Annual Academic Audit Report 2023-24

Internal Quality Assurance Cell (IQAC)

January 2025

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We sincerely thank the Chief Finance Officer (CFO) for approving the funds for travel, food, and other necessary arrangements, which greatly contributed to the successful completion of the Annual Academic Audit.

We thank the office of Examination for facilitating the smooth conduct of the Annual Academic Audit during the semester exams. The support extended by the office of examination enabled the auditors to actively participate in the audit process.

Our heartfelt thanks go to the Office of Human Resources in granting the necessary permission for the auditors to be part of the audit process across campuses of the University.

We are grateful to the Directors, Deans, Associate Deans, Heads of Departments (HODs), School/Campus IQAC Coordinators, and Department Coordinators for their enthusiastic support. Their active involvement played a significant role in the success of the audit.

We thank all the auditors who were involved in the audit process for their valuable time in providing Observations and Recommendations to the departments.

A special appreciation is extended to the ERP team for their critical support in digitising the audit process. We sincerely thank them for ensuring that the audit module in Knowledge Pro (KP) functioned efficiently.

Finally, we thank all the administrative staff who were involved in the audit process for their hard work and dedication.

Annual Academic Audit Core Team

INTRODUCTION

Annual Academic Audit is an evaluation process used by Higher Education Institutions (HEIs) to assess and enhance the quality of academic processes. It involves a detailed examination of various aspects, including teaching methods, curriculum effectiveness, student support services, and faculty performance. Regular academic audits enable HEIs to identify areas for improvement and implement changes to enhance the overall quality of education. This process contributes to the continuous improvement of academic standards, helping institutions achieve their educational objectives.

CHRIST (Deemed to be University) has been conducting Annual Academic Audits since 2009. This introspective analysis empowers the University to identify strengths, address weaknesses, and implement strategic changes. The audits not only enhance the overall quality of academic programmes but also foster a culture of continuous enhancement. Furthermore, the audit outcome serves as a valuable tool for informed decision-making, ensuring alignment with the University's academic goals and Strategic Plan.

The University Strategic Plan and the parameters used by Ranking and Accreditation agencies formed the basis for the Annual Academic Audit and the evaluation of departmental performance for the year 2023-2024.

The Strategic Plan 2023-26 articulates the vision and mission of the university and provides direction for achieving excellence in all the endeavours of the university and become a model higher education institution. The plan aims to identify institutional needs and outlines actionable strategies based on four key focus areas:

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

To drive this initiative, a 16-member Strategic Plan Committee was constituted. The core team, led by Dr. Fr. Viju P Devassy, Pro Vice Chancellor, included Dr. Alex

Joseph, Director, IQAC; Dr. Georgy Kurien, Chief Human Resources Officer; Dr. Kennedy Andrew Thomas, Director, CEDBEC; Dr. Theresa Nithila Vincent, Director, Internal Complaints Committee and Advisor – Quality Assurance; and Dr. Anson K J, Assistant Registrar.

The Annual Academic Audit evaluated departments' adherence to quality standards, ensuring academic rigour and excellence. It also assessed the capacity of departments to innovate and adopt best practices in their disciplines. This proactive approach demonstrates the University's commitment to staying at the forefront of educational advancements, fostering an environment that encourages innovation and excellence.

The execution of the Annual Academic Audit was marked by a meticulously planned process, emphasizing clarity, transparency, and objectivity. To ensure impartial and fair assessments, the academic audit team individually entered their scores in the ERP Module after comprehensive discussions. This collaborative approach safeguarded against potential biases and affirmed the integrity of the audit process. By upholding fairness and openness, the institution reinforces its dedication to maintaining the highest standards in academic assessment and enhancement.

Objectives of Annual Academic Audit:

1. To review the initiatives taken by the School/Campuses to enhance their performance based on the strategic plan focus areas.
2. To assess the challenges faced by the School/Campuses to attain the set targets while implementing the strategic plan.
3. To analyse the curriculum development process and its relevance to contemporary trends in higher education.
4. To measure the effectiveness of the Teaching-Learning process.
5. To bring out the departments' performance in research, innovation, and extension.
6. To assess the departments' ability to monitor student support and progression and engagement of alumni.
7. To assess the quality initiatives undertaken by the departments, including Internationalisation and enhancement of perception.

SECTION 1 - ANNUAL ACADEMIC AUDIT PROCESS

Annual Academic Audit Planning and Execution

The process of Annual Academic Audit started with the Interim Audit in March 2024. The School/Campus Deans were responsible for conducting the Interim Audit. This facilitated the preparation of the Schools/Campuses for the Annual Academic Audit which comprised first year review Strategic Plan implementation and Academic Audit.

During the Faculty Development Programme in 2023, all departments across various schools and campuses participated in brainstorming sessions to understand the expectations under each focus area and set their Year 1 targets for the Performance Indicators. The implementation of these targets was evaluated through a structured review instrument during the Annual Academic Audit.

The Office of IQAC oriented and provided guidelines for completing the review instrument which the departments submitted for further analysis. The analysis was done with the assistance of the ERP team. The process was streamlined, and departments were instructed to prepare brief presentations to showcase their Strategic Plan implementation progress during the audit. The auditor's **Observations** and **Recommendations** were captured through the Knowledge Pro (KP) system, ensuring that the evaluations were both quantitative and transparent. These steps contributed to a structured and comprehensive review of the implementation of the Strategic Plan Year 1 by the departments during the Annual Academic Audit.

The Academic Audit was based on entries made by departments against NAAC as well as other ranking and accreditation parameters. This was captured through the AQAR Module which was opened on 26 July 2024 in Knowledge Pro (KP).

To facilitate the audit, the Office of IQAC requested the Deans to recommend faculty members with the necessary expertise to serve as auditors. The requirements for the Auditors were set by the office of IQAC.

Auditors needed at least five years of full-time academic experience, including three years at Christ University. They also required a strong understanding of accreditation, ranking, and audit frameworks, as well as familiarity with the University's Strategic Plan requirements.

From the recommended list of auditors, the final list comprising 108 Auditors was approved by the Vice Chancellor on 5 October 2024. Selected Auditors underwent training on Friday 25 October 2024. They were oriented on the Audit Instrument, KP Entry, SSR data and document templates, and the methodology of conduct of the audit process. Each audit team consisted of three members, with the first auditor serving as the team's chairperson. Auditors were assigned to visit other Campuses/Schools to promote collegiality and facilitate cross-campus exposure.

On the days of Audit, the IQAC team conducted Audit briefings and exit meetings to ensure auditors were well-informed and supported.

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

Formation of Core Committee: The formation of a Core Committee was a crucial step in the audit process. This committee, comprising key stakeholders and experts, was tasked with overseeing the planning and execution phases of the audit. The Core Committee played a vital role in ensuring that the audit was conducted in a fair, transparent, and systematic manner.

The following are the members of the Annual Academic Audit Core committee:
Dr Fr Viju P D
Dr Alex P Joseph
Dr Anson K J
Dr Nithila Vincent
Prof. Chandrasekharan K A
Dr Joseph Injodey
Dr Vineeth V
Dr Sunil M P
Ms Sherly
Ms Sajina

Timeframe for Conducting the Audit: The Core Committee received the approval from the Vice Chancellor the timeframe for conducting the Annual Academic Audit. Accordingly, the audit was carefully planned and conducted efficiently without causing undue disruption to the institution's regular activities. The auditing of the departments was scheduled from 7th November to 28th November, 2024. Before finalizing the timeframe, the concerned authorities and the Examination Office were also consulted to ensure alignment with other institutional priorities and schedules.

Metrics to be Included in the Audit Instrument: The committee determined the key performance indicators (KPIs) and metrics to be included in the audit instrument. This ensured that the audit evaluated the institution's performance against a comprehensive set of criteria, covering various aspects of academic quality. In alignment with the University's Vision 2030, two new metrics were introduced for this Audit - Initiatives to enhance the perception of the department and Internationalization of the Curriculum, teaching learning and research.

Data Submission by Departments for AQAR: Departments submitted data and documents for the Annual Quality Assurance Report (AQAR) 2023-24. KP link was enabled to the departments from 26 July till October 2024 for the AQAR entry. This data submission was a critical step in the audit process, as it provided the necessary information for evaluating the departments' academic quality.

Submission of Strategic Plan Review Instrument: The review instrument was shared with all the departments and they were required to submit the completed instrument by 25 October, 2024.

Scheduling Audit Dates for Schools/Campus: Audit dates were scheduled for each School and Campus, ensuring a systematic and efficient conduct of the audit. This scheduling took into account the availability of auditors, departmental representatives, and other stakeholders, minimizing conflicts and ensuring a smooth audit process.

Orientation for Deans and School/Campus IQAC Coordinators: An orientation Programme was conducted on 04 October 2024, for Deans and School/Campus IQAC Coordinators to familiarise them with the audit process and their roles and responsibilities. This orientation ensured that these key stakeholders understood the audit objectives, methodology, and timelines, enabling them to conduct orientation for Heads of Departments and Department IQAC coordinators.

Department-wise SSR Generation and Compliance Sheet: Department-wise Self-Study Reports (SSRs) were generated based on AQAR data and documents submitted by the respective departments. These SSRs served as a valuable resource for the auditors, enabling them to gain a deeper understanding of each department's academic quality and identify areas for improvement. The Compliance Sheet consisted of the department's responses to audit metrics, serving as a crucial reference for auditors during the scoring process. The SSRs and compliance sheets were shared with respective auditors for their review one week before the audit visit.

Travel Plans and Logistics Arrangements: Travel plans and logistics arrangements were made for the auditors and other stakeholders, ensuring their smooth participation in the audit process. This included making arrangements for transportations to other campuses including off campuses, arrangements of accommodations, food and Audit Kit containing audit instrument, compliance sheet and necessary stationaries.

Feedback from Auditors and Departments on the process of Audit: Feedback was collected online separately from auditors and departments to gather their insights and suggestions for improving the audit process. This feedback was invaluable in identifying areas for refinement and enhancing the overall effectiveness of the audit.

Score Analysis and Report Preparation: The audit scores were analysed, and a comprehensive report was prepared, highlighting the key findings, Recommendations, and areas for improvement. This report served as a valuable resource for the institution, providing actionable insights for enhancing academic quality and informing strategic decision-making.

Audit Documents

The audit process is supported by a range of essential documents that facilitate evaluation and improvement. These essential documents are outlined below:

1) Academic Audit Instrument

The Audit Instrument contains scoring guidelines aligned with Ranking and accreditation parameters, providing a concise overview of departmental data and documentation. This base document is a guide for awarding scores to departments based on six criteria.

A. Curriculum Design and Development: 105 marks
B. Teaching-Learning: 95 marks
C. Research & Innovation: 160 marks
D. Consultancy, Extension & Collaboration: 40 marks
E. Student support and Progression: 100 marks
F. Quality Initiatives:100 marks

Notably, this year's audit introduced two new initiatives under the "Quality Initiatives" criterion, aligning with our University's Vision 2030. These innovations focus on Perception (F8) and Internationalisation (F9), which was elaborated upon in detail.

A. Curriculum Design and Development:
This criterion ensures the department's curriculum aligns with contemporary trends and addresses emerging needs. This involves assessing the relevance of courses, incorporating emerging technologies, and responding to industry demands. The curriculum must focus on employability, entrepreneurship, and skill development, with regularly revised course syllabi incorporating contemporary requirements.

The department's curricula should address local, national, regional, and global developmental needs, reflected in Programme Outcomes and Course Outcomes. Integration of cross-cutting issues is essential, including Professional Ethics, Gender Human Values, Environmental Sustainability, and Value frameworks enshrined in Sustainable Development Goals and National Education Policy 2020. Additionally, the department should offer certificate courses, value-added courses, and Programmes with field projects, research projects, and internships.

To ensure continuous improvement, the department must obtain structured feedback from stakeholders, including students, teachers, employers, alumni, and academic peers. Feedback processes are categorised into five levels: collected, analysed, action taken, and communicated; collected, analysed, and action taken; collected and analysed; collected; and not collected. The department should host feedback reports on the institutional website, demonstrating transparency and

accountability. By adhering to these standards, the department can ensure its curriculum remains relevant, effective, and aligned with the evolving needs of students and society.

B. Teaching-Learning:

This process mainly focuses on enhancing pedagogical approaches to foster a comfortable and interactive learning environment. It involves assessing teaching methodologies, faculty-student engagement, adoption of learner-centric pedagogies, technology integration, and resource availability. The ultimate goal is to provide inclusive learning experiences catering to diverse student backgrounds and abilities.

To achieve this, departments implement various student-centric methods, including Experiential Learning (hands-on experiences and real-world applications), Participative Learning (encouraging student engagement and interaction), and Problem-Solving Methodologies (developing critical thinking and analytical skills). Teachers integrate ICT-enabled tools and online resources to facilitate effective teaching and learning. Regular assessments identify diverse learning levels, informing special Programmes to address unique student needs.

Effective Mentor-Mentee schemes address academic concerns (coursework and research guidance) and psychological issues (emotional support and counselling), fostering a supportive learning environment. Department’s document key metrics, including the percentage of full-time teachers with PhD Programme and Course outcomes/graduate attributes are clearly stated, integrated into assessments, and published through the website and documents. The department evaluates the attainment of these outcomes, ensuring transparency and accountability in the teaching-learning process.

C. Research & Innovation:

The Research and Innovation criterion highlights a department's commitment to advancing knowledge and fostering a vibrant research culture. This involves showcasing the department's research policies, practices, and outcomes, and evaluating the quantity and quality of research publications, patents, and collaborative projects. Key metrics include the percentage of teachers availing seed money, national/international fellowships, and financial support for advanced studies and research.

The department's research funding is also scrutinised, including funding from government, non-government, industry, corporate houses, and international bodies for research projects and endowment research chairs. Additionally, the percentage of research projects funded by these sources must be documented. To encourage innovation, departments should establish an ecosystem supporting Indian Knowledge System, Intellectual Property Rights (IPR) awareness, IPR cells, incubation centres, and technology transfer initiatives.

The department's research excellence is further demonstrated through various metrics, including awards for research and innovation, patents and copyrights awarded, PhDs awarded per recognised guide, research papers published per teacher in UGC CARE-listed journals, and books and chapters published. Bibliometrics, such as the Citation Index in Scopus or Web of Science, and the department's h-Index, provide further insight into research impact. By tracking these indicators, departments can showcase their research and innovation achievements and continually improve their research culture.

D. Consultancy, Extension & Collaboration:

Consultancy, Extension, and Collaboration are vital components of a dynamic academic environment, demonstrating a department's credibility, social responsibility, and innovative spirit. Consultancy showcases the department's research expertise to the outside world, while extension activities foster sensitivity towards community issues, and social inequity, and inculcate social values in students. Collaboration facilitates knowledge exchange, problem-solving, and innovation, contributing to growth and community engagement.

The assessment of Consultancy, Extension, and Collaboration considers several key metrics. These include revenue generated from consultancy and corporate training, outcomes of extension activities in the neighbourhood community, and awards received. Additionally, the number of extension and outreach Programmes conducted through forums like CSA, NCC, Clubs, Centres, and Cells, with community involvement, is evaluated.

The department's collaborative efforts are also scrutinised, including the number of functional Memoranda of Understanding (MoUs) and linkages with institutions and industries in India and abroad. These partnerships facilitate internships, on-the-job training, project work, student/faculty exchange, and collaborative research. By emphasising Consultancy, Extension, and Collaboration, the department demonstrates its commitment to knowledge transfer, social responsibility, and innovation, ultimately enriching the academic experience and contributing to societal growth.

E. Student Support and Progression:

This criterion assesses a department's commitment to fostering academic success, holistic development, and career advancement. It involves evaluating mechanisms for tracking academic performance, providing support services, and engaging alumni. Effective student support ensures meaningful learning experiences, empowering students to reach their full potential.

To achieve this, departments implement various initiatives. These include securing scholarship funds from industries, individuals, philanthropists, and government agencies. Career counselling, and guidance for competitive examinations are also essential. Capacity development and skills enhancement Programmes focus on soft

skills, language and communication, life skills (yoga, physical fitness, health, and hygiene), and awareness of technological trends.

Key performance indicators include the percentage of outgoing students placed or progressing to higher education, students qualifying in state/national/international level examinations, and awards/medals won in sports/cultural activities. Departments also organise diverse events, such as sports competitions, cultural festivals, technical fests, and academic fests, through active clubs and forums.

Alumni engagement is vital, with significant contributions to the department's development through academic and other activities. Financial contributions from alumni during the year are also documented. By prioritising student support and progression, departments demonstrate their dedication to student success, empowering graduates to excel in their careers and beyond.

F. Quality Initiatives:

The Quality Initiatives criterion evaluates a department's ability to foster innovation and best practices in its academic discipline. This encompasses innovative teaching methods, research approaches, and sustainable initiatives. The assessment aims to identify and promote practices that distinguish the department as a leader in its field.

To achieve this, departments support faculty development through various means. These include providing financial support for conference attendance, workshop participation, and professional body memberships. Faculty Development Programmes (FDPs), Management Development Programmes (MDPs), and Quality Improvement Programmes (QIPs) enhance teaching and research capabilities. The department's research output is also evaluated through faculty publications in periodicals.

The department's commitment to social responsibility is assessed through initiatives promoting gender equity and sensitisation Programmes on constitutional obligations, values, rights, duties, and responsibilities of the citizens. Best practices successfully implemented by the department are documented, highlighting innovative strategies and their impact.

As mentioned above, the evaluation process has introduced two new criteria under the "Quality Initiatives" category, which are elaborated below.

The first criterion, F8, evaluates the department's initiatives to enhance its perception and reputation. This involves assessing the department's efforts to effectively utilize various media and communication channels to promote its academic and non-academic activities. Additionally, the department's engagement with external stakeholders, such as industry partners, alumni, and community organisations, in various committees and activities is also evaluated. The participation of faculty members and students in committees, activities, and events organised by external organisations is also considered. Furthermore, the

department's organisation of events, conferences, and activities that involve external stakeholders and promote the department's reputation is assessed.

The department's achievements and recognition are also taken into account. This includes awards, fellowships, and honors received by faculty members from national and international organizations. Any other initiatives undertaken by the department to enhance its perception and reputation are also considered. The second criterion, F9, evaluates the department's efforts to internationalise its curriculum, teaching-learning processes, and research activities.

The internationalisation of the curriculum involves integrating globally relevant courses, case studies, and programs. This includes joint degrees or exchange Programmes, participation in international rankings/awards/accreditation, and other relevant initiatives.

The internationalisation of teaching-learning processes involves student and faculty exchange Programmes, involvement of international faculty in teaching-learning processes, and participation in international sports/cultural activities/competitions. International internships, placements, and progression to higher education are also considered.

The department's efforts to internationalise its research activities are also evaluated, including international research collaborations, research funding from international bodies, and participation in international conferences/seminars/workshops.

2) Department Profile (Part A) and Compliance Sheet (Part B):

The Department Profile provides a comprehensive overview of each department, covering essential details such as faculty information, Programmes offered, student profiles, major milestones, and relevant details like SPOCs and audit venues. The department profile will provide the values required for calculating audit metrics.

The Compliance Sheet consists of the department's responses to audit metrics, serving as a crucial reference for auditors during the scoring process.

3) Self-Study Report (SSR) data and documents:

The Self-Study Report (SSR) contains a detailed compilation of data, documents, and evidence submitted by departments for the Annual Quality Assurance Report (AQAR). The SSR serves as a critical component of the quality assurance process, providing a thorough account of the department's achievements, challenges, and initiatives undertaken during the academic year.

During the audit process, auditors meticulously verify the accuracy and authenticity of the data and documents submitted as part of the SSR. This verification process is conducted in accordance with established scoring guidelines, ensuring that departments are assessed fairly and consistently. By scrutinizing the evidence

presented in the SSR, the auditors are able to assess the department's performance and award scores that reflect its quality and achievements.

4) Guidelines for Auditors:

This provides a framework to facilitate a thorough and systematic audit process. These guidelines outline essential information, procedures, and requirements to ensure that auditors are well-equipped to conduct a fair, transparent, and effective audit.

The key components of the guidelines are audit dates and schedule, audit procedures, documentation requirements, scoring guidelines, and department presentation guidelines. By outlining the step-by-step procedures for conducting the audit, including data verification, document review, and department presentations, the guidelines ensure consistency and fairness in the audit process. Furthermore, it provides detailed scoring guidelines, including the criteria, weightages, and scoring scales, as well as requirements and expectations for department presentations.

By following these guidelines, auditors can ensure that the audit process is conducted in a systematic, transparent, and fair manner, providing a comprehensive and accurate assessment of the department's quality and performance.

5) Strategic Plan Implementation Review Document:

The Strategic Plan Implementation Review sheet captures the department's performance in achieving the strategic objectives of the first year. The document details the planned and achieved target and calculates the percentage of achievement. There is provision for entering the remarks, specifically for capturing the challenges faced in achieving the target and the plan of action for improvement.

The First-Year Review of Strategic Plan Implementation is a comprehensive evaluation of the University's progress in achieving its strategic objectives. This review is conducted after the completion of one year since the implementation of the strategic plan.

The strategic plan comprises Four Focus Areas, each containing sub-themes, goals, and Performance Indicators. Departments set specific targets year-wise against each performance indicator to be achieved during the three year period.

To facilitate this review, the Strategic Plan Implementation Review document was developed which included all focus areas, 13 sub-themes, 27 goals and 115 performance indicators. The department captures the Planned and Achieved Targets for the first year, based on which the “Percentage of Achievement," is calculated.

6) Exemption of Metrics:

Certain metrics are exempted for departments where the metric's relevance or applicability is limited due to the department's current operational status or the nature of its Programmes. For instance, in the Professional Studies department at the YPR campus, the metric E.8 (5.4.1 and 5.4.2), related to alumni contribution and engagement, is not applicable as the course is yet to produce its first batch of graduates. Similarly, metrics like A.5 (1.3.4), which pertain to field projects, research projects, or internships, may not be relevant to certain departments, like languages, due to the absence of such activities in their curriculum. These exemptions ensure fairness and accuracy in evaluating departmental performance metrics, aligning them with the unique contexts of each department. Document pertaining to exemption metrics was prepared in advance in consultation with departments and was shared with auditors who visited the respective departments.

Administrative Work, Logistics Planning and Execution

The SSR data templates and documents were verified and SSRs were generated. These were then shared with respective auditors and also with the departments of all Schools/Campuses.

Audit Schedule was prepared taking into consideration various School/Campus requirements and also availability of auditors. The finalised schedule was then shared with Office of Examinations for exempting the auditors from examination related duties on the days of Audit.

With the approval from the office of Chief Finance Officer, arrangements were made for catering, transportation, stationery and hospitality services.

On the days of the audit, audit kits were distributed to auditors, containing essential materials such as Audit Instruments, Compliance Sheets, Exemption lists for the department and stationery items. Catering arrangements for the auditors were made to ensure their comfort throughout the audit process.

Further, transport arrangements were made for auditors commuting to other campuses in Bangalore. Air ticket bookings and transport arrangements to-and-from the airports were also coordinated for auditors visiting other campuses namely Pune Lavasa and Delhi NCR. Reimbursement claims for travel from other campuses were also processed.

The auditors were exempted from sign-in and sign-out on the days of audit and travel. The attendance list of all auditors was compiled and submitted to the office of Human Resources for necessary action.

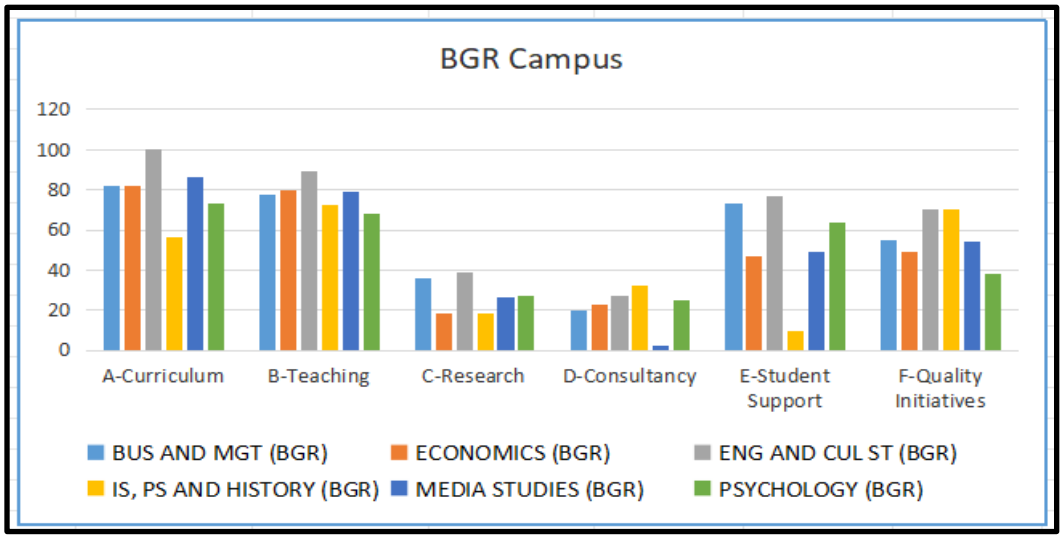
SECTION II - AUDIT ANALYSIS

Part A - Analysis Report of Academic Audit

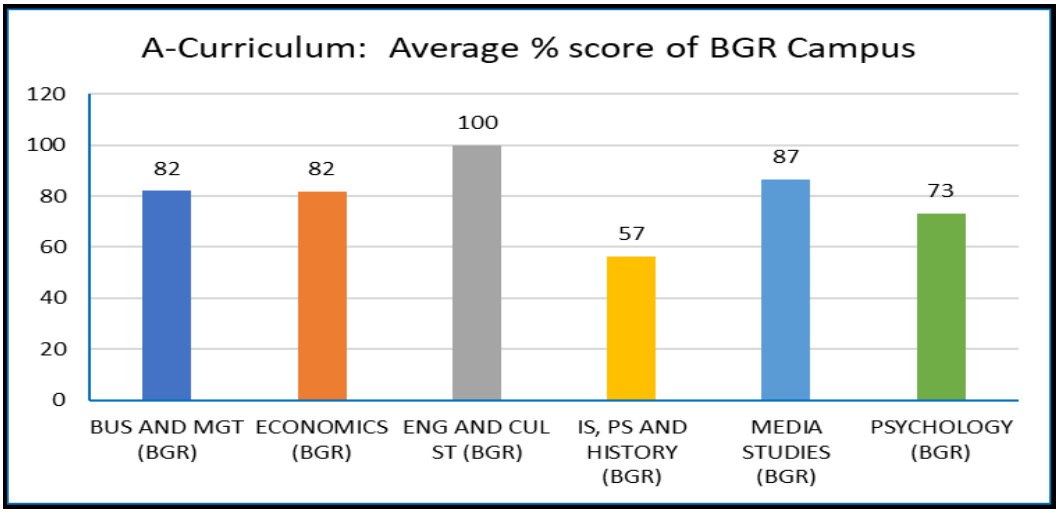
Bangalore Bannerghatta Road Campus

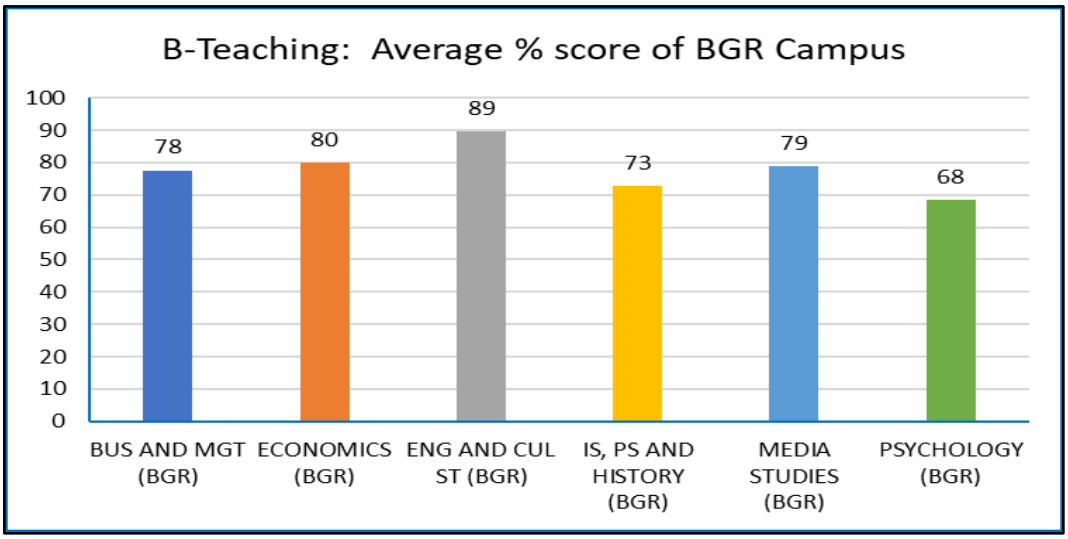
Audit Briefing at Bangalore Bannerghatta Road Campus

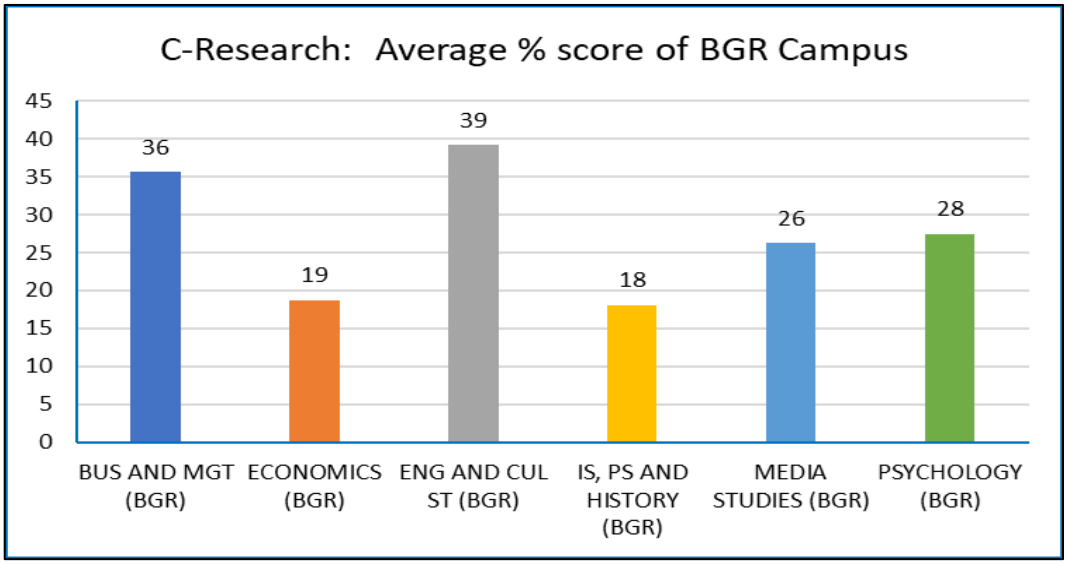
The audit for the Bannerghatta Road Campus in Bangalore was successfully conducted on November 7, 2024. The campus comprises six departments, each of which was thoroughly audited by a dedicated team of eighteen auditors. To ensure the audit process proceeded without any hindrances, the Campus Dean, Associate 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 institution's commitment to maintaining high standards of quality and compliance.

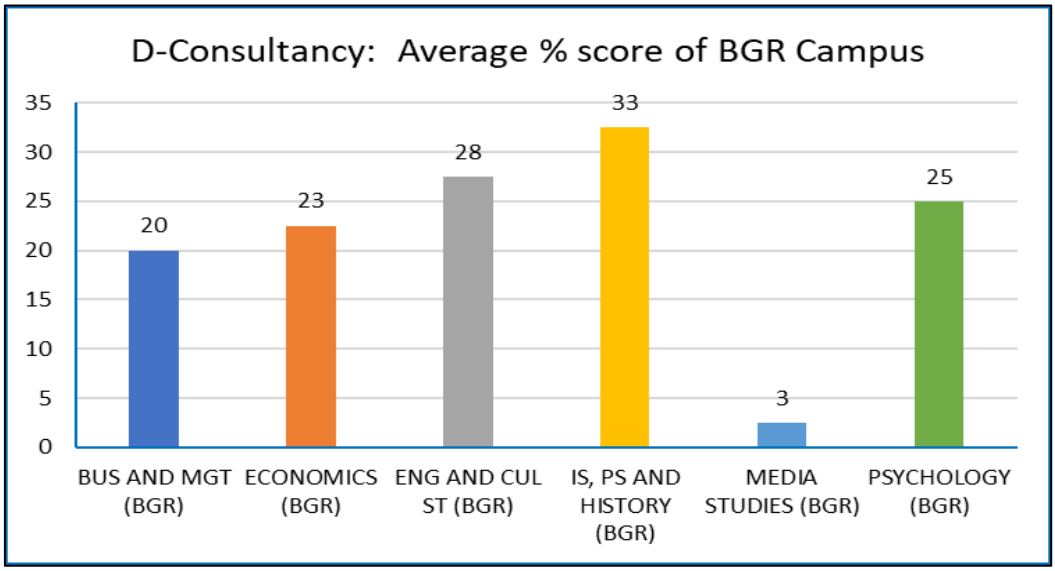


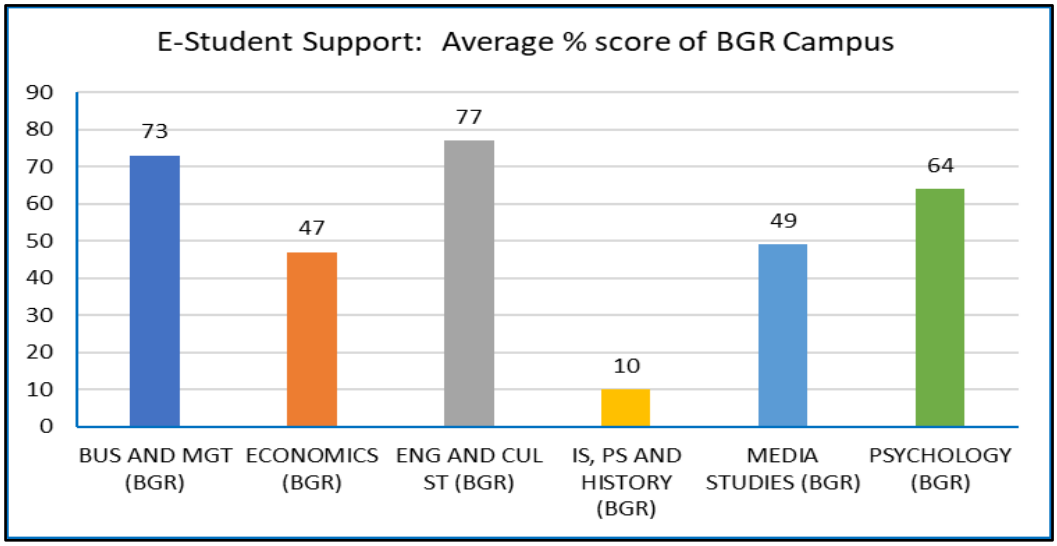
Comprehensive percentage score obtained by departments in Bangalore Bannerghatta Road Campus

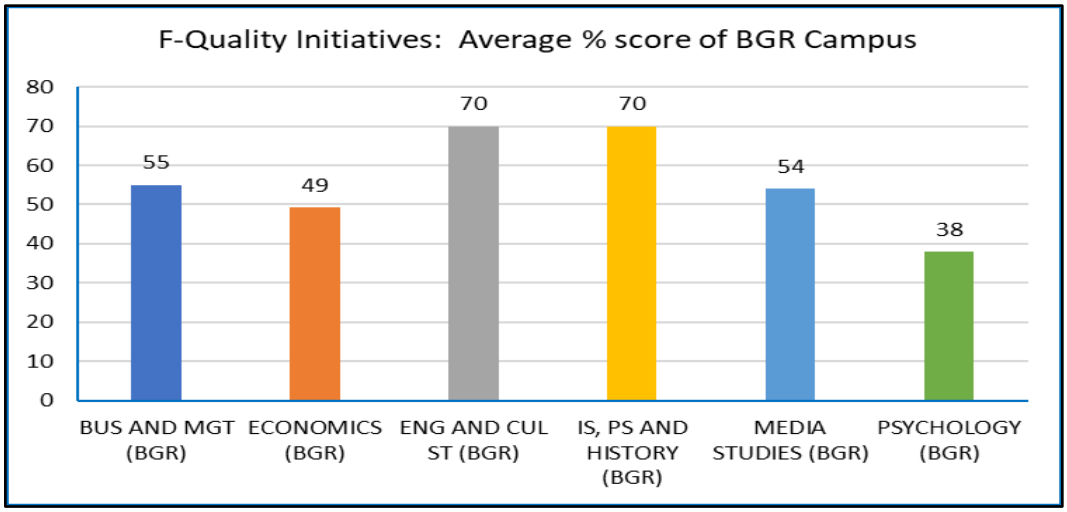

A-Curriculum: Average % score of BGR Campus
120
100
80
60
40
20
0
82
82
100
57
87
73
BUS AND MGT (BGR)
ECONOMICS (BGR)
ENG AND CUL ST (BGR)
IS, PS AND HISTORY (BGR)
MEDIA STUDIES (BGR)
PSYCHOLOGY (BGR)


B-Teaching: Average % score of BGR Campus
100
90
80
70
60
50
40
30
20
10
0
78
80
89
73
79
68
BUS AND MGT (BGR)
ECONOMICS (BGR)
ENG AND CUL ST (BGR)
IS, PS AND HISTORY (BGR)
MEDIA STUDIES (BGR)
PSYCHOLOGY (BGR)

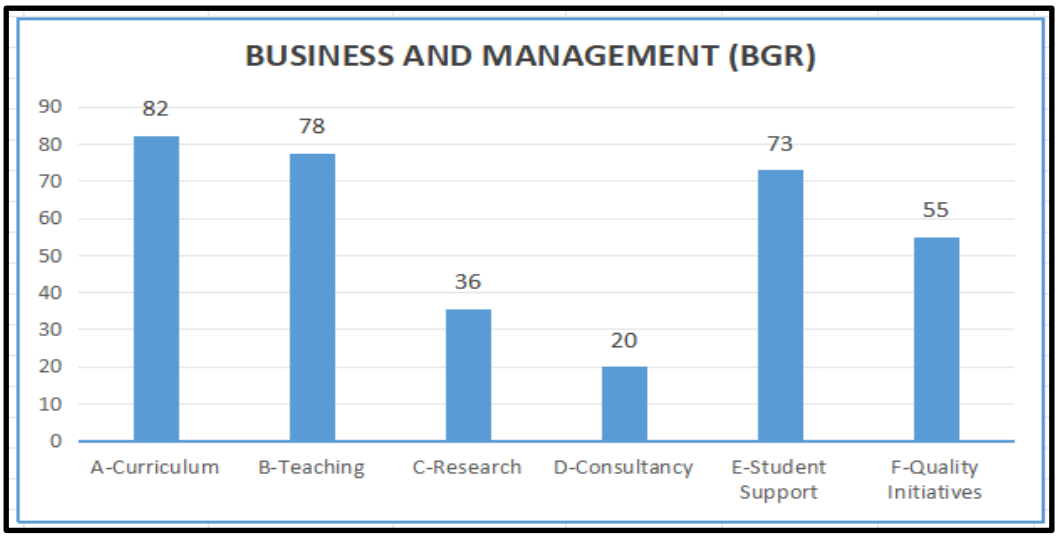

C-Research: Average % score of BGR Campus
45
40
35
30
25
20
15
10
5
0
36
19
39
18
26
28
BUS AND MGT (BGR)
ECONOMICS (BGR)
ENG AND CUL ST (BGR)
IS, PS AND HISTORY (BGR)
MEDIA STUDIES (BGR)
PSYCHOLOGY (BGR)


D-Consultancy: Average % score of BGR Campus
35
30
25
20
15
10
5
0
20
23
28
33
3
25
BUS AND MGT (BGR)
ECONOMICS (BGR)
ENG AND CUL ST (BGR)
IS, PS AND HISTORY (BGR)
MEDIA STUDIES (BGR)
PSYCHOLOGY (BGR)

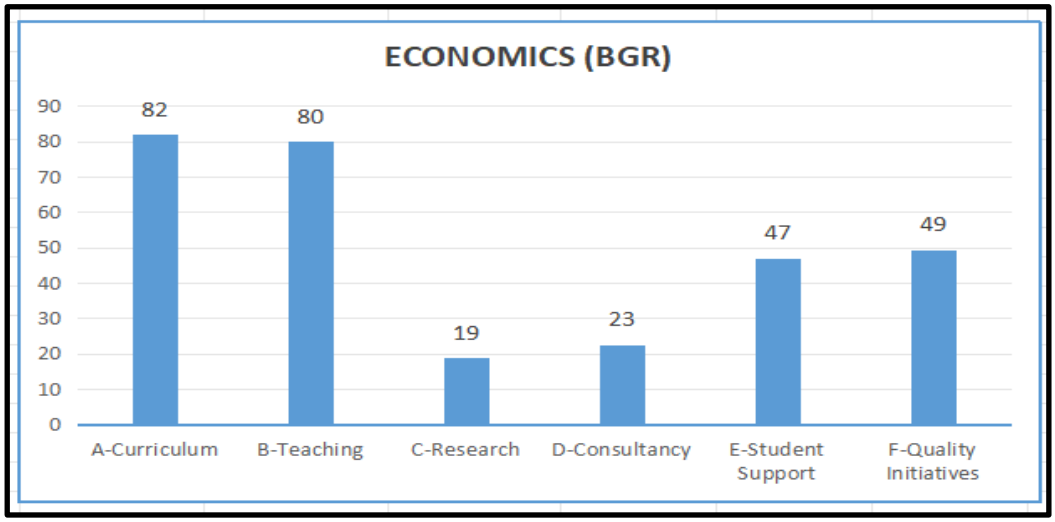

E-Student Support: Average % score of BGR Campus
90
80
70
60
50
40
30
20
10
0
73
47
77
10
49
64
BUS AND MGT (BGR)
ECONOMICS (BGR)
ENG AND CUL ST (BGR)
IS, PS AND HISTORY (BGR)
MEDIA STUDIES (BGR)
PSYCHOLOGY (BGR)


F-Quality Initiatives: Average % score of BGR Campus
80
70
60
50
40
30
20
10
0
55
49
70
70
54
38
BUS AND MGT (BGR)
ECONOMICS (BGR)
ENG AND CUL ST (BGR)
IS, PS AND HISTORY (BGR)
MEDIA STUDIES (BGR)
PSYCHOLOGY (BGR)

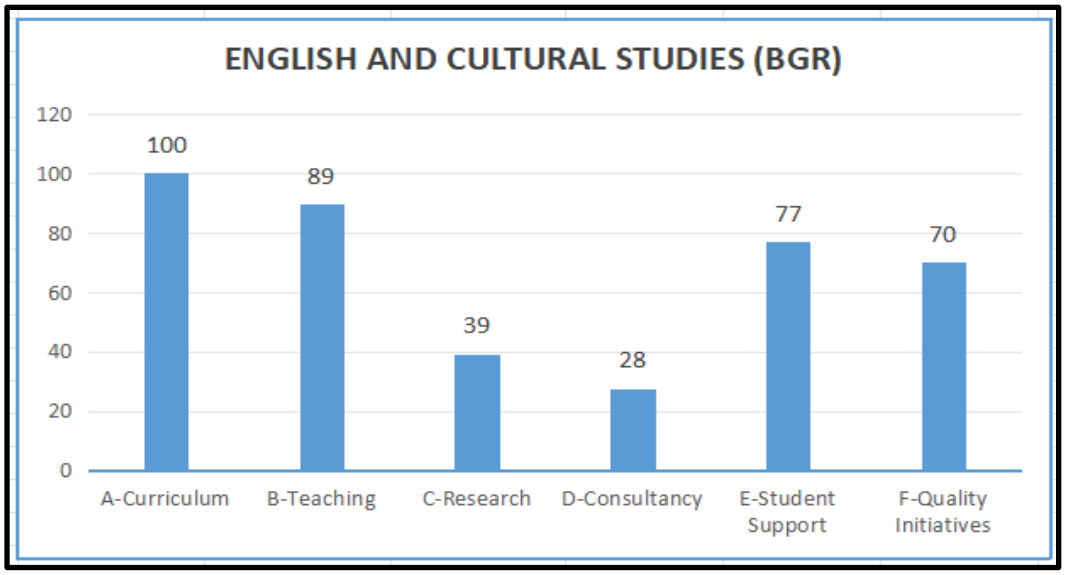
Department of Business and Management



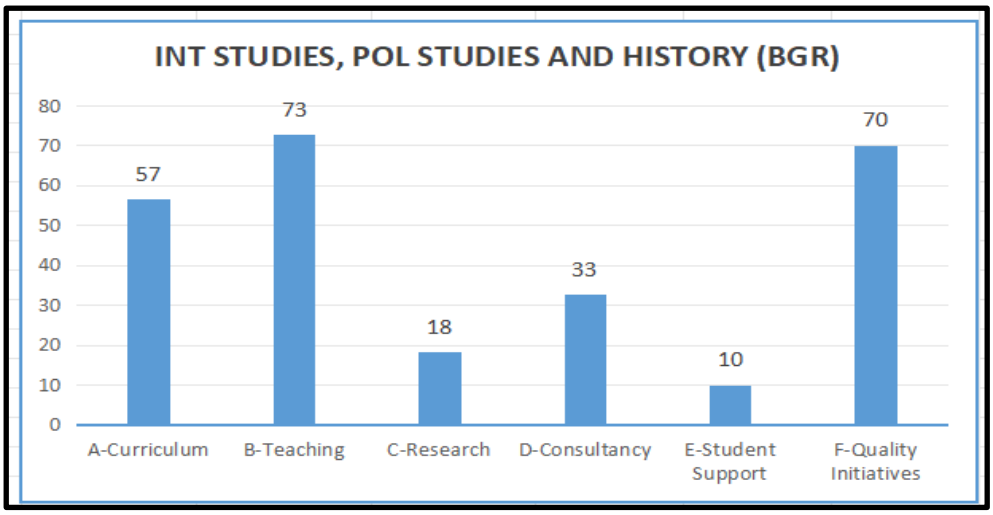
Department of Economics



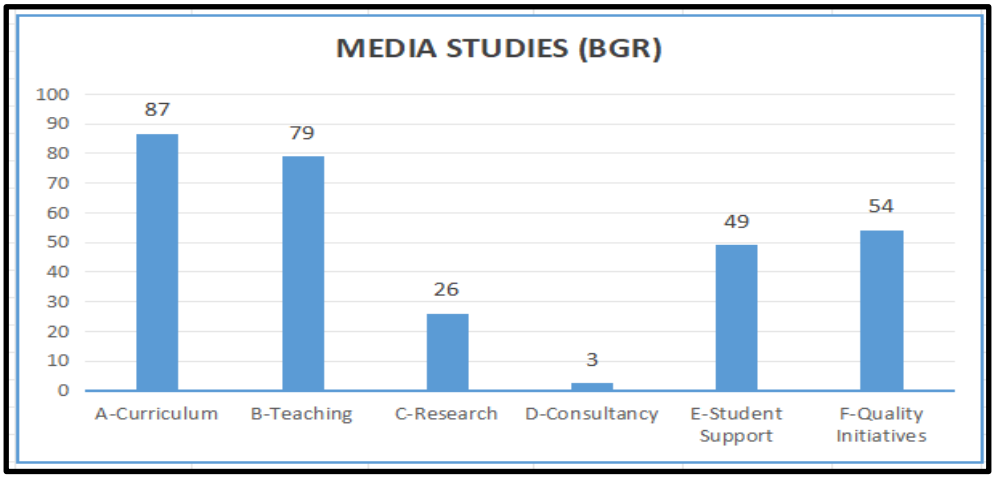
Department of English and Cultural Studies



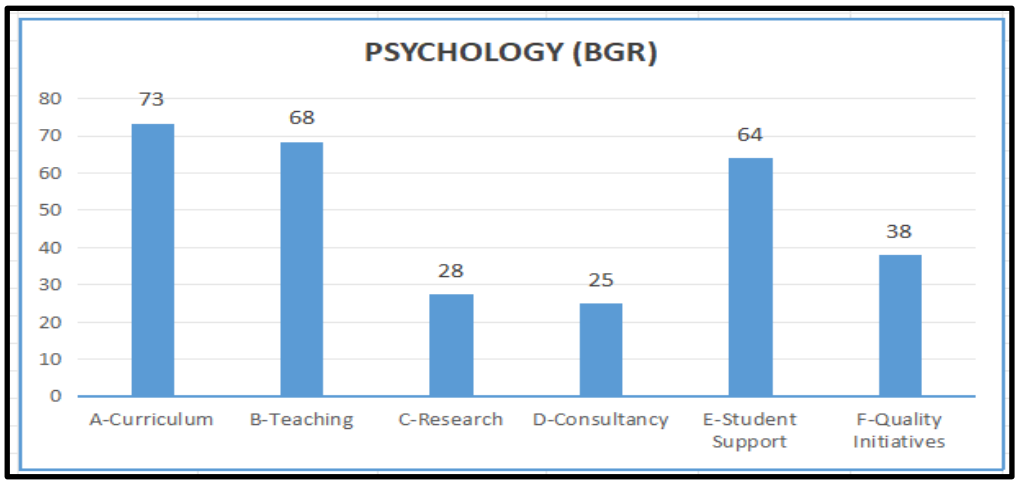
Department of International Studies, Political Science and History



Department of Media Studies



Department of Psychology

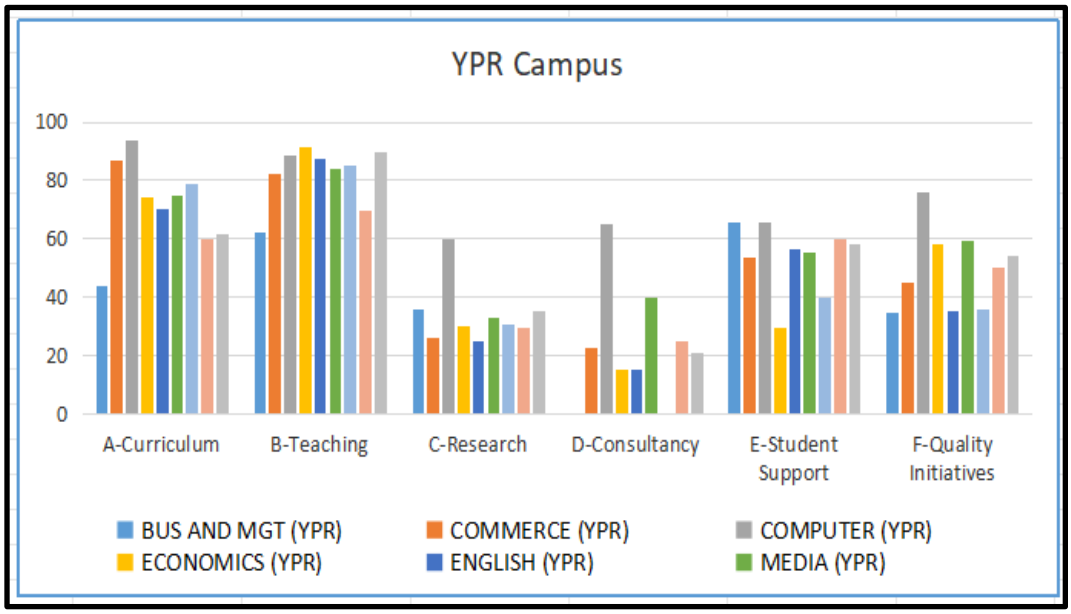


The Academic Audit performance of Bangalore Bannerghatta Campus reveals a commendable performance in various areas. The campus excels in metrics like field projects, learning outcomes, focus on employability, and student-centric methods, demonstrating a strong commitment to practical learning and student engagement. Additionally, the campus has a significant number of teachers with PhD qualifications, ensuring high-quality teaching and research. However, areas such as scholarship funds, patents and copyrights, e content development, ecosystem for innovation, and PhD awards require focused attention to achieve a more balanced performance. The campus can further enhance its impact by strengthening its efforts in these research areas.

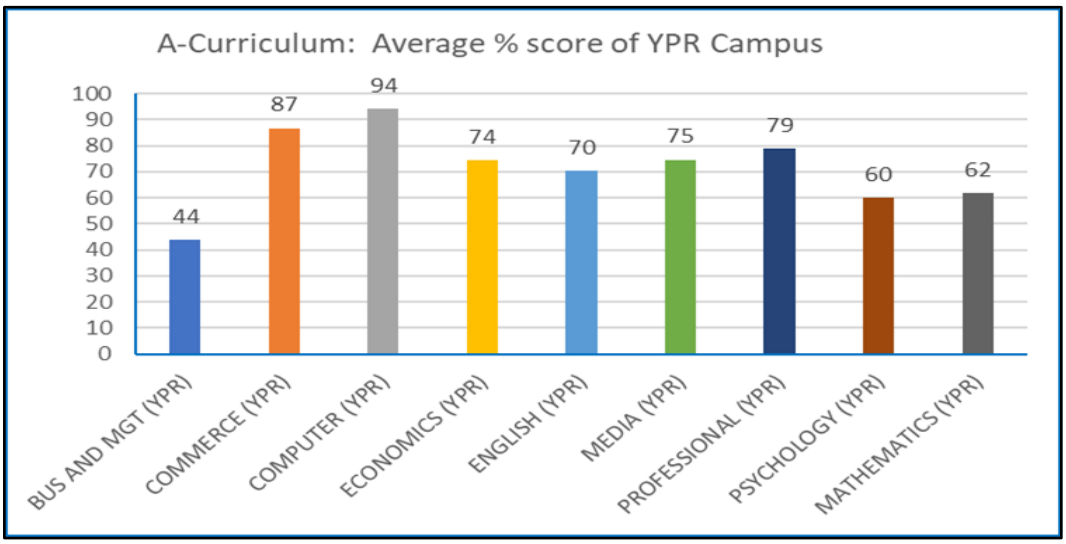
Bangalore Yeshwanthpur Campus

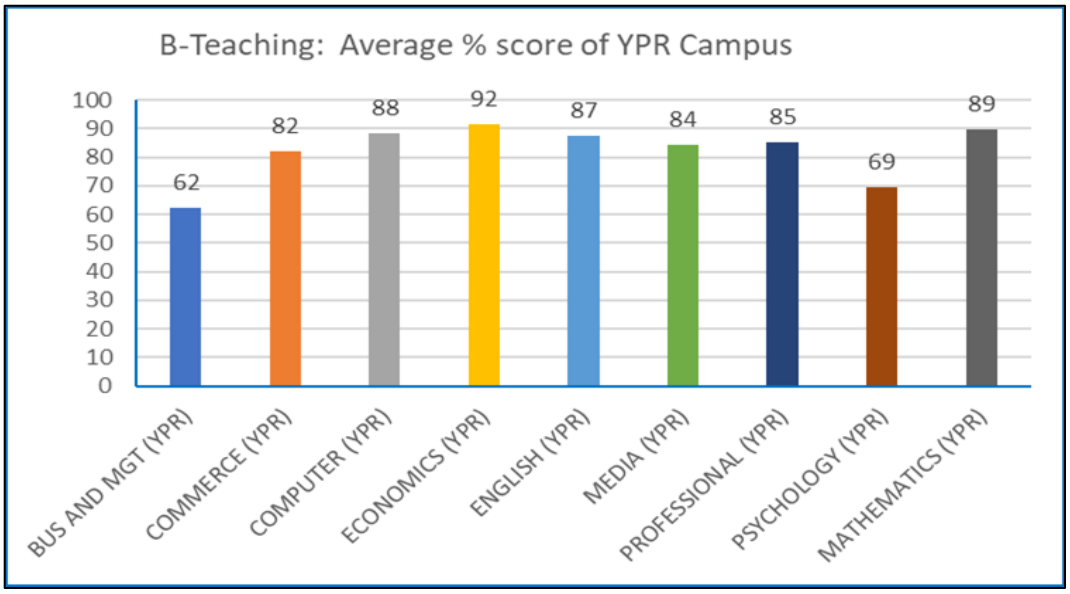
Audit Briefing at Bangalore Yeshwanthpur Campus

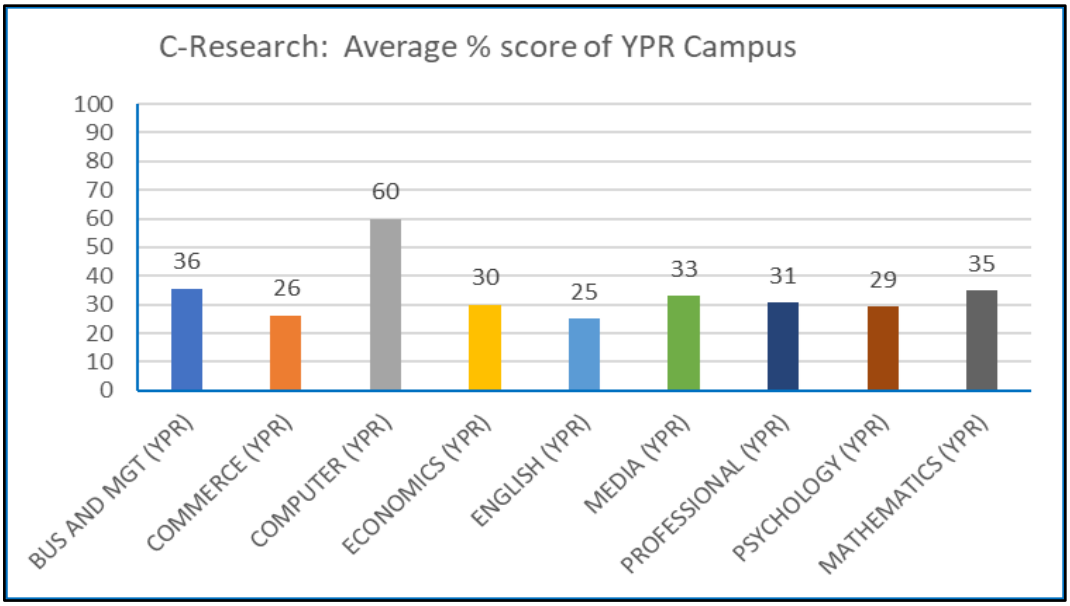
The audit for the Yeshwanthpur Campus in Bangalore was successfully conducted on November 8, 2024. The campus comprises nine departments, each of which was thoroughly audited by a dedicated team of twenty seven auditors. To ensure the audit process proceeded without any hindrances, the Campus Dean, Associate 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 institution's commitment to maintaining high standards of quality and compliance.

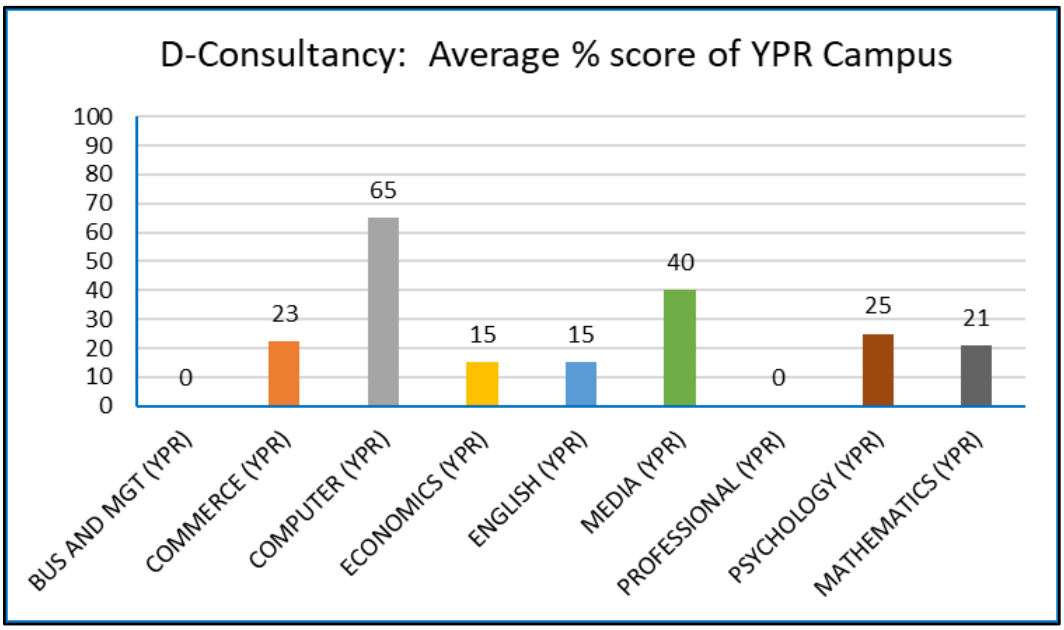


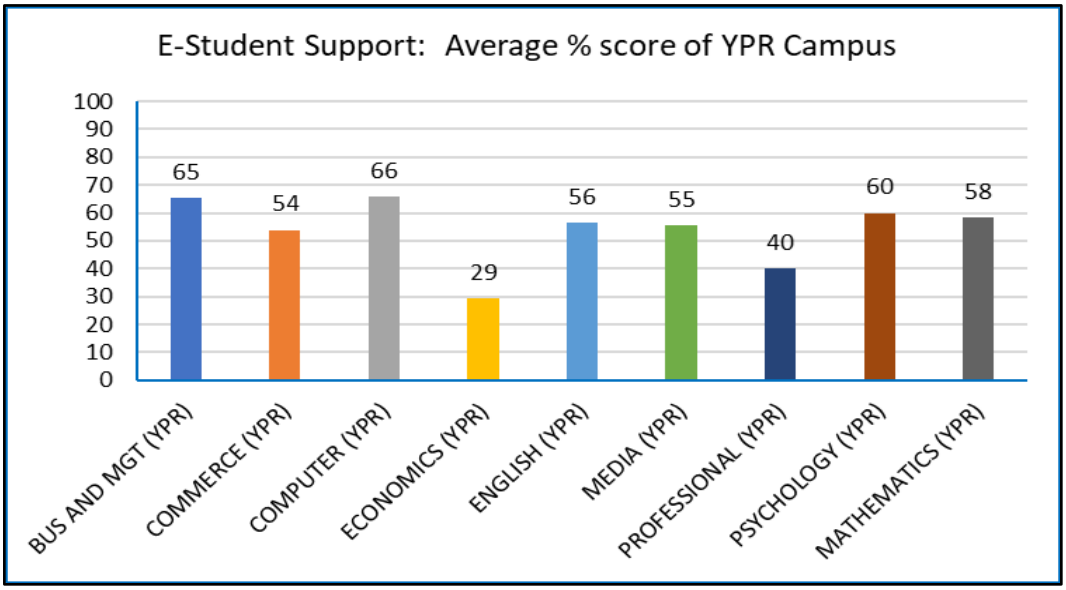
Comprehensive percentage score obtained by departments in Bangalore Yeshwanthpur Campus

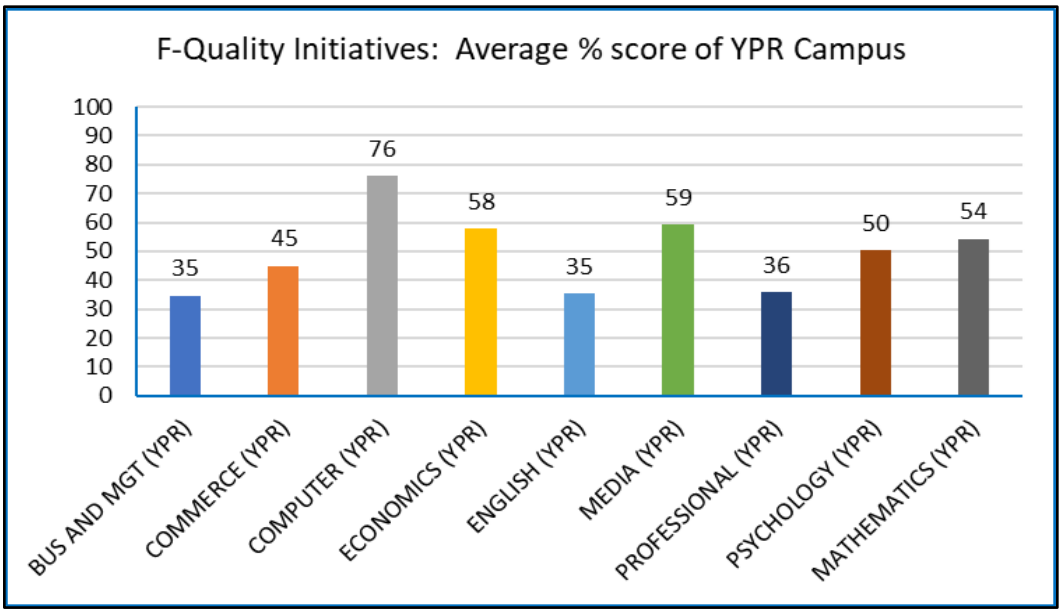

A-Curriculum: Average % score of YPR Campus
100
90
80
70
60
50
40
30
20
10
0
44
87
94
74
70
75
79
60
62
BUS AND MGT (YPR)
COMMERCE (YPR)
COMPUTER (YPR)
ECONOMICS (YPR)
ENGLISH (YPR)
MEDIA (YPR)
PROFESSIONAL (YPR)
PSYCHOLOGY (YPR)
MATHEMATICS (YPR)


B-Teaching: Average % score of YPR Campus
100
90
80
70
60
50
40
30
20
10
0
62
82
88
92
87
84
85
69
89
BUS AND MGT (YPR)
COMMERCE (YPR)
COMPUTER (YPR)
ECONOMICS (YPR)
ENGLISH (YPR)
MEDIA (YPR)
PROFESSIONAL (YPR)
PSYCHOLOGY (YPR)
MATHEMATICS (YPR)

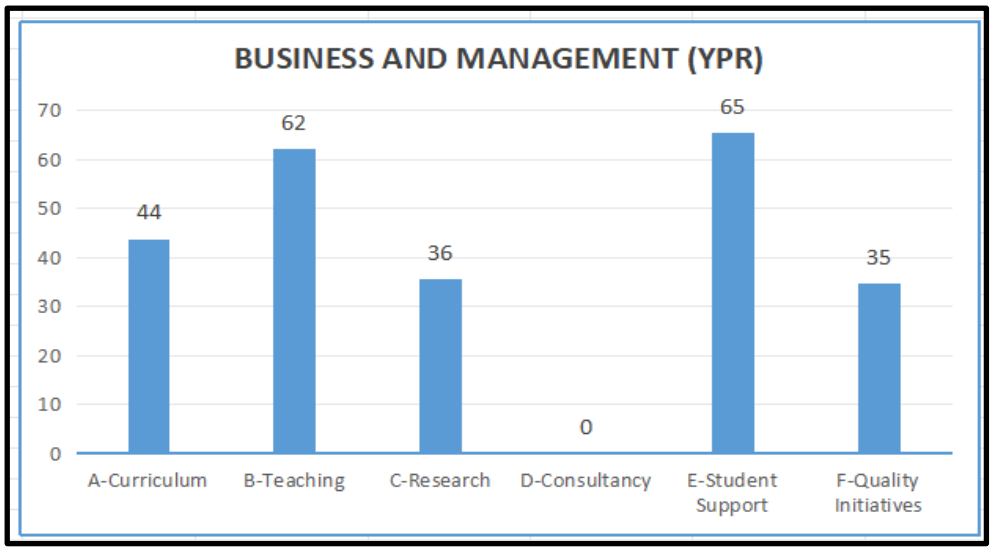

C-Research: Average % score of YPR Campus
100
90
80
70
60
50
40
30
20
10
0
36
26
60
30
25
33
31
29
35
BUS AND MGT (YPR)
COMMERCE (YPR)
COMPUTER (YPR)
ECONOMICS (YPR)
ENGLISH (YPR)
MEDIA (YPR)
PROFESSIONAL (YPR)
PSYCHOLOGY (YPR)
MATHEMATICS (YPR)


D-Consultancy: Average % score of YPR Campus
100
90
80
70
60
50
40
30
20
10
0
0
23
65
15
15
40
0
25
21
BUS AND MGT (YPR)
COMMERCE (YPR)
COMPUTER (YPR)
ECONOMICS (YPR)
ENGLISH (YPR)
MEDIA (YPR)
PROFESSIONAL (YPR)
PSYCHOLOGY (YPR)
MATHEMATICS (YPR)

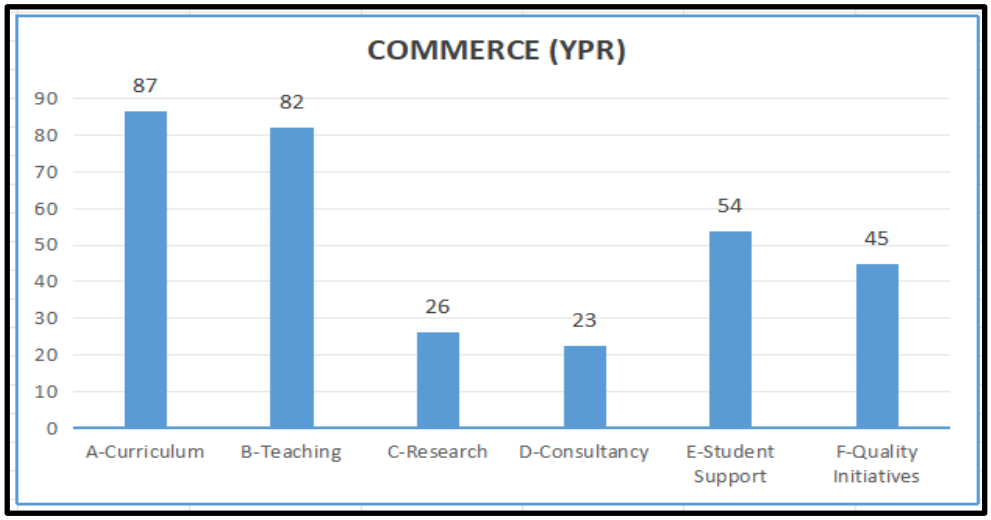

E-Student Support: Average % score of YPR Campus
100
90
80
70
60
50
40
30
20
10
0
65
54
66
29
56
55
40
60
58
BUS AND MGT (YPR)
COMMERCE (YPR)
COMPUTER (YPR)
ECONOMICS (YPR)
ENGLISH (YPR)
MEDIA (YPR)
PROFESSIONAL (YPR)
PSYCHOLOGY (YPR)
MATHEMATICS (YPR)


F-Quality Initiatives: Average % score of YPR Campus
100
90
80
70
60
50
40
30
20
10
0
35
45
76
58
35
59
36
50
54
BUS AND MGT (YPR)
COMMERCE (YPR)
COMPUTER (YPR)
ECONOMICS (YPR)
ENGLISH (YPR)
MEDIA (YPR)
PROFESSIONAL (YPR)
PSYCHOLOGY (YPR)
MATHEMATICS (YPR)

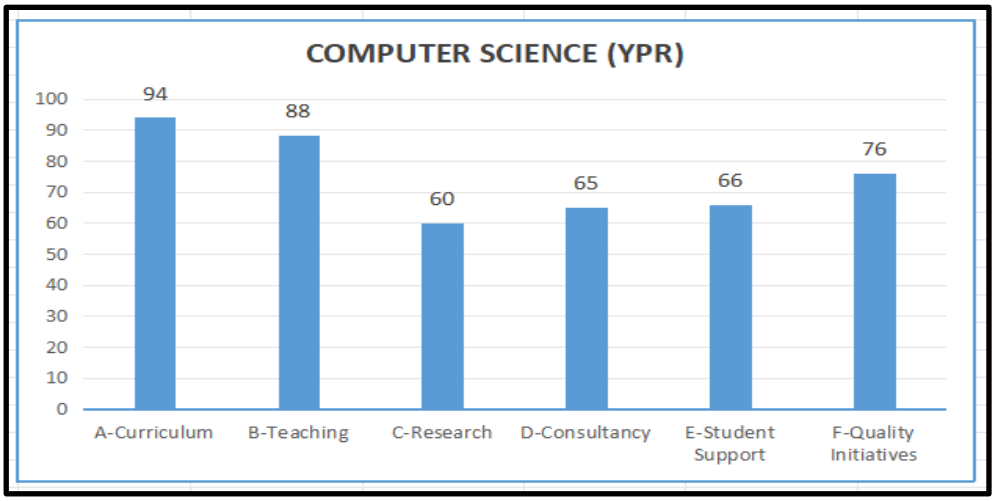
Department of Business and Management



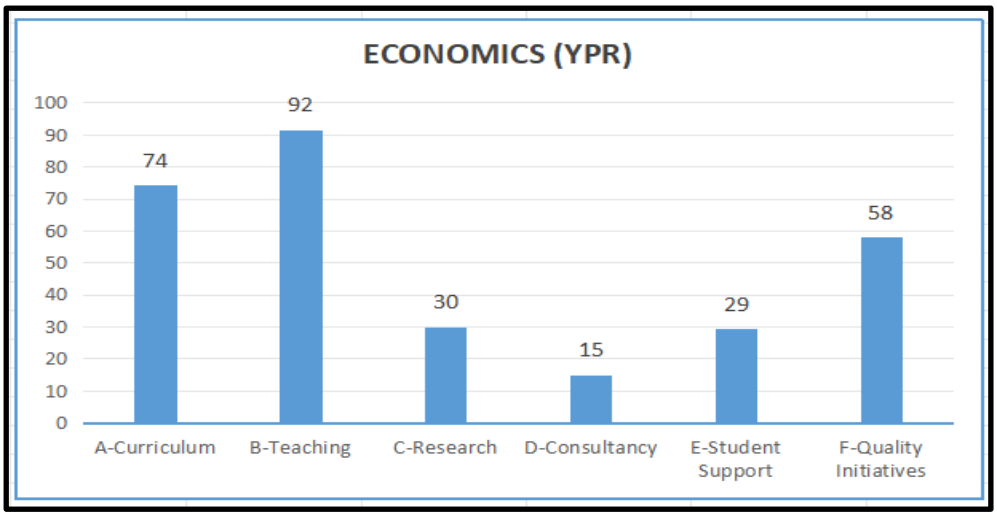
Department of Commerce



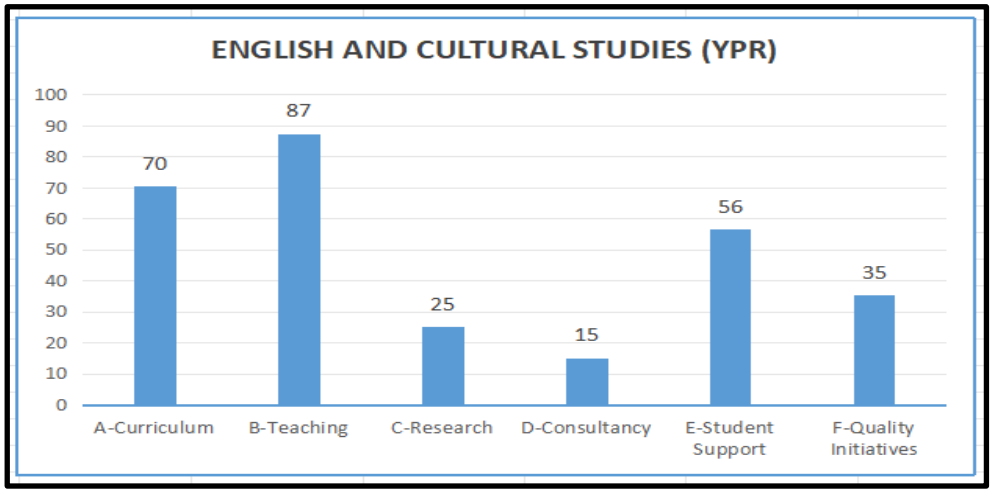
Department of Computer Science



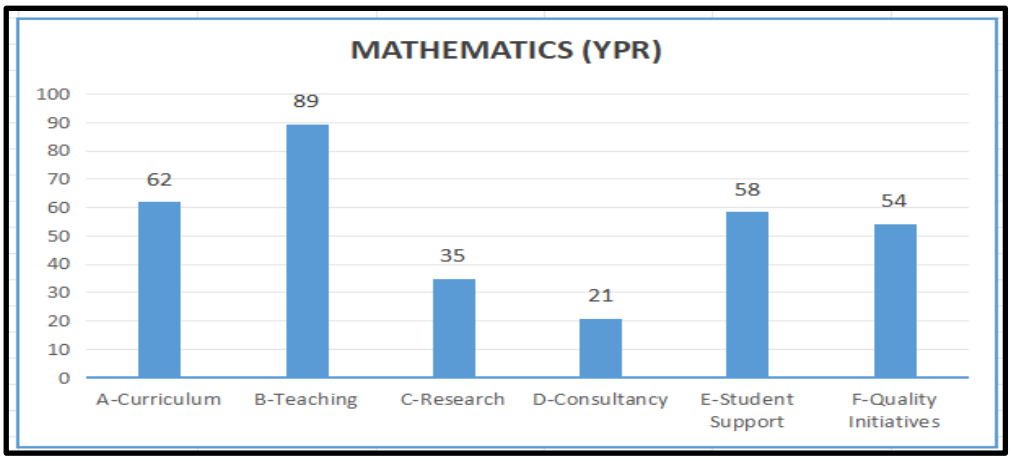
Department of Economics



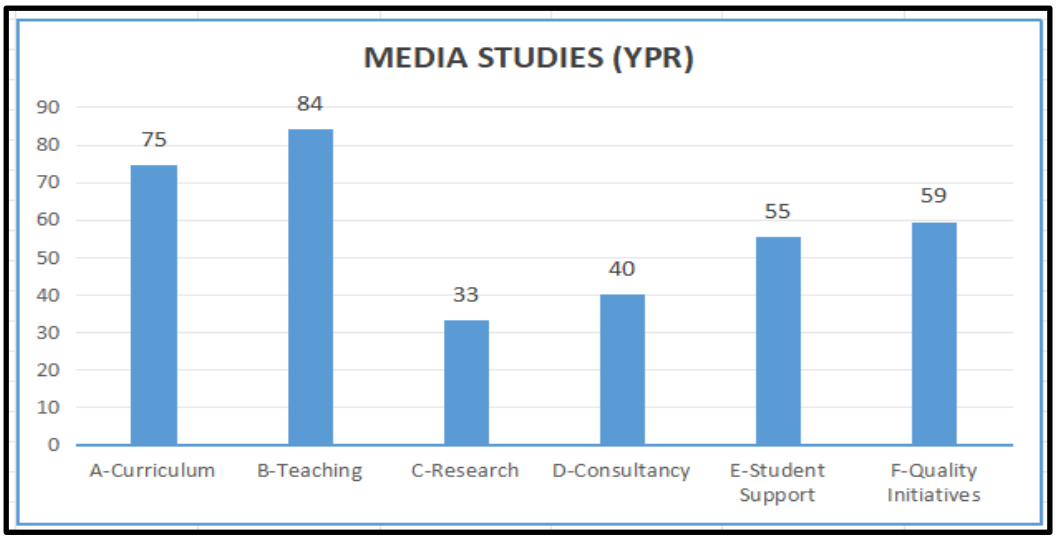
Department of English and Cultural Studies



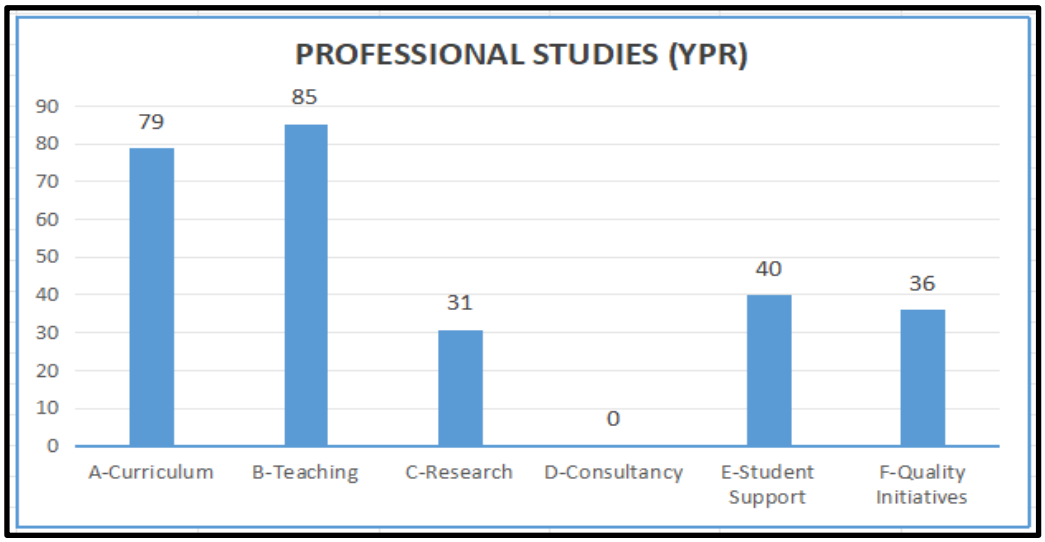
Department of Mathematics



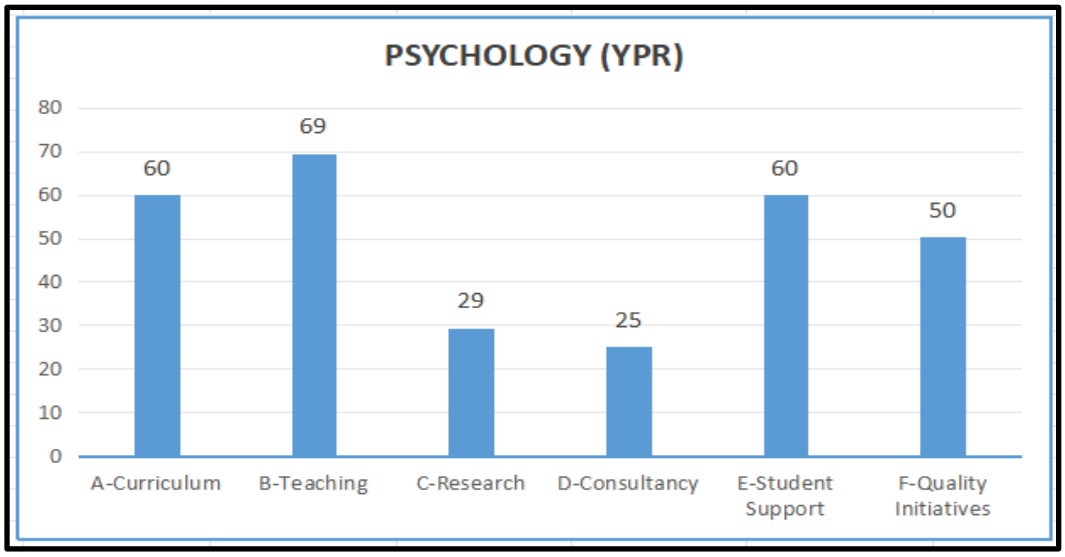
Department of Media Studies



Department of Professional Studies



Department of Psychology

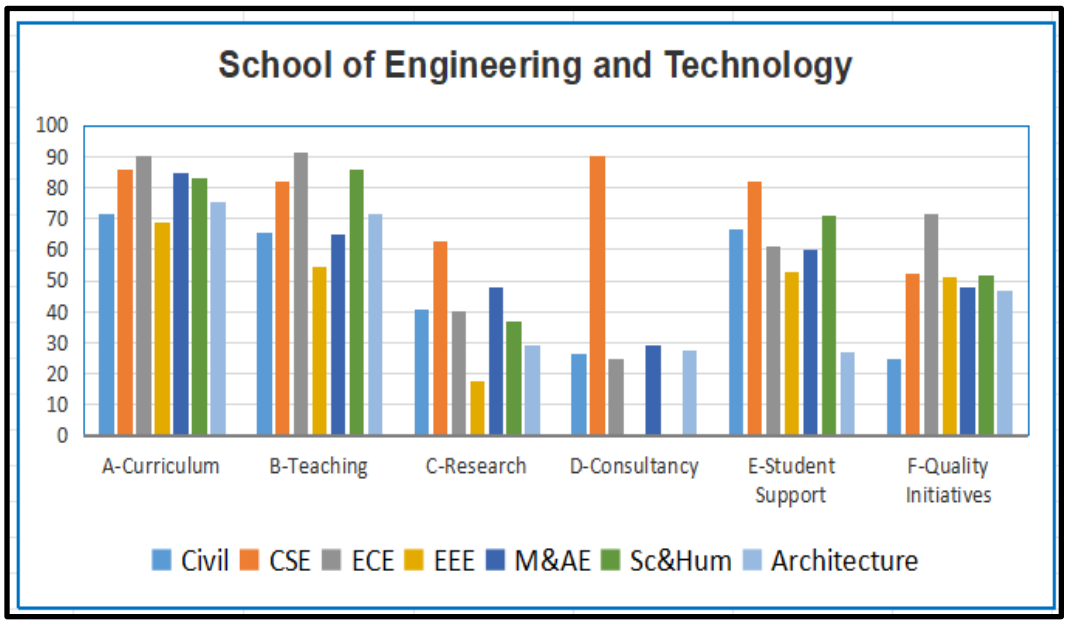


The Bangalore Yeshwanthpur Campus demonstrates improved performance in research and academic growth, as evidenced by its strong showing in metrics like books and chapters, mentoring systems, field projects, and capacity development. The emphasis on student-centric methods and structured feedback further underscores its commitment to student experience and learning outcomes. However, to achieve a more well-rounded performance, the campus should prioritize areas such as fostering an innovation ecosystem, improving qualifying examination outcomes, strengthening functional MoUs, and increasing scholarship opportunities. By addressing these areas, the Yeshwanthpur Campus can further elevate its academic standing and contribute significantly to the educational landscape.

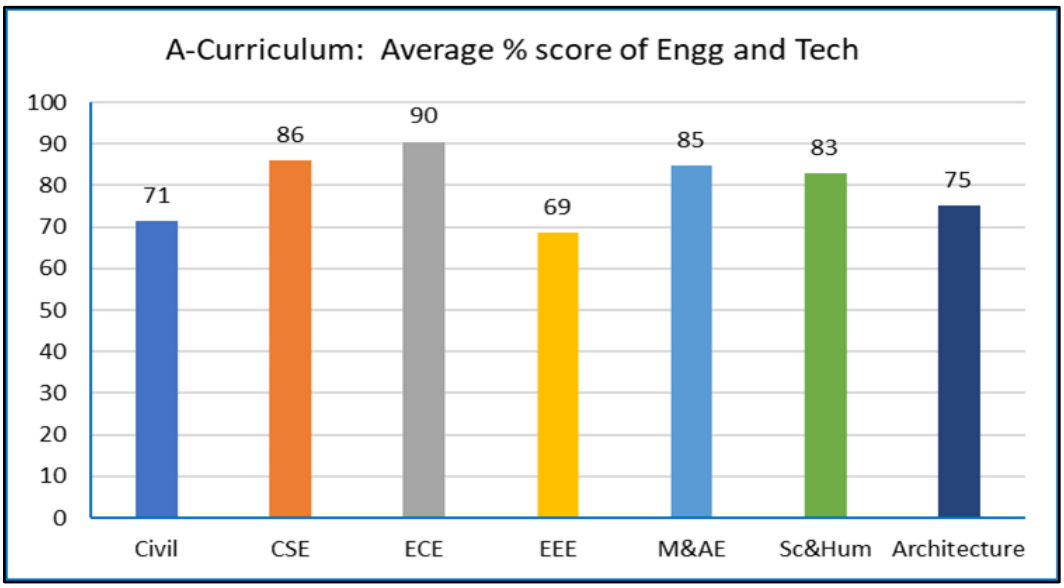
School of Engineering and Technology

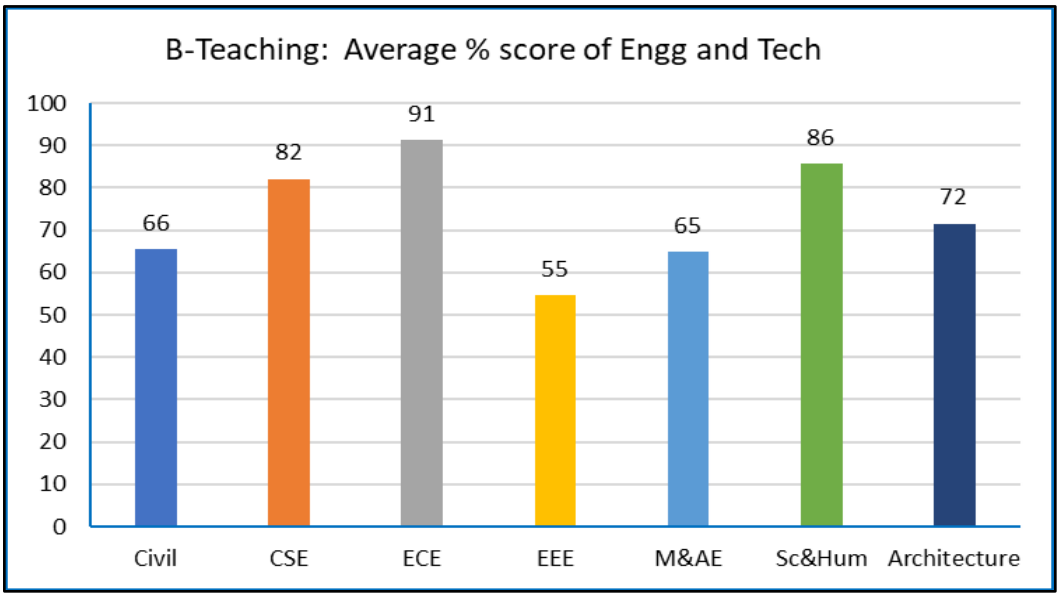
Audit Briefing at Bangalore Kengeri Campus

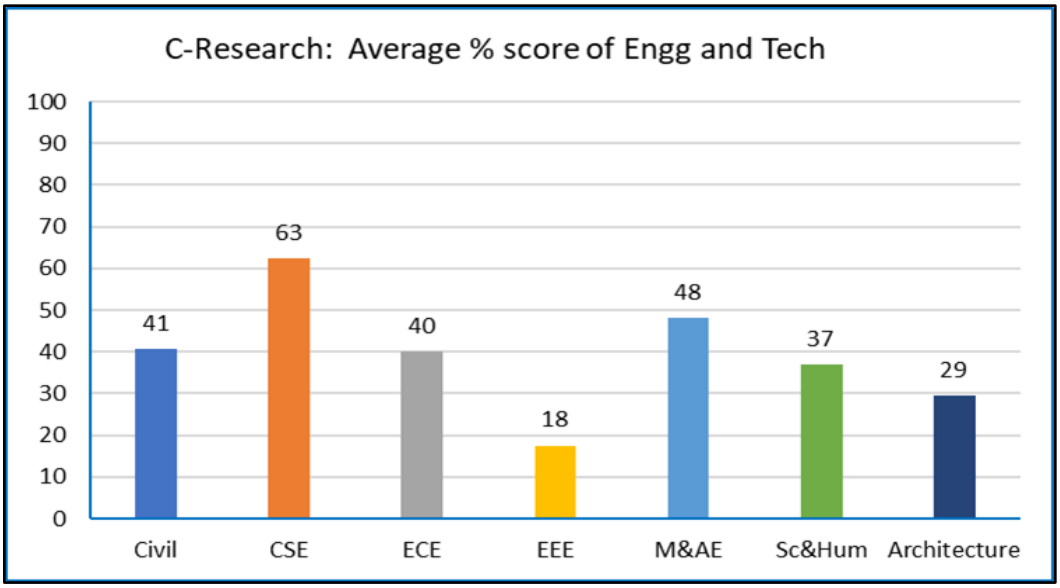
The audit for the School of Engineering and Technology in Bangalore was successfully conducted on 28 November 2024. The campus comprises seven departments, each of which was thoroughly audited by a dedicated team of twenty one auditors. To ensure the audit process proceeded without any hindrances, the 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 institution's commitment to maintaining high standards of quality and compliance.

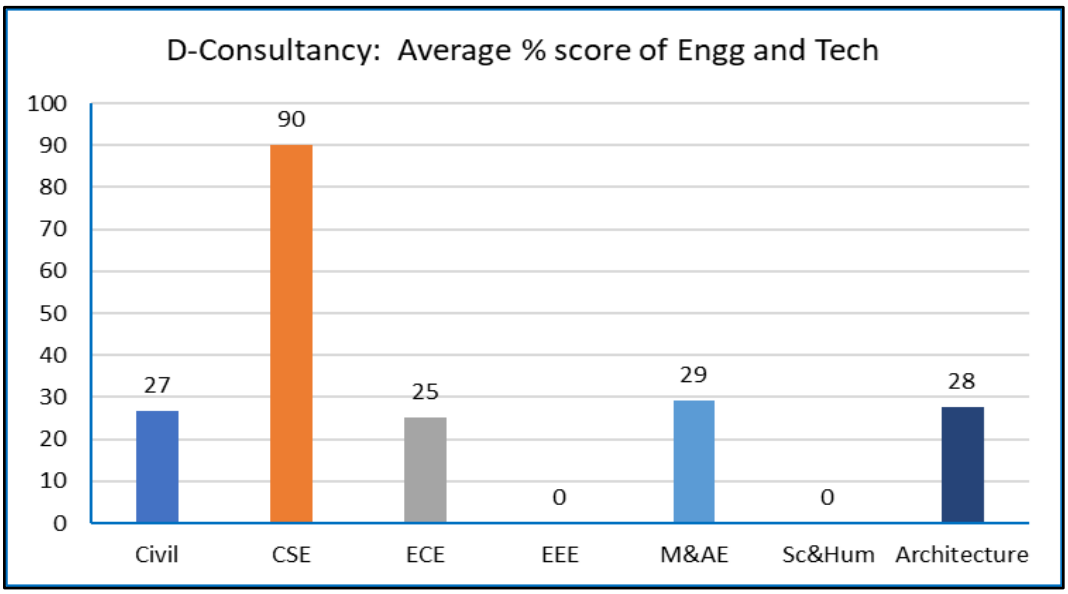


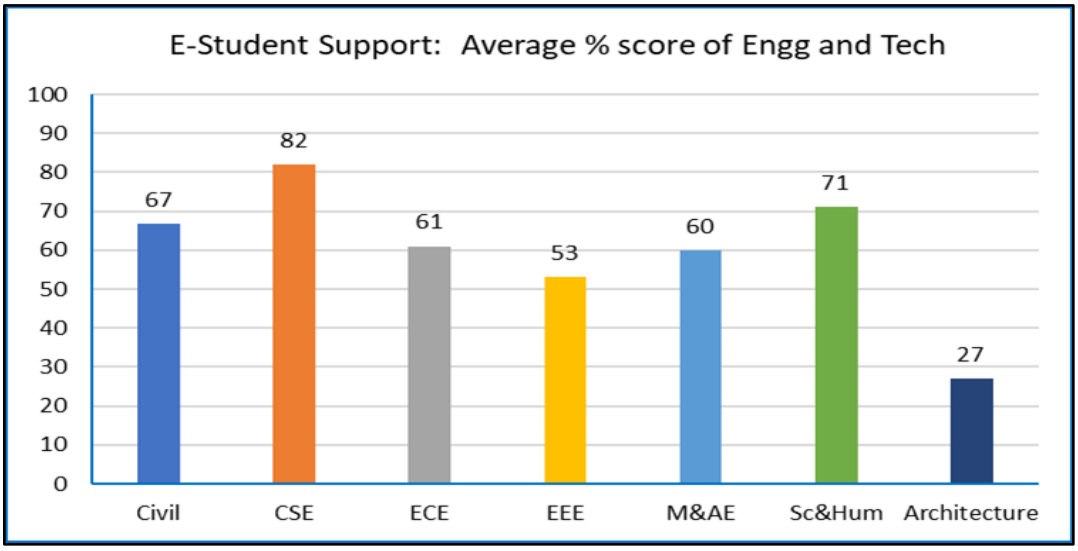
Comprehensive percentage score obtained by departments in Bangalore Kengeri Campus

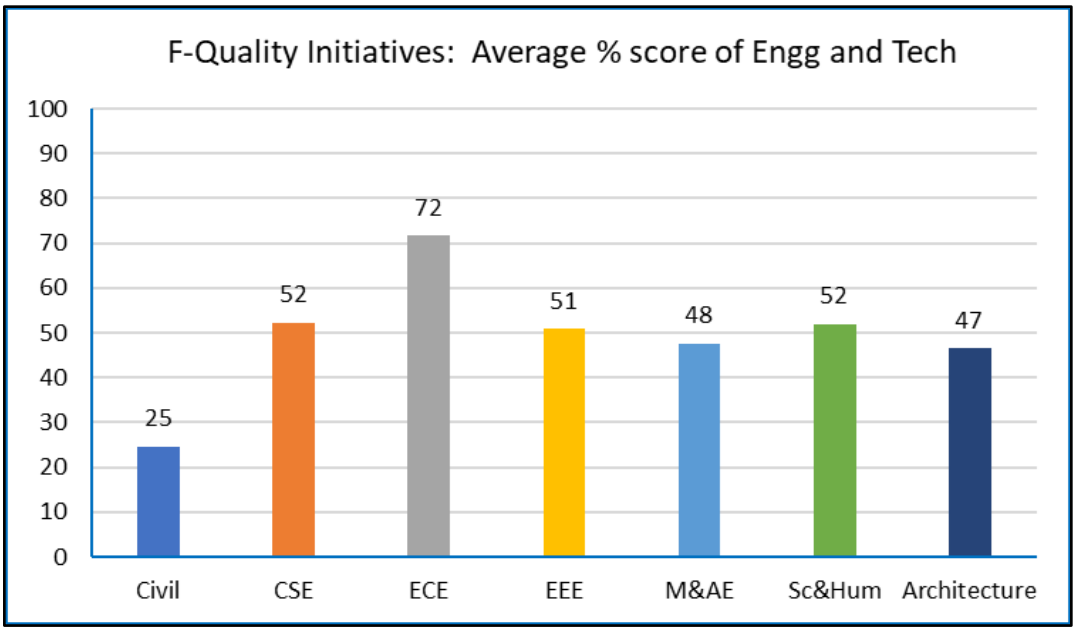

A-Curriculum: Average % score of Engg and Tech
100
90
80
70
60
50
40
30
20
10
0
71
86
90
69
85
83
75
Civil
CSE
ECE
EEE
M&AE
Sc&Hum
Architecture


B-Teaching: Average % score of Engg and Tech
100
90
80
70
60
50
40
30
20
10
0
66
82
91
55
65
86
72
Civil
CSE
ECE
EEE
M&AE
Sc&Hum
Architecture

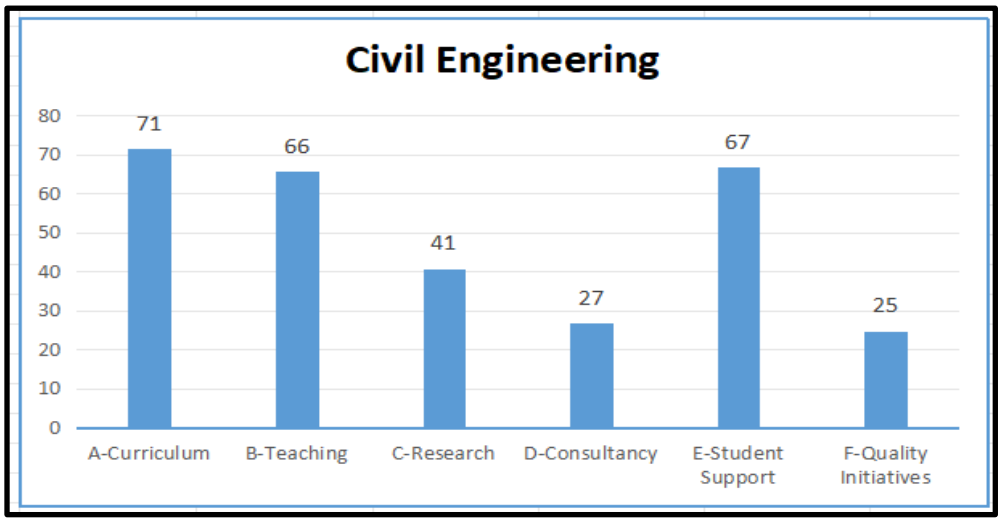

C-Research: Average % score of Engg and Tech
100
90
80
70
60
50
40
30
20
10
0
41
63
40
18
48
37
29
Civil
CSE
ECE
EEE
M&AE
Sc&Hum
Architecture


D-Consultancy: Average % score of Engg and Tech
100
90
80
70
60
50
40
30
20
10
0
27
90
25
0
29
0
28
Civil
CSE
ECE
EEE
M&AE
Sc&Hum
Architecture

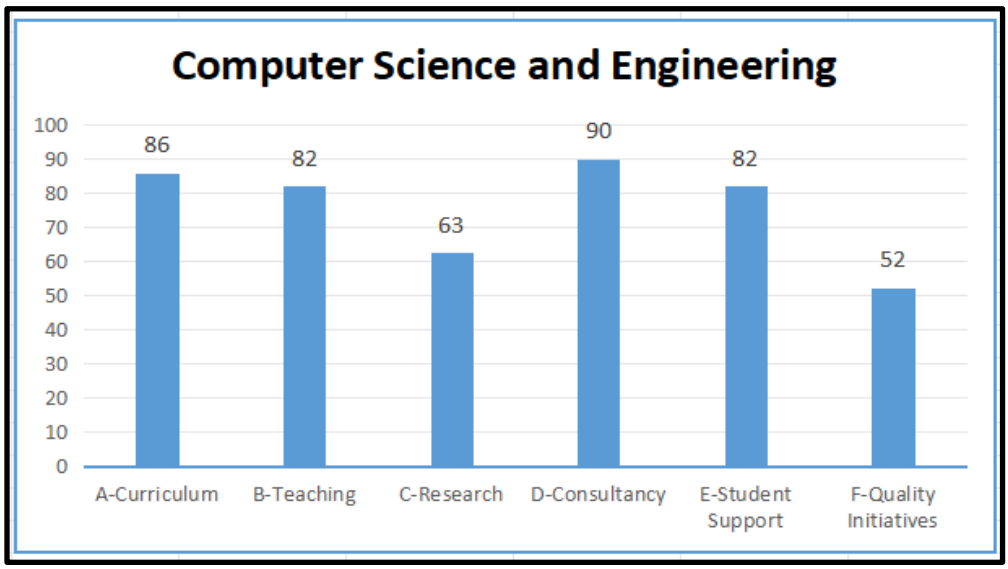

E-Student Support: Average % score of Engg and Tech
100
90
80
70
60
50
40
30
20
10
0
67
82
61
53
60
71
27
Civil
CSE
ECE
EEE
M&AE
Sc&Hum
Architecture


F-Quality Initiatives: Average % score of Engg and Tech
100
90
80
70
60
50
40
30
20
10
0
25
52
72
51
48
52
47
Civil
CSE
ECE
EEE
M&AE
Sc&Hum
Architecture

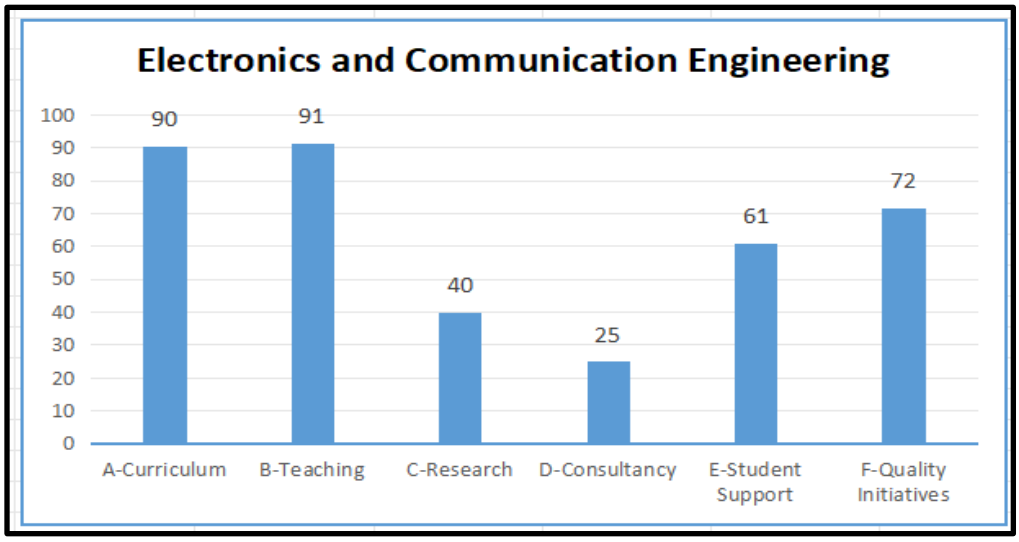
Department of Civil Engineering



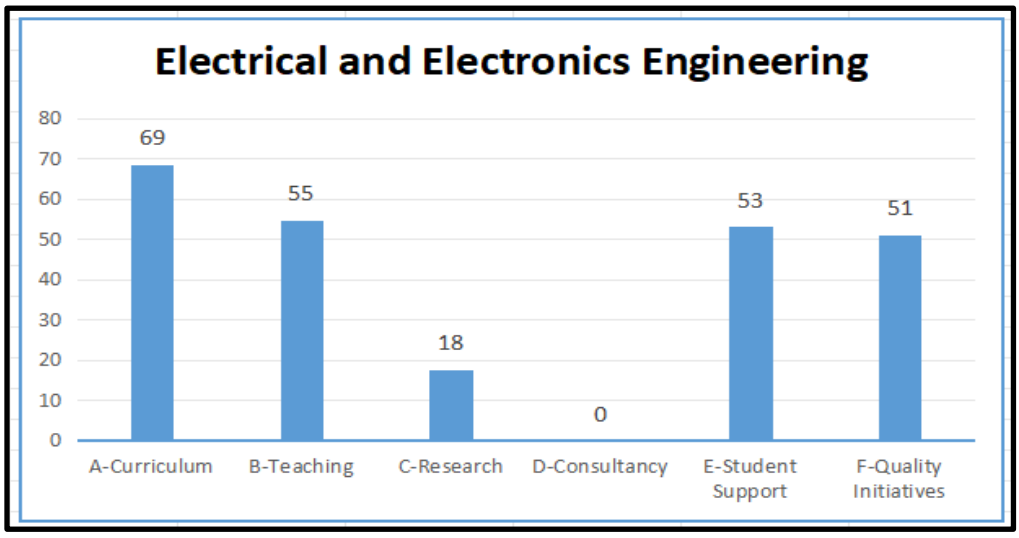
Department of Computer Science and Engineering



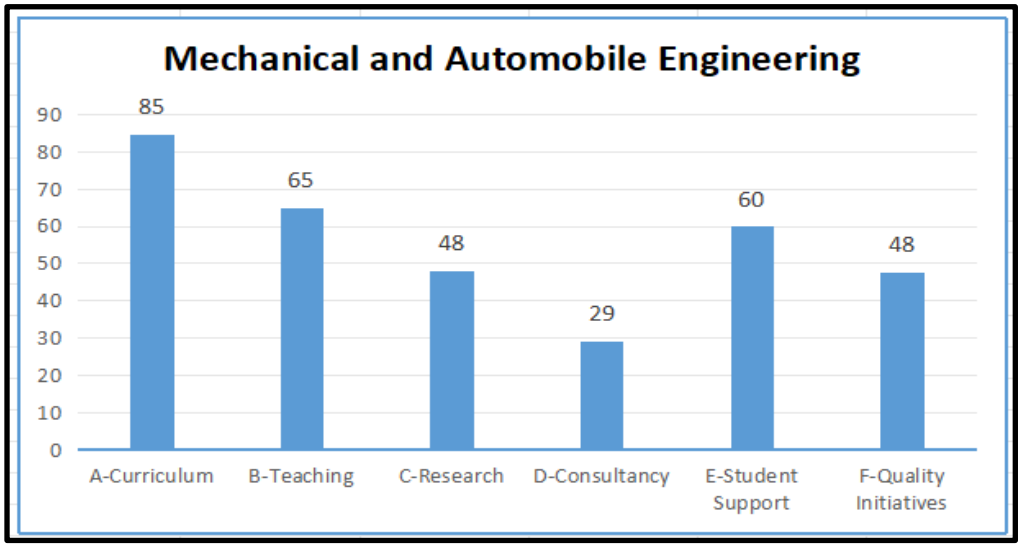
Department of Electronics and Communication Engineering



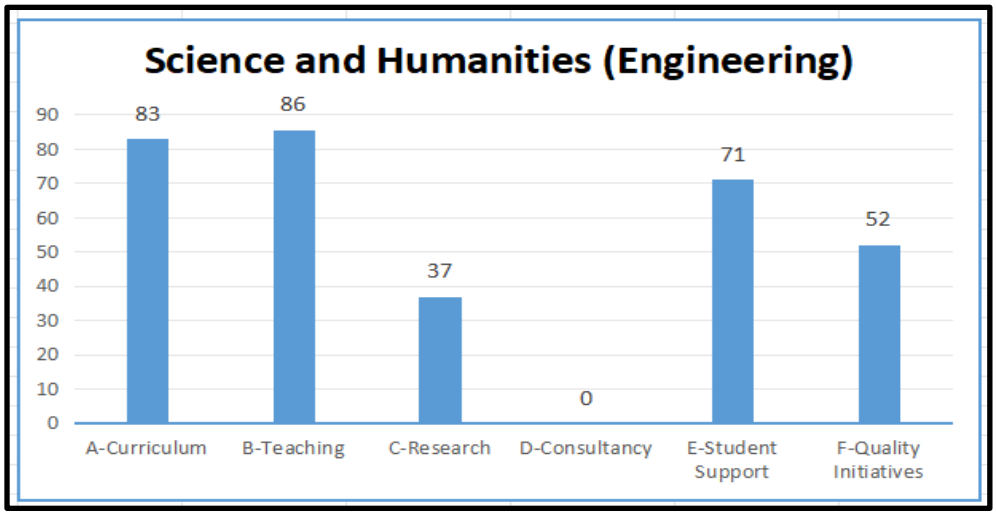
Department of Electrical and Electronics Engineering



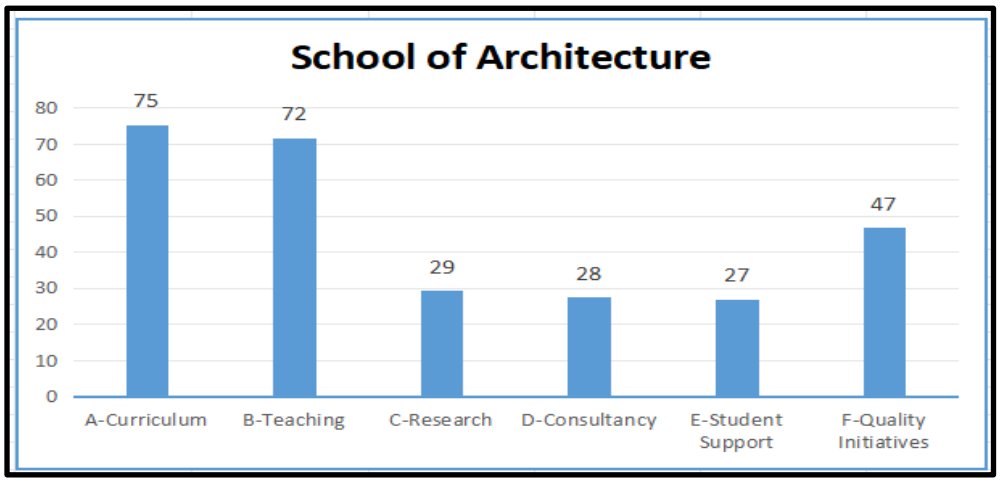
Department of Mechanical and Automobile Engineering



Department of Science and Humanities



School of Architecture

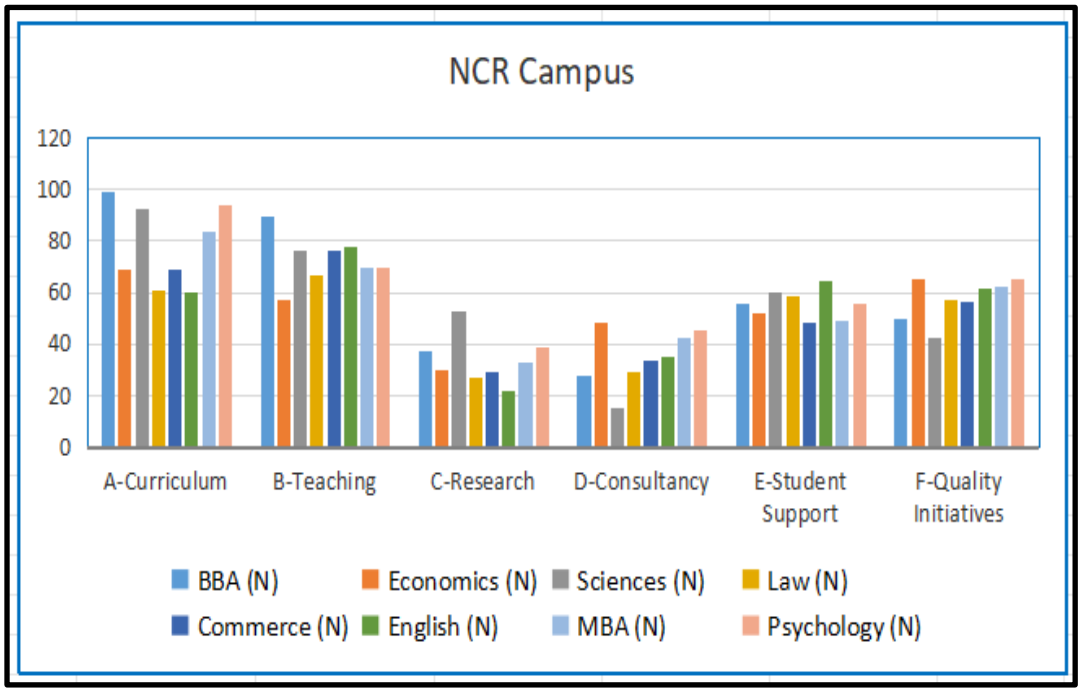


The School of Engineering and Technology has demonstrated strong performance in several key areas, including field projects, mentoring systems, focus on employability, sports and cultural activities, capacity development, inclusion of cross-cutting issues in the curriculum, and the publication of books and chapters. These strengths highlight the school's commitment to providing a well-rounded and industry-relevant education. To further enhance its academic and research standing, the school could focus on increasing the number of JRFs, expanding fellowship opportunities, improving e-content development, and increasing the number of PhDs awarded. Additionally, strengthening extension activities, boosting publications in periodicals, increasing scholarship funds, fostering consultancy opportunities, and developing an ecosystem for innovation would contribute to the overall growth and impact of the school.

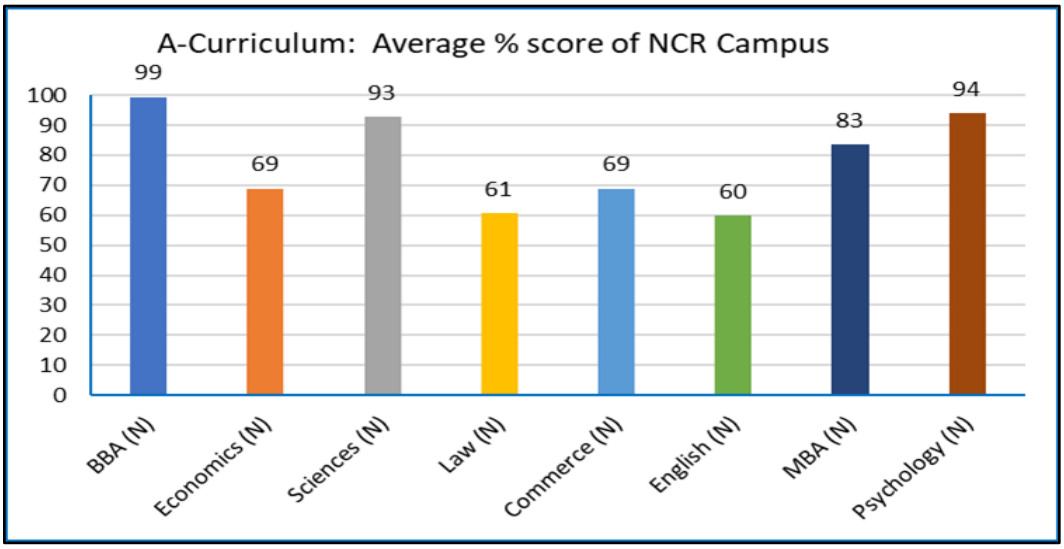
Delhi NCR Campus

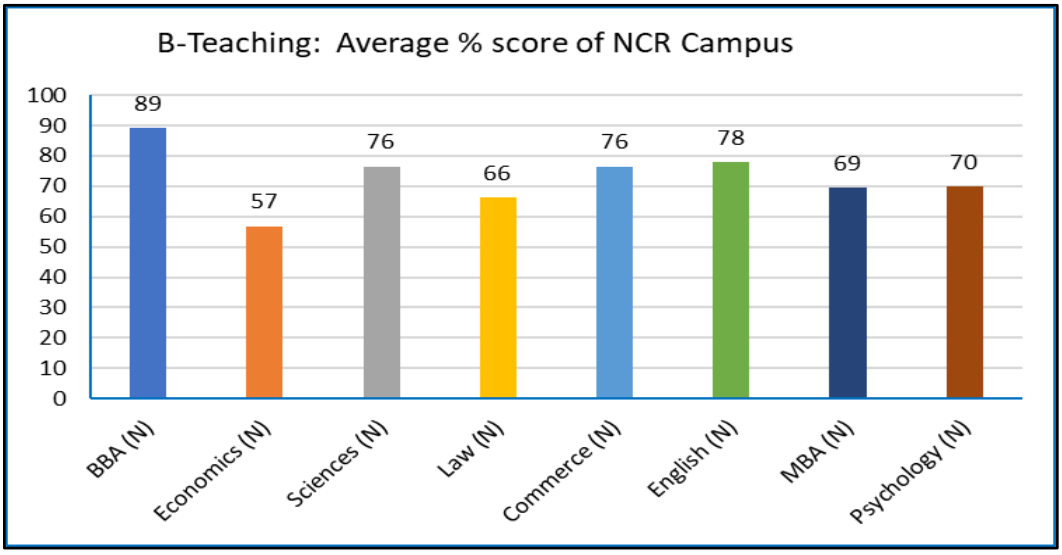
Audit Briefing at Delhi NCR Campus

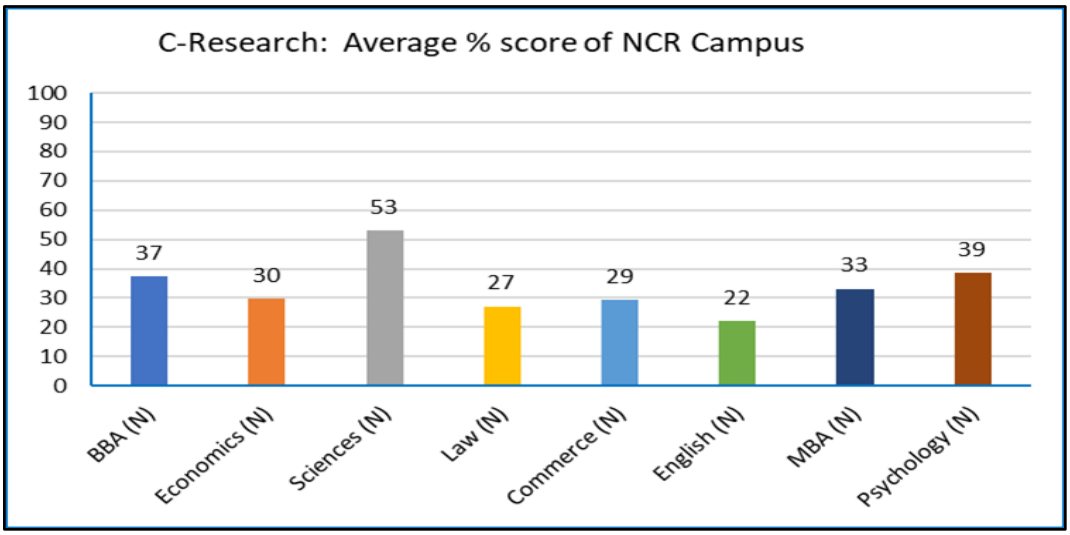
The audit for the Delhi NCR Campus in Bangalore was successfully conducted on 13 and 14 November 2024. The campus comprises eight departments, each of which was thoroughly audited by a dedicated team of twenty four auditors. To ensure the audit process proceeded without any hindrances, the Campus Dean, 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 institution's commitment to maintaining high standards of quality and compliance.

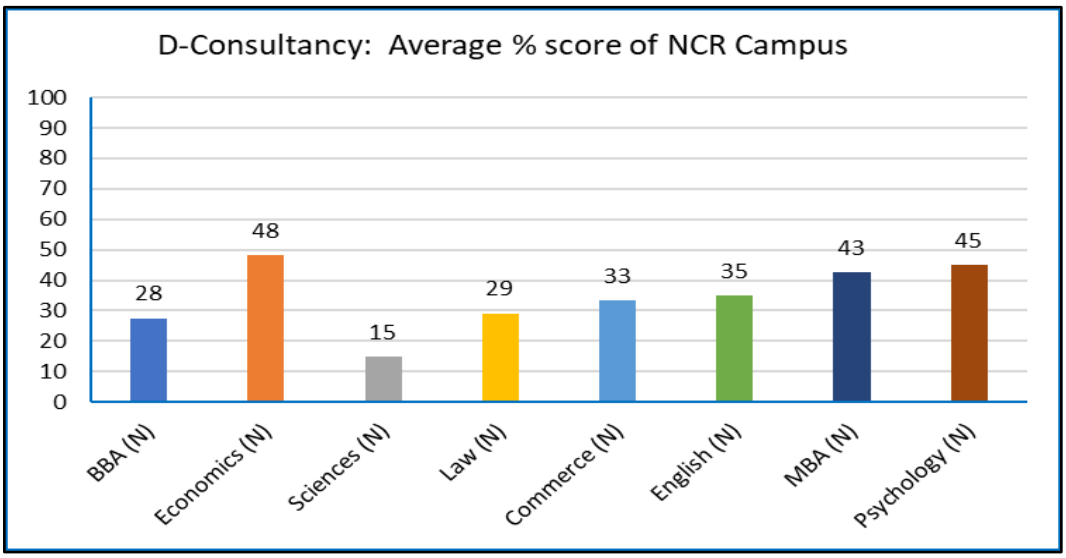


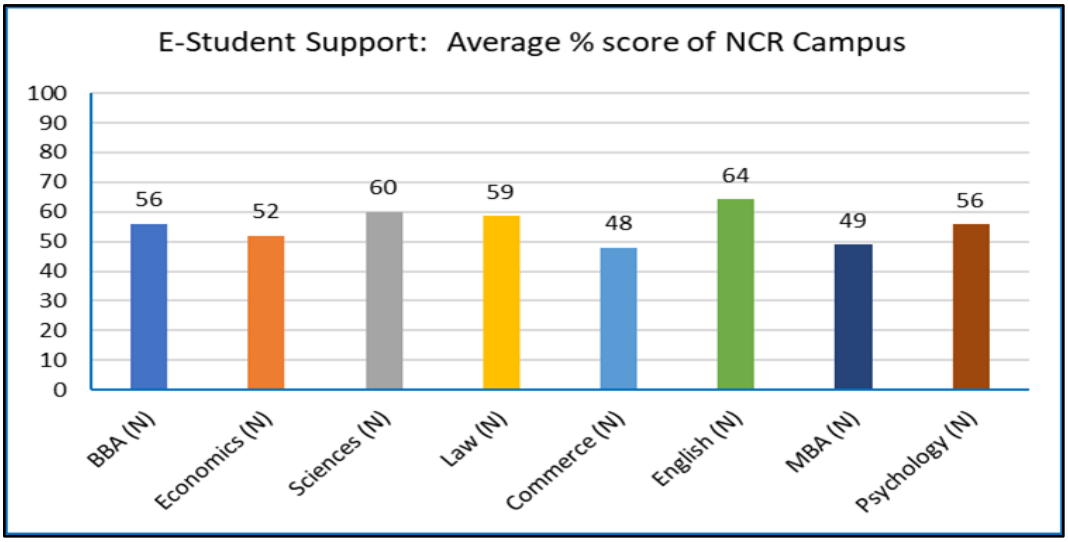
Comprehensive percentage score obtained by departments in Delhi NCR Campus

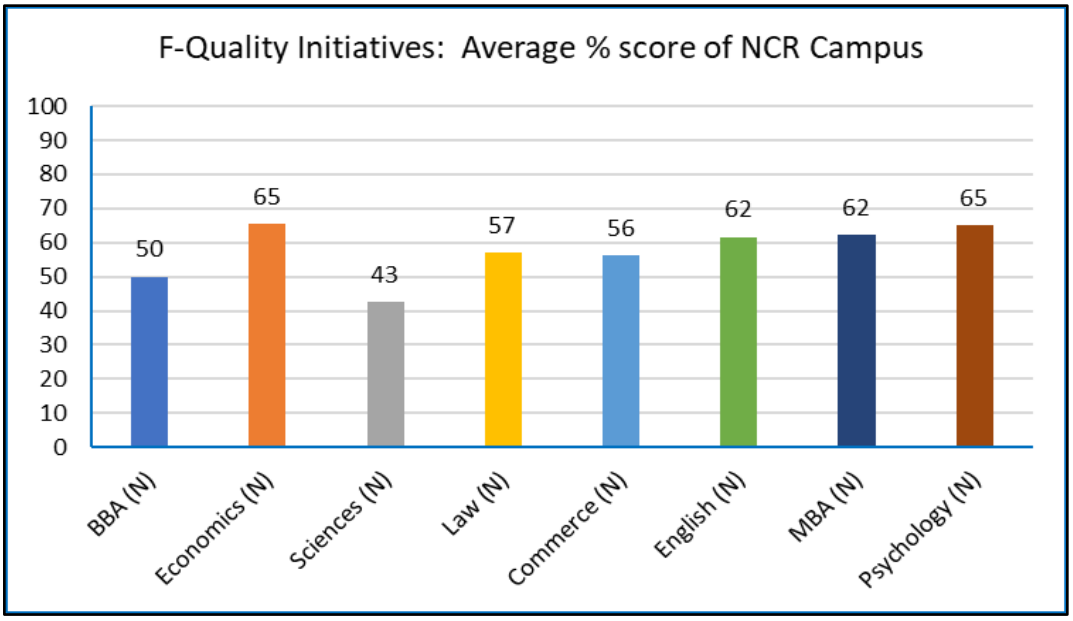

A-Curriculum: Average % score of NCR Campus
100
90
80
70
60
50
40
30
20
10
0
99
69
93
61
69
60
83
94
BBA (N)
Economics (N)
Sciences (N)
Law (N)
Commerce (N)
English (N)
MBA (N)
Psychology (N)


B-Teaching: Average % score of NCR Campus
100
90
80
70
60
50
40
30
20
10
0
89
57
76
66
76
78
69
70
BBA (N)
Economics (N)
Sciences (N)
Law (N)
Commerce (N)
English (N)
MBA (N)
Psychology (N)

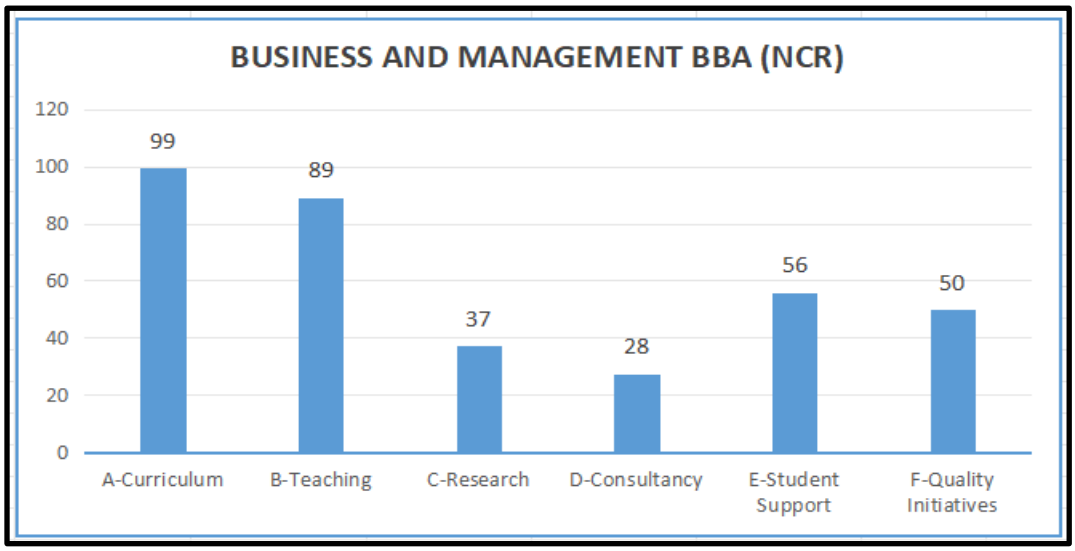

C-Research: Average % score of NCR Campus
100
90
80
70
60
50
40
30
20
10
0
37
30
53
27
29
22
33
39
BBA (N)
Economics (N)
Sciences (N)
Law (N)
Commerce (N)
English (N)
MBA (N)
Psychology (N)


D-Consultancy: Average % score of NCR Campus
100
90
80
70
60
50
40
30
20
10
0
28
48
15
29
33
35
43
45
BBA (N)
Economics (N)
Sciences (N)
Law (N)
Commerce (N)
English (N)
MBA (N)
Psychology (N)

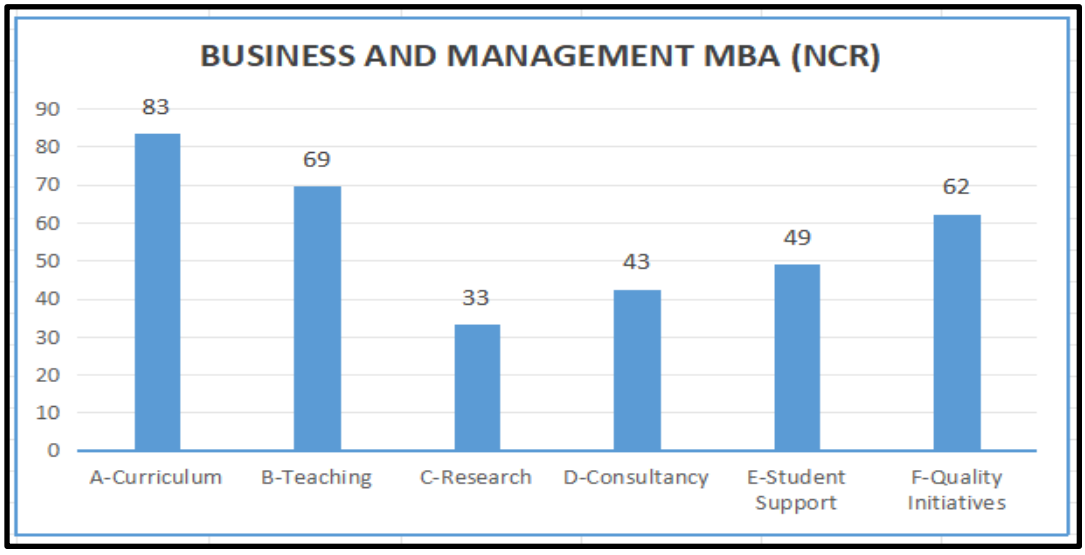

E-Student Support: Average % score of NCR Campus
100
90
80
70
60
50
40
30
20
10
0
56
52
60
59
48
64
49
56
BBA (N)
Economics (N)
Sciences (N)
Law (N)
Commerce (N)
English (N)
MBA (N)
Psychology (N)


F-Quality Initiatives: Average % score of NCR Campus
100
90
80
70
60
50
40
30
20
10
0
50
65
43
57
56
62
62
65
BBA (N)
Economics (N)
Sciences (N)
Law (N)
Commerce (N)
English (N)
MBA (N)
Psychology (N)

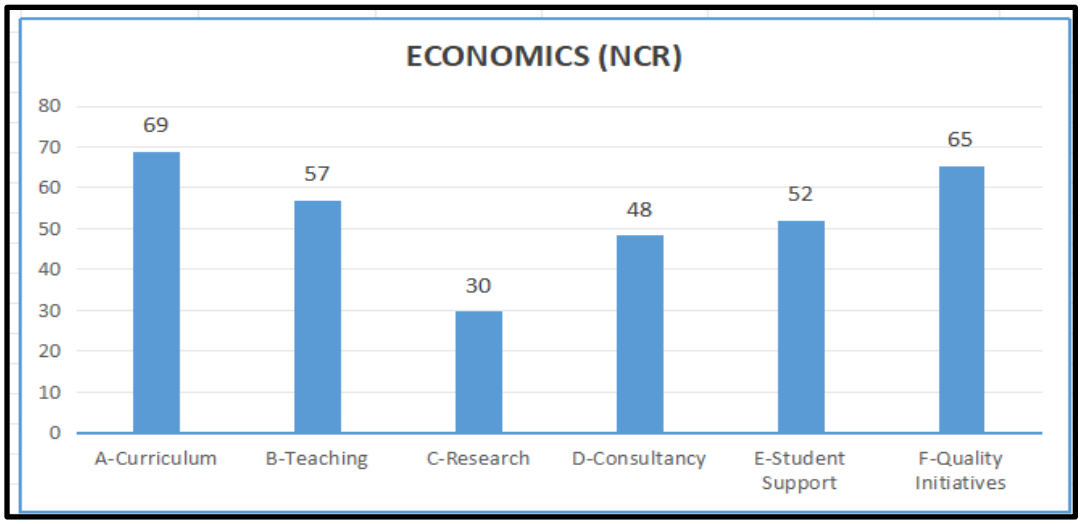
School of Business and Management BBA (NCR)



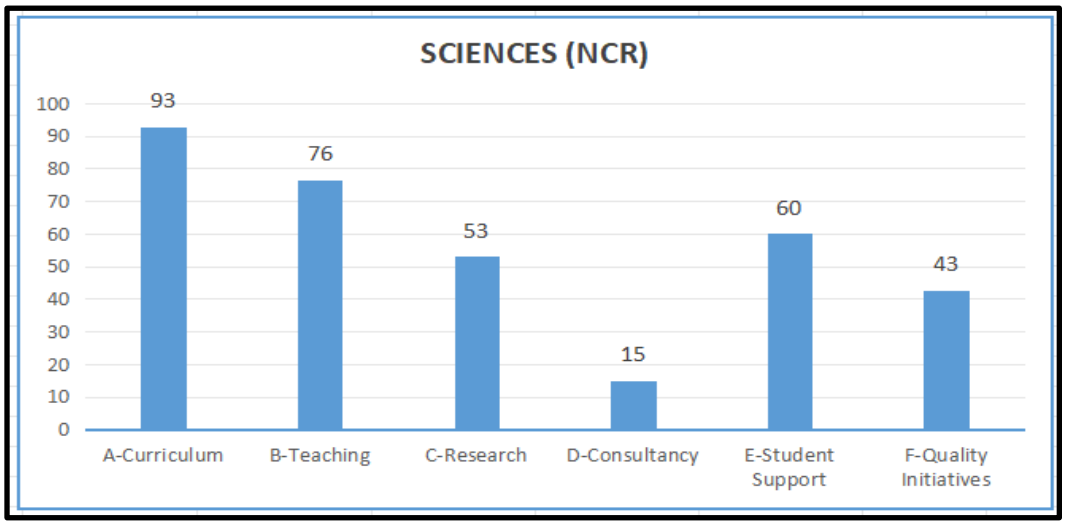
School of Business and Management MBA (NCR)



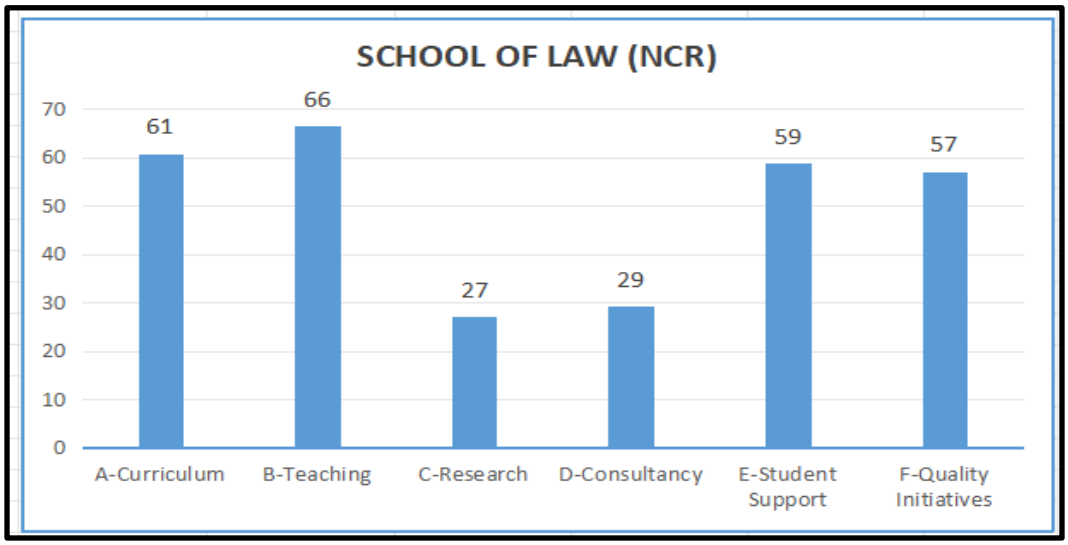
Department of Economics (NCR)



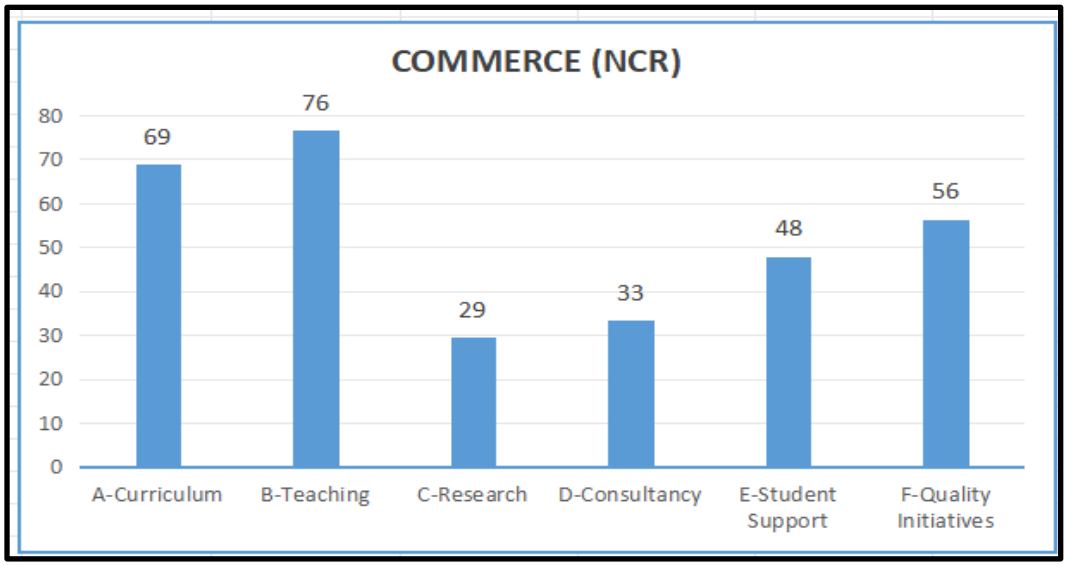
School of Sciences (NCR)



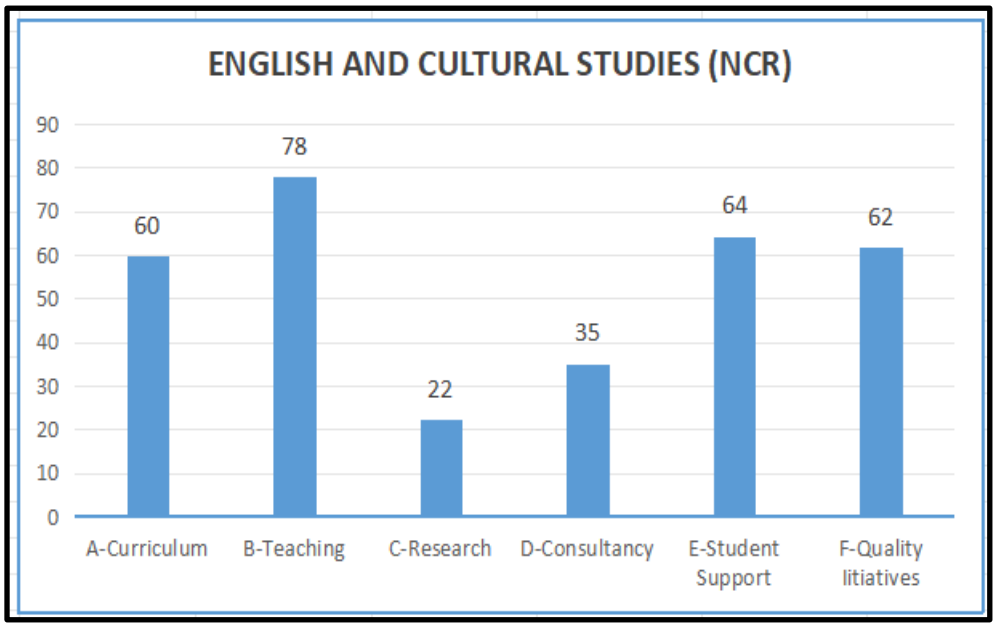
Department of Law (NCR)



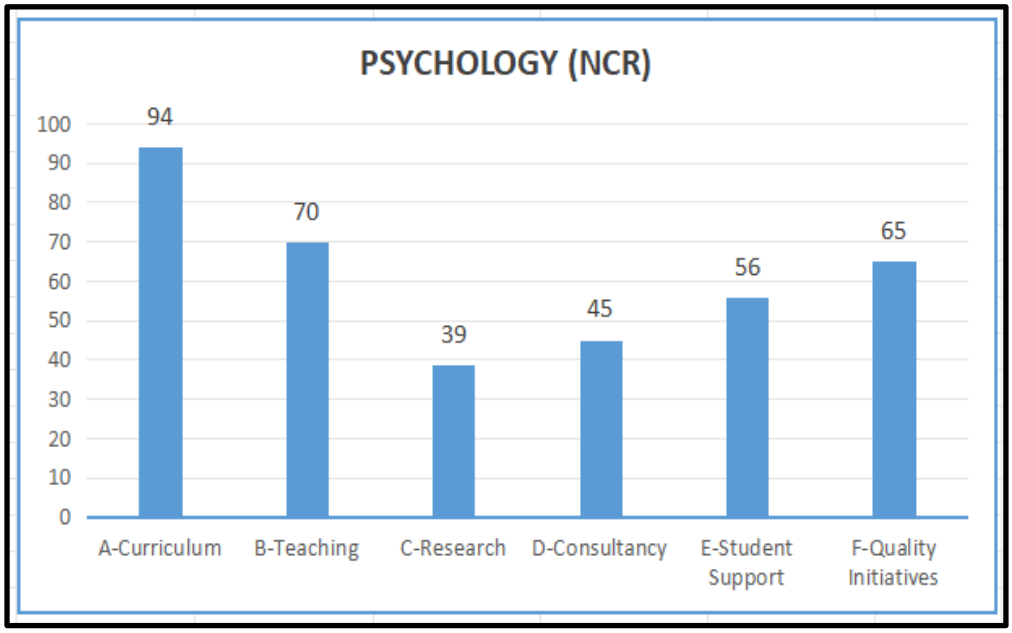
Department of Commerce (NCR)



Department of English and Cultural Studies (NCR)



Department of Psychology (NCR)

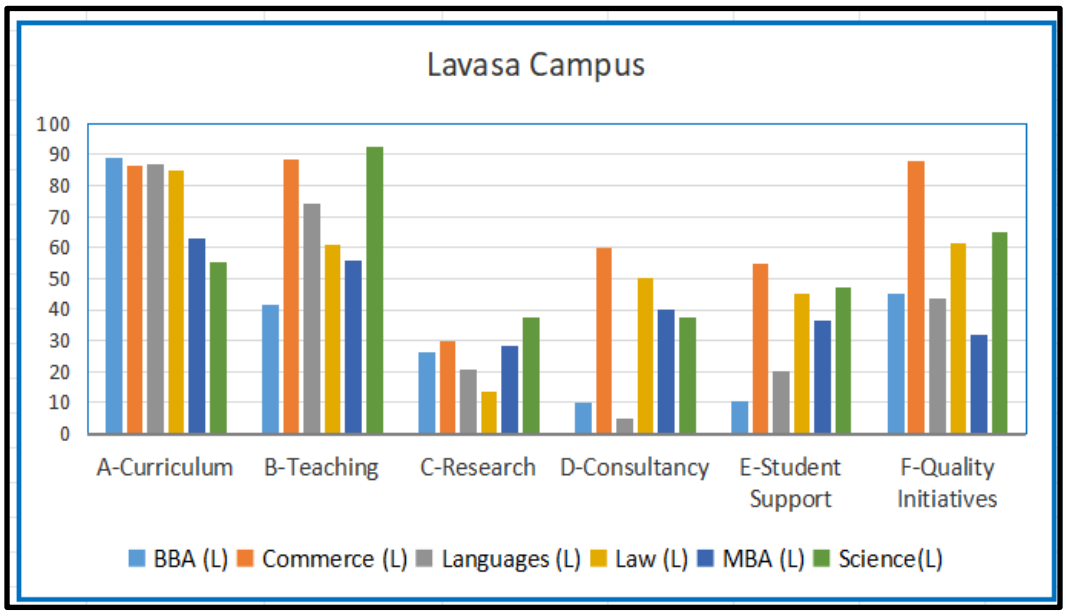


The Delhi NCR Campus has shown strong performance in several key areas, including structured feedback, sports and cultural activities, books and chapters, field projects, employability, capacity development, career counseling, and student-centric methods. These achievements highlight the campus's dedication to providing a well-rounded educational experience that emphasizes both academic and extracurricular growth. However, there are areas that need further development, such as scholarship funds, research projects, PhDs awarded, student fellowships, consultancy, external research funding, e-content development, publications in periodicals, and availing seed money. To improve in these areas, the campus could focus on increasing research funding, fostering industry collaborations, and enhancing support for student fellowships and scholarships. Strengthening these aspects will contribute to the overall academic and research growth of the campus.

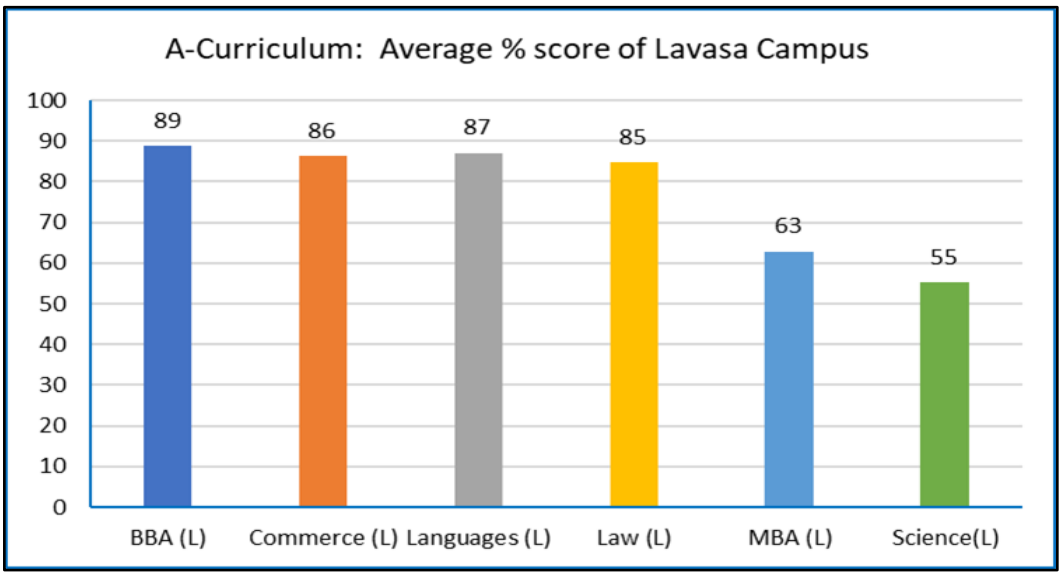
Pune Lavasa Campus

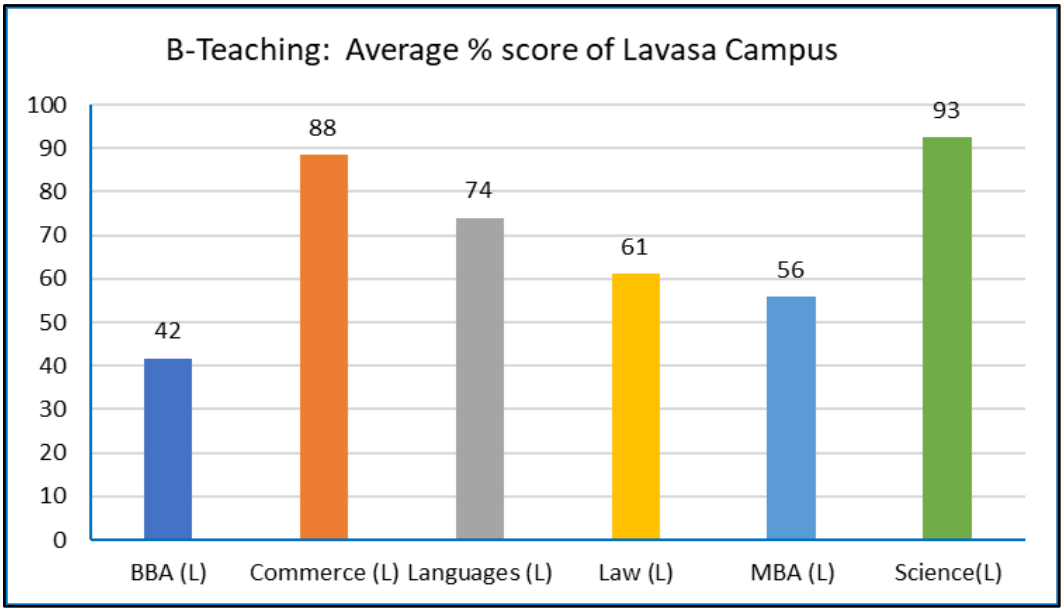
Audit Briefing at Pune Lavasa Campus

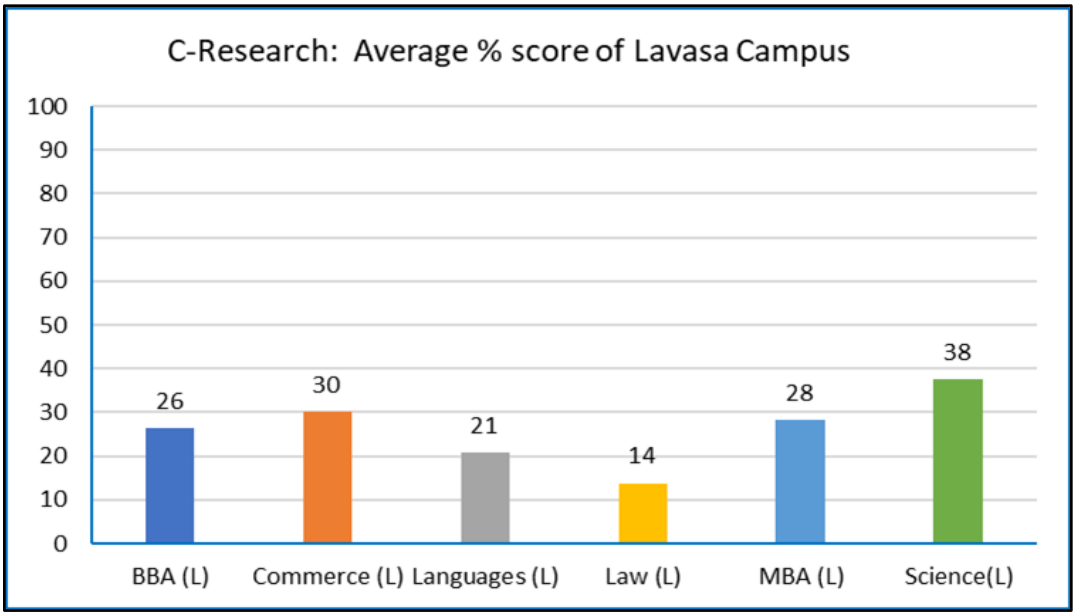
The audit for the Pune Lavasa Campus was successfully conducted on 25 and 26 November 2024. The campus comprises Six departments, each of which was thoroughly audited by a dedicated team of Eighteen auditors. To ensure the audit process proceeded without any hindrances, the Campus Dean, Associate Dean, 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 institution's commitment to maintaining high standards of quality and compliance.

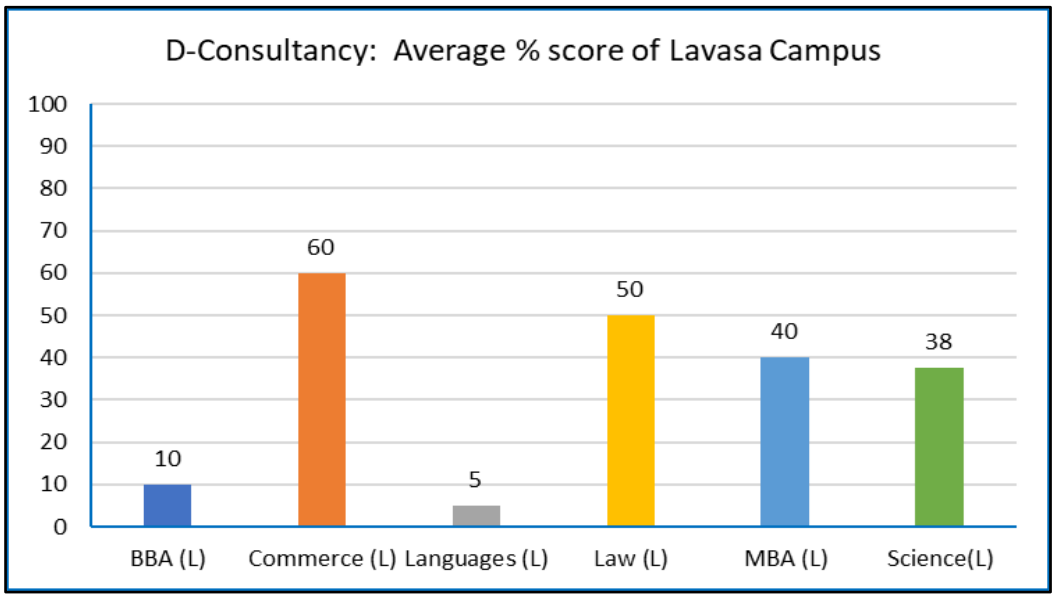


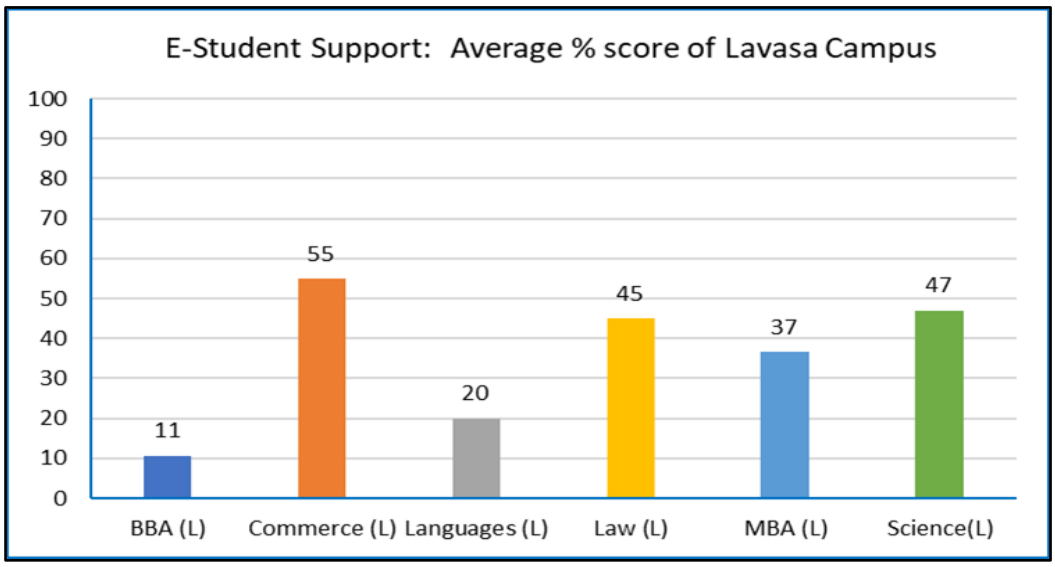
Comprehensive percentage score obtained by departments in Pune Lavasa Campus

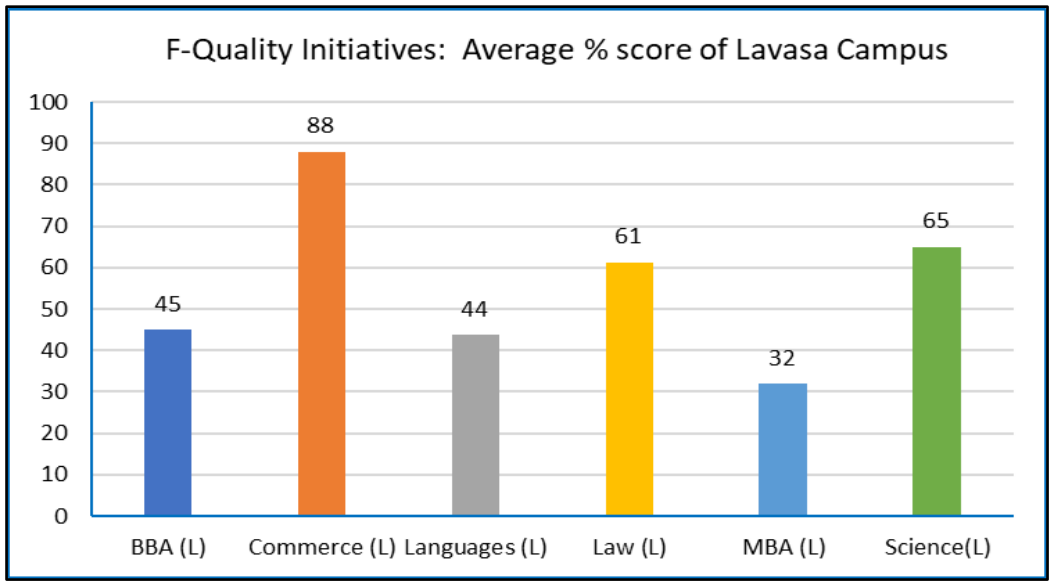

A-Curriculum: Average % score of Lavasa Campus
100
90
80
70
60
50
40
30
20
10
0
89
86
87
85
63
55
BBA (L)
Commerce (L)
Languages (L)
Law (L)
MBA (L)
Science(L)


B-Teaching: Average % score of Lavasa Campus
100
90
80
70
60
50
40
30
20
10
0
42
88
74
61
56
93
BBA (L)
Commerce (L)
Languages (L)
Law (L)
MBA (L)
Science(L)

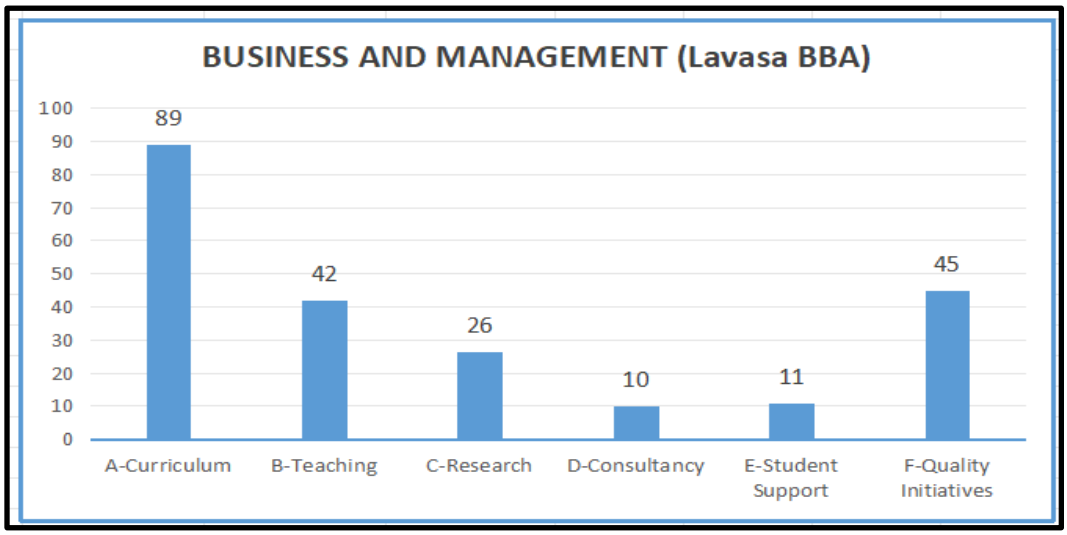

C-Research: Average % score of Lavasa Campus
100
90
80
70
60
50
40
30
20
10
0
26
30
21
14
28
38
BBA (L)
Commerce (L)
Languages (L)
Law (L)
MBA (L)
Science(L)


D-Consultancy: Average % score of Lavasa Campus
100
90
80
70
60
50
40
30
20
10
0
10
60
5
50
40
38
BBA (L)
Commerce (L)
Languages (L)
Law (L)
MBA (L)
Science(L)

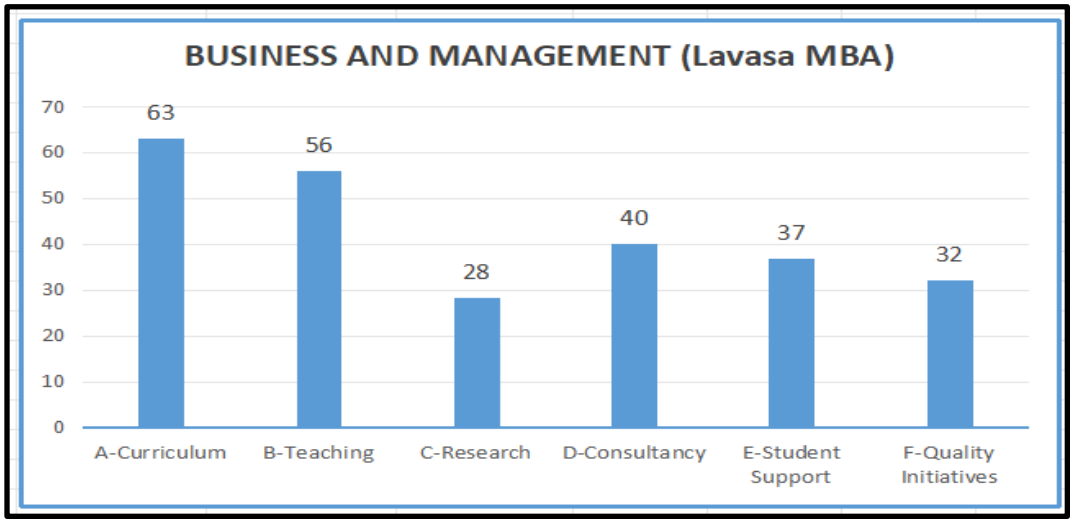

E-Student Support: Average % score of Lavasa Campus
100
90
80
70
60
50
40
30
20
10
0
11
55
20
45
37
47
BBA (L)
Commerce (L)
Languages (L)
Law (L)
MBA (L)
Science(L)


F-Quality Initiatives: Average % score of Lavasa Campus
100
90
80
70
60
50
40
30
20
10
0
45
88
44
61
32
65
BBA (L)
Commerce (L)
Languages (L)
Law (L)
MBA (L)
Science(L)

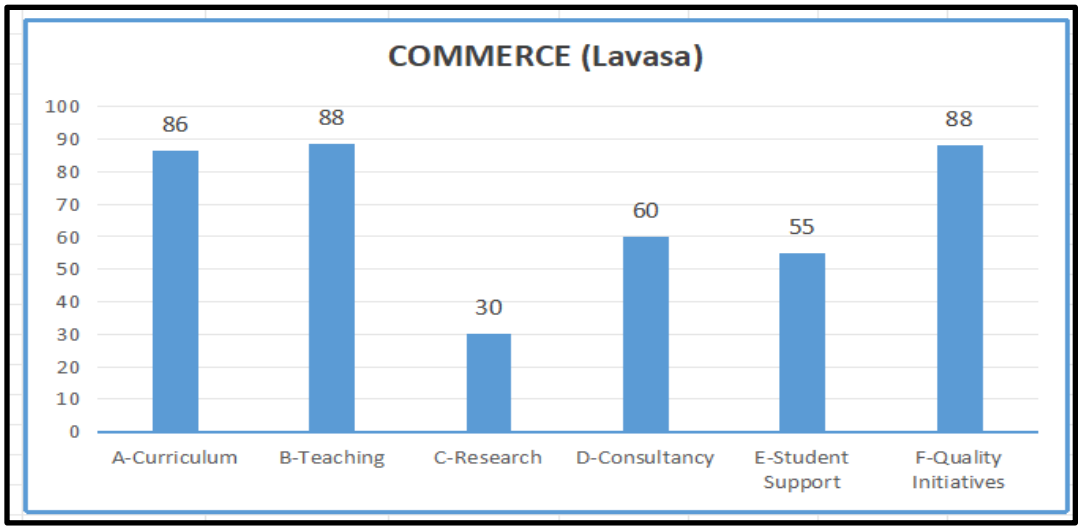
School of Business and Management BBA (Pune Lavasa)



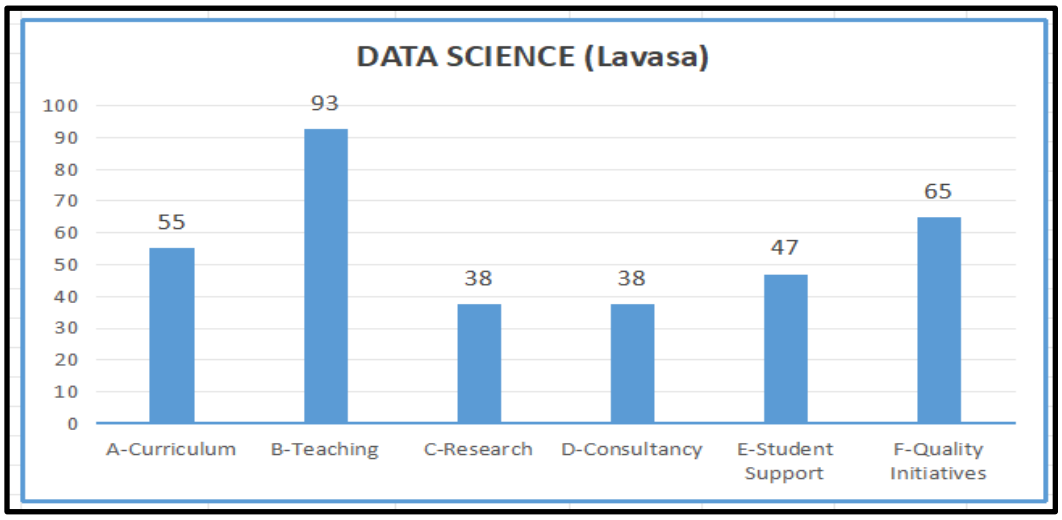
School of Business and Management MBA (Pune Lavasa)



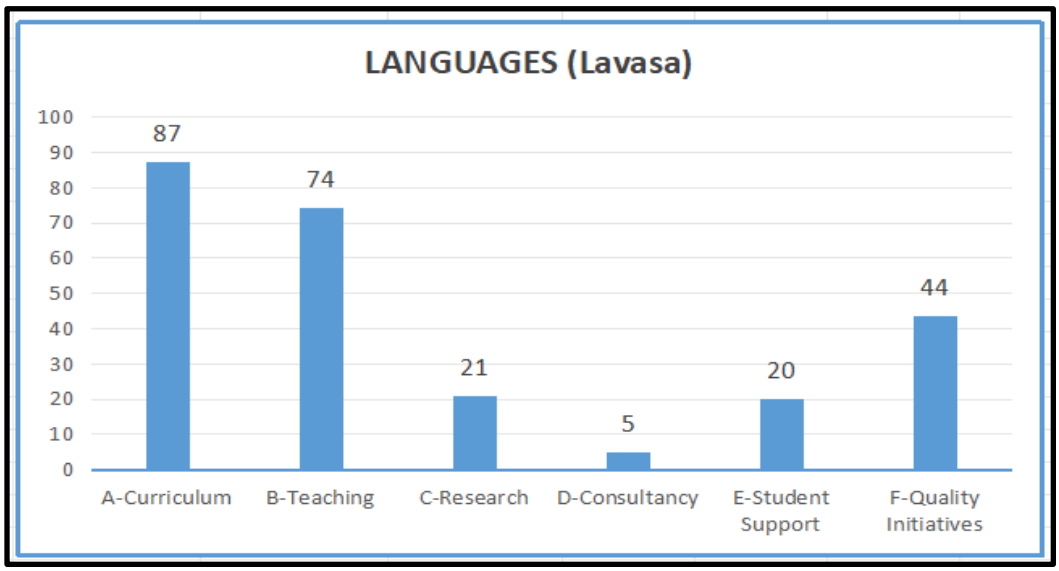
Department of Commerce (Pune Lavasa)



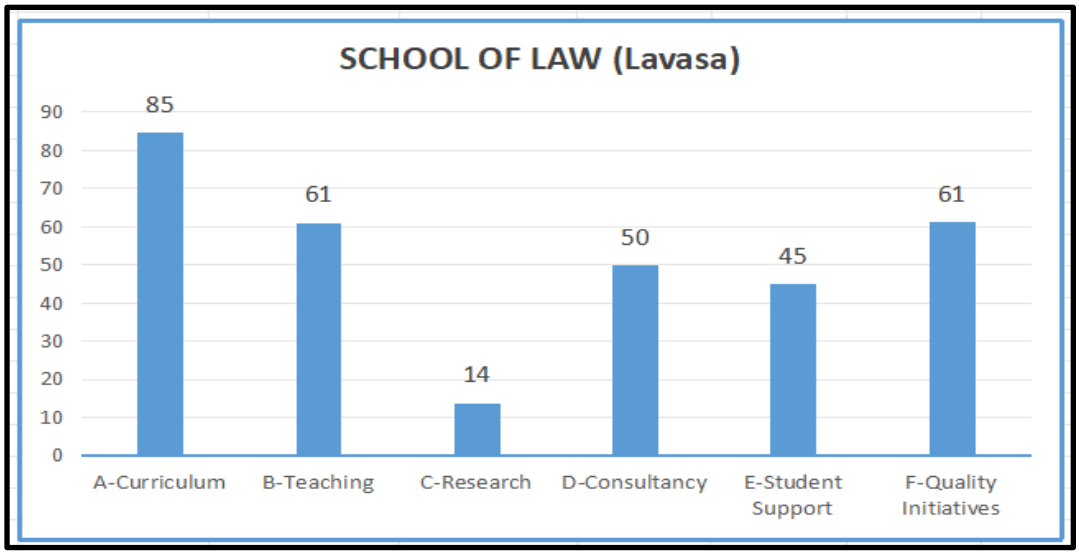
Department of Data Science (Pune Lavasa)



Department of Languages (Pune Lavasa)



Department of Law (Pune Lavasa)

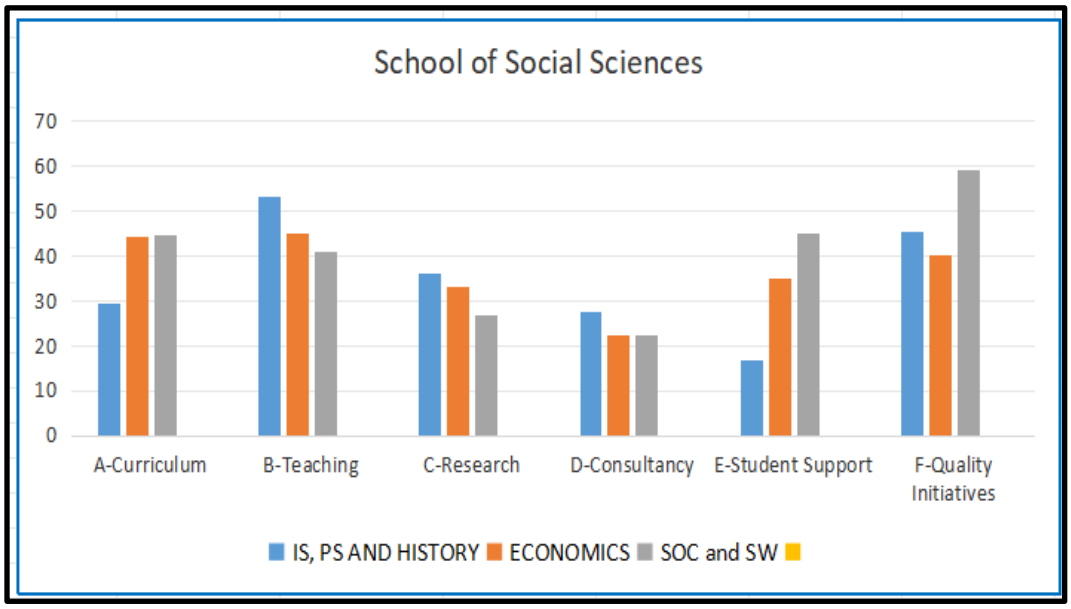


The Pune Lavasa Campus has demonstrated strong performance in key areas such as field projects, books and chapters, perception enhancement, internationalization, focus on employability, emphasis on cross-cutting issues, student-centric methods in the curriculum, and functional MoUs. These achievements reflect the campus's commitment to offering a well-rounded and globally-oriented educational experience. To further strengthen its academic and research impact, the campus can focus on enhancing support for students qualifying examinations, expanding scholarship funds, increasing external research funding, and creating more opportunities for JRFs and seed money. Additionally, efforts to boost the number of awards, e-content development, and student placement and progression will contribute to the campus's continued growth and excellence.

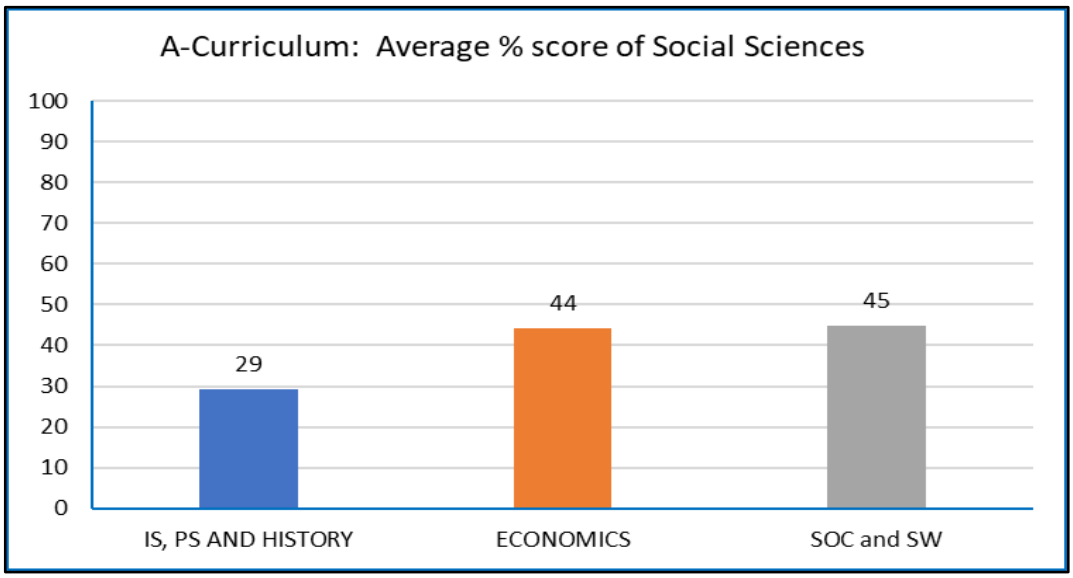
School of Social Sciences (Bangalore Central Campus)

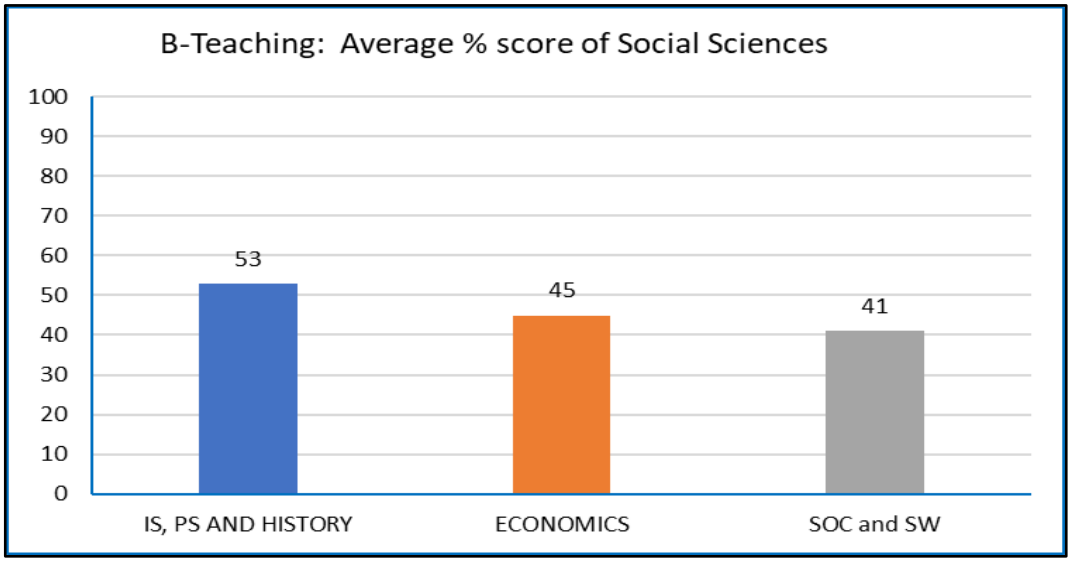
Audit Briefing for School of Social Sciences

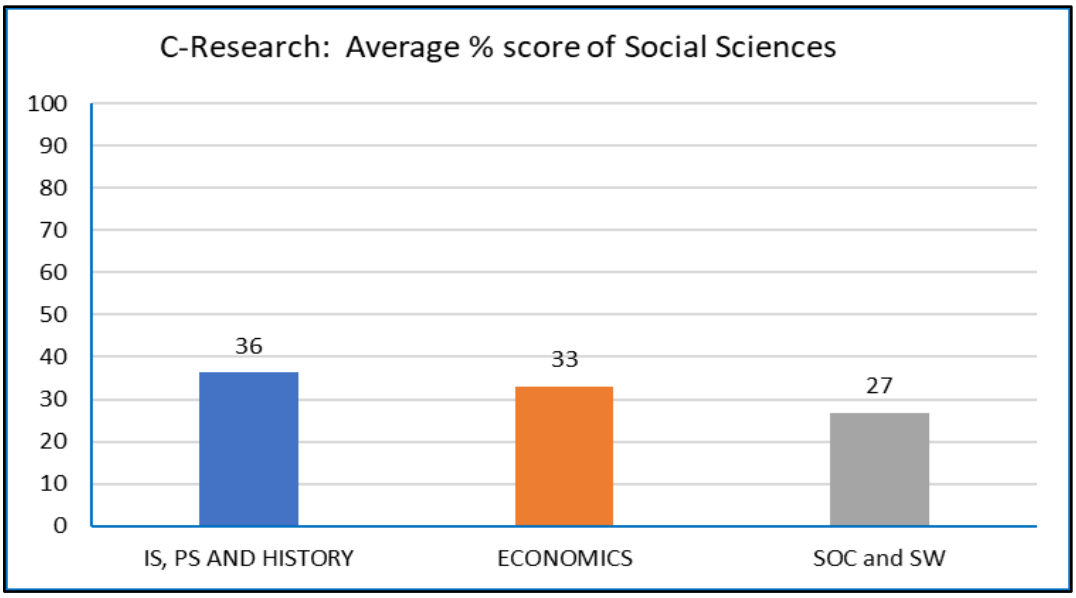
The audit for the School of Social Science was successfully conducted on 9 November 2024. The campus comprises three departments, each of which was thoroughly audited by a dedicated team of nine auditors. To ensure the audit process proceeded without any hindrances, the Campus Dean, Associate Dean, and 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 institution's commitment to maintaining high standards of quality and compliance.

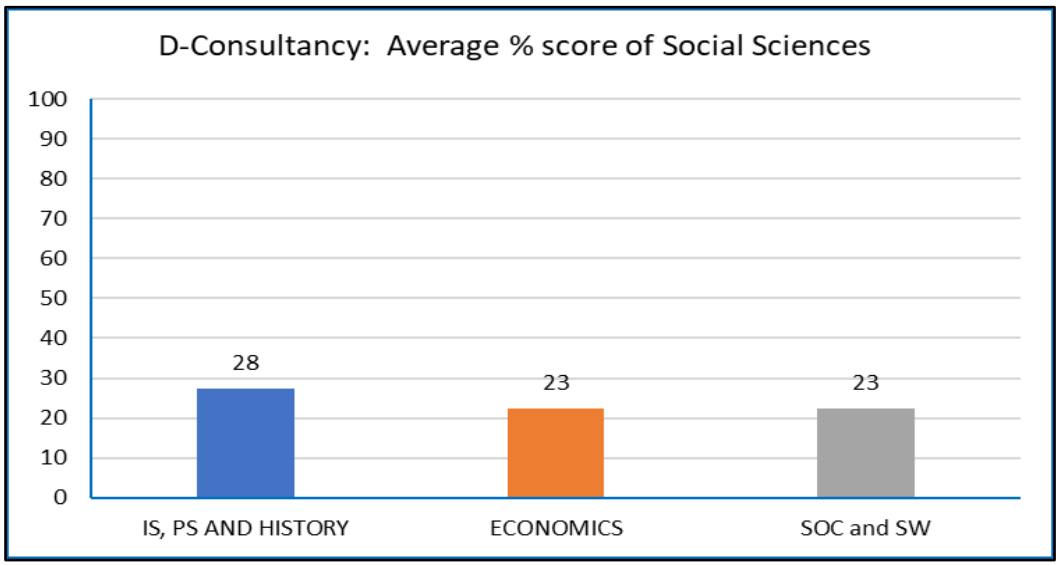


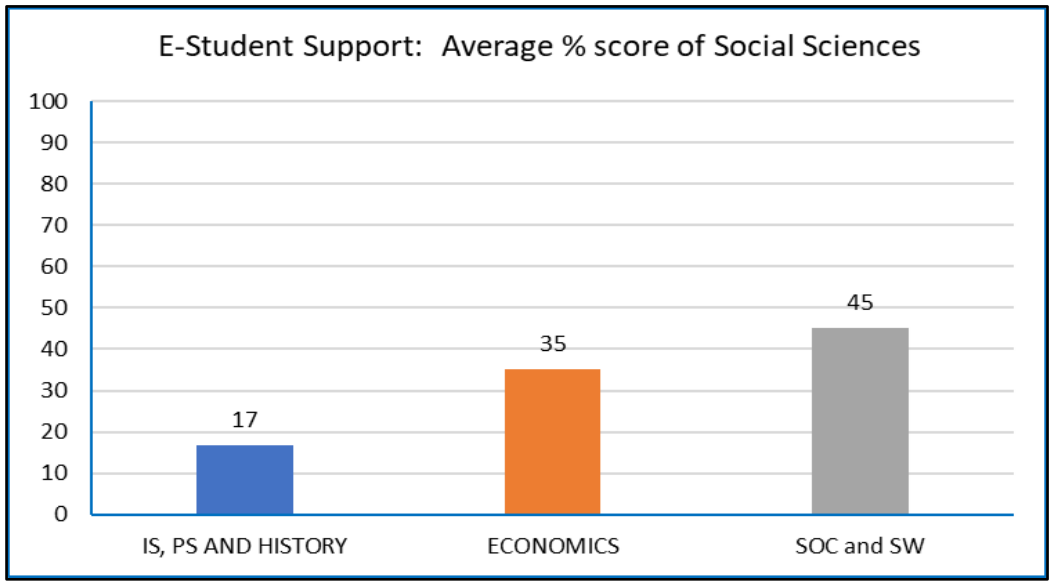
Comprehensive percentage score obtained for School of Social Sciences

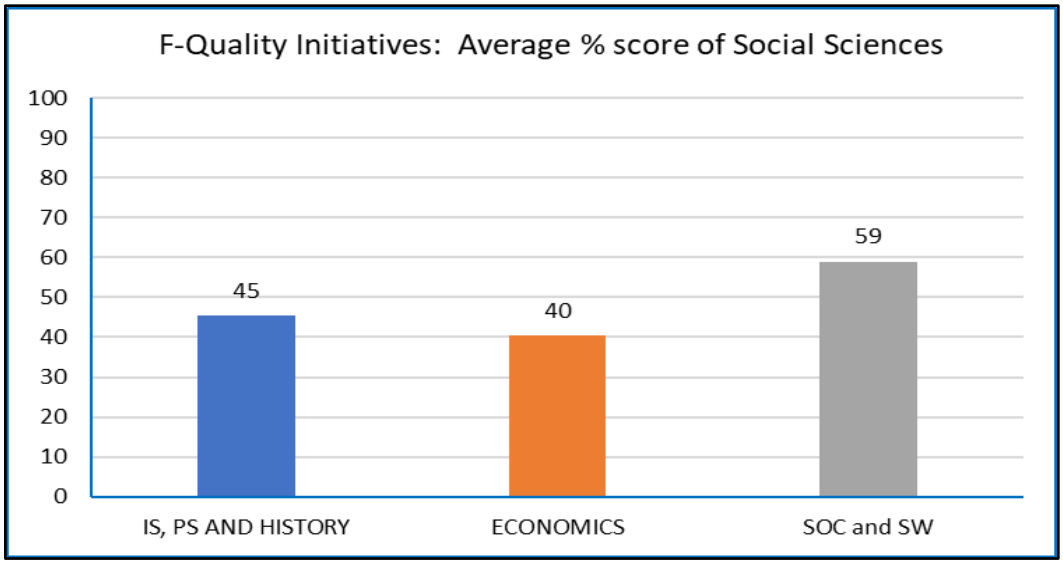

A-Curriculum: Average % score of Social Sciences
100
90
80
70
60
50
40
30
20
10
0
29
44
45
IS, PS AND HISTORY
ECONOMICS
SOC and SW


B-Teaching: Average % score of Social Sciences
100
90
80
70
60
50
40
30
20
10
0
53
45
41
IS, PS AND HISTORY
ECONOMICS
SOC and SW

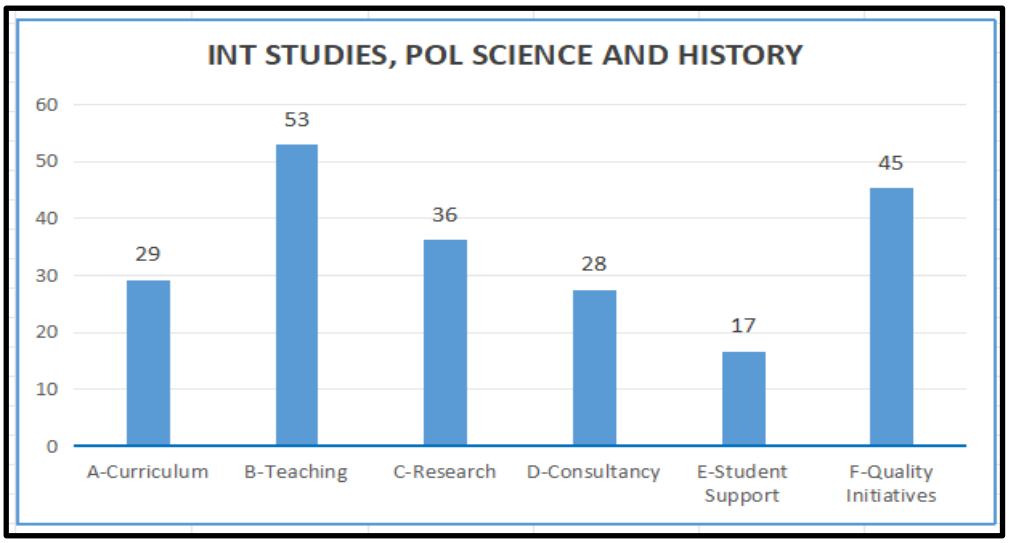

C-Research: Average % score of Social Sciences
100
90
80
70
60
50
40
30
20
10
0
36
33
27
IS, PS AND HISTORY
ECONOMICS
SOC and SW


D-Consultancy: Average % score of Social Sciences
100
90
80
70
60
50
40
30
20
10
0
28
23
23
IS, PS AND HISTORY
ECONOMICS
SOC and SW

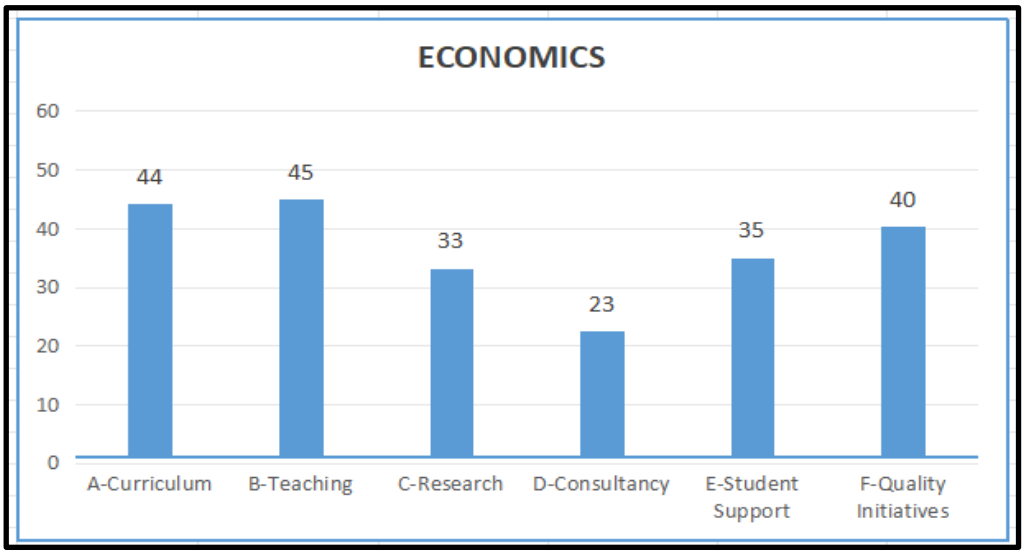

E-Student Support: Average % score of Social Sciences
100
90
80
70
60
50
40
30
20
10
0
17
35
45
IS, PS AND HISTORY
ECONOMICS
SOC and SW


F-Quality Initiatives: Average % score of Social Sciences
100
90
80
70
60
50
40
30
20
10
0
45
40
59
IS, PS AND HISTORY
ECONOMICS
SOC and SW

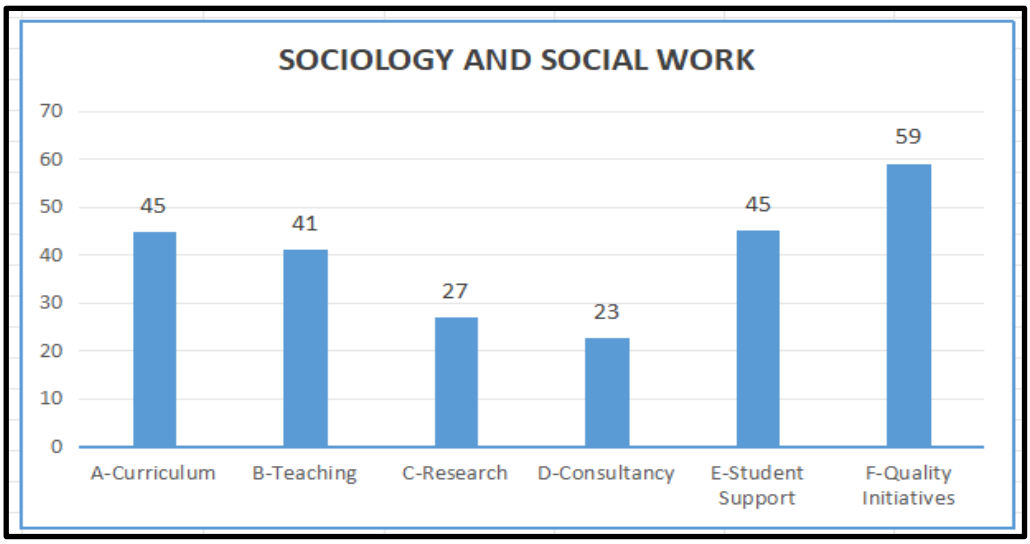
Department of International Studies, Political Science and History



Department of Economics



Department of Sociology and Social Work

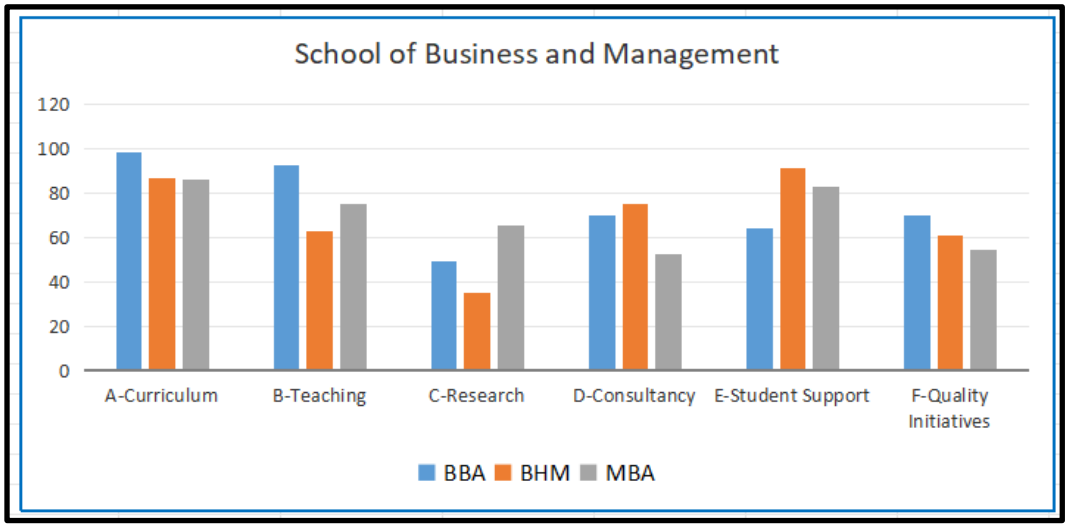


The Academic Audit Performance of the School of Social Sciences highlights key strengths and areas requiring attention. The school shows promise in student centric quality initiatives, teaching practices and perception enhancing actions, reflecting efforts toward institutional development and faculty engagement. However, areas such as curriculum development, consultancy activities, research output, and student support require significant improvement. Suggestions include revising and enhancing the curriculum to align with current societal needs, promoting research and outreach activities with impactful outcomes in areas of IPRs, Extension activities, FDPs, E Contents. Establishing robust consultancy Programmes, and strengthening support mechanisms for students. By focusing on these areas and leveraging its strengths, the school can achieve improved academic and institutional outcomes.

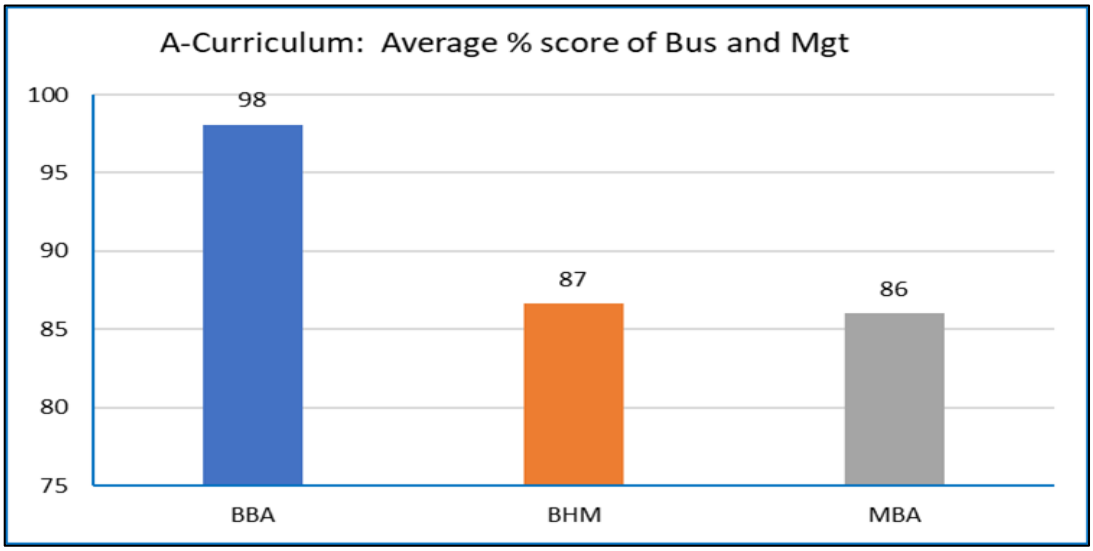
School of Business and Management (Bangalore Central Campus)

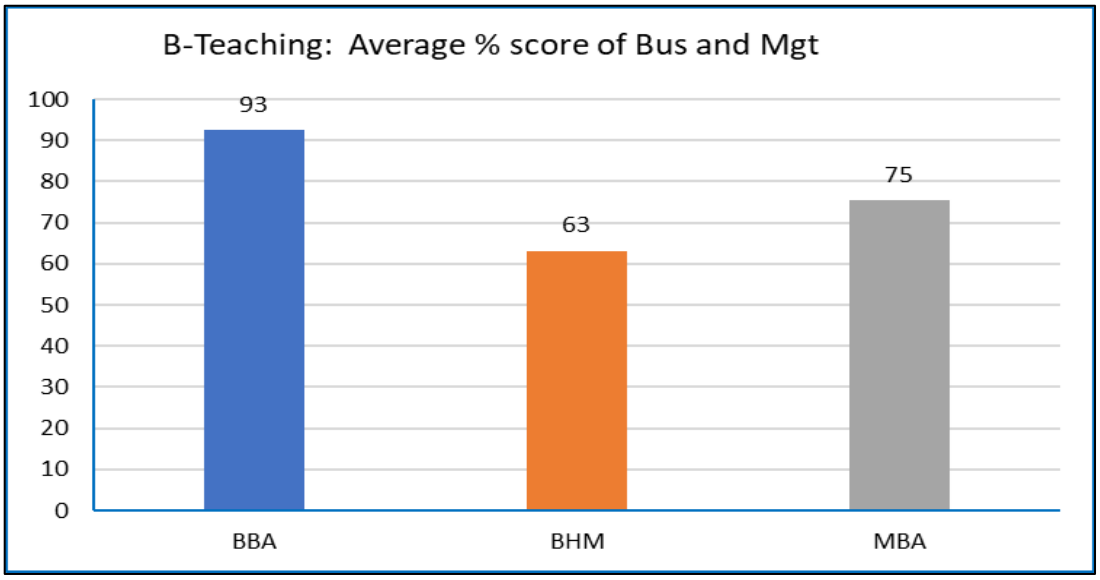
Audit Briefing for School of Business and Management

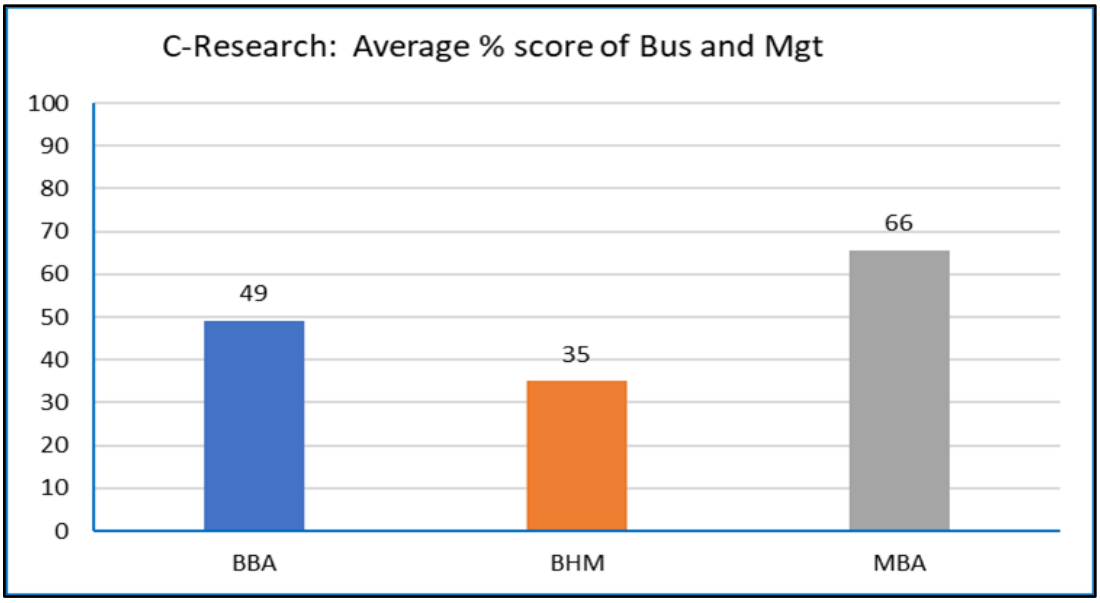
The audit for the School of Business and Management was successfully conducted on 11 November 2024. The campus comprises three departments, each of which was thoroughly audited by a dedicated team of nine auditors. To ensure the audit process proceeded without any hindrances, the Campus Dean, Associate 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 institution's commitment to maintaining high standards of quality and compliance



Comprehensive percentage score obtained for School of Business and Management


A-Curriculum: Average % score of Bus and Mgt
100
95
90
85
80
75
98
87
86
BBA
BHM
MBA


B-Teaching: Average % score of Bus and Mgt
100
90
80
70
60
50
40
30
20
10
0
93
63
75
BBA
BHM
MBA


C-Research: Average % score of Bus and Mgt
100
90
80
70
60
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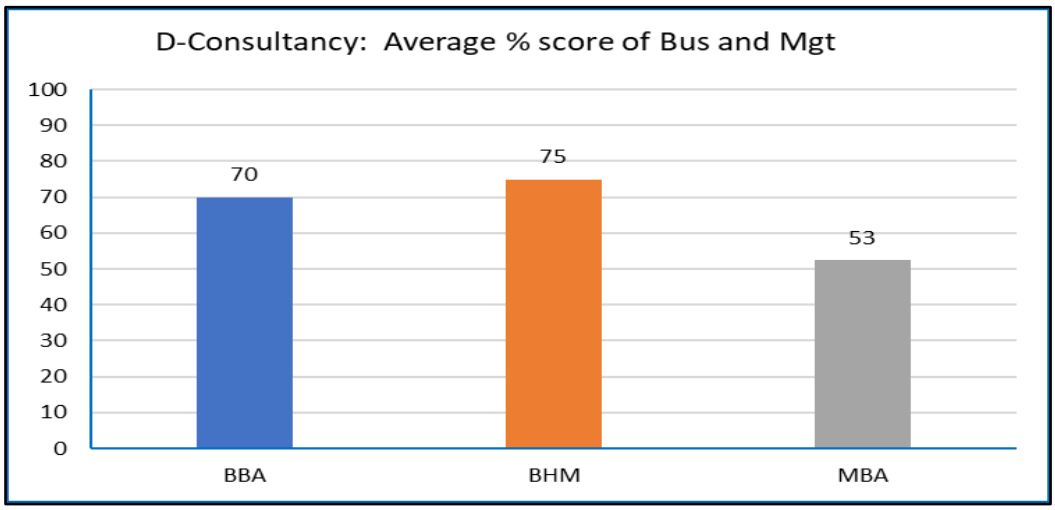
20
10
0
49
35
66
BBA
BHM
MBA


D-Consultancy: Average % score of Bus and Mgt
100
90
80
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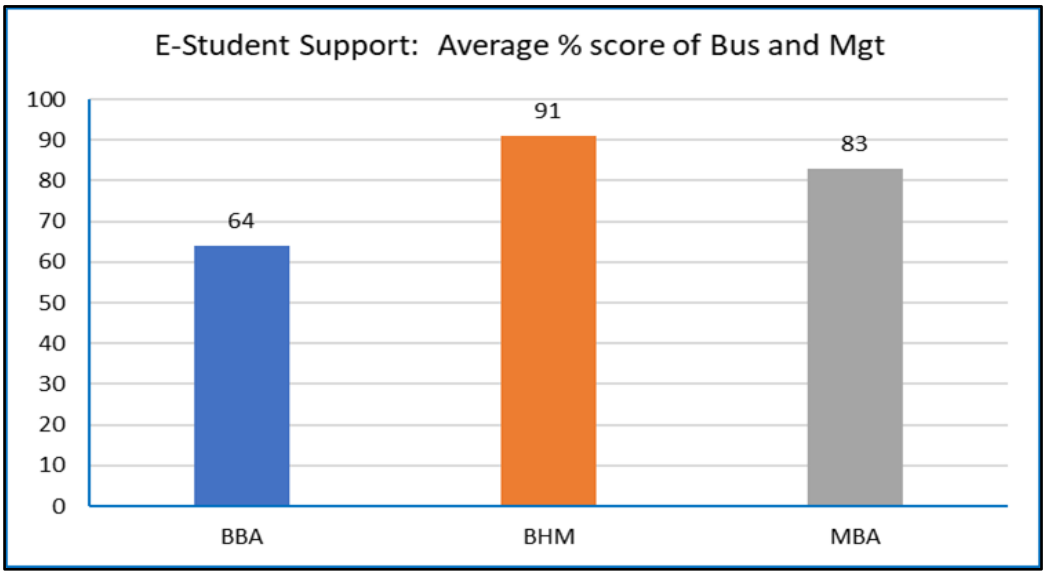
70
75
53
BBA
BHM
MBA


E-Student Support: Average % score of Bus and Mgt
100
90
80
70
60
50
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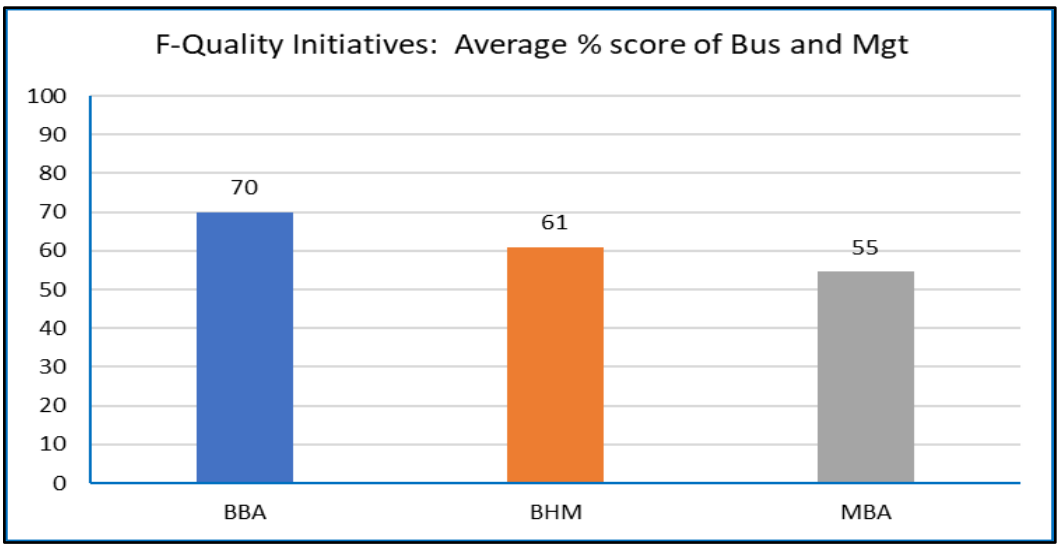
0
64
91
83
BBA
BHM
MBA


F-Quality Initiatives: Average % score of Bus and Mgt
100
90
80
70
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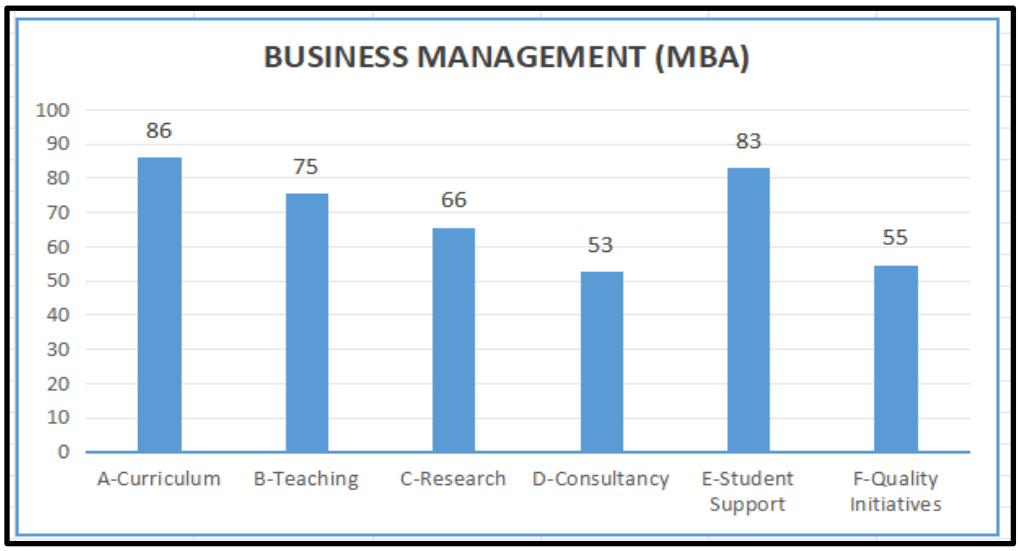
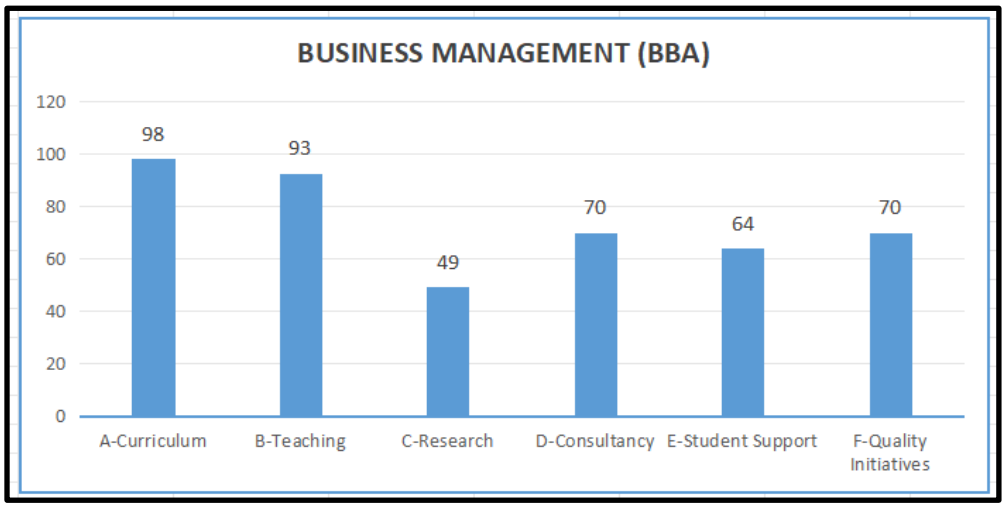
30
20
10
0
70
61
55
BBA
BHM
MBA

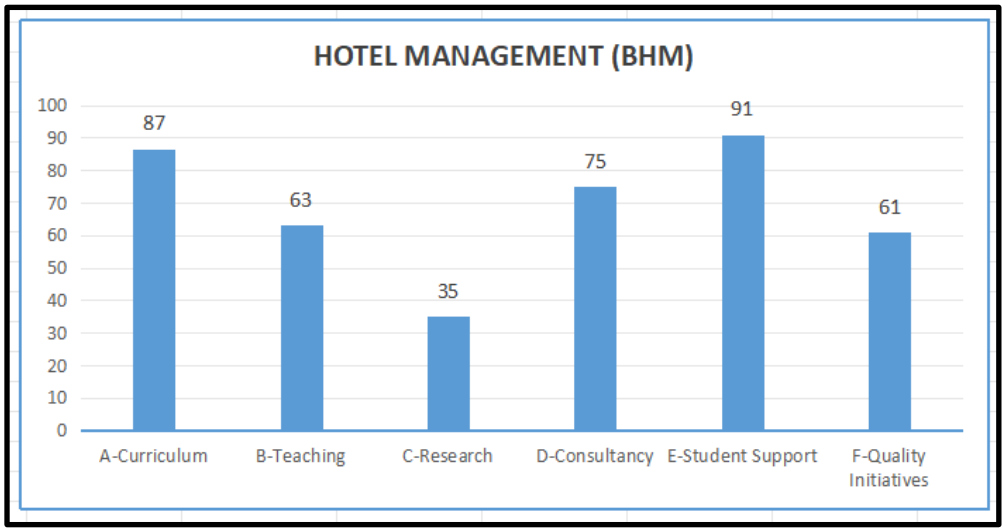
School of Business and Management - MBA



School of Business and Management - BBA



Department of Hotel Management

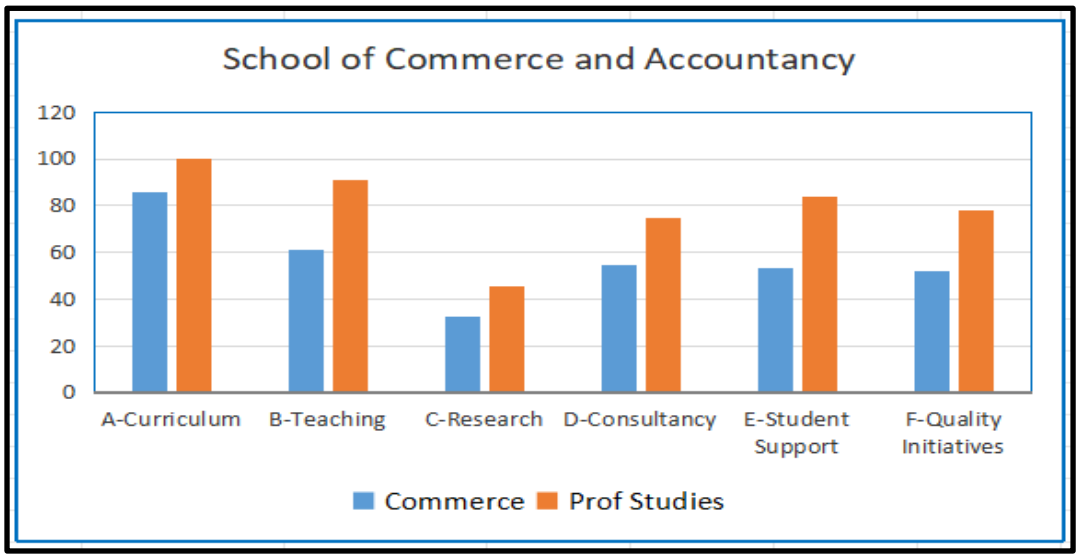


The Academic Audit Performance of the School of Business and Management highlights notable strengths and areas for improvement. The school demonstrates excellence in field projects, structured feedback, research initiatives, MOUs, and employability-focused activities, reflecting its commitment to academic quality and industry relevance. However, there is scope for enhancement in co-curricular activities, research output with regard to E contents, IPRs, Improving Citations and Fellowships. Specific suggestions include promoting impactful research publications, strengthening extension activities, increasing engagement in co-curricular and extracurricular activities, and fostering faculty development initiatives. By building on its strengths and addressing these gaps, the school can achieve greater academic and institutional excellence.

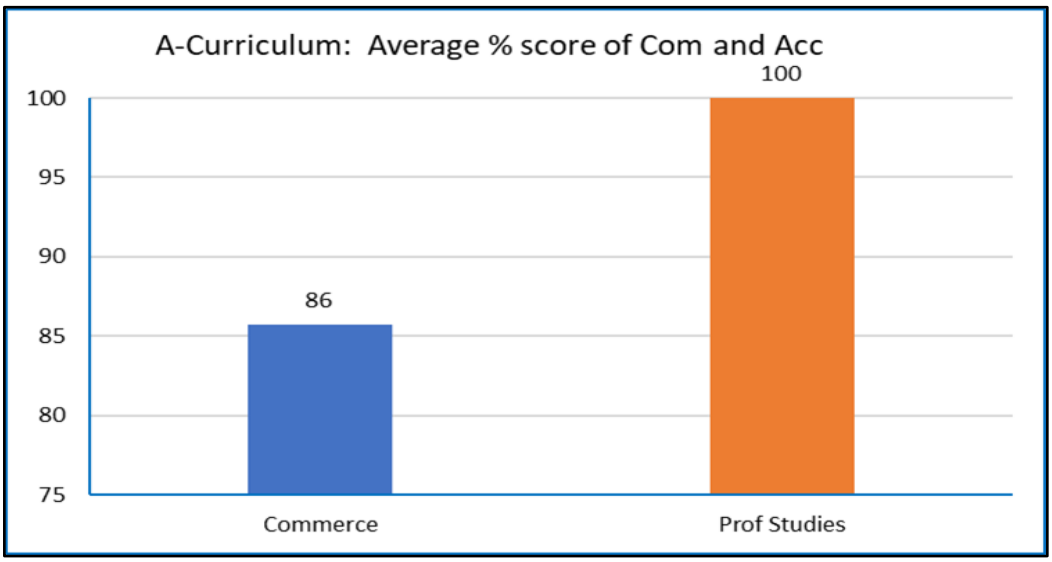
School of Commerce, Finance and Accountancy (Bangalore Central Campus)

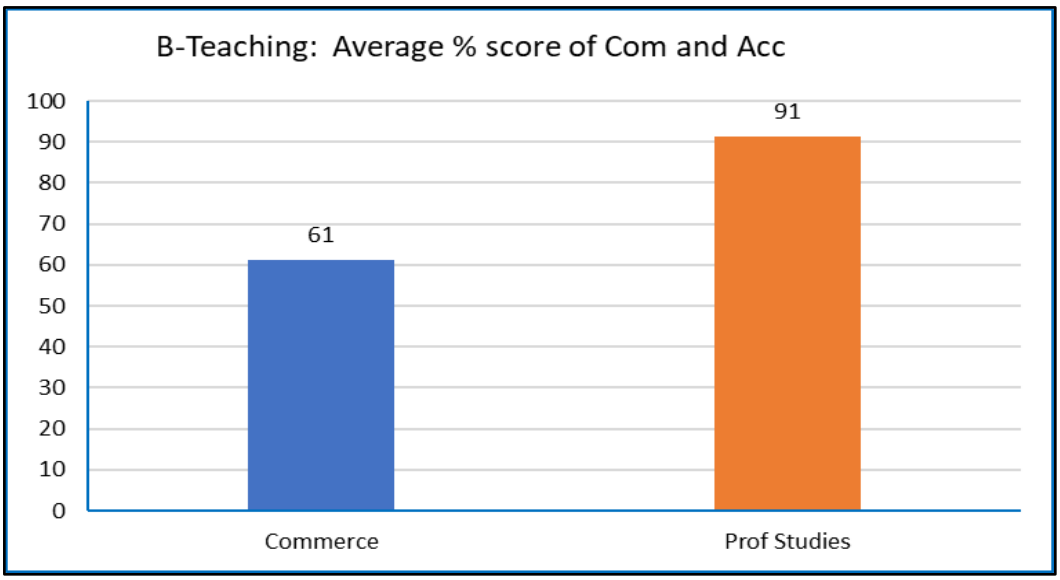
Audit Briefing for School of Commerce, Finance and Accountancy

The audit for the Commerce, Finance and Accountancy was successfully conducted on 12 November 2024. The campus comprises two departments, each of which was thoroughly audited by a dedicated team of six auditors. 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 institution's commitment to maintaining high standards of quality and compliance.



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


A-Curriculum: Average % score of Com and Acc
100
95
90
85
80
75
86
100
Commerce
Prof Studies


B-Teaching: Average % score of Com and Acc
100
90
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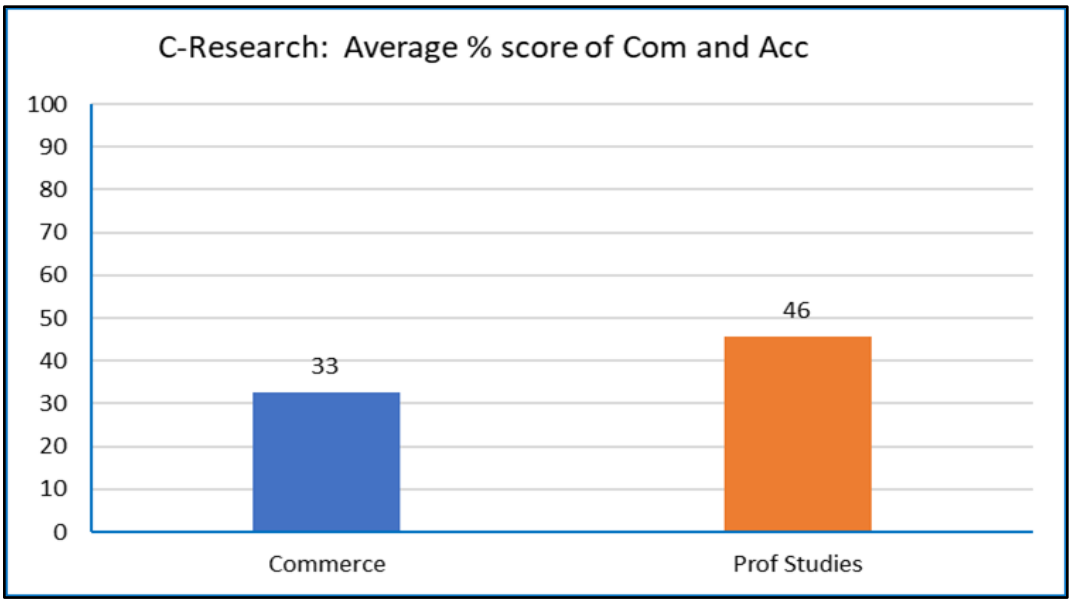
10
0
61
91
Commerce
Prof Studies


C-Research: Average % score of Com and Acc
100
90
80
70
60
50
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30
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10
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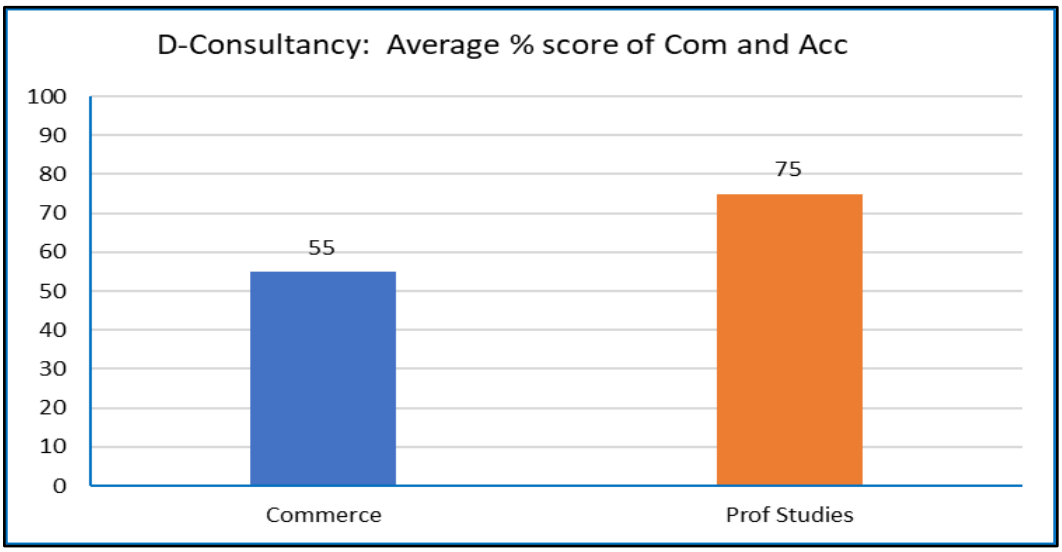
33
46
Commerce
Prof Studies


D-Consultancy: Average % score of Com and Acc
100
90
80
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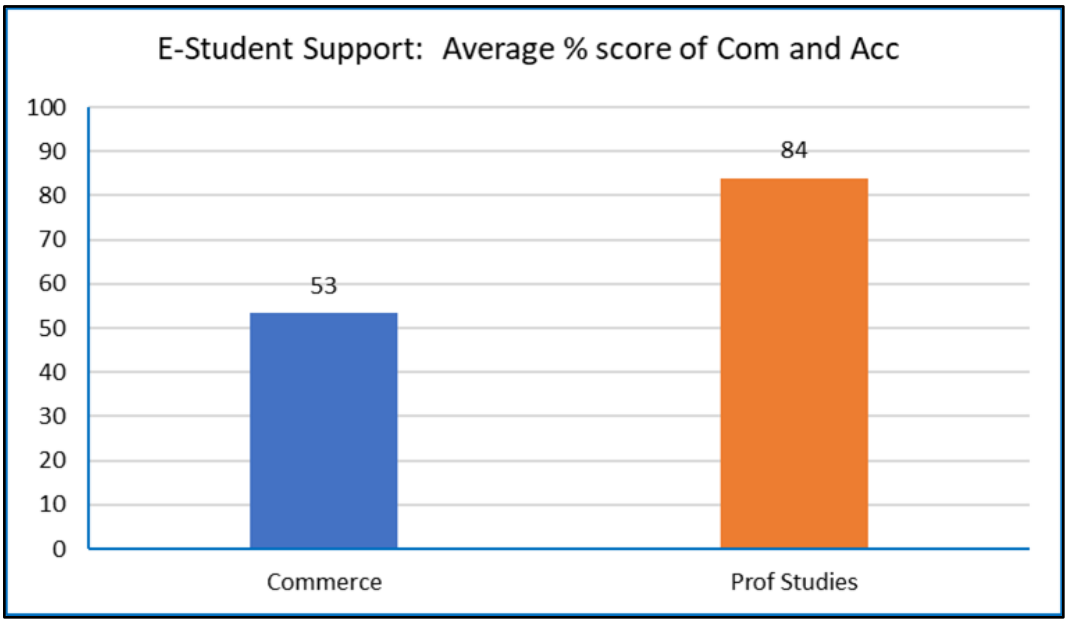
75
Commerce
Prof Studies


E-Student Support: Average % score of Com and Acc
100
90
80
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10
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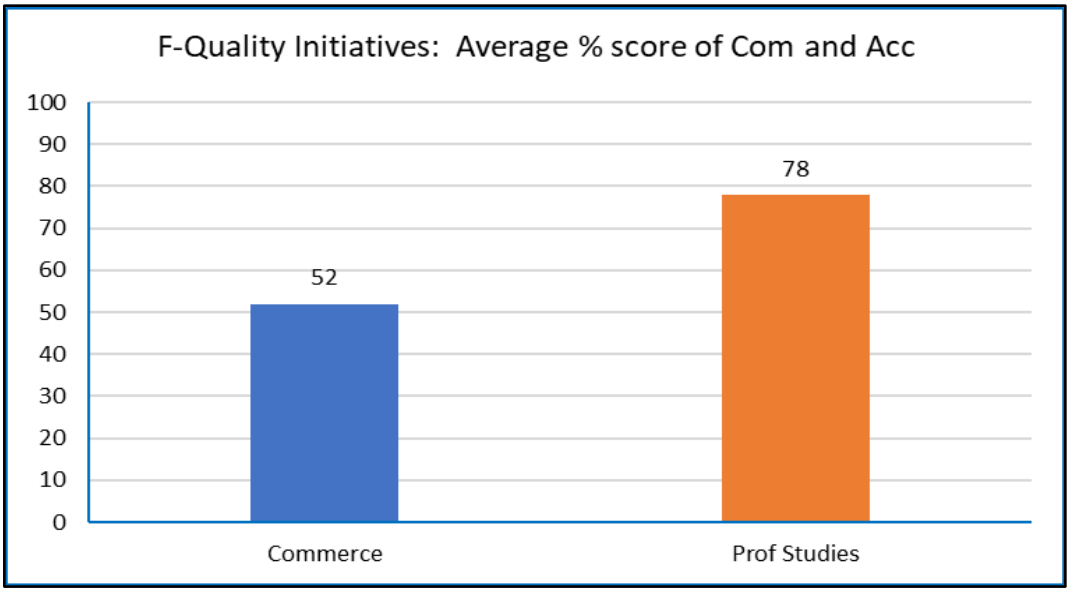
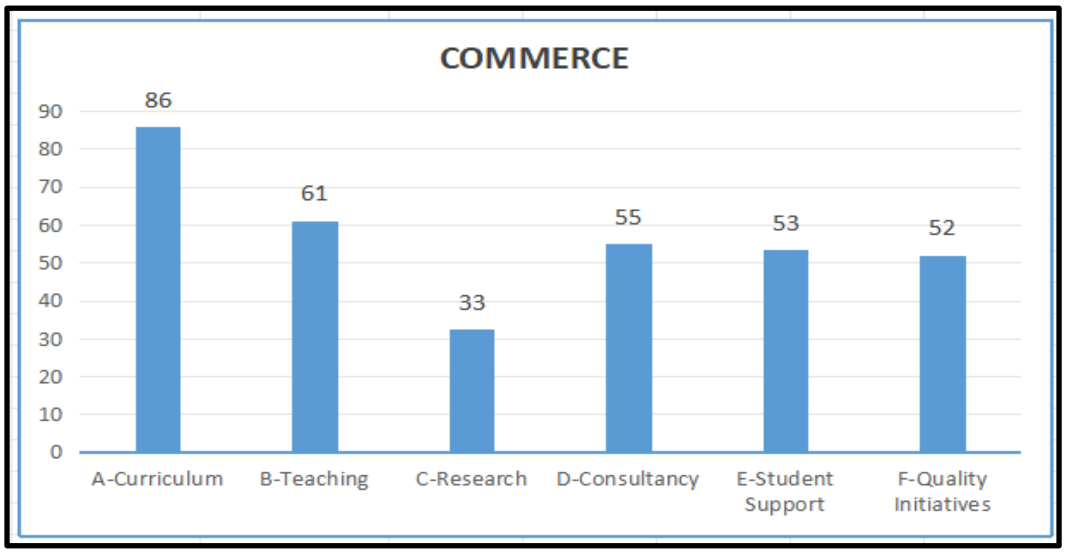
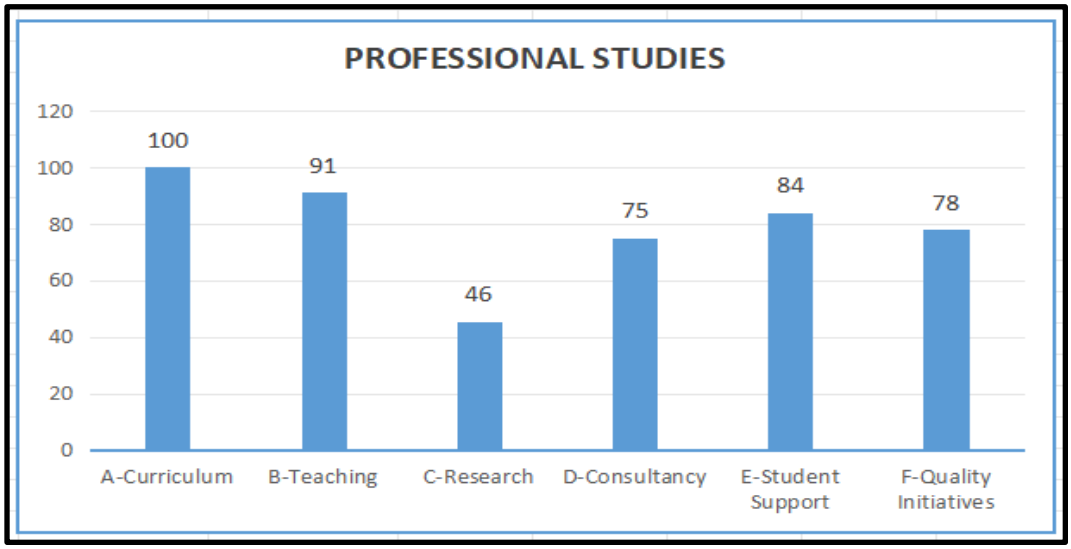
53
84
Commerce
Prof Studies


F-Quality Initiatives: Average % score of Com and Acc
100
90
80
70
60
50
40
30
20
10
0
52
78
Commerce
Prof Studies

Department of Commerce



Department of Professional Studies

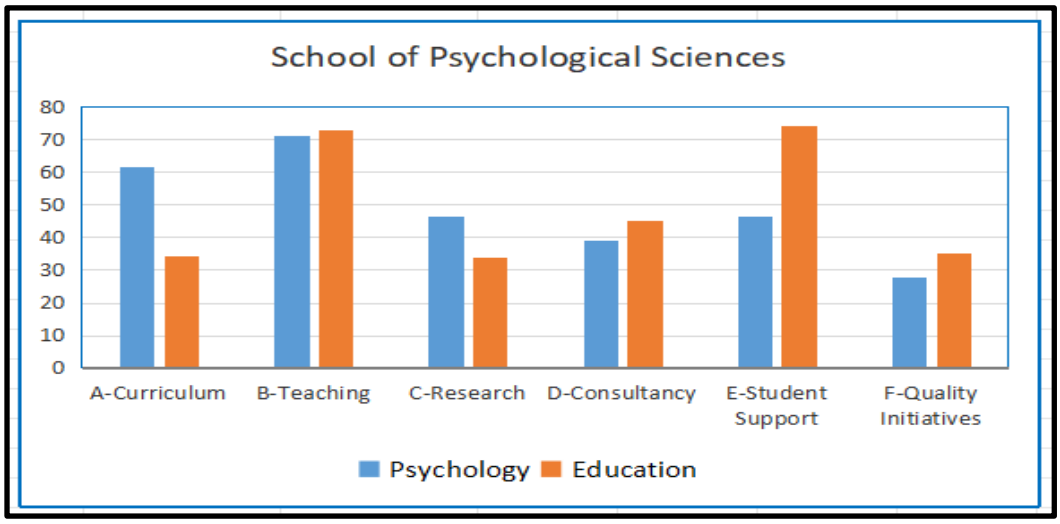


The School of Commerce, Finance, and Accountancy has shown strong performance in areas like curriculum design, teaching quality, student-centric methods, and quality initiatives. The school has maintained high quality in areas such as value-added courses, awards, and structured curriculum feedback, highlighting its commitment to both academic excellence and the overall development of students. The overall score reflects a good performance, showing a balanced approach to education. However, some areas like research funding, consultancy, and fellowships have scored lower, indicating the need for improvements. To address this, the school could focus on applying for external research grants, increasing industry partnerships through consultancy projects, and creating more fellowship opportunities for students and faculty. Additionally, more outreach Programmes and involvement in impactful research can improve the school's academic standing.

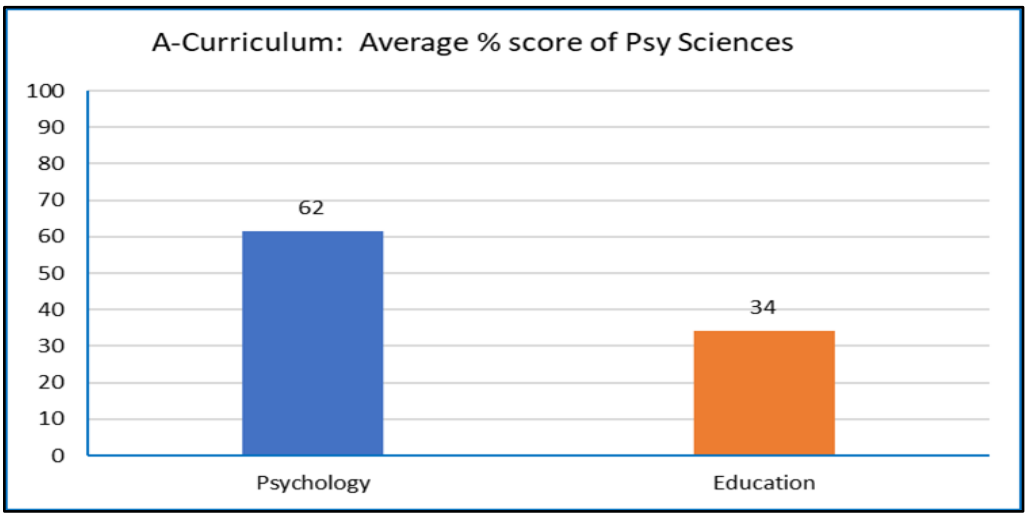
School of Psychological Sciences (Bangalore Central Campus)

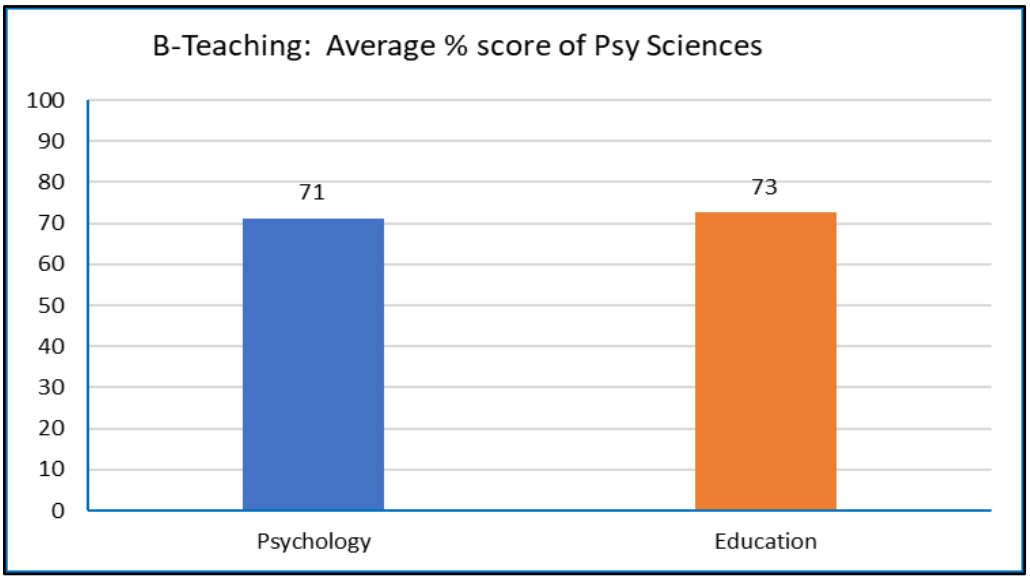
Audit Briefing for School of Psychological Sciences

The audit for the Psychological Sciences was successfully conducted on 12 November 2024. The campus comprises two departments, each of which was thoroughly audited by a dedicated team of six auditors. 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 institution's commitment to maintaining high standards of quality and compliance.



Comprehensive percentage score obtained for School of Psychological Sciences


A-Curriculum: Average % score of Psy Sciences
100
90
80
70
60
50
40
30
20
10
0
62
34
Psychology
Education


B-Teaching: Average % score of Psy Sciences
100
90
80
70
60
50
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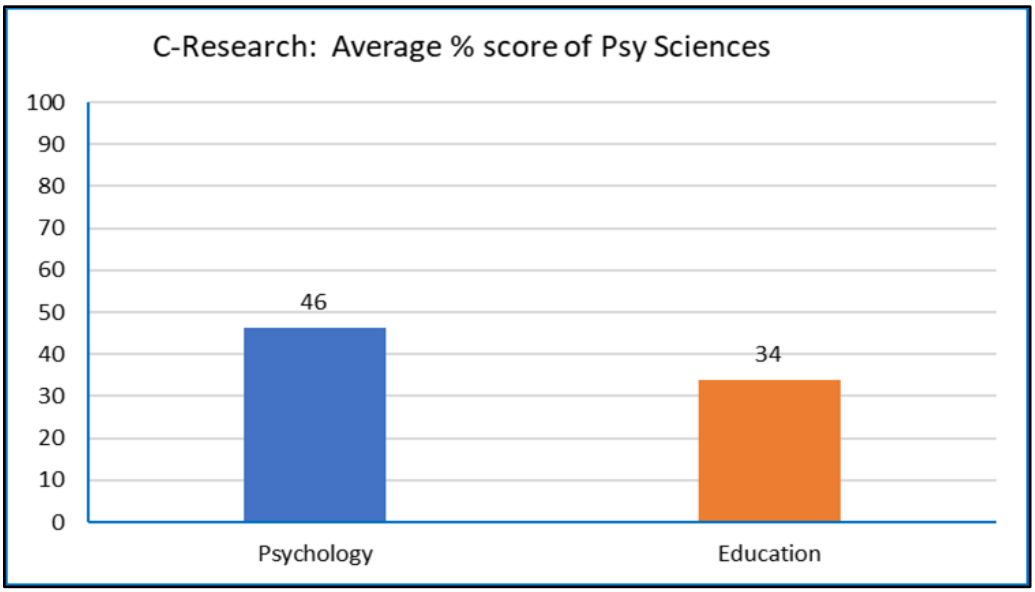
0
71
73
Psychology
Education


C-Research: Average % score of Psy Sciences
100
90
80
70
60
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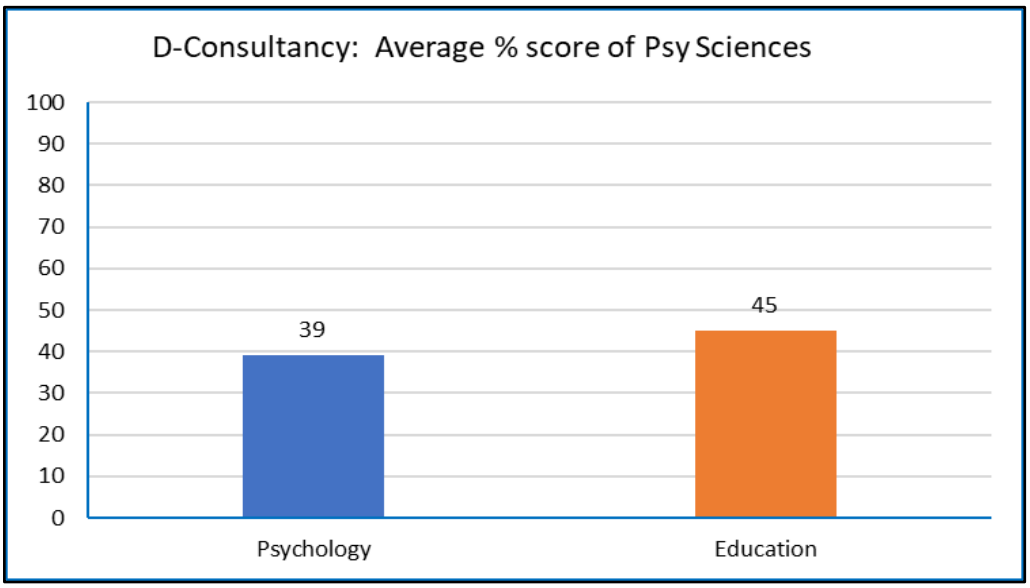
40
30
20
10
0
46
34
Psychology
Education


D-Consultancy: Average % score of Psy Sciences
100
90
80
70
60
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30
20
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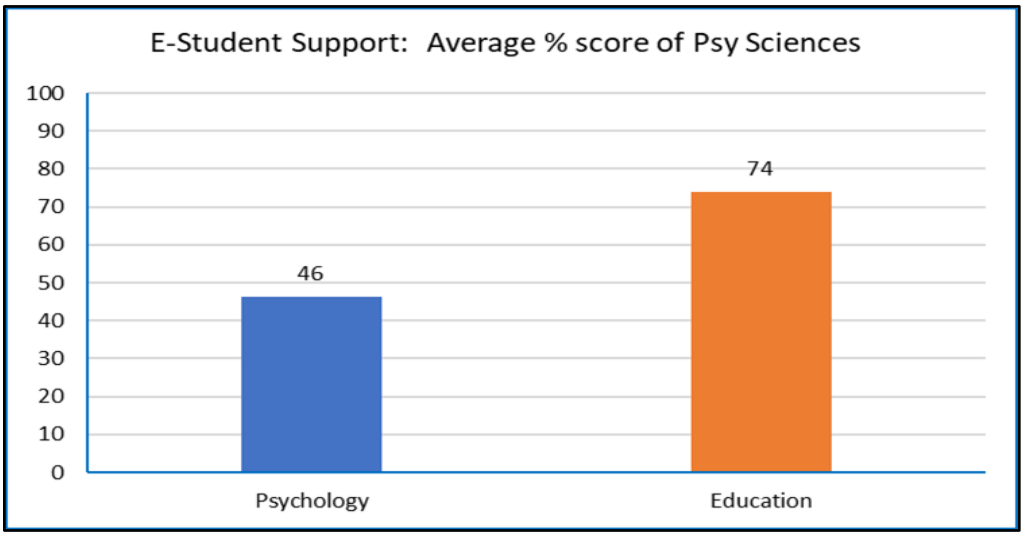
0
39
45
Psychology
Education


E-Student Support: Average % score of Psy Sciences
100
90
80
70
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50
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30
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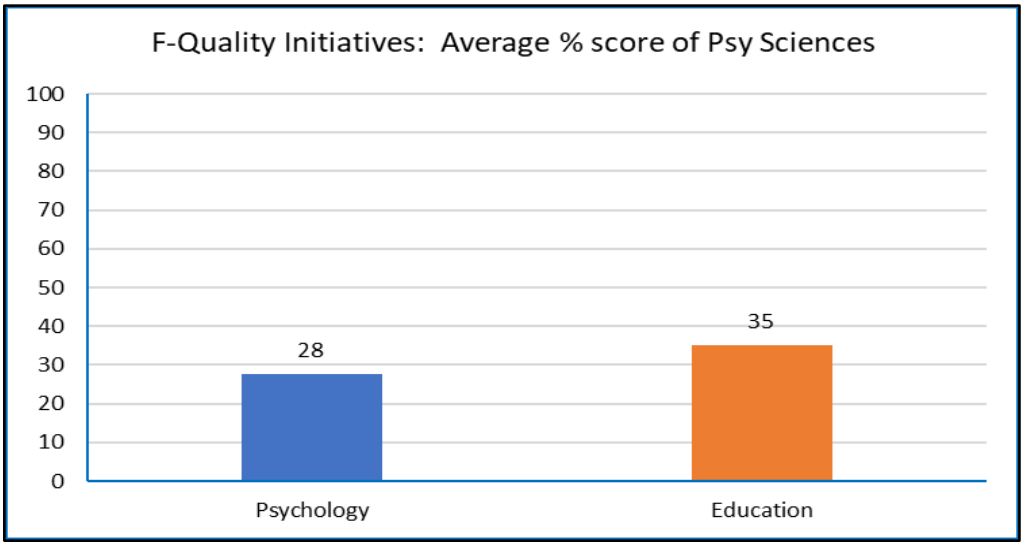
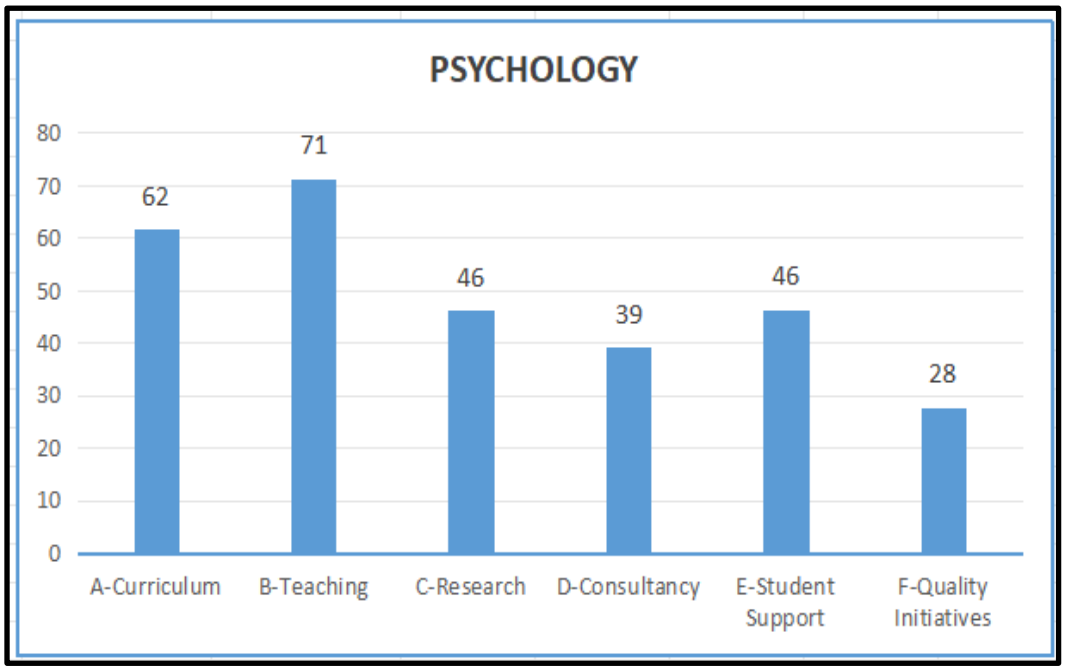
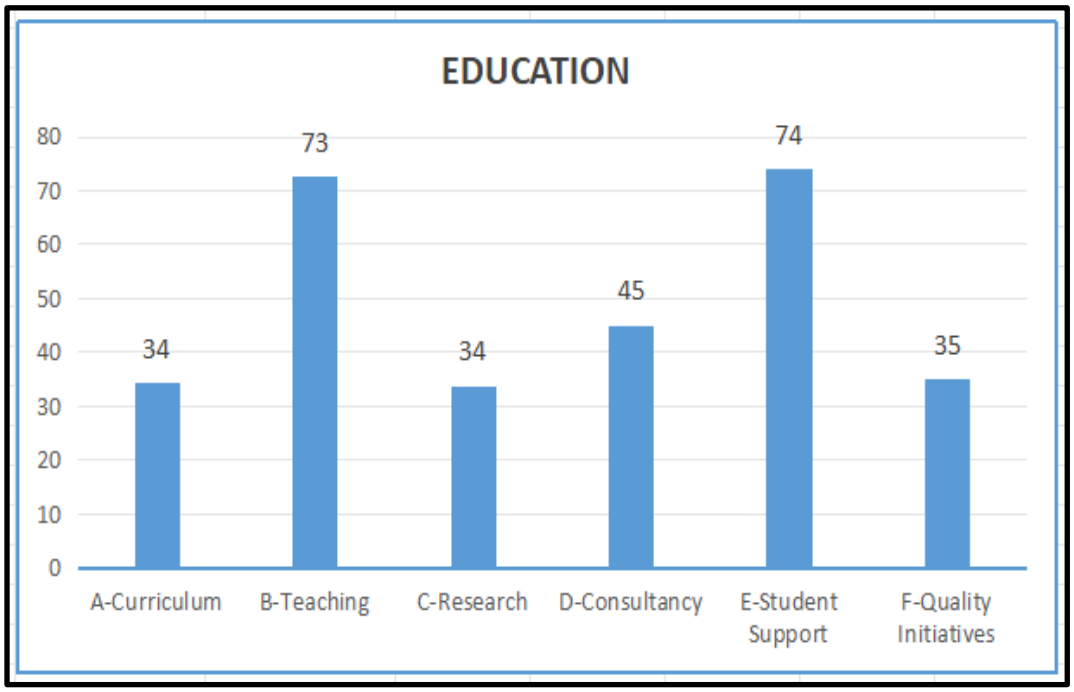
10
0
46
74
Psychology
Education


F-Quality Initiatives: Average % score of Psy Sciences
100
90
80
70
60
50
40
30
20
10
0
28
35
Psychology
Education

Department of Psychology



Department of Education

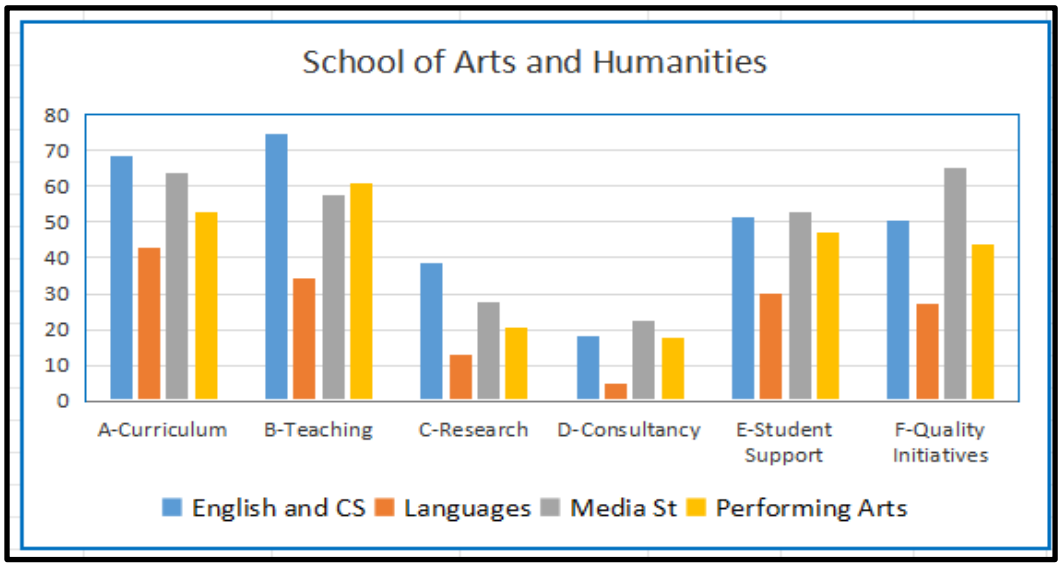


The School of Psychological Sciences has shown commendable performance in areas such as student-centric methods, books and chapters, and capacity development. These achievements highlight the school's dedication to fostering a supportive and enriching learning environment. However, there are certain areas, such as availing seed money, e-content development, fellowships, ecosystem for innovation, faculty participation in Faculty Development Programmes (FDP), and the organization of FDPs within the department, that require further attention. By focusing on these aspects, the school can enhance its academic standing and contribute more significantly to the broader educational landscape.

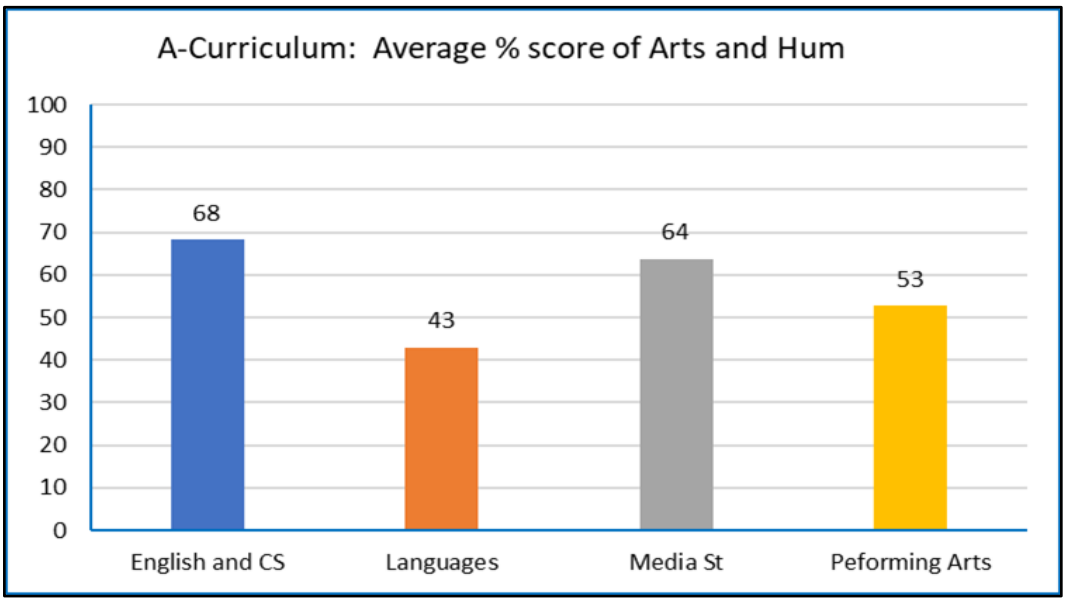
School of Arts and Humanities (Bangalore Central Campus)

Audit Briefing for School of Arts and Humanities

The audit for the School of Arts and Humanities in Bangalore was successfully conducted on 14 November 2024. The campus comprises nine departments, each of which was thoroughly audited by a dedicated team of twenty seven auditors. 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 institution's commitment to maintaining high standards of quality and compliance.



Comprehensive percentage score obtained for School of Arts and Humanities


A-Curriculum: Average % score of Arts and Hum
100
90
80
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60
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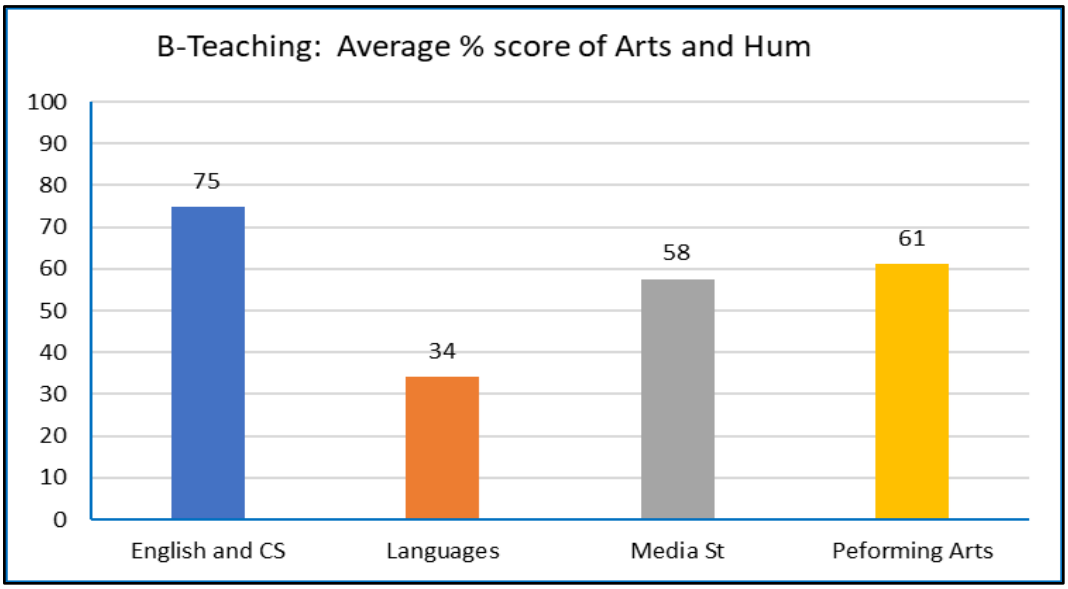
68
43
64
53
English and CS
Languages
Media St
Peforming Arts


B-Teaching: Average % score of Arts and Hum
100
90
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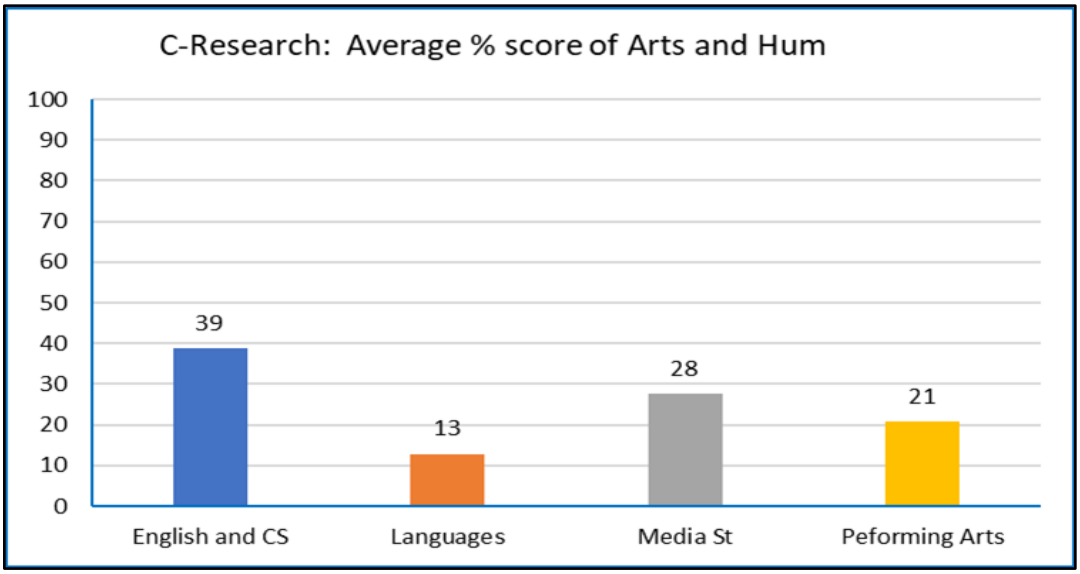
58
61
English and CS
Languages
Media St
Peforming Arts


C-Research: Average % score of Arts and Hum
100
90
80
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60
50
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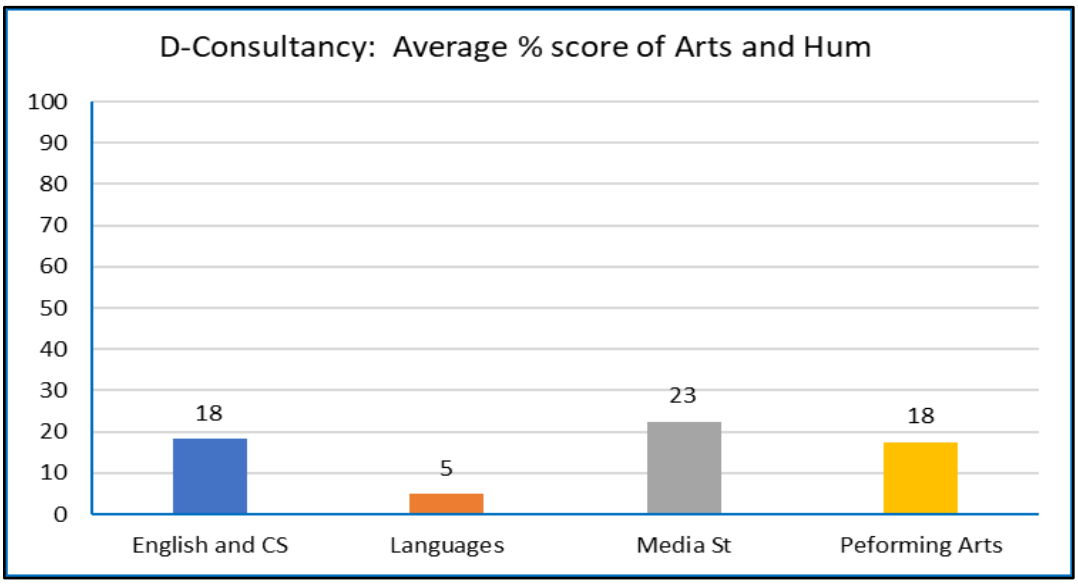
20
10
0
39
13
28
21
English and CS
Languages
Media St
Peforming Arts


D-Consultancy: Average % score of Arts and Hum
100
90
80
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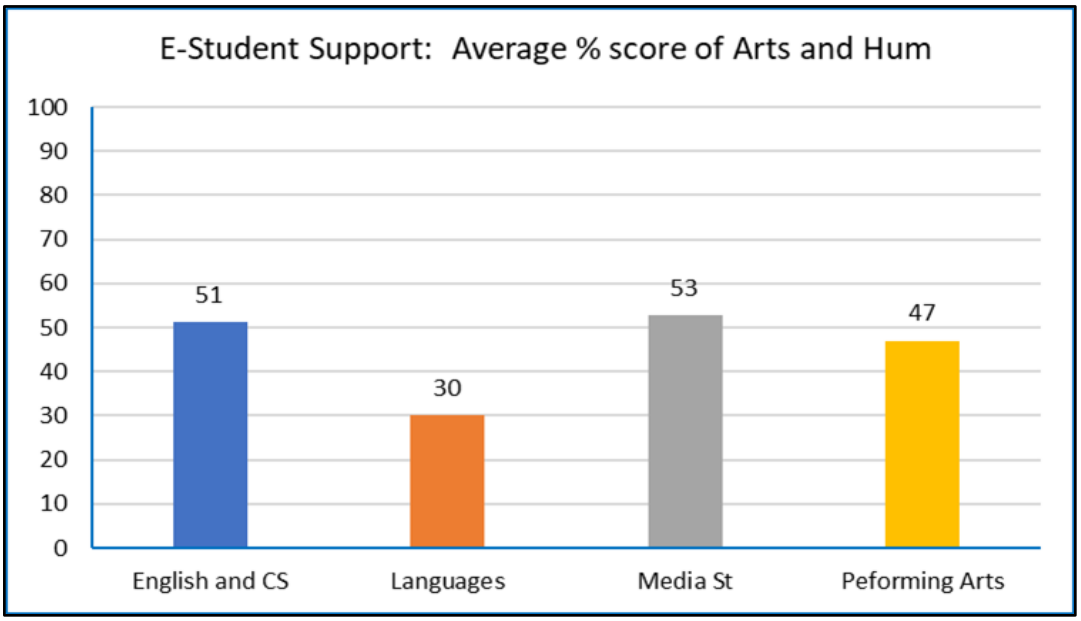
18
English and CS
Languages
Media St
Peforming Arts


E-Student Support: Average % score of Arts and Hum
100
90
80
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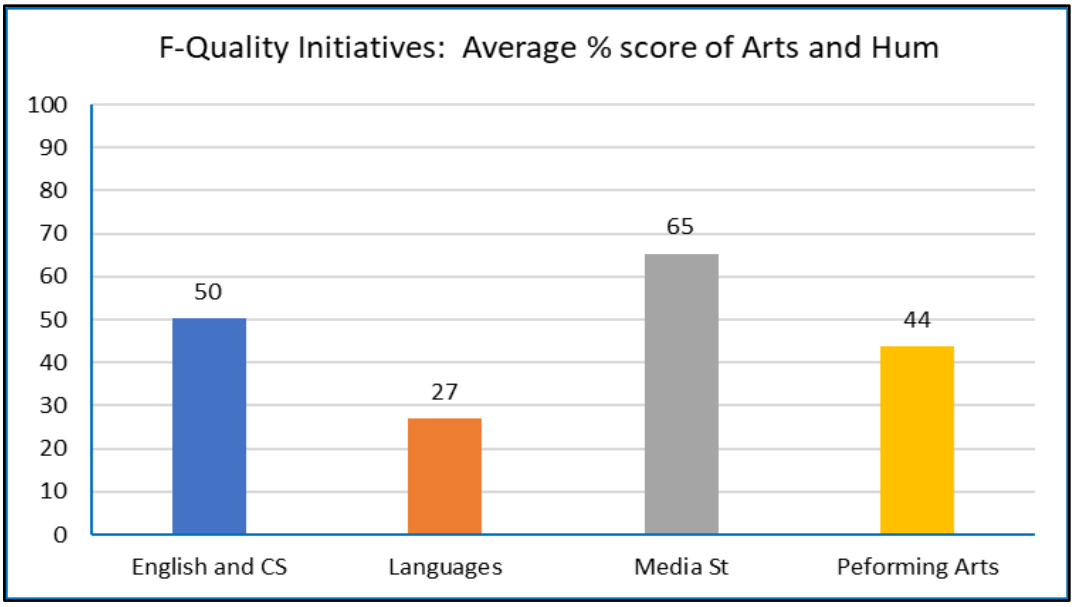
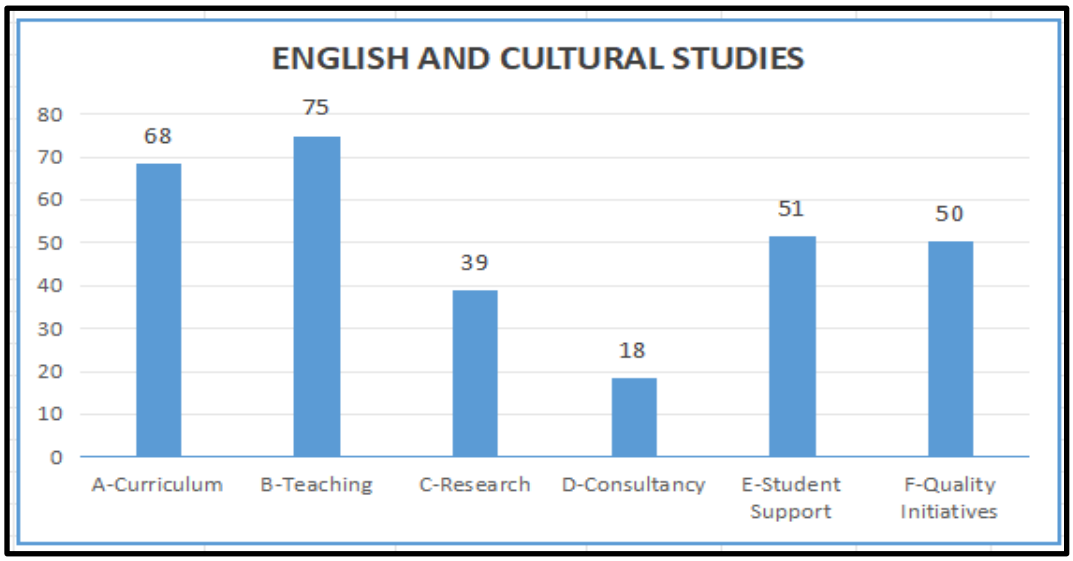
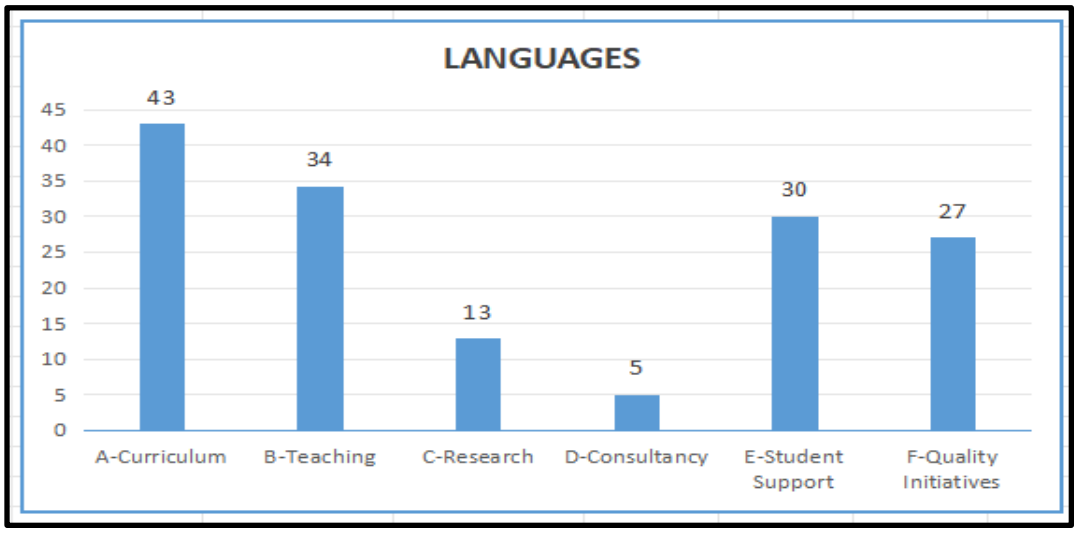
53
47
English and CS
Languages
Media St
Peforming Arts


F-Quality Initiatives: Average % score of Arts and Hum
100
90
80
70
60
50
40
30
20
10
0
50
27
65
44
English and CS
Languages
Media St
Peforming Arts

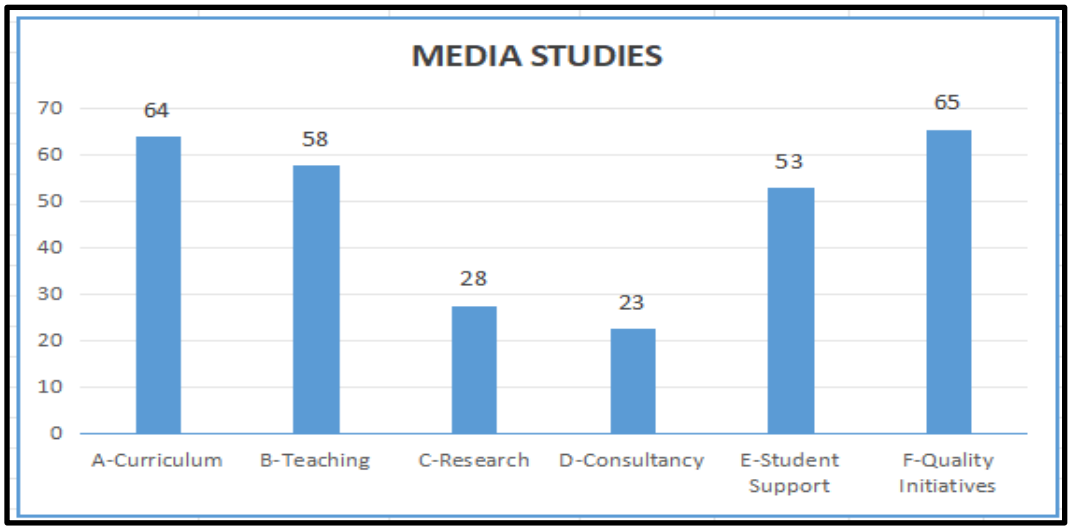
Department of English and Cultural Studies



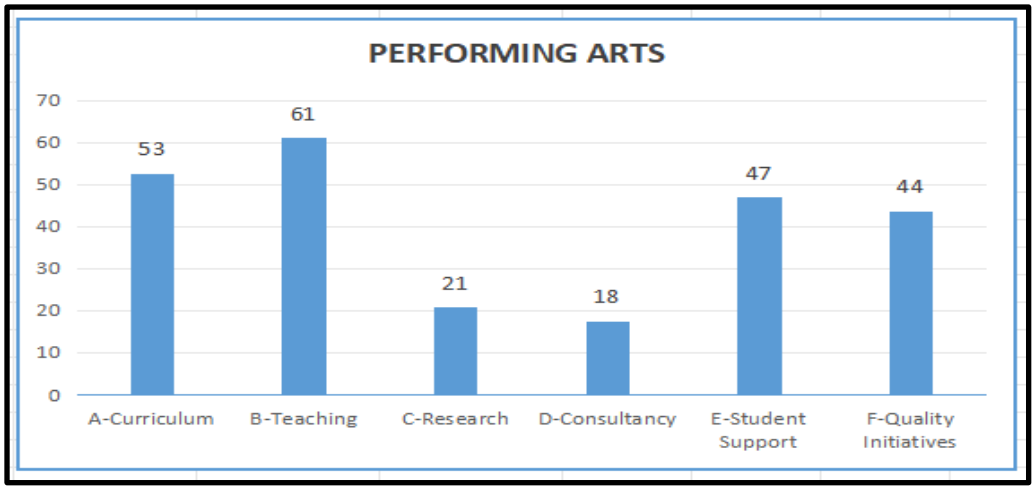
Department of Languages



Department of Media Studies



Department of Performing Arts, Theatre Studies and Music

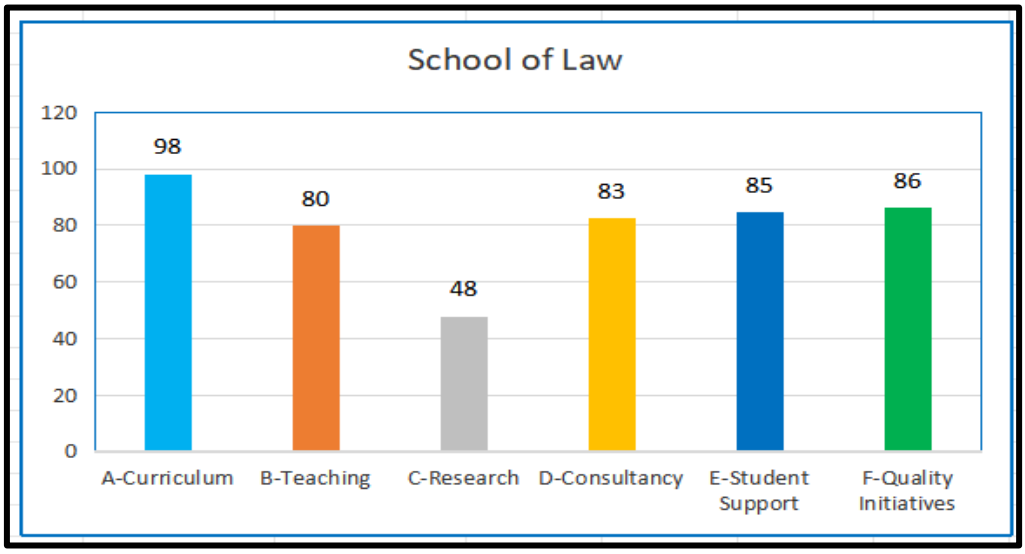


The School of Arts and Humanities has demonstrated strong performance in several key areas, including the number of awards, sports and cultural activities, field projects, perception enhancement, mentoring systems, gender equity, and internationalization. These highlights reflect the school's commitment to fostering a dynamic and inclusive academic environment. However, there are areas that require attention, such as consultancy, e-content development, external research funding, scholarship funds, faculty participation in Faculty Development Programmes (FDP), organizing FDPs, patents and copyrights, and extension activities. By addressing these areas, the school can further enhance its academic, research, and community engagement efforts, strengthening its overall standing in the educational landscape.

School of Law (Bangalore Central Campus)

Audit Briefing for School of Law

The audit for the School of Law in Bangalore was successfully conducted on 28 November 2024. The campus comprises one department, each of which was thoroughly audited by a dedicated team of three auditors. 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 institution's commitment to maintaining high standards of quality and compliance.



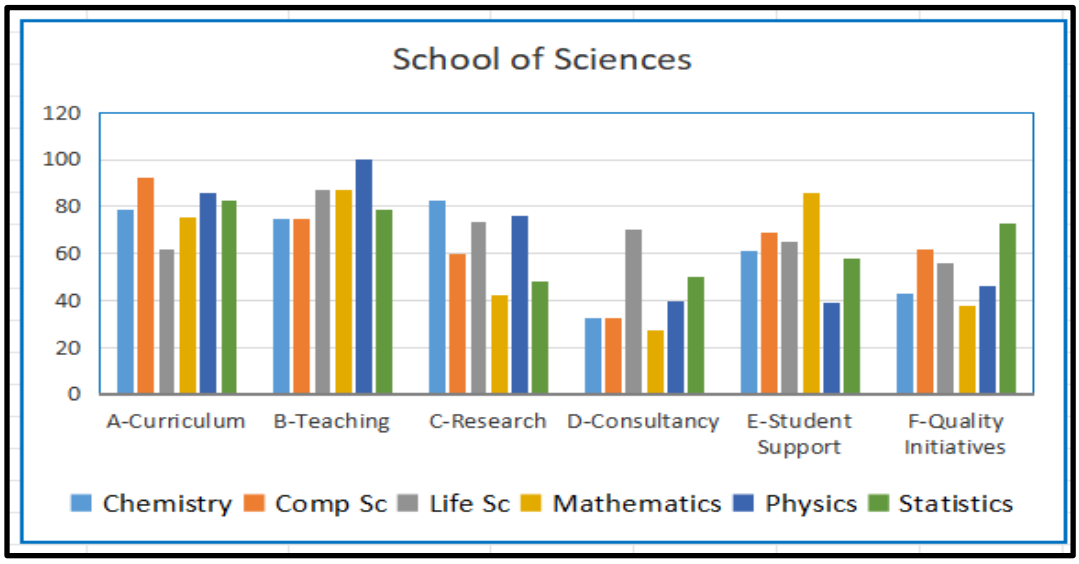
Comprehensive percentage score obtained for School of Law

The School of Law has shown exceptional performance in several key areas, including a strong focus on employability, emphasis on cross-cutting issues, student-centric methods in the curriculum, field projects, value-added courses, structured feedback, and learning outcomes. The school also excels in fostering an ecosystem for innovation, offering scholarship funds, promoting capacity development, and supporting sports and cultural activities. Additionally, the school's efforts in alumni contributions, perception enhancement, and functional MoUs highlight its commitment to continuous growth and engagement with various stakeholders. To further enhance its academic and research profile, the school can focus on strengthening fellowships, increasing the number of JRFs, and boosting efforts in patents and copyrights, e-content development, and research publications. Additionally, enhancing student placement and progression, availing seed money, and increasing the number of faculty with PhDs will further contribute to the school's overall development.

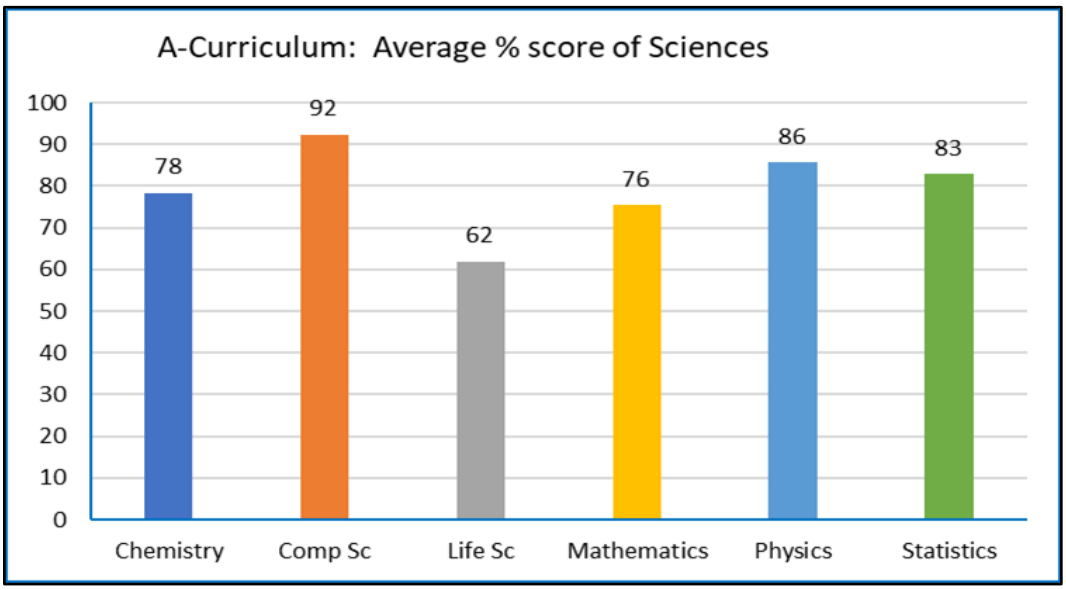
School of Sciences (Bangalore Central Campus)

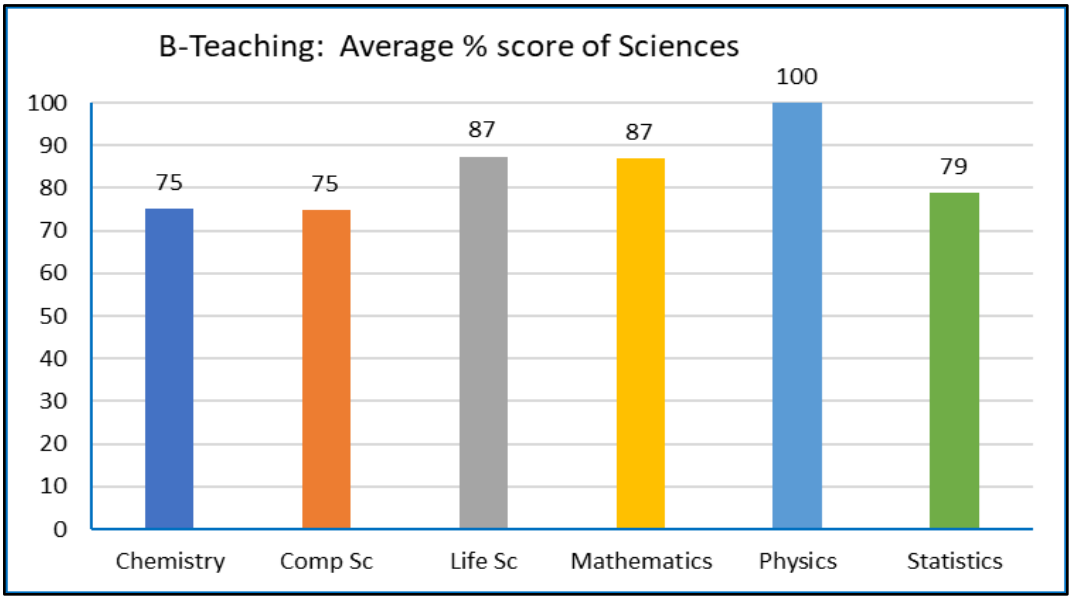
Audit Briefing for School of Sciences

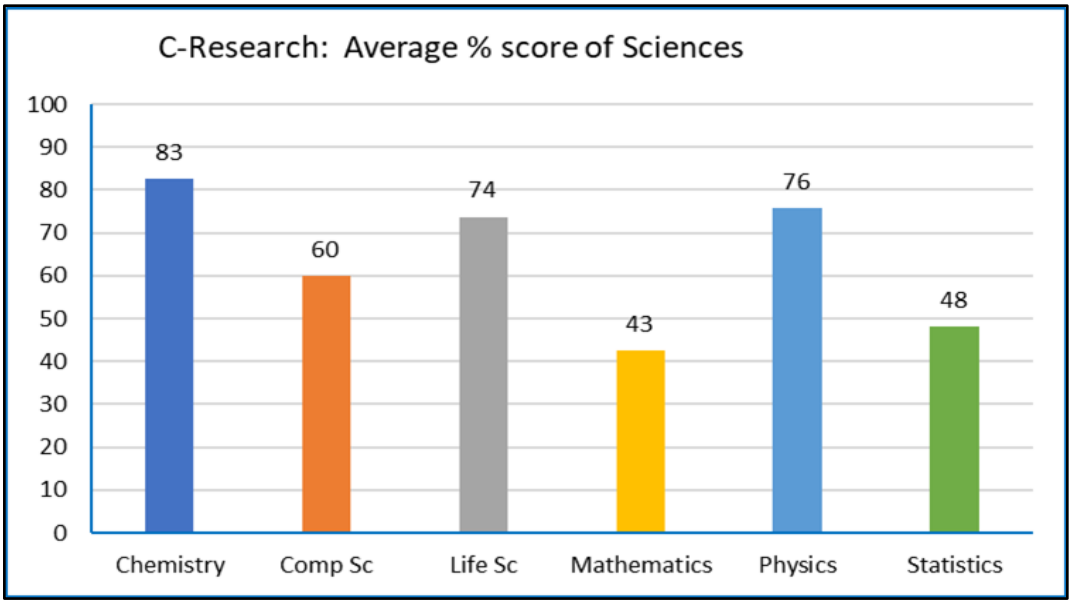
The audit for the School of Sciences was successfully completed on 13 November 2024. The campus, which has six departments, was thoroughly audited by a team of eighteen auditors. The Campus Dean, Associate Dean, and IQAC Coordinators took care of all the preparations and arrangements to ensure the process went smoothly. Their active involvement and coordination were crucial in ensuring the audit was smooth and efficient, demonstrating the school's commitment to upholding high standards of excellence and adherence.



Comprehensive percentage score obtained for School of Sciences


A-Curriculum: Average % score of Sciences
100
90
80
70
60
50
40
30
20
10
0
78
92
62
76
86
83
Chemistry
Comp Sc
Life Sc
Mathematics
Physics
Statistics


B-Teaching: Average % score of Sciences
100
90
80
70
60
50
40
30
20
10
0
75
75
87
87
100
79
Chemistry
Comp Sc
Life Sc
Mathematics
Physics
Statistics


C-Research: Average % score of Sciences
100
90
80
70
60
50
40
30
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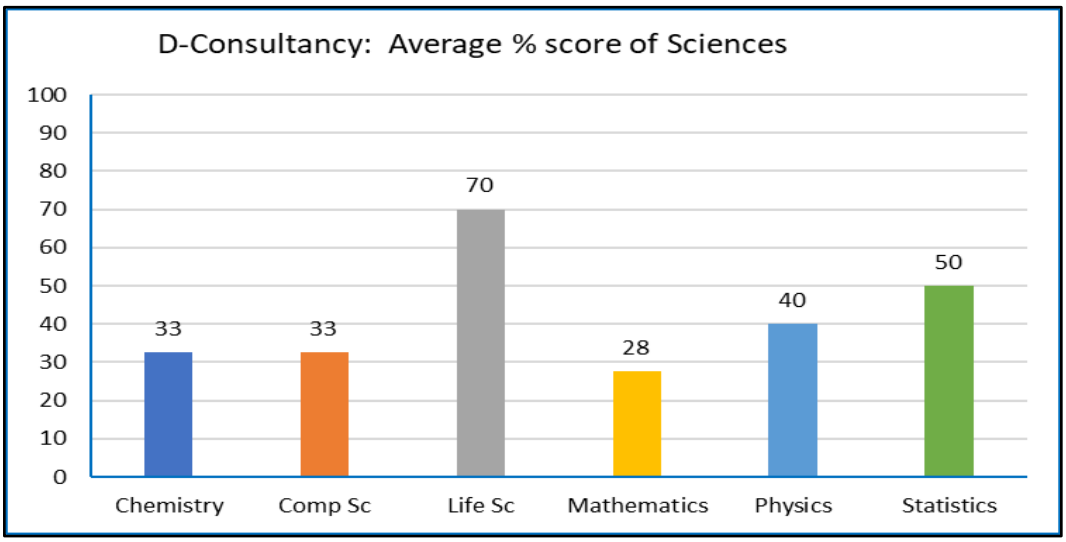
10
0
83
60
74
43
76
48
Chemistry
Comp Sc
Life Sc
Mathematics
Physics
Statistics


D-Consultancy: Average % score of Sciences
100
90
80
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33
70
28
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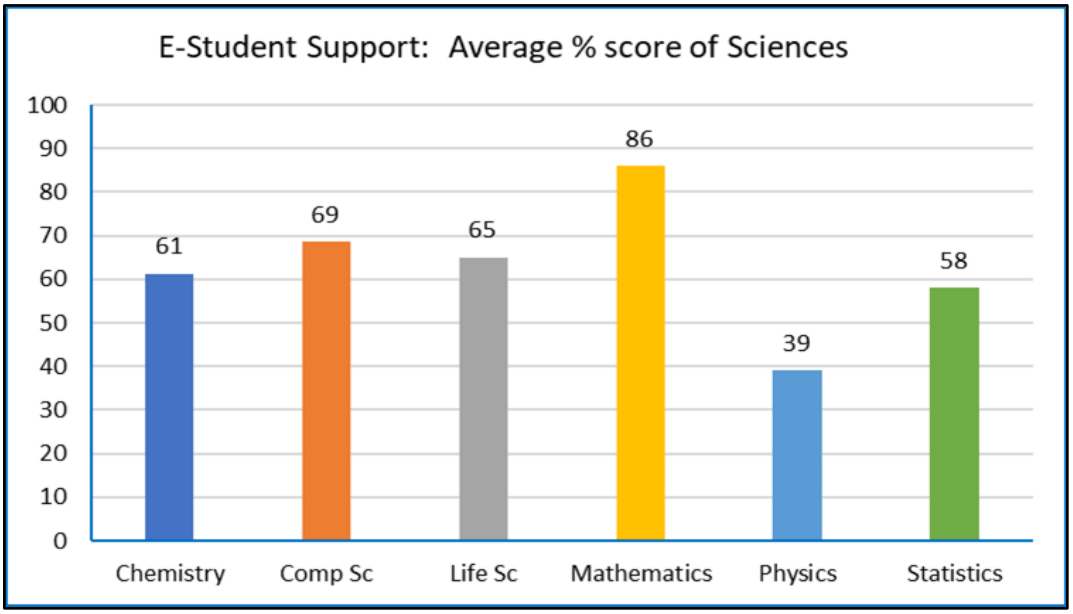
50
Chemistry
Comp Sc
Life Sc
Mathematics
Physics
Statistics


E-Student Support: Average % score of Sciences
100
90
80
70
60
50
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30
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10
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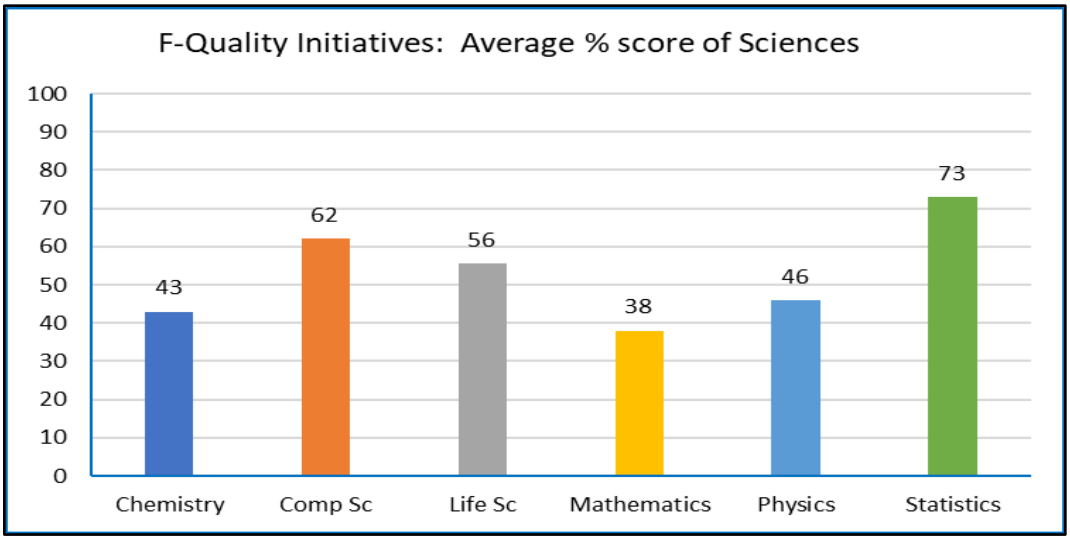
61
69
65
86
39
58
Chemistry
Comp Sc
Life Sc
Mathematics
Physics
Statistics


F-Quality Initiatives: Average % score of Sciences
100
90
80
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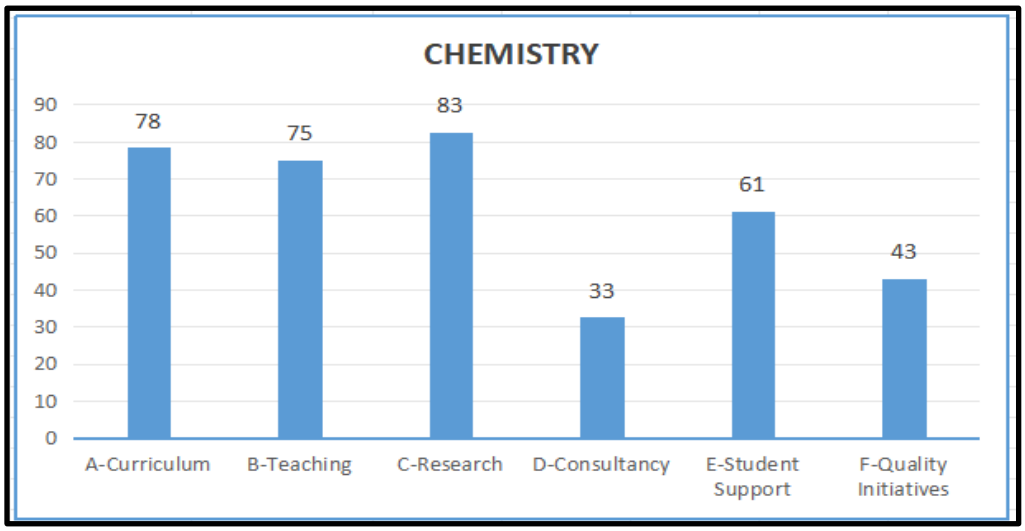
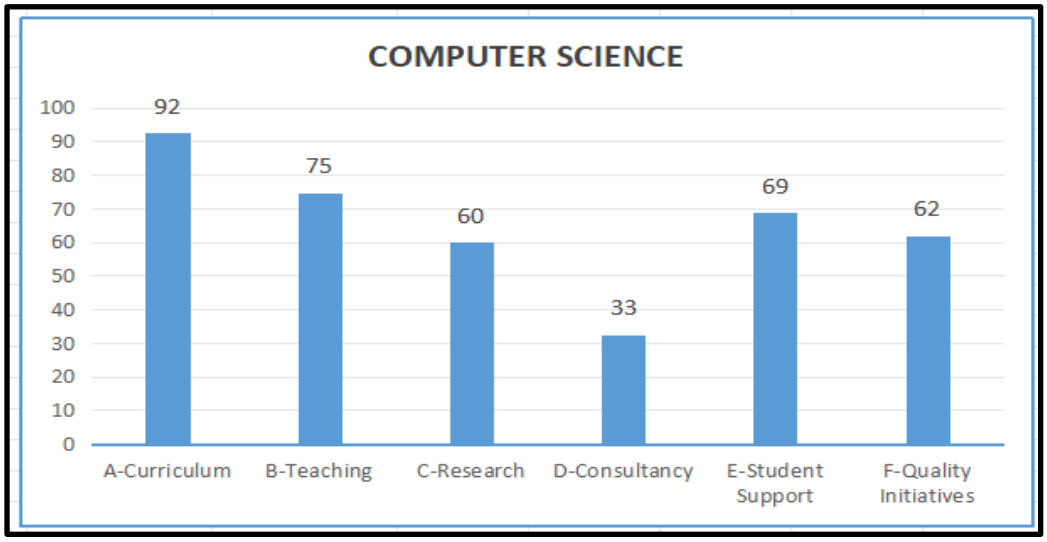
38
46
73
Chemistry
Comp Sc
Life Sc
Mathematics
Physics
Statistics

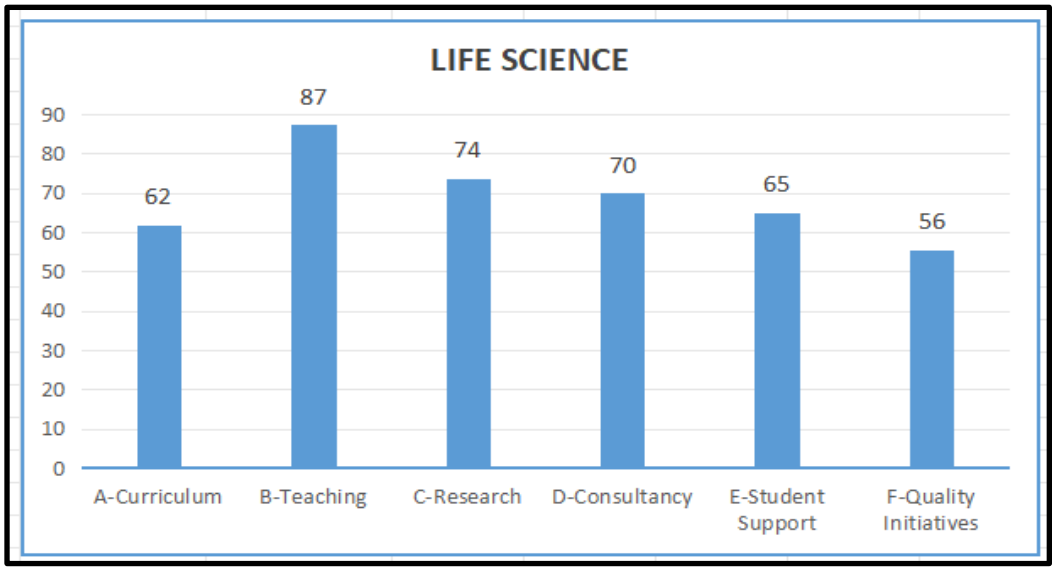
Department of Chemistry



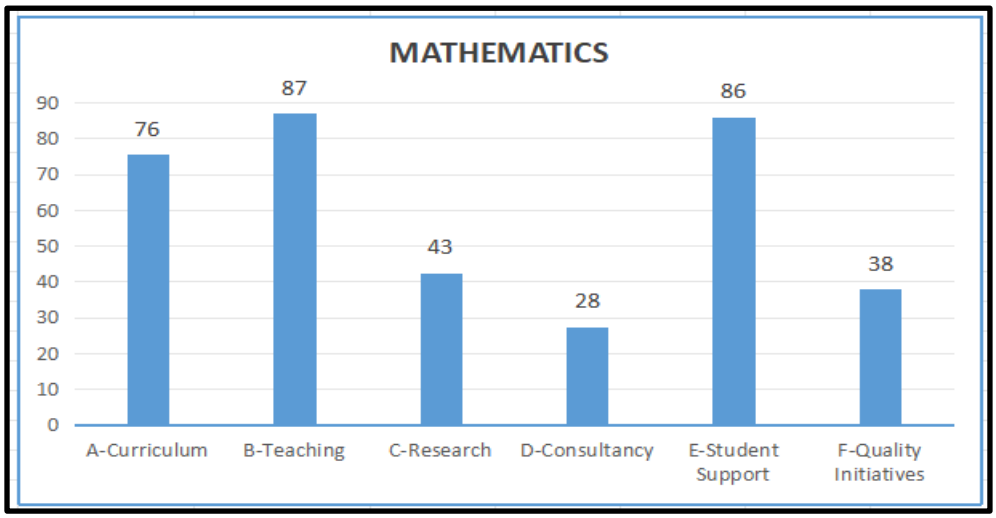
Department of Computer Science



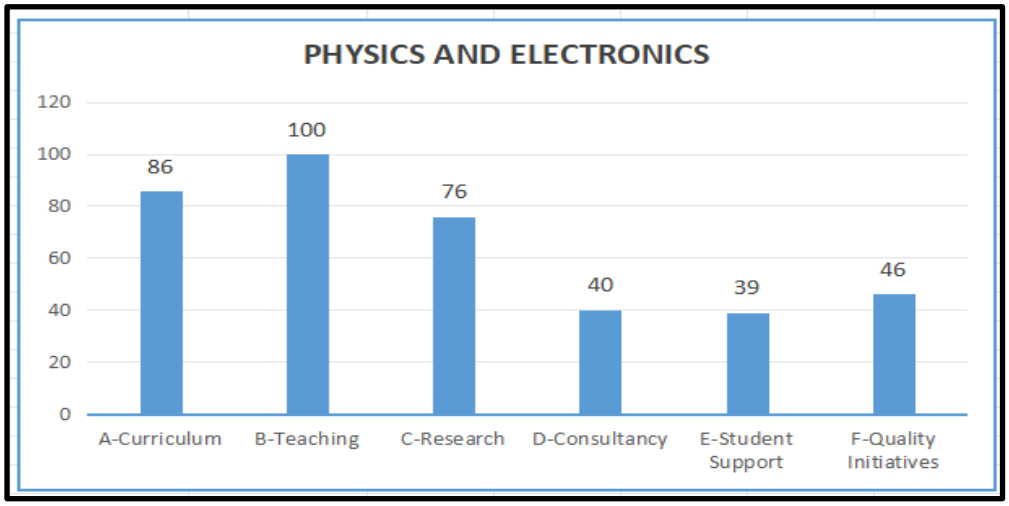
Department of Life Sciences



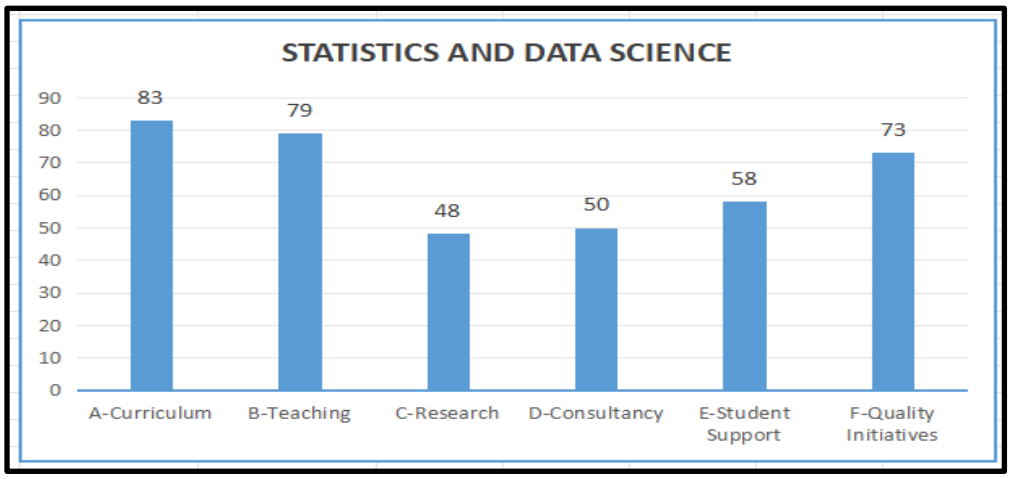
Department of Mathematics



Department of Physics and Electronics



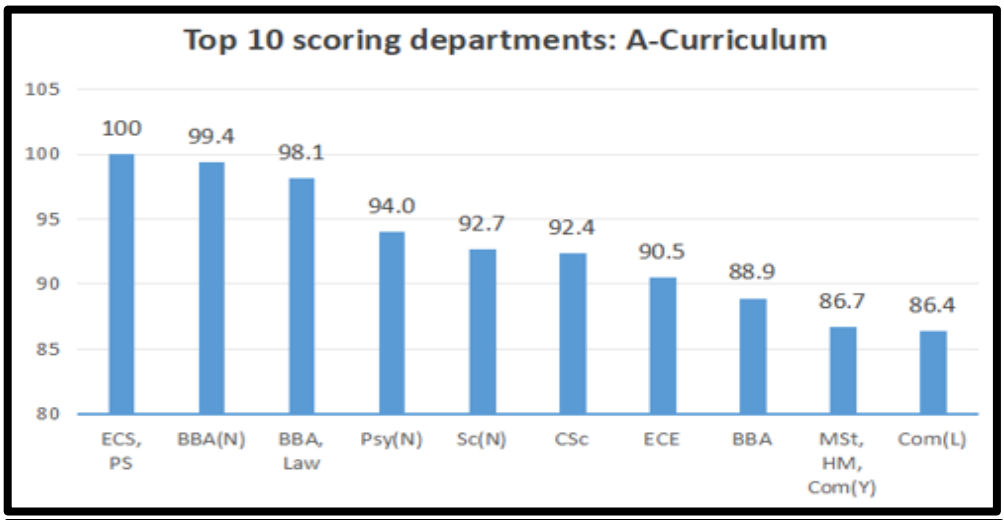
Department of Statistics and Data Science

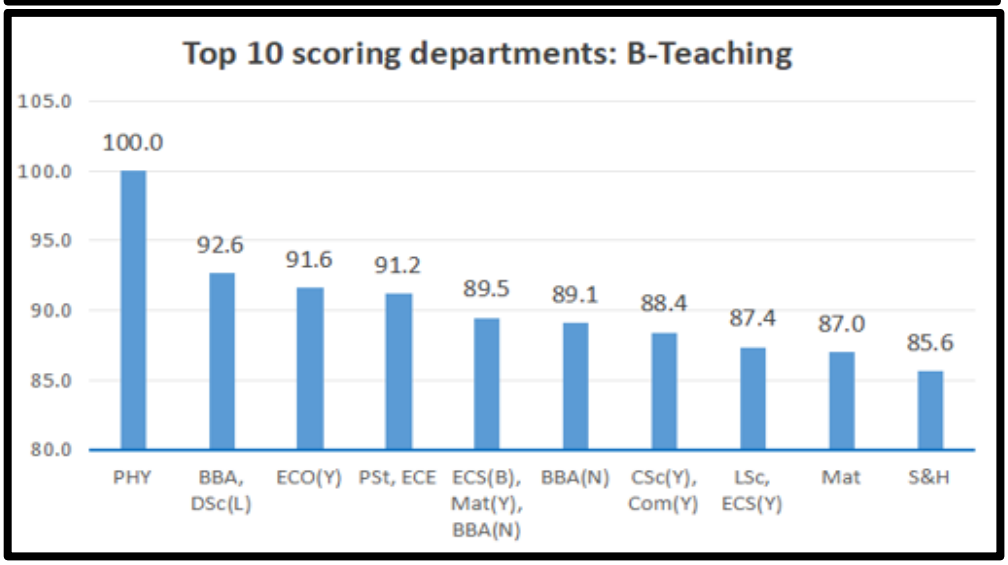


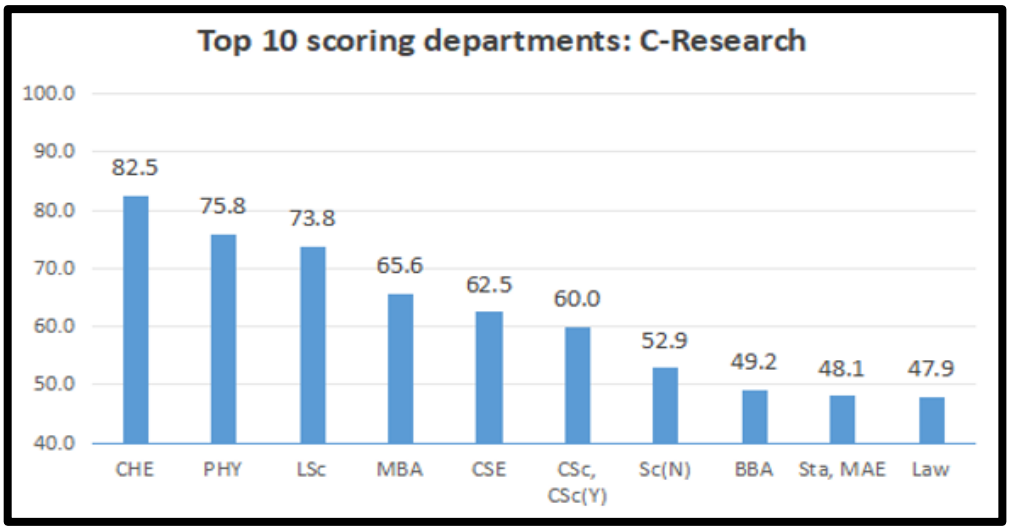
The School of Sciences has demonstrated strong performance in several key areas, including field projects, books and chapters, functional MoUs, and a focus on employability. The school also excels in metrics such as the number of teachers with PhDs, structured feedback, PhDs awarded, patents and copyrights, and publications, reflecting its commitment to academic and research excellence. However, there are areas that require attention, such as e-content development, external fellowships, consultancy, extension activities, the number of JRFs, and student placement and progression. To improve in these areas, the school could focus on enhancing digital content, fostering more industry collaborations, and strengthening support for student placements and research opportunities. Addressing these areas will help the School of Sciences further elevate its academic and research profile.

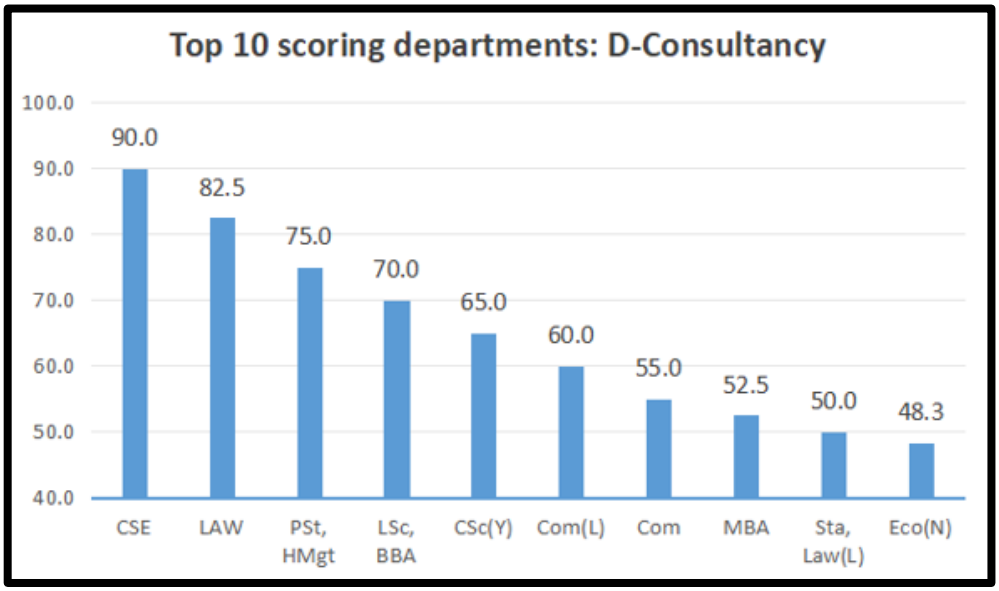
High Scoring Departments - Criteria Wise

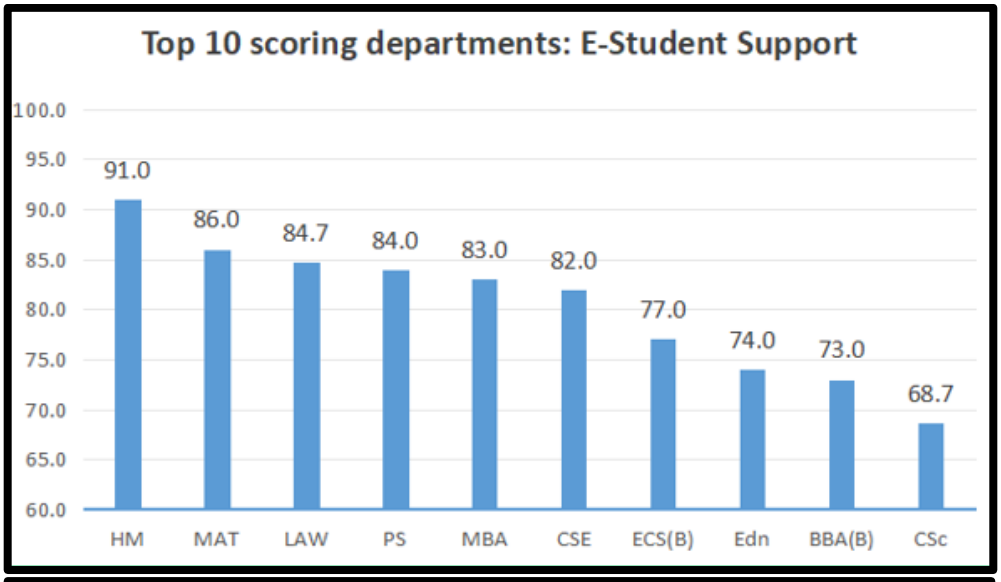
The following section highlights departments that achieved exemplary performance based on the academic audit criteria. The graphical representations below provide a clear depiction of the criteria wise best performing departments and these visuals aim to offer an insightful overview, emphasizing areas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

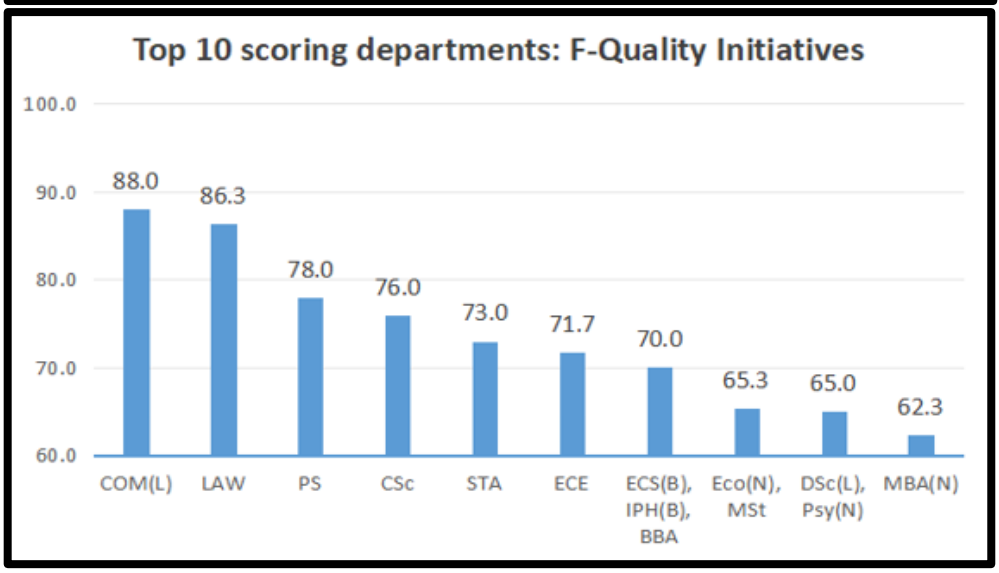







Top 10 scoring departments: D-Consultancy
100.0
90.0
80.0
70.0
60.0
50.0
40.0
90.0
82.5
75.0
70.0
65.0
60.0
55.0
52.5
50.0
48.3
CSE
LAW
PSt, HMgt
LSc, BBA
CSc(Y)
Com(L)
Com
MBA
Sta, Law(L)
Eco(N)


Top 10 scoring departments: E-Student Support
100.0
95.0
90.0
85.0
80.0
75.0
70.0
65.0
60.0
91.0
86.0
84.7
84.0
83.0
82.0
77.0
74.0
73.0
68.7
HM
MAT
LAW
PS
MBA
CSE
ECS(B)
Edn
BBA(B)
CSc


Top 10 scoring departments: F-Quality Initiatives
100.0
90.0
80.0
70.0
60.0
88.0
86.3
78.0
76.0
73.0
71.7
70.0
65.3
65.0
62.3
COM(L)
LAW
PS
CSc
STA
ECE
ECS(B), IPH(B), BBA
Eco(N), MSt
DSc(L), Psy(N)
MBA(N)

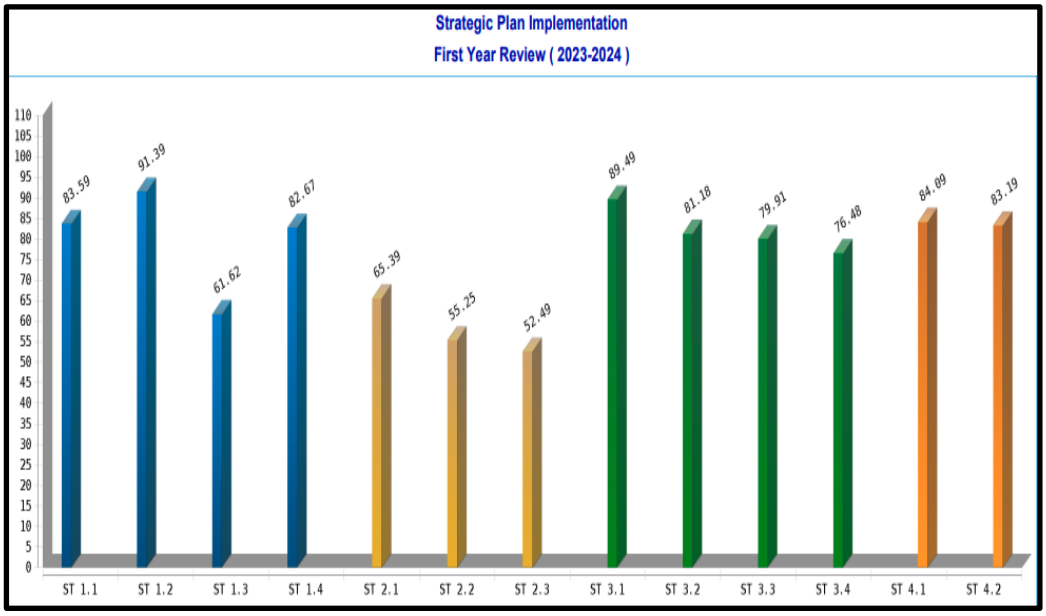
Audit Analysis

The departments have shown good performance in several key areas that contribute to the institution's academic excellence. Field projects/internships lead with a score of 88%, reflecting the institution's commitment to providing students with hands-on learning experiences that connect theoretical knowledge with real-world applications. Similarly, books and chapters have a solid score of 85.7%, showcasing the institution's strong scholarly output. The focus on learning outcomes is also commendable, with a score of 81.9%. Value-added courses, scoring 79.1%, contribute to the enhancement of students' skills. Feedback analysis (79%) demonstrates a commitment to continuous improvement by using stakeholders' input to refine teaching and learning methods, while the inclusion of student-centric methods in the curriculum (77.7%) ensures a more engaging and personalized learning experience. Sports and cultural activities (76.7%) provide students with a well-rounded experience, promoting their physical and emotional development alongside academics. The mentoring system (74.9%) helps students in both their academic and personal growth, while the inclusion of cross-cutting issues in the curriculum (74%) reflects the institution's awareness of the broader societal and global challenges. Finally, capacity development (72.6%) indicates that the institution is investing in building students' skills and competencies for future success.

However, there are several areas where the institution's performance could be enhanced. E-content development, with a score of just 6.1%, is an area that requires significant improvement. The institution could invest in creating high-quality digital content to support online learning, ensuring that resources are accessible to a broader audience. Similarly, the citation index (13.5%) indicates the need for more impactful research that garners attention in academic circles. To improve this, the institution could focus on publishing high-quality research in prominent journals and encouraging faculty and students to engage in collaborative research initiatives. The number of JRFs (14%) and fellowships (14.1%) also show potential for growth. By increasing opportunities for Junior Research Fellowships and creating more fellowship Programmes, the institution can support research development and provide incentives for academic excellence. Consultancy (14.6%) is another area for improvement, and expanding consultancy services could lead to stronger industry ties, enhance research collaboration, and generate additional funding for the institution. Scholarship availability, currently at 24.5%, could be increased to attract and support more talented students, particularly those from underrepresented backgrounds. The relatively low percentage of PhDs awarded (26.9%) suggests that more attention could be given to doctoral research Programmes, fostering a stronger research culture within the institution. External research funding (32%) is another critical area for growth, and the institution could focus on applying for more research grants and developing partnerships with industry to secure additional funding.

Part B - Strategic Plan Implementation Review for First Year

University Overall Report



Focus Area 1 – Transformational Teaching Learning for Global Competence Sub Theme : 1.1 - Curriculum Design for Global Relevance Sub Theme: 1.2 - Teaching Learning and Assessment Sub Theme: 1.3 - Global Partnerships and Collaborations Sub Theme: 1.4 - Accreditations and Rankings	Focus Area: 2. Impactful Research, Innovation and Enterprise Sub Theme: 2.1 - Enhancing Research Excellence Sub Theme: 2.2. Cultivating a Research and Innovation Culture Sub Theme: 2.3 - Creating an entrepreneurial ecosystem
Focus Area: 3 Positive organizational culture for gainful campus life Sub Theme: 3.1 Student Engagement and Competency Building Sub Theme: 3.2 Vibrant and Enriching Campus Experience Sub Theme: 3.3 Stakeholder Engagement Sub Theme: 3.4 Faculty and Staff Development and Well-being	Focus Area: 4 Meaningful Societal Engagement Sub Theme: 4.1 Sustainable Development Goals (SDG) Sub Theme: 4.2 Service Learning

First Year Strategic Plan Implementation Status of the University categorized by focus areas and sub-themes

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

1.1 Curriculum Design for Global Relevance

Status: Very good progress. 83.6% achievement of targets.

The curriculum has been updated to reflect global relevance, with departments integrating international standards. Curricula includes diverse perspectives, global issues, and cross-cultural understanding through international case studies, real-world challenges, and comparative analyses. These efforts foster critical thinking, cultural empathy, and interdisciplinary learning, equipping students to navigate the complexities of a globalized world. Additionally, the curriculum ensures the development of global skills and competencies, preparing students to contribute effectively to a globalized world while maintaining local relevance.

1.2 Teaching, Learning, and Assessment

Status: Excellent progress. 91.4% achievement of targets.

Significant strides have been made in adopting innovative teaching methods incorporating globally practiced teaching-learning, assessment, and evaluation approaches. Emphasis is placed on active engagement, experiential learning, and collaborative problem-solving, with teachers facilitating inquiry-based learning experiences. These methods encourage exploration, self-directed learning, and practical application of concepts. Assessments have moved beyond traditional exams to include project-based assessments, simulations, presentations, and group work, enabling students to demonstrate global competence through real-world applications.

1.3 Global Partnerships and Collaborations

Status: Moderate progress. 62% achievements

Efforts to establish and strengthen international partnerships for student and faculty mobility, exposure, research collaboration, and institutional visibility are underway. However, further engagement is required to enhance these collaborations and realize their full potential.

1.4 Accreditations and Rankings

Status: Very good progress. 82% achievement.

The departments achieved improvements in institutional rankings. Furthermore, benchmarks for international accreditation are being explored, reflecting enhanced institutional reputation and quality assurance.

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

2.1 Enhancing Research Excellence

Status: Moderate progress. 65% achievement of targets.

The focus on quality research and consultancy has resulted in moderate progress. Efforts are underway to maximize revenue streams and improve research outputs. However, additional measures are needed to strengthen the research ecosystem and achieve excellence.

2.2 Cultivating a Research and Innovation Culture

Status: Moderate progress. 55% achievement of targets.

Initiatives to advance research-based education, foster innovation, and promote global collaboration are in progress. Despite the initiatives, there is considerable scope for improvement in creating a robust research culture that supports innovation and aligns with global standards.

2.3 Creating an Entrepreneurial Ecosystem

Status: Limited progress. 52% achievement of targets.

The cultivation of an entrepreneurial spirit and innovation has seen limited progress. Although there have been efforts to establish an entrepreneurial ecosystem, further work is needed to build strong industry linkages and foster a culture of entrepreneurship within the institution.

Focus Area 3: Positive Organizational Culture for Gainful Campus Life

3.1 Student Engagement and Competency Building

Status: Very good progress. 89% achievement of targets.

The university has significantly enhanced opportunities for students to develop life skills and industry-relevant competencies. Through diverse Programmes, students are exposed to activities that build their personal and professional skills, fostering well-rounded growth.

3.2 Vibrant and Enriching Campus Experience

Status: Very good progress. 81% achievement of targets.

A dynamic and supportive campus environment has been created, emphasizing holistic growth and well-being. Initiatives such as networking opportunities, events, and Programmes aim to develop resilient, adaptable, and socially responsible individuals, contributing to a vibrant campus life.

3.3 Stakeholder Engagement

Status: Good progress. 80% achievement of targets.

The institution has made efforts to connect effectively with various stakeholders, including students, faculty, alumni, parents, and employers, through organized events and activities. These initiatives promote collaboration and foster a sense of community.

3.4 Faculty and Staff Development and Well-being

Status: Good progress. 76% achievement of targets.

Efforts to promote inclusion, diversity, equity, and belongingness among faculty and staff have resulted in a positive and productive work environment.

Focus Area 4: Meaningful Societal Engagement

4.1 Sustainable Development Goals (SDG)

Status: Very good progress. 84% achievement of targets.

The institution has successfully implemented projects aligned with the UN's 17 Sustainable Development Goals (SDGs). Efforts include integrating SDGs into the curriculum and research, promoting collaborative research publications, and organizing departmental activities, workshops, webinars, seminars, and global conferences on themes related to sustainable development.

4.2 Service Learning

Status: Very good progress. 83% achievement of targets.

Service-learning initiatives have been integrated into the curriculum, enabling students to undertake community engagement projects that address local needs. These collaborative projects foster mutual learning and contribute to societal betterment.

Sub-Theme-wise Ranking of Overall Performance

Rank	Sub Theme	Percentage
1	Sub Theme 1.2 - Teaching Learning and Assessment	91.39
2	Sub Theme 3.1 - Student Engagement and Competency Building	89.49
3	Sub Theme 4.1 - Sustainable Development Goals (SDG)	84.09
4	Sub Theme 1.1 - Curriculum Design for Global Relevance	83.59
5	Sub Theme 4.2 - Service Learning	83.19
6	Sub Theme: 1.4 - Accreditations and Rankings	82.67
7	Sub Theme: 3.2 Vibrant and Enriching Campus Experience	81.18
8	Sub Theme: 3.3 Stakeholder Engagement	79.91
9	Sub Theme 3.4 - Faculty and Staff Development and Well-being	76.48
10	Sub Theme: 2.1 - Enhancing Research Excellence	65.39
11	Sub Theme: 1.3 - Global Partnerships and Collaborations	61.62
12	Sub Theme: 2.2. Cultivating a Research and Innovation Culture	55.25
13	Sub Theme: 2.3 - Creating an entrepreneurial ecosystem	52.49

The University has demonstrated remarkable performance in several areas, achieving over 70% of the targets set for the first year. However, significant attention is required for Focus Area 2: Impactful Research, Innovation, and Enterprise, as the performance in the sub-themes has been below expectation across all schools and departments. Additionally, Sub Theme 1.3 - Global Partnerships and Collaborations also demands urgent improvement.

Overall Need to Improve Areas

Sub Theme	Percentage
Sub Theme: 2.1 - Enhancing Research Excellence	65.39
Sub Theme: 1.3 - Global Partnerships and Collaborations	61.62
Sub Theme: 2.2 - Cultivating a Research and Innovation Culture	55.25
Sub Theme: 2.3 - Creating an entrepreneurial ecosystem	52.49

School-wise Comparative Analysis in the Need to Improve Area

S T	Univ	Arch	SAH	SBM	SCFA	Edu	Engg	Law	Psy	Sci	S.S	NCR	Lavasa
ST:2.1	65.39	45.46	78.23	90.13	87.47	53.13	68.45	77	73.97	76.51	50.13	59.76	64.71
ST:1.3	61.62	39.34	62.9	87.23	87.45	46.67	61.7	51.33	75.56	69.56	78.15	58.25	53.86
ST:2.2	55.25	40.28	68.35	61.6	82.23	27.78	62.96	63.89	49.82	82.29	15.14	61.12	50
ST:2.3	52.49	19.67	56.51	82.28	73.5	52.83	63	66.67	31.34	64.52	34.16	62.91	26.87

Recommendations

1. Conduct a thorough analysis to identify the underlying reasons why research, innovation, and entrepreneurial activities are not performing at par with other areas.
2. Evaluate potential factors such as resource constraints, inadequate support structures, limited funding, gaps in policy frameworks, or cultural and institutional barriers. This will help in addressing specific challenges and implementing targeted interventions to enhance performance in these critical areas.
3. Provide training and development opportunities for faculty in research and innovation.
4. Build research clusters to encourage interdisciplinary collaboration.
5. Reduce administrative workload for faculty, enabling a focus on research.

6. Create partnerships with industry and other organizations to promote innovation and entrepreneurship.
7. Develop process improvements.
8. Explore ways to improve "Global Partnerships and Collaborations"
9. Appoint dedicated personnel to maintain partnerships, track outcomes, and ensure the relevance of collaborations with complementary institutions.
10. Engage industry leaders and global academic partners in curriculum design, ensuring it includes emerging topics like AI, sustainability, and global economics.
11. Align assessments with real-world applications, fostering independent learning through peer-based and self-assessment models.
12. Develop a centralized data management system for rankings, accreditation requirements, and impact measurement, and address ranking gaps with a dedicated task force.
13. Collaborate with local industries and alumni networks to provide mentorship, funding, and support for entrepreneurship and career growth.
14. Regularly update stakeholders through newsletters, social media, and forums.

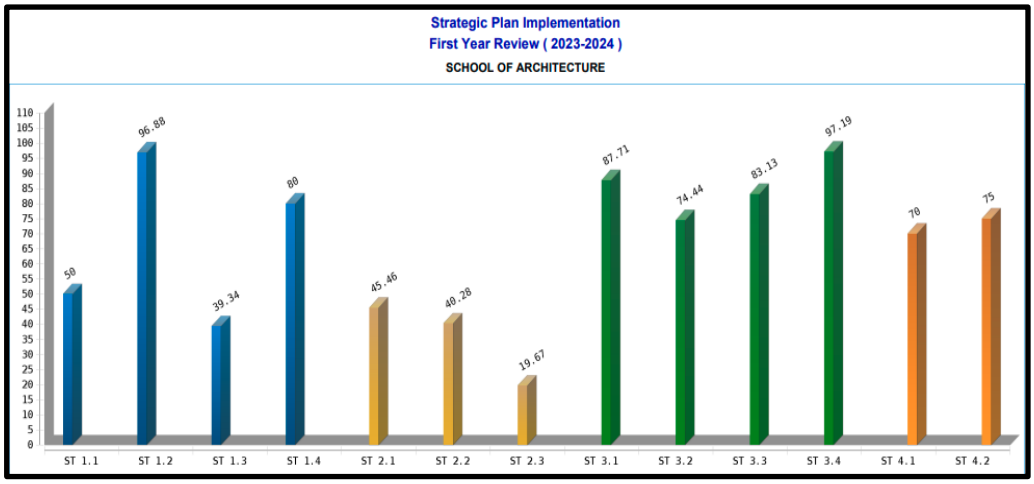
Schools/Campuses Summary Reports

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.

Bangalore Campuses

School of Architecture (Bangalore Campus)



Overall Analysis of School of Architecture

Excellent Progress (90%+):

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

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

Very Good Progress (80-89%):

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 3.3 - Stakeholder Engagement

Good Progress (70-79%):
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 2.2 - Cultivating a Research and Innovation Culture

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 2.1 - Enhancing Research Excellence

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

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

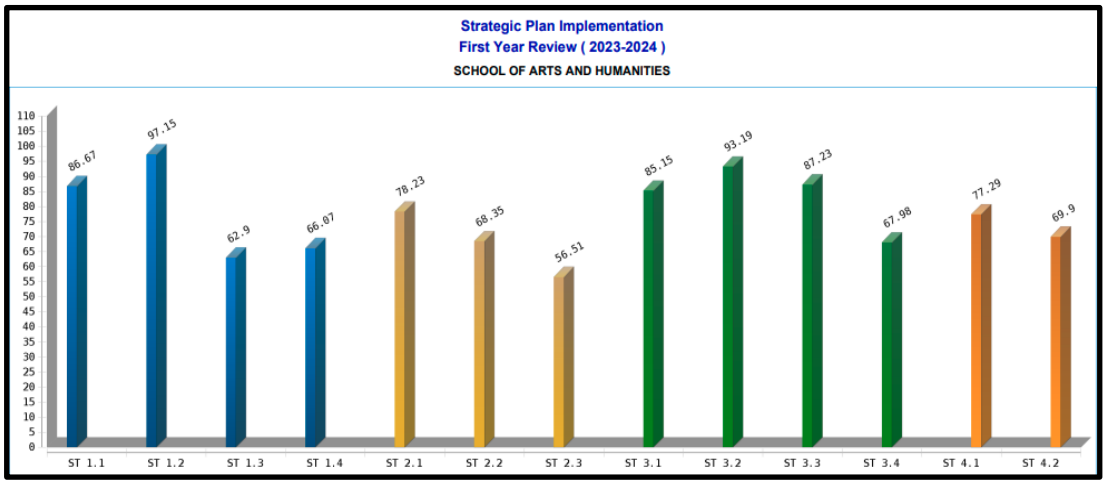
Observations

1. Existing international collaboration with Junia Lille University presents strategic opportunities for curriculum enrichment and global educational exchange.
2. The current memorandum of understanding (MOU) provides a foundation for international academic partnerships.
3. International faculty engagement can potentially broaden pedagogical approaches and student learning experiences.
4. Faculty demonstrate diverse and multifaceted research capabilities across different thrust areas.
5. The department's pedagogical approach emphasizes project-based and industry-oriented learning.
6. Student projects represent potential repositories of innovative research and entrepreneurial potential.
7. The department's inaugural graduating batch demonstrates strong professional placement potential.
8. Alumni network represents a valuable resource for current student professional development.
9. Existing departmental dynamics suggest potential for enhanced interpersonal and leadership development.
10. The department demonstrates preliminary engagement with societal impact initiatives.

Recommendations

1. Systematically expand international partnerships to create a robust global learning ecosystem.
2. Develop comprehensive collaborative frameworks that integrate international faculty expertise into core curriculum design.
3. Strategically leverage existing MOUs to create transformative cross-cultural learning opportunities.
4. Institutionalize a structured research support mechanism to convert diverse research interests into collaborative, fundable research initiatives.
5. Create an institutional mechanism to transform student projects into potential seed money research proposals.
6. Develop a comprehensive faculty research support Programme focusing on publication strategies and external funding acquisition.
7. Design structured alumni-student engagement Programmes to facilitate professional skill development and mentorship.
8. Implement comprehensive inter and intra-departmental leadership and team-building initiatives.
9. Develop holistic faculty engagement strategies to foster organizational belonging and reduce potential attrition.
10. Strategically align departmental societal engagement with United Nations Sustainable Development Goals (SDGs).

School of Arts and Humanities (Bangalore Campus)



Overall Analysis of School of Arts and Humanities (Bangalore Campus)

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 1, Sub Theme 1.1 - Curriculum Design for Global Relevance

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

Focus Area 3, Sub Theme 3.3 - Stakeholder Engagement

Good Progress (70-79%):

Focus Area 2, Sub Theme 2.1 - Enhancing Research Excellence

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 1, Sub Theme 1.4 - Accreditations and Rankings

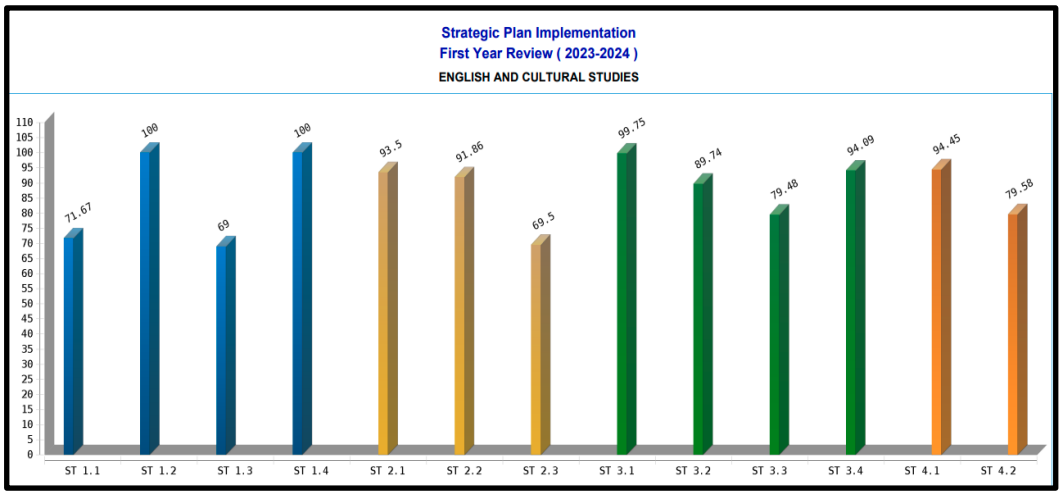
Focus Area 2, Sub Theme 2.2 - Cultivating a Research and Innovation Culture

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

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

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

Department of English and Cultural Studies



Observations

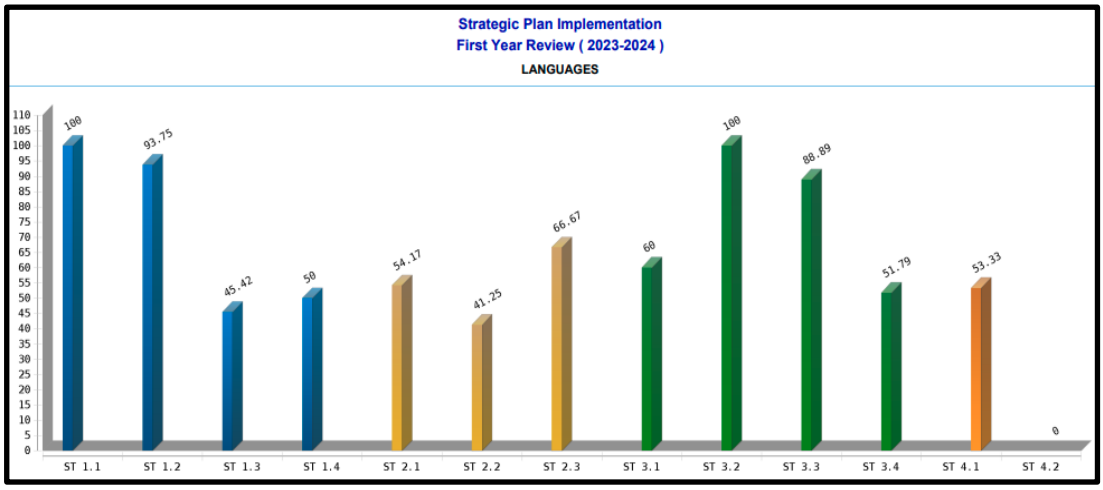
1. Significant effort in developing globally relevant courses across all campuses, demonstrating international educational perspective.
2. Central Campus has developed multiple global courses and 2 MOOC courses under development, indicating digital learning readiness.

3. BGR Campus shows strategic international collaborations through student exchange Programmes and BBMP outreach initiatives.
4. YPR Campus curriculum includes advanced global competency modules like Digital Humanities, Gender, and Postcolonial Studies.
5. Emerging research infrastructure with 5 research clusters at Central Campus, showing scholarly research potential.
6. Strong international conference participation and fellowship achievements across campuses.
7. 100% student participation in societal engagement activities at Central Campus, highlighting social responsibility.
8. Diverse pedagogical approaches including experiential learning and innovative teaching methods.
9. Active engagement in SDG-focused research projects across campuses.
10. Existing NGO collaborations and service learning initiatives, particularly at YPR Campus.

Recommendations

1. Develop comprehensive MOOC/Swayam courses across all campuses to enhance digital learning capabilities.
2. Implement scholar-in-residence and faculty exchange Programmes, with specific focus on BGR Campus international collaborations.
3. Enhance employability and skill-derived courses in curriculum, particularly at Central Campus.
4. Provide systematic faculty training in digital course development and emerging pedagogical technologies.
5. Improve research funding, seed money allocation, and patent generation strategies.
6. Increase publications' impact factor and citation index, especially for BGR Campus faculty.
7. Develop well-documented, definitive curriculum development processes with clear policies.
8. Mobilize city-based research studies, leveraging local contextual expertise.
9. Boost SCOPUS publications and identify departmental thrust research areas.
10. Initiate more team-building interventions to promote intra-departmental collegiality.
11. Expand faculty-student collaborative research activities, particularly in service learning projects.
12. Increase focus on SDG-aligned research and international collaboration activities.
13. Design more impactful community engagement and outreach Programmes.

Department of Languages



Observations

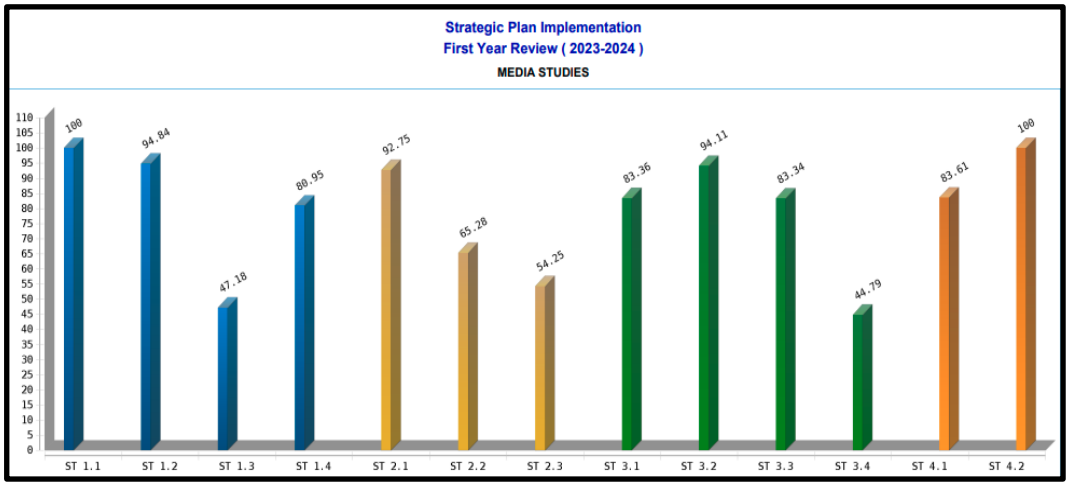
1. Established international collaboration through MOU with Singapore University, demonstrating global language education connectivity.
2. Comprehensive curriculum covering both national and international languages, showcasing linguistic diversity and comprehensive language education.
3. Existing online course offering to international students, indicating digital learning readiness.
4. Innovative approach towards collaborative research funding opportunities in language studies.
5. Strength in digitalization of classical language resources like Sanskrit and Hindi texts, preserving linguistic heritage.
6. Technological innovation in language translation using open-source software, supporting inclusive education for differently-abled students.
7. Potential for expanding digital language learning platforms and collaborative educational initiatives.
8. Emerging opportunities for interdisciplinary language research and community engagement.
9. Initial steps towards developing translation and digital preservation skills among students.
10. Recognition of language as a tool for societal transformation and inclusive education.

Recommendations

1. Develop comprehensive online courses in various Indian languages, expanding the digital language learning ecosystem.
2. Collaborate with academic departments and industry for specialized language workshops and training sessions.
3. Design certificate courses for students and faculty to enhance language proficiency and professional skills.

4. Strategically pursue research funding through collaborative research and consultancy projects.
5. Increase research publications in books and book chapters to enhance academic visibility.
6. Conduct workshops on language software for higher education institutions and schools as outreach Programmes.
7. Develop skill development Programmes targeting both students and faculty members.
8. Create spoken language learning applications for specific contexts (like Spoken Kannada for CHRIST students).
9. Design SDG-aligned community service Programmes leveraging linguistic skills.
10. Expand Wikipedia translation training to promote digital linguistic preservation and accessibility.
11. Leverage language expertise for community engagement and social impact initiatives.

Department of Media Studies



Observations

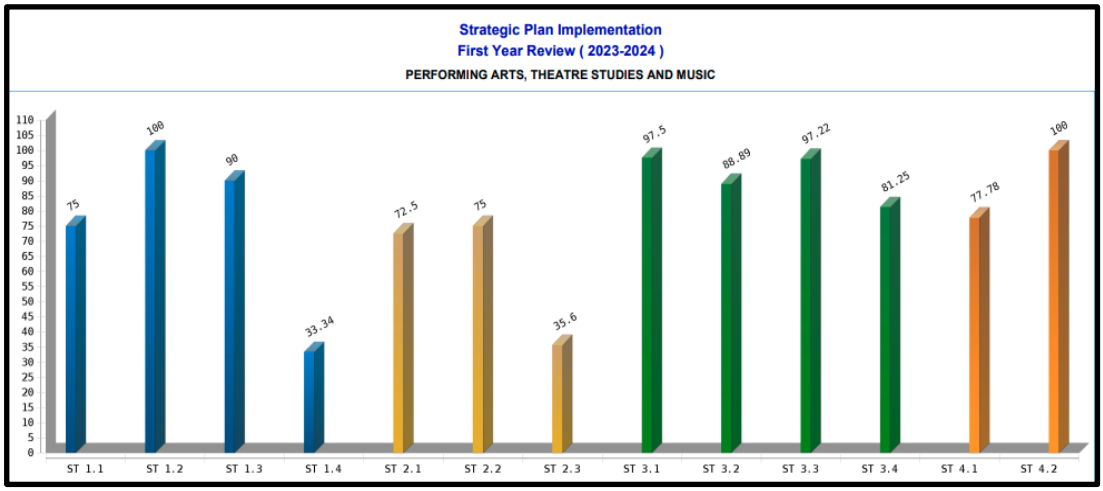
1. Innovative teaching methods demonstrated across Central and BGR Campuses, showcasing dynamic pedagogical approaches.
2. Strong international collaborations with immersion and exchange Programmes at Central Campus.
3. Introduction of 6 new courses at BGR Campus, focusing on global South perspectives.
4. Extensive scope for experiential research and SDG-focused projects at Central Campus.
5. Impressive research funding achievement at BGR Campus, generating 25 lakhs in revenue.
6. Innovative student and faculty projects visible through creative artifacts.
7. Unique organizational culture initiatives like Art Therapy and student skill development Programmes.

8. Meaningful societal engagement through service learning and social outreach activities.
9. Strategic community collaborations, including government school partnerships at YPR Campus.
10. Demonstrated potential for interdisciplinary and socially impactful media studies research.

Recommendations

1. Expand international student exchange and immersion Programmes across campuses.
2. Enhance global competence by mapping curriculum to international contexts and needs.
3. Develop consistent mechanisms for tracking and calculating academic achievements.
4. Strengthen entrepreneurship aspects in media and journalism curriculum.
5. Encourage comprehensive faculty research publication strategies.
6. Establish research cohorts and organize collaborative research conferences.
7. Improve documentation and visibility of departmental initiatives and achievements.
8. Develop consultancy strategies to improve research outcomes and funding.
9. Create internal SDG cells to organize and document social impact activities.
10. Enhance mental health and skill development initiatives for faculty and students.
11. Leverage local industrial areas for community engagement and communication training.
12. Create multimedia platforms (like YouTube channels) to showcase departmental achievements.
13. Conduct impact assessments of social outreach and service-learning initiatives.
14. Develop more collaborative ventures across departments and external agencies

Department of Performing Arts, Theater Studies and Music



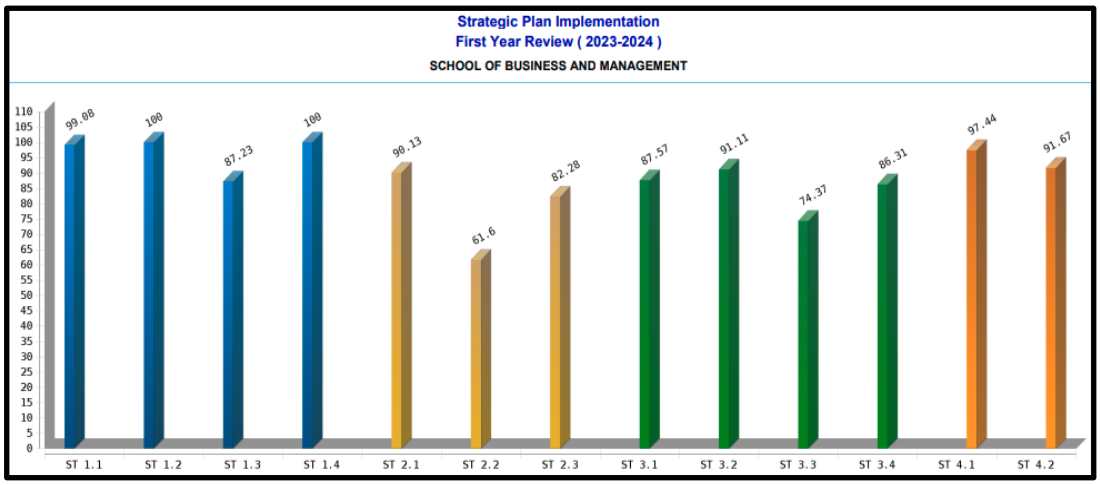
Observations

1. Strong skill-based curriculum with hands-on learning approach, emphasizing practical training in performing arts through targeted skill development.
2. Rich portfolio of experiential learning through diverse events and activities, providing students with real-world performance and creative opportunities.
3. Limited focus on academic research and publications, indicating potential for scholarly growth in performing arts.
4. Current limitations in research and publication outputs, suggesting a need for more systematic academic exploration.
5. Vibrant event-driven culture with internationally diverse faculty, creating a dynamic and globally-aware learning environment.
6. Rich cultural representation within the department, fostering inclusive and multifaceted artistic perspectives.
7. Existing service-learning initiatives like movement therapy for special children, demonstrating commitment to social impact through artistic practice.
8. Potential for broader community impact through artistic engagement and outreach Programmes.

Recommendations

1. Enhance global competence through international workshops and conferences, expanding students' and faculty's international exposure and professional networks.
2. Develop a balanced curriculum integrating both technical and soft skills, ensuring comprehensive professional development for performing artists.
3. Strengthen research and publication initiatives, promoting academic rigor and scholarly contribution in performing arts.
4. Implement a comprehensive research-informed strategy for departmental advancement, systematically approaching academic and creative development.
5. Develop a robust collaborative work environment, encouraging interdisciplinary cooperation and shared creative processes.
6. Establish comprehensive rewards and recognition Programmes, motivating faculty and students to excel in their artistic and academic pursuits.
7. Strengthen leadership development initiatives, nurturing future leaders in performing arts and cultural management.
8. Integrate service-learning components into course curricula, embedding social responsibility within artistic education.
9. Expand community outreach Programmes, creating meaningful connections between academic learning and societal needs.
10. Design thematically conscious and inclusive performance experiences, ensuring artistic practices reflect and respond to diverse social contexts.
11. Ensure accessibility of artistic content across diverse populations, promoting art as an inclusive and transformative medium.

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 1, Sub Theme 1.4 - Accreditations and Rankings

Focus Area 2, Sub Theme 2.1 - Enhancing Research Excellence

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

Very Good Progress (80-89%):

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 3.1 - Student Engagement and Competency Building

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

Good Progress (70-79%):

Focus Area 3, Sub Theme 3.3 - Stakeholder Engagement

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

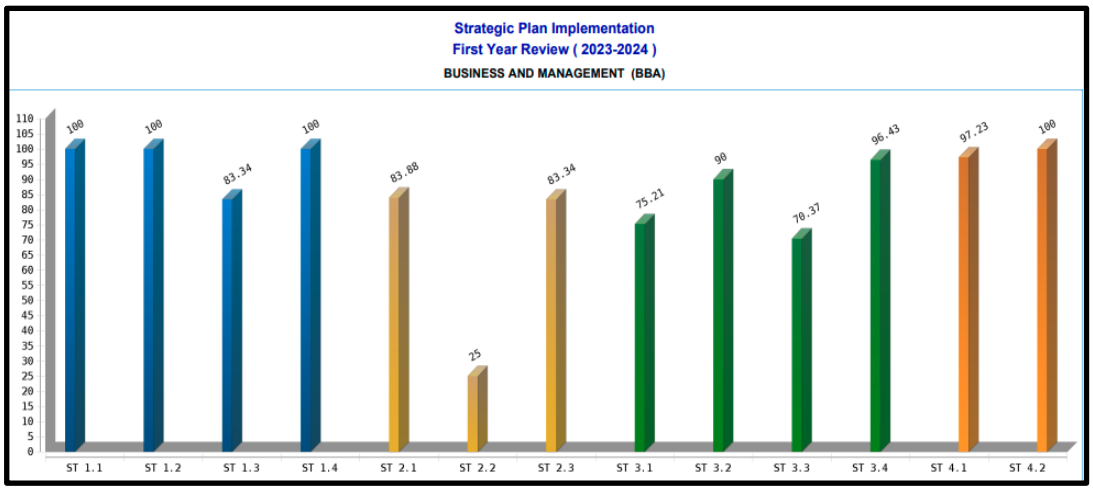
Moderate Progress (60-69%):

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

School of Business and Management (BBA)



Observations:

1. The department has a strong faculty base, with an average experience of about 13 years.
2. Foreign experts are involved in the curriculum design with international students as a part of their Programmes, ensuring good ratings for the department. The overall efforts in terms of international accreditation is also commendable.
3. Good achievement in terms of MOOC, and implementation of active MoUs with planned activities have been highlighted. The department however was not able to show any distinct achievements pertaining to MoUs and faculty exchange.
4. Specific focus must be directed towards innovative teaching methods, improvements and uniqueness in the course delivery.
5. In order to provide exposure to real life operations of business and management, the department organizes an industrial visit once in a semester for all its students, making this an impressive initiative.
6. The department encompasses government research projects, good publication records, optimal funding and consultancy. However external fundings should be strengthened
7. The department at the YPR campus has 28 publications, 7 patents and 6 seed money projects. The efforts taken by the department under this criteria deserves appreciation.
8. Good teamwork and camaraderie has been observed among the faculty, who are motivated to aim at acquiring research projects and consultancy. Dedicating Wednesday afternoons for this purpose was also an innovative idea.

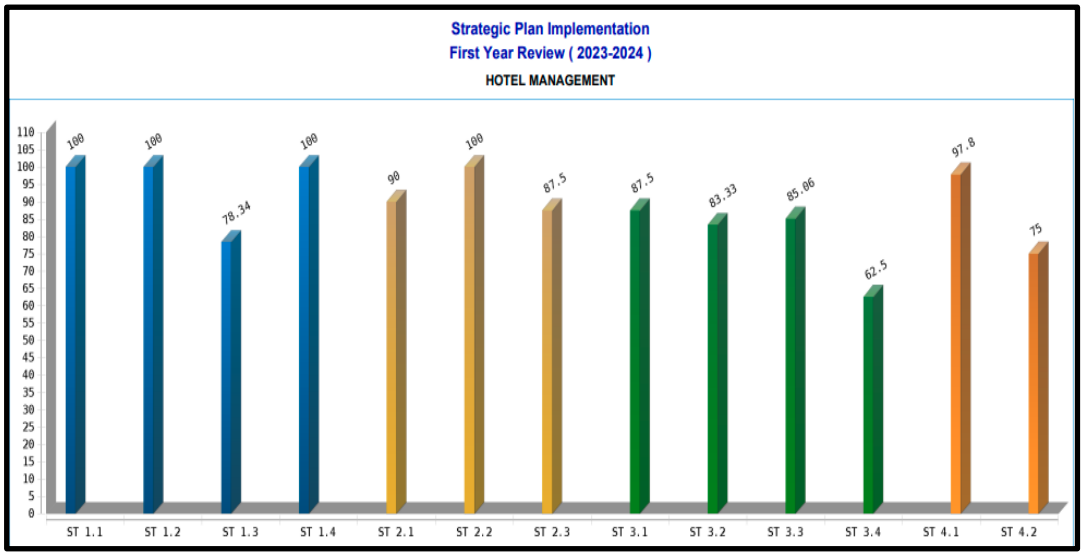
9. Initiative of students towards quality internships, as well as involvement in fests and other house activities were impressive.
10. All students get the chance to fulfill their responsibilities to the society by participating in adequate social welfare and community engagement projects in the 1st and 2nd semester.
11. Implementation of a good number of social concern projects relating to UN SDGs, which have been incorporated into the curriculum (50% of the courses), activities, and shared publications, along with initiatives of civic engagement. However, SDG alignment can be more focused.
12. The project "Working Women Empowerment" executed at the YPR campus deserves thorough appreciation due to its undertakings and successes.

Recommendations:

1. The targets of the department could be revisited, keeping in mind the attainment capability.
2. Student and faculty exchange Programmes can be strengthened by promoting offline exchanges, facilitated through collaboration with foreign bodies.
3. MoUs with diverse stakeholders need to be strengthened.
4. The department needs to focus on the involvement of industry experts in designing a curriculum with proper internationalization. This can involve encouraging students for international internships and scholarships, and organizing global immersion for international students.
5. Ensuring scholars-in-residence Programmes and inviting faculty to serve on an internal advisory board to give feedback regarding the curriculum will strengthen the existing Programme.
6. The department now has to focus on research grants and getting funded projects, while strengthening investment for startups.
7. National and International fellowships can be improved.
8. The department may work on getting consultancy projects by implementing FDPs and QIPs. IPR orientation for the entire faculty must also be necessarily conducted.
9. International MoUs for research collaboration will enrich the publications and research culture in the department.
10. Stakeholder engagement is not sufficient, and requires consistent, planned and sustained efforts in this direction by strengthening connections with stakeholders. Initiatives for were also very minimal.
11. More initiatives can be included in promoting gender equity, faculty well-being and development, as well as emotional and physical well-being of both staff and students.
12. More productive campus life activities can be organized, which should be well documented to increase the visibility of the department across newspapers, articles and the college website.
13. Given the advantageous presence of local communities, the department should consider more meaningful social engagement and service-learning initiatives.

They can also be approached as potential research projects. Exclusive service learning and NGO projects can also be undertaken.

Department of Hotel Management



Observations

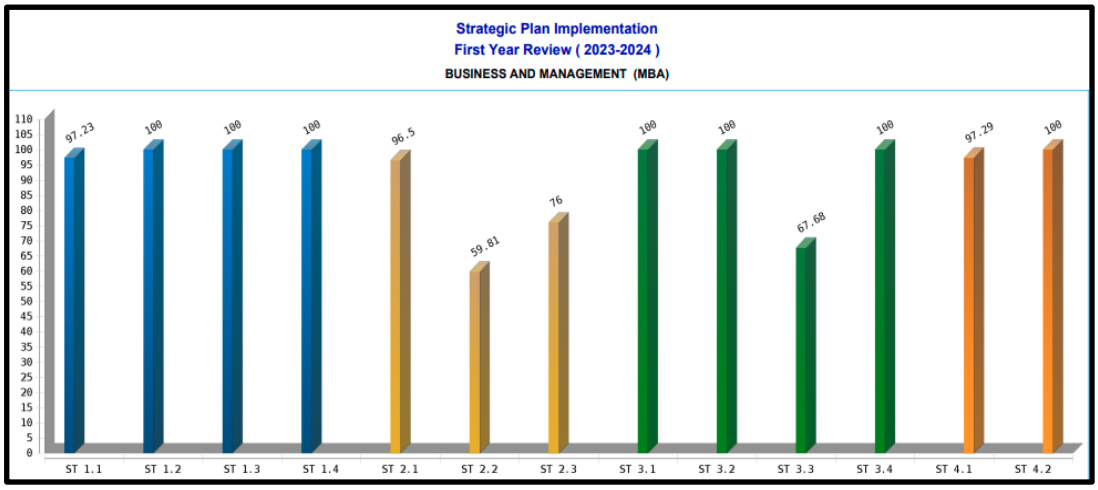
1. Pioneering global competence integration demonstrating strategic alignment with international hospitality industry trends.
2. Innovative flexible learning approach emphasizing hands-on skill development and experiential training methodologies.
3. Emerging entrepreneurial ecosystem supporting student startup initiatives through collaborative mentorship Programmes.
4. Strategic embedding of sustainable development goals into curriculum and community service framework.
5. Proactive alumni engagement mechanisms fostering industry-academic knowledge transfer.
6. Comprehensive approach to holistic student development beyond traditional hospitality education paradigms.
7. Demonstrated commitment to bridging theoretical learning with practical industry requirements.
8. Potential for developing comprehensive interdisciplinary research in hospitality and tourism domains.
9. Strategic focus on creating meaningful connections between academic learning and societal challenges.
10. Innovative approaches to integrating technological and entrepreneurial skills in hospitality education.

Recommendations

1. Expand international internship and industry exposure opportunities through strategic partnerships.

2. Develop comprehensive collaborative research frameworks with global hospitality organizations.
3. Launch specialized peer-reviewed academic journals focusing on hospitality innovations.
4. Enhance research publication strategies and scholarly output mechanisms.
5. Strengthen alumni network to create robust industry-academic interface.
6. Develop comprehensive faculty and student well-being support Programmes.
7. Create structured platforms for entrepreneurial skill development and startup mentorship.
8. Expand community-based learning initiatives through government and NGO collaborations.
9. Design sustainability-driven projects addressing local community challenges.
10. Develop comprehensive skill transfer Programmes emphasizing leadership and self-employment capabilities.

School of Business and Management (MBA)



Observations

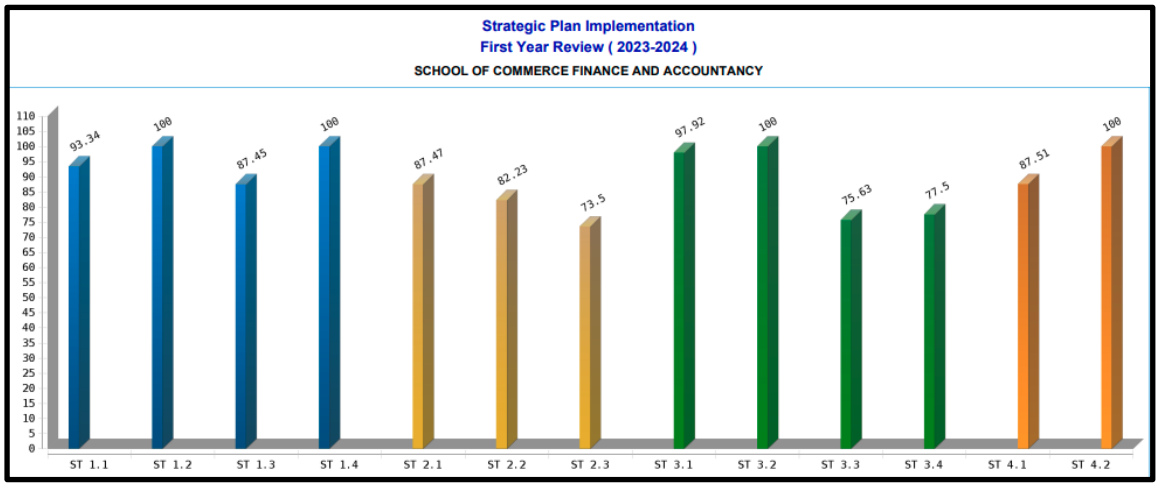
1. Satisfactory incorporation of globally relevant topics, with a strong focus on technological, global, gender, ethical, and sustainability skills across courses.
2. The department has introduced new Programmes aimed at building global competencies, with a high percentage of interdisciplinary and online MOOC offerings.
3. The department demonstrates satisfactory performance with a substantial percentage of faculty receiving fellowships and research support.
4. Numerous funded projects, prestigious research awards, and an increase in grant applications reflect its research capacity.
5. Parameters not defined towards gainful campus life.
6. Alumni achievements are recognised.

7. The department demonstrates satisfactory commitment to the Sustainable Development Goals (SDGs) through research projects, curriculum integration, and community-oriented initiatives.
8. Active student participation in service-learning projects, societal engagement, and CSA initiatives further highlight the department's impactful contributions toward sustainable development.

Recommendations

1. Develop more comprehensive methods to track and fully achieve the targeted goals in global competency Programmes.
2. Expand project-based and experiential learning methods to further enhance self-directed learning and innovative assessments.
3. Increase interdisciplinary collaborations, secure more funding for infrastructure, and prioritize impactful, real-world research addressing global challenges, with a specific focus on IP commercialization.
4. Develop a more structured approach to incubation and funded projects, building on the current research capacity and fellowship support.
5. Define clear parameters and metrics for evaluating and improving gainful campus life.
6. Create more structured mechanisms for recognizing and leveraging faculty and student research achievements.
7. Improve visibility and impact through enhanced newspaper and online publication strategies to showcase societal engagement efforts.
8. Expand and deepen student participation in service-learning projects and CSR initiatives to further contribute to sustainable development goals.

School of Commerce, Finance and Accountancy (Bangalore Campus)



Overall Analysis of School of Commerce, Finance and Accountancy (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 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 4.2 - Service Learning

Very Good Progress (80-89%):

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

Focus Area 2, Sub Theme 2.1 - Enhancing Research Excellence

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

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

Good Progress (70-79%):

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

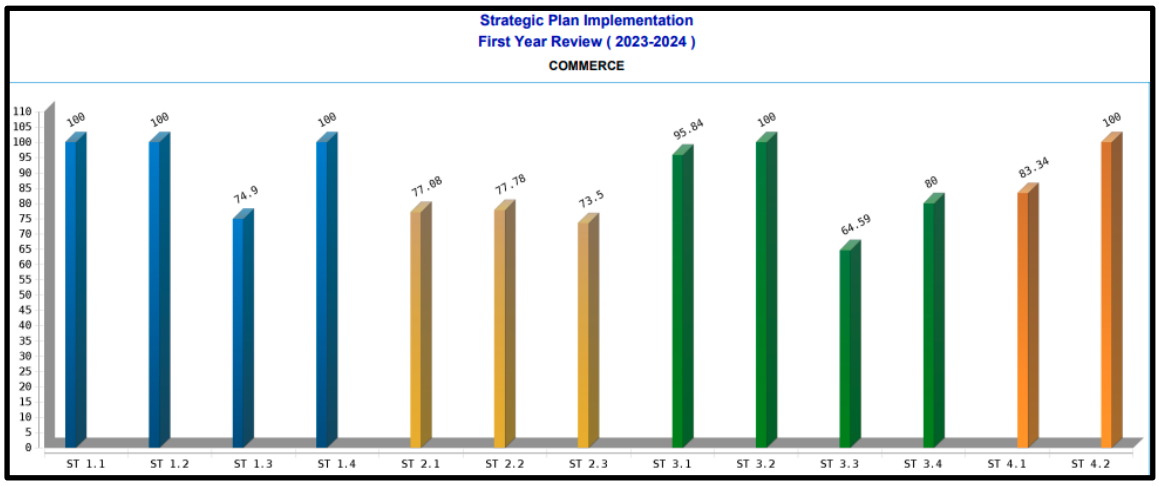
Focus Area 3, Sub Theme 3.3 - Stakeholder Engagement

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

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

None

Department of Commerce



Observations:

1. Project-based learning is integrated into select courses and assignments. Global case studies are used to illustrate key concepts.

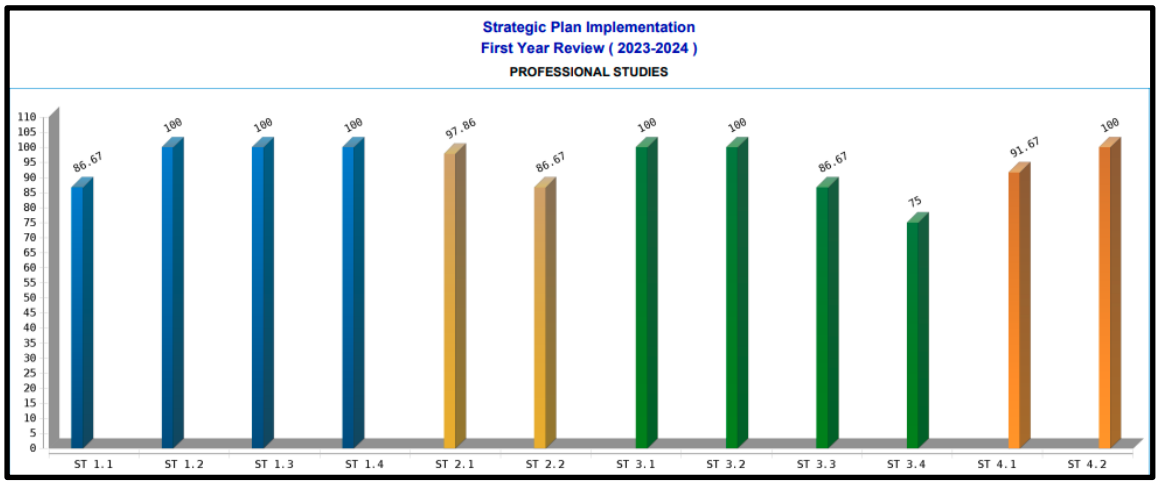
2. Exchange Programmes with international universities enhance global exposure.
3. Industry-relevant certification courses are offered to students.
4. The department has applied for 10 Seed Money projects, submitted Intellectual Property Rights (IPR) filings, and collaborated on joint research with VCU (USA) and an ICSSR project.
5. At the YPR campus, faculty publication numbers are promising. Funding and research projects seem to be increasing in the current year. As a new department, they have done well.
6. Strong links with industry, facilitated by guest lectures, peer learning opportunities, and diversity sensitization Programmes. An advisory board has also been established.
7. The department fosters inclusivity and collaboration. A supportive environment encourages student well-being and growth.
8. The department has a strong social media presence, Sports, recreation and learning and research circles for faculty members are organised.
9. Students participate in social responsibility initiatives. Active involvement in community service projects.
10. Department activities align with Sustainable Development Goals (SDGs), incorporating service learning and financial inclusion initiatives.

Recommendations

1. Ensure that global competence topics are consistently incorporated throughout the curriculum, rather than being isolated to a few courses, to provide a comprehensive global perspective.
2. Move beyond traditional lecture-based formats by adopting more interactive and student-centered teaching methods, such as case studies, group work, and experiential learning, in commerce courses.
3. Make global learning experiences, such as exchange Programmes, internships abroad, and virtual international collaborations, more accessible to more students.
4. Introduce more technology-focused courses within the commerce curriculum to equip students with essential digital skills for the modern workforce.
5. Foster greater collaboration with international faculty in course design and curriculum development to bring diverse perspectives and global insights into the classroom.
6. Establish a clear strategy for boosting research output, including targeted funding, interdisciplinary projects, and support for faculty to engage in high-impact research initiatives.
7. Professional development programmes for faculty to be initiated, especially for new faculty members.
8. Plan structured programmes for career readiness and increase opportunities for student leadership roles. Greater focus on mental health support for students is needed. Enhanced cross-cultural interactions can enrich campus life.

9. Create more Programmes focused on the well-being of faculty, staff, and students, including mental health support, professional development for faculty, and initiatives that promote work-life balance.
10. The community engagement programmes in collaboration with NGOs for the students to be enhanced. More SDG-related activities can be conducted. Service learning can be improved

Department of Professional Studies



Observations:

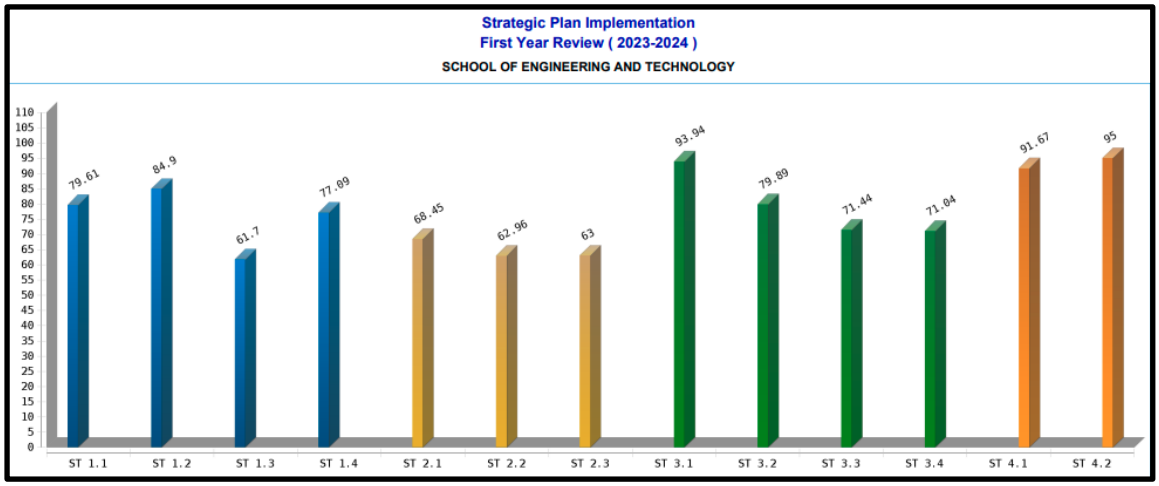
1. The Department has Programmes with international standards involving international faculties/ professional mentors.
2. Three UG Programmes are accredited by international bodies such as ACCA & CIMA.
3. A good number of Students clear the professional exams.
4. The department has multiple policies and Programmes to ensure a positive culture.
5. A good number of patents were published.
6. Good student-faculty collaboration in research
7. The Diversity and Social Inclusion Wing seems to be creating an impact.
8. Initiatives such as Suraksha Chakra. Dhansrishti, Nimmagaagi Maahiti, SDG Week, and Nangili Visit are pretty Impressive
9. A good number of Service-Learning activities are undertaken.
10. The department is contributing significantly to CSA.

Recommendations:

1. Association with RBI, SEBI, IRDA & NASSCOM need to be converted into building more visibility and branding.
2. It is suggested to have more internal faculty with professional qualifications.
3. More tenured faculty can be included, taking into consideration the demand of the course and the student ratio. This will also help improve the mentor-mentee ratio.

4. Improvement is required in Research Publications, Funded Projects, and fellowships.
5. PhD guide-ship is to be taken by the faculty members.
6. Need to focus on more impactful research and apply for externally funded projects.
7. International collaborations can be utilised to improve the research culture of the department.
8. Documentation of the service learning projects to be done clearly. Link Social engagement to the SDG goals.

School of Engineering and Technology



Overall Analysis of School of Engineering and Technology

Excellent Progress (90%+):

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 1, Sub Theme 1.2 - Teaching Learning and Assessment

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 3.2 - 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

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

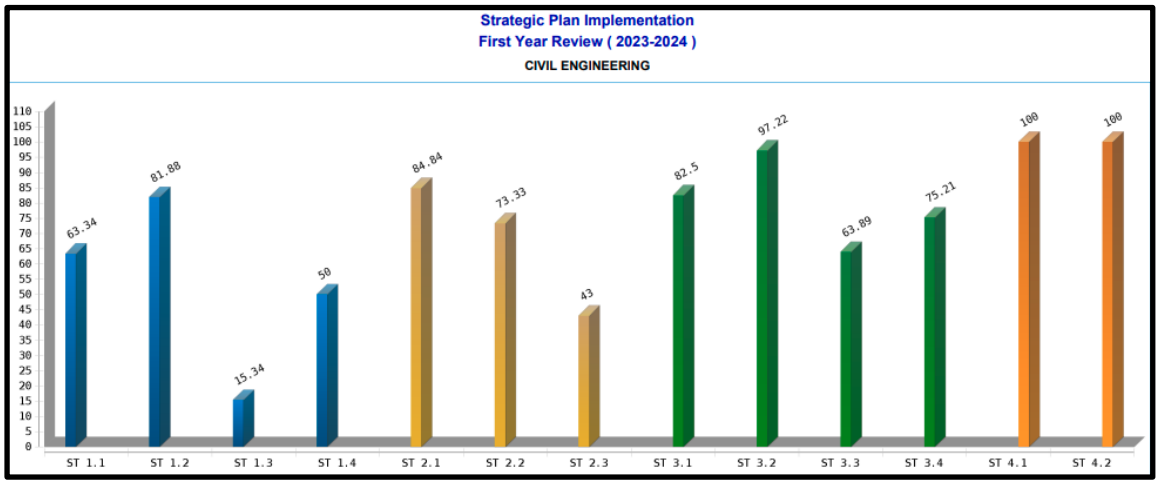
Focus Area 2, Sub Theme 2.2 - Cultivating a Research and Innovation Culture

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

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

None

Department of Civil Engineering



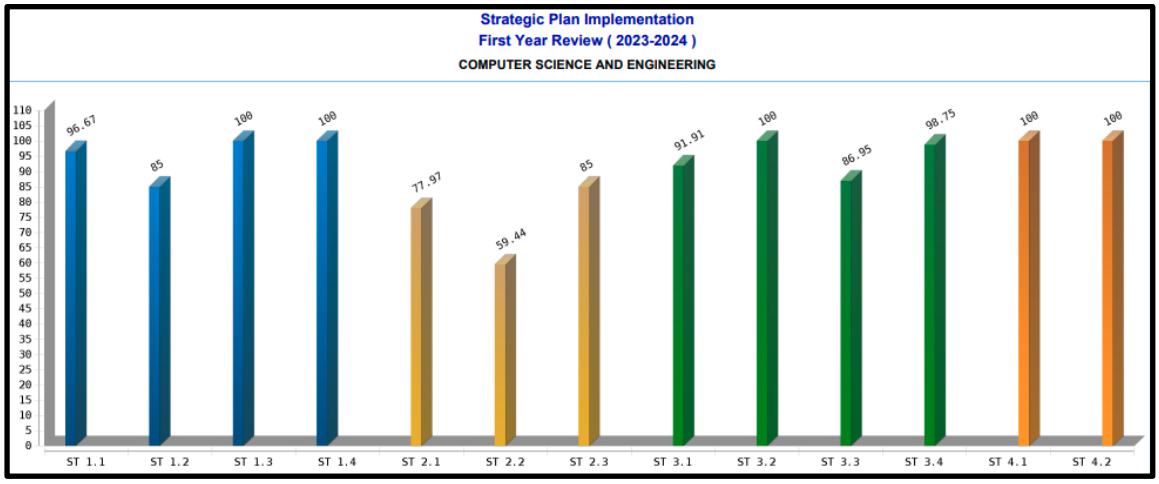
Observations

1. Department demonstrates proactive initiatives in digital learning through MOOC platforms.
2. Curriculum shows emerging trends towards industry-oriented educational approaches.
3. Low student strength presents unique opportunities for personalized and innovative learning strategies.
4. Department demonstrates substantial research capabilities through patents and funded projects.
5. Existing research infrastructure provides potential for advanced knowledge creation.
6. Significant number of PhD scholars represents a robust research potential.
7. Existing departmental environment suggests potential for enhanced team dynamics.
8. Professional development opportunities for faculty and students appear limited.
9. Initial collaborations with civic bodies demonstrate commitment to community engagement.
10. Emerging focus on Sustainable Development Goals (SDGs) indicates strategic social impact orientation.

Recommendations

1. Develop a comprehensive interdisciplinary curriculum framework integrating multiple engineering domains.
2. Implement strategic curriculum benchmarking against global engineering education standards.
3. Leverage small student cohort for enhanced personalized learning and pedagogical innovation.
4. Develop a structured faculty research capacity-building Programme to enhance publication outputs.
5. Strategically utilize departmental infrastructure for research consultancy and knowledge generation.
6. Initiate international collaborative research partnerships with industry and academic institutions.
7. Design comprehensive professional development Programmes for faculty and students.
8. Create structured mentorship and leadership development initiatives.
9. Develop comprehensive interdisciplinary collaborations to broaden societal impact.
10. Systematically integrate SDG principles into departmental research and community engagement strategies.

Department of Computer Science and Engineering



Observations

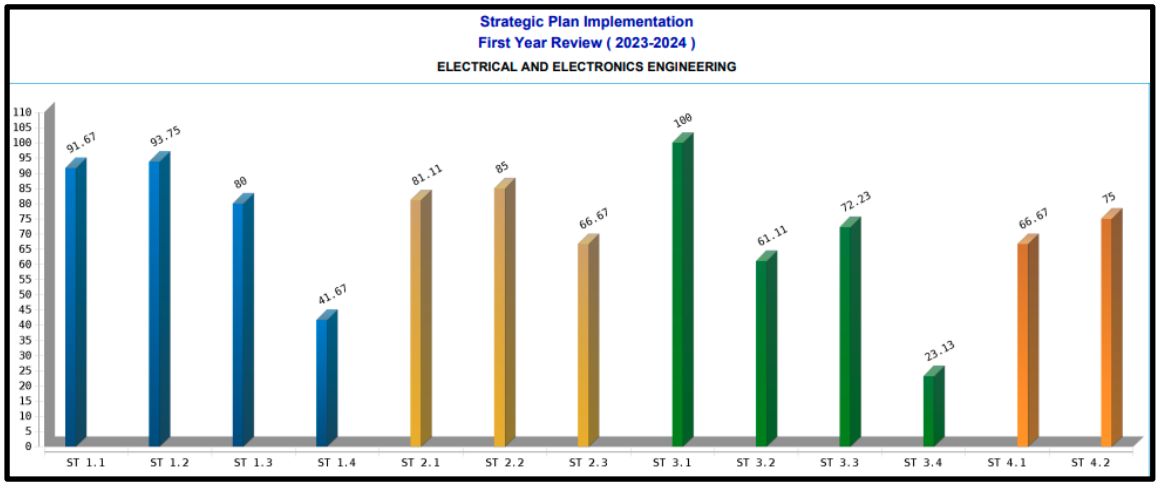
1. The department has effectively aligned its curriculum with industry-oriented courses, integrating cutting-edge interdisciplinary subjects like Robotics and IoT to broaden student learning experiences.
2. A notable increase in the number of courses offered by the department on MOOC platforms reflects its commitment to embracing digital education and expanding its academic reach.

3. There has been significant growth in departmental research grants and proposals, alongside a commendable track record of research publications, including impactful international collaborations.
4. The department offers specialised career guidance starting from the first year, complemented by systematically organized alumni mentorships, well-structured life skills training and leadership development Programmes.
5. It also offers alumni mentorship through Life Skills training and leadership development Programmes. systematized alumni engagement,
6. The department undertakes projects and activities that incorporate SDGs and service-learning, fostering a strong sense of social responsibility among students.

Recommendations

1. The department should prioritize developing online courses tailored to global competence, catering to diverse international audiences and faculty.
2. A greater focus on strengthening consultancy projects will help the department in establishing industry relationships that offer professional benefits to the students.
3. Enhancing the department's H-index by publishing high-quality research in Q1 journals and increasing the number of PhD and JRF scholars should be a central academic objective to promote quality research output.
4. Exploring alumni contributions can unlock potential resources, mentorship opportunities, and support for differential placements tailored to diverse career pathways.

Department of Electrical and Electronics Engineering



Observations

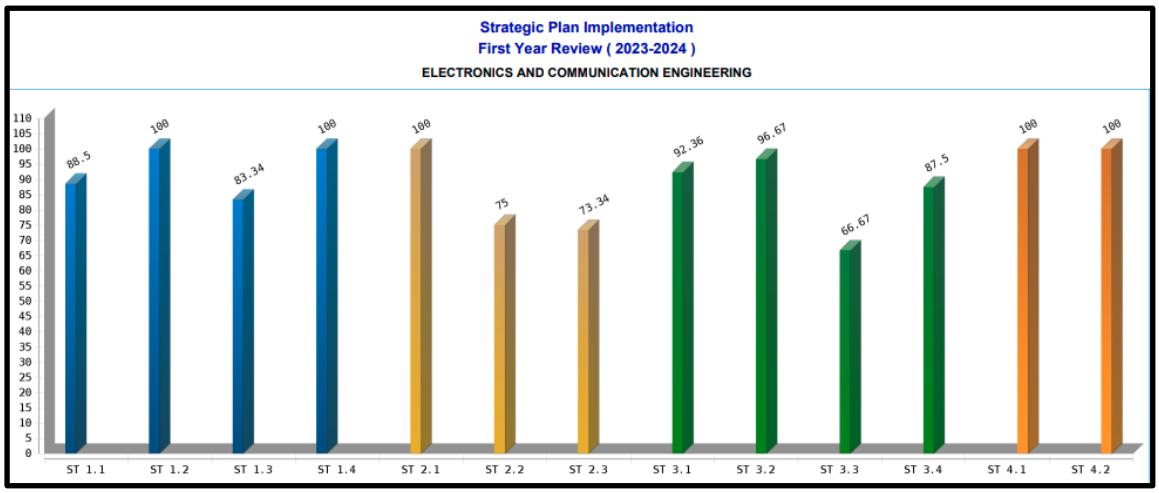
1. The curriculum is designed to meet global standards, ensuring students are well-prepared for international opportunities.

2. The department has developed Programmes like PG in EV Technology in collaboration with industry, to enhance real-world application and employability.
3. Maintaining a consistent record of publications in scopus-indexed journals while encouraging engagement of UG and PG students in research presentations at conference departments reflects an innovative scholarly culture.
4. Comprehensive energy audits and consumption surveys have been successfully conducted within the department, providing valuable data for promoting energy efficiency and demonstrating commitment to resource optimization.

Recommendations

1. The department should prioritise identifying and incorporating emerging trends in its curriculum and research.
2. The importance of familiarizing students and faculty with incubation processes and dedicated Programmes to focus on patents and copyrights will protect intellectual assets of the department.
3. need better focus on conducting international conferences. Focus should be directed towards organizing international conferences to showcase research, improve global networking, and attract international collaboration.
4. The department should build partnerships with NGOs to strengthen community engagement and provide opportunities for impactful social initiatives through internships and awareness Programmes.
5. Expanding energy consumption surveys to external organizations will establish the department as a leading force in sustainable practices and consultancy.

Department of Electronics and Communication Engineering



Observations

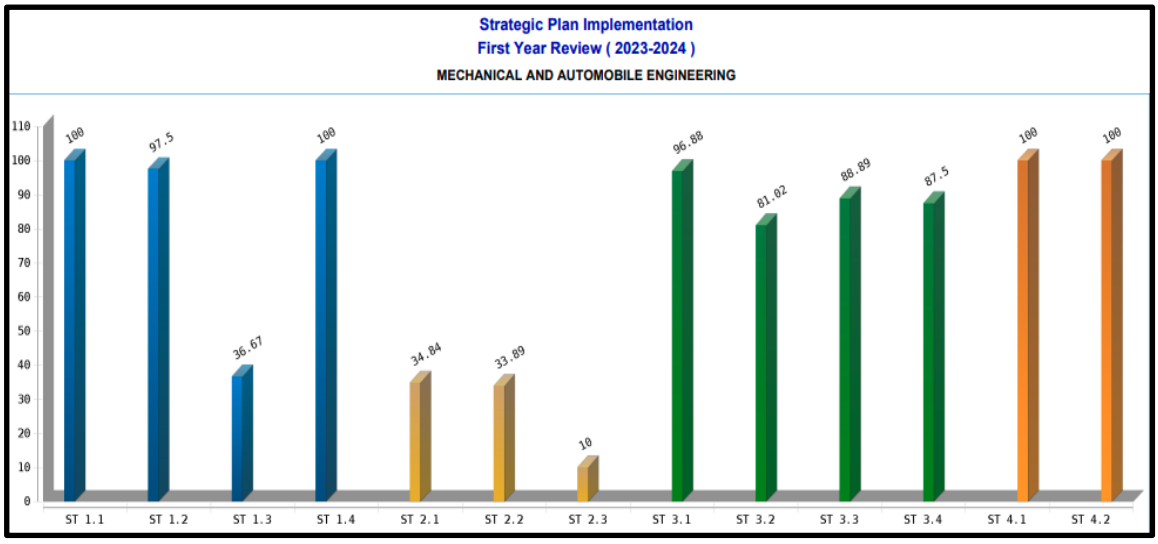
1. The department includes a highly qualified faculty, with 90% holding PhDs, ensuring a robust academic foundation.

2. An excellent mentor-mentee ratio of 1:12, along with innovative student-centric learning methods has ensured personalized guidance for the students that contributes towards positive academic development.
3. Collaboration with foreign universities and fostering active exchange Programmes are pivotal departmental successes that provide global exposure and diverse learning opportunities.
4. The department ensures global recognition by attaining accreditations from reputed national and international agencies that validate the quality and relevance of its Programmes.
5. The Office of Research in Engineering and Architecture at Kengeri Campus has taken initiatives on different funding initiatives, including procuring an external funding of 8 Lakhs and encouraging 40% of faculty members to apply for seed money.
6. 61 Students participated in Smart India Hackathon and MSME Hackathon, which encourage innovative thinking and industry engagement, and demonstrated expert creativity and technical skills.
7. The department organizes stress management Programmes for both faculty and students to promote a balanced academic environment, improving both mental well-being and productivity.
8. Smart campus projects and fast-track internships implemented by the department provide practical exposure, enhance employability skills, and integrate real-world applications with learning.

Recommendations

1. Focused training Programmes for competitive examinations, tailored to address the specific needs of aspiring students, including mock tests and expert sessions can ensure improved preparation.
2. The department should develop funding proposals aligned with national priorities to secure grants from the government for publishing socially relevant research. Strengthening consultancy can also generate revenue and build partnerships with different industries.
3. Promote securing of investments by establishing entrepreneurial startups that translate research into viable business models.
4. The number of teachers receiving national and international fellowships, or financial support from various agencies for research should be increased by granting of IPR that guide them on patenting their work.
5. The department should set up alumni tracking systems after students complete their undergraduate Programmes in order to monitor career trajectories and professional achievements, which can be used for improving institutional Programmes and reputation.
6. Maintaining detailed records of community outreach initiatives should be prioritised that highlight the objectives, activities, and measurable impacts of the Programme to be well presented for national recognition.

Department of Mechanical and Automobile Engineering



Observations

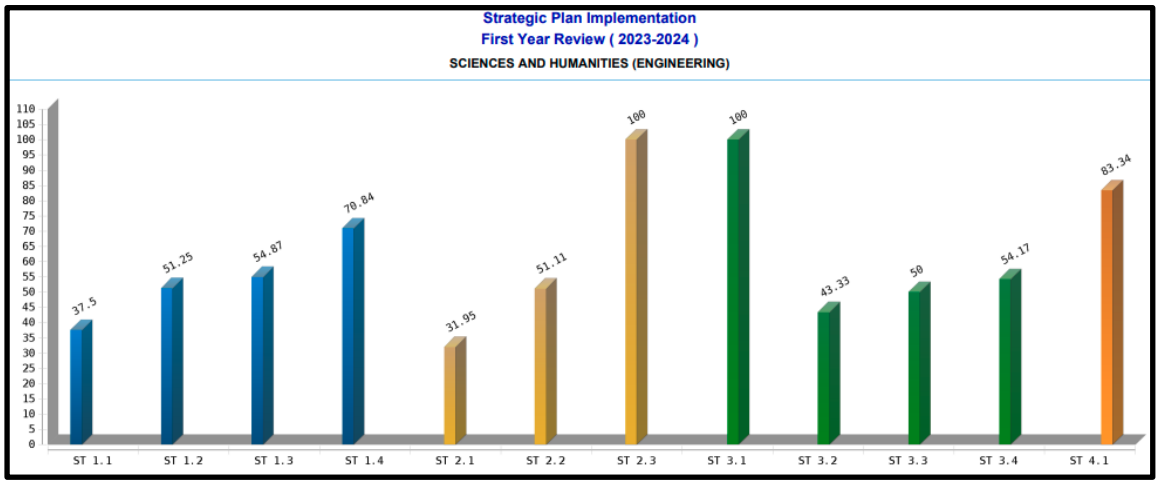
1. The department demonstrates excellence in maintaining comprehensive quantitative documentation in alignment with NBA and other accreditation standards, ensuring a strong foundation for quality assurance and compliance.
2. Service and experiential learning approaches have been constructively integrated into the academic curriculum to enrich career opportunities and the overall educational experience.
3. Internationalization of research activities and an increase in both collaborative and stand-alone student-faculty publications would further improve the department's exemplary academic impact.
4. The department's delegation practices in project management and administration foster efficiency, along with a strong culture of faculty collegiality and regular team-building exercises that promote a positive work environment.
5. Service-learning initiatives and projects aligned with the SDGs are a primary focus, showcasing the department's dedication to socially relevant contributions.

Recommendations

1. The department should focus on enhancing global competence to better align with international standards and practices that will attract more international students and foster a diverse learning culture.
2. Developing high-quality digital content will serve as a vital step toward modernizing educational delivery and showcasing faculty expertise in adapting to different mediums of teaching.
3. The department should increase research publications through both international and national connections to strengthen its scholarly reach and profile.
4. Efforts must be targeted towards improving student placements through industry collaborations, ensuring graduates are well-prepared and engaged with different industry sectors.

5. Enhancing consultancy services and corporate training Programmes involving both faculty and students can significantly boost institutional visibility in the professional world.

Department of Sciences and Humanities



Observations

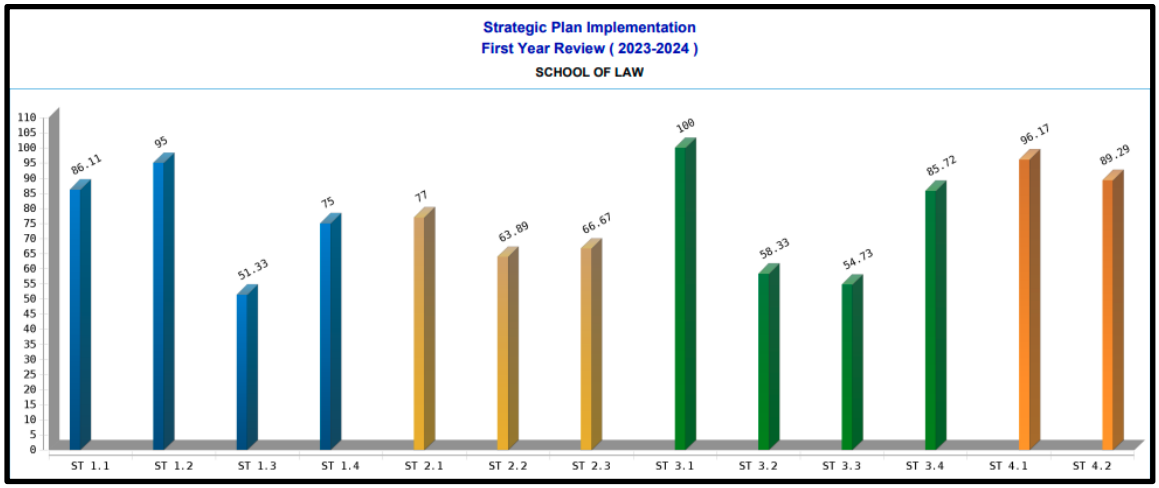
1. Faculty demonstrates active engagement with national and international professional networks.
2. Department has successfully secured significant government research funding.
3. Emerging potential for innovative and inclusive educational approaches.
4. Significant improvement in high-quality research publications (Q1/Q2 journals).
5. Increased research grant applications and funding efforts.
6. Growing international research collaborations and conference participation.
7. Substantial publication of books and book chapters with international publishers.
8. Department faces challenges with short-term student engagement due to Programme structure.
9. Faculty demonstrates leadership capabilities across departmental and university initiatives.
10. Department has achieved a 100% target for SDG-focused research publications.

Recommendations

1. Integrate comprehensive gender sensitivity and SDG modules into curriculum.
2. Develop formalized international student and faculty exchange Programmes.
3. Create robust digital learning resources to enhance flexible and interactive learning experiences.
4. Implement faculty development workshops promoting inclusive pedagogical practices.

5. Establish specialized research centers of excellence to drive high-impact research.
6. Foster interdisciplinary research collaborations across departments and external institutions.
7. Develop strategic MOUs with national and international research partners.
8. Enhance research visibility through targeted marketing and academic networking platforms.
9. Develop a comprehensive departmental blog to showcase achievements and insights.
10. Expand collaborations with national and international organizations focused on SDGs.

School of Law (Bangalore Campus)



Overall Analysis of School of Law (Bangalore 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 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 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 1.4 - Accreditations and Rankings

Focus Area 2, Sub Theme 2.1 - Enhancing Research Excellence

Moderate Progress (60-69%):
Focus Area 2, Sub Theme 2.2 - Cultivating a Research and Innovation Culture
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 3, Sub Theme 3.2 - Vibrant and Enriching Campus Experience

Focus Area 3, Sub Theme 3.3 - Stakeholder Engagement

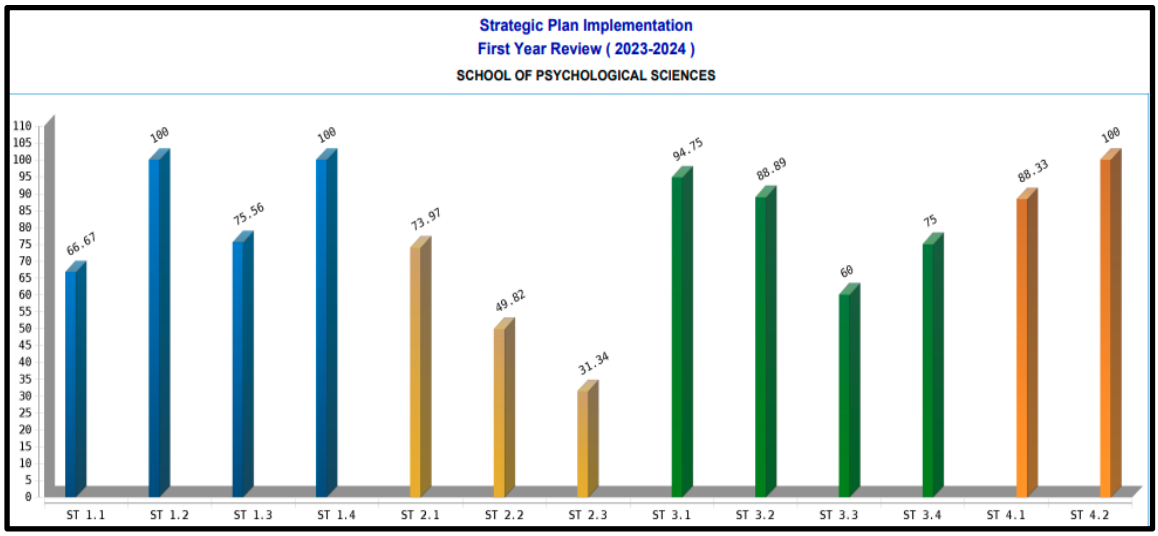
Observations

1. Student placements with international organizations are notable, but the curriculum requires further enhancement to strengthen this area.
2. Extension activities conducted by the department are impactful and have the potential to be transformed into research publications and projects.
3. There is immense potential for neighbourhood extension Programmes and consultancy services to foster greater societal engagement.
4. Faculty and students are actively involved in curricular and extracurricular activities, supported by initiatives such as yoga sessions, Faculty Development Programmes (FDPs), and Management Development Programmes (MDPs).
5. Plans for faculty internships reflect a progressive approach to professional development.
6. The department makes meaningful contributions to societal engagement through consistent and impactful activities.

Recommendations

1. The curriculum needs to be enhanced to attract international candidates and align with global academic standards.
2. Faculty mentoring initiatives and stress management Programmes should be developed in collaboration with other departments to support faculty well-being and growth.

School of Psychological Sciences (Bangalore Campus)



Overall Analysis of School of Psychological Sciences (Bangalore Campus)

Excellent Progress (90%+):

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

Focus Area 1, Sub Theme 1.4 - Accreditations and Rankings

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

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 4, Sub Theme 4.1 - Sustainable Development Goals (SDG)

Good Progress (70-79%):

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 3.4 - Faculty and Staff Development and Well-being

Moderate Progress (60-69%):

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

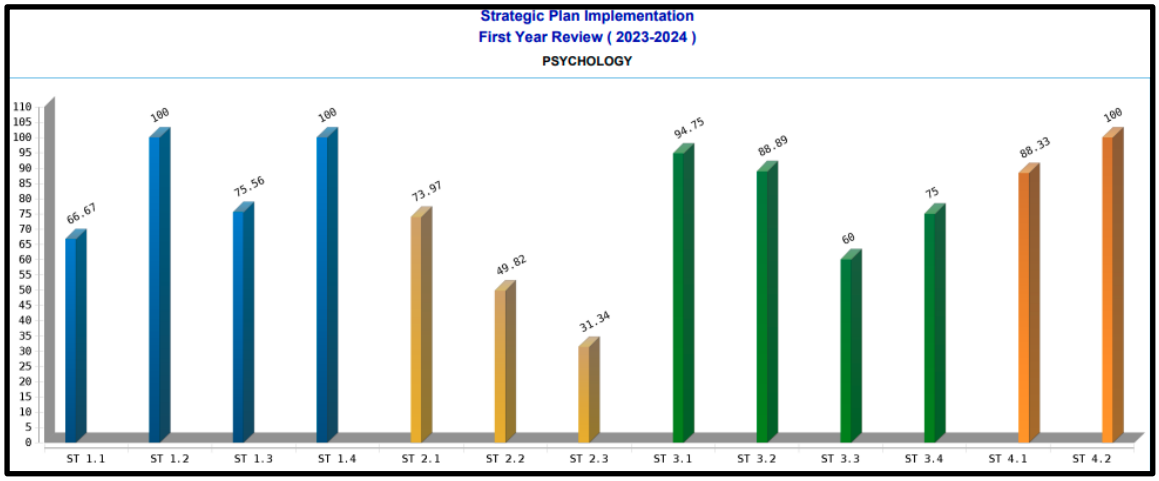
Focus Area 3, Sub Theme 3.3 - Stakeholder Engagement

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

Department of Psychology



Observations

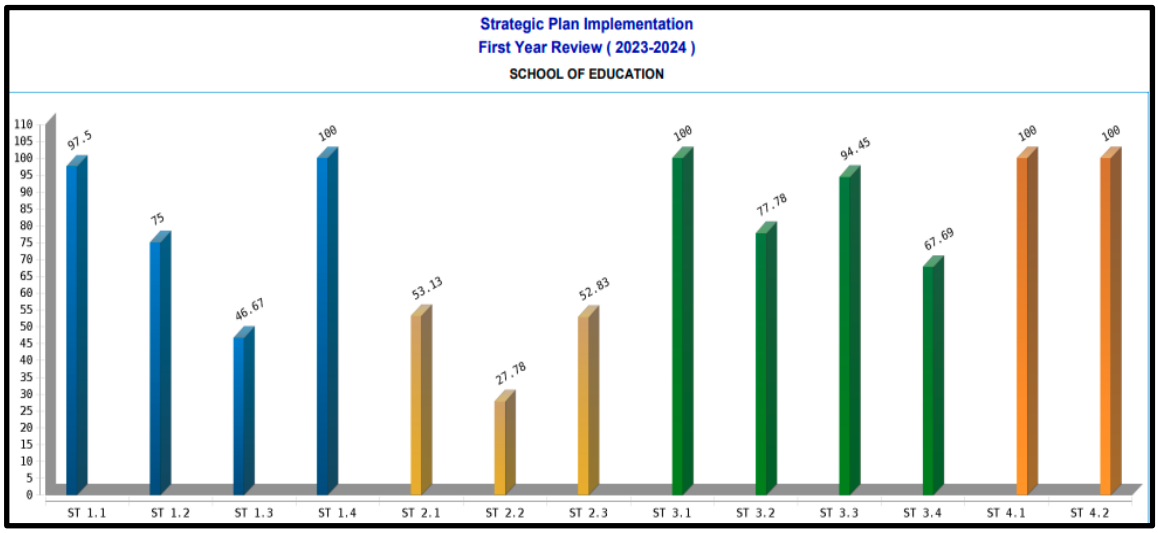
1. The curriculum is globally relevant, incorporating internationalization and innovative Programmes that align with global standards. *(Bannerghatta, Central)*
2. The department effectively incorporates service-learning and community engagement into its curriculum, demonstrating a strong commitment to societal contributions. *(Bannerghatta, Yeshwanthpur)*
3. A positive ecosystem for research, innovation, and collaboration is evident, supported by faculty initiatives and student competency development Programmes. *(Yeshwanthpur, Bannerghatta)*
4. Faculty well-being and student support initiatives, including fostering collegiality and nurturing environments, are consistently emphasized. *(Yeshwanthpur, Bannerghatta)*
5. SDG-aligned outreach and community service Programmes are well-executed, but there is potential for further expansion and alignment with measurable outcomes. *(Yeshwanthpur, Bannerghatta)*

Recommendations

1. Initiate accreditation processes to validate and enhance the curriculum's credibility and international standing. *(Bannerghatta)*
2. Strengthen research output by focusing on local stakeholder impact and increasing collaborative and innovative research projects. *(Bannerghatta, Yeshwanthpur)*
3. Enhance stakeholder engagement, especially with alumni, to foster stronger connections and contributions to departmental growth. *(Yeshwanthpur)*
4. Set specific and measurable targets to map activities to outcomes and create aspirational goals for greater clarity and impact. *(Central, Yeshwanthpur)*

5. Expand outreach Programmes and service-learning initiatives aligned with SDGs to maximize societal impact for students and faculty. *(Bannerghatta, Yeshwanthpur)*
6. Focus on adopting innovative teaching methods and capacity-building activities, including consultancy and celebrating departmental achievements. *(Bannerghatta, Central)*

School of Education



Overall Analysis of School of Education (Bangalore Campus)

Excellent Progress (90%+):

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 3.3 - Stakeholder Engagement

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%):

None

Good Progress (70-79%):

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

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

Moderate Progress (60-69%):

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

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 2.1 - Enhancing Research Excellence

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

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

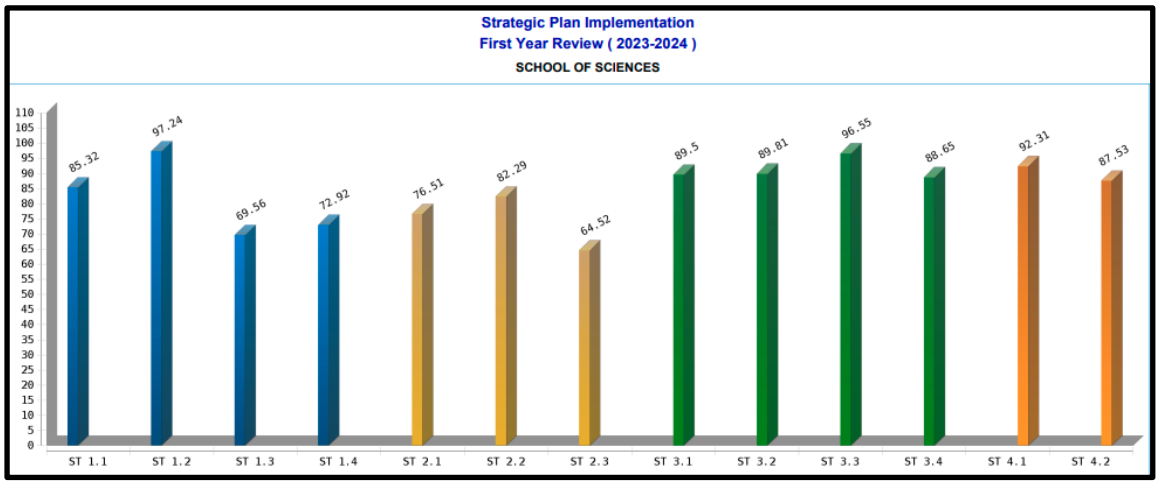
Observations

1. The department has established a robust connection with international academia, exemplified by a functional MoU and a Scholar-in-Residence Programme, which significantly contributes to its global reach.
2. With an impressive average of 2.57 publications per faculty member and the presence of 37 PhD students, the department possesses substantial research potential and a significant academic asset.
3. The department organizes a diverse array of events aimed at fostering the holistic development of its students, reinforcing its commitment to comprehensive educational experiences.
4. Active engagement in SDG-related projects and extension activities underscores the department's dedication to societal contributions and meaningful community outreach.

Recommendations

1. To enhance its global stature, the department should further expand international collaborations, including online conferences, Faculty Development Programmes (FDPs), courses, and publications, while ensuring proper validation of its achievements.
2. There is an opportunity to refine and clarify the process of identifying courses and pedagogical practices that hold global relevance, ensuring alignment with international standards.
3. The department should place greater emphasis on producing high-impact research to improve its citation index and h-index. A focused effort to secure one seed money project or externally funded project per faculty member would be beneficial.
4. Attention should be given to the emotional well-being of faculty members, with initiatives such as team-building activities, departmental celebrations, and appreciation Programmes fostering a supportive work environment.
5. The department can increase the visibility of its SDG-related initiatives and outreach activities by converting them into collaborative projects with intra-departmental participation and leveraging social and print media for publicity.

School of Sciences (Bangalore Campus)



Overall Analysis of School of Sciences

Excellent Progress (90%+):
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)

Very Good Progress (80-89%):

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

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

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 1.4: Accreditations and Rankings

Focus Area 2, Sub Theme 2.1: Enhancing Research Excellence

Moderate Progress (60-69%):

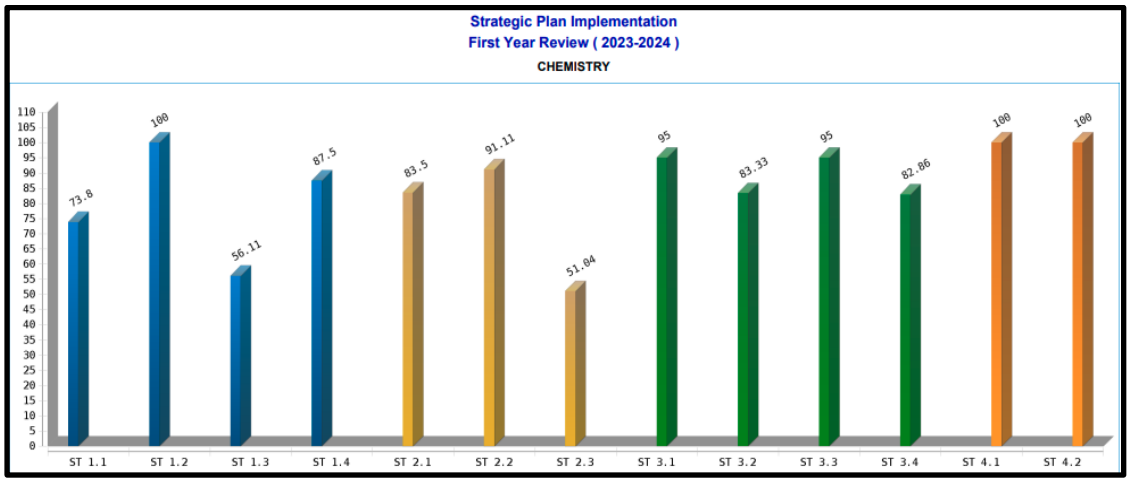
Focus Area 1, Sub Theme 1.3: Global Partnerships and Collaborations

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

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

None

Department of Chemistry



Observations

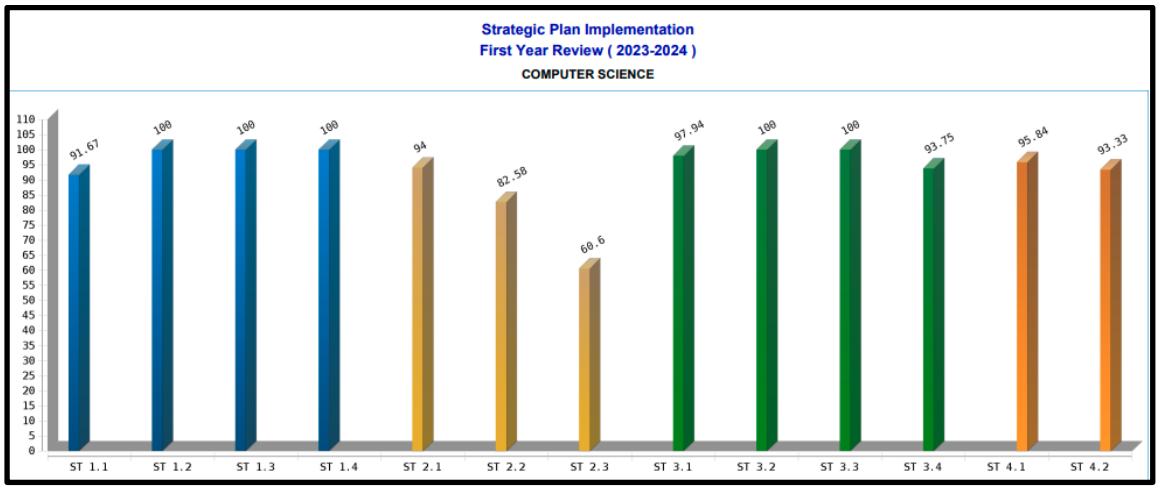
1. Specific skill development courses have been implemented that ensure targeted honing of skills relevant to a particular field or subject of study.
2. The department has introduced immersion Programmes for UG classes to achieve practical learning and engagement among the students.
3. Securing good publications and adequate fundings acts as a testament to the intellectual ability of the faculty and their dedication towards research and inquiry.
4. National and international collaboration with eminent bodies can further extend the reach and prospects of research projects.
5. Connecting with the college alumni to provide mentoring and career guidance to existing students has boosted the effectiveness and positive reception to these sessions.
6. Organising Programmes for emotional well-being and mental health workshops catering to different issues such as stress management has contributed to a healthy working environment.
7. Conducting water and soil testing through in-depth SWOC analysis has also helped in improving the quality of the learning atmosphere.
8. Initiatives and activities undertaken in relation to achieving SDGs have been successfully impactful so far.

Recommendations

1. Integrating industry insights, a structured mentoring system, and directive teaching tools into curriculum design will enhance its relevance and better equip students with the expertise needed for real-world applications.
2. The department must start working towards achieving accurate accreditation for their courses and overall Programme to establish their level of scholarly standing.

3. A Centre for Excellence should be developed to improve incubation support by enhancing the resources, guidance, and infrastructure of academia.
4. The faculty should conduct exposure workshops and regular training for encouraging interested scholars to file patent grant applications.
5. International faculty or visiting professors should be recruited on a larger basis to increase depth and allow internationalisation of the curriculum.
6. Start-up encouragement; The department should focus on improving their influence and visibility on social media platforms to appeal to newer audiences.
7. Greater number of social welfare and awareness activities like service-learning projects, waste management workshops etc., as well as applying for externally funded SDG aligned projects should be undertaken.
8. Unique opportunities to collaborate with nearby industries to help students interact and strive to mitigate recurring community issues should be created to build a spirit of volunteerism, critical thinking and altruismin the campus.

Department of Computer Science



Observations

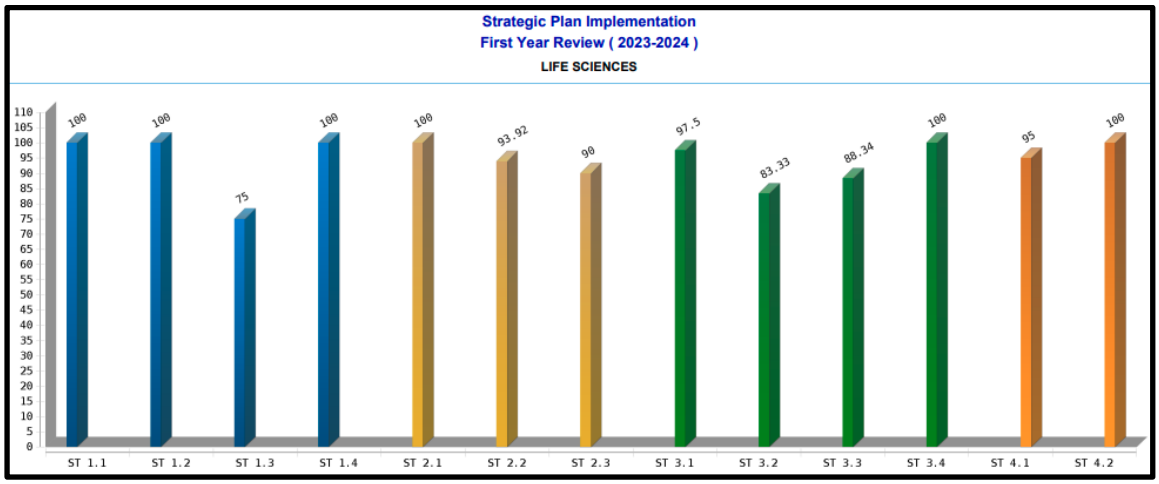
1. The department's outbound faculty exchange Programmes are strong, facilitating diverse academic exposure, along with a commendable BCA ranking that highlights the quality and competitiveness of the Programme.
2. National-level FDPs and QIPs involving multiple stakeholders were conducted, enhancing faculty skills to ensure innovative excellence within the department.
3. Introducing new mentorship Programmes helped connect students with experienced industry professionals who provided career guidance, along with new laboratories, practical exercises and fiftyeight workshops that were developed to prepare students for job markets.
4. Final-year students received specialised training for professional work and internships by hosting regular sessions on and company visits to Britannia and ISRO, which eventually led to success in securing placements and internships.

5. The department provided a lot of research opportunities, including externally funded projects, research grants and patents, which allowed students to present and win laurels for their publications at conferences
6. The department also showed transformative inclusivity by launching clubs, such as WIST, that encourage women in technology and student research activities.
7. Service-learning Programmes are thoughtfully included in the curriculum, aligning learning with community impact. With 100% of academic projects aligned to SDGs, the department integrates sustainability into teaching and research, supported by an active SDG cell organizing at least five targeted events.

Recommendations

1. The curriculum of the department should benchmark against top national and international institutions, adopt global methodologies, and increase enrollment of foreign students by promoting departmental accolades and activities to align with competent standards.
2. A structured alumni mentorship Programme should be established to guide students in career and project development as expert evaluators who provide professional support through online courses developed as MOOCs.
3. The department can undertake various certificate courses such as data analytics and cybernetics, along with workshops focusing on cross-departmental projects or soft skills development like communication to ensure multi-faceted development of the students.
4. Strong research support should be established in the department which showcases students' projects and involves them in co-authoring, commercialises patents and increases fundings. Faculty members would also be encouraged to apply for national/international fellowships.
5. A startup center should be created to encourage student entrepreneurship and innovation, supervised by a faculty based advisory board which guarantees conversion of student projects into commercial ventures.
6. The department should work towards identifying the modern trends and industry needs, and accordingly strive to upskill students by offering advanced skill workshops, increased industry mentorship, strengthening partnership with companies for internships and other resources.
7. Establishing more MoUs will enhance consultancy services of the department, where student projects can be monetized to generate consultancy revenue, aligning academic efforts with financial literacy and sustainability.
8. Team-building and wellbeing Programmes will improve faculty engagement and productivity, while also encouraging sufficient societal engagement and learning through the implemented community projects.

Department of Life Sciences



Observations

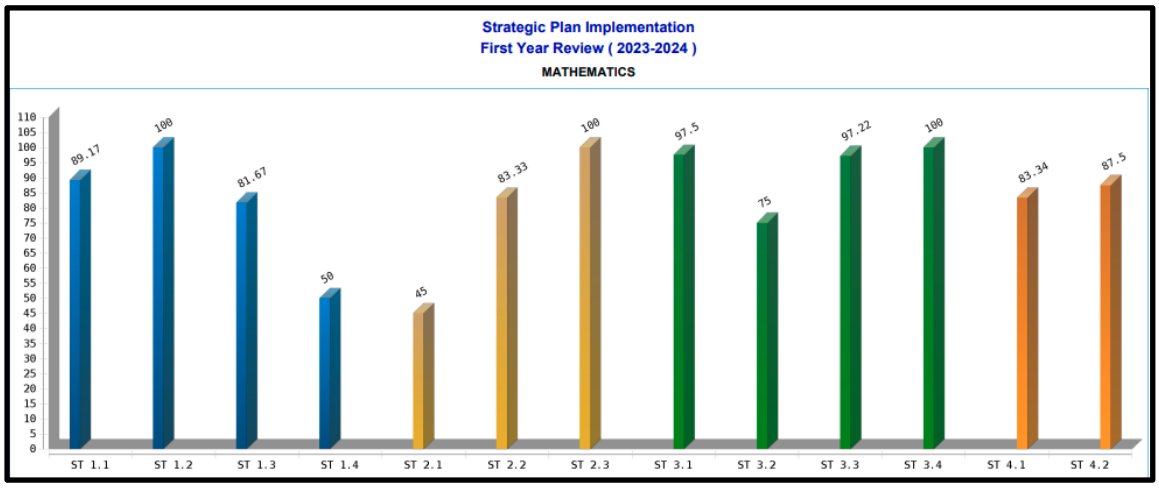
1. The department should adopt a proactive mindset, turning obstacles into chances for growth, intellectual development, and innovation.
2. The strength of the department lies in its high-quality research publications, reflecting its commitment to academic excellence. However, consultancy potential is not fully exploited for consultancy projects that could bring in additional funding.
3. Establishing more robust fellowship Programmes will attract talented researchers and provide students with opportunities to engage in cutting-edge research while enhancing the department's academic reputation.
4. There is a strong sense of collaboration and team spirit among faculty members, along with active participation from notable alumni which has created an active, interactive atmosphere for learning.
5. Clear roles and a well-defined succession plan adopted by the department ensure that it is prepared for transitions, promoting stability and continuity in its academic and administrative functions.
6. Department can utilize their experience in taking up projects and train students to undertake socially relevant projects that not only address community challenges but also prepare students to apply their knowledge

Recommendations

1. The curriculum needs to be strengthened by focusing on global standards and integrating global perspectives that will appeal to international faculty and students, fostering a diverse academic environment and enriched learning experiences.
2. The sub themes of each focus area as designated by the department should be closely followed to ensure that they are equally involved while implementing academic guidelines.
3. The department can make use of its strong foundation and expertise in research to attract more collaboration and partnerships with industry, leading to innovative extension activities, fellowships and consultancy projects.

4. Conducting a thorough analysis in the department is required in order to identify skill gaps and training requirements for faculty, ensuring they are well-equipped and competent to adapt to new trends and technologies in their teaching.
5. Alumni relationships should be strengthened to bring measurable benefits such as mentorship Programmes, funding opportunities, industry connections, and enhanced placement prospects.
6. Tailored training Programmes focused on competitive exam preparation should be employed to help students achieve better outcomes, enhance their employability, and open doors to dynamic career opportunities.
7. The department should focus more on welfare projects that have actual social implications and create meaningful, transformative impact, promoting sustainability, equity, and community well-being.

Department of Mathematics



Observations

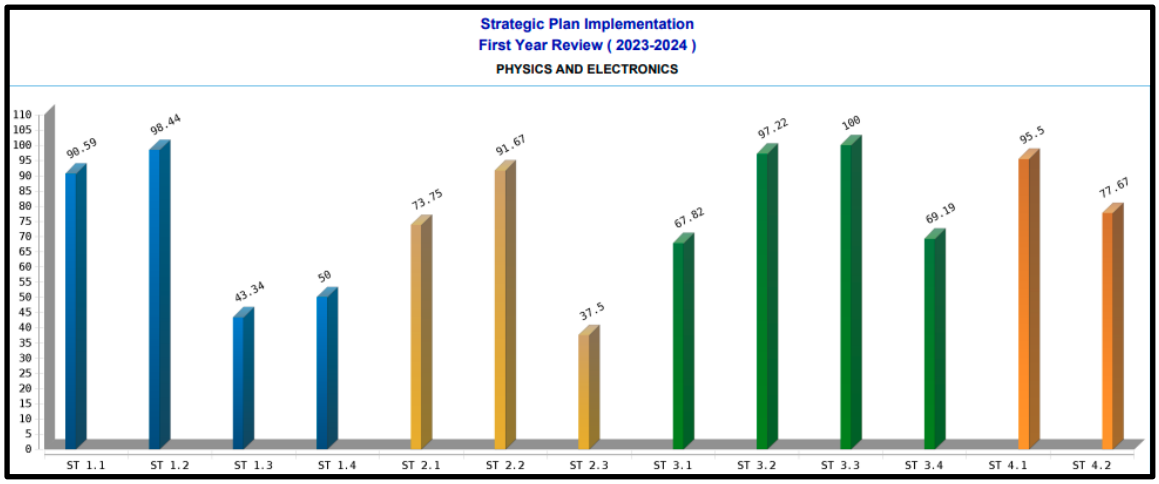
1. The introduction of internationally aligned courses, along with 4 LCA courses has helped in strengthening the curriculum by offering students a thorough, well-rounded and application-oriented educational experience.
2. The Journal Club and Seminar Hour for undergraduate students are one of the key strengths of the department at the YPR campus, promoting critical thinking, investigative discussions, and communication skills among students.
3. A 30-hour skill-based certificate course, which is later converted into CIAs in the later semesters, has been implemented by the department at the YPR campus as a method of ensuring continuity and practical application within the Programme.
4. The department has demonstrated sound and impactful research, exemplified by a decent number of publications, one patent, and two seed money projects.
5. The department excels in organizing student-centric activities, with clubs and associations actively conducting over 50 initiatives and keeping students engaged in meaningful extracurricular exercises.
6. A number of capacity building programmes are being offered by the department for the faculties, promoting professional growth and institutional excellence.

7. The SDG cell is well-established and actively functioning, contributing to awareness and implementation of sustainability initiatives specifically through issuing research publications on sustainability goals as determined by the UN.

Recommendations

1. The department should actively engage in benchmarking exercises and align with accreditation or ranking agencies to maintain competitive standards, ensuring continuous improvement and credibility.
2. Increased focus of the department on MOOC courses, strategic MOUs, offering dissertations and preparation for competitive exams will help build a globally diverse skill set and academic portfolio.
3. The department should apply for innovation-driven, consultancy projects and prioritize faculty-student collaborations to enhance intellectual relevance and financial sustainability.
4. Efforts must be gradually improved to attract externally funded projects by applying to central agencies and addressing gaps in entrepreneurship and innovation.
5. The number of FDPs, MDPs, and recreational activities can be increased as a way to boost faculty morale and expertise, building a productive learning environment.
6. The department must maintain the impact of its outreach Programmes by developing partnerships with international partnerships with international universities and integrating cross-cutting issues that establish an eclectic research ecosystem.
7. The department should introduce a dedicated service-learning course, being a core component of at least one CIA, will align community engagement with scholarly endeavours, encouraging volunteerism and a sense of social welfare.
8. Workshops and seminars focused on Sustainable Development Goal (SDG) research should also be introduced to inspire student participation.

Department of Physics and Electronics



Observations

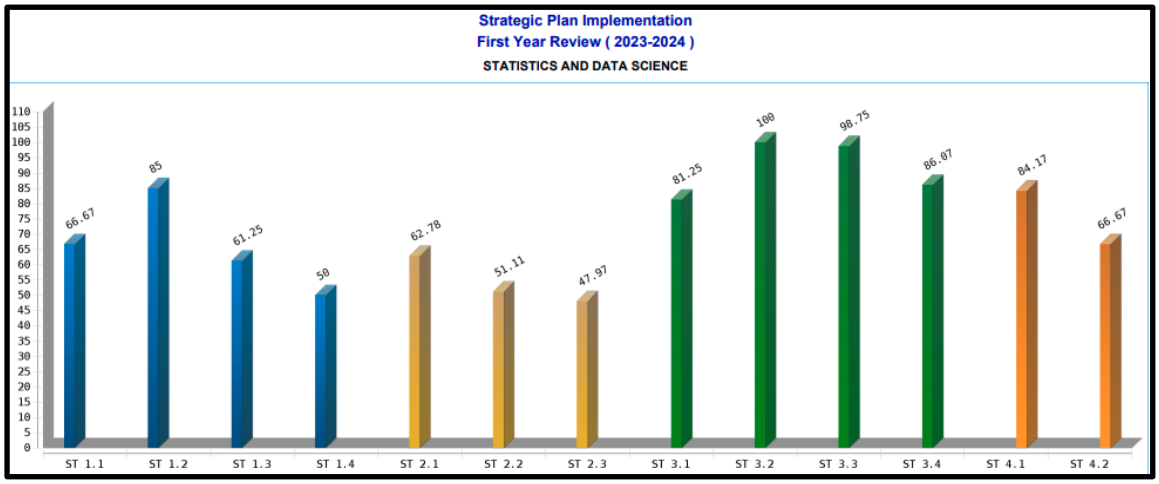
1. The curriculum proposed by the department has been strategically designed in alignment with the national vision for undertaking community and environmental awareness such as regular dealings with sustainable energy and water management.
2. Establishing associations with professional organizations such as ISRO will facilitate access to specialized knowledge and create valuable networking opportunities for both students and faculty in science and technology.
3. The practice of contemporary teaching methods using simulators have enabled immersive experiences that enhance comprehension, improve skill retention, and bridge the gap between theoretical knowledge and real-world application.
4. The department has published comprehensive research articles in both Q1 and Q2 journals, making them highly regarded in their academic and intellectual standards for their contribution to the field.
5. The department conducts collaborative research among faculty members and students which allows different levels of intellectual thought and perspectives to cover all possible areas of study.
6. Stress management workshops are conducted regularly to address mental health concerns and other work management issues faced by the faculty.
7. A significant number of faculty members are being included in decision making, ensuring that academic policies, curriculum developments, and institutional strategies reflect a wide variety of opinions.

Recommendations

1. Implementing innovative teaching methods such as peer teaching and flipped classrooms, along with promoting international internships and exchange Programmes that will help in cultivating deeper understanding among students.
2. The quality benchmarks, methods, and outcomes of teaching and learning in the department should be compared and evaluated against those of leading science institutions.
3. The industry-academia relationship should be strengthened by increasing partnerships with relevant organisations such as environmental tech companies or energy firms that encourage students and faculty to turn their research ideas into viable products or enterprises.
4. Innovation fairs, cultural science fests and exposition events where innovative research and entrepreneurial projects can be pitched and showcased to business representatives, investors, and the public should be organised regularly.
5. The department can further enhance community and alumni engagements, strengthen the mentorship Programme, and foster interdisciplinary collaboration to promote career and professional development.
6. The department can promote STEM education in local schools by designing innovative lesson plans, providing access to advanced resources and assuring expert guidance.

7. Increasing outreach activities will also help demystify physics for the general community, through "Science in the Park" events, astronomy nights, open lab days and interactive science exhibitions which can open avenues for internships and hands-on projects.
8. Service learning should be a more integral part of the Programme structure, therefore integrating social welfare activities into technical workshops to cultivate community responsibility within industrial practice.

Department of Statistics and Data Science



Observations

1. Implementing real-time and interdisciplinary projects have helped in connecting theoretical learning with practical applications, enabling students to adopt critical reasoning in order to tackle multifaceted problems.
2. Successful patents and publications showcase the department's commitment towards enhancing academic prestige while inspiring students and faculty to pursue impactful innovations. It has further potential to expand its impact by fostering inquiry ideas through think tanks.
3. The department involved a variety of student-focused initiatives that offer valuable opportunities for leadership, teamwork, and skill development, enriching personal and professional growth.
4. Opportunities for social outreach projects highlight the department's capacity to address community needs meaningfully, but need to be realised thoroughly to utilise the true potential of sustainable initiatives.

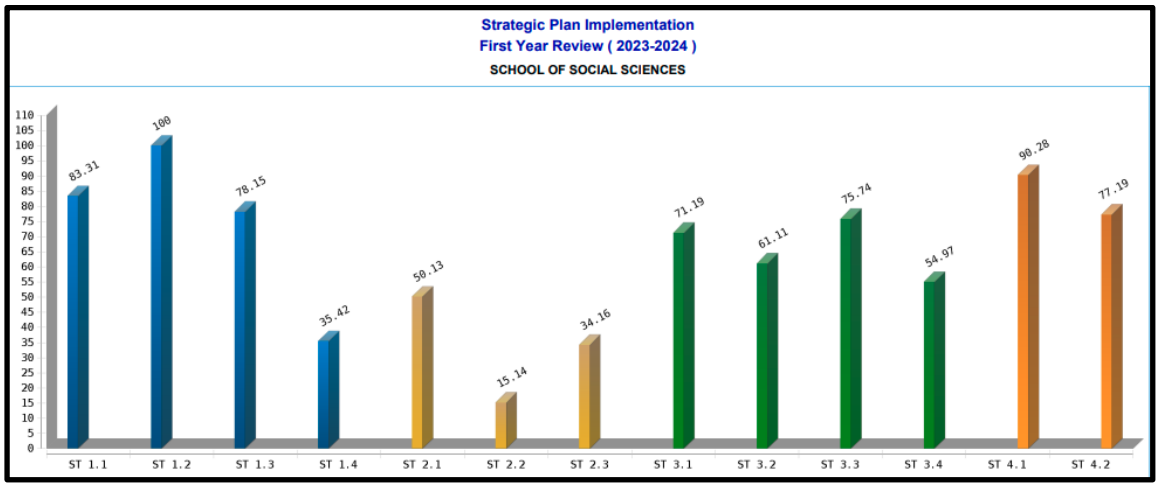
Recommendations

1. The department requires more capacity-building Programmes to enhance the skills and expertise of both students and faculty, focusing on fostering leadership, innovation, and technical proficiency.
2. To drive impactful research, the department should develop a strategy centered on securing funded projects and grants that enable access to resources and

collaboration opportunities, while also channeling student potential towards research and incubation.

3. Directing focus towards a distinct faculty exchange Programme can bring diverse expertise and fresh perspectives into academic interactions and assessment methods.
4. Service learning should be reinforced and seamlessly integrated into the curriculum to promote civic responsibility in a manner that does not differentiate it from regular course activities.
5. Can focus on areas where outreach with respect to training external stakeholders on the coding and problem solving skills which are need of the hour. The institution can focus on outreach initiatives that train external stakeholders in coding and problem-solving, aligning with industry demands. Such efforts will enhance the institution's reputation as a hub for skill development and capacity building.
6. Establishing a Learning and Development Cell to collaborate with industry partners for training Programmes can attract funding as well as internship opportunities. This can also be alternated with offering consultancy services.
7. Securing externally funded projects is crucial for expanding departmental capabilities and opening avenues for interdisciplinary development with academic leaders.

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 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

Good Progress (70-79%):

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

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 4.2 - Service Learning

Moderate Progress (60-69%):

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

Limited Progress (50-59%):

Focus Area 2, Sub Theme 2.1 - Enhancing Research Excellence

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

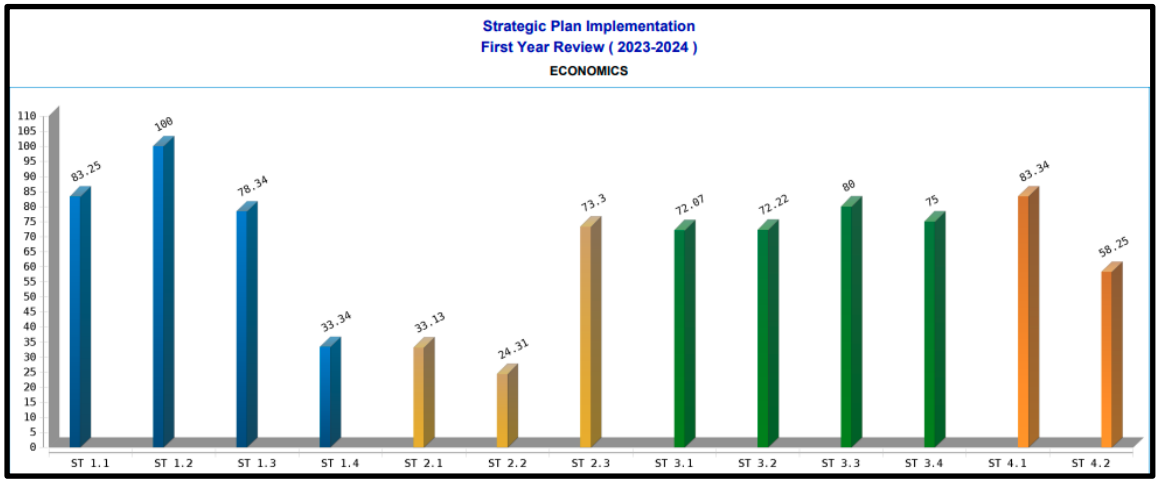
Needs to Improve (Below 50%):

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

Department of Economics



Observations

1. Curricula require further enhancement to align with global standards and incorporate innovative pedagogical practices. *(Bannerghatta, Central)*
2. Research output, consultancy efforts, and collaborative publications show potential but need greater emphasis and faculty participation. *(Bannerghatta, Yeshwanthpur)*
3. Service learning and community engagement activities are being conducted but can be better integrated into research and curriculum. *(Bannerghatta, Central)*

4. Unique opportunities based on department locations, such as proximity to industries and policy-making bodies, remain underutilized. *(Yeshwanthpur, Bannerghatta)*
5. Internationalization efforts, including curriculum improvements, partnerships, and accreditations, are limited and require further expansion. *(Bannerghatta, Central)*

Recommendations

1. Enhance curricula to meet global standards through innovative teaching methods, global consultations, and measurable learning outcomes. *(Bannerghatta, Central)*
2. Strengthen faculty capabilities through workshops on research methodologies, proposal writing, and advanced statistical tools while fostering collaborative publications. *(Yeshwanthpur, Central)*
3. Expand community engagement and service-learning initiatives, ensuring alignment with Sustainable Development Goals (SDGs). *(Bannerghatta, Yeshwanthpur, Central)*
4. Increase collaborations with government bodies, NGOs, and foreign universities through well-defined MOUs and joint projects. *(Bannerghatta, Central)*
5. Focus on internationalization by participating in global rankings, incorporating international experts into curriculum development, and enhancing global appeal. *(Yeshwanthpur, Central)*
6. Develop strategic plans with actionable goals to maximize the impact of academic, research, and outreach activities. *(Yeshwanthpur, Central)*

Department of International Studies, Political Science and History

Observations

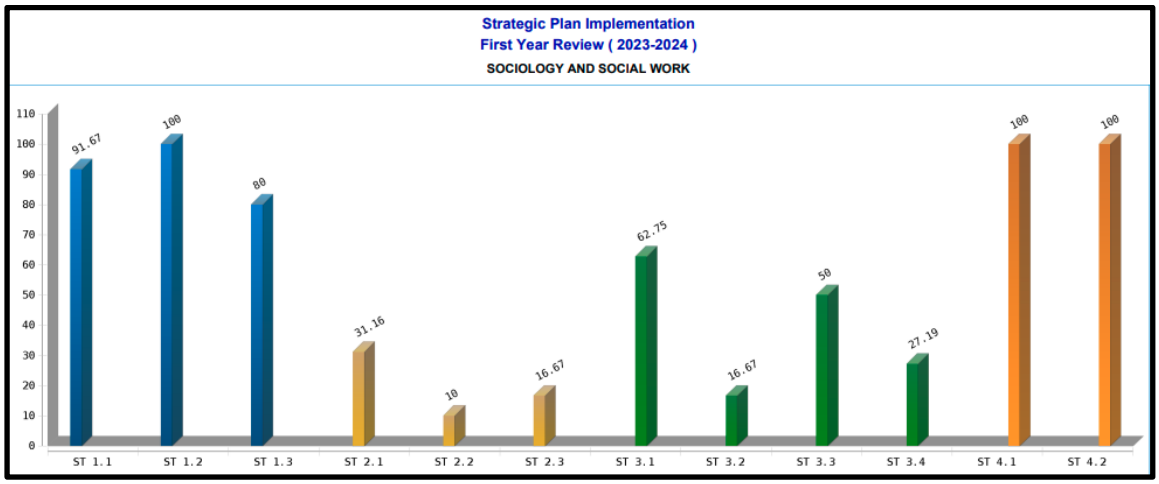
1. Curricula have been enhanced across campuses, incorporating global relevance through innovative topics and diverse pedagogical practices, such as mock elections and collaborations with international institutions. *(Central, Bannerghatta)*

2. Functional MoUs and partnerships with international universities enable student exchange Programmes and global learning opportunities but remain underutilized for advanced collaboration. *(Central, Bannerghatta)*
3. Research activities are notable, with significant funding secured, but there is a lack of applied research and limited involvement of the wider faculty. *(Central, Bannerghatta)*
4. Student development initiatives, including skill enhancement workshops and academic engagement activities, require greater focus and structured implementation. *(Central, Bannerghatta)*
5. Societal engagement through extension activities and service learning is evident but can be expanded to make a more meaningful impact. *(Central, Bannerghatta)*
6. Faculty and student mentorship Programmes, although initiated, lack diversity in structure and application, with potential to include alumni and global career mentors. *(Central, Bannerghatta)*

Recommendations

1. Strengthen research integration by embedding research elements in curricula, promoting collaborative publications, and organizing workshops on research methodologies and grant writing. *(Central, Bannerghatta)*
2. Utilize existing MoUs and establish new ones to facilitate international faculty exchanges, semester-long exchange Programmes, and collaborative research. *(Central, Bannerghatta)*
3. Expand mentorship Programmes, pairing students with faculty, peers, alumni, or global mentors to enhance career guidance and academic development. *(Central, Bannerghatta)*
4. Increase the visibility of the department through media, websites, accreditations, and active engagement with stakeholders, including industries, for internships and placements. *(Bannerghatta)*
5. Develop exclusive service-learning courses and plan additional extension activities to strengthen societal contributions and community impact. *(Central, Bannerghatta)*
6. Introduce targeted faculty development Programmes focusing on technological upskilling, interdisciplinary networking, and innovation mentorship to foster professional growth. *(Central, Bannerghatta)*

Department of Sociology and Social Work



Observations

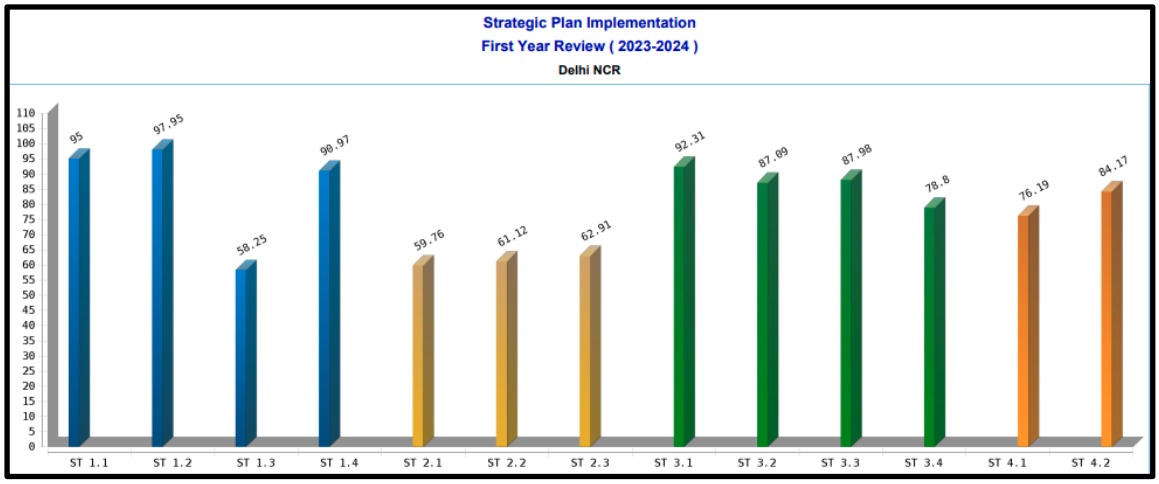
1. The department boasts a strong network of international university collaborations, fostering joint teaching and student exchange Programmes, which enhance its global academic reach.
2. The department has established valuable academic partnerships, promoted collaborative research and integrated PG research presentations and publications into the curriculum.
3. Significant contributions to book chapter publications highlight the department's academic engagement and research output.
4. Student engagement through club activities is exemplary, creating a vibrant and active campus life.
5. The department demonstrates excellent societal engagement, with impactful and relevant activities involving various stakeholders.

Recommendations

1. The department should leverage its international partnerships to benchmark curricula and further enhance research output, ensuring alignment with global academic standards.
2. A stronger focus on increasing journal publications is recommended to elevate the department’s academic profile and visibility.
3. The department should explore opportunities in social entrepreneurship, developing initiatives that empower students and foster innovation.
4. It is crucial to map and align all activities and research work with the Sustainable Development Goals (SDGs) to ensure greater societal impact.
5. There should be a concerted effort toward documenting activities, improving media coverage through social media, print, and visual media, and conducting impact analysis for all events and initiatives.

6. The department should explore additional Letters of Understanding (LoUs) and Memorandums of Association (MoAs) to expand collaborative opportunities and strengthen its academic and societal network.

Delhi NCR Campus



Overall Analysis of Delhi NCR 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 1, Sub Theme 1.4 - Accreditations and Rankings

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

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 4, Sub Theme 4.2 - Service Learning

Good Progress (70-79%):

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)

Moderate Progress (60-69%):

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

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

Limited Progress (50-59%):

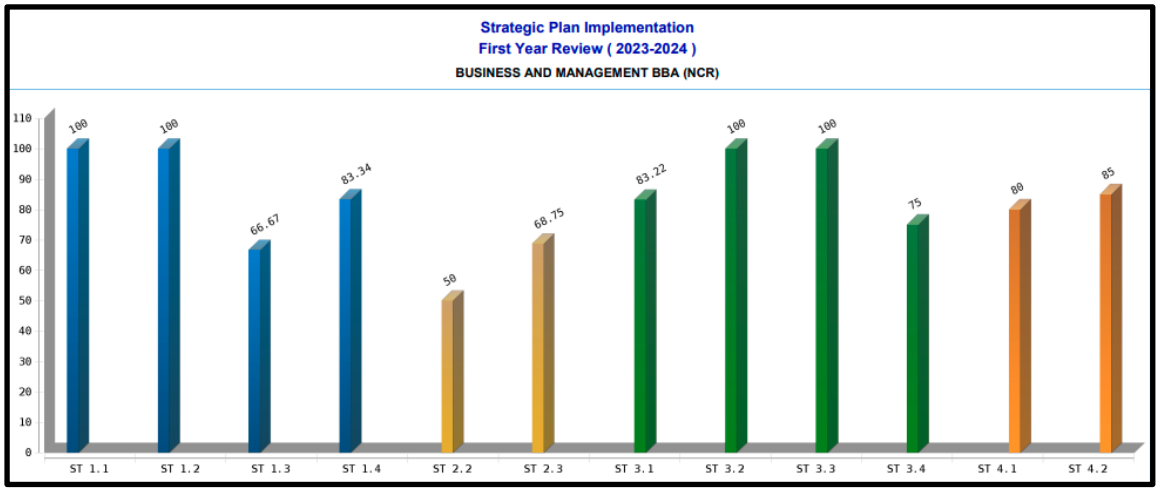
Focus Area 1, Sub Theme 1.3 - Global Partnerships and Collaborations

Focus Area 2, Sub Theme 2.1 - Enhancing Research Excellence

Needs to Improve (Below 50%):

None

School of Business and Management - BBA



Observations

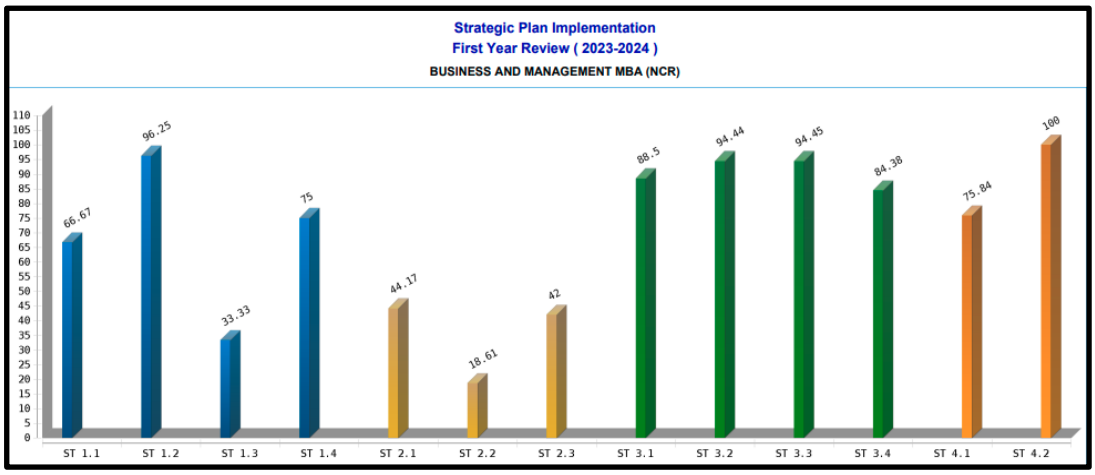
1. High accomplishment in integrating technical skills, capabilities, and globally relevant themes throughout courses (100% objective achievement in some areas).
2. A forward-thinking approach to education delivery is demonstrated by the creative evaluation techniques that are in line with standards and the efficient use of ICT resources in all courses.
3. Initial progress in internationalizing the department is demonstrated by accomplishments in outbound student exchanges and the signing of MOUs with organizations such as Kanzan.
4. In addition to including explicit outcomes and course autonomy, the utilization of contemporary pedagogical strategies such as project-based learning, flipped classrooms, and experiential methods have helped in creating a dynamic and forward-thinking learning environment.
5. The creation of CIIC's faculty mentorship Programme for entrepreneurship and initiatives to offer practical experiences through clubs like Elevate and Venture Verse, along with the establishment of five firms and participation in social entrepreneurship initiatives have proved to be productive.
6. A strong dedication to experiential learning and preparing students for real-world applications is demonstrated by some of the courses that incorporate practical experiences, such as internships, projects, and contests.

7. The department has achieved its goals for faculty and student engagement Programmes, such as leadership courses, cultural events, sports, and life skills training, demonstrating excellent departmental collaboration and a motivated student body.
8. The department has fully integrated Sustainable Development Goals (SDGs) into the curriculum and achieved 100% of targets in student research, faculty publications, and societal activities, and accurately evaluating outcomes could give service-learning Programmes more value.

Recommendations

1. The outgoing faculty exchange Programme has seen a slow success rate within the department, though outbound student exchanges continue. Increasing the proportion of instructors who belong to international organizations through departmental sponsorship could enhance visibility.
2. Targeted marketing, scholarship research, specialized Programmes or diplomas may boost enrolment of international students, which allows an avenue for growth by extending existing MOUs, establishing a foundation for future collaborations.
3. The department's efforts to establish connections with local, state, and federal industries need to be boosted through offerings such as sustainability initiatives which could attract industry partners, improving internship quality and placement skills training. Alumni involvement also plays an important role in enhancing the department's relevance.
4. Opportunities for obtaining fellowships or funding for faculty research have not been completely realised yet, but can be possibly addressed by providing grant-writing workshops, assisting with fellowship applications, and identifying funding organizations with industry relevance. Faculty should be encouraged to apply for external grants.
5. The lack of seed funding application or commercialization of research outputs can be countered by simplifying administrative processes, such as IPR filings, which would boost the academic profile of the department among renowned institutions.
6. The department has not secured startup funding or revenue from consulting. Active collaboration with industry to develop consulting projects and monetizing intellectual property could address this gap. Identifying bright students and providing specialized coaching for entrepreneurial contests may improve student performance and elevate the department's reputation.
7. The department should make target efforts to service learning into measurable components, such as by converting CIAs into service-learning-based evaluations that could enhance societal impact and increase student engagement.

School of Business and Management - MBA



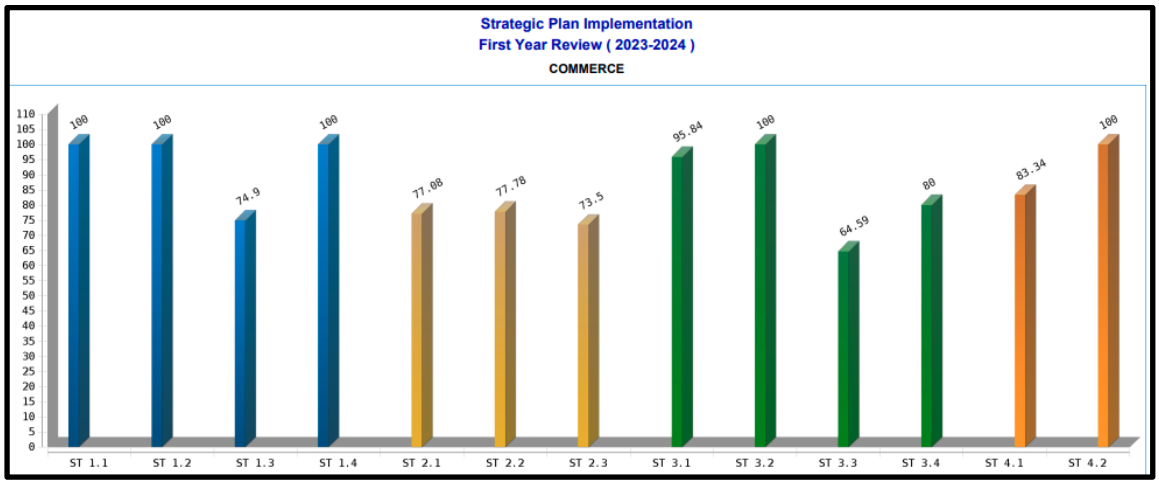
Observations

1. The Department has initiated revisions to the curriculum in order to align educational courses with international standards, suitably optimizing the teaching-learning process to make it more focused and adaptable.
2. Research collaborations and consultancy efforts need to be strengthened to establish relationships with institutions that provide both practical applications and societal benefits.
3. The department should build upon already existing networks and partnerships by collaborating with industries or NGOs which will ensure greater visibility and resource-sharing.
4. An SDG cell has been established, and preliminary activities have been initiated to address sustainable development goals. However, more structured efforts are needed to improve awareness and participation.

Recommendations

1. The department needs to prioritize internationalization by establishing joint Programmes, participating in international rankings, implementing MOOC courses,and adopting relevant pedagogical practices.
2. The department lacks external funded research, which can be address through the creation of an entrepreneurial ecosystem by incorporating startups, creating advisory boards and pushing for incubation.
3. Mental health and wellness Programmes should be conducted to support faculty well-being and ensure optimal performance within the department without jeopardizing personal growth.
4. Faculty development undertaken by the department must move beyond traditional FDPs and QIPs, and rather emphasize training in niche and emerging areas to prepare teachers for evolving academic and professional standards.
5. SDGs and service learning need to be more rigorously integrated into the curriculum through research projects and teaching methodologies

School of Commerce, Finance and Accountancy



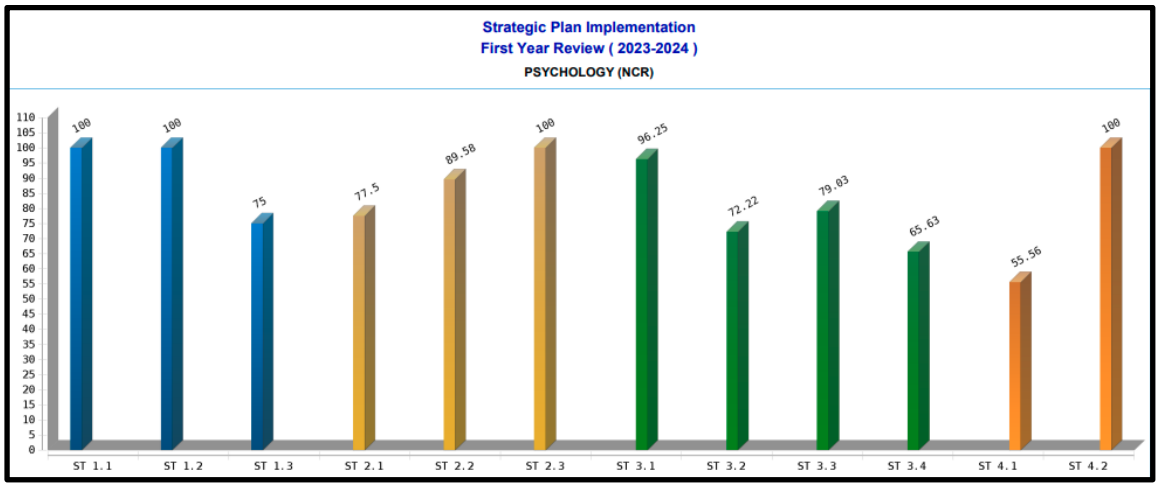
Observations

1. The department demonstrates awareness of emerging global teaching methods and pedagogical practices in order to enhance student engagement and learning outcomes.

Recommendations

1. The department should continuously benchmark its Programmes, processes, and outcomes against global standards to ensure competitiveness and quality, while collaborating with international faculties to bring in diverse perspectives in teaching.
2. Strengthening the department's research potential and efforts in increasing faculty publications by securing more funded projects and promoting interdisciplinary research will further enhance its academic standing.
3. The department should create a structured plan to address gaps in entrepreneurship and innovation by building an ecosystem that supports startup culture, career workshops, and developing practical skills.
4. The department should involve multiple stakeholders in key processes like curriculum design and placements, as well as organising well-rounded activities that enrich campus life and support holistic development.
5. A positive organizational culture must be evident in the department's values, teamwork, and initiatives that prioritize academic excellence and community well-being.

Department of Psychology



Observations

1. The department has seamlessly incorporated globally relevant topics, technological advancements, and innovative pedagogical tools into all its courses which promote critical thinking and problem-solving through self-directed learning and innovative assessment methods.
2. Programmes like MSc Psychology and BSc Psychology (Hons.) align with international standards, emphasizing sustainability, skill-building, and employability, while also actively building ties with international institutions to explore online and offline course delivery partnerships.
3. Faculty members contribute to the department's intellectual profile through international collaborations, consultancies, global conferences, and impactful research projects, as observed through its significant output in high-impact journals, having 28 recorded publications in total.
4. Student startups and collaborations with external stakeholders are actively supported through the CIIC, which fosters innovation and provides practical learning experiences within the course.
5. The active involvement of the alumni plays an active role in mentoring students about career prospects and internships based on their expertise and experiences. Additionally, the department’s collaboration with eight organizations has helped in aligning educational objectives with market demands.
6. Good stakeholder involvement is demonstrated by committees, advisory boards, and feedback mechanisms, which guarantee that different viewpoints are considered while making decisions.
7. Faculty achievements are recognized through participation in research forums, workshops, and faculty development Programmes (FDPs), which ensures that the quality of teaching is always suitably reinforced to improve even further.
8. The department's curriculum is 70% aligned with SDGs (3, 4, 5, 8, 9, and 10), highlighting that 100% of its students are committed to address critical

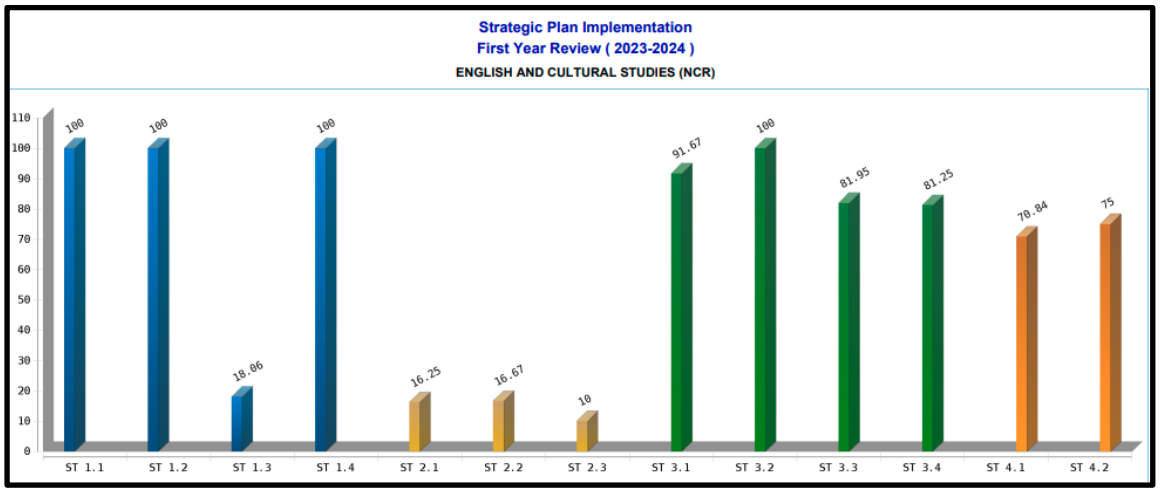
global challenges by practicing sustainable livelihood within and outside campus.

9. Implementing community service courses, including field internships, demonstrates how successfully service learning is integrated through activities such as Project Pankh, which involves conducting life skills training in government schools.

Recommendations

1. Introducing short-duration training Programmes or micro-credentials tailored for faculty professionals and alumni could improve the department's visibility and cater to lifelong learning needs.
2. Accreditations and rankings should be obtained from recognized bodies to boost the department's credibility and appeal to potential students and collaborators.
3. To further enhance students' practical skills, investigate new cutting-edge and globally applicable evaluation techniques outside of CIA displays, such as project-based assessments or real-world problem-solving activities.
4. The low completion rate of PhDs in the department should be countered by streamlining the process through offering of additional support in publication efforts which eliminates any delays.
5. Promoting research initiatives that cut across disciplines will help in attracting diverse funding sources, while also addressing complex societal, economic, and environmental questions that boost the department's intellectual reputation.
6. The department should expand mentorship Programmes, establish a structured alumni engagement plan, and create additional funding or seed money opportunities that could further support entrepreneurship workshops, including recognition opportunities and financial initiatives.
7. Introducing regular stress management and mental health resources for both students and faculty, along with professional development workshops and leadership opportunities will help in creating a productive, supportive learning environment.
8. Rewards or a special research fund should be created to promote faculty articles that address sustainable development objectives, which will not only increase student involvement through research and thesis subjects, but also collaborations with bodies and organizations that focus on the SDGs.
9. The department should launch fresh outreach and extension initiatives that tackle regional social welfare concerns, which included developing targeted Programmes to support Divyangjan and students from disadvantaged backgrounds, ensuring an inclusive educational environment.

Department of English and Cultural Studies



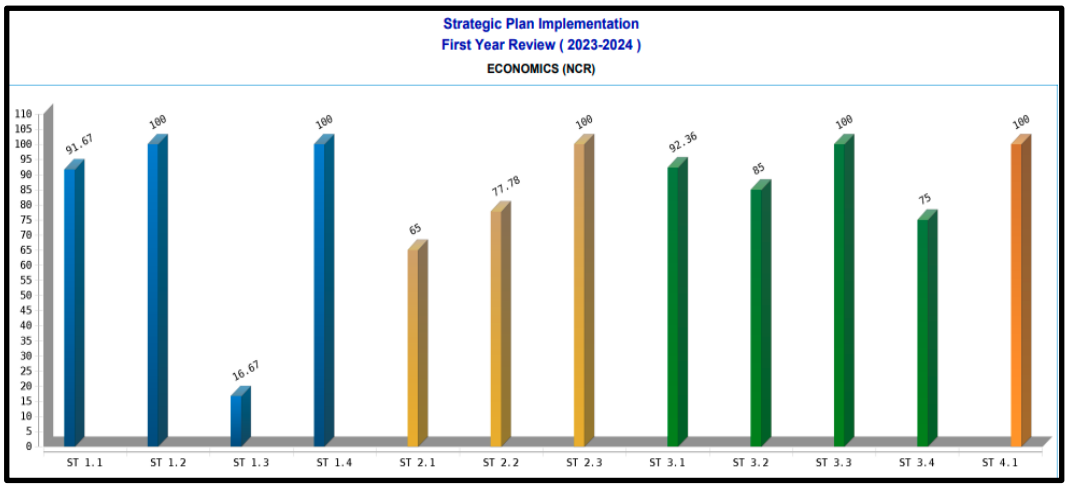
Observations

1. The department should prioritize strengthening the number of faculty publications by encouraging collaborative and interdisciplinary research, while also integrating research projects into the curriculum for the students.
2. The department organizes an impressive number of activities and events, fostering a dynamic and interactive environment, with a focus on academic, cultural, and skill-based Programmes.
3. Initiatives like yoga, meditation, and mindfulness workshops can be introduced in order to support holistic development, positive mental health, and productive campus life.

Recommendations

1. The department's courses align with global competence but should undergo vetting by relevant agencies with robust assessment mechanisms to ensure proper integration and relevance.
2. Specific SDGs should be identified and systematically mapped to all departmental activities and courses, with corresponding assessments to measure understanding and application among the students.
3. Service-learning should be implemented within the courses authentically, focusing on creating measurable social impact through projects that address real-world challenges and reflect the true spirit of community service.

Department of Economics



Observations

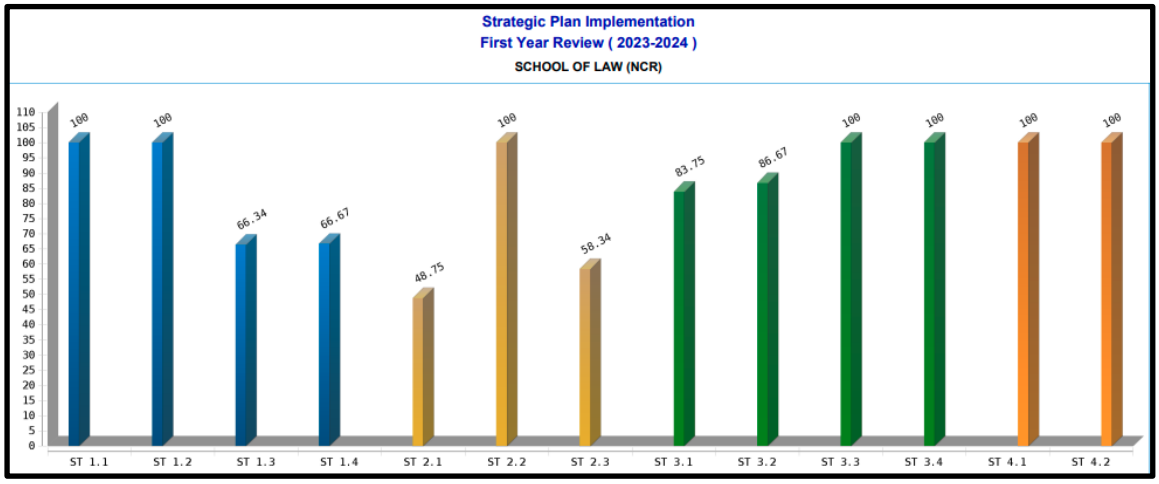
1. The department actively fosters a culture of academic connectivity and cross-border learning by engaging faculty and students in collaborative research, seminars, and workshops at both national and international levels.
2. By involving external stakeholders in departmental committees, the curriculum is enriched with real-world insights and global perspectives, which helps in equipping students with the skills and adaptability needed to thrive in international professional environments.
3. The department's dedication to research excellence at both undergraduate and postgraduate levels is reflected in its scholarly output through indexed publications serves as a testament to students' engagement in critical thinking and solving real world problems.
4. The Campus Corporate Programme serves as a vital bridge between students and industry professionals, offering valuable career guidance and practical skill development. However, expanding this initiative to include more interactive sessions and modern exposure will improve its effectiveness.
5. The department's socio-economic initiatives demonstrate its dedication to addressing community challenges and promoting social welfare.

Recommendations

1. Partnering with international universities for joint research, student exchange Programmes, and guest lectures will provide students with exposure to diverse educational practices and insights into global economic perspectives.
2. The department should focus on integrating advanced tech-based pedagogical tools into the course Programme by identifying faculty members for MOOC courses, strengthening departmental media presence, and refining the accreditation process for better outreach and credibility.
3. The department needs to strategize seed money proposals and secure more funding to support publications. Faculty and students should be encouraged to engage in more collaborative research projects, strengthening the department's interdisciplinary contributions.

4. Strengthening MOUs with industry-specific goals, identifying potential employers who can conduct placement orientation sessions and entrepreneurial skill building Programmes, under the existing MAGNATE club will improve internship opportunities for the students.
5. The department should oversee increased student participation in diverse association and club activities within extra-curricular or cultural events that will empower leadership skills, foster teamwork, and enhance the experience and growth promoted by a lively campus life.
6. Organizing regular stress management workshops catering to personal adjustment, as well as Programmes providing professional guidance to faculties will ensure that both health and learning are not compromised for the other.
7. The activities of clubs like the SDG cell and Avani should be expanded to address a broader range of SDG goals that will attract stakeholders and contribute to global sustainability goals. A 2-credit service-learning course can also be introduced, along with increased engagement in CBPR projects and SDG-aligned internships.

School of Law



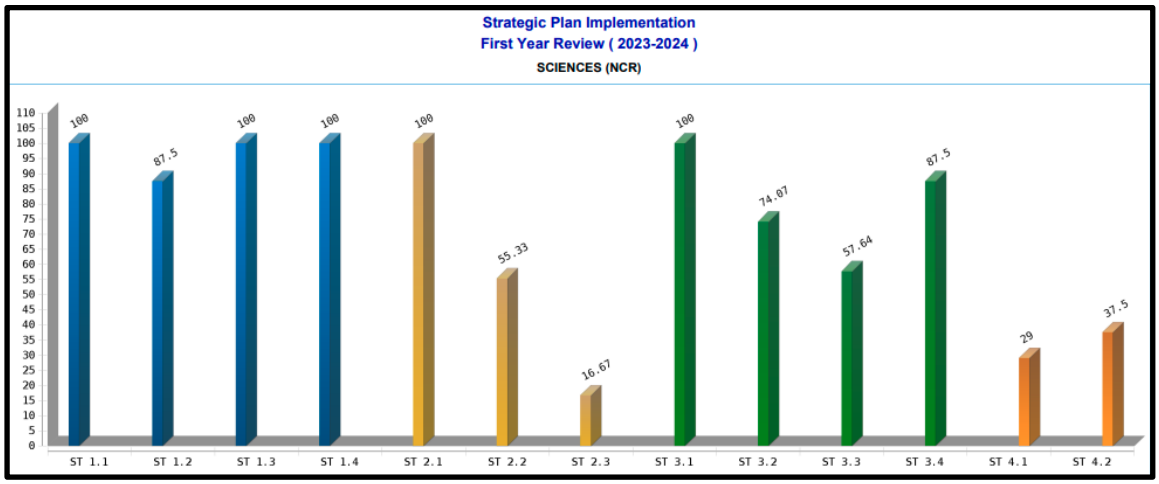
Observations

1. The department maintains strong connections and engagement with its alumni, who actively contribute through mentorship, guest lectures, and financial support.
2. The campus offers a vibrant and inclusive environment that fosters collaboration among students, faculty and even industry partners. This further facilitates learning, professional networking, and overall satisfaction for all stakeholders.
3. The department's community outreach initiatives are highly commendable, reflecting its commitment to social responsibility and creating a positive impact, bridging the gap between academia and societal needs.

Recommendations

1. The department should set ambitious yet achievable targets based on its core strengths, such as faculty expertise, student potential, and infrastructure. This ensures optimal utilization of resources while driving growth and excellence.
2. Research and consultancy eco system to be strengthened by building on the initiatives launched by the department in 2024-25, a structured approach will enhance output and visibility.
3. Involvement by both Students and Faculty needs to be improved. This collective effort will enrich the learning environment and boost productivity.
4. The department should leverage its strong community reach to identify practical challenges that can be addressed through consultancy and collaborative projects, and aligning outreach activities with industry and academic partnerships.

School of Sciences



Observations

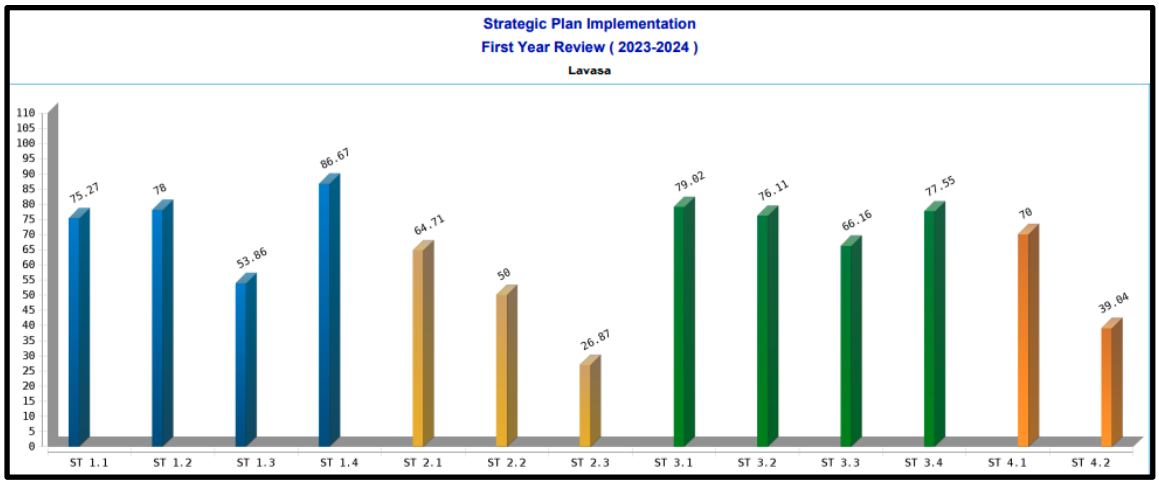
1. The department has achieved its low-set targets, reflecting a foundation for growth, but it now needs to aim higher for a more significant and meaningful impact in the upcoming years.
2. While the department offers a strong curriculum, it should strive to enhance its relevance by incorporating international standards, emerging trends, and cross-cultural competencies.
3. The department showcases a robust research culture, evident in its publications and patents, but more faculty should be encouraged to apply for grants and funding to boost academic credibility.
4. Students are provided with diverse academic and extracurricular opportunities, but equal focus should be directed towards staff and student wellbeing by introducing support Programmes and systems.

5. The department has made a commendable start in addressing societal challenges through SDG aligned initiatives. However, sustained community efforts are needed to build on this foundation.

Recommendations

1. The department should focus on increasing the quantity and quality of research projects by aligning them with global benchmarks by encouraging interdisciplinary research or applying for external funding.
2. Plan, initiate, and execute collaborative Programmes aligned with the UN SDGs to address global challenges and societal needs involving both faculty and students.

Pune Lavasa Campus



Overall Analysis of Pune Lavasa Campus

Excellent Progress (90%+):
None

Very Good Progress (80-89%):
Focus Area 1, Sub Theme 1.4 - Accreditations and Rankings

Good Progress (70-79%):

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

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)

Moderate Progress (60-69%):

Focus Area 2, Sub Theme 2.1 - Enhancing Research Excellence

Focus Area 3, Sub Theme 3.3 - Stakeholder Engagement

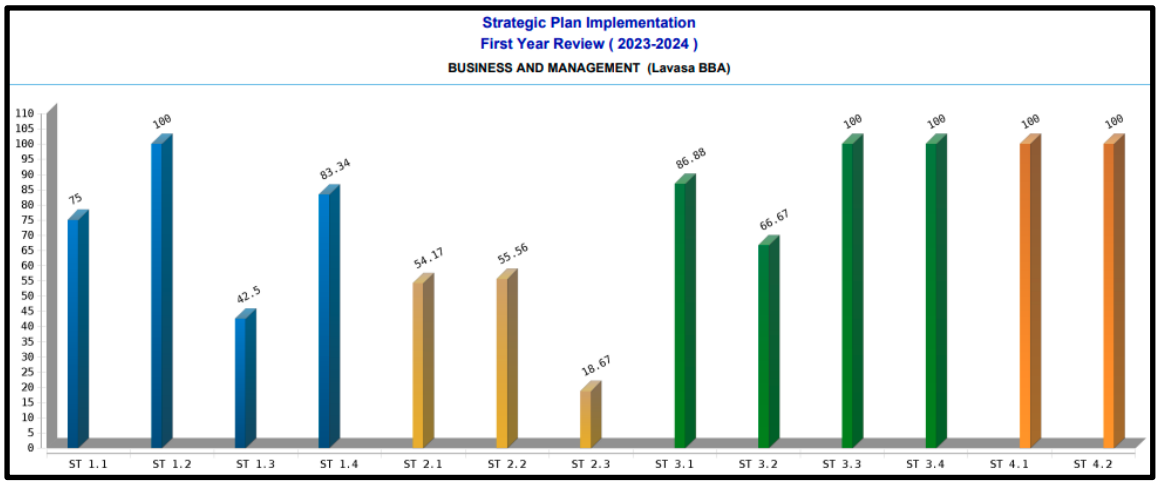
Limited Progress (50-59%):
Focus Area 1, Sub Theme 1.3 - Global Partnerships and Collaborations
Focus Area 2, Sub Theme 2.2 - Cultivating a Research and Innovation Culture

Needs to Improve, (Below 50%):

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

Focus Area 4, Sub Theme 4.2 - Service Learning

School of Business and Management - BBA



Observations

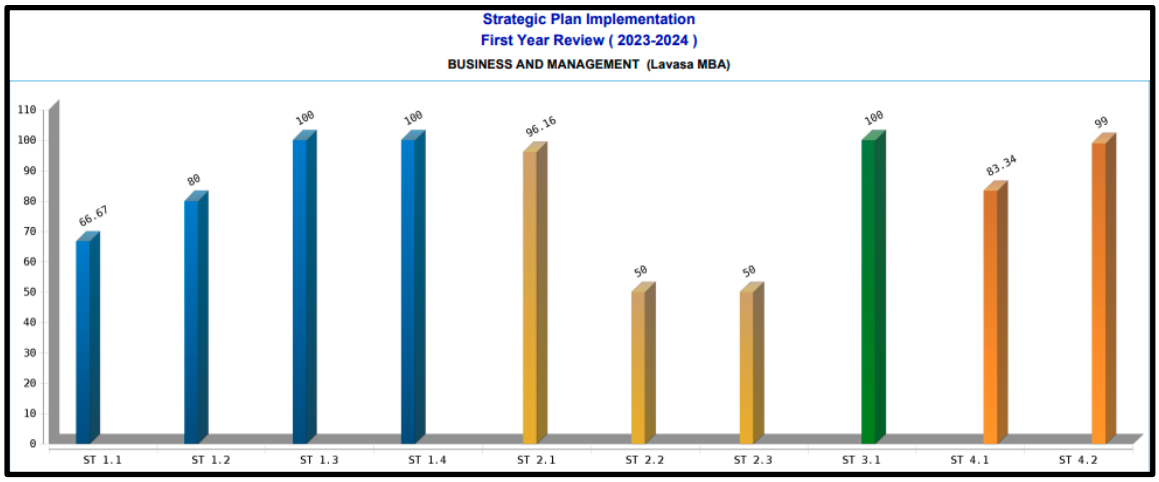
1. Business Analytics Programme distinguishes itself as an industry-aligned and highly competitive academic offering with strategic collaborations.
2. Robust faculty quality and active student engagement through specialized bodies and SDG initiatives demonstrate a comprehensive educational ecosystem.
3. Strategic research potential requires systematic development of external funding and consultancy mechanisms.
4. Emerging challenges in organizational infrastructure and event management, particularly related to campus location and accessibility.
5. Initial steps towards service learning through innovative ambassador Programmes, indicating social commitment.
6. Potential for expanding interdisciplinary collaborations and community engagement initiatives.

Recommendations

1. Pursue strategic accreditation and ranking enhancement to validate the department's unique academic initiatives.
2. Develop comprehensive international industry partnerships to strengthen Programme visibility and student opportunities.
3. Implement targeted research funding strategies, including seed money and external consultancy projects.
4. Enhance research innovation through systematic support mechanisms and interdisciplinary collaborations.
5. Leverage digital platforms and residential campus infrastructure for extended learning and networking opportunities.
6. Design comprehensive event management framework integrating online and offline engagement strategies.

7. Develop a holistic student support ecosystem focusing on emotional wellbeing and professional networking.
8. Establish national and international professional memberships to broaden student exposure.
9. Expand service-learning initiatives through strategic collaborations with NGOs and community organizations.
10. Create structured social impact Programmes demonstrating institutional commitment to societal transformation.

School of Business and Management - MBA



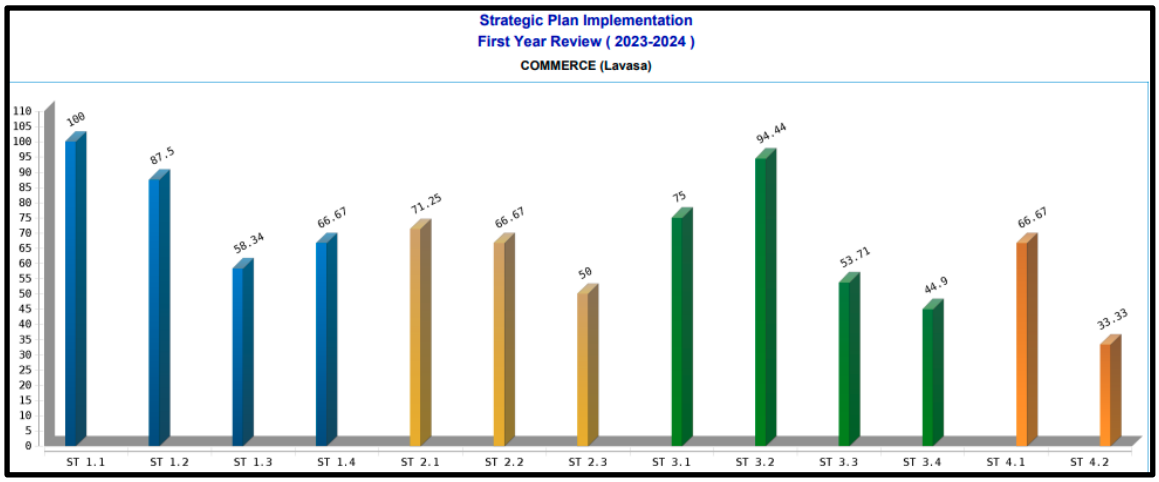
Observations

1. Comprehensive global exposure strategy through strategic industry interactions, including international company visits and innovative corporate interactions.
2. Pioneering curriculum integration approach emphasizing global business practices and understanding through creative continuous internal assessment methodologies.
3. Emerging research ecosystem demonstrating initial progress in international academic collaborations and seed funding mechanisms.
4. Recognition of faculty research potential through prestigious international academic awards, highlighting institutional scholarly commitment.
5. Proactive faculty development and student support initiatives focusing on holistic professional and psychological preparation.
6. Demonstrated commitment to interdisciplinary engagement through collaborations with university centers and specialized support services.
7. Innovative approach to societal impact through targeted community-focused projects addressing economic and social development challenges.
8. Strategic interventions in social empowerment, particularly targeting marginalized community segments through specialized Programmes.

Recommendations

1. Introduce mechanisms for providing seed funding and support for external consultancy projects to encourage research and innovation.
2. Establish interdisciplinary collaborations and robust support structures to foster research and innovation.
3. Enhance international curriculum strategies through structured partnerships to prepare students for global career opportunities.
4. Establish comprehensive impact measurement mechanisms for community outreach Programmes.

Department of Commerce



Observations:

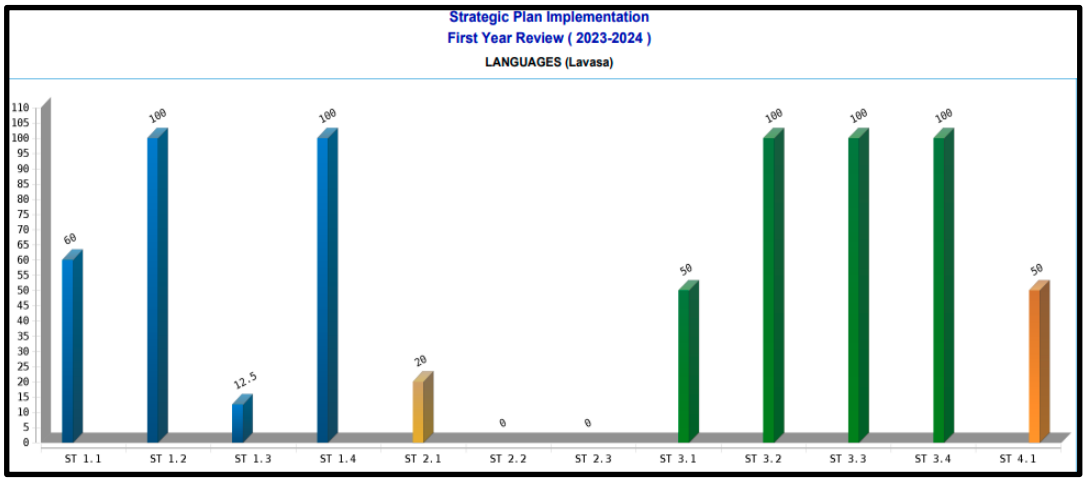
1. Innovative curriculum design incorporating international perspectives and global immersion Programmes, demonstrating a forward-thinking educational approach.
2. Strategically structured assessment methodologies emphasizing experiential and adaptive learning experiences.
3. Robust research ecosystem encouraging student-faculty collaborative research and publication initiatives.
4. Proactive organizational culture characterized by comprehensive faculty development and inclusive wellness Programmes.
5. Demonstrable commitment to societal engagement through targeted community development and empowerment projects.
6. Strong interdisciplinary approach integrating academic learning with practical social impact interventions.
7. Emerging research infrastructure supporting student and faculty scholarly pursuits.
8. Strategic alignment with industry needs through innovative curriculum and assessment practices.
9. Comprehensive community outreach Programmes addressing critical social and economic challenges.

10. Emerging global competence development through international curriculum and immersion experiences.

Recommendations

1. Accelerate curriculum adaptation to rapidly evolving industry technological and skill requirements.
2. Enhance international curriculum's global career preparation strategies through structured partnerships.
3. Expand faculty digital delivery and innovative assessment training capabilities.
4. Develop systematic grant acquisition and research funding strategies.
5. Strengthen alumni network and institutional visibility through strategic media engagement.
6. Establish comprehensive impact measurement mechanisms for community outreach Programmes.
7. Integrate sustainability, ethics, and social responsibility modules across curriculum.
8. Create structured international collaboration and research exchange platforms.
9. Develop targeted entrepreneurship and innovation support mechanisms.
10. Expand financial literacy and sustainability outreach through strategic corporate and NGO partnerships.

Department of Languages



Observations

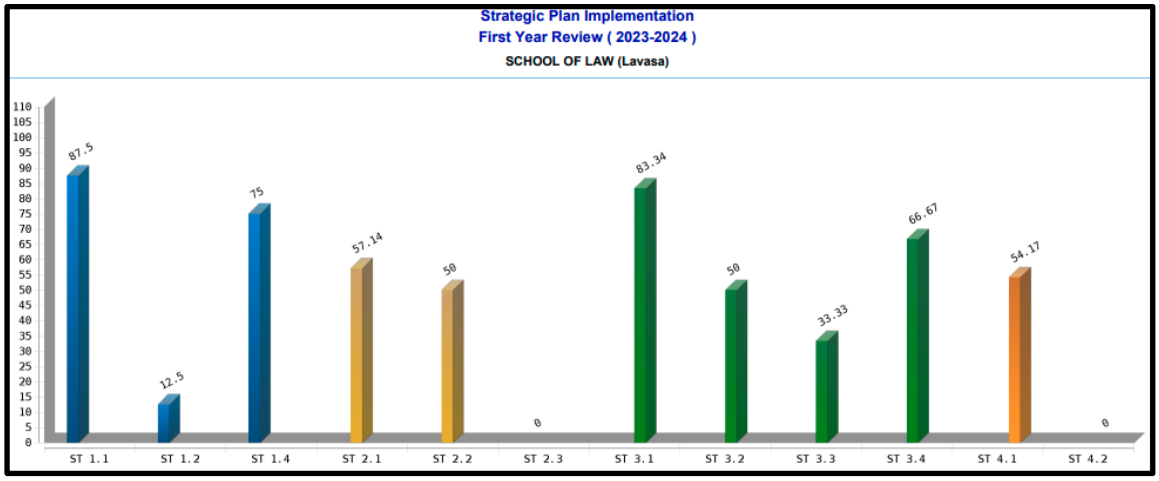
1. Innovative postgraduate Programme design demonstrating advanced educational approaches in language studies.
2. Strategic international collaborations through meaningful memorandums of understanding with prestigious institutions.
3. Emerging research infrastructure with potential for local and regional impact studies.

4. Proactive digital communication strategies through publication platforms and professional networking channels.
5. Initial stages of developing a comprehensive curriculum with global and interdisciplinary perspectives.
6. Demonstrated commitment to exploring innovative pedagogical methodologies in language education.
7. Potential for expanding interdisciplinary research and community engagement initiatives.
8. Strategic focus on bridging academic learning with practical industry requirements.
9. Emerging digital communication and knowledge dissemination capabilities.
10. Initial steps towards incorporating sustainable development goals in academic framework.

Recommendations

1. Explicitly integrate SDG mapping across curriculum development processes.
2. Enhance industry collaboration to improve student employability outcomes.
3. Initiate comprehensive MOU-based collaborative activities.
4. Develop systematic research core area identification mechanism.
5. Apply for specialized research grants focusing on local contextual requirements.
6. Expand online presence through diversified social media platforms.
7. Develop interdepartmental collaboration frameworks for SDG-aligned activities.
8. Create structured partnerships with NGOs and community organizations.
9. Implement comprehensive research performance tracking systems.
10. Design strategic knowledge dissemination mechanisms beyond traditional academic boundaries.

Department of Law



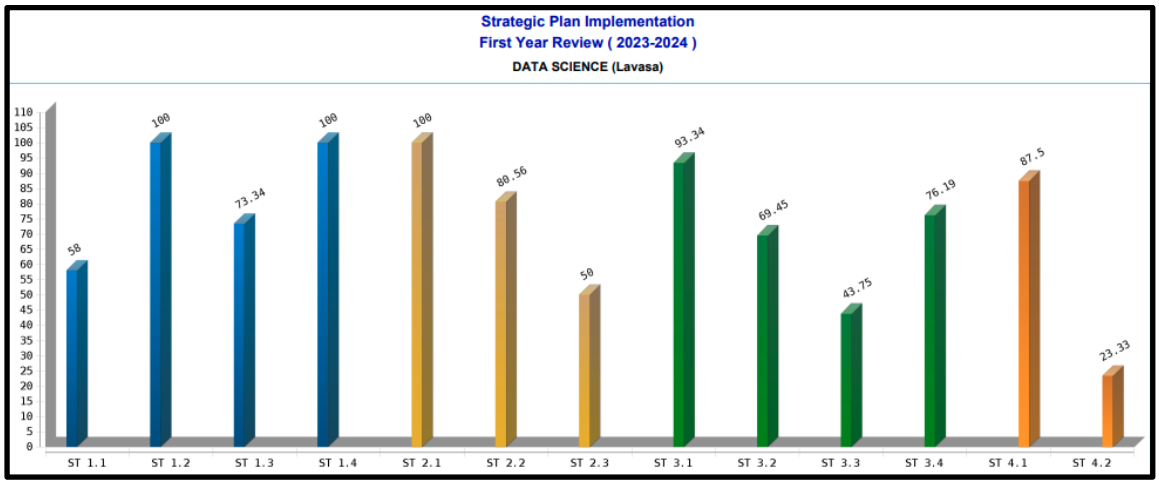
Observations

1. Strategic international collaboration through meaningful memorandums of understanding.
2. Comprehensive research integration mandating publication requirements for master's students.
3. Robust academic-industry interface demonstrating practical legal education approaches.
4. Proactive societal engagement through specialized legal aid and awareness initiatives.
5. Emerging research infrastructure supporting student-faculty collaborative scholarly pursuits.
6. Demonstrated commitment to bridging theoretical legal education with practical community interventions.
7. Initial stages of developing comprehensive international academic networking capabilities.
8. Strong focus on creating meaningful connections between academic learning and societal challenges.
9. Systematic approach to integrating research and publication requirements in postgraduate legal education.
10. Potential for expanding interdisciplinary legal research and community outreach Programmes.

Recommendations:

1. Leverage international MOUs for comprehensive faculty exchange Programmes.
2. Develop strategic research funding mechanisms through international collaborations.
3. Enhance publication quality by targeting Scopus-indexed journals.
4. Improve faculty participation in international conferences and workshops.
5. Strengthen academia-industry interface to improve placement opportunities.
6. Develop comprehensive networking strategies with professional legal organizations.
7. Expand societal engagement through strategic NGO collaborations.
8. Create systematic mechanisms for tracking research impact and collaborative initiatives.
9. Design interdisciplinary research frameworks addressing local and global legal challenges.
10. Develop structured approaches for enhancing institutional visibility and academic reputation.

Department of Data Science



Observations

1. Comprehensive ICT integration across curriculum, demonstrating technological pedagogical excellence.
2. Strategic alignment of courses with skill development, employability, and entrepreneurship objectives.
3. Innovative student-centric learning approach utilizing experiential assessments and live project methodologies.
4. Robust research ecosystem generating significant intellectual property through student-driven patents and publications.
5. Strategic collaborations with research institutions like IMD/CDAC supporting impactful research initiatives.
6. Dynamic student association infrastructure fostering professional and technical skill development.
7. Comprehensive industry-aligned training Programmes including mandatory internships and hands-on technical experiences.
8. Emerging focus on social engagement and technology-driven community development.
9. Strong emphasis on holistic student development through technical, cultural, and professional skill enhancement.
10. Proactive approach to global competence and international academic partnerships.

Recommendations

1. Expand entrepreneurship ecosystem through targeted strategic interventions.
2. Develop comprehensive international partnership frameworks for global academic exchange.
3. Create structured online interaction platforms for international student engagement.
4. Implement truly interdisciplinary collaborative research methodologies.
5. Strengthen professional body memberships to enhance academic and industry credibility.

6. Optimize entrepreneurship cell functionality and impact.
7. Design targeted team-building initiatives to enhance faculty collegiality.
8. Develop structured community technology skill transfer Programmes.
9. Enhance SDG-aligned technological interventions.
10. Create systematic mechanisms for tracking and measuring social impact of technological innovations.

SECTION III – OVERALL ANALYSIS

Areas for Improvement

In light of the Academic Audit, First-Year Review of the Strategic Plan Implementation, and the Institution's Vision 2030, Christ University is committed to advancing its position as a globally recognized institution of higher learning. These reviews and strategic frameworks provide an opportunity to reflect on the University's achievements and identify areas where improvements are necessary to align with the ambitious goals of Vision 2030. A particular focus is placed on enhancing academic excellence, fostering innovation, and achieving higher international rankings and accreditations. As global competition in higher education intensifies, the University must prioritize targeted initiatives to address key challenges, strengthen its institutional framework, and bolster its impact on education, research, and community engagement.

To realize these objectives, the following areas have been identified as critical for improvement:

Sl. No	Areas for Improvement
1	Quality of Research and Patents
2	Consultancy/Industry Income
3	Scholarships from External Organisations
4	PhD Awarded
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

Quality of Research and Patents

Current Status: The number of high-quality publications and patents granted or commercialized by the University currently falls below international benchmarks. The citation index of the University is 6, highlighting the need to improve the quality and visibility of its research output. A University aiming for global recognition and seeking to be listed in international ranking frameworks should target a Scopus citation index of 10 to meet global standards.

The proportion of articles published in high-impact journals is relatively low, limiting the scholarly influence and academic standing of the University. Moreover, research articles authored by faculty members seldom garner attention from policymakers or achieve media coverage, which adversely affects the institution's research reputation and societal relevance.

These challenges underscore the urgent need for a comprehensive and strategic approach to enhance research quality, global visibility, and societal impact.

Challenges Identified:

1. Limited Collaborative Research with Reputed International Institutions: Lack of meaningful partnerships with globally recognized universities hampers opportunities for cutting-edge research and limits international visibility.
2. Limited Collaboration with National Universities and Scientific Organizations: Minimal engagement with top-tier academic and research organizations in India restricts the scope for interdisciplinary and impactful research.
3. Low Emphasis on Translating Research Outputs: Insufficient focus on converting research findings into patents, commercial products, or policy contributions reduces the societal and industrial relevance of research outputs.
4. Low Focus on High-Impact Publications and Citations: A lack of concerted effort to publish in high-impact journals and promote citation of articles affects institutional rankings and global recognition.
5. Unattractive Incentives for High-Impact Research: Existing reward mechanisms fail to adequately motivate faculty and researchers to prioritize high-impact and innovative research initiatives.

Recommendations:

1. Enhance Incentive Mechanisms

- Attractive Reward Schemes: Develop competitive and comprehensive incentive schemes for researchers publishing in high-impact journals, including financial rewards, professional development grants, and academic recognition.
- Citation-Based Benefits: Introduce additional rewards for researchers achieving exceptional citation metrics to promote global influence and academic reputation.

- Flexible Workload Policies: Provide teaching and administrative workload reductions for faculty members engaged in high-quality research to enable them to focus on their projects.

2. Strategic Recruitment Initiatives:

- Targeted Faculty Recruitment: Recruit eminent academicians and scientists with proven expertise in generating high-quality publications and patents.
- Dedicated Researchers for Research centres: Establish exclusive positions for researchers at various research centers to focus entirely on advancing the institution's research profile.

3. Strengthen the Departmental Research Ecosystem:

- Research-Focused Sabbaticals: Offer periodic teaching-free semesters for faculty to dedicate time to significant research projects.
- Collaboration: Mandate that every department across campuses secures at least one international and one national collaboration, ensuring exposure to global research trends and enhancement of research reputation of the University.
- Resource Allocation: Solicit suggestions from the department and accordingly enhance access to advanced research facilities, seed funding, and support for interdisciplinary projects to stimulate innovative research outputs.

4. Facilitate Patent Filing and Commercialization:

- Training and Legal Support: Provide regular workshops and expert guidance to faculty on identifying patentable ideas and navigating the patent filing process.
- Incentivize Patents: Introduce attractive incentives for patents granted, commercialized, or licensed to industry, motivating faculty to focus on innovation.

5. Strengthen Industry and Policy Engagement:

- Industry Partnerships: Identify departments and build collaborations with industries for joint research and development, ensuring the translation of academic research into real-world applications.
- Policy Contributions: Develop frameworks within the R&D Cell to facilitate the application of research findings in shaping government policies and addressing societal challenges.

6. Recognition and Awards

- Celebrating Achievements: Felicitate faculty members whose research is successfully translated into patents, commercial products, or policy frameworks.

7. Increase Research Visibility and Impact:

- Workshops and Training: Conduct regular sessions on publishing in high-impact journals, improving citation metrics, and leveraging global research networks.

- Open Access and Indexing: Promote open access publishing and establish collaborations with global indexing platforms to enhance the visibility of institutional research.
- Global Outreach Events: Organize international conferences, symposiums, and exhibitions to showcase institutional research and foster global academic partnerships.

Consultancy and Industry income

Current Status: The performance of the University in the area of consultancy is far from satisfactory, with numerous growth opportunities remaining unexplored. Currently, the revenue generated through consultancy services stands at less than ₹ 1.93 crores a figure that is disproportionately low for an institution of its scale, given the wide array of disciplines it encompasses, the number of departments, and the extensive faculty and staff it employs.

To align with its stature and potential, the University must set an ambitious target of achieving a minimum of ₹ 10 crores in consultancy revenue over the next year and progressively scale this further in the years to come.

Challenges Identified

1. Inadequate Industry Engagement: Limited interaction with industry stakeholders restricts the flow of consultancy opportunities.
2. Competency Gaps: The institution lacks the necessary skilled personnel to design and deliver high-quality consultancy projects, hindering its ability to establish itself as a preferred industry partner.

Recommendations

1. **Industry Liaison:**
   - Build and nurture relationships with industry stakeholders, identifying potential consultancy projects and converting leads into strategic partnerships.
   - Actively market the institution's expertise to industries through targeted outreach and communication initiatives.
2. **Create Positions within the Consultancy Cell**
   - Recruit industry experts to exclusively manage and execute high-value consultancy projects within the consultancy cell.
   - Employ skilled business development professionals dedicated to sourcing and securing consultancy projects, ensuring a steady flow of industry collaborations.

3. **Leverage Established Consultants**
   - Collaborate with renowned consultants and industry leaders on high-impact projects to enhance the institution's consultancy capabilities.
   - Utilize their expertise and industry networks to position the institution as a top choice for solving industry challenges.
4. **Foster a Supportive Ecosystem**
   - Strategically recruit faculty with industry experience, capable of delivering high-quality consultancy projects.
   - Develop HR policies that recognize and reward faculty and staff contributions to consultancy activities.
   - Make reward mechanisms more attractive, tying them to measurable outcomes like revenue generation and client satisfaction.
   - Reduce teaching and administrative workloads for faculty actively engaged in large-scale consultancy projects, ensuring they have the time and resources to deliver exceptional results.
   - Publicly acknowledge and celebrate faculty contributions to consultancy projects through institutional platforms.
5. **Capacity Building for Faculty**
   - Organize workshops, training Programmes, and certifications to enhance faculty competencies in areas such as project management, communication, and industry-relevant technical expertise.
   - Ensure that faculty are equipped to meet the evolving demands of industry projects effectively.

Scholarships from External Organisations

Current Status: The number of scholarships received by Christ University students from external agencies, although it has seen growth over the years, remains limited. Scholarships awarded by government agencies currently stand at 141 in numbers and ₹ 74 Lakhs, and scholarships from private organizations and philanthropic bodies total 72 in numbers amounting to ₹ 56 Lakhs. When compared to the total student population at Christ University, these figures are relatively low. This underutilization of external scholarship opportunities has placed considerable pressure on the institution to allocate a larger portion of its financial aid from its own resources.

With the increasing demand for financial support and to enhance the attractiveness of the education offered at Christ University, this amount is insufficient to meet the needs of the large student population. In light of these challenges, the target for the upcoming academic year should be to raise the financial support received from private bodies to ₹ 1 crore, with the intention to scale this further in subsequent years. Achieving this

target is essential for reducing the burden on institutional funds and ensuring that a greater number of students have access to the financial aid they need to pursue their education.

Challenges Identified

1. Limited Awareness of External Scholarship Opportunities: A significant number of students are either unaware of the scholarships available from external organizations or lack the necessary resources and guidance to apply for them. Consequently, many students miss opportunities to secure financial aid that could alleviate the pressure on institutional funds.
2. Complex Application Processes: Many external scholarships have complicated application procedures, including multiple eligibility criteria, extensive documentation requirements, and strict deadlines. This complexity often discourages students from applying, particularly those without the support structures to navigate these processes.
3. Competition for External Scholarships: External scholarships are often highly competitive, with a limited number of awards available. Many students may not feel confident in their ability to secure funding, which leads to a lower application rate. The heightened competition, combined with the increasing demand for financial aid, limits the number of students benefiting from these external funding sources.
4. Insufficient Institutional Support for External Applications: Although the institution provides its own scholarships, there is currently limited infrastructure to assist students in identifying and applying for external funding. The lack of dedicated resources, such as workshops, information sessions, and advisory services, results in fewer students engaging with external scholarship opportunities.
5. Inconsistent External Funding: The availability of external scholarships can fluctuate year to year, with some organizations reducing or eliminating funding due to budgetary constraints or policy changes. This inconsistency makes it difficult for students to rely on these funds, often forcing them to seek institutional assistance instead.

Recommendations

1. **Enhance Awareness Campaigns:** The institution should implement comprehensive awareness campaigns at the School and campus levels to inform students about available external scholarship opportunities. These campaigns could include targeted emails, posters, social media outreach, and dedicated informational sessions tailored to different student groups.
2. Provide Application Assistance: To ease the complexity of applying for external scholarships, the institution should establish a robust support system that assists

students throughout the application process at School/Campus level. This could include workshops on writing strong scholarship applications, providing guidance on eligibility criteria, and assisting with necessary documentation. Peer mentorship Programmes could also be implemented, where students who have successfully secured external scholarships help guide their peers through the application process.

3. Create a Centralized Scholarship Resource Hub: A centralized online platform should be established to consolidate all available scholarships—both internal and external. This platform would allow students to easily find opportunities that match their needs. It could also include step-by-step guides for applying to external scholarships, a calendar of important deadlines, and notifications about new scholarship opportunities.
4. Build Partnerships with External Organizations: The institution should actively build and nurture partnerships with external scholarship providers, especially those that align with the demographics of the student body. By fostering these relationships, Christ University can increase the number of available external scholarships and ensure a more reliable and diverse flow of funding for students.
5. Mandate Schools/Campuses to Generate Scholarship Funds: It is recommended that each school and campus within the university be tasked with generating specific amounts toward scholarships from various external sources. This approach would encourage departments and faculty members to actively contribute to the scholarship pool and foster a more proactive effort across the university to secure additional financial aid.
6. Offer External Scholarship Success Stories: Highlighting the success stories of students who have secured external scholarships can inspire others to apply. These stories should be shared across institutional channels such as newsletters, social media, and student success profiles. Such stories would serve as powerful motivators and demonstrate to other students that external scholarships are achievable.

PhD Completion Rate

Current Status: Christ University offers PhD Programmes in 3 disciplines across its various campuses, providing scholars with diverse opportunities for advanced research. Since 2019, the University has experienced a significant rise in PhD enrolments, which has positively influenced its research output, including publications in high-impact journals. However, the PhD completion rate requires attention and improvement. Recognizing the importance of this metric for institutional rankings and accreditations, the University could set a target to achieve a 70% completion rate within four years of scholars' enrolment in the PhD Programme.

Challenges Identified:

1. Extended Completion Timelines: A significant percentage of scholars exceed the four-year completion window due to challenges in research progress and time management.
2. Supervisor Workload: Supervisors are often unable to focus on PhD guidance and conduct timely conduct of review meetings because of heavy teaching schedules and administrative duties, leading to insufficient engagement with scholars.
3. Uniform Publication Requirements: Current publication requirements for PhD completion do not consider subject-specific nuances, creating additional hurdles for scholars in some disciplines.
4. Limited Scholar Preparation: Scholars may lack advanced research and publication skills upon entry, causing delays in meeting the Programme's requirements.
5. Balancing Responsibilities: Scholars managing professional commitments alongside their academic pursuits often find it challenging to adhere to the research timeline.

Recommendations

1. Address Supervisor Workload

- Reduce Teaching and Administrative Responsibilities: Implement policies to limit the teaching and administrative workload of PhD supervisors, allowing them to dedicate more time to mentoring scholars.
- Dedicated Research Time: Provide supervisors with designated research hours or sabbaticals to focus exclusively on guiding PhD scholars.

2. Subject-Specific Publication Requirements

- Customized Criteria: Develop differentiated publication requirements based on the nature of each discipline.
- Ease of Process: Align publication expectations with global best practices to reduce undue pressure on scholars while maintaining research quality.

3. Strengthen Scholar Support

- Skill Development Programmes: Offer targeted workshops on research methodologies, academic writing, and publication processes to equip scholars with the necessary skills.
- Mentorship Programmes: Introduce co-supervision models where experienced researchers from other reputed institutions provide additional guidance to scholars.

4. Enhance Progress Monitoring:

- Structured Reviews: Conduct regular progress reviews for each scholar, ensuring adherence to research timelines and milestones.
- Milestone-Based Incentives: Reward scholars who achieve research milestones on time with financial grants or professional recognition.

5. Facilitate Scholar-Professional Balance:

- Flexible Schedules: Offer differentiated deadlines for full-time and part-time scholars for the completion of various steps in the Programme, including proposal submission.
- Research Leave Policies: Provide scholars who are employees of the University with dedicated leave to focus on their research.

6. Supervisor Support and Training:

- Capacity Building: Conduct periodic training Programmes for supervisors to enhance their mentoring skills and familiarize them with evolving research trends.
- Recognition of Supervisors: Acknowledge and reward supervisors whose scholars complete their PhDs within the stipulated timeframe.
- Set Institutional Targets and Reporting:
- Completion Rate Goals: Aim to achieve a 70% PhD completion rate within four years, with annual evaluations to monitor progress.
- Publication of Success Rates: Publish completion rate statistics in the University's annual report to foster accountability and improvement.

External Research Funding

Current Status: The University has taken commendable steps to enhance its research ecosystem, including the establishment of a Centre for Research Projects with dedicated offices in the School of Sciences and the School of Engineering to support faculty members. Additionally, training Programmes and workshops are offered to equip faculty with the skills needed to prepare competitive grant proposals. These initiatives have laid a solid foundation for fostering a research-driven culture.

However, there is significant potential to increase the volume of external research funding secured by the University, which remains below expectations given its size, expertise, and diverse range of disciplines. The current funding levels, at ₹ 4.31 crores, limit the University's capacity to undertake large-scale, impactful projects. Moreover, the absence of comprehensive efforts to identify and secure grants from international and national funding agencies has resulted in missed opportunities to expand research horizons. While existing support structures are valuable, they may not be sufficient to fully meet the needs of an institution of this scale.

To address these challenges, the University should aim at attaining external research funding of ₹ 20 crores per year, aligning with benchmarks set by peer institutions. This can be achieved by scaling up support mechanisms, broadening outreach to funding agencies, and intensifying efforts to train and assist faculty in preparing high-quality grant applications.

Challenges Identified

1. Balancing Responsibilities: Faculty members often juggle teaching, administrative duties, and research activities, leaving limited time and energy to focus on grant applications and research project development.
2. Limited Funding Volume: Despite its size and diverse expertise, the current volume of external research funding secured by the University is significantly below its potential. This limits the ability to undertake ground breaking, large-scale research projects.
3. Underutilization of Funding Opportunities: The limited efforts to systematically identify and apply for grants from international and national funding agencies has resulted in missed opportunities for expanding the scope of research.
4. Insufficient Support Infrastructure: While the Centre for Research Projects and its dedicated offices in the School of Sciences and School of Engineering provide valuable support, they may not be sufficient to cater to the scale and diverse needs of the University's faculty across all disciplines.
5. Low Awareness and Preparedness: Despite the availability of training and workshops to enhance faculty potential for grant applications, there may still be a gap in awareness or preparedness among faculty members to effectively leverage these opportunities.
6. Benchmarking with Peer Institutions: Competing with peer institutions that have well-established research ecosystems and proven records of securing external funding can be a significant challenge.

Recommendations:

Improving external research funding for a university requires a strategic approach that combines efforts in building partnerships, enhancing faculty capabilities, and aligning research priorities with funding opportunities. Here are some steps to consider:

1**. Develop a Clear Research Strategy**

- Set Strategic Priorities: Identify areas of strength and align research priorities with national and global funding trends.
- Identification of researchers: Identify faculty members/experts capable of undertaking cutting edge research projects
- Interdisciplinary Collaboration: Encourage interdisciplinary research teams to tackle complex, high-impact problems.
- Focus on Impact: Demonstrate how the research addresses societal challenges, industry needs, or technological advancements.

2. Build Relationships with Funders and Partners

- Engage with Funding Agencies: Regularly interact with government, international organizations, and private foundations to understand their priorities.
- Corporate Partnerships: Collaborate with industries and businesses for research projects aligned with their interests.
- Community and Government Links: Strengthen ties with local governments, NGOs, and community organizations for collaborative projects.

3**. Enhance Faculty and Researcher Support**

- Proposal Development Training: Offer workshops on grant writing, budgeting, and submission processes.
- Awareness on Funding Agencies: Familiarise faculty members/experts on requirements of various funding agencies
- Dedicated Research Support Offices: Establish or strengthen offices that assist with finding funding opportunities, managing grants, and compliance.
- Recognition and Incentives: Reward faculty for securing grants or publishing impactful research.

4**. Increase Visibility of Research**

- Promote Research Successes: Highlight achievements, publications, and innovations in media and through conferences.
- Leverage Digital Platforms: Use the university's website, social media, and academic networks to showcase research expertise.
- Collaborate on Large Grants: Partner with other institutions on large-scale funding applications, especially for projects with broader scopes.

5. Invest in Research Infrastructure

- State-of-the-Art Facilities: Ensure labs and research environments meet the standards expected by funders.
- Access to Data and Tools: Provide researchers with access to high-quality data, libraries, and software.
- Shared Resources: Develop core facilities that encourage collaboration and efficiency.

6. Align with Funding Opportunities

- Regular Scanning of Calls: Stay updated on funding announcements from government agencies, industry, and international organizations.
- Diversify Sources: Pursue funding from diverse sources, such as private sector investments, philanthropic organizations, and international donors.
- Respond to Trends: Tailor research projects to align with emerging trends (e.g., sustainability, AI, healthcare).

- Validation of Research Proposals: Seek the support of eminent researchers to vet the project proposals before submission

7. **Leverage Alumni and Philanthropy**

- Alumni Networks: Engage alumni who may provide funding or facilitate connections with funders.
- Endowed Research Chairs: Encourage philanthropic donations to establish endowed positions in key research areas.
- Crowdfunding: Use crowdfunding platforms for smaller, impactful research projects.

8. **Foster International Collaboration**

- Global Research Networks: Join international consortia or initiatives to access global funding.
- Exchange Programmes: Build partnerships with international institutions for joint research.
- Leverage Multilateral Opportunities: Apply for funding from international organizations like the EU, UNESCO, or the World Bank.

9. **Monitor and Evaluate Progress**

- Key Performance Indicators (KPIs): Track metrics like grant applications submitted, funding secured, and publications produced.
- Feedback Mechanisms: Seek feedback from faculty and funders to improve processes.
- Adjust Strategy: Regularly update the strategy to align with changing funding landscapes.

Entrepreneurial Ecosystem

Current Status: Christ University has established a strong foundation for its entrepreneurial ecosystem, underscoring its dedication to fostering innovation and holistic education. At the heart of these efforts is the Christ Incubation and Entrepreneurship Support Cell (C-IESC), which provides a platform for students and faculty to explore and nurture entrepreneurial ventures.

This commitment to entrepreneurship is further supported by academic Programmes that integrate courses on innovation, business management, and start-up development. These Programmes equip students with essential skills and knowledge to thrive in the entrepreneurial ecosystem. However, despite the university's vast resources including a diverse community of over 35,000 students, more than 1,500 faculty members, about 60 academic departments, and an expansive alumni network the ecosystem remains in its formative stages, with a limited number of start-ups successfully incubated.

To fully realize its potential, Christ University must prioritize enhanced outreach efforts, strengthen its scalability, and amplify its impact. By leveraging its substantial community and institutional assets, the University can position itself as a leader in nurturing innovation and entrepreneurship.

Challenges Identified

1. Inadequate Industry Collaboration: While partnerships exist, deeper and more consistent engagement with industry stakeholders, such as angel investors and accelerators, is necessary to provide start-ups with funding and mentorship.
2. Awareness and Participation: A significant portion of the student and faculty community remains unaware of the entrepreneurial opportunities and amenities available, leading to limited participation in initiatives.
3. Sustainability of Start-ups: Many student start-ups face challenges in sustaining their ventures post-incubation, often due to a lack of market exposure, funding, and long-term strategic guidance.

Recommendations

1. **Strengthen Industry and Alumni Engagement:**
   - Forge deeper ties with industry leaders, venture capitalists, and angel investors to provide financial backing and mentorship.
   - Develop an alumni network focused on entrepreneurship to offer guidance, funding, and opportunities for collaboration.
2. **Increase Awareness and Participation:**
   - Launch a comprehensive communication campaign to promote the entrepreneurial initiatives across all departments of the University.
   - Include entrepreneurship as a key component in the curriculum across diverse disciplines.
3. **Support Start-up Sustainability:**
   - Provide continued support to start-ups post-incubation through funding opportunities, mentorship Programmes, and market linkages.
   - Organize regular start-up showcases to connect student entrepreneurs with external stakeholders.
4. **Develop Institutional Policies:**
   - Establish clear IP policies to protect innovations created within the University.
   - Introduce seed funding Programmes to help start-ups secure early-stage financial support.
   - Incentivize faculty participation in entrepreneurial activities by recognizing and rewarding their contributions.

Internationalisation

Current Status: Christ University has made commendable progress in its efforts toward internationalisation, positioning itself as a globally engaged institution. The university has established collaborations with prestigious universities across the globe, enabling joint degree Programmes, student and faculty exchange opportunities, and collaborative research initiatives. These partnerships foster global academic engagement and attract a diverse cohort of international students, which enriches the cultural and academic fabric of the campus.

In addition to its collaborations, the university facilitates global exposure through study-abroad Programmes, international internships, and participation in global academic and cultural events. International conferences, workshops, and seminars organized by the university further promote cross-cultural understanding and global engagement. A dedicated International Office plays a crucial role in managing partnerships and supporting international students and faculty throughout their academic journeys.

Despite these efforts, the presence of international students and faculty remains modest, with only 446 international students and 13 international faculty members currently on campus. This is significantly below the desired benchmarks of 5% for international students and 10% for international faculty. Therefore, concerted efforts are needed to increase these numbers and enhance the university's global presence.

Challenges Identified

1. **Limited Global Reach of Partnerships:** Current collaborations are concentrated in specific regions, with limited representation from emerging academic hubs such as East Asia, Africa, and South America.
2. **International Student Recruitment:** Attracting a larger, more diverse international student body remains a challenge due to limited global visibility and competitive alternatives.
3. **Cultural and Language Adaptation Issues:** International students and faculty face difficulties in adjusting to the local culture and language, affecting their academic and personal experiences.
4. **Resource Constraints:** Financial limitations restrict the participation of students and faculty in international exchange Programmes and research collaborations.
5. **Research Collaboration Gaps:** Opportunities for joint research with international institutions are underutilized, limiting the University's academic impact on the global stage.
6. **Alignment of Academic Systems:** Differences in curricula, credit systems, and recognition of qualifications create obstacles for international partnerships and mobility Programmes.

Recommendations

1. **Expand Global Partnerships**
   - Broaden the University network by establishing collaborations with institutions in underrepresented regions such as East Asia, Africa, and South America.
   - Develop dual-degree Programmes and foster collaborative research in cutting-edge fields like artificial intelligence, sustainability, and healthcare.
   - Encourage faculty members to co-design and co-teach courses with faculty from international universities to promote cross-institutional knowledge exchange.
2. **Enhance International Visibility**
   - Invest in targeted international marketing campaigns to highlight the University unique academic offerings, achievements, and global engagement.
   - Mandate schools and campuses to market their Programme offerings specifically to attract international students.
   - Strengthen the University online presence by collaborating with global education platforms and developing multilingual websites to improve accessibility and reach.
3. **Support International Students and Faculty**
   - Design comprehensive pre-arrival orientation Programmes, including cultural and language training, to facilitate smoother transitions for international students and faculty.
   - Pair international students with local peers or faculty through mentorship Programmes to foster inclusion and support.
   - Identify and promote scholarships specifically targeted for international students to make education at the University more accessible.
   - Mandate departments to recruit at least one international faculty member for teaching positions, promoting diversity in academic instruction and fostering global perspectives in the classroom.
4. **Increase Accessibility and Funding**
   - Establish scholarships and financial aid packages for both international students and outgoing exchange participants to broaden participation in mobility Programmes.
   - Build a corpus fund to provide sustained scholarships for international students and attract a diverse pool of talent.
   - Partner with alumni and funding agencies to strengthen financial resources dedicated to internationalisation initiatives.
5. **Facilitate Short-Term Teaching Assignments**
   - For International Faculty: Introduce schemes enabling faculty members from international universities to undertake short-duration teaching assignments at

Christ University, such as semester-long courses, workshops, or guest lectures. These assignments will diversify academic perspectives, improve the global exposure of students, and elevate the University's teaching reputation.

- For Christ University Faculty: Create opportunities for Christ faculty to engage in short-term teaching assignments at international partner universities. Such assignments can include delivering guest lectures, teaching specialized modules, or participating in exchange Programmes. This will help enhance their academic profiles, expose them to global teaching practices, and raise the institution's visibility and reputation in the global academic community.

6. Strengthen Research Collaboration

- Identify globally relevant research themes, such as sustainability, artificial intelligence, healthcare, and climate change, and incentivize faculty to lead joint research projects with international partners. These collaborations will help produce impactful research that garners global recognition.
- Introduce international immersion Programmes for research scholars, enabling them to work on global research projects and gain exposure to international academic environments. This initiative will enhance the quality of research produced and position Christ University as a contributor to global knowledge.
- Host international research forums and conferences, inviting globally renowned scholars to foster dialogue, collaboration, and partnerships. These events will provide a platform for showcasing Christ University's research strengths and attracting further opportunities for collaboration.

7. Align Academic Systems

- Standardize credit transfer mechanisms and streamline curriculum alignment with partner institutions to facilitate academic mobility and exchanges.
- Pursue international accreditation for Programmes to enhance global recognition and appeal.
- Implement syllabus vetting by international faculty to ensure the curriculum aligns with global academic standards and incorporates diverse perspectives.

8. Leverage Digital Platforms

- Expand virtual exchange Programmes and online collaborative learning initiatives to provide global exposure without significant financial constraints.
- Use digital tools to promote the University's Programmes, connect with international partners, and facilitate remote academic engagement.

Enhancement of Perception

Current Status: Christ University has earned a reputable position in national rankings, including the National Institutional Ranking Framework (NIRF), and has consistently demonstrated excellence in academics, research, and holistic education. However, at the international level, its visibility and perception remain limited, with room for growth in becoming a globally recognized institution.

The University is actively involved in societal impactful activities, contributing to community development, sustainability, and social innovation. Its research infrastructure supports diverse academic pursuits, but there is a need to enhance its visibility and utility to gain global recognition. Additionally, the promotion of professional hospitality systems within the University can play a vital role in improving visitor experience and institutional reputation.

Challenges Identified

1. **Limited International Visibility**: The University engagement in global academic and professional networks is relatively low.
2. **Societal Impact Awareness**: While the University undertakes numerous societal impactful activities, these contributions are not widely publicized or recognized.
3. **Underutilization of Research Facilities**: Advanced research infrastructure exists but is not yet leveraged to its full potential for global collaborations or impactful research outcomes.
4. **Faculty and Alumni Engagement**: Faculty and alumni achievements need to be more prominently highlighted to enhance the University's reputation.
5. **Professional Hospitality Systems**: Existing hospitality systems require further professionalization to ensure seamless interactions improving visitor experience.

Recommendations

1. **Strengthen Global Academic and Professional Connections**
   - Establish collaborations with reputed academic institutions and professional organizations worldwide for joint research, faculty exchange, and innovative projects.
   - Host faculty and researchers from reputed institutions to enhance visibility and cross-institutional collaboration.
2. **Promote Societal Impact Activities**
   - Highlight the societal impactful initiatives of the University, such as community development projects, environmental sustainability Programmes, and social innovation ventures, on its website and social media platforms.
   - Partner with national and international NGOs, government bodies, and industries to expand the reach and visibility of these Programmes.

- Create a "Social Impact Report" annually to document and promote contributions to society.

3. **Leverage Research Facilities for Global Impact**
   - Showcase the advanced research infrastructure and capabilities of the University to attract collaborations with reputed national and international institutions and industries.
   - Organize research exhibitions and open houses to promote facilities and research outputs to stakeholders, including industry leaders and global academia.
4. **Professional Hospitality Systems**
   - Develop a professional hospitality system to provide seamless experiences for visitors, including faculty, researchers, students, parents and other stakeholders.
   - Use the systems to create a welcoming and professional impression of the University.
5. **Promote Faculty and Alumni Achievements**
   - Encourage faculty to publish research, participate in global conferences, and engage in panel discussions with national and international organizations.
   - Feature alumni success stories prominently on the University website and social media platforms, establishing them as ambassadors of the institution.
   - Support faculty in joining editorial boards, statutory bodies, and committees of reputed organizations to elevate the profile of the University.
6. **Enhance Digital Presence**
   - Revamp the University website to feature detailed profiles of faculty, including research achievements, societal impact contributions, and global collaborations.
   - Highlight student and alumni achievements, societal initiatives, and institutional accolades through targeted marketing campaigns on social and professional platforms.
7. **Societal and Global Recognition Programmes**
   - Introduce recognition schemes for societal impactful contributions by students, faculty, and alumni to draw attention to the role of the University in community development.
   - Encourage faculty, students, and alumni to submit nominations for prestigious national and international awards and rankings in areas such as sustainability, societal impact, and academic excellence.
8. **Improved Outreach**
   - Launch global campaigns to showcase societal impact, research excellence, and academic achievements of Christ University.

SDG-Aligned Curriculum and Research

Current Status: Christ University has demonstrated a strong commitment to integrating the United Nations Sustainable Development Goals (SDGs) into its academic Programmes and research initiatives. The efforts of the University have been recognized in various ranking frameworks, achieving reasonably good positions in the

Times Higher Education Impact Rankings and QS Sustainability Rankings. Additionally, Christ University has been selected as the UNAI SDG Hub for SDG 5 (Gender Equality), highlighting its leadership in advancing gender equality through education, research, and community engagement.

Many departments actively incorporate SDG-related themes such as sustainability, gender equality, quality education, clean energy, and climate action into their curricula. This commitment fosters a multidisciplinary approach to addressing global challenges and equips students with the knowledge and skills to contribute to sustainable development.

The SDG-aligned efforts of the University are further reflected in initiatives such as community engagement Programmes, green campus practices, and sustainability-focused workshops. Faculty and students collaborate on projects that address pressing societal and environmental issues, delivering impactful outcomes at local, national, and international levels. While significant progress has been made, there remains potential to better integrate the SDG framework across academic and research activities. Enhancing alignment with SDG priorities will not only maximize the impact of the University but also strengthen its global recognition as a leader in sustainability and sustainable development.

Challenges Identified

1. **Limited Curriculum Integration**: SDG topics are not uniformly embedded across all Programmes, leading to inconsistent exposure among students.
2. **Lack of Interdisciplinary Collaboration**: Research efforts addressing SDGs often remain siloed within specific departments, limiting their scope and impact.
3. **Insufficient Awareness**: Both students and faculty may lack comprehensive knowledge of the SDGs and their relevance to education and research.
4. **Industry and Community Engagement**: Weak linkages with industry and local communities limit the practical application of SDG-aligned research.
5. **Global Visibility**: Research outcomes and curriculum innovations related to SDGs are not adequately highlighted on international platforms, reducing the global impact of the University.

Recommendations

1. **Integrate SDGs into the Curriculum**
   - Embed SDG-related modules and case studies across all Programmes, ensuring that students from diverse disciplines are exposed to sustainability principles.
   - Develop new courses specifically focused on SDG themes, such as climate change, renewable energy, sustainable business practices, and social entrepreneurship.
   - Encourage interdisciplinary coursework and capstone projects that address real-world challenges aligned with the SDGs.

2. **Promote SDG-Aligned Research**
   - Focus on SDG priorities, such as poverty alleviation, health and well-being, clean water, and sustainable cities in research projects.
   - Incentivize faculty and students to pursue research in areas aligned with SDGs by offering grants, awards, and recognition.
   - Partner with international organizations, NGOs, and government bodies to fund and implement SDG-related research projects.
3. **Build Awareness and Capacity**
   - Organize workshops, seminars, and training Programmes for faculty and students to increase awareness of the SDGs and their application in education and research.
   - Provide resources, such as guides and toolkits, to help faculty integrate SDG themes into their teaching and research.
   - Celebrate and promote SDG-related achievements of faculty and students to inspire others.
4. **Foster Interdisciplinary Collaboration**
   - Create platforms where faculty and students from different disciplines can collaborate on SDG-focused projects.
   - Host interdisciplinary research symposiums and hackathons to address SDG-related challenges.
   - Encourage joint publications and projects that draw expertise from multiple fields.
5. **Strengthen Industry and Community Partnerships**
   - Collaborate with industries, policymakers, and community organizations to translate research into practical solutions for SDG challenges.
   - Develop internship and community engagement opportunities for students to work on SDG-aligned initiatives.
   - Partner with local governments to implement sustainable development projects.
6. **Enhance Funding Opportunities**
   - Build a corpus fund to support SDG-focused research and initiatives.
   - Explore funding from national and international bodies that support sustainability research, such as UNESCO, UNDP, and corporate CSR initiatives.
7. **Increase Global Visibility**
   - Publish research findings and case studies in high-impact international journals and conferences that focus on sustainability and development.
   - Develop a dedicated section on the University website to showcase SDG-aligned projects, research, and student achievements.
   - Participate in global academic and sustainability networks to share best practices and learn from other institutions.
8. **Monitor and Evaluate Progress**
   - Establish measurable targets and indicators to track progress in SDG integration within the curriculum and research.

- Conduct periodic audits to assess the impact of SDG-aligned initiatives and identify areas for improvement.
- Use feedback from stakeholders, including students, faculty, and industry partners, to refine strategies.

Digital Content Development and Academic Outreach

Current Status: Christ University has made commendable progress in its efforts to embrace digital content development and academic outreach, recognizing the importance of enhancing its global visibility and supporting lifelong learning. The establishment of the Centre for Digital Learning (CDL) has been a key step in supporting faculty members in developing high-quality digital content. Additionally, the University conducts regular training sessions and workshops to empower faculty to create effective e-learning materials, further contributing to the enhancement of its online offerings.

However, there are opportunities to expand and refine these efforts. Currently, the volume of digital content, including lecture recordings, e-learning modules, and outreach Programmes, is limited, and the quality does not yet meet the global standards needed to compete on a larger scale. The University's presence on Massive Open Online Course (MOOC) platforms is still underdeveloped, and its digital learning materials have not yet reached widespread recognition or utilization. Furthermore, academic outreach Programmes aimed at engaging the broader community and promoting the University's academic expertise need further expansion to enhance visibility and community engagement.

Challenges Identified:

1. Limited Digital Content Creation and Distribution: Despite having a strong foundation, the volume and reach of the University's digital content are still limited, restricting its ability to effectively engage a global audience.
2. Insufficient Engagement with MOOC Platforms:The University has not fully tapped into the potential of MOOC platforms to extend its online courses and digital content, limiting its exposure to a broader, international learner base.
3. Lack of Comprehensive Online Academic Programmes: While the University has made strides in various academic Programme, there is still a need to develop more comprehensive and diverse online Programme to promote its expertise to a wider audience.

Recommendations

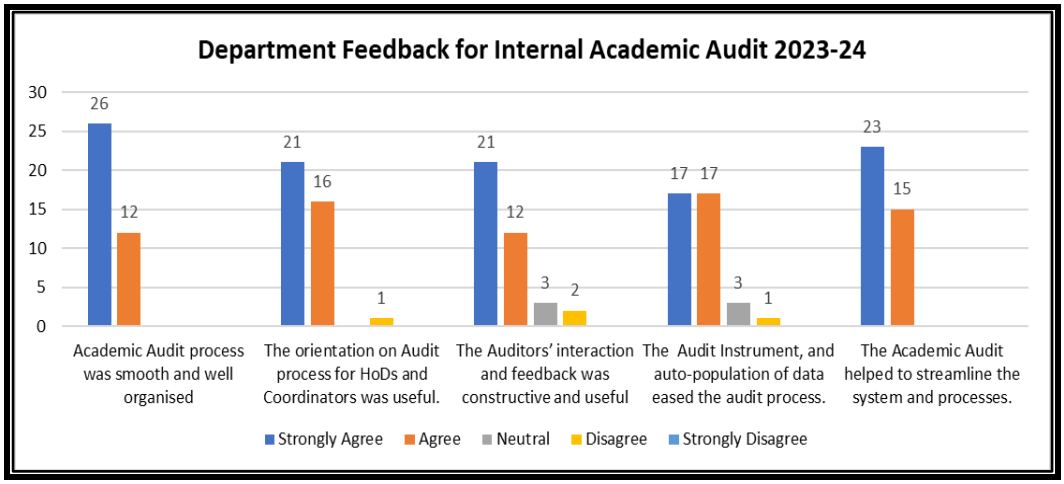
1. **Develop High-Quality Digital Learning Materials:** Expand the creation of high-quality, engaging, and accessible digital learning materials that cater to a global audience. These materials should be designed to meet international standards and made available on global platforms to increase their reach.

2. **Collaborate with MOOC Providers:** Partner with leading MOOC platforms to enhance the online presence of the University and ensure its courses and content are easily accessible to learners worldwide. This collaboration will allow the University to tap into new audiences and increase its global footprint.

3. **Organize Virtual and Hybrid Academic Programme:** Host virtual and hybrid academic initiatives targeting diverse audiences, including industry professionals, alumni, prospective students, and the wider academic community. These Programme will help establish the University as a thought leader and create opportunities for engagement with a broader audience.
4. **Establish a Dedicated Team for Digital Content Production and Outreach:** Form a dedicated team within the Centre for Digital Learning (CDL) to focus exclusively on digital content production and academic outreach initiatives. This team can help streamline efforts, improve the consistency and quality of digital content, and drive the outreach strategy more effectively.
5. **Enhance Faculty Training in Digital Pedagogy:** Strengthen faculty training in digital pedagogy to improve the quality of online teaching and learning materials. Providing faculty with the skills and knowledge to create more engaging and interactive digital content will greatly enhance the overall learning experience for students.

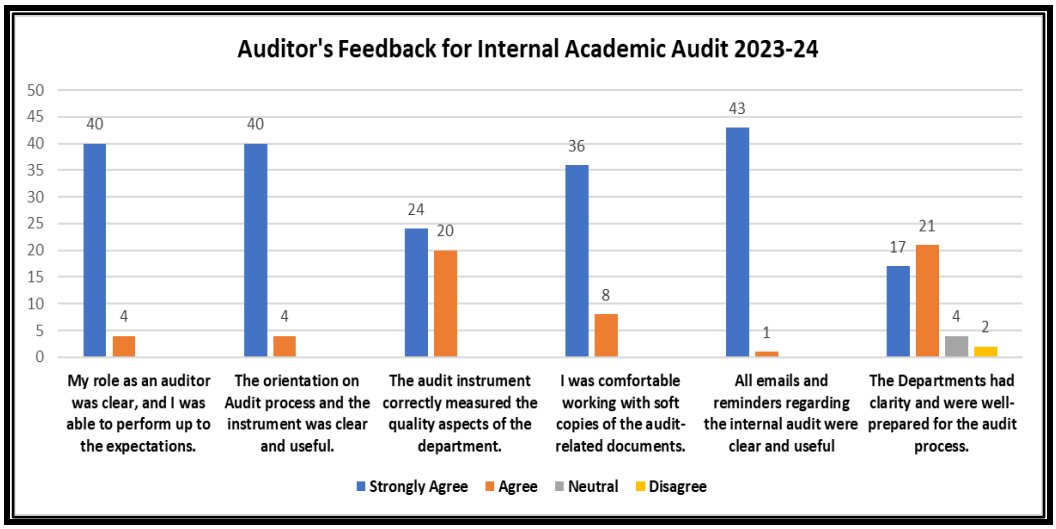
SECTION IV – AUDIT PROCESS FEEDBACK AND RECOMMENDATIONS

Analysis of the feedback on the audit process from the Departments



The audit process was conducted professionally and efficiently, with commendable efforts by the IQAC team to streamline it. The organised approach, focusing on the AQAR documents, reduced the burden of carrying physical files but exposed some gaps that need addressing. Providing a clear taxonomy of terms will enhance clarity and consistency. Restricting questions beyond AQAR and Strategic Plan, assessing qualitative metrics objectively, and refining compliance sheets to capture impact descriptively would further improve the process.

Analysis of the feedback on the audit process from the Auditors



The audit process was well-organized and effectively facilitated, with commendable efforts by the IQAC team. While the process showcased improvements, such as focusing on uploaded documents, technical challenges like internet connectivity and file retrieval delays were noted. Providing more training for IQAC coordinators and departmental staff, especially new members, would enhance documentation awareness and audit preparation. Suggestions included making the SAP available for reference, aligning SSR and KP data a little more, and allowing re-uploads of missing documents within a brief window. Departments should also highlight how previous audit feedback was addressed and engage all faculty members to familiarize them with the process. Automation of scoring and peer training between departments could further refine the system while preserving cross-departmental learning.

Proposed Action Plans on the Audit Process.

The following action plans have been thoughtfully drafted after considering feedback and suggestions provided by auditors and departments. These plans are aimed at addressing the key insights gained during the current academic audit process and will serve as a foundation for the academic audit of the upcoming year. The proposed measures seek to enhance the overall effectiveness, engagement, and preparedness of all stakeholders involved in the process.

1. Conduct periodic training sessions for department IQAC coordinators and departmental staff to improve understanding of documentation requirements, audit instruments, and essential calculations, ensuring consistency and preparedness.
2. Share a clear taxonomy of terms and policy requirements, ensuring that qualitative metrics are properly presented by the departments and objectively assessed by the auditors.
3. Facilitate peer training between departments with strong documentation practices.
4. Explore opportunities for automation in maintaining documents and calculation of audit parameters and scoring.
5. Develop strategies to recognize and motivate faculty members for their contributions to the audit process, particularly for administrative tasks, to foster greater engagement and ownership across departments.

6. The Year 2 targets of the Strategic Plan Implementation need to be relooked and to be made more specific and measurable by the departments. This will be included as an agenda item during the departments' Faculty Development Programmes scheduled from November 2024 to January 2025.

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APPENDIX

Internal Quality Assurance Cell

CHRIST (Deemed to be University) Bangalore - 560029

Academic Audit Instrument

2023 -2024

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 – 95 Marks

C) Research and Innovation – 160 Marks

D) Consultancy, Extension and Collaboration– 40 Marks

E) Student Support and Progression – 100 Marks

F) Quality Initiatives – 100 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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
1) Sample Syllabi document reflecting POs, and COs related to LRNG developmental needs 2) Sample Syllabi document highlighting the topics related to LRNG developmental needs 3) 100 - 200 words writeup or policy guidelines of the department for identification of LRNG needs 4) Other supporting documents, if any	A. 100 - 200 words writeup or policy guidelines of the department for identification of LRNG needs – 5 marks B. Reflection of LRNG in POs & COS – 5 marks C. Mapping of LRNG needs in the syllabus content – 10 marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
1. Sample Syllabi copy reflecting employability /entrepreneurship/skill development topics relevant to contemporary areas. 2. Other supporting documents, if any	A. 100 - 200 words writeup or policy guidelines for identification of topics related to employability/ entrepreneurship/skill development/ contemporary areas - 8 marks B. Mapping of syllabus to employability/ entrepreneurship/skill development/ contemporary areas - 12 marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
1. Sample Syllabi document highlighting the mapping of cross-cutting issues and other value frameworks. 2. 100 - 200 words writeup on inclusion of value frameworks related to SDG / NEP in the curriculum 3. Other supporting documents, if any	A. Mapping of the syllabus to cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability - 12 marks B. 100 - 200 words writeup on inclusion of value frameworks related to SDG / NEP in the curriculum - 8 marks.	

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

[Relevant AQAR Metric: 1.3.2]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of Value Added/ Certificate Courses offered by the department alone are to be considered 2. Number of students enrolled	Number of Value added/ certificate courses offered by the department with active student enrollment ❖ ≥ 3 Courses: 10 Marks ❖ ≥ 2 Courses: 6 Marks ❖ ≥ 1 Course: 3 Mark	

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

[Relevant AQAR Metric: 1.3.4]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 15
Programme Course Structure highlighting components of field projects/research projects/internships	Number of Programmes that have field projects/research projects/ internships included in the curriculum. ❖ All the programmes - 15 Marks ❖ More than 50% of programmes - 10 Marks ❖ More than 30% of programmes - 5 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
Feedback documents 1. Feedback forms (sample) 2. Link to feedback report on website (expected minimum: Students – 10% /Teachers- 10% (min 3 /Employers – min 5 /Alumni- min 5)/ Parents- min 3/ Academic Peers - min 3	A. Feedback received: ❖ Feedback from ≥ 4 categories – 10 marks ❖ Feedback from 3 categories – 6 marks ❖ Feedback from 2 categories – 4 marks ❖ Feedback from 1 category – 2 marks B. Feedback analysis ❖ Feedback analysis and action taken report posted on website - 10 Marks ❖ Action taken on the feedback - 6 Marks ❖ Feedback collected and analysed - 4 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
1. Department's Guidelines and process to assess learning needs of students 2. Details of Activities such as Bridge Courses/ Remedial Classes/ Workshops, Paper Presentations/ Advanced Training/Workshops etc 3. Other supporting documents, if any	A. Identification of differential Learning needs of students – 5 Marks B. Activities: ❖ ≥5 activities - 10 Marks ❖ ≥3 activities - 6 Marks ❖ ≥1 activities - 3 Marks C. Policy/Guidelines - 5 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
1. Sample course plans mentioning the use of student-centric methods - Experiential learning/ Participatory learning/ Problem-solving 2. Sample course plans/other documents indicating the usage of	A. Adoption of student centric methods ❖ All THREE student centric methods - 10 Marks ❖ Any TWO student centric methods - 6 Marks ❖ Any ONE student centric method - 3 Marks	

ICT tools/online resources by teachers 3. Supporting documents should be of different faculty members	B. ICT tools/online resources usage: ❖ ≥3 ICT tools/online resources - 10 Marks ❖ ≥2 ICT tools/online resources - 6 Marks ❖ ≥1 ICT tool/online resource - 3 Mark	

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

[Relevant AQAR Metric: 2.3.3]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
1. Mentoring Policy, Mentor-Mentee Assignment document 2. Mentoring Report (mentor-wise)	A. Mentoring Policy and Guidelines - 5 Marks B. Circular on Mentor-Mentee assignment - 5 Marks C. Mentoring Report/ Records maintained by: ❖ ≥60% of mentors- 10 Marks ❖ ≥40 - <60% mentors- 6 Marks ❖ ≥20 - <40% mentors- 3 Marks ❖ <20% - Nil	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 15
List of teachers with details of qualifications. (Correlate with records from the Human Resources office)	Percentage of Teachers with PhD: ❖ 100% -15 Marks ❖ ≥90% - <100% -10 Marks ❖ ≥70% - <90% - 8 Marks ❖ ≥50% - <70% - 6 Marks ❖ ≥30% - <50% - 4 Marks ❖ ≥10% -<30% - 2 Marks ❖ Less than 10% - NIL	

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, and the attainment of the same is evaluated by the department. (QLM)

[Relevant AQAR Metric: 2.6.1]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
1. Website link for the (Program and Course outcomes integrated in the syllabus 2. Course Plans with Programme/course outcomes integrated into the assessment process	A. Programme and Course outcomes of all the programmes published on the website – 10 Marks B. A write-up on the integration of Programme/course outcomes in the assessment process and reflected in course plans – 10 Marks	

C. Research and Innovation

C.1 Percentage of teachers availed seed money during the year.

[Relevant AQAR Metric: 3.1.2]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of teachers availed seed money in the academic year. 2. Project proposal approval document/funds received receipt.	Percentage of teachers availed seed money: ❖ ≥10% teachers – 10 Marks ❖ ≥5% - <9% - 6 Marks ❖ ≥2% - <4% - 4 Marks ❖ <2% - 2 Marks	

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

[Relevant AQAR Metric: 3.1.3]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of teachers who received fellowships during the academic year. 2. E-Copies of Award Letters of Teachers (Mails will not be accepted as proof) Awards without financial support (best teacher award, certificate of appreciation etc) should NOT be included	Percentage of teachers receiving fellowships: ❖ ≥10% teachers - 10 Marks ❖ ≥5% - <9% - 6 Marks ❖ ≥2% - <4% - 4 Marks ❖ <2% - 2 Marks	

C.3 Percentage of JRFs, SRFs among the enrolled PhD scholars in the department during the year.

[Relevant AQAR Metric: 3.1.4]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of PhD Scholars admitted during the year mentioning the details of JRF and SRF 2. E copies of JRF, SRF award letters of scholars admitted during the year	Percentage of PhD Scholars having JRFs, SRFs ❖ ≥20% - 10 Marks ❖ ≥ 15% - <20% - 8 Marks ❖ ≥10% - <15% - 6 Marks ❖ ≥5% - <10% - 4 Marks ❖ ≥1% - <5% - 2 Marks	

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

[Relevant AQAR Metric: 3.2.1 & 3.2.2]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of research projects and amount received during the year. 2. Letter of grant issued by the Government or Non-Government agency.	Amount of research funding: ❖ ≥50 Lakhs - 10 Marks ❖ ≥30L - < 50L - 8 Marks ❖ ≥10L - < 30L - 5 Marks ❖ ≥5L - < 10L - 3 Marks ❖ ≥1L - < 5L - 2 Marks ❖ ≥10K - <1L - 1 Mark	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of research projects funded by government, non-government, industry, corporate houses, international bodies during the year 2. Grant letters of research projects	Percentage of faculty members having funded research projects: ❖ ≥ 10% - 10 Marks ❖ ≥5% - <10% - 5 Marks ❖ ≥1% - < 5% - 3 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
Report detailing the following: 1. Ecosystem for innovations, Indian Knowledge System including awareness of IPR and Incubation 2. Activities conducted 3. Positive Outcomes	A) Detailed report - 5 Marks B) Activities conducted related to IKS, IPR, Incubation and other initiatives: ❖ ≥3 Activities - 5 Marks ❖ ≥2 Activities - 3 Marks ❖ ≥1 Activity - 2 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of awards received for research/innovations during the academic year 2. E-copies of Award Letters including Best Paper awards with Name of the Faculty, Research Scholars/Students and CHRIST University affiliation. (Participation /presentation certificates in workshops/conferences etc., are not to be included.)	Every Award – 2 Marks (Max 10)	

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

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of copyrights/patents published/granted/ commercialised during the year with the unique patent number 2. E-Copies of copyrights/patents published/granted/ commercialised with the name of the faculty and CHRIST University affiliation.	❖ Each patent published - 2 Marks ❖ Each Copyright – 1 Mark ❖ Each patent granted - 3 Marks ❖ Each patent commercialised - 6 Marks (Max total 10 Marks)	

C.9 Number of PhDs awarded during the year.

[Relevant AQAR Metric: 3.4.4]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of PhDs awarded during the year and copies of certificates	2 marks per PhD completion (Max 10)	

C.10 Number of research papers published per teacher in the Journals as notified on the UGC CARE list during the year.

[Relevant AQAR Metric: 3.4.5]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
1. Data approved by the Human Resources Office and available in KP 2. Per teacher score calculation:	Per teacher score value: ❖ ≥ 2 per teacher - 20 Marks ❖ ≥ 1.5 -<2 per teacher - 16 Marks ❖ ≥ 1 -<1.5 per teacher - 12 Marks	

Total no. of papers published in UGC notified journals divided by Total no. of teachers in the Department (during the year).	❖ ≥0.5 -<1 per teacher - 8 Marks ❖ <0.5 - 4 Marks ❖ No Publication - Nil	

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

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
Data approved by the Human Resources Office and available in KP	A. 1 Book by any teacher - 10 Marks B. 1 Chapter in edited book - 5 Marks (Total Maximum 20 Marks)	

C.12 E-content is developed by teachers:

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

[Relevant AQAR Metric: 3.4.7]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. Links to uploaded documents of e-content developed showing the authorship/ contribution. 2. Supporting documents from the sponsoring agency for the e- content developed by the teachers. 3. Google Meet/WebEx/Zoom Class/Youtube recordings will not be considered	❖ Any 4 platforms - 10 Marks ❖ Any 3 platforms - 6 Marks ❖ Any 2 platforms - 4 Marks ❖ Any 1 platform - 2 Marks	

C.13 Bibliometrics of the publications during the year based on the Citation Index in Scopus or Web of Science.

[Relevant AQAR Metric: 3.4.8]

Documentation Guidelines	Scoring Guidelines Citation Index (CI):	Maximum Marks: 10
1. Citation data for 2023 publications as on date. 2. Total Citations divided by Total Publications for the Calendar year 2023. (Include Scopus/WOS publications only - separately)	❖ ≥10 - 10 Marks ❖ ≥8 - <10 - 8 Marks ❖ ≥6 - <8 - 6 Marks ❖ ≥4 - <6 - 4 Marks ❖ ≥2 - <4 - 2 Marks ❖ ≥1 - <2 - 1 Mark	

C.14 Bibliometrics of the publications during the last year based on Scopus/ Web of Science-h-Index of the Department.

[Relevant AQAR Metric: 3.4.9]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. Citation data for 2023 publications, as on date 2. Citation data for 2023 publications, arranged/sorted in decreasing order of citations. Note: Identify from the list, h number of publications having a minimum of h citations - separately in Scopus and WoS.	h-index of the department based on publications in 2023: ❖ h= 5 and above – 10 Marks ❖ h= 4 – 8 Marks ❖ h= 3 – 6 Marks ❖ h= 2 – 4 Marks ❖ h= 1 – 2 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of consultancy and corporate training during the year Invoice/ Proof of amount received	Revenue generated in lakhs: ❖ ≥5 L - 10 Marks ❖ ≥2 L - <5L - 5 Marks ❖ ≥1 L - <2L - 3 Marks ❖ ≥0.25L - <1L - 2 Marks	

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 through organised forums like 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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
1. List of the extension activities conducted by the department in the neighbourhood community sensitising the students to social issues and holistic development 2. Report on the extension activities conducted and their impact with list of students who participated in extension activities 3. Details of Awards for extension activities from Govt./Non-govt agencies	A. Number of extension and outreach programs organised by the department independently and in collaboration with CSA/NCC/Clubs/Centres/Cells etc in the neighbourhood community ❖ ≥ 5 programs – 10 Marks ❖ ≥ 3 programs – 6 Marks ❖ ≥ 2 programs – 3 Marks ❖ ≥ 1 program – 1 Mark	

	B. Awards received, if any, for extension activities –2 per award -Max 4 Marks C. Department's Justification/ Articulation of impact/ effectiveness of extension activities in sensitising the students to social issues. - 6 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of MoUs for internship, on-the-job training, project work, student/faculty exchange and collaborative research during the academic year 2. Details of activities relating to MoUs involving students/faculty	A. Number of functional MoUs with institutions/industries in India and abroad ❖ ≥ 2 MoUs – 4 Marks ❖ ≥ 1 MoU – 2 Marks B. Number of activities relating to MoUs ❖ ≥2 Activities – 6 Marks ❖ ≥1 Activity – 4 Marks	

E. Student Support and Progression

E.1 Scholarship funds the department could get from industries, individuals, philanthropists and government agencies.

[Relevant AQAR Metric: 5.1.1]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
Details of scholarship funds the department could get from industries, individuals, philanthropists and government agencies.	❖ ≥ Rs.1 lakh - 10 Marks ❖ ≥ Rs.50000 <Rs. 99000- 5 Marks ❖ ≥ Rs.25000 <Rs.49000 - 3 Marks ❖ ≥ Rs.10000 <Rs.24000 - 2 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
The following activities may be considered for this metric: (a) Placement Orientation Sessions (b) Talks by invited industry personnel (c) Workshops /Coaching Sessions/ Orientation Talks related to competitive examinations	A. No. of Activities for career counselling: ❖ ≥3 activities – 6 Marks ❖ ≥2 activities – 4 Marks ❖ ≥1 activity – 2 Marks B. No. of Activities for competitive examinations ❖ ≥2 activities – 4 Marks ❖ ≥1 activity – 2 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. Activity reports 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	Initiatives undertaken: ❖ Initiative in all Four categories -10 Marks ❖ Initiative in any Three categories - 7 Marks ❖ Initiative in any Two categories - 5 Marks ❖Initiative in any One category - 3 Marks	

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

[Relevant AQAR Metric: 5.2.2 & 5.2.3]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 20
1. List of students placed/progressed 2. Offer Letters/Admission Letters/ Provisional Admission/Student ID Card Consider Students who Graduated in 2024 and placed or progressed. Percentage calculation = No. of students placed + No. of students progressed No. of Students Graduated in 2024 100	Percentage of students placed and progressed: ❖ ≥60% - 20 Marks ❖ ≥50% - <60% - 16 Marks ❖ ≥40% - <50% - 12 Marks ❖ ≥30% - <40% - 8 Marks ❖ ≥20% - < 30% - 6 Marks ❖ ≥10% - <20% - 4 Marks ❖ <10% - NIL	

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

[Relevant AQAR Metric: 5.2.1]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List of students qualifying in the competitive examinations 2. Certificate Received after Qualifying in the Examination/Score Card/Result Sheet	Percentage of final-year students qualifying: ❖ ≥1% – 10 Marks ❖ ≥0.5% - <1% – 6 Marks ❖ ≥0.1% - < 0.5% – 2 marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 15
1. List of awards won by students of the department for outstanding performance in sports/cultural events 2. E-copies of Certificates, Photographs of Medals Note: (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. (iii) Include the awards/medals with relevant proofs only. (iv) Certificate of Participation at the inter-university/state/national/international events will not be considered.	1 Award: 5 Marks 2 Awards: 10 Marks ≥ 3 Awards: 15 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
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 2. Activity reports against each event	Total number of activities: ❖ ≥ 5 activities – 10 Marks ❖ ≥ 3 activities – 6 Marks ❖ ≥ 1 activity – 4 Marks	

E.8 Alumni contribute and engage significantly to 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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 15
1. List of activities involving alumni 2. Activity reports for each event 3. Proof of support of financial contribution by alumni Note: Activities can include guest lectures, panel discussions, project evaluations etc. involving alumni	A) For each activity – 5 Marks (Max 10) B) Financial contribution: ❖ ≥ Rs.1 lakh – 5 Marks ❖ ≥ Rs.50000 < Rs.99000 - 3 Marks ❖ ≥Rs.25000 < Rs.49000 - 2 Marks ❖ ≥Rs.10000 < Rs.24000 - 1 Mark	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 15
1. List/Number of teachers availed financial support 2. Participation/Membership Certificate	Percentage of teachers availed financial support: ❖ ≥60% teachers - 15 Marks ❖ ≥40% - <60% - 12 Marks ❖ ≥30% - <40% - 8 Marks ❖ ≥20% - <30% - 5 Marks ❖ ≥10% - <20% - 2 Marks	

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. List/Number of teachers undergoing FDP/MDP programmes 2. Participation Certificates	Percentage of teachers underwent FDP/MDP: ❖ ≥90% teachers - 10 Marks ❖ ≥80% - <90% - 8 Marks ❖ ≥70% - <80% - 6 Marks ❖ ≥60% - <70% - 4 Marks ❖ ≥50% - <60% - 2 Marks	

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

[Relevant AQAR Metric: 6.3.3]

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

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

[Relevant AQAR Metric: 6.3.5]

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

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

[Relevant AQAR Metric: 7.1.1]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1. Report of activities for the promotion of gender equity 2. Description of the impact of activities in promoting gender equity	For each activity - 5 Marks (Max 10 Marks)	

F.6 Sensitization 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]

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

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]

Documentation Guidelines	Scoring Guidelines	Maximum Marks: 15
Evidence of practice and relevance to the domain. Write-up required (500 words): ❖ Title of the practice ❖ Objectives of the practice ❖ The Context ❖ The Practice ❖ Evidence of Success ❖ Problems encountered and resources required ❖ Link to best practices on website-	A) Description of Best Practice - 5 Marks B) Justification of relevance and purpose of the best practice - 10 Marks	

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

-Only presentation during Auditors' visit

[Relevant AQAR Metric: NA]

Presentation Guidelines	Scoring Guidelines	Maximum
Efforts towards enhancement of Department Perception (through any two of the following): 1. Effective usage of various media/channels for Academic and Non-Academic communication 2. Involvement of External Stakeholders in various committees of the department 3. Participation of faculty members and students in committees/activities of external organisations 4. Organisation of events/activities and involvement of External Stakeholders 5. Faculty members receiving awards, recognition, fellowships at State, National, International level from Non-Govt./Government/Govt. recognised bodies 6. Any other relevant activity	Justification of relevance and purpose for the enhancement of perception - 10 Marks	Marks: 10

F.9 Internationalisation of Curriculum, Teaching-Learning, and Research.
-*Only presentation during Auditors' visit*
[Relevant AQAR Metric: NA]

Presentation Guidelines	Scoring Guidelines	Maximum Marks: 10
1) Internationalisation of *Curriculum* through any of the following: ❖ Course syllabi or program details showing the integration of globally relevant course/s, case studies ❖ Partnerships for Joint degrees or exchange programs, professional qualifications etc ❖ Participation in International rankings/Awards/Accreditation ❖ Any other relevant initiatives for internationalisation of curriculum.	Justification for: A) Internationalisation of Curriculum - 4 Marks	
2) Internationalisation of the *Teaching-Learning process* through any of the following: ❖ Student and faculty exchange programs ❖ Involvement of International faculty in the teaching-learning process ❖ Participation in International sports/cultural activities/competitions ❖ International Internships	B) Internationalisation of Teaching-Learning - 3 Marks	

❖ International Placements and Progression to Higher Education ❖ Any other relevant initiatives for internationalisation of Teaching-Learning. 3) Internationalisation of *Research* through any of the following: ❖ International research collaborations, including joint publications and projects ❖ Research funding from international bodies ❖ Participation in international conferences/seminars/work shops. ❖ Organisation of joint workshops /seminars/conferences Any other relevant initiatives for Internationalisation of Research.	C) Internationalisation of Research - 3 Marks	

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INTERNAL ACADEMIC AUDIT

2023 -2024

Guidelines

Guidelines for Populating the Strategic Plan Implementation Review Spreadsheet

Overview

This document provides the guidelines for completing the Strategic Plan Implementation Review Spreadsheet as part of the First Year Review of Strategic Plan Implementation.

Guidelines for Filling the Strategic Plan Implementation Review Spreadsheet

The assessment of Year 1 target achievement in the Strategic Plan Implementation is based on the entries made by each department in the shared Excel sheet. *Please submit the sheet in the given Excel format only and do not delete any column or data given in the sheets, as the same will be uploaded in the ERP for further analysis.*

The following points must be carefully noted while filling out the Strategic Plan implementation Excel sheet:

Department Profile Information: (Input - Text Only)

The profile details of each department should be filled in the designated cells as follows:

- Department Name: Enter in Cell B1
- School Name: Enter in Cell B2 by selecting it from the drop-down menu.
- Campus Name: Enter in Cell B3 by selecting it from the drop-down menu.
- Planned Target (Column H): (Input - Numerical Value/Description of Target/NA (If "Not Applicable" or no target is set for Year 1))

- Fill in the target planned for the first year by the individual departments.
- No symbols are allowed (%, -, #, etc.). No characters are allowed (“NIL”, “YES”, “NO”, etc.) Except “NA”, if applicable.
- If the planned target is purely qualitative without any numerical associated (like "Will be started...", "Will be studied...", "Efforts will be taken...", etc.), please write the same description in the PLANNED column.
- Achieved (Column I): (Input - Numerical Value/ YES/NO/NA (If “Not Applicable” or no target is set for Year 1))
- Fill in the actual achievements as on date, in this column.
- Please enter numerical values only, except “NA”, “YES”, or “NO” (in the case of Descriptive Targets).
- No symbols are allowed (%, -, #, etc.).
- If the planned target is purely qualitative (without any numerical associated), mention the achievement appropriately based on whether the target was actually achieved or not.
- % Of Achievement (Column J):
- This is auto-calculated if numerical values are entered in the PLANNED column and ACHIEVED column.
- For qualitative targets, the departments can edit this % calculation and update the same with appropriate value as per the achievement when compared with the planned target.
- The value in this % of Achievement column should be between 0 and 100.
- Remarks (Column K): (Input - Text/Number)
- If the department has achieved the planned target, filling in the ‘Remarks’ column is not mandatory. (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.
- Plan of Action (Column L): (Input - Text/Number)
- If the achieved target is less than 70%, then the department should provide the specific plan of action, in brief, to achieve the unmet year-1 target.
- The Plan of Action need not be written against each Performance Indicator. But can be clubbed together and provided against the Focus Area as a whole.
- Campus-wise distribution of achievements (Column M, N, O, P):
- For departments with units in other campuses within Bangalore, entries shall be made under the columns earmarked for the respective campus.
- Provide how the targets are achieved by different Units of the department.

- ❖ The data for the common/shared programmes and the curriculum shall be entered in by the parent department.
- ❖ Ensure that there is no overlap of data entered among different campuses.
- ❖ The total of the achievements of different campuses should add up to the total provided in the ACHIEVEMENTS column [Column I].

Strategic Plan Implementation Review Instrument Link: Strategic Plan Implementation Review Instrument

Strategic Plan Implementation Review Instrument

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G6 Percentage/Number of courses incorporating technological skills, Global Skills, Gender, Human Values, Ethics, and Sustainability (SDGs).

	A	B	C	D	G	H	I	J	K	L
1	Department Name									
2	School Name									
3	Campus Name									
4	Focus Area	Sub Theme Ref	Sub Theme	Goal	Peformance Indicator	Planned First year Targets	Achieved	% of Achievement	Remarks	Plan of Action (To Achieve Unmet Year-1 Target)
5				GOAL 1	Percentage of courses incorporating globally relevant topics and issues			NA		
6					Percentage/Number of courses incorporating technological skills, Global Skills, Gender, Human Values, Ethics, and Sustainability (SDGs).			NA		
7					Number of new Programmes/ courses introduced mapping global competencies			NA		
8			Curriculum		Number of programmes/courses with interdisciplinary and multidisciplinary			NA		

Department Profile and Compliance Sheet

Department Profile

CHRIST (DEEMED TO BE UNIVERSITY) BANGALORE · INDIA

Internal Quality Assurance Cell

Department Compliance Sheet for Internal Academic Audit 2023-24

Part A: Department Profile

1	**Department Name:**	
2	School/Campus:	
3	**Single Point of Contact (SPOC) for Audit:**	
	a. Name:	
	b. Email:	
	c. Contact Number:	
4	**Venue for Audit:**	
5	**Total number of students graduated in the year 2024:**	
6	**Scholars Pursuing PhD in the Department:**	
	a. Total number of PhD Scholars (including JRF/SRF)	
	b. Number of JRFs/SRFs:	
7	**Total number of Faculty Members during the year 2023-24:**	

Compliance Sheet

Part B - Compliance Sheet			
Sl No.	**Audit Parameter (Relevant AQAR Metric Number)**	**Mandatory Requirements**	**Response (Fill in from the dropdown menu or in Numerics)**
Responses are to be entered referring to the documentation and scoring guidelines in the Internal Academic Audit Instrument 2023-24			
	A) Curriculum Design and Development		
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 Value added/ certificate courses offered by the department with active student enrollment	

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

		Number of ICT tools/online resources usage: A. ≥3 ICT tools/online resources B. ≥2 ICT tools/online resources C. ≥1 ICT tool/online resource	
9	B.3 (2.3.3)	Mentoring Policy and Guidelines	
		Circular on Mentor-Mentee assignment	
		Mentoring Report/Records maintained by Mentors: A. ≥60% of mentors B. ≥40 - <60% mentors C. ≥20 - <40% mentors D. <20% - Nil	
10	B.4 (2.4.2)	Percentage of Teachers with PhD (Calculation: 100 * Number of Teachers having PhD/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	
	C) Research and Innovation		
12	C.1 (3.1.2)	Percentage of teachers availed seed money	
13	C.2 (3.1.3)	Percentage of teachers receiving fellowships	
14	C.3 (3.1.4)	Percentage of PhD Scholars having JRFs, SRFs in the department (Calculation: 100 * Total number of JRFs,SRFs/Total number of PhD scholars in the department)	

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 detailed report	
		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 patents published	
		Number of Copyright	
		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	
22	C.11 (3.4.6)	Number of books	
		Number of chapters in edited books	
23	C.12 (3.4.7)	Number of platforms on which E-content hosted: A. 4 platforms B. 3 platforms C. 2 platforms D. 1 platform	
24	C.13 (3.4.8)	Department Citation Index (CI)	
25	C.14 (3.4.9)	Department h-index	
	D) Consultancy, Extension and Collaboration		
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 and 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 relating to MoUs	
	E) Student Support and Progression		
29	E.1 (5.1.1)	Total Scholarship Funds in Lakhs department could get 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 graduated 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	
	F) Quality Initiatives		
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	

Declaration by the HOD	I hereby declare that the information presented is true and complete. Name: Email: Contact number:

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Guidelines for Auditors

1. Audit Dates: From 7/11/2024 to 16/11/2024, Pune Lavasa: 25 and 26 November, 2024, Kengeri and School of Law 28 November 2024
2. Specific Audit schedules will be shared with Auditors individually.
3. Reserve Auditors will be intimated based on emerging requirements.
4. The reporting venue for Auditors will be as follows:

Sl. No	Dates of Audit	Campus	Common Reporting Venue
1	07 Nov, 2024 - Thu	Bangalore Bannerghatta Road Campus	#507, Multipurpose Room, Fifth Floor, BGR Campus
2	08 Nov, 2024 - Fri	Bangalore Yeshwantpur Campus	Board Room, A Block, YPR Campus
3	09 Nov, 2024 - Sat	School of Social Sciences, Bangalore Central Campus	# 101, First Floor, Central Block, Central Campus
4	11 Nov, 2024 - Mon	School of Business and Management, Bangalore Central Campus	# 101, First Floor, Central Block, Central Campus
5	12 Nov, 2024 - Tue	School of Commerce, Finance and Accountancy, Bangalore Central Campus	# 101, First Floor, Central Block, Central Campus
6	12 Nov, 2024 - Tue	School of Psychological Sciences, Bangalore Central Campus	# 101, First Floor, Central Block, Central Campus
7	13 Nov, 2024 - Wed	School of Sciences, Bangalore Central Campus	# 101, First Floor, Central Block, Central Campus
8	14 Nov, 2024 - Thu	School of Arts and Humanities, Bangalore Central Campus	# 101, First Floor, Central Block, Central Campus
9	13 Nov, 2024 - Wed and 14 Nov, 2024 - Thu	Delhi NCR Campus	Discussion Room, 2nd Floor, A-Block, Delhi-NCR Campus

10	25 Nov, 2024 - Mon and 26 Nov, 2024 - Tue	Pune Lavasa Campus	Council Room, MBA Block, Pune Lavasa Campus
11	28 Nov, 2024	Bangalore Kengeri Campus & School of Law	Kengeri Campus: Conference Hall, Block 1, Kengeri Campus School of Law: 101, First Floor, Central Block, Central Campus

5. The Reporting Time for Audit - 09:30 am.
   - There will be a short briefing every day before the audit session at 09:30 am at the respective reporting venue, for all Auditors assigned duty on that day.
   - NCR and Lavasa - The schedule of the briefing will be informed separately.
6. 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.
7. Audit timings 10.00 am to 01:00 pm [3 Hours].
8. A three-member team will visit the assigned departments. The team's chairperson will be the first auditor on the list.
9. 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.
10. 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. Auditors are requested to enter the score individually from their own KP.
11. Department Presentation (30-minute)

    Department Profile:

    - Faculty details
    - Programmes offered
    - Students' profile
    - Major milestones
    - Any other relevant information

    Strategic Plan Implementation (Year 1) - Four Focus Areas, under each focus area, there has to be details about:

    - Major initiatives/action taken
    - Major achievements because of these initiatives
    - Challenges faced under each Focus Area

    Future course of action

- Best Practice (Refer to Audit Instrument metric F7 for Details)
- Enhancement of Perception (Refer to Audit Instrument metric F8 for details)
- Internationalisation (Refer to Audit Instrument metric F9 for details)

Note: Perception (F8) and Internationalisation (F9) aspects shall be substantiated through the presentation.

12. 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.
13. The audit shall be conducted based on the data/documents submitted by the Departments for the AQAR 2023-24.
14. Submission of scores, General **Observations** and **Recommendations** are required to be completed by the end of the day of Audit. Scores are to be entered individually by each auditor in their respective Knowledge Pro (KP).

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

- Dr Theresa Nithila Vincent
- Dr Vineeth Valsan
- Dr Sunil M P
- Ms. Sherly P J
- Ms. Sajina Rajan

Contact Details

- Email ID: office.iqac@christuniversity.in
- Landline: 080 - 4012 9188/9351

Logistics and Arrangements

- Travel arrangements will be made for Auditors visiting other campuses from central campus.
- Travel Reimbursement facility will be available for Auditors from other campuses.
- The Audit Kit containing necessary documents will be provided to auditors on the day of Audit.
- ESE Duty exemption: Auditors will be exempted from invigilation duties on the day of Audit.
- Attendance on the day of Audit (for auditors going to other campuses): Attendance for auditors on the day of the audit will be taken care of.
- Lunch arrangements will be made for Auditors on the day of the Audit.
- Breakfast will be arranged for auditors in the Yeshwantpur and Kengeri campuses on the days of the audit.

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Internal Academic Audit 2023-24

Exempted Metrics for Departments

School of Arts and Humanities

School of Arts and Humanities	
Languages	**Performing Arts**
A.5 (1.3.4)	C.3 (3.1.4)
B.3 (2.3.3)	C.9 (3.4.4)
C.3 (3.1.4)	
C.9 (3.4.4)	
E.1 (5.1.1)	
E.2 (5.1.2)	
E.4 (5.2.2 & 5.2.3)	
E.5 (5.2.1)	
E.6 (5.3.1)	
E8 (5.4.1) & E9 (5.4.2)	

School of Engineering and Technology

Bangalore Kengeri Campus
Science and Humanities
A.5 (1.3.4)
E.2 5.1.2
E.4 (5.2.2 & 5.2.3)
E5 (5.2.1)
E8 (5.4.1) & E9 (5.4.2)

Pune Lavasa Campus

Pune Lavasa Campus
Languages
A.6 (1.4.1 & 1.4.2)
E.2 (5.1.2)
E.4 (5.2.2 & 5.2.3)
E5 (5.2.1)
E8 & E9 (5.4.1 & 5.4.2)

Bangalore Yeshwanthpur Campus

Bangalore Yeshwanthpur Campus					
DPS	**Commerce**	**Mathematics**	**SBM - BBA**	**Media Studies**	**Economics/ English/ Computer Science/ Psychology**
C.3 (3.1.4)	E.4 (5.2.2 & 5.2.3)	E.4 (5.2.2 & 5.2.3)	E.4 (5.2.2 & 5.2.3)	E.4 (5.2.2 & 5.2.3)	E8 (5.4.1) & E9 (5.4.2)
C.9 (3.4.4)	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)	
E.4 (5.2.2 & 5.2.3)					
E8 (5.4.1) & E9 (5.4.2)					

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INTERNAL QUALITY ASSURANCE CELL (IQAC)
Internal Academic Audit (2023-24)

Auditor's Feedback Form

This form is shared to collect the feedback from the Auditors on the process of Internal Academic Audit 2023-24.

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 clear, and I was able to perform up to the expectations.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. The orientation on the Audit process and the instrument was clear and useful.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. The audit instrument correctly measured the quality aspects of the department.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. I was comfortable working with soft copies of the audit-related documents.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. All emails and reminders regarding the internal 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 (2023-24)

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. Academic Audit process was smooth and well organised				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. The orientation on the Audit process for HoDs and Coordinators was 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 Audit Instrument, and auto-population of data eased the audit process				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. The Academic Audit helped to streamline the system and processes.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. Constructive suggestions, if any for improving the Audit process:				
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