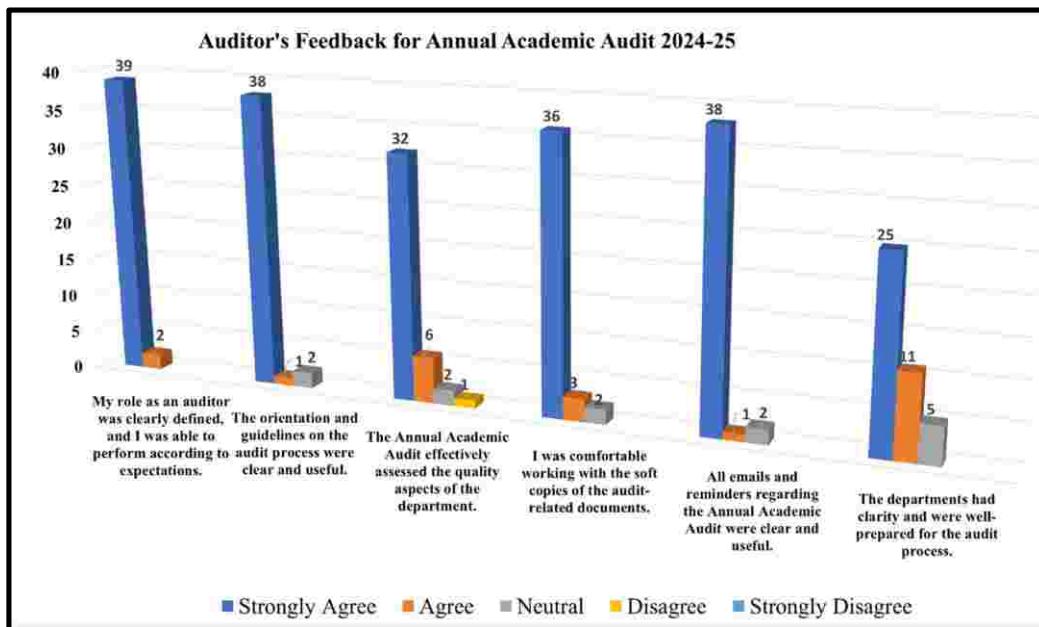
## SECTION IV – AUDIT PROCESS FEEDBACK AND RECOMMENDATIONS



Analysis of the feedback on the Annual Academic Audit process from the Departments

Departments appreciated that this year's academic audit process was well-structured, smooth, and clearly communicated. Many highlighted that the documentation guidelines were helpful, the process was streamlined, and auditors were cooperative, supportive, and insightful. Several departments shared that the audit provided meaningful learning, clarity on expectations, and valuable feedback for improvement. They acknowledged the efforts of the IQAC team in simplifying and organising the process effectively, noting that the academic audit offered useful guidance on how to enhance academic practices going forward.

Departments also shared several constructive suggestions to refine future audits. Key inputs included ensuring uniform interpretations between IQAC and auditors, aligning timelines between the strategic plan and the academic year, and clarifying certain definitions such as local vs. regional. Suggestions included allowing editable document submission at all stages, offering a little more flexibility in Knowledge Pro (KP) uploads. Some departments also recommended mid-year guidance to help them prepare better, maintaining a repository of best practices, and resolving discrepancies between auto-populated and departmental publication data. Overall, departments felt these refinements would make the process more efficient, aligned, and supportive throughout the academic year.



#### Analysis of the feedback on the Annual Academic Audit process from the Auditors

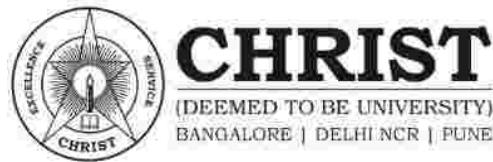
The Academic Audit this year was extremely well-organised, smoothly coordinated, and professionally executed. The audit instrument was clear and easy to interpret, and auditors found their roles and responsibilities well communicated. Departments were well prepared and demonstrated strong awareness of expectations, contributing to a productive and meaningful auditing experience. The new audit format further enhanced efficiency, enabling effective collaboration and optimal use of time. Many highlighted that this year's process was significantly more streamlined compared to previous years, and the platform facilitated valuable cross-learning among departments.

While the audit process is fundamentally strong, there are few suggestions that can further enhance its effectiveness. Allowing departments to update any missed documents by briefly reopening submission links after the audit would be helpful. Introducing digital tracking for activity report submissions and timelines could streamline monitoring and reduce delays. Regular training sessions (twice a year) on audit instruments, documentation standards, and institutional quality requirements (including NAAC expectations) would strengthen the department's understanding. Greater involvement of faculty, particularly from larger departments, as auditors would improve inclusivity and promote richer peer learning. Lastly, sharing the previous year's audit feedback and improvements with departments would also support continuity; while making the strategic plan implementation more objective could enhance its overall impact.

### **Proposed Action Plans on the Audit Process**

- Align the Strategic Plan timeline with the academic year in the next cycle to ensure consistency in reporting and documentation.
- Departments will be encouraged to upload documents in Knowledge Pro (KP) throughout the year as activities and events occur, enabling timely and accurate documentation.
- A mid-year guidance session will be conducted to help departments prepare proactively and enhance documentation quality.
- An instrument to assess the qualitative transformation of departments as per the four focus areas of the Strategic Plan should be developed.
- Targets set by the departments as part of the Strategic Plan requirements will be reviewed to ensure alignment with overall institutional goals.
- A more comprehensive orientation for all auditors will be provided to ensure consistency in approach, evaluation, and communication across campuses.

# **APPENDIX**



## **Internal Quality Assurance Cell**

**CHRIST (Deemed to be University)**

**Bangalore - 560029**

## **ANNUAL ACADEMIC AUDIT 2024 -2025**

### **Audit Instrument**

## **OBJECTIVES**

1. To assess the quality standards maintained by the department.
2. To analyse the curriculum development process and its relevance to contemporary trends in higher education
3. To measure the effectiveness of the Teaching-Learning process.
4. To bring out the department's performance in research, innovation, and extension.
5. To assess the department's ability to monitor student progression and support extended to students and towards alumni engagement.
6. To assess the department's ability to create innovative and best practices in their academic discipline.

## **Marks**

### **Criteria**

- A) Curriculum Design and Development – 105 Marks
- B) Teaching – Learning – 100 Marks
- C) Research and Innovation – 140 Marks
- D) Consultancy, Extension and Collaboration – 45 Marks
- E) Student Support and Progression – 100 Marks
- F) Quality Initiatives – 110 Marks

**Total Marks - 600**

## A. Curriculum Design and Development

**A.1 Curricula developed and implemented have relevance to the local, national, regional, and global developmental needs, which is reflected in Programme Outcomes (POs), and Course Outcomes (COs) of the Programmes offered by the Department (QLM).**

[Relevant AQAR Metric: 1.1.1]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 20</b>
<ol style="list-style-type: none"><li>1) 100 - 200 words write-up or policy guidelines of the department for identification of LRNG needs</li><li>2) Sample Syllabi document reflecting POs, and COs related to LRNG developmental needs</li><li>3) Sample Syllabi document with mentioning of topics related to LRNG developmental needs</li><li>4) Other supporting documents, if any</li></ol>	<ol style="list-style-type: none"><li>A. 100 - 200 words write-up or policy guidelines of the department for identification of LRNG needs – 5 Marks</li><li>B. Reflection of LRNG in POs &amp; COS – 5 Marks</li><li>C. Mapping of LRNG needs in the syllabus content – 10 Marks</li></ol>	

**A.2 The programmes offered by the Department focus on employability/ entrepreneurship/ skill development, and their course syllabus are adequately revised to incorporate contemporary requirements (QLM).**

[Relevant AQAR Metric: 1.1.3]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 20</b>
<ol style="list-style-type: none"><li>1. Sample Syllabi copy reflecting employability /entrepreneurship/ skill development topics relevant to contemporary areas.</li><li>2. Other supporting documents, if any</li></ol>	<ol style="list-style-type: none"><li>A. 100 - 200 words writeup or policy guidelines for identification of topics related to employability/ entrepreneurship /skill development/ contemporary areas - 8 Marks</li><li>B. Mapping of syllabus to employability /entrepreneurship/skill development/ contemporary areas - 12 Marks</li></ol>	

**A.3 Cross Cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value frameworks enshrined in Sustainable Development Goals and National Education Policy - 2020 into the Curriculum are integrated. (QLM).**

**[Relevant AQAR Metric: 1.3.1]**

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 20</b>
<ol style="list-style-type: none"> <li>1. Sample Syllabi document with mention of cross-cutting issues</li> <li>2. 100 - 200 words writeup on inclusion of value frameworks related to SDG / NEP in the curriculum</li> <li>3. Other supporting documents, if any</li> </ol>	<p>A. Mapping of the syllabus to cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability - 12 Marks</p> <p>B. 100 - 200 words writeup on inclusion of value frameworks related to SDG / NEP in the curriculum - 8 Marks.</p>	

**A.4 Number of certificate courses, value-added courses, MDCs, MOOCs offered by the Department during the academic year.**

**[Relevant AQAR Metric: 1.3.2]**

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. List of certificate courses, value-added courses, MDCs, MOOCs <b>offered by the department</b> alone are to be considered</li> <li>2. Number of students enrolled</li> </ol>	<p>Number of certificate courses, Value-added, MDCs, MOOCs offered by the department with active student enrolment</p> <p>❖ ≥ 3 Courses: 10 Marks      ❖ ≥ 2 Courses: 6 Marks      ❖ ≥ 1 Course: 3 Marks</p>	

**A.5 Number of Programmes with components of field projects/research projects/internships during the academic year.**

[Relevant AQAR Metric: 1.3.4]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 15</b>
Programme Course Structure highlighting components of field projects/research projects/internships	<p>Number of Programmes that have field projects/research projects/internships included in the curriculum.</p> <ul style="list-style-type: none"> <li>❖ All the programmes - 15 Marks</li> <li>❖ More than 50% of programmes - 10 Marks</li> <li>❖ More than 30% of programmes - 5 Marks</li> </ul>	

**A.6 Structured feedback for curriculum and its transactions is regularly obtained from stakeholders like 1) Students, 2) Teachers, 3) Employers, 4) Alumni, 5) Academic Peers etc., and feedback processes of the Department may be classified as follows:**

- a) Feedback collected, analysed, action taken and communicated to relevant bodies and feedback hosted on the institutional website
- b) Feedback collected, analysed, action has been taken and communicated to the relevant body
- c) Feedback collected and analysed
- d) Feedback collected
- e) Feedback not collected (QLM)

[Relevant AQAR Metric: 1.4.1 and 1.4.2]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 20</b>
<p>Feedback documents</p> <ol style="list-style-type: none"> <li>1. Feedback forms (sample)</li> <li>2. Link to feedback report on website (expected minimum: Students – 10% /Teachers- 10% /Employers – min 5 /Alumni- min 5 / Parents-min 3/ Academic Peers - min 3)</li> </ol>	<p>A. Feedback received:</p> <ul style="list-style-type: none"> <li>❖ Feedback from <math>\geq</math> 4 categories – 10 Marks</li> <li>❖ Feedback from 3 categories – 6 Marks</li> <li>❖ Feedback from 2 categories – 4 Marks</li> <li>❖ Feedback from 1 category – 2 Marks</li> </ul> <p>B. Feedback analysis</p> <ul style="list-style-type: none"> <li>❖ Feedback analysis and action taken report posted on website - 10 Marks</li> <li>❖ Action taken on the feedback - 6 Marks</li> <li>❖ Feedback collected and analysed - 4 Marks</li> </ul>	

## B. Teaching-Learning

**B.1 The department assesses the learning levels of the students and organises special programmes to cater to the differential learning needs of the students (QLM).**

[Relevant AQAR Metric: 2.2.1]

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 20</b>
<ol style="list-style-type: none"> <li>1. Department's Guidelines and process to assess the learning needs of students</li> <li>2. Details of Activities such as Bridge Courses/ Remedial Classes/ Workshops, Paper Presentations/ Advanced Training/Workshops etc</li> <li>3. Other supporting documents, if any</li> </ol>	<p>A. Records or documents proving identification of students with differential learning needs - 5 Marks</p> <p>B. Activities:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 5</math> activities - 10 Marks</li> <li>❖ <math>\geq 3</math> activities - 6 Marks</li> <li>❖ <math>\geq 1</math> activity - 3 Marks</li> </ul> <p>C. Policy/Guidelines - 5 Marks</p>	

**B.2 Student centric methods, such as experiential learning, Participative learning and problem-solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching learning process. (QLM)**

[Relevant AQAR Metric: 2.3.1 and 2.3.2]

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 20</b>
<ol style="list-style-type: none"> <li>1. Sample course plans mentioning the use of student-centric methods - Experiential learning/ Participatory learning/ Problem-solving</li> <li>2. Sample course plans/other documents indicating the usage of ICT tools/online resources by teachers.</li> <li>3. Supporting documents should be from different faculty members.</li> </ol>	<p>A. Adoption of student centric methods</p> <ul style="list-style-type: none"> <li>❖ All THREE student centric methods - 10 Marks</li> <li>❖ Any TWO student centric methods - 6 Marks</li> <li>❖ Any ONE student centric method - 3 Marks</li> </ul> <p>B. ICT tools/online resources usage:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 3</math> ICT tools/online resources from different teachers - 10 Marks</li> <li>❖ <math>\geq 2</math> ICT tools/online resources from different teachers - 6 Marks</li> <li>❖ <math>\geq 1</math> ICT tool/online resource - 3 Marks</li> </ul>	

**B.3 The department adopts effective Mentor-Mentee schemes to address academic and student-psychological issues (QLM).**

[Relevant AQAR Metric: 2.3.3]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 20</b>
<ol style="list-style-type: none"> <li>1. Mentoring Policy, Mentor-Mentee Assignment document</li> <li>2. Mentoring Report (mentor-wise)</li> </ol>	<p>A. Mentoring Policy and Guidelines - 5 Marks</p> <p>B. Circular on Mentor-Mentee assignment - 5 Marks</p> <p>C. Mentoring Report/Records maintained by:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 60\%</math> of mentors- 10 Marks</li> <li>❖ <math>\geq 40\% - &lt;60\%</math> mentors- 6 Marks</li> <li>❖ <math>\geq 20\% - &lt;40\%</math> mentors- 3 Marks</li> <li>❖ <math>&lt;20\%</math> - Nil</li> </ul>	

**B.4 Percentage of full-time teachers with PhD/D.M.M.Ch./D.N.B/Superspeciality/L.L.D/D.S.C/ D.Litt. during the year.**

[Relevant AQAR Metric: 2.4.2]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 20</b>
<p>List of teachers with details of qualifications. (Correlate with records from the Human Resources office)</p>	<p>Percentage of Teachers with PhD:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 80\%</math> – 20 Marks</li> <li>❖ <math>\geq 60\% - &lt;80\%</math> – 17 Marks</li> <li>❖ <math>\geq 40\% - &lt;60\%</math> – 15 Marks</li> <li>❖ <math>\geq 20\% - &lt;40\%</math> – 12 Marks</li> <li>❖ <math>\geq 10\% - &lt;20\%</math> – 10 Marks</li> <li>Less than 10% - Nil</li> </ul>	

**B.5 The department has stated learning outcomes (Program and Course outcomes)/graduate attributes, which are integrated into the assessment process and widely published through the website and other documents. (QLM)**  
[Relevant AQAR Metric: 2.6.1]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 20</b>
<ol style="list-style-type: none"><li>1. Website link for the (Program and Course outcomes integrated in the syllabus</li><li>2. Sample Course Plans with Programme/course outcomes integrated into the assessment process</li></ol>	<p>A) Programme and Course outcomes of all the programmes published on the website – 10 Marks</p> <p>B) A write-up on the integration of Programme/course outcomes in the assessment process and reflected in course plans – 10 Marks</p>	

## C. Research and Innovation

### C.1 Number of Seed Money Projects availed by teachers during the Year:

[Relevant AQAR Metric: 3.1.2]

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. List of projects and teachers who availed seed money in the academic year.</li> <li>2. Project proposal approval document/funds received receipt.</li> </ol>	<p>Number of Seed Money Projects availed by teachers during the Year:</p> <p style="text-align: center;">❖ 2 or more projects – 10 Marks ❖ 1 project – 5 Marks</p>	

### C.2 Number of teachers receiving national/international fellowship/financial support by various agencies for advanced studies during the year.

[Relevant AQAR Metric: 3.1.3]

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. List of teachers who received fellowships during the academic year.</li> <li>2. E-Copies of Award Letters of Teachers (Mails will not be accepted as proof).</li> </ol> <p style="text-align: center;">NB: Awards without financial support (best teacher award, certificate of appreciation etc) shall not be considered.</p>	<p>For every teacher receiving a fellowship – 5 Marks (Maximum 10 Marks)</p>	

### C.3 Number of JRFs, SRFs enrolled in the department during the Academic Year.

[Relevant AQAR Metric: 3.1.4]

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. List of PhD Scholars admitted during the year, mentioning the details of JRF and SRF</li> <li>2. E copies of JRF, SRF award letters of scholars admitted during the year</li> </ol>	<p>For each JRFs/SRFs admitted during the Academic Year 2024-25: 5 Marks Each (Maximum 10 Marks)</p>	

**C.4 Research funding received by the department and its faculty members through government and non-government sources, such as industry, corporate houses, international bodies for research projects, and endowment research chairs, during the year.**

[Relevant AQAR Metric: 3.2.1 & 3.2.2]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. List of research projects and the amount received during the year.</li> <li>2. A letter of grant issued by the Government or a Non-Government agency.</li> </ol>	<p>Amount of research funding:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 25</math> Lakhs - 10 Marks</li> <li>❖ <math>\geq 15L</math> - <math>&lt; 25L</math> - 8 Marks</li> <li>❖ <math>\geq 5L</math> - <math>&lt; 15L</math> - 6 Marks</li> <li>❖ <math>\geq 2.5L</math> - <math>&lt; 5L</math> - 4 Marks</li> <li>❖ <math>\geq 50K</math> - <math>&lt; 2.5L</math> - 2 Marks</li> <li>❖ <math>\geq 10K</math> - <math>&lt; 50K</math> - 1 Mark</li> </ul>	

**C.5 Percentage of teachers having research projects funded by government, non-government, industry, corporate houses, and international bodies during the year.**

[Relevant AQAR Metric: [3.2.1 & 3.2.2]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. List of research projects funded by the government, non-government, industry, corporate houses, and international bodies during the year</li> <li>2. Grant letters for research projects</li> </ol>	<p>Percentage of faculty members having funded research projects:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 10\%</math> - 10 Marks</li> <li>❖ <math>\geq 5\%</math> - <math>&lt; 10\%</math> - 5 Marks</li> <li>❖ <math>\geq 1\%</math> - <math>&lt; 5\%</math> - 3 Marks</li> </ul>	

**C.6 Department has created an ecosystem for innovations and the Indian Knowledge System, including awareness of IPR, the establishment of IPR cell, Incubation centre, and other initiatives for the creation and transfer of technology/knowledge and the outcome of the same is evident (QLM).**

[Relevant AQAR Metric: 3.3.1]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<p>a) Report /Writeup detailing Ecosystem for innovations, Indian Knowledge System, including awareness of IPR and Incubation</p> <p>b) Report of Activities conducted</p>	<p>A) Report/Writeup on how the Department supports the Ecosystem for Innovation/IKS/Incubation - 5 Marks</p> <p>B) Activities conducted related to IKS, IPR, Incubation and other initiatives:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 3</math> Activities - 5 Marks</li> <li>❖ <math>\geq 2</math> Activities - 3 Marks</li> <li>❖ <math>\geq 1</math> Activity - 2 Marks</li> </ul>	

**C.7 Number of awards received for research/innovations by the department /teachers/research scholars/students during the year.**

[Relevant AQAR Metric: 3.3.3]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. List of awards received for research/innovations during the academic year</li> <li>2. E-copies of Award Letters, including Best Paper awards with the Name of the Faculty, Research Scholars/Students and CHRIST University affiliation.</li> </ol> <p>NB: Participation /presentation certificates in workshops/ conferences, etc., are not to be considered; Email communication is not to be considered.</p>	<p>Every Award – 5 Marks (Maximum 10 Marks)</p>	

**C.8 Number of patents/copyrights awarded during the year.****[Relevant AQAR Metric: 3.4.3]**

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. List of copyrights/patents published/granted/commercialised during the year, with the unique patent number</li> <li>2. E-Copies of copyrights/patents published/granted/commercialised with the name of the faculty and CHRIST University affiliation.</li> </ol>	<ul style="list-style-type: none"> <li>❖ Each Copyright – 2 Marks</li> <li>❖ Each patent published - 3 Marks</li> <li>❖ Each patent granted - 5 Marks</li> <li>❖ Each patent commercialised - 10 Marks (Maximum 10 Marks)</li> </ul>	

**C.9 Number of PhDs awarded during the year.****[Relevant AQAR Metric: 3.4.4]**

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 10</b>
1. List of PhDs awarded during the year and copies of certificates	2 Marks per PhD completion (Maximum 10 Marks)	

**C.10 Number of research papers published per teacher in the SCOPUS / WoS / ABDC indexed Journals during the year.****[Relevant AQAR Metric: 3.4.5]**

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 20</b>
<ol style="list-style-type: none"> <li>1. Data approved by the Human Resources Office and available in KP (auto populated)</li> <li>2. Per teacher score calculation: No. of Papers / Total No. of Teachers</li> </ol>	<p>Per teacher score value:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 2</math> per teacher - 20 Marks</li> <li>❖ <math>\geq 1.5</math> -<math>&lt;2</math> per teacher - 16 Marks</li> <li>❖ <math>\geq 1</math> -<math>&lt;1.5</math> per teacher - 12 Marks</li> <li>❖ <math>\geq 0.5</math> -<math>&lt;1</math> per teacher - 8 Marks</li> <li>❖ <math>&lt;0.5</math> - 4 Marks</li> <li>❖ No Publication - Nil</li> </ul>	

**C.11 Number of books and chapters in edited volumes published during the year.**  
**[Relevant AQAR Metric: 3.4.6]**

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 20</b>
Data approved by the Human Resources Office and available in KP (auto populated)	<ul style="list-style-type: none"> <li>❖ 1 Book by any teacher - 10 Marks</li> <li>❖ 1 Chapter in edited book - 5 Marks</li> </ul> <p>(Total Maximum 20 Marks)</p>	

**C.12 E-content is developed by teachers:**

- a) For e-PG-Pathshala
- b) For CEC (Undergraduate)
- c) For Swayam
- d) For other MOOC platforms
- e) Any other Government Initiatives
- f) For Institutional LMS

**[Relevant AQAR Metric: 3.4.7]**

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. Links to uploaded documents of e-content developed, showing the authorship/ contribution.</li> <li>2. Supporting documents from the sponsoring agency for the e-content developed by the teachers.</li> <li>3. Google Meet/WebEx/Zoom Class/YouTube recordings will not be considered</li> </ol>	<ul style="list-style-type: none"> <li>❖ For e-PG-Pathshala, CEC, Swayam or any other Government-initiated platform: Each Course 5 Marks</li> <li>❖ For other MOOC platforms or Institutional LMS: Each Course 2 Marks</li> </ul> <p>(Total Maximum 10 Marks)</p>	

## **D. Consultancy, Extension and Collaboration**

### **D.1 Revenue generated from consultancy and corporate training during the year (INR in Lakhs)**

**[Relevant AQAR Metric: 3.5.2]**

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. List of consultancy and corporate training during the year.</li> <li>2. Invoice/Proof of amount received.</li> </ol>	<p>Revenue generated in lakhs:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 3L</math> - 10 Marks</li> <li>❖ <math>\geq 2L</math> - <math>&lt;3L</math> - 8 Marks</li> <li>❖ <math>\geq 1L</math> - <math>&lt;2L</math> - 5 Marks</li> <li>❖ <math>\geq 10K</math> - <math>&lt;1L</math> - 3 Marks</li> </ul>	

### **D.2 Outcomes of extension activities in the neighbourhood community in terms of impact and sensitising the students to social issues and holistic development, and awards received, if any, during the last year. (QLM)**

**And**

### **D.3 Number of extension and outreach programs conducted by the department independently or in collaboration with CSA/NCC/Clubs/Centres/Cells, etc, with community involvement during the academic year.**

**[Relevant AQAR Metric: 3.6.1, 3.6.2, and 3.6.3]**

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 20</b>
<ol style="list-style-type: none"> <li>1. List of the extension activities conducted by the department in the community, sensitising the students to social issues and holistic development</li> <li>2. Report on the extension activities conducted and their impact, with a list of students who participated in extension activities</li> <li>3. Details of Awards for extension activities from Govt./Non-Govt agencies</li> </ol>	<p>A. Number of extension and outreach programs organised by the department independently or in collaboration with CSA/NCC/ Clubs/ Centres/Cells, etc, with community involvement</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 5</math> programs – 10 Marks</li> <li>❖ <math>\geq 3</math> programs – 6 Marks</li> <li>❖ <math>\geq 2</math> programs – 3 Marks</li> <li>❖ <math>\geq 1</math> program – 1 Mark</li> </ul> <p>B. Awards received, if any, for extension activities –2 per award - Max 4 Marks</p> <p>C. Department's Justification/ Articulation of impact/ effectiveness of extension activities in sensitising the students to social issues. - 6 Marks</p>	

**D.4 Number of functional MoUs/linkage with institutions/industries in India and abroad for internship, on-the-job training, project work, student/faculty exchange, and collaborative research during the academic year**

[Relevant AQAR Metric: 3.7.2]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 15</b>
<ol style="list-style-type: none"><li>1. List of MoUs for internship, on-the-job training, project work, student/faculty exchange, and collaborative research during the academic year</li><li>2. Reports of activities related to MoUs involving students/faculty</li></ol> <p>NB: MoUs without activities during the academic year shall not be considered as a Functional MoU.</p>	<p>A. Number of functional MoUs with institutions/industries in India and abroad Each functional MoU: 3 Marks</p> <p>B. Number of activities related to MoUs Each Activity: 3 Marks</p>	

## E. Student Support and Progression

**E.1 Scholarship funds the department received from industries, individuals, philanthropists, and government agencies.**

[Relevant AQAR Metric: 5.1.1]

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 10</b>
Details of scholarship funds the department received from industries, individuals, philanthropists, and government agencies.	<ul style="list-style-type: none"><li>❖ ≥ Rs.1L - 10 Marks</li><li>❖ ≥ Rs. 50k &lt; Rs. 1L - 8 Marks</li><li>❖ ≥ Rs. 25k &lt; Rs. 50k - 5 Marks</li><li>❖ ≥ Rs.1k &lt; Rs. 25k - 3 Marks</li></ul>	

**E.2 Efforts taken by the department to provide career counselling, including e-counselling and guidance for competitive examinations during the year (QLM).**

[Relevant AQAR Metric: 5.1.2]

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 10</b>
<p>The following activities may be considered for this metric:</p> <ul style="list-style-type: none"><li>(a) Placement Orientation Sessions</li><li>(b) Talks by invited industry personnel</li><li>(c) Workshops /Coaching Sessions/ Orientation Talks related to competitive examinations</li></ul>	<ul style="list-style-type: none"><li>A. Number of Activities for career counselling:<ul style="list-style-type: none"><li>❖ ≥3 activities – 6 Marks</li><li>❖ ≥2 activities – 4 Marks</li><li>❖ 1 activity – 2 Marks</li></ul></li><li>B. Number of Activities for Competitive Examinations<ul style="list-style-type: none"><li>❖ ≥2 activities – 4 Marks</li><li>❖ 1 activity – 2 Marks</li></ul></li></ul>	

**E.3 The Following Capacity development and skills enhancement initiatives are undertaken by the Department.**

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health, and hygiene)
4. Awareness of trends in technology

[Relevant AQAR Metric: 5.1.3]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1. Activity reports</li> <li>2. Events hosted for the students in any of the following categories may be considered for this metric: Workshops, Seminars, Webinars, Guest Lectures, Hands-on Training Sessions, Leadership Workshops, or any other form of knowledge-sharing sessions</li> </ol>	<p>Initiatives undertaken:</p> <ul style="list-style-type: none"> <li>❖ Initiative in all four categories - 10 Marks</li> <li>❖ Initiative in any three categories - 7 Marks</li> <li>❖ Initiative in any two categories - 5 Marks</li> <li>❖ Initiative in any one category - 3 Marks</li> </ul>	

**E.4. Percentage of outgoing students placed/progressed to higher education during the year.**

[Relevant AQAR Metric: 5.2.2 & 5.2.3]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 20</b>
<ol style="list-style-type: none"> <li>1. List of students placed/progressed</li> <li>2. Offer Letters/Admission Letters/ Provisional Admission/Student ID Card</li> </ol> <p>Consider Students who graduated in 2025 and placed or progressed.</p> <p><i>Percentage calculation</i></p> $= \frac{(\text{No. of students placed} + \text{No. of students progressed})}{\text{No. of Students Graduated in 2025}} \times 100$	<p>Percentage of students placed and progressed:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 60\%</math> - 20 Marks</li> <li>❖ <math>\geq 50\% - &lt; 60\%</math> - 16 Marks</li> <li>❖ <math>\geq 40\% - &lt; 50\%</math> - 12 Marks</li> <li>❖ <math>\geq 30\% - &lt; 40\%</math> - 8 Marks</li> <li>❖ <math>\geq 20\% - &lt; 30\%</math> - 6 Marks</li> <li>❖ <math>\geq 10\% - &lt; 20\%</math> - 4 Marks</li> <li>❖ <math>&lt; 10\%</math> - NIL</li> </ul>	

**E.5 Percentage of students qualifying in State/national/international level examinations out of the students during the year.**

[Relevant AQAR Metric: 5.2.1]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<p>1. List of students qualifying in the competitive examinations</p> <p>2. Certificate Received after Qualifying in the Examination/Score Card/Result Sheet</p>	<p>Percentage of final-year students qualifying:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 1\% - 10</math> Marks</li> <li>❖ <math>\geq 0.5\% - &lt; 1\% - 6</math> Marks</li> <li>❖ <math>\geq 0.1\% - &lt; 0.5\% - 2</math> Marks</li> </ul>	

**E.6 Number of awards/medals won by students of the department for outstanding performance in sports/cultural activities at inter-university/state/national/international events during the year.**

[Relevant AQAR Metric: 5.3.1]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 15</b>
<p>1. List of awards won by students of the department for outstanding performance in sports/cultural events</p> <p>2. E-copies of Certificates, Photographs of Medals</p> <p><b>Note:</b></p> <p>(i) Award for team event will be counted as one (ii) Any award/medal won by students, such as participation in NCC Camps or any other achievement, can be captured.</p> <p>(iii) Include the awards/medals with relevant proofs only.</p> <p>NB: Mere <i>Certificate of Participation</i> at events will not be considered.</p>	<ul style="list-style-type: none"> <li>❖ 1 Award: 5 Marks</li> <li>❖ 2 Awards: 10 Marks</li> <li>❖ <math>\geq 3</math> Awards: 15 Marks</li> </ul>	

**E.7 The Department conducts/organises the following activities:**

- a) Sports competitions/events**
- b) Cultural competitions/events**
- c) Technical fest/academic fests**
- d) Any other events through active clubs and forums**

[Relevant AQAR Metric: 5.3.3]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<p>1. List of the activities conducted by the department - Sports competitions/events, Cultural competitions/events, Technical fest/academic fests, Any other events through active clubs and forums</p> <p>2. Activity reports against each event</p>	<p>Total number of activities:</p> <ul style="list-style-type: none"><li>❖ ≥ 5 activities – 10 Marks</li><li>❖ ≥ 3 activities – 6 Marks</li><li>❖ ≥ 1 activity – 4 Marks</li></ul>	

**E.8 Alumni contribute and engage significantly in the development of the Department through academic and other activities (QLM).**

**And**

**E.9 Financial contribution by the department's Alumni during the year**

[Relevant AQAR Metric: 5.4.1 & 5.4.2]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 15</b>
<p>1. List of activities involving alumni</p> <p>2. Activity reports for each event</p> <p>3. Financial contribution by alumni</p> <p><b>Note:</b> Activities can include guest lectures, panel discussions, project evaluations, etc., involving alumni</p>	<p>A) For each activity – 5 Marks (Total Max 10 Marks)</p> <p>B) Financial contribution:</p> <ul style="list-style-type: none"><li>❖ ≥ Rs. 1 lakh – 5 Marks</li><li>❖ ≥ Rs. 50k &lt; Rs. 1L - 4 Marks</li><li>❖ ≥ Rs. 25k &lt; Rs. 50k - 3 Marks</li><li>❖ ≥ Rs. 10k &lt; Rs. 25k - 2 Marks</li></ul>	

## F. Quality Initiatives

**F.1 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fees of professional bodies during the year.**

**[Relevant AQAR Metric: 6.3.2]**

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 15</b>
<ol style="list-style-type: none"> <li>1. List of teachers who availed financial support</li> <li>2. Participation/Membership Certificate</li> </ol>	<p>Percentage of teachers who availed financial support:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 60\%</math> teachers - 15 Marks</li> <li>❖ <math>\geq 40\% - &lt;60\%</math> - 12 Marks</li> <li>❖ <math>\geq 30\% - &lt;40\%</math> - 8 Marks</li> <li>❖ <math>\geq 20\% - &lt;30\%</math> - 5 Marks</li> <li>❖ <math>\geq 10\% - &lt;20\%</math> - 2 Marks</li> </ul>	

**F.2 Percentage of teachers who underwent online/face-to-face - Faculty Development Programmes (FDP)/Management Development Programs (MDP) during the year.**

**[Relevant AQAR Metric: 6.3.4]**

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<ol style="list-style-type: none"> <li>1) List/Number of teachers undergoing FDP/MDP programmes</li> <li>2) Participation Certificates</li> </ol>	<p>Percentage of teachers who underwent FDP/MDP:</p> <ul style="list-style-type: none"> <li>❖ <math>\geq 90\%</math> teachers - 10 Marks</li> <li>❖ <math>\geq 80\% - &lt;90\%</math> - 8 Marks</li> <li>❖ <math>\geq 70\% - &lt;80\%</math> - 6 Marks</li> <li>❖ <math>\geq 60\% - &lt;70\%</math> - 4 Marks</li> <li>❖ <math>\geq 50\% - &lt;60\%</math> - 2 Marks</li> </ul>	

**F.3 Number of FDPs/MDPs and QIPs/Refresher Courses organised by the Department (QLM).**

[Relevant AQAR Metric: 6.3.3]

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<u>Maximum Marks: 10</u>
<p>Activity Reports.</p> <p>Note: FDP should be of a minimum 5-day duration.</p>	<p>A. FDP/MDP organised for External/Internal members</p> <p>❖ Each FDP/MDP 3 Marks (Max - 6 Marks)</p> <p>B. QIP/RC organised for members of the department:</p> <p>❖ Each QIP/RC - 2 Marks (Max - 4 Marks)</p>	

**F.4 Number of Publications by faculty in Periodicals (Daily/Weekly/Fortnightly/Monthly/ Annually).**

[Relevant AQAR Metric: 6.3.5]

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<u>Maximum Marks: 10</u>
Copy of publications in newspapers/magazines/other media.	For every publication - 2 Marks (Max 10 Marks)	

**F.5. The Department has initiated measures for the promotion of gender equity (QLM).**

[Relevant AQAR Metric: 7.1.1]

<u>Documentation Guidelines</u>	<u>Scoring Guidelines</u>	<u>Maximum Marks: 10</u>
Report of activities for the promotion of gender equity	For each activity - 5 Marks (Max 10 Marks)	

**F.6 Sensitisation programs conducted by the department for students and employees on constitutional obligations: Values, rights, duties, and responsibilities of citizens.**

[Relevant AQAR Metric: 7.1.9]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<p>1) List of the activities for sensitisation of students to the constitutional obligations.</p> <p>2) Activity reports of each event</p> <p>Note: Activities can include guest lectures, panel discussions, exhibitions, etc.</p>	<p>For each activity – 5 Marks (Max 10 Marks)</p>	

**F.7 Describe one Best Practice successfully implemented by the Department (as per the NAAC format provided in the Manual) (QLM).**

*- Presentation during Auditors' visit*

[Relevant AQAR Metric: 7.2.1]

<b><u>Documentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 15</b>
<p>Evidence of practice and relevance to the domain. Write-up required (500 words):</p> <ul style="list-style-type: none"> <li>● Title of the practice</li> <li>● Objectives of the practice</li> <li>● The Context</li> <li>● The Practice</li> <li>● Evidence of Success</li> <li>● Problems encountered and resources required</li> <li>● Link to best practices on department webpage</li> </ul>	<p>A) Description of Best Practice - 5 Marks</p> <p>B) Justification of relevance and purpose of the best practice - 10 Marks</p>	

**F.8 Describe the department initiatives to enhance the perception of the department (QLM).**

***-Only presentation during Auditors' visit***

**[Relevant AQAR Metric: NA]**

<b><u>Presentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<p><b>Efforts towards enhancement of Department Perception</b></p> <p>(through any two of the following):</p> <ul style="list-style-type: none"><li>1) Effective usage of various media/channels for Academic and Non-Academic communication</li><li>2) Involvement of External Stakeholders in various committees of the department</li><li>3) Participation of faculty members and students in committees/activities of external organisations</li><li>4) Organisation of events/activities and involvement of External Stakeholders</li><li>5) Faculty members receiving awards, recognition, fellowships at State, National, and International levels from Non-Governmental./Governmental/Govt. recognised bodies</li><li>6) Any other relevant activity</li></ul>	Justification of relevance and purpose for the enhancement of perception - 10 Marks	

## F.9 Internationalisation of Curriculum, Teaching-Learning, and Research.

*-Only presentation during Auditors' visit*

[Relevant AQAR Metric: NA]

<b><u>Presentation Guidelines</u></b>	<b><u>Scoring Guidelines</u></b>	<b>Maximum Marks: 10</b>
<p>1) Internationalisation of <i>Curriculum</i> through any of the following:</p> <ul style="list-style-type: none"> <li>❖ Course syllabi or program details showing the integration of globally relevant course/s, case studies</li> <li>❖ Partnerships for Joint degrees or exchange programs, professional qualifications, etc</li> <li>❖ Participation in International rankings/Awards/Accreditation</li> <li>❖ Any other relevant initiatives for internationalisation of the curriculum.</li> </ul> <p>2) Internationalisation of the <i>Teaching-Learning process</i> through any of the following:</p> <ul style="list-style-type: none"> <li>❖ Student and faculty exchange programs</li> <li>❖ Involvement of International faculty in the teaching-learning process</li> <li>❖ Participation in International sports/cultural activities/competitions</li> <li>❖ International Internships</li> <li>❖ International Placements and Progression to Higher Education</li> <li>❖ Any other relevant initiatives for the internationalisation of Teaching-Learning.</li> </ul> <p>3) Internationalisation of <i>Research</i> through any of the following:</p> <ul style="list-style-type: none"> <li>❖ International research collaborations, including joint publications and projects</li> <li>❖ Research funding from international bodies</li> <li>❖ Participation in international conferences/seminars/workshops.</li> <li>❖ Organisation of joint workshops /seminars/conferences</li> <li>❖ Any other relevant initiatives for the internationalisation of Research.</li> </ul>	<p>Justification for:</p> <p>A) Internationalisation of Curriculum - 4 Marks</p> <p>B) Internationalisation of Teaching-Learning - 3 Marks</p> <p>C) Internationalisation of Research - 3 Marks</p>	

## F.10 Impactful Research

*-Only presentation during the Auditors' visit*

[Relevant AQAR Metric: NA]

<u>Presentation Guidelines</u>	<u>Scoring Guidelines</u>	<b>Maximum Marks: 10</b>
<p><b>Any or all of the following points may be considered</b></p> <p>1) Average Citation of the department: ❖ Citation calculation sheet</p> <p>2) Research leading to Government policy-making.</p> <p>3) Impact analysis research of Government schemes/initiatives, or on socially relevant themes</p> <p>4) Documentaries on socially significant themes</p> <p>5) News Media Coverage of Impactful Research</p>	<p>A) Average Citation Index:</p> <ul style="list-style-type: none"><li>❖ <math>\geq 5</math>: 10 Marks</li><li>❖ <math>\geq 3 - &lt; 5</math>: 6 Marks</li><li>❖ <math>\geq 1 - &lt; 3</math>: 3 Marks</li></ul> <p>B) Research leading to Government policy making: 10 Marks</p> <p>C) Each Impact analysis research study: 3 Marks</p> <p>D) Each documentary: 5 Marks</p> <p>E) Each media coverage: 2 Marks</p>	

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## **ANNUAL ACADEMIC AUDIT**

**2024 -2025**

**Strategic Plan Implementation Review Instrument**  
**Guidelines for Bangalore Campus Departments**

## Overview

### Guidelines for Filling the Strategic Plan Implementation Review Spreadsheet

- The assessment of Year 2 target achievement in the Strategic Plan Implementation is based on the entries made by each department in the shared Google spreadsheet.
- Please submit the sheet in the given Google spreadsheet format only, and do not delete any column or data given in the sheet. **Enter data only in cells coloured in YELLOW**, as the same will be uploaded in the ERP for further analysis.
- Share the Strategic Plan Implementation Review Spreadsheet with the respective Department faculty only after clear instructions and orientation to enter data in the relevant cells properly.

The following points must be carefully noted while filling out the Strategic Plan implementation review spreadsheet:

#### 1. Department Profile Information:

The profile details of each department are provided in the following cells:

- **Department Name:** Cell B1
- **School Name:** Cell B2
- **Campus Name:** Cell B3

#### 2. Target (Column H/K/N/Q): (Input - Numerical Value/NA (NA - Only if no target is set for Year 2))

- Fill in the second year set target planned by the individual department, campus-wise (if applicable) under the column H/K/N/Q.
- No symbols are allowed (%,-,#,etc.). No characters are allowed (“NIL”, “YES”, “NO”, etc.) Type “NA” if no target is set for the second year.
- If the set target is purely qualitative without any numerical value (*like "Will be started...", "Will be studied...", "Efforts will be taken...", etc.*), please write the same description in the remarks column only and type “NA” in the target column.
- Avoid all kinds of words along with numbers (*Eg: In the case of 2 publications, mention target as 2... if 50 Lakhs, mention target as 50 ... if 8 Programmes/Events, mention as 8, if 4 programs and 3 courses, mention target as 7 (4+3 =7) etc.*) as the cell has auto calculation and would consider only if there are numbers in the given cells.
- If the indicator has a percentage, then the target should be converted to a number. **Example: Percentage of courses incorporating globally relevant topics and issues.** If the set target is 10% of the courses in a particular

programme, having 50 courses. Then the target is considered as 10% of 50, that is 5.

### 3. Achievement (Column I/L/O/R): (Input - Numerical Value/NA (NA - Only if no target is set for Year 2))

- Fill in the second-year achievement against each target set by the individual department, campus-wise (if applicable), under the column I/L/O/R.
- No symbols are allowed (%,-, #, etc.). No characters are allowed (“NIL”, “YES”, “NO”, etc.) Type “NA” if no target is set for the second year.
- If the set target and the achievement are purely qualitative without any numerical value (*like "Will be started...", "Will be studied...", "Efforts will be taken...", etc.*), please write the same description in the remarks column only and type “NA” in the Achievement column.
- Avoid all kinds of words along with numbers (*Eg: In the case of 2 publications, mention as 2... 50 Lakhs, mention as 50 ... 8 Programmes/Events, mention as 8, if 4 programs and 3 courses, mention as 7 (like add 4+3 =7) etc.*) as the cell has auto calculation and would consider only if there are numbers in the given cells.

### 4. % of Achievement (Column J/M/P/S): (Auto Calculated)

- These are **auto-calculated columns from the values** entered in the **Target column and the Achievement column**.

### 5. Remarks (Column T): (Input - Text/Number)

- If the department has achieved the set target, filling in the ‘Remarks’ column is not mandatory. (Cell can be Empty)
- If the **achieved target is less than 70%**, then the department should mandatorily provide **specific reasons in brief** for not reaching the target.
- While adding remarks in **Column T**, mention clearly the campus name as BCC-, BRC-, BKC-, BYC- for remarks identification and mention the reason for not achieving the target.
- As mentioned above, if the set target for year 2 is **purely qualitative** without any numerical value, then write the same description in the **remarks column only** and **type “NA” in the Target Column and Achievement Column**.

### 6. Plan of Action (Column U): (Input - Text/Number)

- If the **achieved target is less than 70%**, then the department should provide a **specific plan of action**, in brief, to achieve the unmet year-2 target.
- While adding the Plan of Action in **Column U**, mention clearly the campus name as BCC-, BRC-, BKC-, BYC- for PoA identification and mention the department’s plan to achieve the target

## 7. Campus-wise distribution of Targets and Achievements:

- Departments with units across the Bangalore campuses must enter data under the designated

**Campus-wise columns: BCC - H, I, J; BRC - K, L, M; BKC - N, O, P; BYC - Q, R, S**

- Provide the targets set by the department units and achievements in the respective columns only.
- The parent department is responsible for entering data related to common/shared programmes and curriculum. If other units have additional contributions for the same parameter, these should be mentioned only in the 'Remarks' column.
- Ensure that there is no overlap of data entered among different campuses.

Strategic Plan Implementation Review Instrument [Link](#):

Department Name														
School Name														
Campus Name														
Focus Area	Sub Theme Ref	Sub Theme	Goal	Performance Indicator	Planned (First year Target)	Achieved	% of Achievement	Remarks	Plan of Action (To Achieve)	Central Campus	Kengeri Campus	BGR Campus	YPR Campus	
			GOAL 1	Percentage of courses incorporating globally relevant topics and issues									100	100
				Percentage Number of courses incorporating technological skills, Global Skills, Gender, Human									100	100
		Curriculum Design for		Number of new Programmes/ courses introduced mapping global competencies									2	15
	Sub Theme			Number of programmes/courses with interdisciplinary and multidisciplinary orientations									Completed Review	Completed Review

## Department Profile and Compliance Sheet

### Department Profile

 <b>CHRIST</b> EDUCATING THE INDEPENDENT INNOVATIVE INDIVIDUALS	
<b>Internal Quality Assurance Cell</b>	
<b>Department Compliance Sheet for Annual Academic Audit 2024-25</b>	
<b>Part A: Department Profile</b>	
<b>1</b>	<b>Department Name:</b>
<b>2</b>	<b>School/Campus:</b>
<b>3</b>	<b>Single Point of Contact (SPOC) for Audit:</b>
	a. Name:
	b. Email:
c. Contact Number:	
<b>4</b>	<b>Venue for Audit:</b>
<b>5</b>	<b>Total number of students graduated in the year 2025:</b>
<b>6</b>	<b>Scholars Pursuing PhD in the Department:</b>
	a. Total number of PhD Scholars (including JRF/SRF)
<b>7</b>	<b>Total number of Faculty Members during the year 2024-25:</b>

## Compliance Sheet

<p style="text-align: center;"><i>Annual Academic Audit Compliance Sheet</i></p>			
<i>Sl No.</i>	<i>Audit Parameter (Relevant AQAR Metric Number)</i>	<i>Mandatory Requirements</i>	<i>Response (Fill in from the drop-down menu or in Numerics)</i>
<i>Responses are to be entered referring to the documentation and scoring guidelines in the Internal Academic Audit Instrument 2024-25</i>			
	<i>A) Curriculum Design and Development</i>		
1	A.1 (1.1.1)	100 - 200 words writeup or policy guidelines of the department for identification of LRNG needs	
		Reflection of LRNG in POs & COS	
		Mapping of LRNG needs in the syllabus content	
2	A.2 (1.1.3)	100 - 200 words writeup or policy guidelines for identification of topics related to employability/ entrepreneurship /skill development/ contemporary areas	
		Mapping of syllabus to employability /entrepreneurship/skill development/ contemporary areas	
3	A.3 (1.3.1)	Mapping of the syllabus to cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability	
		100 - 200 words writeup on inclusion of value frameworks related to SDG / NEP in the curriculum	
4	A.4 (1.3.2)	Number of certificate courses, Value-added, MDCs, MOOCs offered by the department	

		with active student enrollment	
5	A.5 (1.3.4)	<p>Programmes having field projects/research projects/ internships included in the curriculum:</p> <p>A. All the programmes</p> <p>B. More than 50% of programmes</p> <p>C. More than 30% of programmes</p>	
6	A.6 (1.4.1 & 1.4.2)	<p>Feedback received from different Stakeholders:</p> <p>A. Feedback from <math>\geq</math> 4 categories</p> <p>B. Feedback from 3 categories</p> <p>C. Feedback from 2 categories</p> <p>D. Feedback from 1 category</p>	
		<p>Feedback analysis and action taken report:</p> <p>A. Feedback analysis and action taken report posted on website</p> <p>B. Action taken on the feedback after analysis</p> <p>C. Feedback collected and analysed</p>	
<i>B) Teaching-Learning</i>			
7	B.1 (2.2.1)	<p>Records or documents proving identification of students with differential learning needs</p> <p>Number of Activities such as Bridge Courses/ Remedial Classes/ Workshops, Paper Presentations/ Advanced Training/Workshops etc</p>	
8	B.2 (2.3.1 & 2.3.2)	<p>Policy/ Guidelines to assess learning needs of students</p> <p>Adoption of student centric methods:</p> <p>A. All THREE student centric methods</p>	

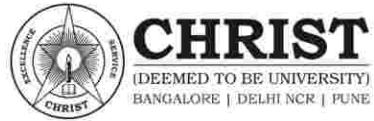
		B. Any TWO student centric methods C. Any ONE student centric method	
		Number of ICT tools/online resources usage	
9	B.3 (2.3.3)	Mentoring Policy and Guidelines  Circular on Mentor-Mentee assignment  Mentoring Report/Records maintained by Mentors: A. $\geq 60\%$ of mentors B. $\geq 40 - < 60\%$ mentors C. $\geq 20 - < 40\%$ mentors D. $< 20\%$ - Nil	
10	B.4 ( 2.4.2)	Percentage of Teachers with PhD  (Calculation: $100 * \text{Number of Teachers having PhD} / \text{Total number of Teachers in the department}$ )	
11	B.5 ( 2.6.1)	Programme and Course outcomes of all the programmes published on the website  A write-up on the integration of Programme/course outcomes in the assessment process as reflected in course plans	
	<i>C) Research and Innovation</i>		
12	C.1 (3.1.2)	Number of Seed Money Projects availed by teachers during the Year	
13	C.2 (3.1.3)	Number of teachers receiving fellowships	
14	C.3 (3.1.4)	Number of PhD Scholars with JRFs, SRFs, who enrolled in the academic year.	

15	C.4 (3.2.1 & 3.2.2)	Amount of research funding in Lakhs	
16	C.5 ( 3.2.1, 3.2.2 & 3.2.3 )	Percentage of faculty members having funded research projects	
17	C.6 (3.3.1)	Availability of report / write-up Number of Activities conducted related to IKS, IPR, Incubation and other initiatives	
18	C.7 (3.3.3)	Number of awards received	
19	C.8 (3.4.3)	Number of Copyright Number of Patents published Number of Patents granted Number of Patents commercialised	
20	C.9 (3.4.4)	Number of PhD awarded	
21	C.10 (3.4.5)	Number of research papers published per teacher during the Academic Year	
22	C.11 (3.4.6)	Number of books during the Academic Year Number of chapters in edited books during the Academic Year	
23	C.12 (3.4.7)	Number of courses hosted in e-PG-Pathshala, CEC, Swayam or any other Government Initiatives Number of courses hosted in other MOOC platforms or Institutional LMS	
	<i>D) Consultancy, Extension and Collaboration</i>		

26	D.1 (3.5.2)	Revenue generated from consultancy and corporate training (in lakhs)	
27	D.2 & D3 (3.6.1,3.6.2 &3.6.3)	Number of extension and outreach programs organised by the department independently or in collaboration with CSA/NCC/Clubs/Centres/Cells etc in the neighbourhood community	
		Number of Awards received, if any, for extension activities	
		Department's Justification/ Articulation of impact/ effectiveness of extension activities in sensitising the students to social issues	
28	D.4 (3.7.2)	Number of functional MoUs with institutions/industries in India and abroad	
		Number of activities related to MoUs	
	<i>E) Student Support and Progression</i>		
29	E.1 (5.1.1)	Total Scholarship Funds (in Lakhs) the department received from industries, individuals, philanthropists and government agencies.	
30	E.2 (5.1.2)	Number of Activities for career counselling	
		Number of Activities for competitive examinations	
31	E.3 (5.1.3)	Capacity development and skills enhancement initiatives are undertaken by the Department:  A. Initiatives in all Four categories B. Initiatives in any Three categories C. Initiatives in any Two categories D. Initiative in any One category	

32	E.4 (5.2.2 & 5.2.3)	Percentage of students placed and progressed	
33	E5 (5.2.1)	Percentage of students qualifying in State/national/international level examinations out of the students	
34	E6 (5.3.1)	Number of awards/medals won by students for outstanding performance in sports/cultural activities	
35	E7 (5.3.3)	Number of activities conducted by the department - Sports competitions/events, Cultural competitions/events, Technical fest/academic fests	
36	E8 & E9 (5.4.1 & 5.4.2)	Number of activities involving Alumni	
		Financial contribution by Alumni	
	<i>F) Quality Initiatives</i>		
37	F.1 (6.3.2)	Percentage of teachers availed financial support	
38	F.2 (6.3.4)	Percentage of teachers who underwent FDP/MDP	
39	F.3 (6.3.3)	Number of FDPs/MDPs organised	
		Number of QIP/RC organised	
40	F.4 (6.3.5)	Number of Publications by faculty in Periodicals	
41	F.5 (7.1.1)	Number of initiatives for the promotion of gender equity	
42	F.6 (7.1.9)	Number of activities for sensitization of students to the constitutional obligations	
43	F.7 (7.2.1)	Description of Best Practice	
		Justification of relevance and purpose of the best practice	

44	F.8 (NA)	Justification of relevance and purpose for the enhancement of perception	
45	F.9 (NA)	Justification for Internationalisation of Curriculum	
		Justification for Internationalisation of Teaching-Learning	
		Justification for Internationalisation of Research	
46	F10 (NA)	Average Citation Index of the department in the year 2024 (for all the publications)	
		Number of Research works leading to Government policy making	
		Number of Impact analysis research of Government schemes/initiatives, or on socially relevant themes	
		Number of Documentaries on socially significant themes by the department	
		Number of media coverages of impactful research	
<b>Declaration by the HOD</b>		<p>I hereby declare that the information presented is true and complete.</p> <p>Name:</p> <p>Email:</p> <p>Contact number:</p>	



**Internal Quality Assurance Cell**  
**Annual Academic Audit 2024-25**

**Guidelines for Auditors**

**1. The Annual Academic Audit has two components:**

- a) Academic Audit based on the data and documents submitted by the departments for AQAR 2024-25.
- b) Review of Strategic Plan Implementation of the second year.

**2. Annual Academic Audit Dates:**

- a. **Bangalore Campuses:** From 10 to 18 October, 2025
- b. **Delhi NCR Campus:** 29 and 30 October, 2025
- c. **Pune Lavasa Campus:** 20 and 21 November, 2025

- Specific Audit schedules will be shared with Auditors individually. - Reserve Auditors will be intimated based on emerging requirements.

**3. The reporting venue for Auditors will be as follows:**

- a. Bangalore Central Campus: 105, First Floor, Central Block
- b. Bangalore Kengeri Campus: Conference Hall, Block 1
- c. Bangalore Bannerghatta Road Campus: 507, Multipurpose Room 5th Floor
- d. Bangalore Yeshwanthpur Campus: Board Room, A Block
- e. Delhi NCR Campus: A-213 Discussion Room, Block A
- f. Pune Lavasa campus: Board Room, Central Block

**4. Annual Academic Audit Day Agenda:**

- ❖ **08:15 am to 09:00 am** - Breakfast
- ❖ **09:00 am** - The Reporting Time for Pre-Audit Briefing in the Common Venue for all Auditors assigned duty on that day.
- ❖ **09:30 am to 10:30 am** – Department-Wise Auditors Discussion
- ❖ **10:30 am** - Faculty members assigned as Specific Point of Contact (SPOC) of the Audit Departments will guide the Audit team from the reporting venue to the department audit venues.

- ❖ **10:45 am to 11:30 am** – Welcoming Auditors by Departments and Department Presentation to the Auditors
- ❖ **11:30 am to 12:30 pm** – Auditors Interaction with Departments (Seeking clarification from the department on specific metrics identified by the auditors)
- ❖ **01:00 pm to 02:15 pm** - Lunch
- ❖ **02:15 pm - 3:00 pm** - Score entry and submission
- ❖ **03:00 pm** - Exit Meeting

*\* There will be a separate briefing for auditors visiting Delhi NCR and Pune Lavasa Campuses.*

5. A three-member team will visit the assigned departments. The team's chairperson will be the first auditor on the list.
6. The compliance report and the Self Study Reports (SSR - containing data templates and documents) of the assigned Departments will be shared in soft copy format (Google Drive Link) with the respective auditors in advance for review. Auditors are required to go through the data and documents submitted by the departments for various metrics included in the Audit Instrument before their visit.
7. All the Auditors are requested to carry laptops during the Audit to refer to the SSR, scoring guidelines, and for score entry. An Audit kit will be provided to the Auditors.
8. Departments will be making a 30-minute presentation which includes faculty profile and student profile (Total no. of faculty members, total no. of students, total no. of graduated students, during the year 2024-25).

## Contents of Presentation

- ❖ Section 1: Department Profile [Maximum 2 slides]
- ❖ Section 2: Strategic Plan Implementation [Maximum 2 slides per focus area]
  - Section 2.1: Focus Area 1
  - Section 2.2: Focus Area 2
  - Section 2.3: Focus Area 3
  - Section 2.4: Focus Area 4
- ❖ Section 3: F7 - Best Practice of the Department [Maximum 2 Slides] [Links to the reports on the department's webpage]
- ❖ Section 4: F8 - Initiative for enhancing the perception of the Department [Maximum 2 Slides]
- ❖ Section 5: F9 - Internationalisation [Maximum 2 Slides]
- ❖ Section 6: F10 - Impactful Research [Maximum 2 Slides]

**9.** It is not mandatory for the departments to maintain hard copies of documents. However, soft copies of all the documents shall be made available by the Department when required by the auditors.

**10.** The Academic Audit shall be conducted based on the data/documents submitted by the Departments for the AQAR 2024-25 in the KP Portal.

*- The list of metrics exempted for certain departments will be provided to the auditors on the day of the audit.*

**11.** The audit process is designed to review and confirm the accuracy of the information provided by departments, with a focus on verification.

**12.** Auditors are required to complete the submission of scores, general observations, and recommendations by the end of the audit day.

**13.** Auditors will have access to the ‘Audit Review’ link in their individual Knowledge Pro (KP). Scores are to be entered individually by each auditor, after discussion among the audit team, and all metrics must be completed as per the prescribed scoring guidelines.

If there is any query during the Audit, kindly contact the respective school/campus IQAC coordinators or the following:

- a. Dr Cecil Donald A
- b. Dr Theresa Nithila Vincent
- c. Dr Vineeth Valsan
- d. Dr Sunil M P
- e. Dr Naived George Eapen
- f. Ms. Sajina Rajan

### **Contact**

- Email ID: [office.iqac@christuniversity.in](mailto:office.iqac@christuniversity.in)
- Landline: 080 - 4012 9188/9351

## Exempted Metrics for Departments

### School of Arts and Humanities

Sl.No.	<i>School of Arts and Humanities</i>	
	<i>Languages</i>	<i>Performing Arts</i>
1	A.5 (1.3.4)	C.3 (3.1.4)
2	B.3 (2.3.3)	C.9 (3.4.4)
3	C.3 (3.1.4)	
4	C.9 (3.4.4)	
5	E.1 (5.1.1)	
6	E.2 (5.1.2)	
7	E.4 (5.2.2 & 5.2.3)	
8	E.5 (5.2.1)	
9	E.6 (5.3.1)	
10	E8 (5.4.1) & E9 (5.4.2)	

## School of Engineering Technology

<i>Sl. No</i>	<i>Bangalore Kengeri Campus</i>
	<i>Science and Humanities</i>
1	A.5 (1.3.4)
2	E.2 (5.1.2)
3	E.4 (5.2.2 & 5.2.3)
4	E5 (5.2.1)
5	E8 & E9 (5.4.1 & 5.4.2)

## Bangalore Yeshwanthpur Campus

<i>Sl.No</i>	<i>Bangalore Yeshwanthapur Campus</i>			
	<i>DPS</i>	<i>Mathematics</i>	<i>SBM - BBA</i>	<i>Media Studies</i>
1	E8 (5.4.1) & E9 (5.4.2)	E8 (5.4.1) & E9 (5.4.2)	E8 (5.4.1) & E9 (5.4.2)	E8 (5.4.1) & E9 (5.4.2)

## Pune Lavasa Campus

<i>Sl.No</i>	<i>Pune Lavasa Campus</i>
	<i>Languages</i>
1	E8 & E9 (5.4.1 & 5.4.2)

## INTERNAL QUALITY ASSURANCE CELL (IQAC)

### Internal Academic Audit (2024-25)

#### Auditor's Feedback Form

This form is shared to collect the feedback from the Auditors on the process of Internal Academic Audit 2024-25.

The information you provide will solely be used to facilitate the audit process and will remain confidential. It will not be shared or disclosed elsewhere.

Name of the Auditor

Please indicate the extent to which you agree with the following statements

1. My role as an auditor was clearly defined, and I was able to perform according to expectations.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. The orientation and guidelines on the audit process were clear and useful.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. The Annual Academic Audit effectively assessed the quality aspects of the department.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. I was comfortable working with the soft copies of the audit-related documents.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. All emails and reminders regarding the Annual Academic Audit were clear and useful.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. The departments had clarity and were well-prepared for the audit process.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. Constructive suggestions, if any for improving the Audit process				
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## INTERNAL QUALITY ASSURANCE CELL (IQAC)

### Internal Academic Audit (2024-25)

#### Department Feedback Form

Name of the Department

Campus Name

- ❖ Bangalore Central Campus
- ❖ Bangalore Bannerghatta Road Campus
- ❖ Bangalore Yeshwanthpur Campus
- ❖ Bangalore Kengeri Campus
- ❖ Pune Lavasa Campus
- ❖ Delhi NCR Campus

Date of Audit

Please indicate the extent to which you agree with the following statements

1. The Annual Academic Audit was smoothly conducted and well organised.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. The orientation on Audit process from the School/Campus IQAC Team for HoDs and Department Coordinators was clear and useful.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. The Auditors' interaction and feedback was constructive and useful.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. The digitization of data and documentation submission have eased the audit process.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. The Annual Academic Audit helped in gaining clarity about academic quality standards				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. Constructive suggestions, if any for improving the Audit process:				
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