YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	C.B BHANDARI JAIN COLLEGE
• Name of the Head of the institution	Dr.Asha Ganesh
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	08026611924
• Mobile no	9448666096
• Registered e-mail	cbbhandarijaincollege@gmail.com
• Alternate e-mail	ashaganesh67@gmail.com
• Address	#84,K.R.Road, Shankarpuram
• City/Town	Bengaluru
• State/UT	Karnataka
• Pin Code	560004
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Self-financing

	• Name of the Affiliating University	**Bengaluru City university**
	• Name of the IQAC Coordinator	**Ms Usha Rao**
	• Phone No.	**08026611924**
	• Alternate phone No.	**08041600090**
	• Mobile	**9844127580**
	• IQAC e-mail address	**cbbjciqac@gmail.com**
	• Alternate Email address	**ushasharan999@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)		https://cbbhandarijaincollege.ac.in/aqar-20-21-documents/
4.Whether Academic Calendar prepared during the year?		**Yes**
	• if yes, whether it is uploaded in the Institutional website Web link:	https://drive.google.com/file/d/10ma3T9_IO7DYnUA_B-CcsI1H8lo7p4o9/view

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	**B**	**2.16**	**2023**	**12/10/2023**	**11/10/2028**

6.Date of Establishment of IQAC	**22/07/2014**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	**06**

• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	No
• If No, please upload the minutes of the meeting(s) and Action Taken Report	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

. The Institution applied for affiliation for MBA course . An additional computer lab was established with 35 systems . The institution entered into an Mou Environmentalist Foundation of India for inculcating the spirit of environment protection among the students . A 6- Day FDP on Master Class for Research Paper Publication, Manuscript Writing and Research Grants was arranged to encourage research among faculties . An operations manager post was created and filled .

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
To upgarde Technologies	More number of computers were installed
To introduce more courses	Applied for affiliation for MBA
To upgrade infrastructure and better operations for the entire institution	Operations Manager was appointed to maintain and u[grade the institution
To encourage research among Faculty	6 days FDP on Faculty research was organised
To make students environment conscious	Enrolled into MOU with Enivronmentalist Fedration of India
To provide student with additional value with Security, Mregard to academics	Value Added courses offered were Cyber Security, Machine Learning, Data Science, Advanced Excel

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name	Date of meeting(s)
Board Of Management	31/01/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023-2024	19/03/2024

15.Multidisciplinary / interdisciplinary

The college follows the guidelines set out by the National Education Policy (NEP) 2022, which emphasizes a multidisciplinary and interdisciplinary approach to education. Under this policy, we are encouraged to break traditional silos between disciplines, promoting flexibility in course choices and fostering a holistic learning environment This approach allows students to engage with a broad range of subjects across various fields, such as sciences,

humanities, arts, sports, languages, music, drama, and media, alongside their core discipline, leading to a more integrated approach to knowledge acquisition. The exposure to different fields cultivates a deeper understanding of culture, society, and human experiences, enabling students to become more empathetic, innovative, and equipped to tackle complex challenges in any professional field. The college has also introduced open elective concept as per the guide lines of The National Education Policy (NEP) 2022 allowing students to select courses from various disciplines beyond their core academic stream. This open elective system offers students the opportunity to explore subjects in areas such as sports, languages, music, drama, media, and more, even if they are pursuing a different primary course of study. By providing this flexibility, the NEP encourages students to broaden their intellectual horizons and gain exposure to diverse fields, which can significantly contribute to the development of a vibrant and multi-faceted personality. This cross-disciplinary approach not only enhances their academic experience but also nurtures well-rounded individuals equipped with a wide range of skills, including creativity, communication, collaboration, and critical thinking. The exposure to different disciplines through open electives fosters adaptability and a more holistic worldview, empowering students to become versatile professionals who are capable of excelling in a variety of settings Institutional Preparedness : The institution is well prepared to take up the concept of multidisclinary and interdisciplinary concept as NEP policy. Faculties are encouraged to upgrade their skills and enhance their knowledge through various faculty Development programmes , undertaking research on relevant commerce and management concepts is encouraged among the faculties. The library is well equipped to meet the needs of students who have chosen varied subjects

16.Academic bank of credits (ABC):

The Academic Bank of Credits (ABC), as outlined in the National Education Policy (NEP) 2022, provides a transformative system for students, enabling them to accumulate academic credits from various institutions across the country. This national facility supports academic mobility by allowing students to take courses from different universities and colleges and transfer their earned credits seamlessly, thus broadening their learning opportunities. Through the ABC system, students can pursue an education in a more flexible and decentralized manner, without being confined to a single institution. Furthermore, the NEP introduces the concept of multiple entry and exit points, which allows students to enter or leave a course or program at different stages based on their

personal circumstances or career goals. For instance, a student can exit after completing a certain number of credits and return later to complete their degree, without losing the academic progress they have made. This flexibility promotes a more inclusive and adaptable learning environment, giving students the freedom to design their academic journey in a way that best suits their aspirations. The integration of the ABC system with multiple entry and exit options fosters greater accessibility and mobility, helping students build diverse qualifications and gain practical experience across various academic institutions. To effectively implement the Academic Bank of Credits (ABC) system and ensure seamless academic mobility, our institution has focused in several key areas. The college tries to maintain clear documentation on course content, learning outcomes, and credit equivalencies that can be easily transferred. Faculty and administrative staff are trained to understand the ABC system and the new academic mobility protocols. This includes providing clear guidance on how to assess and approve courses taken at other institutions and how to facilitate smooth transitions for students who choose to enter or exit a program at different stages.. The college aims to promote a culture of flexibility and support, ensuring that students are aware of the multiple entry and exit points in their educational journey. The Institution counsels students to plan their academic path, decide when to enter or exit, and navigate through the various options available within the ABC framework.. In preparing for the ABC system and multiple entry/exit points, an institution becomes better equipped to cater to a diverse student body, offering flexibility, accessibility, and opportunities for lifelong learning.

17.Skill development:

In our college, skill development has been prioritized as a vital concept to ensure that students are equipped with the necessary tools for both employability and entrepreneurship. Recognizing the fast-evolving job market and the increasing demand for practical skills, Institutional Preparedness : our institution has integrated various programs that focus on enhancing technical, soft, and entrepreneurial skills. Workshops on communication skills, leadership, teamwork, and time management are regularly conducted to help students improve their interpersonal and professional abilities. Moreover, value-added courses on topics that are directly aligned with corporate requirements, such as advanced Excel, GST, tax filing, and other industry-specific subjects, are offered to make students job-ready. In addition, internships, Industrial visits are arranged to bridge the gap between theoretical knowledge and real-world application. This holistic approach to skill development

ensures that students are not only prepared to secure employment but are also empowered to pursue entrepreneurial ventures, enabling them to succeed in their careers and contribute meaningfully to society.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The appropriate integration of the Indian knowledge system into education involves a multi-faceted approach that recognizes the rich cultural, philosophical, and intellectual traditions of India. Familiarizing students with various Indian languages plays a key role in this process. By integrating the Indian knowledge system students not only become more proficient in their regional languages but also gain a deeper appreciation of their heritage. They are equipped to preserve and expand upon these valuable traditions, while also becoming skilled in navigating the globalized world. Institutional Preparedness The Institution encourages bilingual or multilingual education to help students grasp content in their regional language while also learning in English or other national languages. This fosters an inclusive approach and allows students to connect more deeply with their local culture. The language faculties try to Integrate regional literature, folk traditions, and oral history into their teachingto offer students insights into their cultural heritage. The college offersopportunities for students to improve their proficiency in regional languages by encouraging regular practice and interaction. This includes reading, writing, and speaking exercises in the local language. Language development programs, such as workshops and language clubs, are organized to improve fluency and confidence in using regional languages. The college holds competitions and quiz programs on India's great epics whichis an excellent way to familiarize students with the rich cultural heritage of the country. These activities not only enhance students' understanding of ancient texts but also help them connect with the values, philosophies, and historical contexts embedded in these epics. The language clubs of the college Celebrate the diversity of Indian languages through storytelling, drama, and poetry thathelp students better understand the value of preserving these languages

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

At our college, we have made a concerted effort to focus on Outcome-Based Education (OBE) as prescribed by the university curriculum. Outcome-Based Education is an approach that centers around the desired outcomes of learning, emphasizing the skills, knowledge, and competencies that students are expected to achieve by the end of their courses. This educational strategy aligns teaching, learning,

and assessment methods with the predefined learning outcomes, ensuring that students acquire the essential skills and knowledge needed for their personal and professional growth. Our college is fully committed to the principles of Outcome-Based Education as specified in the university curriculum. We strive to create an educational environment where students achieve the intended learning outcomes, develop essential life skills, and are prepared to face the challenges of their professional careers. Through careful planning, effective curriculum delivery, continuous monitoring, and a focus on student engagement, our college ensures that the expectations outlined in the university curriculum are met, fostering an academic atmosphere of excellence and innovation. Institutional preparedness Our college takes great care to align the content and structure of our academic programs with the guidelines and expectations set by the university. The curriculum designed by the university provides the framework within which we operate, and we ensure that our teaching strategies meet the following criteria: Clear Learning Outcomes: Faculties and students are clear about the learning outcomes for each course . Our faculty members are trained to focus on these outcomes while planning and delivering lessons. The learning outcomes are communicated clearly to the students. These outcomes act as a roadmap, guiding both the students and faculty through the educational journey Student-Centric Approach: The curriculum is implemented with a focus on the student's overall development. Teaching methodologies are designed to encourage active participation, critical thinking, and collaborative learning. We take into account the diverse learning needs and strive to create an inclusive environment. Continuous Monitoring and Evaluation: We regularly assess students' progress toward achieving these outcomes through a variety of assessment methods, including assignments, projects, practicals, quizzes, and examinations. This helps us understand how well the students are performing and where improvements are needed. Feedback Mechanism: We establish feedback loops wherein students are actively encouraged to provide input on their learning experience, and this feedback is used to improve the teaching methods, curriculum delivery, and assessment practices. Teaching and Learning Innovations: To meet the diverse needs of our students, our faculty incorporates innovative teaching methods, such as active learning, flipped classrooms, collaborative projects, and the integration of technology. These methods not only cater to different learning styles but also enhance engagement and knowledge retention.

20.Distance education/online education:

The integration of online platforms into teaching has revolutionized

education, offering new ways to engage students and make learning more effective. By blending traditional teaching methods with digital tools, colleges can provide a more interactive, flexible, and enriched educational experience. Teachers make use of online platform to make teaching more effective Faculties are encouraged to exchange teaching materials with students using online methods. They are also encouraged to prepare tutorial classes using YouTube and other online channels which can be made available to students at all times. Students are also encouraged to take up certificate courses on SWAYAM, NTPEL and other MOOC platforms to keep themselves updated and obtain additional qualifications through distance education mode. Faculties have been equipped to use Google Meet, Microsoft Teams and Other such online platforms to guide the students during study vacation However, for this transition to be successful, institutions must equip themselves with the necessary resources, infrastructure, and training. Benefits of Online Platforms in Teaching Increased Engagement: Multimedia content, virtual simulations, and gamified learning can make lessons more engaging. Personalized Learning: Enabling teachers to address individual learning needs. Global Exposure: Online resources and virtual guest lectures bring global perspectives to the classroom. Digital Infrastructure required High-Speed Internet: Ensure seamless internet connectivity across the campus. Smart Classrooms: Equip classrooms with projectors, smartboards, and audio-visual systems. Training for Faculty: Conduct workshops and training programs to familiarize teachers with online tools and platforms. Encourage professional development in areas like instructional design and digital pedagogy Access to Technology for Students: Provide computer labs and Wi-Fi-enabled study spaces for students who lack access to devices. Encourage faculty to curate high-quality digital resources like e-books, videos, and simulations. Support Systems: Establish a technical support team to assist students and teachers with troubleshooting issues. Create a dedicated help desk for addressing queries related to online platforms.

Extended Profile

1.Programme

1.1   5

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1   **257**

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.2   **325**

Number of seats earmarked for reserved category as per GOI/ State
Govt. rule during the year

File Description	Documents
Data Template	[View File](#)

2.3   **92**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	[View File](#)

3.Academic

3.1   **11**

Number of full time teachers during the year

File Description	Documents
Data Template	[View File](#)

3.2   **11**

Number of sanctioned posts during the year

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	5

File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	257

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	325

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	92

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	11

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	**11**

File Description	Documents
Data Template	<u>View File</u>

4.Institution

4.1 Total number of Classrooms and Seminar halls	**15**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**1,63,75,274**
4.3 Total number of computers on campus for academic purposes	**37**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

RESPONSE

The college is affiliated to Bengaluru City University, follows thoroughly the curriculum and calendar of event, which is introduced by BCU

-The BCU provide calendar of events based on which our institution prepare semester wise academic calendar.

- **Preparing workload for each department is the first step towards start of academic year, so te Timetable committee take a charge of preparing workload which is followed by all the UG and PG DEPARTMENTS.**
- **Preparing Timetable is the second Course of action by timetable committee**

-All the courses either UG or PG are offered in semester wise mode

and all the Departments ensure completion of curriculum within stipulated time

- **Each Department of UG and PG follows student centric approach and their all round development is taken in to consideration.**
- **Faculty members prepare lesson plan which adheres CO and PO, record it in Work dairy, follow discreetly during each semester, submit syllabus completion report at the end of every month.**
- **The curriculum delivery method adopted by faculty includes class room Lecture ,ICT method**

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	https://drive.google.com/file/d/1VtISU84NRrfVG7Pt7XqKBx-WH1kGOvgz/view

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

RESPONSE

Institution adheres to academic calendar

The Examination committee prepared Academic calendar for conducting the examination for the assessment year 2023-24

Continuous Internal Evaluation process

- **The Institution follows credit based evaluation system and NEP syllabus as prescribed by Bengaluru City University. The institution conduct Internal assessment test to evaluate student progress. That is conducted twice in a semester**
- **C B Bhandari Jain college has an Examination committee to oversee the conduct of IA test. Test dates are announced in advance then displayed on college notice board**
- **Setting of Q. Paper – Committee issue memo to Faculty for setting the Q. Paper for 20 marks following University Examination pattern**
- **Conduct of Internal Assessment – committee conduct IA test according to predetermined schedule, sitting arrangement by given register number, scheduled invigilation duty**

- **Answer scripts are evaluated by faculty and remarks are given to students which helps them to analyse their performance**
- **For preparing test result, marks obtained by students in both test are reduced to 10 marks each**

PG courses also follow the examination pattern which is laid down by University

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://drive.google.com/file/d/1bsVIwrZm8rDjCDMeKn37DNCjFQcPqUNF/view?pli=1

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	**B. Any 3 of the above**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

4

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

4

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

178

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

RESPONSE

The university syllabus includes courses pertaining to Constitution of India and Human Rights, Environmental Science in different semesters relevant to Professional ethics, Gender, Human Values, Environment, sustainability.

The university has introduced a compulsory paper on Constitution of India to provide basic information about Indian Constitution and to understand Human Rights and its implications and the students are sensitized on these issues

Environmental Science has also been introduced in the regular curriculum of NEP batch to create awareness related to various environmental issues and to find ways to deal with environmental problems and live more sustainably

Professional ethics an essential component of the curriculum in programmes like BCom, BBA is offered by the college. Professional ethics are instilled through the courses like Business Ethics, Business Regulations, Management Principles and Applications.

To help students gain a better understanding and comprehension of Indian society, University has introduced NSS COURSE under NEP syllabus for B.com and BBA program which inculcate sense of duty towards Nation

Few chapters in English and languages like Hindi and Kannada also highlights on cross cutting issues like gender equality, environment sustainability and human values.

So, the syllabus of these will be taught effectively as a part of the curriculum.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

3

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

3

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	https://drive.google.com/file/d/10fxp8yqza BaxWwZcHRykNmpxWWR5qMmf/view
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://drive.google.com/file/d/10fxp8yqza BaxWwZcHRykNmpxWWR5qMmf/view

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

112

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

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

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

33

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

- **We assess the learning levels of students through internal assessment, previous year examination results of the**

- respective students.
- To support students a range of targeted students' Academic initiatives has been implemented. Teachers identify slow learners based upon their performance and observations, subsequently planning and conducting remedial classes tailored to these students. These additional instructional sessions are scheduled and assigned students to discuss their academic progress, address any difficulties and offer strategic advice. This continuous engagement helps students stay on tracks and foster a supportive learning environment.
- For advanced learners, guest's lectures by industry experts are organized to enhance their readiness for the professional world. These lectures provide valuable insights into current industry trends and real-world applications, complementing their academic knowledge with practical experience. Additional, advanced learners receive guidance on various certifications courses offered through multiple platforms. Faculty and career counselors assist students in selecting relevant courses, navigating application processes and obtaining financial aid if needed. This comprehensive support ensures that all opportunities necessary for their academic and professional growth.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1eZgSxXKWk PJdKAn9mWvEHVXo33zPTUTl/view
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
216	11

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

- **Experiential Learning:**

The Institution prioritizes experiential learning to bridge gap between theoretical knowledge and practical application. Studnts are actively encouraged to rngage in organizing, participating and interacting through various inter/intra/co-curricular activities. The department offers workshops designed to build leadership, social and interpersonal skills. Internship during semster brakes provide students with hands-on experience, while reports from these internship are reviewed and presented for assessment. Field and industrial visits are also organized to offer students real-world insights into their field studies, fostering their problem-solving and critical thinking abilities.

- **Participative Learning:**

Participative learning is fostered through the establishment of student's committees at the start of each academic year. These committees insipre students to engage actively and enhance their leadership and team-building skills. Regular group discussion and case study analysis are inttegrated into the curiculum to boost students confidence, improvr their communication skills and enable them to approach isues with a diplomatic perspective. These activities are designed to deepen them to approach issues with a diplomatic perspective. These activities are designed to deepen their understanding of the subject matter and expand their analytical thinking.

- **Problem-Solving Methodologies:**

The curriculum incorporated a variety of problem-solving methodologies, including product launches, brainstroming sessions, group discussions and case studeid analysis. These activtites are aimed at enhancing students' comprehension of their subjects, broadening their cognitive abilitiesand developing practical problem-solving skills. Through these interactive methods, students are encouraged to think critically and apply their knowledge effectively.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	https://drive.google.com/file/d/1g80QYx7k7 gXtYTKtexMBhQ9h4P6UD8M-/view

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

At C B Bhandari Jain college, the integration of Information and Communication Technology tools (ICT) tools has significantly enhanced our teaching and learning experience. One of the stand out features is our ICT enabled classrooms, which allow us to deliver content more efficiently and engage students in dynamic ways. Power Point Presentations facilitate the presentation of engaging visual content and help structure our lessons logically. Educational videos further enrich our learning by bringing abstract concepts to life, allowing us to explore topics at our own pace and catering to our diverse learning styles. The inclusion of pictures and info graphics has also proven invaluable, as they help illustrate complex ideas and provide relevant cultural context that makes lessons more relatable.

Moreover, messaging applications like WhatsApp have become essential for instant communication. Faculty use WhatsApp not only for quick exchanges but also to share notes, assignments and videos enhancing collaboration among students and strengthening our connection with the faculty and parents. Together these tools foster an interactive environment that encourages active participation and facilities timely feedback on our progress..

English Learning Software are installed in the computer labs, make students learn english effortlessly. Software like Tally and Excel is been installed in desktops, Commerce and Management Students are trained on the above software to make them industry ready. Programming is thought to students using Python, Jubin, Java Eclipse and Turbo C++ Softwares.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View File

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

07

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

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

11

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	**No File Uploaded**

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

3

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

11

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The institution has developed a transparent and robust Continuous Internal Assessment (CIA) system aimed at enhancing both student performance and the overall quality of education through a comprehensive evaluation approach.

Alignment with Universities Guild lines: The CIA system is meticulously aligned with the guidelines provided by the affiliating university. This alignment ensures consistency in assessment practices and maintain the integrity of the evaluation.

Internal Assessment (40 marks): The system allocated 40 marks for internal assessment conducted by the institution. These IA are designed to evaluate students' understandings and application of the course material throughout the semester.

Transparency: at the beginning of the academic year an orientation

program will be conducted to provide students with a detailed overview of the IA system and its components. The timetable for IA will be prominently displayed on the notice board and a memo containing the details will be distributed to all classrooms. Each subject teachers will clarify the IA breakup and related activities to their students.

Continuous Monitoring and Support: the CIA system continuous monitoring of students performance, allowing them for early identification of any academic challenges. Faculty members can provide timely feedback and support to students, helping them address any issues and imrove their performance.

In summary the institution's CIA system is a well-structured and transparent framework designed to enhance students performance and ensure high-quality education.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://drive.google.com/file/d/19vpW7N39d 19PkE0Uu9fQkxp_yGvICTfj/view

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

To effectively manage and resolve concerns related to assessments, the institution has established a comprehensive and well-defined Grievance Redressal Mechanism. This system is meticulously designed to address grievance in an efficient manner and within a stipulated timeframe, thereby ensuring transparency, fairness and ethical conduct throughout the assessment process.

Structured process: The grievance redressal system is organized into clear, systematic steps. Students can formally submit their complaints through designated channels, such as online portal, e-mail or in-person submissions. Each grievance is recorded, acknowledged and tracked to ensure that it is addressed promptly.

Timely resolution: The mechanism is designed to handle grievance within a set of time frame to avoid unnecessary delays. This ensures that students receive timely resolutions to their concerns, which I crucial for maintaining trust and satisfaction in the assessment process.

Transparency Process: Transparency is a cornerstone of the grievance redressal system. The process and procedures are clearly communicated to students and faculty, ensuring that everyone is aware of how grievance will be handled. This openness helps in maintaining fairness and upholding the integrity f the assessment process

File Description	Documents
Any additional information	[View File](#)
Link for additional information	https://drive.google.com/file/d/1jpKeI9LdzrPBRqu65Kb8VuC322PhkKhU/view

2.6 - Student Performance and Learning Outcomes

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

At the start of each academic year, the institution conducts an orientation program to familiarize students with the Programme Outcomes (PO's) and Course Outcomes (CO's) outlined by the affiliating University's curriculum. This commitment underscores the institution dedication to achieving thee outcomes and continue enhancing its teaching and learning practices.

To ensure the attainment of PO's and CO's the institution implements the following strategies:

- Departmental Meetings: HOD's convene regular meetings to strategize on achieving POs and Cos. These meetings involve collaborative brainstorming sessions with the faculty to develop effective teaching methods, identify relevant activities and enhance skill development to meet the desired outcomes.
- University Boards Involvement: Faculty members are encouraged to participate in the university Board of Examination (BOE) and Board of Studies (BOS). This involvement helps them stay informed about POs and Cos and contributes to their effective implementation at the college level.
- Workshops and Consultancy Services: Faculty members are urged to attend relevant workshops, serve as resource person and engage in consultancy services. These activities facilitate a deeper understanding of POs and CO's and aid in

disseminating this knowledge within the institution.

Overall, the institution is committed to delivering high-quality education by continuously evaluating and refining its teaching methodologies. These measures are designed to equip students with the skills, knowledge and competencies necessary to meet both industry and societal expectations.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://drive.google.com/file/d/1f9ZzS1WrcIEHr0ziCzfXSKxtDZmuR4fi/view
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Evaluation of Programme and Course Outcomes:

The evaluation of Programme Outcomes (PO's) and Course Outcomes (CO's) is essential for ensuring that educational Programs meet their intended learning objectives. This process involves mapping and assessing outcomes to determine whether students have achieved the desired educational goals.

• Mapping Outcomes: Programme and Course outcomes mapping is a critical process that helps institution verify effectiveness of their offerings. This mapping involves defining specific outcomes that a program or course aims to achieve, such skills as knowledge acquisition, problem-solving abilities, design and investigate skills, applications of concepts, teamwork, communication, social-interaction, management, ethics, environmental sustainability and lifelong learning. Bloom's Taxonomy is often employed to categorize these outcomes and ensure comprehensive coverage.

• Direct Analysis: Direct analysis is used to assess whether students are meeting the defined outcomes. This involves evaluating students' performance on specific learning objectives. For example, if a course is designed to enhance theoretical understanding student's mastery of key concepts is assessed through exams. For courses emphasizing critical thinking, direct

evaluation might include analyzing students written assignments or oral presentations for evidence of critical analysis and problem-solving skills.

· Actions based on evaluation: The insights gained from these evaluations are used to make informed decisions about potential improvements. For instance if discrepancies are identified between intended and achieved outcomes, the institution may introduce value-added course or make adjustments to teaching methods to address these gaps.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://drive.google.com/file/d/1_4YJmm-EDQAuF53M-nY9kQ1DGcwpCP6e/view

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

70

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View File](#)
Upload any additional information	[View File](#)
Paste link for the annual report	https://drive.google.com/file/d/1kY4GH9vYtu3uqvCBS680lG2VhSU5yHUG/view

2.7 - Student Satisfaction Survey

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

https://drive.google.com/file/d/1bG39E2BfndsTXROTtO0Rk5nEqDUMJOIE/view

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 year (INR in Lakhs)

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

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	No File Uploaded

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

0

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	No File Uploaded

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	No File Uploaded
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

One of the key methods we use to achieve this is through industrial visits where students and staff get first-hand experience of how industries operate and what challenges they face. Institute interaction with industry experts also play a crucial role in exposing our community to real-world problems and solutions. Research development activities, entrepreneurship development programs and the encouragement of intellectual property generation further fuel our innovations drive.

To bridge the gap between academic, research and commerce we actively engage in industry-institute interactions. Experts from various sectors are invited to deliver seminars and lectures, providing valuable insights and networking opportunities for our community. Our innovation club serves as a hub for gathering and transforming innovative ideas into tangible products, with the support of our innovations center the offers essential resources such as free space, infrastructure and access to various facilities like language labs and e-libraries, career guidance cells and counseling service.

Our Institution has a commerce lab which plays a pivotal role in enhancing practical understanding and skills among students. The commerce lab activities typically involved simulated business scenarios, financial analysis exercises, case study on market trends and real times stock market simulation. Students get hands-on experience in accounting software financial modelling tools and business simulations which prepare them for real world challenges in commerce and business. Through these labs students develop

critical thinking,l. Such practical exposure not only competencies theoretical learning but also equips students with necessary competencies to drive in the competitive business environment post graduation.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1eOgMNLkeBviV_vAllf-qGd7oVt3CALly/view

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

3

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

File Description	Documents
URL to the research page on HEI website	nil
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	**No File Uploaded**
Any additional information	**No File Uploaded**

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

2

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

5

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Extension activities in the neighbourhood community play a crucial role in sensitizing students to social issues and promoting holistic development. These activities go beyond the traditional

classroom setup, offering students hands on experience and real world insights that can save the understanding of the world around them.

Impact of extension activities on sensitizing students:

- Increase the awareness
- Empathy and compassion
- critical thinking skills
- Personal growth
- Social skills
- Civic engagement

In conclusion, extension activities serve as a powerful tool for sensitizing students to social issues and fostering that holistic development. By providing immersive learning experience outside the classroom these activities can shape students into empathetic, critical thinking individuals who are prepared to tackle the challenges of the modern world.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/17EWbdjozp vColUdqhRPxEYpK2EP9Z6zL/view
Upload any additional information	View File

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	No File Uploaded
e-copy of the award letters	No File Uploaded

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS

awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

`15`

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	View File

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

`150`

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

`8`

File Description	Documents
e-copies of related Document	View File
Any additional information	View File
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

9

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The college boasts a robust infrastrucutre for teaching and learning, featuring well-equipped classrooms, laboratories and ITC facilities. With 25 spacious classrooms designed for comfort and productivity, studetns benefit from ergonomically designed desks, ample lighting, fans and large windows for ventilation. Certain classrooms are enhanced with LCD projectors and computers and computers, promoting interactive learning experience that engage students effectively.

The college includes a seminar hall, a conference room and two computer labs with all computers connected to a LAN and the internt. All computers in the college lab are running properly,

ensuring that students have reliable access to the technology needed for their academic activities. The systems are well-maintained, allowing for seamless learning experience and efficient use of resources.

Specialized labs such as Commerce Lab and a Business Labs provide vital ICT resources that support students understanding of commerce and management. The entire campus is Wifi enabled, facilitating easy access to e-resources for all academic needs.

The library and reading room are well-furnished and contain over 8,000 books, e-resources, journals and computers to fulfill diverse academic requirements. A spacious auditorium, equipped with LCD projectors and a public address system, hosts training sessions and lectures from visiting academicians, enriching students knowledge.

To ensure a conductive learning environment, the college aalocates an annual budget for infrastrucutre enhancement and upkeep. Continuous upgrades provide students with the latest technology, while faculty and staff are dedicated to fostering an engaging educational atmosohere. Overall, the infrastructure suppost a holistic learning experience for all students.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://drive.google.com/file/d/1FOEsrRpDTGXUJbxplrWMfqSnQim8N84x/view

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

The institution offers excellent facilities for both indoor and outdoor sports, encouraging active student participation in physical activities. A spacious quadrangle of 3,551 square feet is dedicated to indoor games like chess, carrom, and table tennis. For outdoor activities, students utilize the nearby Bangalore City Corporation grounds, engaging in cricket, badminton, and volleyball daily.

Additionally, the college features a well-equipped gymnasium on

the 5th floor, covering 400 square feet and established in 2011. Around 60% of students regularly use the gym, supporting their physical fitness and overall well-being.

The college also boasts an impressive auditorium of 6,004 square feet, built in 2011, with a seating capacity of 700. This venue is equipped with state-of-the-art audio-visual technology and a spacious stage, making it ideal for cultural events. Each week, the auditorium hosts activities for undergraduate and postgraduate students, showcasing talents in singing, dancing, and fashion shows. It also serves as a venue for yoga sessions in line with the university's curriculum. The auditorium's availability fosters creativity and encourages students to express their talents, enriching campus life throughout the year.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1BIWedEGcwutwY0I4yb0r7DEtRt1ZvCuW/view

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

8

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://drive.google.com/file/d/1vH9e4mDSpDgPJ5VPoTjh0HA6UEbnshC9/view
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

83,84,933

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template	View File

4.2 - Library as a Learning Resource

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

- **Name of ILMS software : - Library software- Pupilpod**

- **Nature of automation (fully or partially) :- Partial**

- **Version :- 2020**

- **Year of Automation :- 2013**

Library automation

Pupil pod Library management system module has different fields like books cataloguing, circulation, Journals, periodicals and newspaper recording field, stock checking, bar-coding of books etc.

This module will help us in generating book cataloguing, book circulation, recording of Periodicals, Journals and newspapers, editing the information pertaining to the library, stock verification of books, and in preparing the due list.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://drive.google.com/file/d/1S_T0aGFPe-zDXtJIBha90WSzb5Sazt6_/view

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

2,08,549.00

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

40/180=0.22

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

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institution ensures continuous and systematic upgrades to its IT infrastructure, including Wi-Fi facilities, to meet the evolving needs of students, faculty, and staff. The institution has implemented a robust plan for the regular upgradation of hardware, software, and network systems, with particular focus on

enhancing internet connectivity and Wi-Fi coverage across campus. Periodic evaluations are carried out to identify areas for improvement, ensuring that the IT facilities remain at the forefront of technological advancements. The Wi-Fi network is designed to provide seamless and high-speed internet access in key areas, such as classrooms, libraries, hostels, and administrative zones, ensuring uninterrupted connectivity for academic and administrative purposes. The institution also invests in upgrading bandwidth, routers, and servers to support the growing digital demands of the campus community. Detailed records of upgrades, including invoices, maintenance agreements, and service reports, are maintained to demonstrate the institution's commitment to enhancing its IT infrastructure. A comprehensive long-term IT development plan is in place to further strengthen the technological framework, incorporating emerging technologies to foster an innovative academic environment. The institution remains dedicated to creating a dynamic and efficient IT ecosystem, ensuring that it meets the needs of all stakeholders effectively.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://drive.google.com/file/d/1MGdAcAXYutcy3dvfLD6JXWeyzfxSNfiy/view

4.3.2 - Number of Computers

35

File Description	Documents
Upload any additional information	[View File](#)
List of Computers	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution	A. ? 50MBPS

File Description	Documents
Upload any additional Information	[View File](#)
Details of available bandwidth of internet connection in the Institution	[View File](#)

4.4 - Maintenance of Campus Infrastructure

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

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

79,90,341

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The Institute has a well-structured management system whereby physical, academic and support facilities are systematically monitored and maintained.

Policy Details:

College has established systems and procedures for maintaining and utilizing Physical, Academic and support facilities. College has regular maintenance and periodic replenishment of essential facilities.

College policy is to have effective mechanism for the upkeep of the infrastructure and other facilities as to have optimum utilization of the facilities in order to have effective college functioning.

Systems for Maintenance and Utilization:

- **Budget provisions are made for new as well as old facilities, repairs and maintenance. Departmental budget by office and library is made available every year.**
- **Establishment/repairs and maintenance are taken care by college Management under guidance of Principal.**
- **Departmental requirements for new purchases and maintenance of old is collected every year and approved in the Governing Council meeting.**
- **Stakeholders' suggestions are also considered.**
- **Office interprets and analyses the requirement on the basis of necessity, urgency, available funds and budget is given to each Department.**
- **Depending on availability of funds, requirements are fulfilled by Management under guidance of Principal.**
- **The Institution has annual maintenance contract (AMC) for physical facilities and equipment and maintained on regular basis.**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://drive.google.com/file/d/1ZQb7a7bfl O11M8eFVPtqwnhGNfUr0Abx/view

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

13

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

101

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**A. All of the above**

File Description	Documents
Link to Institutional website	https://drive.google.com/file/d/1e55xk3DzZOE_729CQPHs1lvxTRiCrFc1/view
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

109

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

109

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

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**A. All of the above**

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

5

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

7

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

0

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	No File Uploaded
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	No File Uploaded

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 year

5.3.1.1 - 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 year.

2

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at unive rsity/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

A Student Council is constituted at the beginning of each year. They have played a significant role in developing and nurturing important graduate attributes such as creative thinking, problem solving, teamwork and communication skills, leadership, interpersonal competences and emotional intelligence. The Institution also constituted many Committees, Forums, Clubs and Cells in order to ensure the proper operational and administrative functionalities of the Institution according to the University Annual Quality Assurance Report of C. B. BHANDARI JAIN COLLEGE norms The committees are officially announced in the investiture ceremony, where the members are given badges, uniforms, And educated about their responsibility. Every Committee/Club/Forum or Cell has a Staff Coordinator, who is in charge of the entire operation of that particular Committee and will appoint student representatives to assist in planning, organizing and conducting various events. The different committees constituted are as follows: IQAC Committee, Cultural committee, Sports committee, NSS Cell, Youth Red Cross, Youth For Seva, Zest Hobby Club, EDP Cell, Placement Cell, Anti Ragging Cell, Grievance Redressal Committee, English Club, Kannada Club, Sanskrit Club, Hindi Club, Sexual Harassment Elimination Cell, Commerce Forum (Akraya) & Management

Forum. Students take part in celebration of days of National importance, commerce and management fest, cultural programmes, intercollegiate sports , volunteering activities like clean drives, seed ball making ,blood donation camp and awareness programmes.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1Y4gi3rSCg Voi7aiGG9Zew6EkIUFSyEBu/view
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

18

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

The Alumni Association of CBBJC shall focus its energies, services and programs on fostering a community of alumni, friends, scholars, staff and students who are well-informed through different college publications and media available. The college has established a strong intimacy with all Alumni and has a system of utilizing their expertise in various aspects. The Alumni Association has been active by collaborating with other committees and forums for engaging in college activities. They are a part of

on-campus networking events like campus placement drive, cultural fests, student conclaves and many more which provide a platform for the students to interact with various batches of alumni. The alumni have played a significant role in mentoring the students to incubate startups and become entrepreneurs. They provide guidance and insights into career choices and professional development.

One of the Allumni, Ms.Varshini CEO of Varshini's Kitchen – The Culinary School conducted a workshop for students on "The culinary skills leading to entrepreneurial Opportunities." She educated students and motivated them to be a self driven entrepreneurs.

Another alumni, Ricky jain, an acu healer who has her own classical acupuncture clinic has put up the stall in college and helped students with ailments through pulse diagnosis and one touch treatment. She addressed all their healthcare needs by ensuring holistic well-being.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1SYOl6AlHB qDe_-jlFhsK7TX7UguW4zM5/view
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision

Knowledge solutions for youth empowerment.

Mission

To ensure a conducive learning environment that nurtures the

acquisition of relevant skills for our students and to inculcate the winning attitude in their chosen domains.

Our institution's governance is carefully crafted to be in line with our vision and goal, guaranteeing a supportive atmosphere for the development of skills and a winning mindset. The governing council and the board of members continuously strive for their recommendations to fulfil these demands. To create a favourable learning environment, infrastructure improvements and the design of comfortable classrooms are given top priority. In order to help students acquire the necessary skills, value-added courses, guest lectures, and workshops are often held. Meetings between the governing council and administration address important ideas for the expansion and development of the organization. The principal and the council examine the insightful ideas and proposals that the council has to give. To discuss the suggestions from upper management and create a draft action plan, the principal calls a meeting with the heads of departments. After that, in order to get ideas and feedback, HODs call faculty meetings. By working together, we can make sure that the final plan of action that is given to the principal takes into account different points of view. To ensure alignment with strategic goals, management authorization is obtained prior to implementing any choices. By empowering educators and stakeholders and encouraging innovation and constant improvement, this inclusive governance model eventually improves students' educational experiences.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1d_ax4Hl7X Xgsmwb83RoKHT-of0ggbnxk/view
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

In an IQAC meeting involving members, the coordinator, and the principal, the main goal will be to create a student-focused quality improvement program. The group made a number of program recommendations for review. The principal then called a meeting with the HODs to go over the recommendations made by the IQAC. HODs met with faculty members to discuss the proposed programs during the first week of July. It was decided to offer educational programs in data science, machine learning, cyber security, coding

camps, and advanced Excel as a result of the discussions.

Faculty members talked with their HODs about brochures and quotes from prestigious universities. Following a thorough assessment, Alpha Tech Academy and Primax Foundations were selected by the HODs as possible partners to carry out the programs. After that, these choices were examined and approved by the principal. From program selection to final implementation, a wide range of viewpoints were taken into account at every stage of the decision-making process thanks to this decentralized and participatory approach. The suggested courses were effectively delivered all year round, improving our students' skill sets and employability.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/18tUw3F6RKRjJra13fRN0t2c-dgUx-XwJ/view
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

At C B Bhandari Jain College, Faculty Development Programs (FDPs) are strategically designed to enhance the skills, knowledge, and teaching methodologies of the faculty, fostering academic excellence and innovation. These programs provide a platform for the transfer and exchange of knowledge, addressing the dynamic demands of higher education and research.

Key FDPs include the session on Program Outcomes and Course Outcomes held on 29th May 2023, which focused on equipping faculty to align academic delivery with measurable outcomes. On 12th March 2024, the Career Counselling Certificate Workshop (Level 1 & 2) was conducted to strengthen faculty expertise in guiding students' career aspirations. The Effective Communication and Logical Thinking Skills FDP on 7th March 2024 helped refine faculty's interpersonal and analytical abilities, enhancing student engagement. Additionally, a six-day FDP on Master Class for Research Paper Publication, Manuscript Writing, and Research Grants (5th-10th February 2024) offered comprehensive training in academic publishing and securing research funding.

These FDPs are facilitated by experts and tailored to faculty requirements. Post-program feedback ensures continuous

improvement, aligning with the college's commitment to fostering a culture of academic excellence and holistic faculty development.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://drive.google.com/file/d/1WGukbQZYkXe4G3-pH43lR7puzh5qYU9h/view
Upload any additional information	View File

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

The organogram of C B Bhandari Jain College shows a hierarchical structure that guarantees efficient management and governance. At the apex, the Chairman and Secretary of the Jain Group of Institutions offer strategic oversight. The Principal and Vice Principal compose the Administrative Council, which puts the vision into practice by making well-informed decisions regarding academics and administration. The academic structure is divided into departments, each headed by experienced Department Heads who manage Faculty Members offering undergraduate and postgraduate courses. The provision of vital services by supporting departments including IT, Administration, Accounts, and Library guarantees efficient operations. Placement Cell, Training & growth, and Student Welfare are examples of student-centric services that emphasize career readiness and overall growth.

Efficient decision-making, distinct roles and duties, improved student assistance, streamlined communication, and strategic alignment with institutional goals are all made possible by this well-defined structure. C B Bhandari Jain College promotes academic quality, research, innovation, industrial ties, and student progress through its strong governance framework. Through the careful balancing of academic and administrative duties, the college fosters an environment that allows students to reach their greatest potential.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1bJWZbqFZ3 9HhLL5ScTWbB2zUxyALJJb3/view
Link to Organogram of the institution webpage	https://cbbhandarijaincollege.ac.in/about- us/
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	**A. All of the above**

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

Provide the list of existing welfare measures for teaching and non- teaching staff within a maximum of 200 words

C B Bhandari Jain College prioritizes teaching staff welfare through various financial and support measures. Faculty members receive financial assistance for training programs, seminars, workshops, conferences, and book publications. The management also organizes an annual staff picnic, covering all expenses, to foster team bonding and relaxation.

The college provides Employee Provident Fund (EPF) from the date of joining and life insurance coverage for all staff members.

Additional benefits include:

- Gratuity

- Employee State Insurance

- Salary advances for needy staff

- Gifts on Teachers' Day

- One-year maternity leave for women staff

- Sick leave and 15 casual leaves per year

- Two-hour permission per month

- Conducive working environment with physical infrastructure

- Separate restrooms

- Health and fitness programs, yoga, and meditation

- Fee concessions for staff children

Regular meetings, chaired by the Principal, address staff concerns and grievances. The college also reserves seats in admissions for staff wards.

These welfare measures demonstrate the institution's commitment to its teaching staff's well-being, recognizing their pivotal role in shaping students' futures. By fostering a supportive work environment, C B Bhandari Jain College encourages its staff to thrive professionally and personally.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1205MrIIh6 7NIIwEk3dVqn8iLdbv0mmDt/view
Upload any additional information	View File

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

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

9

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

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

5

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

9

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

For both teaching and non-teaching staff, the Performance Appraisal System (PAS) is crucial for improving institutional effectiveness and coordinating individual performance with organizational objectives. The principal conducts regular evaluations of the teaching staff during monthly meetings. Innovative teaching methods, course delivery, and student outcomes including pass rates and engagement levels are the main topics of these evaluations. Furthermore, standardized surveys are used to get input from students on a range of instructional attributes, such as presentation abilities, approachability, and capacity to stimulate critical thought.

The appraisal system assesses both behavioral and technical competencies for non-teaching professionals. Along with teamwork, punctuality, and adaptability, important elements include topic expertise, productivity, initiative, and drive to innovate. In order to strengthen abilities and address any areas that require improvement, regular training and development opportunities are also offered depending on the outcomes of appraisals. This all-encompassing strategy not only promotes professional development but also creates a cooperative and encouraging work atmosphere. The PAS plays a critical role in furthering the institution's goal and vision by making sure that both teaching and non-teaching staff are successfully evaluated and supported. This, in turn, leads to increased overall performance and student achievement.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1_J0EXYWQ8MmOlldWJgw24zs4Smu8hlr-/view
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The institution performs frequent internal and external financial audits to guarantee transparency and accountability in its financial activities. Internal Audit: The accounts are rigorously monitored by an experienced financial team. The internal audit, overseen by a trained Chartered Accountant in the accounts department, occurs quarterly. This group carefully examines each and every financial transaction and voucher. Even though there were no notable anomalies found, any small suggestions for improvement were immediately taken care of.

External Audit: R P A N & Associates LLP conducts an external audit that offers a dependable assessment of the organization's financial management. The external auditors thoroughly review financial documents to make sure internal procedures are verified and followed. Process for Resolving Audit Objections: Management thoroughly records and examines any objections made during internal and external audits. These issues are handled by a special committee that makes sure resolutions and compliance measures are carried out on schedule. This methodical approach encourages ongoing development of the organization's financial procedures while also bolstering financial integrity.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1C__lTlus8GWz3QIOce3YY8hYPWcE_VPg/view
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers

| during the year (not covered in Criterion III) |

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

N/A

File Description	Documents
Annual statements of accounts	View File
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Presently the college is Self-financed

The institution is completely financed by Shree Mahaveer Jain Shikshan Sangh Trust. The institution does not mobilize funds from any other sources. The institutions fee collection is principal source of revenue generated through self-financed programs. The financial resources available are utilized with proper planning and thus this financial model ensures the institution to operate independently without relying on external funding sources. Detailed financial planning ensures that all expenses such as faculty salaries, infrastructure maintenance, technology upgrades and student support service are covered without exceeding the available funds. Regular monitoring of income and expenditure ensures that financial goals align with institutions objectives.

This strategic financial management not only ensures the institutions stability but also enhances its capacity to deliver quality education and continually improve its offerings.

STRATERGIES FOR MOBILIZING FUNDS

In the future, if the college requires additional funds, it can explore several strategies for mobilization. One potential approach is to establish partnerships with industry leaders and organizations for sponsorships, research grants, and collaborative projects. Additionally, creating a robust alumni network and engaging alumni for donations or endowments could provide a steady

source of funding.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	[View File](#)

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

C B Bhandari Jain College, guided by the Internal Quality Assurance Cell (IQAC), has adopted several impactful practices aimed at enhancing educational quality and fostering student growth. Two key initiatives include:

1. Mentor-Mentee Program: This program ensures personalized attention to students by assigning mentors who guide them academically, personally, and professionally. Regular interactions between mentors and mentees provide a platform to track attendance, assess academic progress, and address challenges promptly. When necessary, parents are involved to collaboratively address student needs, ensuring a supportive ecosystem that enhances both academic and personal development.

2. Skill Enhancement Forums: The college has set up specialized Commerce and Management forums to promote experiential learning. These forums host activities like quizzes, case study discussions, group tasks, and student presentations, which help students apply theoretical concepts in practical scenarios. Such initiatives not only sharpen analytical and communication skills but also align students with industry expectations.

These practices reflect the institution's dedication to nurturing a holistic learning environment, in line with IQAC's objective of continuous improvement and academic excellence.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1KQDnwtnuF BqacM1yeD35FC4ACaNtIkV_/view
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

(For first cycle - Incremental improvements made for the preceding year with regard to quality

For second and subsequent cycles - Incremental improvements made for the preceding year with regard to quality and post accreditation quality initiatives)

a. IQAC periodically reviews the teaching learning process, structures & methodologies of operations and learning outcomes

• The academic calendar, in which all academic events are properly planned, is created well in advance of the start of the semester.
• The teachers' qualifications and experience are taken into consideration while allocating subjects.

• Schedules are created with distinct timeslots for management tasks, training and placement activities, and additional courses.

B) An illustration of an institutional review of its learning outcomes, operational structures and procedures, and teaching and learning process • The institute thinks that in order to guarantee that academic policies are implemented effectively and maintain quality, audits—both internal and external—should be carried out on a regular basis. • All faculty members maintain a work diary and document daily sessions taught, practical's carried out, and other similar activities completed for this reason. IQAC has created a structured work diary for this purpose. The principal and HODs keep an eye on this academic record on a regular basis. The teachers put in extra time to meet the requirements if the syllabus could not be covered on time. •. During department meetings, the department heads also assess the various academic activities and provide faculty members with appropriate guidance.

File Description	Documents
Paste link for additional information	https://drive.google.com/file/d/1wozIwLx56 0hpzqbAtgQ7HhHPrL9Du0CS/view
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://drive.google.com/file/d/1kY4GH9vYt u3uqvCBS680lG2VhSU5yHUG/view
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The Institution has a comprehesive gender equity policy that aims to foster a safe, inclusive and supportive environmwnt for all genders. The policy outlines several key aspects:

1. Policy Framewrok: The institution has Formally documented policies that promote gender equity and address gender-related issues. These policies include provision for equal opportunities in employment, education and extracurricular activities.

2. Implementation Mechanisms:

- **A gender sensitization committee/ Anti Ragging Committee/ SHE Committee is in place to oversee the implementation of gender equity policies and to handle complaints related to gender discrimination and harassment.**
- **Regular training sessions and workshops on gender sensitivity are conducted for students, faculty and staff.**

3. Support Strucutres: The institution has established support sysytem such as counseling services, redressal mechanisms and support group for individuals affected by gender-based issues.

4. Monitoring and Evaluation: There is a systemm in place for monitoring the effectiveness of gender equity among the institution's community members.

To ensure respectful and dignified behaviour and to maintain a standard at the workplace the institute sensitize all the emplyees and follow up regularly. After the first year admission all the new students are to bring to the sense of sensitization by regular sessions during the induction and the orientation programmes. To ensure rights and participation in regular cultural activities, sports and debate celebratoins and performing arts girl students are encouraged without ant sign of gender discrimiation.

File Description	Documents
Annual gender sensitization action plan	https://drive.google.com/file/d/1JLLueGi9o mSiwvJOhQqxsj2KddbD5i-A/view
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://drive.google.com/file/d/1JLLueGi9o mSiwvJOhQqxsj2KddbD5i-A/view

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	`C. Any 2 of the above`

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management: Waste is collected on a daily basis from various sources and is separated as dry and wet waste. Daily garbage is collected by housekeeping personnel and handed over to authorized personnel of BBMP. Used books and papers are collected and sold out to scrap vendors from time to time.

Efforts have been taken to produce compost manure from thecanteen's solid waste. Manure is used for the purpose of them herbal garden as well as for planted trees.

E-Waste management is collectedon a regular basis and disposed of to responsible agencies throughout the year. E-waste such as old pc, printers and gadgets are collected in a special container and sent to E-Parisara for proper disposal.

Waste recycling system -Student Exchange and Recycling Program

Students were given bags to bring old notebooks, textbooks, any kind of waste paper and dry waste on the day prior to the collection date. A kiosk was set up within the college campus with the ITC WOW team members to receive the dry waste from the students. An equivalent to the amount of waste they contributed was exchanged with an array of fresh new notebooks and stationeryitems that they couldpick from.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available	C. Any 2 of the above

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

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

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	**C. Any 2 of the above**

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

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	**D. Any 1 of the above**

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	**No File Uploaded**
Certificates of the awards received	**No File Uploaded**
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	**C. Any 2 of the above**

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	**No File Uploaded**
Any other relevant information	View File

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

Institution provides an inclusive environment for everyone with tolerance and harmony

towards cultural, regional, linguistic, communal socioeconomic and other diversities.

Different sports and cultural activities organized inside the college promote harmony towards

each other.

Commemorative days like Women's day, Yoga day, Cancer day, AIIDS along with many

regional festivals like Rajyotsava and Dasara are celebrated in the college. This establishes

positive interaction among people of different racial and cultural backgrounds. There are

different grievance redressal cells in the institute like Student grievance redressal cell,

Women grievance redressal cell which deal with grievances without considering anyone's

racial or cultural background.

Institute has code of ethics for students and a separate code of ethics for teachers and other

employees which has to be followed by each one of them irrespective of their cultural,

regional, linguistic, communal socioeconomic and other diversities.

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

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

- The Constitution Day is celebrated at our college on 26th November every year to commemorate the adoption of the. Constitution of India and to promote Constitutional values among students.

- **NSS volunteers of our college distributed pamphlets regarding the Preamble of the, Constitution printed in both Kannada and English language to the people around the college. Nearly 500 pamphlets were distributed to the people at Shankarpuram, VV Puram areas creating awareness about Constitution Day.**
- **the program started by paying tribute to Dr. B.R Ambedkar, the father of the Indian Constitution. At 11 am live streaming of the celebration of Constitution Day at Delhi, was projected to students in the college auditorium. Later all the NSS volunteers along with the Chairperson and NSS Program Officer read the preamble.Many of them got their certificates from mygov.in for reading the preamble.**

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://drive.google.com/file/d/1cP-mB-94LYuuJLVUfRB7rfytxJ8NUq_b/view
Any other relevant information	https://drive.google.com/file/d/1cP-mB-94LYuuJLVUfRB7rfytxJ8NUq_b/view

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	**B. Any 3 of the above**

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

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

- **NSS unit organized the planting of 75 saplings. National Unity Day was celebrated on 31st October 2023. As a part of National Unity Day all the NSS Volunteers took the national Unity Pledge and NSS Programme officer presented a PPT on the significance of the day. On 26th November 2023, Constitution Day was celebrated by paying tribute to Dr. B.R Ambedkar, the father of Indian Constitution. At 11am live streaming of the celebration of Constitution Day at Delhi, was projected to students in the college auditorium.**
- **On 27th November 2023, Kannada Rajyotsava day was celebrated in the college Auditorium. The students put a scintillating performance depicting the rich heritage and culture of Karnataka.**

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

Title of the Practice:

MENTORING SYSTEM FOR STUDENTS

Objectives of the Practice:

To minimize dropouts, improve performance and reduce stress of the students through personal counselling.

The Context:

Mentoring is required for students to achieve emotional stability and to promote clarity in thinking for making overall progress.

The Practice:

Each teacher is assigned around 7-8 students.The mentors also counsel the students in need of emotional problems and also with problem relating to academics.

Evidence of Success

Evidence of success of the practice includes better results in the examinations, better discipline on campus and respectful relationship between teachers and students.

Problems Encountered and Resources Required:

This practice requires committed teaching staff who has the sire to help students beyond teaching hours.

Title of the Practice:

ENVIRONMENTAL AWARENESS AMONG STUDENTS

Objectives of the Practice:

To create an awareness among the students and to acquire sensitivity to the environment and its problems

The Context:

To develop attitudes of concern for the environment and motivation to improve or maintain environmental quality.

The Practice:

A talk on Environmental Protection was organized by Eco club in association with Environmentalist Foundation of India in the college auditorium

A seed ball making activity was also conducted for students on the same day in afternoon session.

Evidence of Success

Seed balls were planted in Devanahalli Lake with the outset of monsoon.

Problems encountered and Resources required:

Sufficient manpower is needed to sustainably maintain green practices

File Description	Documents
Best practices in the Institutional website	https://drive.google.com/file/d/1GHAeMAFmug_5YsLJ6zDT9VydWSeEKhBg/view
Any other relevant information	https://drive.google.com/file/d/1GHAeMAFmug_5YsLJ6zDT9VydWSeEKhBg/view

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Peer-to-peer learning

Peer-to-peer learning isa collaborative teaching method where students work together to learn and teach each other.

At CBBJC, this method of collaborative learning is effectively employed for a broader exchange of insights, experiences and expertise wisdom of individuals.

Two effective platforms are facilitated for peer to peer learning at CBBJC, they are- Management Forum and Commerce Forum

Management forum and Commerce Forum:

In CBBJC, Management Forum and Commerce Forum are integral part of Commerce and Management Departments. These forums are platforms for students to develop their skills and knowledge, and to become future business leaders.

Final year students take initiative to organize events for the juniors through the Forum activities. This tool is very effective where students come together to teach one another. It creates a pathway for knowledge sharing and also a great way to foster continuous learning in the institution. Training the peers and juniors, assisting them in projects, giving inputs for Paper presentation, PPTs, public speaking, debates etc are the ways where the students create a trusting educational environment, boosting motivation and fostering horizontal interactions. Various activities Involving critical thinking, communication, problem-solving, teamwork, and cognition skills are conducted by final year students for the juniors and students who require confidence

building.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Plan of action for next academic year

At our institution, CBBJC, we firmly believe in the transformative potential of a comprehensive plan of action to contribute to the overall success and growth of the institution.

Plan of action:

- To review the existing programs and integrate new and emerging subjects such as AI, Digital Literacy, Business Data Analytics as value added courses along with curriculum.
- To organise more workshops, seminars and conferences on the topics like Financial literacy, Green Computing, Cyber Security etc.
- To conduct more extension and value building events/initiatives to enrich the lives of the students and the community
- To enhance student support services
- To upgrade infrastructure as well as to maintain and extend campus facilities
- To create partnerships with industries to provide internship-based scholarships or funding.
- To monitor Quality Assurance and Quality Enhancement activities
- To devise techniques to improve Teaching Learning & Evaluation process
- To update and optimize the website with information on courses, faculty, and campus life.
- To implement Green Campus initiatives.