

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

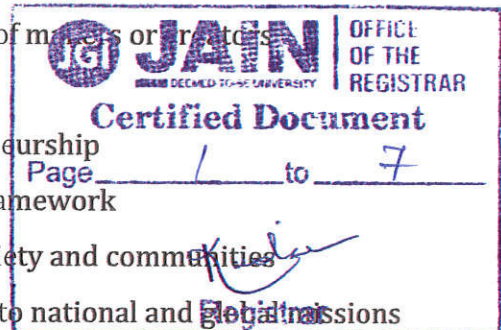
Title of the Best Practice 1: Project Centric Learning (PCL)

1. Objectives of the Practice

The main objective of this practice is to create an ecosystem to promote innovation and entrepreneurship and expand learning opportunities to the students. This initiative will enable the implementation of key NEP recommendations in an integrated manner to undertake intensive training and development initiatives. PCL will help in engaging students productively and meaningfully beyond the class hours and create inter and transdisciplinary connections among courses to expand learning opportunities. Students will develop analytical skills coupled with deeper understanding and application of concepts in newer contexts and situations, team skills, project management skills, design thinking, integration and synthesis, problem solving, entrepreneurship and develop attitude of managers or entrepreneurs.

Besides this the PCL will lead to:

- Research linked to innovation and entrepreneurship
- Higher order learning outcomes with OBE framework
- Local and regional needs of the industry, society and communities
- Education and research engagement related to national and global missions
- Skill Development for Employability
- Research Internships through continuous reading-writing exercises in all semesters
- Creating opportunities to “earn while you learn” through Sreekutumbh, a Marketplace Experience Lab in association with Student Nirbhar, an e-commerce portal, which is a private limited company already incubated at the University.
- Enhancing the University Outputs in terms of publications, patents and start-ups (Solopreneurs) with the help of an in-house IP & Innovation Cell, the Chenraj Roychand Center for Entrepreneurship (CRCE) and Jain University Incubation Centre (JUIC) funded by the Department of Science & Technology (DST), Government of India.



2. The Context

The Universities in India have been facing issues as far as improving the quality of education is concerned. These are mainly related to the following:

- Inability to attain higher order learning outcomes as per the revised Bloom's Taxonomy
- Inability to identify and solve problems of local communities.
- Need to change the teaching-learning method frequently and not being able to stabilize and establish the relevance, efficacy and efficiency of any of them.
- Classroom based teaching-learning methods not leading to the development of right aptitude, attitude, employability skills and soft skills among the students.
- Teaching-learning methods not effectively incorporating the changes in the rapidly evolving environment.
- Research output to innovation and entrepreneurship that is so essential to make the research output useful for the industry and society not adequate.

In the past, Universities have been the breeding grounds for some of the most innovative concepts, applications and ideas being developed leading to large and respected businesses generating phenomenal employment and wealth. Advancements in technology have enabled creation of newer and newer ideas and their implementation over a comparatively shorter time period. Therefore, a need was felt to develop a teaching-learning method (andragogy) called Trans - Disciplinary Project Centric Learning to overcome all the above-mentioned difficulties and achieve many other indirect outcomes. Finally, the concept will provide a potent tool for implementation of new National Education Policy (NEP 2020) and is completely in sync with the existing and evolving landscape of higher education. It will help in realizing the main objective of higher education which is grooming individuals who are professionally competent and have imbibed values and ethics along with social sensibilities.

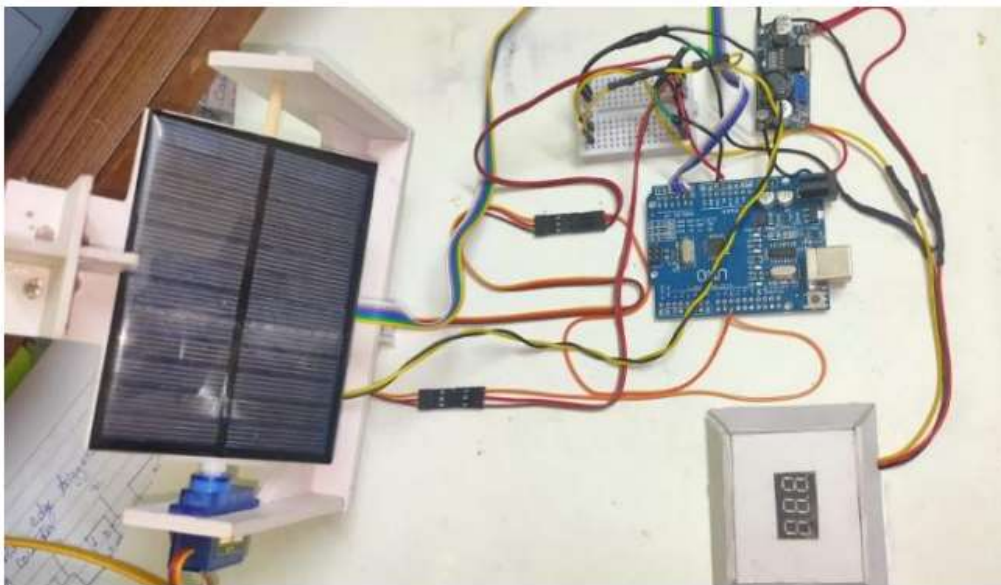
3. The Practice

The students belonging to different disciplines/ pathways are divided into groups and are assigned faculty members. The faculty act as facilitators and advisers and provide students with adequate guidance and feedback. The students work collaboratively in groups to answer a driving question, solve a problem, or tackle a challenge with an aim

of creating an end product which can lead to tangible outcomes in terms of prototype/patent drafting/working model. The students in achieve this by reading papers, articles, books, not only from the curriculum but also beyond. An elaborate scheme of evaluation and assessment has been developed and detailed rubrics have been prepared. A broad framework is provided for implementing the model which explains the components of the project that help integrate the types of courses and the tools to implement them.

4. Evidence of Success

- A lab prototype of a solar tracking system that can improve the efficiency of photovoltaic modules in a solar energy system is the goal of this concept was designed and patented by students of various disciplines of engineering.



Prototype Model of the implemented PCL Project

- Drone Based Irrigation Mechanism and Soil Analysis designed by students of faculty of engineering. The idea will be patented.
- Students from ENACTUS, JAIN (Deemed-to-be University) discovered a remarkable environment friendly 'edible cutlery' which is a replacement for plastic or non-disposable plastic cutlery. The edible cutlery is also biodegradable and would decompose if not needed.



Teacups & Spoons

- Students from School of Sciences prepared sugar-free cookies named as “Fi-bic”. This product was pitched in the Eco-Youth Startup Summit 2022 held in CMRIT, Bangalore and was adjudged the best innovative product in the ideation category. The team won a cash award of Rs. 1,00,000. The team has come up with a prospective startup named “FynFib Nutra”, a company intended to venture into nutraceutical sector with a line-up of innovative products in this category.

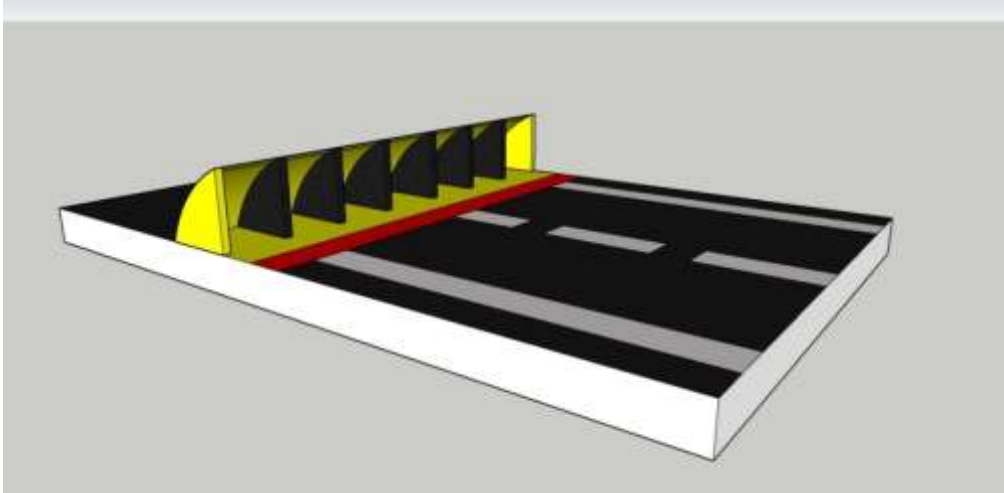


Dr. Sheshadri and team receiving the award for the best startup in ideation stage at EYSS-2022



Dr. Sheshadri and team hosted at Raj Bhavan by the Hon'ble Governor of Karnataka, Shri Thaavar Chand Gehlot

- Students from School of Management constructed 'Water restrictors' which is an alternative method for building flood barriers, cofferdams, and breakwaters for flood risk management.



Innovation-Water Restrictor

5. Problems Encountered and Resources Required:

Students lacked the necessary skills of collaborative work. As a result. Some students dominated the work and imposed their ideas on their classmates. Other challenges include Near-similar products in the market, Counterfeit products, Investments, Price competition and expensive validation tests.

6. Notes (Optional):

In an academic setting of today we need to have pedagogically sharp and highly competent and creative faculty workforce who can playfully craft, innovate and indigenize curriculum embedded in emotional intelligence and spiritual values as per the need of changing times, geographic locations and the individual needs of the learners. In the technologically disruptive age ridden with professional insecurities, enhancement of learnability seems to be the only key to survival and success. NEP-2020 has envisaged amalgamating varied academic streams and directing students towards cumulative and composite knowledge, successfully gearing our youth to tread along the cherished path of self-reliance and excellence. Policy statements signal the intent and set the direction to which individuals must act upon to make a real difference. It is the humane and self-inspired teachers alone who, within an enabling

framework, with their simple and engaged efforts can unconditionally keep enlightening young minds to chisel them into informed, sensitive, socially-emotionally stable learners firmly rooted in strong civic values and moral virtues.

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Title of the Best Practice 2: CREATING STUDENTPRENEURS AT THE SREE KUTUMBH MARKETPLACE EXPERIENCE LAB

1. Objectives of the Practice

- To create the next generation of student-entrepreneurs through entrepreneurship education and skill development
- To promote an entrepreneurial mindset among students and to encourage student-owned startups
- To develop sales, entrepreneurship and business development skills among students through mentorship and learning engagement
- To impart life skills with a focus on 'earning-while-learning' and Self Employment
- To enhance entrepreneurial vision, social interaction, leadership, self-discipline and self-confidence

2. The Context

Supporting Aspirations: entrepreneurship and skill development through Sree Kutumbh



Sree Kutumbh, is a one-of-its-kind, strategic initiative based on the vision and shared values of the university. Sree Kutumbh is envisaged as a best practice that supports and drives the entrepreneurial ecosystem at the university with a vision of creating new businesses where students are given opportunities to 'earn-while-they-learn' and become future business owners. This initiative has been launched to promote an entrepreneurial mindset among students and faculty, in general, and to encourage startups by students in particular. There is a need to innovate and to create opportunities that determine new pathways that would serve the millennial student population uniquely.

Chenraj Roychand Center for Entrepreneurship (CRCE) inspires many young entrepreneurs to create opportunities to stay relevant, embrace digitisation, focus on outcome, leverage the millennials mind-set and ensure continuous development through upskilling through entrepreneurship. CRCE brings together academics, student entrepreneurs and incubated companies for the study and practice of

entrepreneurship. CRCE works with the potential entrepreneur to inculcate the knowledge and skills required to be a successful entrepreneur. These are the skills that are not just theoretical but the practical realities and difficulties that one may face in the real world. CRCE provides a platform for the entrepreneurs to put entrepreneurial education into practice, which gives rise to the business incubation.

Student-mentees under the CRCE-Sree Kutumbh initiative will not only develop a Strong orientation for entrepreneurship ventures but also be able to pitch their ideas before a mentorship body and investor network even while they earn, monetize and retrieve invested capital through the Sree Kutumbh platform.

3. The Practice

The highlights of the practice:

Sree Kutumbh, an initiative of the Chenraj Roychand Centre for Entrepreneurship, JAIN Deemed-to-be University, aims to foster and promote entrepreneurship education and skill development among students at the university. Sree Kutumbh designed as a marketplace experience lab and in-house, business development platform—enables students at the university to acquire a hands-on understanding of the marketplace as well as develop skills in entrepreneurship and business development as part of the teaching-learning process through experiential, field-based projects among others. Students under the initiative are also provided opportunities to ‘earn-while-they-learn’ and recover tuition fees.

- A unique education model in entrepreneurship and skill development that supports learning- while- Learning opportunities among the students.
- Platform offers experiential learning to students through projects.
- Students can leverage and optimize peer networks to market products and acquire marketplace skills.
- Products offered on the platform are competitively priced for household and family needs.

4. **Evidence of Success**

Integration with Project Centric Learning (PCL)

The finest outcomes in entrepreneurship education are achieved when students are exposed to action-oriented experiential learning that encourages problem-solving, creativity and peer evaluation. Sree Kutumbh comprises the lab component of PCL course. The PCL titled Sree Kutumbh Marketplace Experience Lab enables students to gain first-hand entrepreneurial experience within a structured, supportive context where learning efforts are incentivized, and engagement rewarded.

As a one-of-its-kind entrepreneurship project, Sree Kutumbh helps students gain a hands-on experience in a broad range of important entrepreneurial activities, including: Customer discovery, Solution ideation, Product development, Conducting lean experiments, Marketing & selling, and Entrepreneurial decision-making, among many others.

The past two difficult years have proven that entrepreneurial leadership is more necessary and relevant than ever.

The Marketplace Experience Lab provides the student stakeholders an opportunity to build in themselves entrepreneurial attitudes, skills and mind-set. These defining elements of a student's larger entrepreneurial profile are now embedded as part of the teaching learning process at the university. The lab component gives visible structure and weightage under Project Centric Learning and prepares students with the readiness to align more closely with the expected learning outcomes as articulated under NEP and JAIN 2.0.

Implementation

Sree Kutumbh Marketplace Experience Lab has been launched through the network of student clubs and faculty mentors as well as student ambassadors across all campuses at the university. Students are engaging with the platform even while they enable themselves to 'earn-while-they-learn'. Training sessions across campuses at the university have been conducted on the field/market-based project opportunities available for students as part of course credits.

Students have been successfully on boarded and are using the platform for:

- Product information and exclusive student margins available for JAIN students
- Registration and visibility on social media interfaces as well as product ordering & delivery formats
- Opportunities for academic learning and projects

The engagement and efforts of students with the marketplace experience lab are counted as part of course credits and assessment.

5. Problems encountered and resources required

Research indicates that only 5 percent of adult Indians establish their later-stage business, own business even though opportunities exist to be an entrepreneur. The large majority of businesses are unable to sustain beyond the nascent stage of development. In higher education, many college and university students lack the motivation and drive to be an entrepreneur. Often, they fear to venture into being on their own. Some of the reasons for not venturing on their own is the fear of failures in business. Some face social rejection as business may lack sustainability and scale. There are other factors that inhibit entrepreneurial exploration among youngsters. There is an assumption that entrepreneurs find it difficult to deal with stress and self-doubt. Many also perceive that dealing with the 'unknown' brings about the inability to make right decisions.

At times, there is even an implied sense of monotony, lack of self-motivation and the pressure of facing market competition. There are the added challenges of uncertainty in opportunities of risk taking, building the right value network, funding and 'learning to fly' by taking the first leap into business.

Moreover, stakeholder such as parents and mentors, except if they are from a business background, do not openly encourage their children to be on their own. Instead, millennials and students with potential further suffer the lack of opportunities to entrepreneurial orientation, networking, and an awareness of emerging trends as well as active mentoring by a professional mentorship body.

Also, due to low levels of engagement of students with entrepreneurship education and the weak presence of entrepreneurial ecosystems, the requisite training platform needed to understand the complexities of a business enterprise, understanding the complex regulatory framework, statutory compliances, access to funding agencies and the other aspects of the business environment is largely missing.

6. Notes (Optional)

The initiative under CRCE enables young people with ideas and acumen to be able to access and leverage opportunities to engage with the marketplace through product sales and business development projects by securing for themselves the support and resources they need to succeed. While there are thousands of early-stage innovators seeking to launch companies that can drive social change worldwide, very few are able to build the teams, find the customer base, or raise the investment necessary to scale.

This is where Sree Kutumbh becomes relevant.

Sree Kutumbh is a skill-based model with outcomes of engagement being entrepreneurial orientation through hands-on, experiential projects, positive thinking, character building, creativity, problem solving and intellectual growth even while transforming graduates into entrepreneurs with social conscience. The aim of the practice is to enhance graduate entrepreneurial vision, social interaction, leadership, self-discipline and self-confidence while stimulating the thinking process by providing guidance and support. The teaching-learning-practice as well as enrichment through value added processes further prepare graduating students to become integrative and become job creators.

Kushan.n.v.v

