# SELF STUDY REPORT

## FOR

## 1$^{st}$ CYCLE OF ACCREDITATION

## CITY COLLEGE

NO.27/2, 33RD CROSS, 2ND MAIN ROAD, 7TH BLOCK, JAYANAGAR
BENGALURU-70
560070
www.citycollege.ac.in

**SSR SUBMITTED DATE:  30-10-2024**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October  2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

City College, located in JAYANAGAR 7th Block of Bengaluru, is a prominent institution established in 1998 by Dr. K. R. Paramahamsa under Jayanagar Education Society ( JES ) a prominent educationist and an eminent entrepreneur with over 35 years of experience empowering quality in education and fostering holistic development among its students. Vision to excel in academics, research, and community engagement, the City College has been a cornerstone in the education landscape of Karnataka. City college is Affiliated to Bangalore University and also recognised by AICTE, the college started functioning by offering BBA program. City College offers BBA, BBA (Aviation)  B. Com, BCA, MBA, MCA and M.Sc. (Computer Science) programs.City College aims to further enhance its academic reputation, strengthen industry partnerships, and continue fostering a culture of research and innovation. The institution remains dedicated to nurturing well-rounded individuals who are not only academically proficient but also socially responsible.

**Infrastructure and Facilities:** The college is equipped with state-of-the-art facilities, including ICT-enabled classrooms, well-equipped laboratories, a rich library, seminar halls and recreational spaces. These amenities provide students with an optimal environment for both academic and personal development. The College Library, with Internet and Wi-Fi connectivity has 17,900 books with subscription to several e-resources like NDLI (National Digital Library of India), BCDL (British Council for Digital Library) and over 21 print journals and 18 magazines. The Socially backward community Book Bank facility is made available, emphasizing equity and access as primary values for the institution. The NEP 2020 has emphasised on interdisciplinarity study, academic flexibility, holistic learning and study of Indian culture and history. In line with NEP, College follows a student-centric pedagogy with equal emphasis on curricular, co-curricular and extracurricular activities. Collaborations with international agencies such as USCMA of the USA and Global FTI-ACCA of the UK provide additional advantages in preparing students for a competitive world. City College actively engages in community outreach programs through various initiatives by the NSS wing, striving to make a positive impact on the local community and beyond.

**Vision**

*To be an institution of change by imparting knowledge to students to enhance critical thinking and decision making, and to train them to take on their larger responsibilities as informed citizens of the country and to earn their rightful place in society.*

City College is an institution committed in nurturing students to achieve success in a rapidly changing, deeply inter-connected world. The college upholds the values of social justice, diversity and inclusiveness, and thus works to sensitise students to become creative citizens and understand the power of knowledge and the responsibility that comes with it. City College inspires young minds to work with optimism, grit, and resilience in pursuit of their goals, preparing students with the self-confidence, skills, and competencies needed for employment or higher education. The institution remains alert to potential future scenarios, such as hybrid education, and aims to adapt effectively.

**Mission**

*To introduce innovation and excellence in teaching and research, impetus to creative teaching and learning, emphasis on social inclusion and gender justice and to focus on inculcating green ethos, integrity and accountability, and openness and communication among students.*

The stated mission of City College is to give technology-based education to empower students to assume leadership roles in a rapidly changing world with wide spread live case scenario's . Encouraging long-term, future-based, solution-oriented innovative thinking, emphasizing collaboration, harmony and conflict resolution in the attainment of goals. Promote ethics, human values and compassion in young minds. Develop critical thinkers and responsive citizens who engage with social, political, economic issues and seek to make a change for the better. Contribute new perspectives to the world of knowledge in the pursuit of gender-based and other forms of social justice, while enhancing access and inclusivity in higher education, including digital access.

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

A critical strength of City College is foresight, planning and timely execution. The establishment follows a well-structured academic calendar, diligently adhering to it throughout the academic year. Workloads as well as times-tables are created well in advance of each semester. Information related to these matters is disseminated through e-mails, e-notices and the College website. The execution of the academic calendar is monitored through regular faculty meetings. The participatory spirit extends into the teaching-learning processes. Coverage of the curriculum is supplemented by peer learning and other opportunities (e.g., hands on workshops) that make learning experiential. The College has good results in university examinations. Thus, pedagogical practises and educational outcomes constitute another aspect of the institutional strength. Added to that, City College incorporates green practises into the infrastructure such as rainwater harvesting, use of energy-efficient bulbs and installation of solar panels. The next strength manifests in the diverse platforms provided to students, fostering holistic learning through collaborative international programs, a dedicated placement cell, and a network of 15 student clubs. Student mentoring and counselling programmes have been created along with strong grievance redressal systems. Students are encouraged to voice their opinions through feedback systems. Finally, an important strength of the institution is its faculty, valued for its academic expertise and professional competence. Faculty members are active in organising Job fairs and taking students to job fairs at Bangalore University and other bodies. Faculty publications are extensive and well-regarded. Such initiatives are whole-heartedly supported by the management.

**Institutional Weakness**

City College follows the curricula designed by the Bangalore University, allowing for limited choice when it comes to teaching of courses. Nevertheless, College offers flexibility wherever possible, within the structure provided. The students' admission to City College is entirely based on marks scored in the qualifying examination. College has no means of assessing the specific aptitude of students wishing to pursue a particular programme of study. Regrettably, the college lacks a student hostel, posing a challenge for students from various parts of the state who seek on-campus accommodation. While on-campus living is considered safe and convenient, the college faces constraints due to land scarcity in the heart of the city, making it difficult to establish a college hostel.

**Institutional Opportunity**

The NEP has opened many doors for collaborations between various departments in college and also between the College and other institutions of Higher Education. Such initiatives have already been placed in motion and the objective of IQAC is to further expand them through the conduction of interdisciplinary workshops, seminars, short-term courses and collaborative research projects with funding from recognised national and international bodies. The shift to the online mode has made interaction with international speakers, and our alumna easier. Physical distance and the cost of travelling are no longer obstacles to learning and intellectual development. This shift presents an excellent opportunity to have academic dialogues and research-based collaborations with eminent scholars from reputed universities across the globe that can be facilitated through the IQAC Cell. The time of technology-based learning also provides an impetus to the faculty to create a corpus of e-resources for students of the College and design innovative online certificate courses on themes of contemporary relevance. Courses can also be designed for purposes of skill development in the domains of Languages and Communication, Research, Job based and IT skills. As is clear, the pandemic has increased our reliance on technology manifold. This situation presents a considerable opportunity to augment our technology-based infrastructure and teaching tools. The shift to online education has raised many questions regarding equitable access to educational opportunities and to digital technology. As video conferencing, Skype and virtual classrooms are transforming into the norm, this is a good time for the College to work even more resolutely towards ensuring technological access to each student in the pursuit of social justice.

**Institutional Challenge**

A challenge that presents itself currently is to provide high quality education to students during a time of elevated health risks and the corresponding need for social distancing. While online education offers certain advantages, teachers now have an even higher responsibility to ensure that students are able to pay attention and absorb classroom interactions mediated by technology. Losing the opportunity to learn with their peers and interact with faculty on the campus is a challenge for students as well. Many students express the desire to attend college physically. Not being able to do so create motivational issues among students along with a sense of loss. The faculty tries their very best to provide emotional and academic support to students with respect to these matters. Some students have also reported experiencing 'digital fatigue' and burnout due to long working hours. Digital fatigue is a state of mental exhaustion and disengagement that occurs with the extensive use of digital tools and apps. Teachers encourage students to take short breaks between classes along with ensuring timely meals, adequate water intake and stretching exercises. However more intensive solutions to the concern of digital fatigue are yet to be established. Due to the conditions created by the pandemic, the University's academic calendars for different batches have been staggered. Each batch begins and ends its semester at a different time as compared to others. Hence while one set of students may be joining college as freshers, their seniors may be writing examinations at the same time. Multiple, parallel academic calendars have created pressure for all stake-holders due to the extreme multi-tasking involved. Time-tables have to be made or adjusted several times. Examinations and internal assessment activities have to also be held many times within the year. The hope is that the academic calendars for students of all years will be unified soon. Lastly, since the outbreak of Covid-19, removal of the minimum attendance requirement has resulted in reduction of student presence in online classrooms. This may have an impact on students' learning and performance in the coming future.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

The curriculum transacted at City College is framed by the Board of Studies (BoS) of different programs at Bangalore University. Bangalore University had introduced CBCS in 2014 and the curriculum was framed according to CBCS guidelines. In 2021, when NEP 2020 was introduced in Karnataka, making it the first state in the country to adopt NEP, the State Higher Education Council constituted expert committees to design the curriculum. The curriculum framed by the State Higher Education Council is sent to the universities and the universities in turn constitute BoS to modify the curriculum according to the local needs and finally the colleges get the curriculum. The NEP introduces flexibility with Discipline Specific Courses (DSC) and Open Elective Courses (OEC), giving students choices in their studies.

To accomplish this, respective departments prepare curricular modules, time-tables calendar of events and study materials and the students get them at the start of the semester. The departments of MBA and BBA organise industrial visits as part of their curriculum. Students' efforts in the field are closely monitored and evaluated by the faculty. Study materials are circulated to students. Previous question papers are discussed and students are provided tips on how to prepare for university examinations. Tutorials are conducted to help slow learners. The principal regularly meets faculty members to ensure that curriculum of various courses is being transacted satisfactorily.

**Teaching-learning and Evaluation**

The teaching at City College is learner-centric, aiming to sharpen students' critical understanding of concepts and apply it to real-world situations. Classes are kept interactive and dialogic. In the online mode, Google Meet features like 'Raise Hand' and Chat Box were used for discussion. Faculty members use e-tools and well-designed PPTs to keep students engaged. Some faculty members also share curriculum-based videos so that the students may view at their own pace. Other pedagogical tools include documentaries, workshops, field visits and student presentations and group discussions. To enrich their knowledge, the students are encouraged to use curriculum-based readings while supplementing them with additional academic e-resources. Regular tutorials classes are conducted in small groups to support slow learners. The students are free to ask questions in the classrooms or can even email their queries to teachers. Further, students are guided to take up research projects under the mentorship of the faculty. Accountability for teaching-learning processes is pursued through student feedback, which is analyzed and used for future planning.

Bangalore University examination guidelines are followed to conduct monthly tests, assignments, projects, presentations and providing internal assessments. Periodic assignments and tests are given to help students prepare for examinations. Students are permitted to use online mode to submit assignments. After the evaluation of test papers and assignments, the students are able to check their records for any potential discrepancies. Examinations at City College are also conducted as per procedures given by the University. The entire process is overseen by the Examination Committee. Bangalore University conducts central valuation in its campus, with all eligible teachers from our college participating in the evaluation of answer scripts.

**Research, Innovations and Extension**

The college cultivates a culture of research and innovation. Departments, such as Commerce and Management,

have conducted workshops on research-based topics (e.g., Use of SPSS and Narrative Analysis). Students are provided with topics to conduct their own studies under the supervision of a faculty member. The college also encourages research activities among faculty members. Teachers present their research work in national and international conferences. They publish their work in indexed journals and UGC CARE journals. Faculty members are encouraged to attend FDPs, Refresher courses, and in-house sessions to promote research-based knowledge. Innovation and creativity are important features of progressive education. Alongside this, City College promotes social-institutional responsibility in the form of extension activities such as, Blood donation camps, community development projects, and green initiatives conducted by bodies such as NSS.

## Infrastructure and Learning Resources

Establishing a well-rounded educational infrastructure and a diverse range of learning resources are crucial for creating an effective and inclusive learning environment. It supports the needs of diverse learners and prepares them for success in a rapidly changing world. Our college is equipped with ICT-enabled classrooms with projectors to screen videos and PPTs, laboratories, library along with online platforms for distance learning and remote education. Other facilities include staff rooms, the auditorium and seminar hall. Elevator facility is provided to physically challenged people. In terms of digital infrastructure, the college has over 200 well-functioning computers for various online tasks including those related to admissions and examinations. The Accounts and Administrative offices of the college are fully digitized. A significant learning resource in college is the college library. New titles are obtained in compliance with the specific requirements of students and faculty. The library subscribes to various high-quality electronic databases. Additional data bases are accessible through UGC-INFONET Digital Library Consortium.

## Student Support and Progression

The college attempts to provide students a variety of forums that they can use for their progression. Among these forums is the Placement Cell, which brings several recruiters to campus each year. In the 2020-21 academic year, around 165 companies visited the campus, offering full-time positions to students. A total of 193 students were placed in roles spanning from consultancy to banking and financial services. To enhance students' probabilities of job attainment, the Placement Cell organizes skill development and job-oriented programs. In addition, students often discuss their academic and professional plans with their faculty, who provide advice based on their expertise. Teachers provide Letters of Recommendation to deserving students to support their admission into various institutes for further education. Student support is ensured through extensive student grievance mechanism system. Grievances can be submitted through mail, over phone or in person. The grievance committee is headed by the principal. Confidentiality in all necessary matters is maintained and every complaint is addressed in a timely manner. College offers scholarships and free-ships through the Scholarship section of the college office. Extra classes and doubt clearing sessions are offered to students who require additional support with their academics. Readings are made available in Kannada for students who prefer it as a medium of studies.

## Governance, Leadership and Management

Inspiring leadership and efficient governance are the foundations of a robust educational institution. The leadership of City College, including the Governing Body and Principal, operates with transparency and a sense of accountability. Through periodic meetings, the Governing Body reviews several important matters related to

the institution including those of finance and administration. Decisions are taken after due deliberations with the principal and the staff. De-centralization is an important feature of governance at City College ensured through the office of the Dean and the Head of the Departments. HoDs play critical roles in ensuring efficient functioning of their respective departments, handling multiple responsibilities such as planning academic calendars, finalising workloads, analysing examination results, collecting student feedback and coordinating with student representatives. The Staff Council, led by the principal, meets regularly to arrive upon decisions that best serve the College. The Staff Council empowers various committees to address matters like digital inclusion and scholarships. Further, committees formulate and execute plans related to the upgrade of academic and infrastructural facilities. The committees are headed by Conveners who in turn report all critical matters to the principal. The leadership at City College seeks to ensure quality and efficiency in the running of the institution, through periodic academic and administrative audits. Financial matters are handled prudently by the Vice-President, Principal, and account superintendent.

## Institutional Values and Best Practices

City College has students and teachers from different strata of society coming together to construct new learning spaces. The college views this diversity as a critical asset to the growth of the institution. Faculty at the college actively work towards creating safe classroom spaces that value and respect this diversity. Emphasis is placed on enabling each student to feel confident in voicing their opinions and receiving the views of others. Classrooms discussions are designed for students to share their experiences and learn from peers who speak different mother-tongues and reside in different parts of India. In addition, respect for diversity is promoted by bodies such as the SC-ST and Minority Cell and that remain focussed on addressing social divides, challenging stereotypes and providing equitable access to physical infrastructure and learning opportunities for all. This is coupled with an attempt to amplify the voices and experiences of students with socio-economic or other disadvantages through formal and informal events, online campaigns and publications. An important goal of City College is to foster enriching collaborations with reputed HEIs across the world. CCJ actively engages with academic institutions abroad to build and strengthen partnerships, organizing sessions with representatives from prestigious foreign universities.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | CITY COLLEGE |
| Address | No.27/2, 33rd cross, 2nd main road, 7th block, Jayanagar Bengaluru-70 |
| City | Bengaluru |
| State | Karnataka |
| Pin | 560070 |
| Website | www.citycollege.ac.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Puttaraj P | 080-26649277 | 9880411370 | - | principal@citycollege.ac.in |
| IQAC / CIQA coordinator | Praveen B | 080-2664977 | 9611650036 | - | praveen@citycollege.ac.in |

| Status of the Institution | |
|---|---|
| Institution Status | Private |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

| Establishment Details |
|---|
| |

| State | University name | Document |
|---|---|---|
| Karnataka | Bangalore University | [View Document](#) |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | | |
| 12B of UGC | | |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| AICTE | [View Document](#) | 09-05-2024 | 12 | Letter of Approval LoA for BBA and BCA Extension of Approval EoA for MBA and MCA |

**Recognitions**

| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
|---|---|
| Is the College recognized for its performance by any other governmental agency? | No |

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | No.27/2, 33rd cross, 2nd main road, 7th block, Jayanagar Bengaluru-70 | Urban | 0.68 | 6138 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BCom,Department Of Commerce,Insurance and Acturial Studies | 36 | Plus Two | English | 60 | 0 |
| UG | BCom,Department Of Commerce,Logistics and Supply Chain Management | 36 | Plus Two | English | 60 | 0 |
| UG | BCom,Department Of Commerce, | 36 | Plus Two | English | 160 | 40 |
| UG | BBA,Department Of Management, | 36 | Plus Two | English | 120 | 43 |
| UG | BBA,Department Of Management,Aviation Management | 36 | Plus Two | English | 60 | 16 |
| UG | BCA,Department Of Computer Applications, | 36 | Plus Two | English | 240 | 140 |
| PG | MBA,Department Of Management, | 24 | Graduation | English | 240 | 240 |
| PG | MCA,Department Of Computer Applications, | 24 | Graduation | English | 120 | 58 |
| PG | MSc,Department Of Computer Sc | 24 | Graduation | English | 30 | 0 |

| | | | | | |
|---|---|---|---|---|---|
| ience,Compu ter Science | | | | | |

## Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 3 | | | | 7 | | | | 50 | | | |
| Recruited | 3 | 0 | 0 | 3 | 4 | 3 | 0 | 7 | 16 | 34 | 0 | 50 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 14 |
| Recruited | 6 | 8 | 0 | 14 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 2 |
| Recruited | 1 | 1 | 0 | 2 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 3 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 26 | 0 | 36 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 163 | 0 | 0 | 0 | 163 |
| | Female | 76 | 0 | 0 | 0 | 76 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 163 | 0 | 0 | 0 | 163 |
| | Female | 135 | 0 | 0 | 0 | 135 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| **Category** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| SC | Male | 23 | 17 | 14 | 7 |
| | Female | 19 | 13 | 7 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 3 | 8 | 2 | 5 |
| | Female | 2 | 2 | 3 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 120 | 66 | 44 | 68 |
| | Female | 95 | 45 | 43 | 41 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 80 | 24 | 32 | 55 |
| | Female | 47 | 12 | 12 | 28 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 389 | 187 | 157 | 210 |

**Institutional preparedness for NEP**

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | NEP 2020 emphasizes a multi-disciplinary approach in the course of study to foster critical thinking and the ability to synthesize multiple disciplines. Incorporating perspectives from different disciplines allows students to construct a more comprehensive understanding of the problem being addressed. City College has 08 different departments, creating a scope for collaborative work that cuts across disciplines. Departments have in the past and present guest speakers from a variety of disciplines apart from their own. The purpose of such talks is to encourage students to look at the same issue from diverse perspectives. These talks are open to students across college, so that students of different departments may share their views. More such talks, seminars and Academic Meets are planned for the future, particularly those that focus on how inter-disciplinary work may be used to foster positive social change in a rapidly changing society. IQAC shall provide resources to various departments to engage with each other. Further, it shall support establishing lines of connection between multiple disciplines, mutual trust and respect between collaborators and equal sharing of insights from the different disciplines with the singular aim of the flourishing of knowledge. It shall support the departments in selecting themes, creating itineraries, identifying speakers and designing course content. Lecturers Interactive Sessions is designed by the IQAC where teachers who present their papers in international/national/state level seminars would discuss the same with all faculty members. |
| 2. Academic bank of credits (ABC): | City College is a constituent college of the Bangalore University. In the case of the Academic Bank of Credits, the College shall follow the protocol set by the University. |
| 3. Skill development: | Skill Development is an area prioritized by the College based on the philosophy that for youngsters to be able to pursue successful careers, HEIs have to equip them with relevant career-based skills. The College has addressed several kinds of skills in the past through sessions, talks and workshops. These have ranged from soft skills (like communication) to interview-giving skills and CV Preparation Skills. Departments and societies are being encouraged to augment this focus by providing their students with |

| | |
|---|---|
| | opportunities for skill learning, practice and implementation. The areas in which the College seeks to continue skill development efforts are Language and Communication Skills, Research Skills (through student participation in research projects under the supervision of their faculty) , Job-based and IT skills (practice in making presentations, writing reports, using software for data analysis, and other forms of technology). Skill development efforts are planned to take place through activities within and outside the classroom. Within the classroom, activities conducted by faculty that encourage skill development may include the use of real-life examples, role plays (in the case of soft skills such as communication and counseling skills) and demonstration/practice sessions on technology use. Activities outside of the classroom include short-term skill-based courses, fieldwork under faculty supervision and internships. The Placement Cell of the College plays a critical role in skill development. It seeks to conduct workshops on skills such as teamwork, leadership, problem-solving, initiative and enterprise, planning and organizing. IQAC shall foster equitable access to skill development opportunities for students from vulnerable backgrounds and students with disabilities. An integral part of the continued emphasis on skill development is going to be an ongoing dialogue between students and faculty, wherein the former can receive feedback on their skill levels and work to further improve their performance. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Indian culture, languages and values are appreciated and celebrated in the college through curricular and extracurricular activities. These include values such as respect for diversity, integrity, closeness with nature, and considering the whole world as one family. The College has three dynamic departments of Indian languages- Kannada, Hindi and Sanskrit. The departments seek to conduct many activities that will keep these languages at the forefront of the institution. The Hindi department conducts 'Hindi Diwas' each year. The Department of Sanskrit Recently, the IQAC, conducted a workshop on 'The Indian Knowledge System' by Dr. B.V. Arati. More such events on the Indian value and knowledge systems are planned in the future. The College has several societies devoted to Indian art forms |

| | including Indian Music. The college has a Dance club and music Club and these clubs' members participate in all major functions of the college, showcasing a multitude of regional music and dance forms which includes Bharatanatyam, Kathak, and many other folk-dance forms. The College will continue its support to many more such clubs and create roles for them even in academic conferences and seminars. Yoga is taught as part of curriculum as per NEP guidelines. In the coming days, the college plans to hold a series of sessions on themes such as Buddhism, meditation, the Indian value system, Indian Literature and indigenous philosophical schools of thought. |
|---|---|
| 5. Focus on Outcome based education (OBE): | Outcome-based education (OBE) focuses on aligning the curriculum and educational processes to desired learning outcomes. The emphasis is placed on what students should be able to demonstrate at the end of their learning journey. OBE aims to create a more learner-centered approach, fostering critical thinking, problem-solving skills, and practical application of knowledge. Instead of focusing solely on content coverage, OBE encourages the development of specific skills and competencies that are necessary for students' future success. It provides a framework for designing and assessing educational programs to ensure that students achieve the desired outcomes. If you have any specific questions or need further information, please let me know. |
| 6. Distance education/online education: | Distance education, also known as online education, refers to a method of learning where students and instructors are separated by physical distance. It allows students to access educational content and interact with instructors remotely, using various technologies such as the internet, video conferencing, and learning management systems. Online education offers several benefits, including flexibility in terms of time and location. Students can learn at their own pace and from anywhere with an internet connection, which is particularly advantageous for learners with work or family commitments. It also provides access to a wide range of courses and programs, including those offered by prestigious institutions from around the world. To ensure a successful online learning experience, students need to have self-discipline, time management skills, and access to reliable technology. Institutions need to provide comprehensive support services and effective online instructional design to |

facilitate student engagement and learning outcomes. Overall, distance education or online education has become increasingly popular and relevant in today's digital era, offering opportunities for lifelong learning and expanding access to education for a diverse range of learners.

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes City College started the Electoral Literacy Club on 5th December 2022, as per the directions of Bruhat Bengaluru Mahanagara Nagara Palike (BBMP) to conduct campaigns to raise awareness about the importance of elections and the electoral process |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The students and the staff of the college with the help of BBMP officials engaged in voter ID registration workshop activity on 14th December 2022. Members of the staff also registered themselves as voters in Teacher Constituency and Graduate Constituency Elections. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | NSS unit of the college conducted conducted a procession to create awareness on voting. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Online Google forms are created and sent to students to to enroll themselves as voter. Electoral roles are once again prepared by teachers including students who have turned eighteen years recently, so that they can vote in the coming Lok Sabha Election in April 2024. |

# Extended Profile

## 1 Students

**1.1**

**Number of students year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 1102 | 734 | 551 | 562 | 547 |

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 2 Teachers

**2.1**

**Number of teaching staff / full time teachers during the last five years (Without repeat count):**

**Response: 154**

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**2.2**

**Number of teaching staff / full time teachers year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 60 | 42 | 33 | 33 | 35 |

## 3 Institution

**3.1**

**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 218.9 | 293.7 | 80.1 | 62.9 | 102.8 |

| File Description | Document |
| --- | --- |
| Upload Supporting Document | [View Document](#) |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

The curriculum delivery at our institution is designed to ensure a comprehensive and effective educational experience. The process is structured and involves meticulous planning, continuous evaluation and systematic improvements. The flow chart provided outlines this process in detail, illustrating how we translate our vision, mission and objectives into actionable educational strategies. The starting point of our curriculum delivery process is the identification of the desired attributes of our graduates. These attributes are defined in alignment with our institutional goals and the requirements of the Bangalore University curriculum and syllabi. The Departmental Academic Committee is responsible for identifying the curricular, co-curricular, and extracurricular activities necessary for achieving the program Outcomes. This step ensures that the curriculum is comprehensive and addresses all aspects of student development. Course coordinators play a crucial role in identifying gaps in the curriculum. They assess the existing curriculum against the defined attributes of graduates and identify areas where improvements or additional activities are needed. This gap analysis ensures that the curriculum remains relevant and effective in achieving the desired outcomes. The Internal Quality Assurance Cell provides guidelines to ensure that all activities are aligned with the vision, mission, and objectives of the institute. These guidelines ensure consistency and quality in the implementation of the curriculum across various departments and courses. Once the gaps are identified and guidelines are provided, the necessary extra-curricular activities and curricular enhancements are integrated into the curriculum. This integration is essential to provide a holistic educational experience that goes beyond academic learning to include personal and professional development.

The deployment of the curriculum involves several steps: Uploading to ERP: The finalized curriculum, including all planned activities and schedules, is uploaded to the ERP (Enterprise Resource Planning) system. This ensures accessibility and transparency. University and Institute Calendars: The curriculum is then reflected in the university calendar and the institute calendar, ensuring alignment with the academic schedule and important institutional events.

Faculty workload and portfolio distribution are planned and assigned based on the curriculum requirements. Department Timetable: Each department prepares a timetable that accommodates the teaching plan and activity scheduling. Course Material Preparation: Course materials are prepared and made available to students in advance to facilitate smooth delivery with the curriculum deployed, the next step is the actual delivery of courses and the conduct of student activities. This phase involves:

- Continuous assessments are conducted to monitor student progress and understanding.
- Both internal assessments and university examinations are conducted as per the schedule.
- Activities beyond academics are also being conducted.

- Special attention is given to slow and advanced learners to address their specific needs.

Post-delivery, an analysis is conducted to assess the attainments of the students against the defined Program Outcomes. This analysis involves collecting feedback from various stakeholders and external evaluators. Feedback is an integral part of this review process and is collected systematically to ensure that all perspectives are considered. Based on the review, necessary changes are made to the curriculum to address any shortcomings.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 39

| File Description | Document |
| --- | --- |
| List of students and the attendance sheet for the above mentioned programs | [View Document](#) |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 1.2.2

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 79.12

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 736 | 867 | 482 | 315 | 366 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

Human values refer to personal beliefs, whereas, ethics describes the accepted principles and standards of conduct about moral responsibilities and qualities as applied to an institution. Human values form the basis of our thoughts, beliefs and ways of life, behaviours and actions. We must develop thoughts for the poor and sufferings, regards and respect for women, faith in brotherhood regardless of race and the need to understand the universalities of various human values.

Our City College offers an outcome-based curriculum and runs the Commerce, Computer application and management stream, in which these courses address cross-cutting issues relevant to professional ethics, gender, human values, the environment, and sustainability. The curriculum includes various topics and chapters to integrate all these components. Similarly, cross-cutting issues relevant to gender, human values, and professional ethics are covered in the prescribed syllabi of the university in various subjects in the form of topics, chapters, poems, and co-scholastic activities.

**Human Values:** The institution conducted various innovative practices and programmes to get human values among the students, such as, blood donation camps, discussions on Ambedkar contributions during Ambedkar Jayanthi and voter's day awareness.

**Environment and Sustainability:** The institution took care to inculcate values and encourage students to promote 'Sustainability Development Goals' by conducting various practices and programmes under NSS and tree planting, awareness campaigns on global warming and cleanliness, and health and hygiene aspects.

**Gender Issues:** The prose, poetry, and other chapters in certain courses addressed issues related to gender sensitivity and equity. Additionally, our institute organized special programmes to raise gender awareness and gender sensitization among students. The institution adopted several initiatives on gender equality and organised Women's Day celebrations in the college premises.

**Seminars and Workshops on Professional Ethics and Academic Excellence:**

The institute organised a several programmes with a focus on academic issues including gender, research ethics, professional ethics, the environment, economic and social empowerment, and so on, to provide practical insights and hands-on experience among the students, seminars and workshops were organized on topics like entrepreneurial finance, business and management research, business plans, entrepreneurship, social empowerment, the economics of entrepreneurship, global developments in the field of IPR, qualitative research methodology, research ethics, the role of cooperative societies, venture capital and crowd funding, web development for small scale businesses, women entrepreneurs, etc. These initiatives aimed to enhance capacity building among both students and faculty members.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**1.3.2**

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 48.82

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 538

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| File Description | Document |
|---|---|
| Feedback analysis report submitted to appropriate bodies | [View Document](#) |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | [View Document](#) |
| Action taken report on the feedback analysis | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 43.87

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 524     | 389     | 187     | 157     | 210     |

2.1.1.2 **Number of sanctioned seats year wise during last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 880     | 616     | 616     | 616     | 616     |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list as published by the HEI and endorsed by the competent authority | [View Document](#) |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.1.2**

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 65.61

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 367 | 218 | 146 | 157 | 209 |

2.1.2.2 **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 440 | 308 | 308 | 308 | 308 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | [View Document](#) |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.2 Student Teacher Ratio

**2.2.1**

**Student – Full time Teacher Ratio**
**(Data for the latest completed academic year)**

**Response:** 18.37

## 2.3 Teaching- Learning Process

**2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Student's learning experiences are the result of a well-planned teaching-learning process. Lesson plans are prepared to enable a student to achieve the core subjective and the program objectives. In order to enforce this particular aspect, the college has designed experience learning exercises online and offline programs relating to the individual subjects, preparation of case studies based on Howard model and also individual cases prepared by the teachers. Experiential Learning: The college has created student centric learning programs. Practical exposure is provided through lab activities, and hands-on experience. The teachers use concept-based learning, inquiry-based learning, critical thinking, field visits, problem-based, project based, case study based learning and critical thinking. The Department of Commerce and Management initiated activities through Business Lab like Business Plan preparation, Board Games, Industrial Visits, Internships, Field Visits and Workshops. The Department of Computer Science uses Coding, Gaming, Website Designing and Creation. Language departments bring alive the poetry/sonnet/play/novels in the classroom to get a feel of the characters through Role Plays, Movie Screening, Workshops and Magazine Editorial Boards. PG Department students are given exposure to hands on understanding of topics across varied courses which includes Gamification, Board Games, Mini Projects, Financial Modelling through Excel, Internships, Industrial Visits, Field Visits, Dissertation Projects, Workshops, experiencing different country cultures, Budget Analysis, Feasibility Report, DEMAT Account Trading and assignments on Current Industry Trends are given. Participative Learning: Curricular aspects that strengthen theoretical knowledge to meet the needs of modern learning are included in the following activities: Peer learning: Individual and group learning are encouraged through Group Discussion, Individual and Group Presentations, Group Assignments, Quiz, Students' Seminars/Webinars and students are made part of planning, participation and execution of group activities. Participative learning: Activities such as Small Group Instruction, Interactive Sessions with Industrial Experts, PPT, Flipped Classroom, flipped charts and Bring Your Own Device, movie analysis is conducted. Problem Solving Methodologies: Critical thinking, real life situations are discussed to explore the nuances of the business environment and poster presentation competitions on research-based topics are held. Web based learning to understand stock market trading, opening of DEMAT Account, browsing income tax website, company websites and global bodies like UN, WTO. Teaching on software– Python/Zotero/Coding and SPSS. Screening of Videos enables increased motivation and deep learning. Browsing of E Resources to accelerate learning for research activities Digital Infrastructure like LCD projector/screens and speakers /printers for enhanced teaching learning experiences.The other area of bringing together the experiential learning is to enable a student to visit industries and commerce by field visit in trips in order that the experience is gained by them apart from the classroom teaching learning exercise. The student to objectively prepare project reports in collaboration with the Lecturer that enables them to understand the importance of the research method and also the problems solving issues relating to the subject specialization. AI based-learning is a variety of tools which came into being in recent times and were based on proctoring can increase the speed of learning, gain more attention from students.

| File Description | Document |
|---|---|
| Upload Additional information | View Document |
| Provide Link for Additional information | View Document |

## 2.4 Teacher Profile and Quality

**2.4.1**

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 100

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 60 | 42 | 33 | 33 | 35 |

| File Description | Document |
|------------------|----------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**2.4.2**

*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

**Response:** 33

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 17 | 14 | 14 | 14 | 8 |

| File Description | Document |
|---|---|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

**As a constituent college of the Bangalore University, City college follows the University rules and norms on Internal Assessment. Under the CBCS (Choice Based Credit System) the University prescribed an evaluation formula under which 30% of each paper in UG was assigned for Internal Assessment and the remaining 70% for the University Examination. Within the 30% assigned for internal assessment, 10 % was to be based on Class Test, 10% on Assignment/Project/Presentations and 5% on Attendance. During covid pandemic period, this formula has been modified since the shift to online classes. Attendance is no longer an aspect of internal assessment.Under NEP, which was introduced in the 2021-22 batch, Continuous formative evaluation/ internal assessment total marks for each course shall be based on continuous assessments and semester-end examinations. As per the decision taken at the Karnataka State Higher Education Council, it is necessary to have a uniform pattern of 40:60 for IA and Semester End theory examinations respectively and 50:50 for IA and Semester End practical examinations, respectively, in all the Universities, their Affiliated and Autonomous Colleges. Total Marks for each course = 100% Continuous assessment (C1) = 20% marks Continuous assessment (C2) = 20% marks Semester End Examination (C3) = 60% marks.**

**Internal assessment is currently based on one test/assignment/project/presentation. Given this, at least one assignment must be taken for each course that the students study. However more than one assignment is usually taken per course and the highest marks received across various assignments are considered as the final internal assessment for that course. Faculty members design a variety of assignments, the formats of which range from MCQs, student presentations, group projects and essays. Students are given adequate time to complete and submit these assignments. Teachers explain the parameters by which they will grade the assignments, students are requested to inform their teachers in case they are unable to submit their assignment on the**

scheduled date. In case required, the teacher determines a fresh date for the submission. The College constitutes an Internal Assessment Committee to oversee all matters related to student assessment. Further, teachers are encouraged to space their assignments well through the course of the semester and complete the grading of assignments in a timely manner. The evaluation criteria are objective and devoid of any bias. Teachers then upload the marks for each student on the Internal Assessment portal provided by the University. Each teacher can access their portal through their user ID and password. Wherever needed, faculty or the Internal assessment committee members moderate the marks obtained by students. Discrepancies can be reported to the concerned teacher directly or department internal assessment in-charge and rectified. Students may also contact their class representatives and send a list of such grievances to the teacher. The teacher checks the reported grievance and corrects it on the portal or notifies the administration office. If the student is dissatisfied with the redressal, they can reach out to the Internal Assessment committee with their grievance.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

**Response:**

**BCA**

**PO1:** Acquire in-depth computational and mathematical knowledge with an ability to abstract and conceptualize from defined problems and requirements.

PO3: Select, adapt, and apply modern IT tools and programming languages effectively in data science, AI and ML and full stack Development to solve diverse computing challenges

PO3: Identify market trends, upgrade skills accordingly, and enhance employability in computer technology careers, Identify opportunities, innovative and create value through projects for personal growth and societal impact.

**MCA**

PO1: Design/Development of Solution for real-world problems by identifying relevant assumptions and formulating arguments, which provides user satisfaction in the multi-disciplinary sector.

PO2: Understanding Professional Ethics, cyberACT/regulations, and responsibilities with societal concern and adopt objective, unbiased and truthful actions in all aspects of work.

PO3: Individual and Team Work- work effectively as an individual, as a member, or as a leader inspiring people in teams in multidisciplinary sectors.Identify an Identify opportunities, innovative and create value through projects for personal growth and societal impact.

**MBA**

**PO1Communicate effectively in a variety of formats**
**PO2Identify the key issues facing a business or business subdivision**
**PO3Utilize qualitative and quantitative methods to investigate and solve critical business problems**

**BBA**

**PO1: The program enables students to acquire knowledge and skills required by the industry and business sector.**
**PO2: The program provides the right nurturing ground for students to pursue their entrepreneurial ambitions.**
**PO3 The BBA Curriculums is extremely varied in nature. From writing skills, negotiation and dispute resolution, human resource management, business laws, marketing management, production management, social media and digital marketing – all are imbibed in the students with theoretical study and practical application.**

**BCOM**

**PO-1:** The students undergoing this program will get exposure to practically every single industry in all the sectors providing gainful employment viz., primary, secondary and tertiary i.e. agriculture, industry and service sector.

**PO-2:** The wide spectrum of courses will galvanize the personality of students professionally and personally in such a manner that will they can take up multi-dimensional and dynamic local and global challenges confidently.

**PO-3:** The program has adopted holistic approach. The students will gain in-depth knowledge of career oriented courses and the value based courses will expose them to basic human values and communication skills that will groom them as through professionals with a sound head and a civilized human being with a gentle and receptive mind

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

As per the Karnataka State Higher Education Council, it is necessary to have a uniform pattern of 40:60 for IA and Semester End theory examinations respectively and 50:50 for IA and Semester End practical examinations, respectively, in all the Universities, their Affiliated and Autonomous Colleges. The evaluation process of IA marks shall be as follows:

1. The first component (C1) of assessment is for 20% marks. This shall be based on the test, assignment, seminar, case study, field work, project work etc.
2. The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc.
3. During the 17th – 19th week of the semester, a semester end examination shall be conducted by the University for each Course.
4. In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on a scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct a special test to such a candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
5. For practical courses of full credits, marks shall be awarded for Practical Record Maintenance (the ratio is 50% : 50%)
6. The teachers concerned shall conduct tests / seminar / case study, etc. The students should be informed about the modalities well in advance. The evaluated courses / assignments during component I (C1) and component II (C2) of assessment are immediately provided to the candidates after obtaining acknowledgement in the register by the concerned teachers(s) and maintained by the Chairman in the case of a University Post-Graduate Department and the Principal / Director in the case of affiliated institutions. Before commencement of the semester end examination, the evaluated test, assignment etc. of C1 and C2 shall be obtained back to maintain them till the announcement of the results of the examination of the concerned semester.
7. The internal assessment marks shall be published on the notice board of the department/college for information of the students. In case of any discrepancy, students filled a form highlighting the error, got it countersigned by the concerned teacher and submitted it to the administration office for rectification.
8. The Internal assessment marks shall be communicated to the Registrar (Evaluation) at least ten days before the commencement of the University examinations, and the Registrar (E) shall have access to the records of such periodical assessments.
9. There shall be no minimum in respect of internal assessment marks.
10. Internal assessment marks may be recorded separately. A candidate who has failed or rejected the result shall retain the internal assessment marks.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.3**

**Pass percentage of Students during last five years  (excluding backlog students)**

**Response:** 83.09

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 146 | 177 | 106 | 126 | 138 |

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 165 | 206 | 143 | 156 | 164 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | [View Document](#) |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:**

| File Description | Document |
| --- | --- |
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 11.83

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 0 | 5.75 | 3.67 | 2.41 | 0 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1**

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

Students of CITY COLLEGE are exposed to the IKS AND IPR awareness programmes by conducting seminars and workshops every semester in the lecture hall by the industrialists and entrepreneurs.

IKS- the Indian Knowledge System is passed down systematically from generation to the generation. It is an organized system and a method of knowledge transfer The National Education Policy, or NEP-2020, takes as its guiding premise the rich legacy of timeless Indian knowledge and philosophy. The Jnan, Vignan, and Jeevan Darshan knowledge systems of India have developed from experience, observation, experimentation, and thorough analysis. Our education, arts, administration, law, justice, health, manufacturing, and commerce have all been touched by this legacy of validating and putting into practice. This has had an impact on Bharat's classical and other languages that were passed down through creative, oral, and literary traditions. It encompasses knowledge of ancient India, its achievements and difficulties, as well as an understanding of India's future goals with regard to ecology, health, education,

and really every facet of existence.

The Bhartiya way is sustainable and strives for the welfare of all. It is important that we regain the comprehensive knowledge system of our heritage and demonstrate the 'Indian way' of doing things to the world. This requires training generations of scholars who will demonstrate and exemplify to the world a way of life so unique and peculiar to our great civilization.

## IKS Cell

Indian Knowledge Systems (IKS) is an innovative cell under Ministry of Education (MoE) at AICTE, New Delhi. It is established to promote interdisciplinary research on all aspects of IKS, preserve and disseminate IKS for further research and societal applications. It will actively engage for spreading the rich heritage of our country and traditional knowledge in the field of Arts and literature, Agriculture, Basic Sciences, Engineering & Technology, Architecture, Management, Economics etc.

## Objectives of Indian knowledge system

The Indian knowledge system seeks to encourage and enable more study in a number of areas, including holistic health, psychology, neuroscience, nature, the environment, and sustainable development, in order to address current societal problems. The main goal of learning from the past and integrating Indian knowledge systems is to use our ancient knowledge systems, which are characterized by an unbroken tradition of knowledge transfer and a distinctive point of view, to solve current and emerging problems in India and the world (Bh?ratiyu Drishti).

## Programmes for IPR AWARENESS

- Strategies for Patent to product and Product to Market
- Awareness programme on intellectual property rights
- Workshop on "intellectual Property rights & Innovations"
- Intellectual Property Rights-trade Mark, copy rights for startup
- Scheme for IPR Awareness – Creative India; Innovative India

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

### 3.2.2

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 67

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during**

**last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 25 | 20 | 8 | 7 | 7 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1**

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 0.49

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 32 | 24 | 11 | 4 | 4 |

| File Description | Document |
|------------------|----------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | [View Document](#) |
| Link to re-directing to journal source-cite website in case of digital journals | [View Document](#) |
| Links to the papers published in journals listed in UGC CARE list or | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**3.3.2**

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response:** 3.44

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 113 | 106 | 101 | 105 | 104 |

| File Description | Document |
|------------------|----------|
| List of chapter/book along with the links redirecting to the source website | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.4 Extension Activities

**3.4.1**

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

City College organizes and participates in various extension activities to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. Students actively participated in Orphanage home education programs, Anti-ragging , Drug awareness program, Human Rights, Environment day, Women and Child safety, Green Camps, Swachh bharat abhiyaan, Yoga and Meditation which run throughout the year in collaboration with NGO's. Students not only learn life skills, preparing them for life ahead by inculcating the habits of teamwork, cooperation, and healthy competition. Students organize various events such as sports events, and co-curricular activities throughout the year for the students.. These students also take part in social help to Orphanage people by distributing blankets and warm clothes and other essentials too. They learn the concept of aiding help to society in a variety of

ways. The objective of these activities is to make youngsters sensitive to their surroundings and practical understanding of concepts of human values. These are the ongoing activities carried by our students every year. Our students wholeheartedly participate in blood donation events organized in the college every year. The mass participation shows their inner values of harmony and mercy. Students also participate in various patriotic events with enthusiasm, be it celebration of Independence Day, Republic Day or candle light march for Pulwama martyrs. Students also raised/collected funds for the Prime Minister Welfare fund for war heroes, and for the National foundation for communal harmony, Govt. of India. College & department clubs organizes regular activities on social & environment issues including seminars, Anti-ragging , Women s Day, Drug awareness program, Talk on Human Rights,tree plantation drives, and invited talks by social figures, orientation programs, celebration of Yoga day etc. Such events witnesses' mass participation of our students.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 3.4.2

**Awards and recognitions received for extension activities from government / government recognised bodies**

**Response:**

City College organizes and participates in various extension activities from government/government recognized bodies to promote College- Community network. Major emphasis is given on student ethical building, service orientation and holistic development of students contributing to good Indian citizenship. Students actively participated in various blood donation  programs which run in collaboration with NGO's. Students not only learn about it but will become great mentors in life skills, preparing them for life ahead by inculcating the habits of teamwork, cooperation, and healthy competition. Students organize various events such as NSS, and co-curricular activities throughout the year for our students. These students also take part in social help to Village people by distributing food and warm clothes and other essentials too. They learn the concept of aiding help to society in a variety of ways. The objective of these events is to make people sensitive to their surroundings and practical understanding of concepts of human values and ethics. These are the ongoing activities carried by our students every year. Our students wholeheartedly participate in blood donation events organized in the college every year from Redcross or Rotary clubs. The mass participation shows their inner values of harmony and mercy. Students also participate in various patriotic events with enthusiasm, be it celebration of Independence Day, Republic Day or government march of national events. Students also raised/collected funds for victims of  floods etc, and for the National foundation for communal harmony, Govt. of India. College & department clubs organizes regular activities on social & environment issues including seminars, tree plantation, and invited talks by public figures, orientation programs, celebration of entrepreneur day etc. Such events witnesses' mass participation of our students. The aim of Better India is to enable higher educational institutions to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. With this we have also planned for

future events of Haritha Mudra participation, etc. We the City college enhances lot of extensional activities to make our students better citizens of future India.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 82

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 29 | 22 | 14 | 9 | 8 |

| File Description | Document |
|---|---|
| Photographs and any other supporting document of relevance should have proper captions and dates. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.5 Collaboration

### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last*

*five years.*

**Response:** 32

| File Description | Document |
|---|---|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | [View Document](#) |
| List of year wise activities and exchange should be provided | [View Document](#) |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

**Response:**

The institution ensures adequate availability and optimal utilization of physical infrastructure as it is censoriously linked to the mission of our Institute. From the inception of the academic year, need-assessment for replacement / up-gradation / addition of the existing infrastructure which is carried out based on the suggestions from higher authorities, Institutional Head, Heads of the departments, lab technicians and system administrator after reviewing course requirements, student computer ratio, budget constraints, working condition of the existing equipment and also students grievances. There are well ventilated and furnished lecture rooms, common rooms and 47 classrooms which are installed with projectors, ICT-enabled classrooms are along with furniture suitable for sound learning and teaching process interesting, creative, and more inclusive. The institution has two well-equipped computer lab with 155 computers with projector and AC installed for one lab. Computer facilities are made available to the students for at least 24 hours a week and a lab assistant to maintain the efficiency of the college computers and accessories. The institution provided a number of facilities for supporting extra-curricular activities related to Cultural, Creativity, Arts, and Recreation. The Annual Mega event "Ninaad" hosted every year. Two Seminar Hall and Auditorium (Quadrangle auditorium) with a seating capacity of 450 and 400 respectively for conducting cultural events. Our students have participated in the various cultural events organized by other Universities and Colleges both at the state and national level and brought several accolades to the Institute. The Physical Training Instructor of City College has been since long back. They took the responsibility not only to provide the necessary arrangements that helps the students to inculcate good habit of playing games but also to develop the sportsmanship and comradeship The institution provides indoor and outdoor game facilities for Football, Cricket, and Badminton. Qualified trainers, trains students in caroms, chess, and students participate in various tournaments. The institution houses one open auditorium in quadrangle with a 400-seating capacity. Besides, the institution also has two seminar halls with a seating capacity of 250 & 200 respectively.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.1.2**

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 62.35

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 98.11 | 235.84 | 43.56 | 37.41 | 57.97 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1**

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

Library being the heart of an academic and learning system is located in the 3rd floor and is easily accessible by all. The mission of the library is to facilitate creation of new knowledge through acquisition, organization and dissemination of knowledge resources and providing for value added services. It remains open 8 Hours a day (9.30 am to 5.30 pm) and maintains a core collection of 18,171 volumes. The diversity of the library collection includes Textbooks, Reference books, Book bank, General reading, English, as well as Language books, Competitive Examination Collections, Digital Library. Library is automated using Integrated Library Management System (ILMS): The library at the institution uses Easy-lib software (Cloud based software) version: **4.2.A** which is used for library management around the world. It is an integrated system with all the necessary modules needed for running a library very professionally and efficiently.

Some of the features of Easy-Lib software are as follows:

- Maintains login and logout details of users (student & staff) entry on a daily basis. Full catalogue, circulation and acquisition system for library stock management
- Useful for the entry of Periodicals.
- Sending due reminders to users.
- Membership Module.
- Bar code configuration and print.
- Cataloguing and Accessing
- Circulation Module (Issue/Return).
- Flexible Reporting: Provides Access to RDBMS so reports can be easily customized and prepared as per individual requirement. The Institution pays Annual Maintenance charges (AMC) for the maintenance of easy-lib software. The Library also provides access to several journals, e-journals, NDLI, British Digital Council for Library Membership and e-books.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The institution has always given priority for up-gradation of IT facilities. Regular updating is done in facilities at institute level as well as department level. For internet Facilities College has signed MOU with vendor ACT. The institution provides seamless 1GB per second bandwidth speed of corporate broadband connection. **Internet Connection:** The institute regularly updates the internet connection every year and as of now, the available internet bandwidth is 1GB per second provided by ACT that is latest renewed in 2023.

**No. of Systems and their Configuration:** City College has a total of 155 computers for students with the following configuration: Processor i5, 8GB RAM 512 GB SSD -90 computers,16GB RAM 512 GB SSD -60 computers and 8GB RAM 312 Hard-disk – 5 computers, , 3.10 GHz CPU Speed.

**4K Projectors:** Upgrading of IT is seen in teaching learning process as OHPs in the institute have been intermittently replaced by 4K Projectors.

**ERP System**: Certain measures have been taken during the year 2020-21 due to pandemic for ensuring

best teaching practices for students. All staff rooms and offices are networked with LAN & unlimited internet connection. Faculty members have access to Library utilizes Easy-lib automated software. The institute is also in the process of automating all its manual attendance work, supports online tests, attendance tracking, domain-related classroom activities, You-tube learning, assignments, evaluation, and Report cards via **e-ReleGo Technologies Pvt. Ltd** (e Genius) ERP System. The management is continuously working to upgrade the latest infrastructural support in the college. During the lockdown period institution supported and upgraded its teaching and learning through online mode using Google suite and Zoom platform.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.3.2**

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 4.24

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 260

| File Description | Document |
|---|---|
| Purchased Bills/Copies highlighting the number of computers purchased | [View Document](#) |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 37.43

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic**

**support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 120.57  | 57.40   | 36.17   | 25.18   | 44.53   |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 21.17

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| --- | --- | --- | --- | --- |
| 149 | 160 | 194 | 108 | 129 |

| File Description | Document |
| --- | --- |
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.1.2**

*Following capacity development and skills enhancement activities are organised for improving students' capability*

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | [View Document](#) |
| Report with photographs on ICT/computing skills enhancement programs | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) | |

## 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 65.33

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution  year wise during last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 860 | 649 | 415 | 120 | 240 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.1.4

*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | [View Document](#) |
| Proof related to Mechanisms for submission of online/offline students' grievances | [View Document](#) |
| Proof for Implementation of guidelines of statutory/regulatory bodies | [View Document](#) |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | [View Document](#) |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 66.23

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 132 | 122 | 75 | 44 | 86 |

5.2.1.2 **Number of outgoing students year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 146 | 177 | 106 | 126 | 138 |

| File Description | Document |
|---|---|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | **View Document** |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | **View Document** |
| Institutional data in the prescribed format | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** |

**5.2.2**

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 31.62

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations  year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 38 | 11 | 14 | 5 | 6 |

| File Description | Document |
|---|---|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | **View Document** |
| Institutional data in the prescribed format | **View Document** |
| Provide Links for any other relevant document to support the claim (if any) | **View Document** |

## 5.3 Student Participation and Activities

**5.3.1**

**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 215

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 89 | 50 | 35 | 9 | 32 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| list and links to e-copies of award letters and certificates | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 35.4

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 52 | 46 | 28 | 16 | 35 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

The Alumni Association of City College Jayanagar plays a pivotal role in fostering connections among former students, maintaining ties with the institution, and contributing to the overall development of both the alumni and the college. Established with the aim of creating a strong network of graduates, the association has evolved into a dynamic entity that engages in various activities and initiatives.

One of the primary objectives of the Alumni Association is to facilitate communication and networking among its members. Through regular events, reunions, and online platforms, the association provides a space for alumni to reconnect, share experiences, and build professional relationships.

In essence, the Alumni Association of City College Jayanagar is a living embodiment of the enduring bonds formed within the college. As a dynamic hub of connection, mentorship, and collaboration, it stands as a testament to the shared journey and collective impact of City College Jayanagar's graduates.

| File Description | Document | |
|---|---|---|
| Upload Additional information | [View Document](#) | |
| Provide Link for Additional information | [View Document](#) | |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

**Response:**

**NEP Implementation:** In the year 2021 NEP 2020 was introduced in the state of Karnataka and it became the first state in the country to introduce NEP. Since then, the curriculum has been prepared by the expert committees constituted by the State Higher Education Council. The curriculum framed by the State Higher Education Council is sent to the universities and the universities in turn constitute BOS to modify the curriculum according to the local needs and finally the colleges get the curriculum. NEP offers students flexibility by offering Discipline Specific Courses (DSC) and Open Elective Courses (OEC) which provide students choices in the courses that they can study. City College which is Affiliated to Bangalore University has observed every aspect of NEP.  As directed by Bangalore University and Karnataka Higher Education Council, the college Government Body carried out the NEP 2020 from the academic year 2021-22. The program followed by the organization is in consistency with the rules given by Karnataka Higher Education Committee and UGC.

**Decentralization and participation in the institutional governance :** There is Decentralization and participative management at the institutional level aided by the well made by- laws of the institution. The **Governing Body** which consists of Chairperson, Dr. K R Paramahamsa  and Mrs K Geetha Paramahamsa Vice-Chairperson, Vice President Ms Monica Kalluri, Executive Vice President Mr Rahul Kalluri & Trustees and the Principal is the highest decision making body of the college. The members of the Management are people from varied domains.The Principal as the Head of the Institution along with the members of Teaching and Non-Teaching staff implements the decisions and policies of the management.

The college works in close collaboration with the Principal to regulate and maintain an amicable and scholastic environment required for this purpose. The head of the Institution personally takes care of the wellbeing of staff members to ensure they are not encountering any problem in regard to their work. **The Teachers' Council** and **Academic Committee** meet regularly to discuss and further implement important decisions regarding academic and co-curricular activities of the college. The institution strictly adheres to the **Academic calendar of Bangalore University** to accomplish its objectives.

In accordance with the policy of decentralization adopted by the management, both teaching and non-teaching members are adequately represented in the Governing Body of the college and their opinions are sought in making and implementation of different policies. Apart from the Governing Council, other committees like IQAC, Academic Committee, Examination Committee etc., will meet on a regular basis and help to formulate and implement the strategic plans of the institution. The responsibilities are defined and communicated through face to face meetings with the non-teaching staff members of the college as well as by notifications.

The management encourages individual research work in the form of lecturer series **Faculty Development Programmes (FDP),** undertaken by the members of teaching staff. The teachers are also committed to keep free-flow communication with the parents through the meetings of Parent- teacher at regular intervals to discuss the overall progress of the students. Parents give constructive advice and are considered as valued stakeholders of the college. Additionally, IQAC collects feedback from final year students which are incorporated within the purview of the future plan of action of the institution. Academic Audit is also conducted annually.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

**Response:**

In accordance with the policy of decentralization adopted by the management , both teaching and non-teaching members are adequately represented in the Governing Body of the college and their opinions are sought in making and implementation of different policies. Apart from the Governing Council, other committees like IQAC, Academic Committee, Examination Committee etc., will meet on a regular basis and help to formulate and implement the strategic plans of the institution. The responsibilities are defined and communicated through face to face meetings with the non-teaching staff members of the college as well as by notifications.

There is Decentralization and participative management at the institutional level aided by the well made by- laws of the institution. The management constitutes the Chairperson, Dr.K R Paramahamsa  and Mrs K Geetha Paramahamsa Vice-Chairperson Vice President Ms Monica Kalluri Executive Vice President Mr Rahul Kalluri & Trustees and the Principal. The members of the Management are people from varied domains. The Principal, who is part of the GC, heads the various departments and thus participates along with the faculty member.

The faculties of the college are the conveners of various committees along with the student representatives and thus all the stakeholders participate in the governance of the institution. Thus, all the stakeholders participate in the Governance. Besides, decentralization is ensured through the approvals provided by the GC to the Perspective Plan and the Budget. Once the approvals are given, the Heads of the Committee are free to take all decisions related to governance, academics, evaluation etc. various committees are set up with the faculty as conveners and student representatives, who take decisions on a variety of issues through committees and Cells.

The IQAC of the College plays a pivotal role in quality assurance, sustenance and enhancement through envisioning and deployment besides review for quality assurance. All the activities are well planned and executed for each academic year through the IQAC. The IQAC convenes meetings at regular intervals and carries out all the activities of the college.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.2.2**

*Institution implements e-governance in its operations*

    1.**Administration**
    2.**Finance and Accounts**
    3.**Student Admission and Support**
    4.**Examination**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module reflecting the name of the HEI | [View Document](#) |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | [View Document](#) |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

**6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

Faculty Performance Appraisal consists of following important criteria: Consist of a review meeting by the Principal.

1. Students Feedback on teaching performance of concerned faculty members.
2. Examination results of the subject(s) taught by the concerned faculty member for the academic year.
3. Research Publications by concerned faculty members during the academic year.
4. Details of Faculty development programs attended by the faculty members during the academic year.
5. Faculty Conducting various activities such as Coordinating Guest Talk & other academic activities.
6. Details of any other specific achievement.
7. The format is exhaustive and includes various questions regarding academic and administration responsibilities undertaken by the teacher, innovative methods practiced and implemented by the faculty members during the academic year, various responsibilities including college activities, examination work etc.

## Assessment

Following are the members

1. Management constitutes a committee for the assessment..
2. Principal
3. Program Coordinator of the respective Department.

## Appraisal Process:

1. The Principal will collect all the appraisal information and write the remarks based on the information captured from various committees.
2. The Principal & Management will conduct individual Presentation meetings with faculty and discuss the performance. Principal may revise the remarks based on the discussion.
3. Principal will discuss with  faculty with lower performance to assess the correctness.
4. Principal will take appropriate approvals for the increment/promotions as a part of budget approvals from the management.
5. Non-teaching staff like the librarians, office staff, support staff etc are given appraisal forms. Their performance appraisal is done by the principal based on the quality and quantity of their work, nature of their work, their enthusiasm, skill sets and efficiency. Performance of the staff will be assessed .Administrative officers , Program Coordinators & Principal are the people who assess the non-teaching staff.

The Principal recognizes the commitment and dedication of the teaching, and non-teaching staff. It always strives to satisfy the needs of the employees proactively. Some facilities provided for the welfare of the employees of the institution are as follows;

1. Refreshments are given to all the teaching and non-teaching staff.

2. Health Insurance for all staff, who had worked in institutions for a time.
3. Faculty members are promoted for self-development programs.
4. Desktop is provided in each department and Wi-Fi available to both teaching and non-teaching staff.
5. Entertainment trip for faculty once in every year.
6. Medical checkup camp will be organized in the college premises to all teaching and non-teaching.
7. On Duty facility is provided to the teaching faculty participating in national and international seminars, conferences, FDP, refresher courses, orientation programs, workshops,NET Examination and other training programs.
8. Casual Leave facilities are available to teaching and non-teaching staff.
9. Promotions are provided to teaching and non-teaching faculty based on their performance and achievements.
10. Teaching & non-teaching staff are provided with college blazers.
11. Teaching staff will be provided with all the necessary stationery at the beginning of their journey in city college.
12. All staff will be provided with city college dairy with goodies.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.3.2**

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 52.71

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 34 | 24 | 18 | 11 | 20 |

| File Description | Document |
|---|---|
| Policy document on providing financial support to teachers | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | [View Document](#) |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.3.3

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 64.31

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 84 | 38 | 10 | 32 | 9 |

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---|---|---|---|---|
| 12 | 15 | 12 | 12 | 15 |

| File Description | Document |
|---|---|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the certificates of the program attended by teachers. | [View Document](#) |
| Annual reports highlighting the programmes undertaken by the teachers | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

The annual budget is allotted to the college by the management every year for the requirements of various departmental activities. The account of the institution is subjected to an audit by a certified external chartered accountant appointed by the management. The income and expenditure are from different sources and are audited regularly by the auditors.

Depending on the priority and availability of funds, the actual payment will be made by the Accountant as per the prevailing rules and regulations of the institute. This has given an opportunity to undergo first level checks and balances in order to avoid any error at a larger scale.

The internal audit is done by the Local Inquiry Committee(LIC) which inspects the performance of the staff, students, facilities given to the staff, and infrastructure.The latest internal audit was done on Tally ERP.

City College Jayanagar, as a private college, has always been keen in optimal utilization of their infrastructure and resources. The college is a self-finance institution. It is now taking measures to get it included under 2(f) and 12(B) of the UGC Act. The main source of funding for the college is the fees collected from the students. The amount is spent as per the requirements of the various departments. The college follows a transparent accounting and audit practice. The college is also  funding from various other bodies for organizing seminars/ conferences and for carrying out research projects. However the institution has made its consistent efforts to generate the funds from all the tangible sources. Institution doesn't have any other resources for receiving funds. But funds received in the way of education fee, which is mobilized in a very optimum way.

Fee collection is split over every semester, which is utilized in different annual expenses such as:salary to staff, value added/ certificate course, Newspapers for students, Staff and students welfare ,library management and other expenses.

The major fund mobilization resources can be classified into three broad categories

1. Buildings
2. Equipment
3. Man Power.

**Buildings:**

- The Seminar Hall is used for conducting various Guest Talks, Orientation Program, Seminars, Workshops and Local cultural activities etc.

**Equipment:**

- As the institute is privileged with more than 100 computers,it has the potential to conduct the placement drive examinations.Institute has provided a different set of Computer Labs for UG and PG programs.

**Human Resources:**

- Vast expertise in various domains enable faculty to accept the consultancy assignment in private/public domains.
- Faculties are readily available for effective conduction of Faculty development programs, Conferences and also engaged in university examination Valuation, work as exam invigilators and other academic works.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

City College Jayanagar, Internal Quality Assurance Cell has given importance to Educational Quality since its inception. The IQAC has been instrumental for the smooth running of Vision and Mission of the Institute. IQAC has taken keen interest to involve every stakeholder like alumni, parents, employers, industry, staff and students.

The IQAC regularly conducts regular meetings periodically. Through the departmental meetings IQAC has come to know about the Strength and Weakness of every department. For the improvement of every department, IQAC supports and gives suggestions to improve the performance in a better way. The main objective of IQAC is enhancement of Quality in teaching. A report on performance will be placed in the meetings and areas of improvement are discussed in these meetings and the same will be well documented.

Faculty Development programs and Students enrichment programs are conducted by IQAC. So that Students, Administrative Staff and Faculties are enriched to the quality. A faculty seeking career advancement should have minimum cumulative points to be eligible for promotion to a higher cadre. And it will help to understand the situations to solve the problems in our daily lives and guide us to reach our destiny.

IQAC always supports the students to participate in cultural activities, social awareness activities, community engagement programs and ecological activities

IQAC provides opportunities to the Faculty members to arrange and attend the Seminars, Workshops, conference, etc. so that all faculty members gain a sufficient amount of knowledge to share with the student community.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.5.2**

**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Quality audit reports/certificate as applicable and valid for the assessment period. | [View Document](#) |
| NIRF report, AAA report and details on follow up actions | [View Document](#) |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |
| Link to Minute of IQAC meetings, hosted on HEI website | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

**Response:**

Gender equality is one of the key challenges facing society today. The institute conducts regular gender equity promotion programs. Guest speakers from prominent fields are invited to speak on the given topic, which highlights the importance and contribution of women in the society. The gender equity promotion programs organized by the institution are given below:

Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the following facilities –

**(a) Safety and Security**

- Security checkpoints at all campus entries and exits.
- Extensive surveillance network with 24x7 monitored control rooms.
- Rotational duty by all faculty members for discipline and security.
- Strict implementation of Anti-Ragging and Anti-Smoking.

**(b) Counseling**

- Formal and informal avenues for counseling male and female students and staff for academic and other issues/problems.
- Grievance Redressal Committees for staff and students.
- Medical Counseling and Career Counseling.

**(c) Common Rooms:**

Common rooms have been allocated for men and women, which also facilitate meetings and discussions.

**(d) Other Measures of Gender Sensitization include,**

**Co-curricular Activities -** Additional Initiatives ensure active participation of students in co-curricular activities including sports as it is a compulsory core course in all UG programmes.

The college has pro-active cells which act as gender equity promoting agencies. They are…

- Prevention of Sexual Harassment Cell

- Anti-Ragging Cell
- Mentoring
- Counseling

College policy includes promotion of Women in Leadership. The college is headed by a women Vice-President and the Administrative head is also a woman. Sixty of the college employees, both teaching and non-teaching, constitute women employees. The college has also created a women 's helpline number to keep in mind the security of girl students.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 7.1.2

**The Institution has facilities and initiatives for**

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Policy document on the green campus/plastic free campus. | [View Document](#) |
| Geo-tagged photographs/videos of the facilities. | [View Document](#) |
| Circulars and report of activities for the implementation of the initiatives document | [View Document](#) |
| Bills for the purchase of equipment's for the facilities created under this metric | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | [View Document](#) |
| Policy document on environment and energy usage Certificate from the auditing agency | [View Document](#) |
| Green audit/environmental audit report from recognized bodies | [View Document](#) |
| Certificates of the awards received from recognized agency (if any). | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

Our college is dedicated to fostering an inclusive and diverse environment by implementing various initiatives aimed at promoting tolerance, harmony, and awareness of cultural, regional, linguistic, communal, and socioeconomic diversity. The college recognizes the importance of creating a space where students and employees can thrive regardless of their backgrounds, and therefore, has undertaken several measures to ensure an inclusive campus culture.

**Cultural Programs:**

Various festivals like **Ganesha festival, Varamahalakshmi Vrata, Dasara, Navaratrhi, Onam, Pongal, Christmas, Ramadan** have been celebrated and students participate in large numbers.

These programs aim to break down stereotypes, foster cross-cultural friendships, and celebrate the richness of various traditions.

**Multilingual Initiatives:**

Recognizing the linguistic diversity within the student and staff population, the college encourages the use of multiple languages on campus. Multilingual signage, communication materials, and events are organized to ensure that everyone feels included and represented. The college celebrates **National Hindi Day, Sanskrit Day, Kannada Rajyotsava Day**.

**Community Engagement:**

The college engages with local communities and encourages students to participate in community service projects. This not only helps in building bridges between different communities but also instills a sense of responsibility towards societal well-being.

**Constitutional Awareness Campaigns:**

The college has taken proactive initiatives to sensitize both students and employees to the constitutional obligations, including values, rights, duties, and responsibilities of citizens by celebrating **Independence Day, Constitution Day, Rastriya Ekta Diwas and Republic Day.**

These efforts have been aimed at creating an environment where everyone feels valued and respected, regardless of their background or identity. This can include awareness campaigns, diversity training programs, and policy development to uphold these principles within the institution.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Practice 1:**

**Title of the Practice: Me & My Environment- an Environmental initiative by CCJ**

**Objectives of the Practice:**

- Maintaining a beautiful and healthy green environment on the college campus as well as surroundings.
- To create awareness among the students and staff members about environmental protection and encourage the adoption of good environmental practices.

- Enhance sustainability within the campus environment and enhance the well-being of all stakeholders.
- Integrate green protocols into the daily routines of both students and faculty members.
- Transform the campus into a pollution-free and environmentally responsible setting.
- Organize seminars, workshops, and expert lectures on topics related to the environment.

**The Context:**

**Me & My Environment**- The practice promotes sustainable and eco-friendly practices on campus, aiming to revolutionize the environmental culture by developing sustainable solutions to meet mankind's needs.

The NSS Committee will act according to the environmental policy and shoulder the responsibility of maintaining and protecting the environment inside the college and surroundings.

**Webinar on Environment Day**

**Drawing competition**

Bangalore City faces numerous challenges in water resource management, waste disposal, natural resource conservation, sustainable building practices, waste recycling, and plastic pollution prevention.

To address these concerns, the CCJ has launched 'Me & My Environment Practice' to promote environmental awareness among students and faculty, aiming to create a more habitable Earth for all living beings.

**The Practice:**

CCJ has played a significant role in addressing environmental challenges, through Me & My Environment Practice. Various programs and activities have been implemented as part of this initiative.

Our campus is plastic-free, environment-friendly, energy-saving electrical appliances that reduce waste inefficiencies have been installed, and we have phased out Conventional light sources with LED lighting.

Plantation: The different varieties of plant species are planted at defined intervals in the campus with the help of stakeholders. During the last five years, college has planted hundreds of plants and trees.

**Barrier-free movement:** To enable barrier-free movement, the campus's physical infrastructure is designed for accessibility, featuring graded pathways, sloped ramps, and wide doorways and entrances for wheelchairs and mobility aids.

**Awareness and Training:** Campus staff, including security personnel, receive training in disability awareness and how to assist individuals with disabilities when needed.

**Energy Management:** The College has implemented energy-saving measures, such as installing solar panels and replacing CFL lamps with LED bulbs.

**EVIDENCE OF SUCCESS:**

The college's green campus not only conserves the environment but also enhances its aesthetic appeal, providing sheds for residents and utilizing plants for scientific research.

- College is able to save a lot of money on electricity bills due to the above initiatives as evidenced from the past electricity bills.
- Water conservation methods employed are helping maintain the gardens and keep the campus green and eco-friendly.
- The implementation of eco-campus strategies has resulted in a clean and beautiful college, attracting more students.

**Best Practice 2:**

**Title of the Practice: Free Industrial Visits**

**Objectives:** The objectives of city college industrial visits typically include: 1. Exposure to Real-World Environments 2. Understanding Industry Practice 3. Networking Opportunities 4. Career Insights 5. Application of Academic Concepts 6. Motivation and Inspiration 7. Skill Development 8. Research Opportunities

**The Context:**

1. **Curriculum Integration:** Industrial visits are often aligned with specific courses or modules within the curriculum. Business students visit corporate offices or financial institutions, ensuring alignment and reinforcement of classroom learning.
2. **Project-Based Learning:** Some visits are designed to support specific student projects or assignments. Students may gather data, conduct interviews, or observe processes that are directly relevant to their academic work.
3. **Career Exploration:** These visits can serve as career exploration activities, helping students understand various roles, career paths, and opportunities within a particular industry.
4. **Technological Advancements:** Visits can focus on exposing students to the latest technological advancements and innovations in the industry, giving them insights into future trends and developments.
5. **Global Perspective:** In cases where visits include multinational corporations or companies with global operations, students can gain insights into the global business environment and cross-cultural management practices.
6. **Entrepreneurial Insights**: Visits to start-ups or innovation hubs can inspire entrepreneurial thinking and provide students with examples of successful business models, innovation strategies, and growth stories.

**Organized Practices:**

**1. Pre-Visit Preparation:**

- Orientation Sessions: Conducting pre-visit orientation sessions to inform students about the objectives, itinerary, and expected outcomes of the visit.

**2. Collaboration with Industry:**

- Partnerships: Establishing partnerships with companies and industry leaders to facilitate regular visits and ensure access to relevant sites.

**3. Safety Measures:**

- Risk Assessment: Conducting risk assessments to identify and mitigate potential hazards during the visit.

**4. Documentation and Reporting:**

- Note-Taking: Instructing students to take notes and document their observations for later analysis and reporting.

**EVIDENCE OF SUCCESS:**

The success of CCJ's industrial visits can be evidenced through various qualitative and quantitative measures as mentioned below;

**1. Academic Performance:**

- Enhanced Learning Outcomes: Improved academic performance in related coursework and higher grades on projects and assignments that incorporate insights from the visits.

**2. Professional Development:**

- Internships and Job Placements: Increased number of students securing internships and job placements with companies they visited.

**3. Skill Development:**

- Practical Skills: Evidence of improved practical skills and application of theoretical knowledge in real-world contexts.
- Soft Skills: Enhanced communication, teamwork, and problem-solving skills as reported by students and observed by faculty.

**4. Project and Research Outcomes:**

- Innovation and Creativity: Increased instances of innovative ideas and creative solutions in student work inspired by industry exposure.

**5. Industry Feedback:**

- Positive Industry Reports: Positive feedback from host companies regarding the preparedness, behavior, and engagement of visiting students.
- Requests for Future Visits: Companies expressing willingness to host future visits due to the mutually beneficial nature of the interactions.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**Inclusiveness** as institutional distinctiveness refers to the unique focus institution places on creating an inclusive environment for all members. The institution actively works to embrace diversity, equity, and accessibility in all aspects of its operations and support for individuals from various backgrounds. The thrust of inclusiveness as institutional distinctiveness lies in making it a core value that shapes the overall identity and character of the institution. This involves fostering a culture of respect, understanding, and appreciation for differences across the campus community.

**Mission and Values:**

Our institution's mission statement and core values explicitly articulate a commitment to inclusiveness. It reflects the belief that diversity in all its forms is a strength and an essential component of the institution's identity.

**Recruitment :**

The institution demonstrates inclusiveness by implementing policies and practices that promote diversity in student admissions, faculty recruitment, and staff hiring. Efforts are made to attract individuals from various backgrounds, ensuring representation throughout the institution.

**Curricular and Co-Curricular Initiatives:**

Inclusiveness is woven into the fabric of the curriculum and co-curricular activities. Courses, programs, and events are designed to reflect diverse perspectives, cultures, and experiences, fostering a more comprehensive and global understanding among students.

**Support Services:**

The institution provides support services that cater to the diverse needs of its student body. This includes counseling services, mentorship programs, and resources for underrepresented groups, ensuring that all students have the tools to succeed.

**Inclusive Campus Environment:**

The physical and social aspects of the campus are intentionally designed to be inclusive. Facilities are accessible, and campus spaces are welcoming to individuals of all backgrounds. Inclusive language and symbols are used to create a sense of belonging.

**Community Engagement:**

The institution actively engages with the broader community, fostering partnerships and collaborations that contribute to inclusiveness. Community outreach programs, service learning initiatives, and partnerships with local organizations reflect the institution's commitment to social responsibility.

**Celebration of Diversity:**

The institution actively celebrates diversity through events, cultural festivals, and awareness campaigns. These celebrations serve as opportunities for dialogue, learning, and appreciation of different cultures, backgrounds, and perspectives.

In summary, inclusiveness as institutional distinctiveness involves a holistic and intentional approach to creating an environment that goes beyond mere tolerance to actively embrace and celebrate diversity. It becomes a defining feature of the institution's identity, shaping its culture, practices, and impact on the community it serves.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

City College in Jayanagar is recognized for its academic excellence and vibrant campus life. With a diverse range of programs and a commitment to holistic education, it prepares students for both professional success and personal growth. The college fosters a supportive environment, encouraging innovation and critical thinking. Overall, it plays a significant role in shaping the educational landscape of the region.

- We stand unique in execution of new policies and practices within the organization for the development of the Student's Academic excellence, Placements, Cultural and overall development of oneself.

## Concluding Remarks :

This report has provided a comprehensive overview of City College, highlighting its mission, vision, achievements and areas for improvement. The findings indicate that  strengths, weaknesses, opportunities, and challenges faced by the organization and also by students themselves. empowering the prominence of education and cultural diverse education to strengthen the skill of students and teaching feternity.

Moving forward, it is essential for the institution to overall educational, professional alignment with its goals and the needs of its stakeholders. By leveraging its strengths and addressing the identified challenges, City College can enhance its impact and continue to fulfill its mission effectively.

Overall, this report serves as a foundation for informed decision-making and strategic planning, aiming for sustained growth and excellence in relevant fields ensures better and more fruitful use of the resources which the institution has or can have. It is the institution that knows best its needs .