SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

JYOTI NIVAS COLLEGE AUTONOMOUS

HOSUR ROAD, KORAMANGALA,
560095
www.jyotinivas.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jyoti Nivas College Autonomous (JNC) is a minority Christian educational institution founded by the *Sisters of St. Joseph of Tarbes* (SJT) in 1966. JNC is affiliated to Bengaluru Central University. The institute remains steadfast to the *central ideal of empowering women*, providing a *comprehensive education* in Liberal Arts, Science, Commerce & Management and Vocational courses at the undergraduate and post-graduate levels. In JNC there is a robust democratic management in place. The college's motto '*Let Your Light Shine'* is the foundational philosophy of the institution, reflected in all its activities.

The college was conferred with a *five-star status* by NAAC in *1999* in the first cycle of accreditation. In the second cycle in 2006 we received an A grade. In 2012, in the third cycle of accreditation, the institution received a *CGPA of 3.76* on a scale of 4. In *2004* it was granted *Autonomous status* and recognized as a *College with Potential for Excellence* and in *2014* it was conferred the title of *College of Excellence* (CE) by the University Grants Commission. JNC had the privilege of being one of the 7 institutions chosen from the entire country for this honour. As a *CE* institution a sum of *Rupees two crore* was sanctioned. This has been utilised by the college in an appropriate manner, across various heads. JNC was recognized as a *mentor institution under the UGC* Paramarsh scheme and also directly by *NAAC*.

The 3.76 CGPA score enabled the college to apply for the *RUSA scheme of the MHRD*. JNC was the only college in Bengaluru and one among 5 in Karnataka to be selected for a *Rupees 5-crore grant*. This score enabled the extension of the Autonomous status for a *period of ten years* and NAAC accreditation validity for a *period of seven years.*

As a private, grant-in-aid institution, JNC is involved in all government initiatives. Awareness programmes initiated by the MHRD, Election Commission and other agencies are brought to the students. *Pariksha Pe Charcha, Rashtriya Ekta Diwas, Swachhata Pakhwada, Electoral Literacy & Enrolment Campaign* are some of the programmes JNC is deeply involved in.

Vision

Our *Vision* is *Communion, Excellence, Service, Relevance*. The college nurtures and enhances the innate talent and potential in each student. JNC welcomes students from all over the country and the world. The *core values of the college* are inspired by the teachings of Christ: principles of faith in the divine, honesty, truth, relationship-building and team spirit are instilled. These values are reflected from the admission process itself, where the *economically underprivileged,* physically challenged as well as *first generation learners* are mainstreamed into the education system. The student body elects the Student Union members and Class and Sports Representatives in a process which upholds the ideals of the democratic ethos of our country. The institution also strives to *inculcate in students a worldview* which will equip them for global citizenship and competence.

JNC strongly believes that higher education is effective and meaningful when students are *socially sensitised*.

The major thrust is on *social concern* with the aim to reach out to the most marginalised, deprived and needy and to *build a better society*. Throughout the year, the staff and students engage in various outreach programmes spearheaded by the *NSS, AICUF, Rotaract Club* and *Red Cross*. It is our constant endeavour to encourage and motivate students to balance academics with participation in various extra-curricular activities and outreach programmes. Inter-class and inter-collegiate competitions and cultural festivals are held annually to promote all-round student development.

Sustainable development is a pressing global concern. Education at JNC aims to sensitise students to environmental issues by actively engaging them in *various green initiatives.*

Identifying potential and *nurturing excellence in faculty* is also a goal in JNC. Many programmes are held to ensure faculty development. To give shape to a progressive society, teachers foster in students a liberal attitude, spirit of questioning, a culture of healthy exchange of ideas. This equips students to meet challenges and opportunities in the outside world and contribute positively.

Innovations, advancement and best practices in the key areas of knowledge incubation, social immersion, governance, and infrastructure have ensured our continued growth towards excellence.

Mission

The *Mission* of the College is to ensure that students emerge as '*intellectually enlightened, morally upright, spiritually oriented, emotionally balanced and socially committed*' young women. SJT is guided by the socio-economic and political goals enshrined in the Constitution of India. A secular environment conducive to learning, balance between academic and extra-curricular activities, and a multicultural hub, are the distinctive features of JNC.

Healthy interpersonal relationship between students, teaching and non-teaching staff is promoted. Through *Value Education sessions* students are made to understand social, ecological and community-based issues. The *Mentor-Ward System*, one of our best practices, sustains a strong one-to-one interaction between teachers and students. The *Choice Based Credit System* (CBCS) provides students with a *wider choice of interdisciplinary courses* and gives them an opportunity to earn extra credits to enhance their academic experience. *Certified short term courses* are conducted to help students specialise in vocational disciplines and areas of interest. JNC seeks to bring educational opportunities within the reach of eligible students, particularly from the economically challenged strata of the society. *Student welfare schemes* include financial aid offered by the College, sponsorships, scholarships and freeships, waiving off of special fees, Book Bank, 'Earn while you learn' scheme.

An integrated support system provides cohesive assistance to our student community. Some of these are the *Students' Union, Counselling Services, Grievance Cell, International Student Support Service, Placement Cell, Alumni Association*. The infrastructure and physical facilities supporting the campus ecosystem include ICT enabled lecture halls, laboratories, Library and Information Centre, Medical Room, Meditation Room, Gymnasium, Auditoriums, Sports arena, Hostel and many more.The college has a *Paper Recycling Unit, Rainwater Harvesting System, Medicinal Plant Garden, Solar Panels, Wind Turbine, Sewage Treatment Plant and E-Waste Management. The Medical Room* has a *full time nurse on duty* and is equipped to handle minor medical issues. There is also a doctor on call for further medical consultation.

The whole process of education has changed in recent years. Educational institutions have to go beyond the

boundaries of the classroom and the campus and proactively utilize the vast resources available in the outside world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The hallmark of an institution of repute is *periodic self-reflection and self-assessment*. JNC continually evaluates programmes of study, infrastructure and faculty progress to ensure excellence.

- Awarded *College of Excellence* in 2014

- *BVoc* courses in *Banking and Finance* and *Performing Arts*, started in 2014

- *Six new Undergraduate programmes* introduced in 2018

- *Recognised as a premier institute for women*; includes many courses, activities which focus on women empowerment

- *Curriculum autonomy* and Board of Studies (BOS) meetings. Members of BOS include university representative, external subject experts and industry experts

- *Mentor system and personal counselling* cater to all people on campus

- *Diverse student population enhances multiculturalism*

- *Digitisation* of academic and administrative activities

- *Efficient examination management system* with expeditious declaration of results

- *Special supplementary examinations* for outgoing students

- *Compulsory internship* for many programmes

- Constant *infrastructural upgradation*

- Presence of *industry experts* in the BOS and inter-disciplinary approach to all programmes

- *Wide variety of value-added courses* for which over 50% of students register

- *Open electives and CBCS system* introduced in 2015

- The college has *qualified, well trained, committed and research-oriented faculty*: 46% of staff are either doctoral degree holders or NET/SLET/KSET qualified

- Research publications of the staff counts to *281 papers* in the past five years

- Nearly 80% of students registered for placement get recruited

- A large number of conferences/seminars provide *academia-industry interface*

- *Scholarships and noon-meals* to deserving and needy students

- Bangalore *University Champions* for several years in soft ball, throw ball, football and athletics

- Gymnasium and Zumba room offer health benefits

- *Strong presence of first generation learners from Karnataka, neighbouring and North-East states*

- *Various social outreach programmes* including education of children in the neighbourhood by students

- *Green initiatives like Wind Turbine, Solar Panels and Sewage Treatment Plant (STP)*

- *Student support services* through online portal

- *Supportive environment* for both staff and students

- *Several Best Practices* are in place for the benefit of all stakeholders

Institutional Weakness

- Limited research activities as only nine departments are recognized as research centres

- Only a few of the faculty recognised as research guides

- Limited number of Post Graduate programmes

- *73% of sanctioned posts in various departments have not been approved due to a freeze on recruitment by the Government of Karnataka*

- Many un-aided sections which strain the institution's financial resources

- Difficulty in obtaining approval for new courses and combinations that are not offered by the parent university

- *Inadequate industry support* which hampers internship and project opportunities for undergraduate students

- Inability to have more facilities due to space restriction

- College exclusively for women, in an age where youth prefer co-educational institutions

- Inadequately trained/skilled administrative staff unable to meet the growing technological requirements

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- Need for additional sports facilities such as badminton court and swimming pool

- *Limited hostel accommodation* on campus in proportion to the student population from outside Bengaluru

Institutional Opportunity

- *Introduction of integrated programmes* and additional Post-graduate programmes

- Potential to increase student intake to enhance the percentage of women in higher education

- *Greater inflow of students from other regions*, especially from non-urban centres

- *Constant innovation and design of curriculum* for greater relevance and employability

- *Collaboration with industries* in and around Bengaluru

- *Availability of resource persons from multiple fields, leading industries and research institutions*

- Achieving the status of a university

- A more focused alumni association

- *Collaboration and student exchange programmes with foreign universities*

- Become a trendsetter in leadership training and induction programmes for students

- Increased measures for enhancing campus recruitment

- To become a mentor institution

Institutional Challenge

- *Depleting water resources* as against the needs of increasing number of students

- Elaborate and *extensive documentation* process

- To enhance academic seriousness in students

- Availability of job opportunities in Bangalore even without a degree

- *Need for collaboration in research activities*

- *To promote interest in basic science* education which is affected by the presence of a large number of Engineering Colleges in Bengaluru

- *Mushrooming of profit-oriented educational institutions in the neighbourhood*

- *Low fee structure as compared to other autonomous colleges and universities in the neighbourhood* resulting in the need to generate financial support from other sources

The survey done among the student community gave us an *indication of the strengths* of the institution while alerting us to the *areas that need attention*. The findings of challenges and weaknesses were placed before the Princpal and the IQAC who have subsequently, wherever possible, *taken the necessary corrective steps* to address these concerns.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum planning and implementation leads to a *holistic understanding of theoretical and applied knowledge-systems* of all programmes. From the basics to the advanced levels, the curriculum evolves across the semesters to introduce to students an all-round knowledge base of the discipline. It caters to the demands of *higher education, research and industry-oriented skills*. It develops analytical, entrepreneurial, business and communication skills, environmental awareness, gender sensitivity, human values and professional knowledge. Students are encouraged to undertake field projects and internships. It provides an inter-disciplinary approach to analysis and critiquing of policies and solutions. CBCS classes supplement the main courses addressing themes like self-esteem, self-image, interpersonal relationships and yoga for healthy mind and body. Skill Development classes deal with issues like Crisis Management and Anger Management.

The Postgraduate programmes focus on:

- A study of wide range of emerging areas of literary study
- *Linking the theoretical and industry-oriented education and their applications in the current global developments*
- Enhancing the accounting, financial and management skills necessary to function effectively within private businesses, non-profit organisations and public agencies
- Competence to work in local industries and related domains

There is a routine feedback mechanism from all stakeholders for design and review of syllabus: students, teachers, employers, alumni, parents. Feedback collected is analysed and necessary action is taken.

- All *31* programmes offered by the institution underwent revision during the last five years. Out of these, *29* have CBCS/Elective course system
- *530* courses were offered across all programmes in the last five years of which *98%* courses have components with focus on employability/ entrepreneurship/ skill development. Out of the 530 courses, *118* were new courses introduced
- *145* value-added courses imparting transferable and life skills have been taught in the last 5 years and

approximately *50%* students have enrolled for the same
- *75%* students have undertaken field projects/internships as per the current year data

Teaching-learning and Evaluation

The College follows a diligent Teaching-Learning and Evaluation culture in terms of advanced and timely preparation of academic calendar, printed in the College Handbook. With an average mentor/mentee ratio of 1:25, JNC caters to heterogeneous students, with *21% coming from different parts of the country and abroad*. 56.05% of seats were filled against seats reserved for various categories during the last five years. Student : full time teacher ratio as per the current year data is 23:1. 100% full time teachers' posts were filled up as per the requirements of the course. 49 out of 147 full-time faculty members in 2018-2019 are PhD holders. Several teachers have received awards and recognitions from various agencies. Around 44% of the teachers have been recruited from other states, in keeping with the institution's open-door policy. The total number of years of teaching experience of the faculty of the institution is very high.

Academic learning:

- Writing and presenting research papers by students is encouraged. Also selected research papers are published in the *Student Research Journals* (The Researcher, Scientia, Samshodhana, Dhii, Notebook, Navajyoti ISSN Number 24563781)
- Career counselling and training sessions are provided on resume writing, communication, aptitude test, interviews, group discussions, time management for competitive exams
- Academia - Industry interface strengthened by *MOUs and collaborations*
- Book Bank facility

Experiential learning:

- Organising national and international conferences/seminars/workshops to inculcate a spirit of research and critical enquiry
- Field trips and industrial visits
- Internship programmes
- Review and making of documentary films, advertisements and newspaper articles, group discussions, debates
- Department newsletters and Lab Journals

Differential learning:

- Remedial classes for slow learners
- Peer-teaching
- Communication skill classes, handbook for language development, language lab

Examination Reforms:

The internal testing pattern includes class tests, assignments, projects, mid-semester examinations and viva-voce. End semester examination includes practical, theory and MCQs. Examination results are declared within 33 days approximately, with over 85% being the pass percentage, on an average. The college has *full automation of Examination System* covering the following functions: *Bar Coding, Double Valuation, External Authentication, Physical Verification* and Continuous Internal Assessment.

Research, Innovations and Extension

The institution fosters research activities with consistent promotion of workshops, seminars, conferences, through organisation and participation alike. Infrastructural facilities like Central Instrumentation Centre, Media Lab and Studio, Business Lab, Zoology Museum and access to Research & Statistical Databases help in the growth of research-related activities. The *College multi-disciplinary research publication Academic Studies National Journal of Jyoti Research Academy* (ASNJJRA, ISSN Number 0975-461X) has been in circulation with 25 issues till date. Academicians and research scholars from all over the country contribute research papers to the Journal.

- Faculty members are encouraged to apply for UGC-funded Research Projects
- **09** Research Centres have been recognised
- **03** students have been awarded Ph.D under the guidance of two faculty members
- **285** publications in Journals, conference-proceedings, chapters in books
- **36** collaborative research activities, faculty and student exchange programmes took place during the last five years
- **951** linkages for faculty and student exchange, internship, field trips, on-the-job training, research, have been established
- **36** functional MOUs with institutions of national/international importance, industries, corporate houses were inked
- Faculty members have contributed through consultancy as Content Developers, Communication Consultants, Book Reviewers, Question Bank contributors, translators
- Students explore opportunities for self-employment through various cultural and social-entrepreneurship activities conducted on campus. *Nearly 100 start-ups were incubated* on campus under the aegis of the Entrepreneurship Cell

Outreach and Extension initiatives are integral to the college ethos. Social and environmental concerns are promoted through these activities.

- *Nearly 150 outreach programmes* involving 90% students in activities related to environment, health and hygiene, supporting the marginalised, and other awareness programmes.

College has received several recognitions for its extension activities. 14 awards were received from Government/recognised bodies.

- *NCC Unit and the NCC Officer have received numerous national/state level commendations*
- *In 2016-17, the Ministry of Electronics & Information Technology, Government of India, awarded*

the NSS unit the 1st place in Poster making at a workshop on Digital India.
- NSS unit received *certificates of appreciation* from 'Youth for Seva' and 'Ashwin Maharaj Foundation'

Infrastructure and Learning Resources

The Principal, the HODs, the IQAC and Chief Coordinators of the 3 academic streams evolve policies for the upkeep of the infrastructure. The Management made an *investment worth Rs 3617.33 lakh on Infrastructure and Learning Resources* while Rs 1612.75 lakh was spent on maintenance of physical and academic support facilities in the last 5 years. Some of the highlights of teaching-learning resources are:

- *108* classrooms have Wi-Fi and LAN and *55* have LCD facilities
- *8* seminar halls have ICT facilities
- *Student - Computer ratio is 7:1*
- The Commerce Department has one Business Laboratory that uses Assisted-Technology through Tally and Advanced EXCEL leading to more vocational learning
- Life Sciences, Physical Sciences, Computer Science, Media Studies, Travel & Tourism have *37* laboratories with upgraded facilities to enable practical-based learning
- *4635* users annually avail Sports, Yoga and gymnasium facilities
- *68* CCTV cameras, staff lounges, 04 elevators and more than 100 restrooms are in place

- Cultural teams have independent spaces for practice and usage - music rooms and the Performing Arts Studio
- An indoor hall is available for indoor games, Yoga sessions and Zumba classes
- Events and performances are conducted in the 03 auditoriums and 02 amphitheatres
- The Jyoti Auditorium has a total built-up area of 2528.06 sq.m with 1220 seating capacity, 14 microphones, 12 speakers, 48 lights, 13 restrooms, 2 green rooms, 5 fire extinguishers and centralised air conditioning.

- *The Library and Information Centre has spent around Rs.58 lakh* on books and journals over the past 5 years. It is a three-storeyed building with online database access, remote access facilities, Digital Braille Resource Centre, DELNET, N-LIST, Galileo Integrated Digital Learning Centre, British Council Library facilities and IIMB institutional membership. It is well equipped with *RFID, CCTV, digital and smart ID card facility*. The *NLIST-INFLIBNET allows networking of academicians and researchers* through sharing of scholarly materials.

- The Paper Recycling Unit promotes environmental conservation
- Counselling and Medical rooms devoted to affective, physical and cognitive well-being

Student Support and Progression

The institution makes a continual effort towards student support and progression, ensuring holistic development. A number of welfare schemes have been put in place to optimise academic support and guidance - *Remedial coaching, Personal and Career Counselling, Guidance for competitive examinations* to name a few.

- *7775* students have benefited from guidance for competitive examinations and career counselling offered by the institution during last five years
- *1362* students were placed in various organisations in the last five years.
- *185* students have moved to Postgraduation programmes and further studies
- *1770* students benefited by scholarships and freeships provided by the Government during last five years
- *Around 680* students benefitted from scholarships, freeships etc provided by the institution during the last five years
- *3206* students have undergone Vocational Education & Training

The following capability enhancement and self-development practices are in place:

- Career Counselling
- Soft Skill development
- Remedial coaching
- Language lab
- Bridge courses
- Yoga and Meditation
- Personal Counselling

149 sports and cultural activities /competitions were organised at the institution level during the last five years.

The Students' Union and other appointed student heads of various clubs and associations, under the guidance of staff concerned, assist the academic and administrative committees in conducting co-curricular and extra-curricular activities.

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases through a co-ordinated effort between faculty in-charge and the Principal. Personal Counselling and Mentor-Ward system also complement this process. Relevant social issues viz. trafficking, sexual harassment, ragging, women empowerment are addressed through workshops and seminars.

Alumni meets are held on a number of occasions in a year. Every student of the graduating class becomes a registered member of the alumni association. Some of the key goals are:

- Providing financial support of over *Rs.15 lakh to needy students and other community services* in the last five years
- Organising career-focused events
- Sharing of expertise by resource persons
- Instituting scholarships and awards to motivate high achievers in the field of academics and sports

Governance, Leadership and Management

The Principal and Management gives shape to the vision of 'Communion, Excellence, Service, Relevance' through their governance and leadership. Although the college has a 'top down' administrative structure, it is also committed to participative functioning. The Grievance Redressal Cell, with Principal as Chairperson, nodal officer and four staff members, addresses the complaints of students. Students are encouraged to use the online portal to express constructive suggestions and grievances. The Principal and the Finance Committee are in charge of financial management. The main sources of funds are student fees, government grants and support from philanthropists.

The IQAC ensures the maintenance of high academic standards and validation of excellence in the institution from Government bodies. The 3.76 CGPA score enabled the college to apply for the RUSA scheme of the MHRD. Under the aegis of IQAC, ICT-enabled teaching has been enhanced. IQAC has also conducted many workshops and certificate courses that incubate research and entrepreneurial ideas. It has worked towards the introduction of new and innovative academic programmes. Two vocational programmes, ***BVoc Visual Communication and Performing Arts and BVoc Banking and Finance,*** have been directly sanctioned by MHRD and UGC in the year 2014. In addition, 6 new undergraduate programmes have been introduced in 2018-19. Overseen by the Principal and the IQAC, the teaching staff are appraised by students and the non-teaching staff by the faculty members.

Financial aid has been provided towards children's education and/or medical emergencies to teaching and non-teaching staff. To improve the quality of performance of teaching staff, nearly ***73 faculty enhancement programmes were conducted in the last 5 years***. Based on the recommendations of the NAAC Peer team report in the 3rd cycle of accreditation, the following measures were taken up:

- ***The PG centre has an annual, multidisciplinary online research journal "Navajyoti" ISSN number 2456-3781 from 2016***
- The Research Cell monitors projects and organises inter-disciplinary activities
- ***Department of Chemistry received recognition as a Research Centre from IGNOU and Bangalore University. 8 more departments have been recognized by IGNOU as research centres***

Institutional Values and Best Practices

The college is committed to gender sensitisation, environmental sustainability and an atmosphere conducive for self-growth. ***One best practice includes 'Innovative Pathways for the Comprehensive Development of Young Women'*** achieved through Mentor-Ward System, Counselling, Value Education and outreach initiatives. 48 gender-equity promotion programmes and **90** activities for universal value enhancement, have been organised during the last five years. Another best practice is ***'Curriculum Design and Curriculum Extension for Excellence in Higher Education, Employability and Entrepreneurship'.*** Curriculum is designed to foster skill enhancement in core subject areas, impetus towards higher education and augment employment opportunities. All departments also have extensive co-curricular activities.

93 initiatives were taken to engage with the local community. ***The institution helps about 450 ladies of 35 sanghas in Rammurthy Nagar with a financial aid of about Rupees12 lakh over 7 years. It runs a 30- bed hospital for HIV-affected children with a financial aid of Rupees 9 lakh over 2 years.*** The Social Immersion Committee of the Institution aims to implement a plastic- free campus.

Rs. 109.54lakh approx. was spent on green initiatives and waste management during the last five years. Green practices include:

* ***Solar panels which power the computer lab, college hostel and campus driveway***
* ***Wind turbine MOU with National Aerospace Laboratories***
* Rain Water Harvesting
* ***57% of annual lighting power requirements met through LED bulbs***
* Green landscaping
* Solid waste management- ***Paper Recycling, Incinerators***
* Liquid waste management- ***Sewage Treatment Plant***
* E-waste management—Collection and recycling in collaboration with ***NGO SAAHAS***

The ***Institutional Social Responsibility (ISR)*** towards the underprivileged is a distinctive feature of JNC. Through many ISR programmes, the college inspires many students to be involved in social outreach. The College has ***adopted a nearby slum***. The slum dwellers have been given employment in college, a ***Self Help Group for women*** has been created, classes are conducted for their children by staff and students to enhance basic academic skills and awareness on hygiene and wellbeing. Students put in minimum 30 hours of social service. Student initiatives include raising funds through food fest, donation of clothes and distribution of stationery kits.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JYOTI NIVAS COLLEGE AUTONOMOUS
Address	Hosur Road, Koramangala,
City	Bengaluru
State	Karnataka
Pin	560095
Website	www.jyotinivas.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr. Elizabeth C S	080-25530137	9448119266	080-2553388 6	info@jyotinivas.org
Associate Professor	Grace S Thomas	080-25501919	9972237518	080-2550214 3	iqacinfo@jyotiniva s.org

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes minority certificate-merged.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-06-1966
Date of grant of 'Autonomy' to the College by UGC	01-10-2004

University to which the college is affiliated		
State	**University name**	**Document**
Karnataka	Bengaluru Central University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	31-07-1976	View Document
12B of UGC	23-08-1994	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	View Document	10-04-2019	12	MCA and MBA

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	10-09-2004
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	University Grants Commission
Date of recognition	14-03-2014

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Hosur Road, Koramangala,	Urban	9.55	34075.36

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,History	36	PUC or equivalent	English	100	44
UG	BA,Economics	36	PUC or equivalent	English	100	39
UG	BA,Sociology	36	PUC or equivalent	English	100	34
UG	BA,English	36	PUC or quivalent	English	100	53
UG	BA,Psychology	36	PUC or equivalent	English	100	48
UG	BA,Public Administration	36	PUC or equivalent	English	100	23
UG	BA,Tourism	36	PUC or	English	100	41

	And Travel Management		equivalent			
UG	BCom,Commerce And Management	36	PUC or equivalent	English	100	63
UG	BCom,Commerce And Management	36	PUC or equivalent	English	340	257
UG	BCom,Commerce And Management	36	PUC or equivalent	English	60	53
UG	BVoc,Commerce And Management	36	PUC or equivalent	English	50	50
UG	BBA,Commerce And Management	36	PUC or equivalent	English	70	62
UG	BSc,Physics	36	PUC or equivalent	English	60	52
UG	BSc,Chemistry	36	PUC or equivalent	English	72	49
UG	BSc,Mathematics	36	PUC or equivalent	English	50	32
UG	BSc,Electronics	36	PUC or equivalent	English	60	36
UG	BSc,Computer Science	36	PUC or equivalent	English	60	29
UG	BCA,Computer Science	36	PUC or equivalemt	English	50	45
UG	BSc,Botany	36	PUC or equivalent	English	20	20
UG	BSc,Zoology	36	PUC or equivalent	English	72	72
UG	BSc,Biotechnology	36	PUC or equivalent	English	60	27
UG	BSc,Biochemistry	36	PUC or equivalent	English	20	16

UG	BSc,Genetics	36	PUC or equivalent	English	20	12
UG	BA,Journalism	36	PUC or quivalent	English	100	17
UG	BA,Communicative English	36	PUC or equivalent	English	50	44
UG	BVoc,Visual Communication And Performing Arts	36	PUC or equivalent	English	50	28
PG	MA,English	24	UG	English	35	34
PG	MBA,Commerce And Management	24	UG	English	60	60
PG	MCom,Commerce And Management	24	UG	English	30	30
PG	MSc,Chemistry	24	UG	English	30	30
PG	MCA,Computer Science	36	UG	English	45	23

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				74				0
Recruited	0	0	0	0	1	21	0	22	0	0	0	0
Yet to Recruit				0				52				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				1				124
Recruited	0	0	0	0	0	1	0	1	25	99	0	124
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				35
Recruited	4	1	0	5
Yet to Recruit				30
Sanctioned by the Management/Society or Other Authorized Bodies				73
Recruited	35	38	0	73
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	14	0	4	30	0	49
M.Phil.	0	0	0	0	6	0	4	31	0	41
PG	0	0	0	0	2	0	17	38	0	57

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	1	0	1

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	3	0	5

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	928	315	0	3	1246
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	127	50	0	0	177
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	93	67	64	85
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	33	27	20	20
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	222	162	182	151
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1047	917	827	818
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	28	5	23	55
	Others	0	0	0	0
Total		1423	1178	1116	1129

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biochemistry	[View Document](#)
Biotechnology	[View Document](#)
Botany	[View Document](#)
Chemistry	[View Document](#)
Commerce And Management	[View Document](#)
Communicative English	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
Electronics	[View Document](#)
English	[View Document](#)
Genetics	[View Document](#)
History	[View Document](#)
Journalism	[View Document](#)
Mathematics	[View Document](#)
Physics	[View Document](#)
Psychology	[View Document](#)
Public Administration	[View Document](#)
Sociology	[View Document](#)
Tourism And Travel Management	[View Document](#)
Visual Communication And Performing Arts	[View Document](#)
Zoology	[View Document](#)

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	26	26	26	26

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3379	3286	3168	2929	2796

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of outgoing / final year students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
853	852	860	832	774

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3230	2950	2833	2832	2693

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
21	10	16	16	55

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
507	504	495	462	429

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

Number of full time teachers year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
147	133	128	125	128

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

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
147	133	128	125	128

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

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1828	1896	1899	2175	2005

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
1702	1313	1313	1313	1313

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 108

Total number of computers in the campus for academic purpose

Response: 513

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
719.92	653.67	500.91	526.52	327.86

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

The institution lays emphasis on the framing of curriculum that has *appropriate relevance to local, national, regional and global developmental needs.* This is done by all departments in consultation with academicians and industry experts. A well-structured Curriculum Development Process enables the review and modification of the existing curriculum of all courses offered by the institution.

Many programmes in the Humanities and Commerce disciplines begin with *imparting of knowledge of local and regional issues* and linking the same to national and global developments. The programmes in the Sciences lead the students to the application of knowledge gained, to local and regional perspectives. At each phase of the programme, the courses aim at honing the analytical and critical thinking of students so that they approach the various issues with a *logical and interdisciplinary outlook*.

Indian Constitution is a compulsory paper for all students.

The location of the college in the state of Karnataka and our regional/national identity has been central to the way the syllabus has been designed in many of the courses, as can be seen from these select samples. The Arts programmes include *Karnataka: Society, Economy and Culture, Modern World, History of India, History of West Asia since 1900 AD. Sociology of Indian Society, Contemporary Issues and Challenges, Indian Writing in English and Indian Literatures in Translation.*

The outcomes of the BA programme are to enhance in students *perceptions and sensibilities about their immediate world* and give them the necessary inputs and skills to engage with it. The outcomes of the BCom and BSc programme are to develop more *general skills that can be applied to local/national/global contexts*. The Commerce programme includes *Indian Financial System and Contemporary Marketing and Research*. The increasing demand for specialisation in the banking sector led to the introduction of the programme B.Voc Banking and Finance in 2014.

A unique feature of the courses in Mathematics is the use of PYTHON software for *practical, a significant application in the global IT sector*. The Science programme includes *identification of fossil plants common to India, Animal and Pharmaceutical Bio-technology and Drug Designing and Delivery.*

The MA programme aims to introduce the students to a wide range of emerging areas of literary study with emphasis on *Indian writing and literature.* The MCA programme provides a link between the *theoretical and industry-oriented education* and their applications in the current global developments. Their internship programme in the final semester exposes the students towards industry needs and expectations, *especially in the Indian context*. The M.Com(FA) and MBA courses enhance the accounting, finance and management skills necessary to function effectively within private businesses, non-profit organisations and

public agencies. Skill sets in the areas of auditing, accounting, taxation, information systems, financial analysis, marketing and human resource management are all connected to an ***understanding of local, regional, national and global economy.*** The MSc Chemistry programme includes a two-month industry internship. This gives students the competence to work in local industries and related domains elsewhere as well.

File Description	Document
Any additional information	[View Document]()

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 31

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 31

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document]()
Details of program syllabus revision in last 5 years	[View Document]()

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 98.16

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
501	490	480	456	425

File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 22.26

1.2.1.1 How many new courses are introduced within the last five years

Response: 118

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 530

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 90.32

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 28

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

As a Christian institution engaged in moulding young minds, Jyoti Nivas College Autonomous ensures that contemporary and necessary issues relating to *women empowerment, gender, environment, value systems, ethics and human rights* are inculcated in students through specific programmes and activities held through-out the year, and are also *incorporated into the syllabus* by different departments in a suitable and relevant manner wherever possible. These issues are addressed both directly and indirectly in the teaching of the syllabus.

Departments of English and Kannada: Use prose, poetry and drama to focus on feminist themes, women empowerment, moral/ethical values and human rights. Texts written by women are consciously incorporated into the syllabus.

Hindi: Focuses on moral responsibilities through excerpts from the epics.

French: curriculum deals with social behaviour, professional ethics and eco-friendly practices.

Economics: Gender Development Index, Gender Inequality Index, Gender Empowerment Measure, and Environmental Economics are a part of the curriculum.

Psychology: Focus on gender issues in Development Psychology, ethical issues through Industrial Psychology and value development in Social Psychology.

Communicative English: Addresses critical thinking in issues related to gender identity, nation state and media; environmental and socially relevant themes in films and advertising.

Journalism: Ethical journalistic practices, media credibility and social responsibility of media and issues pertaining to society and gender are in the curriculum.

The BVoc Visual Communication and Performing Arts curriculum deals with gender and environment through film, photography, theatre and dance.

 The Sociology of Women enables students to internalize gender perspectives and sensitize students on gender inequality, women empowerment and feminist thought processes.

Public Administration deals with reservation policies for employment of women in Central and State government.

The *History* curriculum focuses on value systems of the past, Indian spirituality, patriotism, the role and importance of women through the ages. Heritage preservation, sustainable tourism and eco-friendly practices. Travel and Tourism curriculum deals with women entrepreneurship, eco-friendly tourism and ethical customer relationship practices. In Physics, issues related to radiation hazards, biological effects of radiation on the environment and the control of radiation.

The *Electronics* curriculum deals with OPTO Electronic devices and solar-cells for renewable sources of energy and its various benefits. Botany and Biotechnology curriculum deals with themes like pollution, ecosystem conservation, bio-ethics involving genetic engineering, production of transgenic plants, bio-fertilizers and bio-pesticides for environmental sustainability.

Environmental Science deals with problems of biodiversity,mitigation measures, control of human population, solid waste management and bioremediation techniques for pollution management. Green chemistry deals with management of toxic and non-toxic environmental waste.

In *Zoology,* ethical issues related to organ transplantation, paternity are addressed. Population Ecology and Community Ecology addresses issues like gender and environmental sustainability. Genetics and Society deal with Eugenics, genetic counselling, ethics related to gene therapy and stem cell culture. The Commerce department addresses issues related to business management and environment, business ethics, corporate administration and corporate governance.

The *CBCS classes* deal with themes like self-esteem, self-image, interpersonal relationships and yoga.

The *Skill Development classes* focus on *Women Empowerment, Personality Devlopment, Leadership Skills, Crisis Management and Anger Management.*

File Description	Document
Any additional information	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 122

1.3.2.1 Number of value-added courses are added within the last five years

Response: 122

File Description	Document
List of value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 40.94

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1749	1748	1003	989	960

File Description	Document
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects / internships

Response: 75.05

1.3.4.1 Number of students undertaking field projects or internships

Response: 2536

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 20.75

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
786	647	657	581	566

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 1.08

2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2264	1744	1744	1744	1744

File Description	Document
Demand Ratio (Average of Last five years)	[View Document](#)
Any additional information	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 36.43

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
575	479	483	482	504

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The college caters to a **heterogeneous group of students** from diverse backgrounds. The syllabi and testing patterns keep in mind the heterogeneity of the students' background. The students are assessed based on their learning levels after the initial assessment and also their class test. Relevant steps are thereby taken to **ensure optimum learning.** The college provides **career guidance** and placements for all streams of students at the under-graduate level. The training has **sessions on resume writing, communication, time management, mock interviews, group discussions** and other related areas. The content and intensity of training are decided by the calibre of the participants.

Advanced learners

- The departments identify and encourage advanced learners to **write research papers** and present them in seminars. Selected research papers are published in the Student Research Journals, *The Researcher, Scientia, Samshodhan, Dhii, Notebook,* and e-journal *Navajyoti* (ISSN Number 24563781]
- Students are encouraged to participate in **on-line competitions** like Hackathon and X-culture
- Student potential is identified and they are shown **ways of self-enhancement**
- Counselling facilities are provided to motivate advanced learners to **upgrade their skills**
- Coaching classes for appearing for **competitive examinations** for entry into government jobs is conducted
- The college **collaborates with other institutions** to guide the advanced learners in many avenues
- Introduction of relevant and challenging **short term certificate courses to enhance career prospects** of students
- Advanced learners are encouraged to take up **Swayam and MOOC Courses**
- **Academia-Industry interface** strengthened by MOUs and collaborations to improve the skills of students
- **Workshops on Multiple Intelligence and Time Management** were conducted to teach the students to recognise their **multiple intelligences** as well as the virtue of time management

Slow learners

- Each department of the college conducts *bridge courses / remedial sessions* for slow learners to build their progress. Classes are conducted during free hours and after regular class hours.
- Peer-teaching is encouraged to help slow learners. *Grammar mentors* are selected to help in this process
- Teachers conduct *revision classes* to prepare students for exams. *Tutorial classes* are conducted to enhance the learning abilities of slow learners
- To improve linguistic proficiency, *classes on communication skills* are conducted regularly for those students who find it difficult to converse and write well in English
- Sample questionnaire with answers, relevant notes for the topics are given to students
- JNC *Book Bank facility* is also provided to build up learning experience
- A *handbook for language development*, language lab for development of communication skills and e-resources are made available

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 22.99

File Description	Document
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.15

2.2.3.1 Number of differently abled students on rolls

Response: 5

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response:

All the departments in the college have moved from conventional teaching methods to *student-centric methodology*. Students are provided with smart classrooms and supporting infrastructure. The college ensures the overall growth and development of its students in a four-dimensional perspective that enhances academic outputs through *cognitive learning, experiential learning, participative learning and problem-solving methodologies*. The curriculum for the students is structured in a systematic way to enhance *interdisciplinary and multidisciplinary* approach and provide a balanced and comprehensive education. Students organise events which give them hands-on experience.

Cognitive Learning

This is the *foundational process of teaching-learning*, where students are taught and exposed to the basic concepts in their chosen subjects. The other three methods are built on this foundation.

Participative learning

- Organising national and international conferences, seminars, workshops to inculcate a spirit of research, critical enquiry and develop analytical thinking potential
- Review of movies, documentaries, advertisements and newspaper articles
- Discussions, debates, quiz
- Department Newsletters and Lab Journals
- Multimedia learning process
- College fests, exhibitions, hobby based electronics projects
- Departments organise co-curricular activities
- Academic Outreach programmes
- Skit, street plays, mime, role play
- Peer learning

Experiential Learning

- Students learn through suitable working models, power point presentations, audio/video teaching aids
- Field trips and industrial visits
- Internship programmes with industry and NGOs
- The faculty of Arts, Science, Commerce and Management bring out student research journals annually to vitalise research
- To provide a dynamic, and student-friendly learning environment, Credit Based system was introduced in 2009. It provides students with a wider choice of interdisciplinary options to ensure a more experiential learning process
- Most short term courses are hands-on, focusing on participative and experiential learning
- Film making by students facilitates understanding of social and economic issues
- The student body election is conducted using EVMs and provides students with the experience and understanding of the democratic and electoral process
- To improve communication skills, and self-development, games and role play are encouraged in the

Value Education classes

Problem solving methodology

- Problem-solving aspects are an integral part of the syllabus and teaching methods in many departments
- The students are exposed to practical and interactive sessions, with viva-voce exams at the end of the semester
- Class tests, mid-semester and end semester examination question paper structure has around 30% problem-solving testing, for which students are trained in the course of the semester
- Maximise problem-solving ability through case studies, student seminars/presentations, assignments, research and application-oriented projects, simulation exercises; ICT-enabled learning, role play, business labs.
- Departments have enhanced problem-solving skills through business labs, sci-lab, Maxima, Python, FOSS, and specimen-collection trips
- Students identify and analyse problems for which they can generate potential solutions – paper recycling, cloth bag and notebook project, reducing plastic on campus, e-waste management are some of the outcomes

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 147

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 25.03

2.3.3.1 Number of mentors

Response: 135

File Description	Document
Any additional information	[View Document](#)

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

The institution plans and organises the teaching and learning process by preparing an *Academic Calendar* showing the calendar of events for the year. The number of working days, holidays, mid -semester, end semester examination schedules and various other academic, co-curricular and extra-curricular activities are taken into consideration when preparing the calendar. Teachers are allotted the syllabus and *time table well in advance* to enable them to prepare for their classes and examination schedule.

The College follows a diligent work culture in terms of advanced and *timely planning in preparation and execution of the academic calendar* and teaching plans. The academic calendar is printed in the form of the *College Hand Book and the Students Hand Book* and given to students and staff at the beginning of the academic year. This is followed by the institution, teaching staff and students.

The Hand Book (Academic Calendar) contains the distribution of the academic year into odd and even semester in which the academic events such as regular class and curriculum enriching programmes are **allocated with specified dates**. Care is taken to allocate the activities in a manner that makes the distribution equitable.

The *departmental initiatives* such as Conferences, Seminars, Workshops, Guest lectures, talks by specialists, field and industrial visits to *enrich the curriculum* is planned by the HODs and faculty members of the respective departments and marked in the Hand Book.

The academic year, divided into 2 semesters, includes regular and add-on activities to give the students a holistic enrichment of the curriculum. *The class tests, assignments, projects, presentations by students, schedule of the Mid- Semester and End Semester* examinations are indicated and constitute part of the academic planning for the year.

The Teaching staff, plan their lectures, activities and *completion of syllabus in accordance with the academic calendar.* The faculty members also *maintain a work diary and keep track of the topics that* are taught to the specific class over the period of the semester.

The syllabus is formed in consultation with the experts in the subject who are the members of the Board of Studies and Examination, keeping in mind the *relevance of the content as well as the quality time* that is required in delivering the particular content; avoiding both the stress of overload of content and lethargy of learning.

There is regular academic audit through department meetings conducted by the HODs to plan for the weeks ahead and also to ensure that the syllabus is completed as per schedule. Work done by the staff is monitored through the *work diaries submitted* to the Principal through the HODs.

The *Principal* and *Chief Co-ordinators monitor the process* of Academic planning, execution and the events therein and provide the necessary information at regular intervals to the staff and students through meetings, public announcement system, updates in the college website and regular reporting systems. Regular meetings with Staff Council, Synergising Committee, Examination Committee and Heads of Departments are held, to plan and ensure compliance with the academic schedule.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 27.65

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
49	38	34	31	32

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 12.67

2.4.3.1 Total experience of full-time teachers

Response: 1862.25

File Description	Document
Any additional information	[View Document](#)

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 3.78

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
01	03	01	00	00

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters (scanned or soft copy)	[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 43.81

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
73	63	54	50	51

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 31.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	34	30	33	28

File Description	Document
List of programs and date of last semester and date of declaration of result	[View Document](#)
Any additional information	[View Document](#)

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Any additional information	[View Document](#)

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 15.46

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
07	00	03	02	07

File Description	Document
Any additional information	[View Document](#)

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

Relevant processes and significant reforms are in place for examination procedures. The highlights are:

The College uses a *single data base system* to maintain records of students from entry to exit. Data pertaining to admission of students is transferred to the examination system two months prior to the commencement of the End Semester Examination (ESE). All *computation is done by the software programmme*. The process of examinations begins with issuing a Notification, Registration of students for ESE and announcement of the Timetable.

The eligibility list of all students for the semester is generated through the *Examination Management System*. The courses the students are eligible for is assigned, and the candidate list is generated. The timetable is drafted enabling online generation of Admission tickets for the practical and theory examinations. *Tabulation and Result Sheets* are generated using the software of the examination management system along with Marks statement with photograph and *consolidated marks cards* with *Cumulative Grade Point Average.*

The invigilator's diary, register number and marks are generated using the *relevant software*. Entry of marks is done by scanning the barcodes for register numbers and the secured(ESE and CIA) marks. *The bar-coding system* ensures *confidentiality, accuracy and objectivity.*

Post graduate courses have a *double valuation system*. The average marks of both valuers are awarded to the student. If the difference in marks is more than 20%, then the answer script is valued by a third valuer and those marks are final. This ensures *greater accuracy and fairness of the valuation* process.

External Authentication: *Two Question papers for* all subjects are set, by external and internal examiners. Scrutiny of question papers is done by Board of *Examiners headed by an external member* to ensure the accuracy and conformity of questions in accordance with the syllabus. Review of valued answer scripts is done by external paper setters. The presence of external members at different levels is *a strong indication of the authenticity and validity* of the examination process.

Physical Verification includes verification of total marks on the cover page, tallying the marks on the sticker and marks in words, tallying of the marks on the covering sheet with the marks awarded inside the script, checking whether all answers are valued. This has *eliminated human error* in calculation.

All Languages, Arts, B.C.A and Commerce subjects have *Continuous Internal Assessment (CIA)* of 50 marks. Subjects with practicals have CIA of 20 marks. Internal Assessment marks are obtained through class tests, assignments, projects, presentations, mid-semester examination and attendance. Students are given an *opportunity to improve* their CIA if required. CIA is shared with students ensuring *transparency and validity.*

Student Support: Results are announced within one month of the completion of the last examination for UG courses and six weeks for PG courses. There is provision for *issue of photocopies and revaluation* of answer scripts. *Special Supplementary Examinations* are conducted for outgoing students.

Students are the primary beneficiaries of all the above processes, ensuring authenticity, transparency, timely evaluation and announcement of results.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Programme outcomes, Programme specific outcomes and course outcomes for all programmes offered by the institution are *displayed on the college website*. When students enter a particular programme they are already aware of the programme outcome from the information given during admission. Heads of Departments and senior teachers apprise them in greater detail of programme specific outcomes in the first few classes of the semester.

The institution develops *programme outcomes in consultation with senior faculty* members from the concerned departments, as students have a triple major structure. Each department develops *course specific programme outcomes in consultation with the Board of Studies,* which is then presented, discussed and approved by the Academic Council.

The UG and PG courses in the college aim to impart quality education to students in the field of Arts, Science, Commerce and Management. In general, the aim of the different programmes are:

- To develop through the curriculum, analytical, logical thinking, reasoning and critical thinking skills among the students
- To enhance students' perception and sensibilities about the world by encouraging students to approach diverse issues critically
- Learning in an inter-disciplinary perspective to inculcate a holistic understanding, innovative thinking and problem-solving approach among students
- To develop effective communication skills and inculcate a spirit of enquiry in students
- To prepare them to be effective citizens in the nation-building process

The course in Arts leads to a holistic understanding of applied and theoretical social sciences, critical thinking, social sensitising, understanding of historical events and places, economic activity and sociological concepts.

The course in Commerce and Management aims to develop analytical skills and practical knowledge, communication and entrepreneurial skills.

The courses in Physical Science aim to hone the analytical and logical skills, understanding physical phenomenon and laws governing them. Life Science courses educate the students with practical knowledge in laboratory sciences and applied aspects of Life Sciences.

The Post graduate programmes inculcate in students a spirit of critical enquiry and develop their analytical, critical and creative faculties. They are designed to meet the growing demand for qualified professionals and provide a modern, industry-oriented education to compete in the present day global situation.

At the beginning of each semester, *all departments inform the students about the syllabus* to be followed and provide a copy of the same. The objective of each programme is presented, along with the syllabus grid for each course and with the detailed syllabus. Each teacher of a particular paper/course informs and discusses with the students the objectives and expected outcome of the course. This is *reinforced at periodic intervals in the semester.*

The Ph.D programme(Chemistry) aims to inculcate in students a *scientific temper and training in the methodology of research,* with specific emphasis on data collection, interpretation, designing of experiments, setting up of control experiments and data analysis using appropriate software. The programme hones experimental skills, including handling of necessary equipment, and is designed such

that students can go into academics, industry or research.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

All the programmes of the college provide a *balanced and holistic education* to women. The desired outcome lays emphasis on nurturing the qualities of *excellence*, code of ethics, openness of mind, and enhancing *communication skills and critical thinking* in students.

Attainment of desired outcomes is measured through the following criteria:

1. Examination system and results
2. Placement
3. Student feedback (Formal and informal)
4. Parents' Feedback(Formal and informal)
5. Feedback from prospective and actual employers

EXAMINATION

Course evaluation through examination is done to *determine the level of understanding* of a student with regard to the various subjects offered in a course. Each course has established objectives and learning outcomes. These are tested by the following: *continuous assessment tools- class test, quiz, assignment, project, seminar, mid-semester examination, and viva-voce.* The above tools along with the End Semester theory exams which include practical, theory and Multiple-choice questions help in evaluating the understanding of the student.

The examination system *tests the analytical, creative, logical skills of the students.* The testing pattern also evaluates the theoretical foundation of various subjects. It equips the students to prepare for post-graduate studies, various entrance examinations and future career opportunities.

PLACEMENT:

Most course outcomes in the fifth and sixth semester *focus on employability and new areas*. The college also provides *career guidance to the students of fifth semester*. The students are directly recruited from the campus during the final year by key players in IT, ITES and BPO sectors, Multinational Business Organisations and Banking Institutions. Out of the registered students for placement 75-80% students get placed every year.

The students are placed in IT, Media and communications, Finance, Banking, Research, Public Relations, HR and Marketing sectors. They find placement as Counsellors, Reporters, Editors, Air hostess, Actors, Models, teachers, executives, tax analysts, Event heads, Consultants, Process Executives, Life skill trainers.

FEEDBACK

Feedback is obtained from students *online and manually* in consultation with the staff. Feedback is also obtained from *alumni and employers.*

The college aims to ensure that the young women entrusted into our care emerge not only as intellectually enlightened citizens but also as emotionally balanced and socially committed lifelong learners. It is reflected in *different aspects of curricular, co-curricular and extra curricular learning*. All departments *regularly conduct workshops and guest lectures* to expose students to experts in their field. Project exhibitions, field trips and industrial visits are also organised to give students *practical experience and hands-on training.* Academic leadership among the students is encouraged to meet challenges and opportunities.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 89.8

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 863

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 961

File Description	Document
List of programs and number of students passed and appeared in the final year examination	[View Document](#)
Any additional information	[View Document](#)
Link for annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.54

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 0.61

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1.5654	0.61	0.25	0.00	0.6075

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 1

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	0

File Description	Document
List of teachers and their international fellowship details	[View Document]
e-copies of the award letters of the teachers.	[View Document]

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 4.03

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	4.025

File Description	Document
List of project and grant details	View Document
Any additional information	View Document

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 9

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 9

File Description	Document
Names of research centres	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 4.74

3.2.3.1 **Number of teachers recognised as research guides**

Response: 10

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 211

File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.12

3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 5

File Description	Document
Supporting document from Funding Agency	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

Jyoti Nivas College Autonomous (JNC) has systems in place to *foster a culture of entrepreneurship, creativity and sharing of skills*. Students are encouraged to explore opportunities for self-employment through various programmes and activities. As a women's college it helps students with *avenues of self-employment* that can be pursued from home. Many students have used skills and knowledge acquired at JNC to start their own business ventures. Some are formal enterprises, a large number of these *ventures are small-scale and self-financed.*

Handicraft Workshop: In February 2019, a two day workshop was organised by the Student Welfare Committee for around 28 economically needy students. This workshop helped students start their own business and be financially independent. The resource persons for the workshop were JNC students who were young entrepreneurs.

Platforms at College Events and Cultural Fests: The training provided to the members of the various cultural teams to practice, hone and showcase their talents has led to several members of the dance and music teams starting ventures in the field of music and dance.

Stalls during College Events: The college encourages budding entrepreneurs to set up stalls during college events and intercollegiate festivals to showcase, market and sell their products. Over the years students have set up stalls for Mehendi art designing, nail art, make-up, hairstyling, handmade jewellery, confectionery and paper bags.

Entrepreneurship Cell: The Entrepreneurship Cell of Jyoti Nivas College Autonomous (E-Cell) has been in existence since 2006. The E-Cell enables students to emerge as successful entrepreneurs. It is a vibrant organisation enthusiastically coordinated by the students. Every year there are 50-60 students who are active members of this club. Initiatives of the E-Cell of JNC include:

- *Green Store*: Markets products such as notebooks, note pads, cloth bags, eco- friendly bags and accessories made by JNC students and women entrepreneurs.
- *Utsav:* A carnival for women entrepreneurs to exhibit and sell their products was held in collaboration with AWAKE Bangalore on 19 January 2015.
- *Social Entrepreneurship Initiative*: A lady tailor was identified from an economically

disadvantaged background. She has been given the assignment of stitching cloth bags under the brand name **Sparkle**. These cloth bags are priced at Rs. 100 and sold inside and outside the college. This initiative also seeks to reduce the use of plastic.The twin goals of using eco-friendly bags and encouraging entrepreneurship among the students have been met.

Alumni Entrepreneurs: Several students of the college continue to use the skills acquired and enhanced while in JNC to initiate various entrepreneurial ventures in different domains.

1. *Jewellery making and sale*: Some students design, make and sell jewellery both online and offline. Several of them learnt the skill in college
2. *Confectionery making, sale and catering services:* During college fests these young entrepreneurs set up stalls to sell their produce
3. *Dance choreography/Teaching Music:* Many students who have been part of the college cultural teams have used their skills and talents honed while in college, to start their own enterprises
4. Mehendi, Make-up and Tattoo artists
5. Event Management

File Description	Document
Any additional information	[View Document]
link for additional information	[View Document]

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 139

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	32	30	27	19

File Description	Document
Report of the event	[View Document]
List of workshops/seminars during the last 5 years	[View Document]

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
List of innovation and award details	
e- copies of award letters	

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 87

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
29	25	17	6	10

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	
e- sanction order of the Institution for the start ups on campus	
Contact details of the promoters for information	

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	

3.4.2 The institution provides incentives to teachers who receive state, national and international

recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	[View Document](#)
Any additional information	[View Document](#)

3.4.3 Number of Patents published/awarded during the last five years

Response: 2

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	0	0

File Description	Document
List of patents and year it was awarded	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.3

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 3

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 10

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 1.29

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
49	44	14	36	27

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 0.6

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	21	09	09	09

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)
Any additional information	[View Document](#)

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 1.27

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 2.5

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and

the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	
URL of the consultancy policy document	

3.5.2 Revenue generated from consultancy during the last five years

Response: 10.61

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
5.41	1.250	1.2	2.75	0.0

File Description	Document
List of consultants and revenue generated by them	
Audited statements of accounts indicating the revenue generated through consultancy	

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.0	0.0	0.0	0.0	0.0

File Description	Document
List of teacher consultants and revenue generated by them	

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Outreach programmes at Jyoti Nivas College Autonomous aim at *deepening the students' understanding of social diversity.* Students, especially from affluent backgrounds, are exposed to different segments of society to create awareness and sensitize them to the lives of the less privileged. Students are shown the different ways and modalities through which they can *contribute to better the lives of others.* A very hands-on approach is put into place where students participate in the planning, organisation and execution of outreach activities. Academic institutions must not only concentrate on students' grades, degrees and passing the examinations but also *engage them in serving the community.*

Social work also *promotes self-determination and resilience;* students who are socially aware realize that one of their prime responsibilities is to serve the society they are a part of. All students spend time during their course in engaging themselves in social awareness and service oriented programmes. A large number of the extension programmes are organised by the *NSS, NCC, Rotaract and AICUF* units of the college. These students become the conduits through which the rest of the student community gets sensitsed to participate or to be a part of these programmes on a voluntary basis. We believe in the motto of *'giving back to the society'.*

Varied social activities are undertaken by students like, tutoring students with disabilities, providing food, clothing for the less priviledged and relief material for flood affected victims, reaching out to construction workers, spending time in old age homes and orphanages, and visiting hospitals to help patients and their families, navigate the process of illness and injury from hospitalisation to recovery.

Some of the social initiatives undertaken by students are:

• Services in old age homes like *Ashraya Health Care, Old Age Home Care Services, Little Sisters of the Poor.*

• Working with NGO's like *Enable India, U&I, Arpana Special School, Chandrashekar Institute of Speech and Hearing, Spastics Society of Karnataka* to empower people with disabilities.

• *Tutoring students* from deprived and socially backward communities in villages and charitable homes such as *Gerizim Home, Bosco Mane.*

• Working for the welfare of tribal communities in *Sahyogi Mahilarural Institution, Hulm Institution.*

• Community services in *St. Chavara Kripalaya, Gurdwara Sri Guru Singh Sabha Rehabilitation Trust.*

• Organising 'food fests' to *raise funds for charity and flood victims.*

• Organising and participating in social awareness drives on issues like **d***rug abuse, cornea donation,*

AIDS.

• Organising *Health Checkup and Blood Donation Camps.*

Outreach programmes undertaken by JNC *help the local community and contribute towards their upliftment*. Children from the neighbourhood are given tutions by our students, and the *college employs women and men from nearby slums.*

As a result of their exposure to the harsh realities of our society and their participation in the various programmes, students *become more responsible citizens* and they carry this learning with them long after they have left the institution.Thus the college helps in creating a nurturing ground for meaningful holistic development.

File Description	Document
Any additional information	[View Document](#)

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 9

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
03	00	02	02	02

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

3.6.3 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 last five years

Response: 134

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
32	25	25	31	21

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 66.27

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2430	1680	1934	2065	2146

File Description	Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 15.2

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	16	15	15	15

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 951

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
238	181	216	191	125

File Description	Document
e-copies of linkage related Document	[View Document](#)
Details of linkages with institutions/industries for internship	[View Document](#)

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 31

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
9	5	06	9	02

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The institution provides learners with *well-equipped facilities to enhance learning*. The amenities are:

- Classrooms with *LCD Projectors, OHP, Wi-Fi connection, smart boards with LMS* (Learning Management System). Each classroom is equipped with LAN, smart boards, and CCTV cameras and has a seating capacity of 30/60/120
- The Commerce Department has a *business laboratory that uses Assisted-Technology through Tally and Advanced EXCEL* that leads to more vocational-based learning
- Life Science departments have *6 laboratories with upgraded equipments* to promote practical learning
- The Department of Psychology has a laboratory to help students with practical and theoretical skills
- Physical Science departments have *17 laboratories with modernised facilities*
- The Electronics Department signed an *MOU with Texas Instruments Innovation Laboratory. Artificial Intelligence, IOT and Robotics* is taught through this laboratory. This develops the usage of sensory-based AI learning
- Mathematics laboratories use **60 computers.** The practical sessions use *Free Open-Source Software for* IT industry-oriented learning
- The Computer Science Department has *three laboratories with 137 computers* to enable a student-centric approach
- The Centre for Media Studies has *two media laboratories, digital editing laboratory, language laboratory, video studio, audio studio, performing arts studio, and news studio.* These facilities help students in film editing, newspaper layout, graphic designing, photography, post production, etc.
- The Department of Travel and Tourism has a laboratory to help learners with theory and practical applications
- The *college* is well equipped with *three Auditoriums, two Conference Halls, Reading Room, two language laboratories*
- *Eight seminar halls* with podium, smart boards with LMS (Learning Management System), LCD projectors, OHP and Wi-Fi connection are there for conferences, workshops and seminars
- *State-of-the-art-Board Room* provides facilities for teaching-learning discussions and video conferencing
- *State-of-the-art-Jyoti Auditorium, St. Joseph's Auditorium and PG Auditorium* are used for conferences, workshops, paper presentations, collaborative events with other institutions and cultural events
- *State-of-the-art-Conference Halls* are well equipped to conduct workshops, seminars, symposiums and conferences
- The *Counselling room* ensures one-to-one interaction and confidentiality
- *The Library and Information Centre is a three-floor building* with a reading room, internet access, book bank, digital library, photocopying and printing facilities, online database access, question bank and remote access facilities

- *DELNET, N-LIST, Galileo Integrated Digital Learning Centre* and British Council Library facilities are available
- *Jyoti Digital Braille Resource Centre* provides knowledge resources for the visually-impaired students
- *The Paper Recycling Unit* has its own space and helps in educating students about environmental conservation and sustainable development
- *Sports facilities and Gymnasium* help students improve physical health and well-being
- *Modernised gym equipments* build the strength of students, ensuring mental and physical well-being
- *An Indoor stadium* provides space to play games like carom, table tennis and chess
- The *Indoor Stadium* is also used for aerobics and zumba training
- Allotted *rooms for NCC and other clubs* provide space for practice and promotes social responsibility and camaraderie among students.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The College has facilities for a wide range of sporting activities. There are four courts. Space is provided for track-and-field events, soft ball and cricket. An indoor games hall is provided for Yoga, Zumba, table tennis, chess and carom. A state-of-the-art modern gymnasium with latest equipments is in place.

The college provides many facilities for cultural activities. A wide range of musical instruments is available for Indian and Western music teams: Keyboards, base guitars, drum kits, Cajon, djembe, piano and a fully equipped sound system. The Indian and Western dance teams practice in the auditorium, amphitheatres and in the indoor games hall.

A Performing Arts studio was set up for the B.Voc (Performing Arts) students to practice dance, theatre and prepare for media events, which are an integral part of their curriculum.

Sl. No	Facilities	Area (in Square Meters)	Year of Establishment	User Rate P/A
1	Main field	4500	1966	1500
2	Basketball, Volleyball Throw ball and Tennis courts	1500	1966	1500
3	Indoor games hall	137.75	1966	1500
4	Yoga room	557.48	2009	100
5	Gymnasium	175	2018	35

6	Zumba room	70.23	2017	100
7	Indian music room	50.16	2016	25
8	Western music room	50.16	2007	100
9	Performing Arts studio	205.94	2017	250

The college has 3 Auditoriums and 2 Amphitheatres.

Jyoti auditorium

- Built-in area 2528.06 sq.m
- Seating capacity 1220
- Stage capacity 250
- Microphones (14)
- Speakers (12)
- Projector
- Audio and keyboard jack
- Centralised Air Conditioning
- 48 Lights
- Sound controller (1)
- Light controller (2)
- Green Room (2)
- Rest Rooms (13)
- Fire extinguisher (5)
- Auditorium foyer and balcony for practice.

St. Joseph's Auditorium

- Built-in area 353.03 sq.m
- Seating capacity 320
- Stage capacity 50
- Microphones (13)
- Speakers (32)
- Projectors
- Snake box(8)
- Audio Mixer(16)
- Stage Lights (24)
- Fans (20)
- LED lights(26)
- Zero bulb LED(35)
- Amplifiers (4)
- HDMI projector
- Smoke machines(2)
- DMX controller(1)
- Green Room (2)
- Rest Rooms (3)
- Fire extinguisher (2)

PG Auditorium

- Built-in area 343.77 sq.m
- Seating capacity 300
- Stage capacity 90
- Microphones (12)
- Speakers (6)
- Projector
- Audio and keyboard Jack
- Stage Lights
- Fans (15)
- Air coolers(3)
- LED lights(46)
- Fire extinguisher (1)

Amphitheatre- 1

- Centrally located for students to get a view from all angles
- Seating capacity of 800
- Stage capacity of 100
- Dimensions: 96.67 sq.m
- Microphones (4)
- Speakers(4)
- Sound controller(1)
- Audio and keyboard jack

Amphitheatre- 2

- Centrally located for students to get a view from all angles
- Seating capacity of 800
- Dimensions: 112 sq.m
- Microphones (6)
- Speakers (2)
- Projectors
- Audio and keyboard jack
- Lights

The college has a storage room for costumes and props. The main sports field, the quadrangle in the degree block and the driveway are used for conducting various events, cultural and social awareness activities such as flash mob and street theatre.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class,

LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 108

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 100

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
719.92	653.67	500.91	526.52	327.86

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Name of the ILMS software   : NewGenLib (NGL)
Nature of Automation   : Fully Automated
Version   : Helium-3.1.1 & the NGL Core Engine Version is 3.1.1.
Year of Automation   : 2008

The functional modules supported by NewGenLib version Helium-*3.1.1 are:*

- Technical Processing
- Circulation
- Acquisition
- Serial Management
- OPAC
- Administration
- Queries
- Utilities
- Windows

Various housekeeping activities of the library such as *data entry, issue and return* and *renewal of books, member logins* etc. are done through the software. The books are classified according to *Dewey Decimal Classification* (DDC).

Online Public Access Catalogue (OPAC) service is provided. Users can search for books by title, author and subject. A separate *KIOSK (*Desktop computer) is available for searching for books through OPAC. New books are displayed on the OPAC. All books in the library are bar-coded.

All users are given a unique barcode ID. E-mails regarding check outs (issues), check-ins (returns), renewals and other transactions are sent to the library users, Automation has enhanced the image and reach of the library.

Link to library website- https://www.jyotinivas.org/library.php

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The college library has a good collection of rare books published before 1980. This collection of rare books has been retained for the strengthening of library holdings and also to assist faculty and students in teaching and research.

In addition to print collection, the Document Delivery Service (DDS) of the library, downloads and delivers freely available e-rare books from Rare Book Society of India (RBSI), Education and Research Network (ERNET), Digital Repository and from the subscribed resources- DELNET and N-LIST.

The Library is also enriched with Encyclopaedias, Dictionaries, Year Books, Almanacs, Maps and Bibliographies to expand knowledge resources and enrich students' minds by exploring new horizons apart from the prescribed textbooks.

All the rare books and other knowledge resources are classified and arranged according to the Dewey Decimal Classification (DDC) scheme on different floors of the library.

In order to meet user requirements, when a particular rare book or any other knowledge resource is not available, a request is made to the Developing Library Network (DELNET) via Inter Library Loan (ILL) service.

The Library is an institutional member of Bangalore University and Indian Institute of Management, Bangalore (IIMB). The services offered by these institutions help our students, staff and research scholars in accessing or borrowing rare books and other knowledge resources.

Users are encouraged to recommend/suggest rare books/knowledge resources to enrich the library collection. Rare books received as gifts from donors build existing strength.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.3 Does the institution have the following

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years

(INR in Lakhs)

Response: 8.78

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
6.35	12.25	7.75	9.33	8.21

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 7.74

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

Response: 273

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT Facilities on Campus (Including Wi-Fi):

Information Technology (IT) facilities are periodically upgraded with latest versions. The entire campus is Wi-Fi enabled and secured with firewall. All computers with high speed internet facilities are linked through LAN.

IT UPDATION

- 56 wireless access points have been installed in the campus to help students and staff to access the internet. The entire network is secured through firewall
- Campus computers are connected with internet facilities with a data transfer speed of 350 Mbps, with switching speed of 100 Mbps to 1000 Mbps, through CISCO and HP switches
- 68 CCTV surveillance cameras have been installed all over the campus
- Kaspersky Total Security Antivirus has been installed for all computers and is renewed annually
- Many classrooms have been upgraded with multimedia facilities
- KnowledgePro with DELL online server has been installed. This facilitates online checking of students' academic details
- A student online portal link from the college website has been provided for helping students to check attendance, monitor timetable and pay fees
- Staff use KnowledgePro to enter student attendance and marks
- The biometric system was installed to monitor day-to-day attendance of staff
- An agreement was signed with Microsoft for campus licentiate. This is renewed annually
- Original licences for DOT NET, Oracle software, Tally ERP 9 and SARAL TDS have been installed
- Online admission process and online payment of fees has been facilitated
- Parents get automatic SMS alerts regarding their wards' attendance
- Automated coding and decoding of answer scripts is in place in the examination section
- Students can access results through the college web portal
- Six LED display screens have been installed to disseminate day-to-day academic and co-curricular information
- Adobe Master Collection editing software with 20 user-licentiates has been installed in the media laboratory

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 6.59

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Any additional information	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 55.28

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
419.55	409.07	241.03	230.52	208.73

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)
Any additional information	[View Document](#)

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.

Response:

The Management has policies and practices to *maintain and ensure the optimum use of the various facilities* on campus. There is a schedule for maintenance, based on usage, necessity, wear and tear and upkeep.

Heads of Departments, IQAC Coordinator and the Chief Coordinators identify the *growing and recurrent needs for purchasing/upgrading various facilities*. This is presented to the Principal, who places the relevant proposals to the Management for approval, after which quotations are called for and orders placed.

Spread over 38786.60 square metres, the institution has the following physical facilities:

- ICT-enabled lecture halls
- Laboratories
- Library
- Campus-wide Wi-Fi
- Examination centre
- State-of-the-art boardrooms
- Conference halls
- State-of-the-art Auditoriums
- Sports field/courts
- Gymnasium
- Indoor games hall
- Yoga room
- Music rooms
- Department staff rooms
- Staff lounge
- Union room
- Guest rooms
- Medical room
- Meditation/Inter-faith room
- Foodcourt
- Restrooms
- CCTVs
- Elevators
- Generators

- UPS and batteries room
- Server room/Data centre
- Well-equipped hostel accomodating 150 students, 40 bathrooms and restrooms, washing and drying area, spacious dining hall with seating capacity of 154 with television connection, Wi-Fi enabled common room, prayer hall, sick room, garden and fully-automated kitchen

A *streamlined process of service, repairs and annual maintenance* is in place for the upkeep of the above and is carried out based on usage/need - daily, weekly, monthly or annually.

Two supervisors and support staff are in charge of maintaining the cleanliness/hygiene of the campus. Classrooms, restrooms, departmental staff rooms, corridors, driveways and other common areas are cleaned daily. The supervisor reports to the chief administrator for the list of daily requirements. Sufficient number of dustbins dot the campus to enable segregation of wet and dry waste. Buildings and other infrastructure are painted periodically.

• *Periodic service and repairs* are undertaken to ensure effective functioning of laboratories and classroom furniture/equipments/ICT facilities in addition to continuous supervision of power/water supply

• The cleanliness and sanitation conditions of washrooms are monitored regularly by a *team of janitors*

• Environmental pollution is controlled through Energy Conservation (Solar Panels and Wind Turbine), rain water harvesting, Sewage Treatment Plant, tree planting programmes, *Green Initiatives include* plastic-free campus and paper recycling. Awareness campaigns regarding cleanliness are made through captions/bulletin boards and paintings

• Efficient segregation policy in the foodcourt for waste disposal

• Dust bins on campus and in every room

• Elevators, PA system, CCTVs, fire extinguishers and LED screens are periodically serviced and maintained

• Ramps and support bars make the campus differently-abled-friendly

ICT: JNC provides ICT-enabled classrooms to enhance teaching-learning. The ICT facilities provided are: LCD projectors, smart boards, laptops, wireless networks. LED panels setup on every floor of the degree block enable fast dissemination of information. CCTV surveillance through IP cameras setup at strategic points on campus, classrooms and departments enable prevention of malpractice and misbehaviour. The entire campus is Wi-Fi enabled which is used in the teaching-learning process for audio-visual presentations, attendance entry, research and reference work.

For the power backup of all the electronic equipment, UPS and batteries have been installed and they are maintained by servicing them twice a year. Wi-Fi access points are regularly serviced. CCTVs are maintained through Annual Maintenance Contracts (AMCs). Computers are regularly maintained by technical staff.

Laboratories: Equipments are maintained and regularly upgraded. Stocking of materials, regular supply of gas and water and uninterrupted power supply is ensured for smooth conduct of practicals. Laboratories are

maintained with a thorough cycle of upkeep by the laboratory attenders.

There are *AMCs* with professional vendors for the following-

Generators/ Photocopiers

RO water purifiers

Air Conditioners

Elevators

Telephones

The state-of-the-art auditoriums have latest electrical and electronic equipment. The auditorium managers with assistants and other technical staff regularly monitor the maintenance of the instruments. Microphones, sound systems, lights, curtains, air conditioning, green rooms, washrooms, backstage and seating are all periodically maintained. The managers in coordination with the Chief Administrator keeps a catalogue of all the essentials, along with the necessary upgradation needed. The Jyoti auditorium is insured.

Gymnasium, Yoga room **and Indoor games hall:** The college has state-of-the-art gymnasium equipped with the latest machines. Both staff and students have enrolled in the gymnasium, making use of the wide variety of more than 130 equipments. The gymnasium has a qualified trainer and a fitness assistant. The College offers courses in Yoga. A qualified and trained Yoga instructor appointed by the Management conducts yoga sessions. Space has been provided to conduct zumba sessions as part of the short term course.

Music Rooms: The College has allotted specific rooms fitted with appropriate acoustics and musical instruments for the training of the Western and Indian music teams. The teams practice regularly and take part in various inter-collegiate competitions and other cultural programmes.

Sports Fields: The College has facilities for sports activities. Spread over an area of 4500 square metres, having facilities for outdoor games- basketball, volleyball, throw ball, athletics, cricket, football and tennis, indoor games- chess, carom and table tennis. A sports assistant maintains on a daily basis movable and immovable items under the supervision of the Physical Education director. New equipment is purchased annually and stock verification is conducted on the basis of day book and stock book. The sports field is maintained through daily watering and use of rollers. The college also avails the services of specialised trainers/coaches for various sports. The sports teams represent the college at the inter-collegiate, university, state and national level competitions. The institution provides the players with daily breakfast, team uniforms, transport facilities and medical assistance. The indoor games facilities are open to all staff and students for recreation.

Hostel: Housekeeping is carried out by ten janitors on all the floors under the supervision of the chief warden of the hostel. Two gardeners maintain the kitchen garden and the orchard. Two cooks ensure timely, wholesome and hygienically prepared food.

Day books and stock books record all procured items in college. Internal and external audit during the

annual stock verification is mandatory for all departments.

All sections of the college campus are maintained by the support staff comprising of laboratory attenders, gardeners, plumbers and carpenters.

File Description	Document
Any additional information	View Document
link for additional information	View Document

07-10-2020 12:50:50

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 11.39

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
250	453	413	421	233

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 4.43

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
190	86	136	137	138

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**

     3. Soft skill development
     4. Remedial coaching
     5. Language lab
     6. Bridge courses
     7. Yoga and Meditation
     8. Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document]()
Any additional information	[View Document]()
Link to Institutional website	[View Document]()

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 51.22

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1681	2137	1575	1582	1051

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document]()
Any additional information	[View Document]()

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 21.36

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
886	722	646	504	588

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	[View Document]
Any additional information	[View Document]

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document]
Details of student grievances including sexual harassment and ragging cases	[View Document]
Any additional information	[View Document]

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 32.73

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
240	248	281	290	301

File Description	Document
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 21.41

5.2.2.1 Number of outgoing students progressing to higher education

Response: 185

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 97.28

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
18	11	3	3	3

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	12	3	3	3

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	0	02

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The Student Council/Union is an integral and dynamic part of campus life at JNC. It is an elected body. All the students of the college vote to elect their representatives. The Union helps in the smooth functioning of the various academic, co-curricular, extra-curricular, cultural and sports activities of the college. The union members work for the welfare of students and the upliftment of the institution as ambassadors of the college. They are the voice of the students.

Student Council/Union at JNC works under the guidance of student union advisors and mentorship of the Principal. The academic year begins with the election of Students' Council/Union consisting of the following posts: President, Vice President, Cultural Secretary, Sports Secretary and Treasurer. The election

of the student body begins with the filing in of nomination papers followed by the scrutiny of the nomination papers by a team of experts as per the College Constitution. On the election day every student and staff gets to cast their vote through the Electronic Voting Machine (EVM) obtained from BEL (Bharat Electronics Limited). The day ends with the announcement of the winners for each post. This is followed by the election of the sports and class representatives.

After the election, begins the planning of events for the academic year, which is initiated through a two day leadership camp, where students are taught the nuances of becoming a true leader by experts. The formal induction is done at the Investiture Ceremony.

The Student Council/Union is responsible for organising and executing cultural and sports events at the national, inter-collegiate and intra-collegiate level. *Scintillation*, the national cultural extravaganza and *Sphygmus* a national sports fest are important events. *Rhapsody* the inter-class competition showcases the varied talents of all students. An event looked forward to by all is the *Freshie Queen* competition that initiates the freshers into the college culture.

The class and sports representatives co-ordinate with the Student Council/Union to execute the various student activities by motivating their class to participate in all the events. They liaise between the students and the student union advisors. Suggestions from the student body are presented to the Principal for timely action. They also assist the departments and institution in conducting various curricular and extra-curricular activities.

The elected/appointed student heads of various departments, clubs and other associations, under the guidance of appointed staff, assist in conducting activities like conferences, seminars, workshops, talks and exhibitions at the inter-collegiate, state and national levels. They also help to conduct other events such as Arbitrium the Commerce Fest, Jyoti Filmato of the Centre for Media Studies, Manasi organised by the Psychology department, Manrita an event by the Social Science Forum, Jyoti Summit, Teachers' Day, Students' Day and many more. The student leaders also help in coordinating the National Service Scheme (NSS), All India Catholic Union Federation (AICUF), Eco-club, Paper Recycling Unit and E-Cell activities.

File Description	Document
Any additional information	[View Document](#)
Link for Aditional Information	[View Document](#)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 19.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
26	24	18	17	12

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The alumni of the college maintain a *very healthy link* with the institution. Every outgoing student becomes a registered member of the Alumni Association of JNC. The goals of the association are:

1. To arrange periodic alumni meets that provide a platform for all former students *to meet, reconnect, relive their memories and renew their links with the institution.*
2. To provide *financial support to the needy* and deserving students of the college. To act as *class connectors* of their batch
3. To help in contacting resource persons and organise career-focused events
4. To *institute scholarships and awards* to encourage high achievers in the field of academics and sports
5. To *enhance alumni-institute* interaction
6. To provide medical aid to AIDS/HIV positive patients, especially students from underpriveleged background.
7. To foster better *relationship between the present and past students* by arranging friendly matches

It is significant that about *25 staff members*, in different disciplines, *are alumni* of the college.

Constantly trying to re-invent and recreate, the association formed a *'Think Tank Cell'* with the vision of making the Alumni Association more dynamic.

Contributions by the alumni for the Golden Jubilee celebrations of the college was around Rs. 2,00,000/-. The association contributed Rs. 30,000/- towards relief fund for the people affected by Gaja cyclone in Tamil Nadu in the year 2018.

The association as a part of the social response activity has instituted scholarships to motivate students, such as:

1. 'Best outgoing History student'- Rs. 20000/- Instituted by Mrs. Parimala Pani in memory of her

      daughter Late Dr. Rajini (Pani) Nair, Former professor in History (1977-1993) and alumnus of 1970 batch

2. 'Best outgoing Mathematics student'- Rs.15000/-Instituted by Prof. Vasanthi Moses, former Head, Department of Mathematics, Dean of Science and Registrar of the college and alumnus of the first batch of 1969

3. Ms. Isabelle Joseph, an alumnus and a parent contributed Rs.15000/-.

The alumni-institute connect is an essential strategic asset for any higher educational institution. The alumni of the college have become brand ambassadors of their alma mater by increasing the visibility, reputation and image of the college.

Many student achievers have attributed their achievements to the guidance, teaching, refining of skills, building of resilience, instilling of passion during their study at JNC. They vouched that the plethora of activities in all fields including curricular, co-curricular, sports, cultural and social sensitised to the needs of others less fortunate than themselves.

The alumni form a tangible network through social media. Alumni entrepreneurs and others placed in well-known firms provide internships and job opportunities for their juniors. Members of the association have been on the Board of Studies for the revision of syllabi under autonomy, some have been examiners, resource persons for workshops, seminars, conferences and on panel discussions. Several motivational talks on alternate careers, study opportunities in foreign universities, cracking entrance exams to esteemed institution of the nation were also delivered by them.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

File Description	Document
Any additional information	[View Document]()
Alumni association audited statements	[View Document]()

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Report of the event	[View Document]
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document]
Any additional information	[View Document]

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Mission and Vision	Process and Implementation		
Communion	Democratic and participative mode of functioning	1. Committees comprising of Principal, staff and students to plan, organise and execute cademic and other activities each year. 2. Interdisciplinary seminars/ conferences organised through collaboration between staff of various departments. 3. Common events like orientation, students' day college day etc are organised by management and staff working together.	
Excellence	Curriculum planning and implementation	1. The curriculum is reviewed and revised by a Board of Studies comprising of staff, external members and an industry expert. 2. This is reviewed by the Academic Council. 3. Lesson plans ensure subjects are covered adequately and work diary is maintained by the staff for the same. 4. A library with extensive reference facilities, reading rooms and online database is available to both students and staff. 5. Computer laboratories and language labs are available to encourage practical learning.	
Service	Attention to underprivileged	1. Provide fee waivers for students	

	students and financial and other support extended	from economically disadvantaged backgrounds to encourage them and to give them access to higher studies. 2. Programmes to aid underprivileged sections of society are held and aid in cash and kind is provided to those in need on campus and in the neighbourhood 3. Remedial classes are organised for students who are academically weak.		
Relevance	Practical experience and industry oriented education	1. Regular industry visits are organised for students. 2. Course curriculum is updated to keep up with emerging areas of study and employment. 3. New courses are introduced to enhance employability of students. 4. Student internships are mandatory in some courses and recommended in others. 5. The Placement Cell organises workshops and placement drives.		
Socially and Spiritually oriented	Outreach programmes and spiritual retreats	1. Value education classes are held for all students. 2. Spiritual retreats are organised for students and staff every year. 3. Student outreach programmes are encouraged and credits given for the same. 4. Workshops on yoga are conducted to facilitate emotional and spiritual wellbeing		
Holistic education	Balance of academic and other activities for all round development of students	1. Sporting events are held to teach students important lessons in team work, success and failure. 2. Leadership qualities of the students are nurtured through opportunities to take positions of responsibility in student associations, clubs and		

committees.

3. The college students' union is democratically elected by the student body every year and takes up responsibility in spearheading and executing all student activities.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

Governance in Jyoti Nivas College Autonomous is decentralised with well laid-out pathways for smooth conduct of various activities. An example of collective ownership of responsibility in a well-regulated process is the conduct of end semester examinations (ESE) starting with the notification of the examination schedule, to the announcement of results, a process covering a period of about two months.

The *Controller of Examinations (COE)* is appointed by the Management to ensure the smooth functioning of all processes related to the conduct of ESE and announcement of results. The *Board of Examinations* consists of the COE, Deputy COE, Deans and Deputy Deans of the Science, Arts, Commerce & Management and Language streams, who finalise the dates of the ESE. The *Heads* of the various departments, submit a list of external and internal paper setters. The COE sends mails to both internal and external paper setters from the list submitted. The *Deans and Deputy Deans* keep track of papers received.

Two weeks prior to the last working day for students, *the Board* sends the Continuous Internal Assessment forms (CIA) to each department. The *HODs* assign the job of entering the CIA marks to the *course teachers*. *Students* verify their CIA marks and sign the same. All the CIA sheets are further checked by the *HODs* before submission to the *Deans*.

A week before the examinations commence, *the Deans* coordinate with the HODs for a sitting of the *Board of Examiners (BOE)* of each department to scrutinise the papers received. Scrutiny ensures that the question papers conform to the prescribed syllabus, are error free and meet the required standard. The selection of one paper of the two received is done at random by the Principal three days prior to the commencement of examinations to ensure complete confidentiality. The printing of papers is done by the *Deans and Deputy Deans* under total confidentiality and the printed papers are kept in safe custody.

The *Examination Committee* works under the leadership of two coordinators and consists of 10-12 *faculty members* who oversee the physical arrangements of conducting the examinations including student room allotment, deployment of invigilators, flying squad to check malpractice, distribution and collection of the answer scripts. *Teaching faculty* do the invigilation for **ESE.**

Valuation Custodians oversee the process of valuation, physical verification and review of valued answer scripts. *Teachers* with more than two years teaching experience value answer scripts and the junior faculty do physical verification. The valuation is centralised and carried out in the confidential section of the examination wing. Tabulation of the **ESE** marks is made error free by the use of bar codes for both student register numbers and marks.

On completion of valuation and tabulation of the ESE marks, the final tabulation sheets are prepared which incorporate both the ESE marks and CIA. The tabulated results are reviewed by the ***Board of Examinations.*** The results are declared in about four weeks after the completion of examinations.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

An important aspect of the Strategic Development plan of the College is to initiate new programmes and courses which equip young women with new skill sets and knowledge. With more women entering the field of media and journalism, there was a felt need to introduce Journalism as a core subject with at least 3 or 4 possible combinations to ensure a wider reach, based on students' interest.

Queries of students during the admission process was also an indicator that, programmes with Journalism as a course would serve the interests of the student community at large, primarily due to the various job opportunities in the media and communication sector. The Admission Coordinator shared her feedback with the Principal. The Principal discussed this idea with Chief coordinators and IQAC coordinator. The combinations, with journalism as an option was finalized in consultation with the head of Department of Communication and Media. The Department collected information on market demand for the course. They submitted a proposal to the Principal for commencement of a programme involving Journalism and began the work of curriculum design.

Four programmes were identified with Journalism as a course: BSc Psychology, Journalism, and Computer Science (PJCS), BA Psychology, Journalism and Communicative English (PJCE) , BA History, Tourism, and Journalism (HTJ) and BA Journalism, Economics and Optional English (JEOE). The proposal was presented at the Academic Council meeting held on 14 November 2017 and was passed. The Proposal was ratified by the Governing Body on 4 April 2018. As JNC is affiliated to Bengaluru Central University (BCU) an application was forwarded to the Vice Chancellor of BCU. As per statutory regulations, a local inspection committee was constituted by the Vice Chancellor, which visited the college on 7 April 2018. Subsequent to this visit, inspection and discussion, the college received a No Objection Certificate to start the programmes.

The Journalism programme commenced in JNC in June 2018. A strong theoretical base with hands-on

practical application and a focus on ethical considerations is the highlight of the programme. In addition to lectures which strengthen their foundations in principles and concepts pertaining to Journalism, the course offers students, opportunities for intensive practical application through on-field reporting and experimentation with different styles of news writing for print, scripting Television news, training in audio and video production for Television and news anchoring.

The Journalism students of JNC have taken to reporting, and publishing two wall newspapers in the college - '*Our Story'* which covers events happening in campus and '*Open Story',* which covers news that happens outside college campus.

The students also report, shoot, edit and broadcast video news for an online campus news channel, *Campulse* and also work on news podcasts for the college radio, *Campfire.*

The course develops critical thinking and a creative worldview among students. Through internships, workshops, field trips, the course offers a real-time learning experience. The course aims to imbibe in students strong journalistic skills as well as a wholesome humanitarian outlook.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Jyoti Nivas College Autonomous follows a 'top-down' principle of governance with a strongly developed *participatory management* process in place. At the apex is the *Society of the Sisters of St. Joseph* of Tarbes. This body makes strategic policies for its community of sisters. The educational wing of the Society of St. Joseph (Indian Chapter) specifically frames policies pertaining to all educational institutes run by the organization.

The *Governing Body* consists of nominated members from the Society of St. Joseph of Tarbes of Bangalore Province which comprises the President, the Education Secretary, Principal of the college, members of the local management committee and the nominated members. This body provides direction for institutional development, frames policy matters, rules and regulations for appointment of staff, salary of management staff, code of conduct of all staff and approves financial budgets for each academic year.

The *Management Committee* is headed by the Principal and comprises of the sisters of the management. It oversees the implementation of all policy matters approved by the Governing Body.

The composition and functioning of the *Governing Council, Academic Council and Boards of Studies* are as per the UGC norms and guidelines for Autonomous colleges.

The Synergising Committee comprising the Chief-Coordinators, IQAC Coordinator, Controller of Examinations, Deans and Deputy Deans are the think-tank of the college. Under the guidance of the Principal they plan, ideate and brainstorm new ideas for academic progression, development of learning resources, evaluative procedures, implementation of institutional values and effective management.

Reporting directly to the Principal are:

- **The Chief Coordinators** from Arts, Science and Commerce & Management, **Controller of Examinations, IQAC Coordinator** along with the IQAC team, **Research director** to promote research culture, **Nodal officers** of All India Survey on Higher Education (AISHE), Grievance Cell and National Institutional Ranking Framework (NIRF).
- The Board of Examination consists of Principal, Controller of Examinations, Chief Co-ordinators, Deans and Deputy Deans from the Arts, Science, Commerce and Management and Language streams.

The heads of departments report to the Principal and Chief Coordinators for discussion and approval. Committees plan and execute the co-curricular and extra-curricular activities of the college.

Three faculty members appointed as *Student Union Advisors* from the Arts, Science and Commerce streams, guide the Student Union in all student-related activities.

The office and library staff have well defined duties and responsibilities which are carried out under the leadership of the Principal, Administrator and Librarians.

There are *service rules, procedures, recruitment, promotional policies* for all employees of the institution.

The *Grievance Redressal Cell* consisting of the Principal, nodal officer and four staff members address genuine problems and complaints of students. The cell redresses the grievances at individual and class level and grievances of common interest. Students are encouraged to use the online portal to express grievances and constructive suggestions.

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**

4.Student Admission and Support

5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Suggestions and recomendations of statutory and nonstatutaory bodies are taken up for discussion by concerned staff. Based on their relevance and practicality these suggestions are implemented by the institution. Suggestions by external experts in the Board of Studies and Academic Council are given utmost consideration. The following is a case study of the successful **implementation of Mathematics Practicals in the BSc Mathematics Programme as per recomendations of their BOS.**

In order to make mathematical learning relevant and industry ready and considering the availability of FOSS [Free Open Source Software] in the year 2015, the members of the Board of Studies of Mathematics mooted the idea of introducing a practical component for mathematics from the academic year 2016-2017. The recommendation of BOS was duly approved by the Academic council and Governing council in the year 2016.

In order to implement the above proposal the department of Mathematics approached the Principal for a suitable space to set up a laboratory which accommodates a minimum of 30 students. Subsequently a room of the size 907 sq.ft was converted into a laboratory and furnished with 30 computers along with internet connection and backup power supply. In the year 2016-2017, SCILAB and MAXIMA which are Free

Open Source Software were included in the syllabus for first and second semesters. Mathematics practicals were included for the subsequent semesters in the following years.

In the year 2018 the Principal and Management approved the setting up of another lab of size 448.5 sqft with 30 additional computers.

In the Board of Studies of Mathematics meeting held in the year 2017, the members reviewed the implementation of practical lessons. They suggested the introduction of PYTHON for two specific reasons: firstly, PYTHON involves guilt free computing and secondly, it is relevant and widely used in today's IT industry. Further, currently knowledge of PYTHON is highly valued in the industry. This recommendation was once again approved by the Academic and Governing councils. Consequently, all computers in the Mathematics Laboratories were loaded with PYTHON software. Since the year 2018 - 2019 the department of mathematics has successfully implemented practicals using PYTHON.

Like in the above case study similar processes are carried out in other departments as well.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The institution prioritises the welfare of all its employees. Many measures are in place to offer them necessary assistance.

Financial Aid

Financial aid is provided to both teaching and non-teaching staff in the form of salary advance in times of need. Need-based short term loans are also given to staff for personal use. *Children's Educational* fees for employees are provided as advance at the beginning of the academic year. *Medical emergencies* are also addressed by the institution for employees either as a contribution or advance to the family concerned.

Uniforms

Support staff are provided with six sets of uniform for daily wear which goes a long way towards easing expenses on clothing.

Refreshment

Caretakers and administrative staff are provided tea daily. Refreshments are given whenever they have to work overtime or on holidays. They are also paid for the overtime work. Teaching and non-teaching staff are provided refreshments on important occasions/programmes in the college.

Token of appreciation

The Management acknowledges the service and commitment of both teaching and non-teaching staff through thoughtful and useful gifts on Teachers' Day and for Christmas.

Completion of 25 years of Service

Staff who complete 25 years of service in JNC are felicitated on College Day. Their family members are also invited for the occasion.

Recreational trips for all staff

In order to facilitate bonding among members and to re-energise them, outstation trips are organised annually for both teaching and non-teaching staff for a day or longer. Such trips result in reducing employee stress and develop better cohesion among faculty from various departments.

Faculty enhancement programmes

To improve the performance of teaching staff and to rekindle their motivation and enthusiasm, faculty enhancement programmes are conducted periodically. Such programmes help in *disseminating* and transferring *skills.*

Parking facility

Free parking facility is provided for teaching and non-teaching staff

Medical facilities

College has a Medical room with a doctor on call and a nurse on duty. The college has an agreement with Apollo Clinic located opposite the college to deal with emergencies.

Vending machine

Restrooms are provided with a sanitary pad vending machine and incinerators for disposal.

Staff Lounge

Separate lounges are provided for men and women faculty where employees can relax, and engage in team-building activities. The room is equipped with RO drinking water purifier for supply of hot/cold water**.**

Free Wi-Fi Access to staff

Gymnasium: A state-of-the-art gymnasium with the latest fitness equipments is available for the use of staff and students

Meditation room/ Inter- faith room

A serene and calm room is provided which helps to recharge the body both physically and mentally, and achieve inner peace.

Food-court

A modern cafeteria with a wide range of cuisines to cater to the different palettes on campus provides food at nominal rates for students and staff all through the working day.

Snack Vending Machine

Two snack vending machines have been installed and are made full use of by staff and students.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 55.14

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

2018-19	2017-18	2016-17	2015-16	2014-15
83	63	94	41	84

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 14.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
16	17	15	17	8

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)
Any additional information	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 55.74

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
131	120	118	7	2

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)
Any additional information	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Appraisal of performance of the teaching and non-teaching staff is an integral part of the institutions functioning. Overseen by the principal and the IQAC, the teaching staff are appraised by students and non-teaching staff by the teaching staff.

Teaching Staff Evaluation

- An evaluation system can **motivate the faculty** to do their best, and also become aware of areas that need improvement.
- It helps management to **identify and evaluate** staff performances and give relevant feedback. It promotes **due recognition** of good teachers.
- Staff evaluation is an important process **to give students a voice** in the teaching-learning process, and for the management to have a better understanding of students' thinking.
- At the end of each Academic year Staff **evaluation is done by students for** all their teachers for that academic year.
- The students are given an evaluation form. They mark their evaluation of their teachers on a scale of **1to 5 on about** 20 parameters.
- There is also **an open question** for comments and suggestions
- From **2018-2019 this evaluation is done on-line** ensuring complete confidentiality.
- Scores are given for every key point which is totalled and the percentage obtained.
- Teachers were evaluated on Strengths, Punctuality, Regularity, Knowledge, Personality, Teaching methods, Enthusiasm, Presentation of the subject matter, Guidance, Skills like voice, clarity and language.
- Formalised **other Avenues** include Feedback during Parent – Teacher-Mentor meeting, Mentor-Ward interaction, Class and sports Representatives.
- The evaluation analysis is outsourced and remains **highly confidential.**
- It is shared by the Principal only with the concerned teacher.
- Format of the evaluation sheet is attached.

Non Teaching Staff Evaluation

- Non teaching staff appraisal was done by the teaching staff.
- They were evaluated on performance parameters such as competence, work ethic and commitment.
- They were also evaluated on attitudinal parameters such as punctuality, integrity, loyalty to the institution, team spirit, and self discipline.
- A copy of the format of the evaluation sheet is attached.

File Description	Document
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

To ensure transparency, accountability and maintain the highest degree of integrity the college conducts internal and external audits regularly.

Internal Audit:

The Governing Body of the Institution, The Finance Team of the Society, Head of the Institution, Finance Committee of the college and the Administrator are the authorities in charge of the financial management of the college.

The internal financial Audits are conducted by a certified chartered Accountant firm M/s Phillips & Co. on interim and annual basis. The audit is conducted in accordance with the general auditing standards of India. The duly certified Audited statements and the utilization certificates are submitted to the UGC for the grants received from them. In addition to this, during every financial year, the Finance Team of our Educational Society, nominated by the Governing Body, visits the college for physical verification of Accounts and respective documents pertaining to financial transactions.

External Audit:

Periodical external audit of accounts are conducted by the Department of Collegiate Education, Government of Karnataka and also by the Accountant General.

Adhering to the audit report, the observations and objections raised by the Audit Teams are discussed, clarified, reviewed by those in charge of the financial management of the college. The relevant action is initiated as per the instructions of the team, to resolve the objections raised. Further final replies are furnished for the pending queries.

File Description	Document
Any additional information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 272.98

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
40.29	31.55	41.19	81.88	78.07

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The efficient mobilisation and utilisation of funds, aimed in the right direction, leads to a high level of progress of an educational institution. The funds received by the institution are:

- Salary grant from the State Government which caters to the salaries of aided staff.
- UGC funds such as CPE/CE/Developmental grant/ autonomy grant, minor/major research funds, grants to conduct seminar/ workshop, symposia and other schemes.
- Annual fees collected from the students- The main source of income.
- Scholarships/awards, from the government and Philanthropists, Alumni and staff members.

The institution has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes, infrastructure enhancement, and maintenance of academic and physical facilities. During the course of the year the Head of the Institution calls for the meeting of Heads of all the departments to obtain their requirements. The Administrator and the team prepare the institutional budget and present it to the Principal. The Principal finalizes the recurring and non-recurring expenditure budget, after considering the requirements placed by the Heads of the departments, Coordinators, Committees, and then presents the report to the Local Managing Committee. On approval of the local managing committee the final budget is placed before the Governing Body for their approval. The Governing Body analyses and verifies all the major financial requirements and approves the final budget allocation. The institution adheres to the Utilization of budget approved for the academic expenses and administrative expenses.

The Heads of Departments, the administrator and the team call for the quotations, ensure suitable equipment/ machinery with correct specification and place an order for purchase. There is strict adherence to the terms and conditions of the purchase order. Transparency is the key point for all transactions. Once the equipment/ items are received, the concerned heads of the department check, verify and enter the purchase into the stock book/ day book, certify and pass the bills for payment. The bills are paid after the delivery of the respective goods in good condition. All the bills are verified before payment. Only the authorized persons of the college operate the transactions through the bank. The entire process of the procurement of the material is monitored by the Administrative Officer, Heads of the departments, under the vigilance of the Principal of the Institution.

UGC grants received are mobilized and utilized as per the norms/ guidelines of the scheme sanctioned by the UGC. The college finance committee is constituted as per UGC norms and this committee plans with the Principal for utilizing the UGC grants. The purchasing process is initiated only after the final allocation of grants by the Principal and the finance team. The principal in consultation with the Administrator and the finance team of the college, Heads of the departments reviews the allocation and allocate the grants.

Financial audit is conducted by a certified Chartered Accountant every financial year to verify the compliance. Utilization certificates are submitted to the UGC.

File Description	Document
Any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

1. Earning validation for excellence from MHRD/UGC

The Principal of the college and the IQAC gives the impetus for quality education. Excellence involves maintaining a consistently high standard of *academics, social outreach* activities and *nation building.* IQAC identifies processes\schemes of validation from Government bodies such as the UGC and MHRD, liaises between the institution and these bodies to achieve recognition for JNC.

In the third cycle of NAAC accreditation the college secured a *CGPA of 3.76 on 4.* This served as a benchmark for the college to be recognised as a *College of Excellence by the UGC in 2014, extension of the autonomous status for a period of 10 years and NAAC accreditation validity for 7 years.* JNC was recognised as a mentor institution under the UGC Paramarsh scheme and also directly by NAAC.

The 3.76 score enabled the college to apply for the *Rashtriya Uchchatar Shiksha Abhiyan (RUSA)* Scheme of the MHRD which provides strategic funding to eligible higher educational institutions. The IQAC prepared the proposal for the *RUSA grants* under component 8 - *To enhance quality and excellence in select Autonomous colleges*. JNC was the only college in Bengaluru and one among five colleges in Karnataka to be selected for a *grant of rupees five crore .*

Such extensive recognition validates and reaffirms JNC's status as a premier institution.

2. Introduction of new and innovative academic programmes

JNC has steadfastly strived to provide **relevant quality education**. The IQAC periodically proposes the *introduction of new programmes that* are current, skill based and innovative.

In 2014 the IQAC initiative led to the start of two BVoc programmes: **BVoc Visual communication and Performing Arts (VP)** and *BVoc Banking and Finance* **(BF)** under the direct aegis of the UGC.

BVoc (VP) caters to young women aspiring to work in the fields of theatre, dance and media. BVoc (BF) caters to the growing need for qualified people in banking and finance sectors.

Significant features of both programmes:

- *Horizontal mobility*: Students may exit the programme after six months, one year or two years and receive a certificate, diploma or advanced diploma accordingly
- *Vertical mobility*: Students who graduate may seek employment or pursue a masters degree

- *Skill assessment* for a particular job role by the *Sector Skill Council* is mandatory and conducted four times during the course of the programme
- More than 50% of the programme is handled by industry experts leading to a higher degree of professional relevance

In 2018 six new programmes with courses in Journalism, Public Administration and Logistics and Supply Chain Management were introduced.

In 2019 MVoc Banking and Finance was started to extend the undergraduate BVoc programme.

Integrated courses give students focused academic progression, stability and greater involvement. The IQAC identified Integrated BCom with MCom and Integrated BSc and MSc Psychology (Clinical Psychology) as sought after programmes in the current scenario.

Under the IQAC initiative the college has applied for Integrated BA/BSc BEd programmes in 2019.

The IQAC continues to explore new avenues to enhance excellence in JNC.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Higher education in India is undergoing a major transformation in terms of access, quality, teaching/learning process and outcomes. The IQAC constantly reviews this process and comes up with suggestions and ideas to enhance academic excellence.

I. Technologically enabled teaching-learning process

To keep abreast with the latest developments in academia, the IQAC suggested the inclusion of more *ICT enabled facilities* for the students.

ICT enabled teaching strategies: To supplement and go beyond the traditional chalk-talk lecture method, various approaches to improve the learning of students through ICT have been initiated. In addition to the use of laptops, OHP's and LCD projectors, faculty were trained to use the IRIS Smart boards installed in the classrooms. The process of integrating ICT in the teaching–learning process is challenging and the teachers are assisted by the technical team.

All the reports of the Principal are made through in-house video and powerpoint presentations. This has a very powerful visual impact on the audience.

One of the main aims of ICT enabled teaching is that both slow and advanced learners must benefit from it and also be motivated to self learn.

Centre for Media Studies: The faculty of the Centre for Media studies use the following software for teaching:

- Print and magazine layout: *InDsign*
- Radio and sound Design: *Audition*
- Film scripting: *Celtx and final Draft*
- Graphic design: *Photoshop, Illustrator*
- Photography: *LightRoom*
- Film Editing: *Premier Pro*

The Students are trained to create and **handle online social media, blogs, instagram handles, and maintain an online campus radio station.** Students under the guidance of the faculty produce eight documentary films on socially relevant themes every year.

ICT use in Research: Research projects are integrated in the curricula of some of the programmes. Students are trained in ICT for the analysis and interpretation of data. The presentation of the research findings also needs the use of ICT and students are encouraged to prepare slides, transparency sheets, videos and power point presentations. Wi-Fi accessibility, internet facility in the library, and digital resources effectively integrate ICT, enabling students to publish their findings in journals. Teaching strategies in JNC have seamlessly moved from the traditional teacher-centric teaching style to more learner-centric modes.

II. Enhancement Programmes and Idea Incubation

The IQAC felt the need for learning to go beyond the curricula and initiated courses and programmes which lead to the ***incubation of ideas***, lateral and out-of-the box ideas, problem identification/solving, and acquiring of critical and creative thinking. This initiative helps to fill the gaps in the basic subject knowledge of the student by giving them a competitive edge in a market driven world and a greater variety of career options.

These initiatives equip students with multiple skills, cater to different interests and enhance their prospects of employment. They also help them to engage with new issues, problems and skills in their disciplines. The various workshops and certificate courses offered to students familiarise them with design developing, instructional and career thinking. Through these and other similar activities, students incubate ideas. Design thinking workshops like *Make in India* and *Corporate Lessons from the Mahabharata* were organised.

Students present their ideas to a larger forum, within the class and outside. Through the feedback received, they are able to fine tune this idea and make it ready and appropriate, for the final stage of dissemination, implementation, and incubation start up. The mustered ideas of the students are realised in collaboration with incubation centres in the industry. This is in the process of being finalised through MOUs signed with companies that facilitate industry-institute collaboration through internships, campus drives and projects.

A total of eight workshops were held by the various departments. The MBA students participate in X-Culture project, an online international project promoting experiential learning where students work in

virtual teams to submit business plans/reports that are evaluated by experts. In 2017-18, Annapurna N, an MBA student was a part of a team that was selected among the best 12 teams of this project.

 Staff and students are encouraged to register and complete MOOC courses. This year the students have been motivated to register for the 20 hours online TCS course. These courses make students industry ready. An example of successful idea incubation is the **anti-theft app** developed by 2 MCA students – Indumati and Amrutha, which is slated for release in **Google playstore**.

Short term certificate courses enhance and boost academic knowledge. Despite their tight academic schedule students opt for a number of short term courses offered by the college which lead to *new areas of knowledge enhancement, self development and skill development.*   Many of our students opt for a foreign language course as it gives them a multilingual experience and enables them to get jobs in multinational companies. These courses are in sync with the overall development of the student giving them a holistic approach to pursue their interests. A fifty-hour course carries three credits and a hundred-hour course six credits. It is mandatory for every student to acquire six credits from short term courses. All courses are offered at subsidised rates and held after regular class hours. Students are encouraged to take up as many courses as possible.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 12.6

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	17	8	9	10

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
Any additional information	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Based on the recommendations of the NAAC Peer team report in the 3rd cycle of accreditation the following quality measures were taken up:

Research

- Current Faculty are encouraged to complete PhD and there is a steady increase in the recruitment of PhD holders as faculty
- A fair number of faculty are recognised as research guides of Bangalore University and other Universities. Two faculty members have successfully guided three Ph.D. students while other faculty are engaged in guiding students
- Department of Chemistry is recognised as a research centre by Bangalore University. Currently three students are pursuing research in this centre.
- The PG centre has initiated an annual, multidisciplinary research online journal "NavaJyoti" with an ISSN number 2456-3781 from 2016

- The Research Director through the Research cell monitors projects and organises inter disciplinary activities

New Courses/Programmes

- The demand for Basic sciences increased as is evident from the increase in student strength over the years
- Two vocational programmes, BVoc. Visual communication and Performing arts and BVoc.Banking and Finance have been directly sanctioned by MHRD and UGC in the year 2014. The first batch of these programmes graduated in 2017
- In addition to the above, 6 new undergraduate programmes have been in introduced in 2018-19
- MVoc and Two Integrated courses BCom with MCom and BSc with MSc Psychology (Clinical Psychology) have been sanctioned from 2019-20 and commenced

Networking and Collaboration

- MOU's with other organisations and Universities have been signed
- Educational International trips for student exposure to foreign universities, interaction with the faculty and sharing of academic expertise
- Collaborations with agencies for internships, projects, short term courses, add-on courses, Industrial visits and workshops strengthened
- Enhanced academic stature of the college has resulted in many of the faculty being invited to be on the BOS of several autonomous institutions, paper setters for various colleges/ Universities, resource persons and keynote speakers at conferences/UGC sponsored refresher courses

Strengthened Infrastructure:

- Video studio: Acoustically treated studio with provisions for Film production, screening, Photography, Green matte technology, Sound recording and Workshops
- Two Media labs: The Media Lab is a complete media work-space with high configured computers and professional software used for Film editing, Newspaper layout, Graphic designing and Radio programme editing
- Audio studio: The Audio Studio has an acoustically treated sound recording facility from which the campus online radio, 'CAMPfire' functions.

- Performing Arts studio: The state of the Art performing Studio has a well designed and furnished performing stage for theatre and dance training
- News Studio: An acoustically treated space fitted with Teleprompters specifically for news production and presentation
- Professional digital editing lab: High end video editing space with *Final Cut Pro* on *Apple* system
- Mathematics lab: Python, scilab and maxima mathematical software are installed in 60 computer systems which provide hands-on training
- Analog lab: The upgraded lab is equipped with instruments for the students to get a practical experience in design, assembly testing and evaluation of electronic circuits
- Digital lab: provides hands on experience to interface I/O devices to do projects using microprocessors and microcontrollers
- Innovation Lab: The Texas Instruments innovation lab is provided with the latest trends and technologies in IOT, AI and Robotics

- The Language/skill lab, Travel and Tourism lab and Business Labs are upgraded
- Increased number of smart /class rooms
- State- of -art Conference room, board room and work stations in staff rooms
- Digital display boards
- Golden jubilee building level 1 and Guest rooms
- Installation of CCTV cameras
- Increased number of elevators and rest rooms
- Mini auditorium and Amphitheatre
- Fully furnished medical room with doctor on call and nurse on duty
- Lounges for Music, Staff and Students and a meditation corner promoting interfaith
- State -of -art gymnasium, Indoor games hall and a Zumba Studio
- Vending machines for snacks
- Vending machines for dispensing sanitary pads and incinerators
- Food court

Green Initiatives

The following have been installed in our efforts to care for the earth "our home"

- Increase in the percentage of green cover
- Sewage treatment plant
- RO plants
- Waste segregation and compost pit
- Wind turbine
- Solar panels
- Rain water harvesting
- Medicinal plants garden
- Plastic free campus drive

Examination related initiatives:

- Updated exam module with credit system- Marks card with credits from 2015 batch onwards
- Semester-wise SGPA marks cards
- Consolidated marks card with CGPA
- New marks card formats implemented in Exam Module
- Online Hall tickets for examinations

Administrative initiatives:

- Upgraded Administrative block

- Renovated examination section and COE's office
- Admission process online - Applicant portal , SMS, Mail alerts and admission status dash-board
- Attendance entry with respect to timetable & manual attendance entry for alternative classes
- SMS alerts to the absentee's parents
- Online Co-curricular leave approval/rejection with respective activity in-charge
- Attendance app for faculty in Android platform
- Online fee payment

- Employee biometric attendance mapping and reports
- Online Support request for faculty and students
- Reports are generated for pay-slips and statement records
- Online Student Feedback/ Grievance redressal
- Implemented non-teaching staff evaluation online
- Bulk SMS to students & parents
- Bulk mails to student/staff
- Online certificate verification through DirectVerify portal

Incremental improvements is an ongoing process. The Principal, Management and the IQAC constantly seek ways to innovate and improve the quality measures in all domains.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 48

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	09	09	11	06

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

Safety and Security

- All gates of the campus have vigilant round the clock security
- 68 CCTV cameras are installed in class rooms and at strategic points on campus
- 2 High resolution cameras are installed outside the administrative block
- Identification badges for all staff and students
- Day wise uniform for maintenance staff to ensure entry of authorised personnel
- Students and staff are required to have prior permission to stay on campus after college timings
- Consent letters from parents for all out station trips
- Assistance of Police personnel during intercollegiate events
- Medical room with nurse on duty and doctor on call

Counselling

- Personal one-to-one counselling
- *Manasi* - the counselling service centre of the Department of Psychology offers its services to students towards gender sensitisation
- An Orientation programme at the beginning of the academic year introduces students from diverse cultural backgrounds to the ethos of the college
- Gender sensitivity counselling is organised for the male staff to create awareness about their roles, responsibilities, attitudes and disposition in a women's college
- Functional anti-sexual harassment cell and anti-ragging squad

Common room

- JNC has a separate lounge for men
- Over 100 conveniently located washrooms across the campus for girl students/women
- Automatic sanitary napkin dispensers are installed in most of the washrooms
- Students can avail sanitary napkins at subsidised rates
- Incinerators are installed in washrooms for the disposal of napkins

File Description	Document
Link for Additional Information	[View Document](#)

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 13.05

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 75873

7.1.3.2 Total annual power requirement (in KWH)

Response: 581535.5

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 56.86

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 21153.6

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 37200.38

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

SOLID WASTE MANAGEMENT

The institution takes all measures required to guarantee that the campus is free of plastic and other items that harm the environment. All rooms in our college are provided with dustbins earmarked for dry and wet wastage segregated which are emptied every evening. The 9.5 acre campus is always maintained green and clean by efficient gardeners and sweepers. Dry leaves are frequently collected and composted for organic manure.

Paper recycling

Paper recycling was conceived to instill in students a concern for the environment. Recycled paper is used for poster making. Students make a conscious effort to recycle paper and promote recycled paper. The finished product can also enable students to plunge into a number of entrepreneurial ventures. Concern for the environment, entrepreneurship and empowerment of women are the objectives of this project.

Vermicompost

The initiation of the vermicomposting entrepreneurial venture is done by the Department of Zoology. Its main focus is to create awareness among students about alternate agricultural techniques using naturally produced organic compost and spread the message about sustainable and eco-friendly practices. The vermicompost at JNC is called 'VERMI-FRESH'.

Incinerators

Incinerators are installed in washrooms for safe and hygienic disposal of napkins.

LIQUID WASTE MANAGEMENT

Awareness is spread among students regarding the dilution of chemicals before disposal. The lab assistants are entrusted with the additional duty of checking for leakages in the water pipelines. Proper drainage system is maintained throughout the college campus. The waste RO water is recycled.

Sewage Treatment Plant

Recycling water is a prime necessity today. The institution has set up two sewage treatment plants each of capacity 60 KLD on campus. The treated water is used for gardening throughout the campus and in flush tanks in restrooms.

E-WASTE MANAGEMENT

All non-working electronic waste such as CPUs, hard disks, laboratory equipment scrap is sent to the market for sale. Workable computers, printers and other equipment discarded by departments are donated. The used up cartridges of printers are refilled and reused. Old UPS batteries are exchanged for new UPS batteries. All E-waste such as old mobiles, CDs, DVDs and batteries are collected by the NGO SAAHAS. The college in collaboration with SAAHAS rewards the class that collects the maximum E-waste.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting system has been introduced to increase water resources. The immense volume of rain water from the rooftops is collected. Roof tops of the auditorium, hostel, post graduate centre, administrative block, central degree block structures collect the rainwater and it is piped down to the four recharge wells.

Rain water harvesting has replenished the ground water level. The dependence on outside water tankers was considerably reduced with this green initiative. Though many bore wells in and around Koramangala have gone dry, the rain water harvesting facility and the ample green cover of the college has made the campus water sufficient to a great extent.

The institution also creates awareness among students to conserve water and to preserve it for future generations. Students are encouraged to use water judiciously.

File Description	Document
Link for Additional Information	[View Document](#)

7.1.7 Green Practices
- **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Students Using Bicycles

JNC encourages students and staff who stay nearby to come by bicycle. JNC signed an MOU with Ampere Vehicles to sponsor electric cycles and motor vehicles to physically-challenged students for commuting.

Students Using Public Transport

More than 60% students are using public transport. The use of public transport in favour of private cars and bikes, reduces road related injuries and congestion in peak times around college and reduces pollution. Vehicle pooling is actively encouraged.

Students using Pedestrian Friendly Roads

About 500 students of our college stay in Paying Guest accommodations in the locality. So about 16% of total student strength comes by walk thus reducing vehicular movement The college initiated the installation of a skywalk on the adjacent main road to ensure the safety of students.

Plastic-free campus

Students are encouraged to carry their own steel water bottles and lunch boxes. Our canteen is encouraged to use steel cups and plates for serving food. Eco-friendly paper bags are used instead of plastic bags. E-cell organises exhibitions and sale of eco-friendly products.

Paperless Office

Intranet is used to send documents between departments and the administrative office. Much of the communication from/with the Controller of Examination is by e-mail. Hall tickets of eligible candidates are generated online. The daily and monthly attendance of students can be monitored by students on their mobile. Important announcements are made over the public address system. Paper consumption is considerably reduced with digitization of the examination section.

Green landscaping with trees and plants

JNC has a garden and green cover covering up to 45% of the total area of the campus. The college campus measures around 9.5 acres i.e., 38,445.1sq.m out of which nearly 4.275 acres i.e., 17,300.31sq.m. is under green cover. "Sanjeevini" is a medicinal garden that is setup and maintained by the Department of Botany. The garden includes therapeutically important medicinal plants from traditional systems of medicine like Ayurveda, Siddha and Unani. This includes plants such as *Vitexnegundo, Ocimum sanctum, Coleus forskholii,* etc.

Energy Conservation

The wind turbine is a green initiative and was installed in 2016 in collaboration with National Aerospace Laboratories. It generates about 900 watts per hour if the wind speed is between 5m/s and 18m/s.

The solar panels power the Computer laboratory and have generated about 20,000 KWH since its installation in 2016. The JNC hostel corridors, study rooms and pavement lights utilize solar energy.

Rooms are constructed to ensure that maximum daylight enters them. The institution creates awareness among the students and staff on energy conservation by displaying at different places the message: S*witch off the light and fan when you the leave the room.*

The Principal, in consultation with the staff, took a decision to work two full Saturdays as against the earlier practice of working half a day on all Saturdays. This initiative has drastically reduced the carbon footprint, fuel consumption and pollution generated by over 3500 people and their travel time.

File Description	Document
Link for Additional Information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 3.13

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
83.44	18.20	3.35	3.16	00

File Description	Document
Green audit report	
Details of expenditure on green initiatives and waste management during the last five years	
Any additional information	

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	
Any additional information	
link to photos and videos of facilities for Divyangjan	

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 99

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
22	20	20	19	18

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	[View Document]
Any additional information	[View Document]

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 66

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	13	09	16	13

File Description	Document
Report of the event	[View Document]
Any additional information	[View Document]

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	[View Document]
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document]

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	<u>View Document</u>
Provide URL of website that displays core values	<u>View Document</u>

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<u>View Document</u>
Any additional information	<u>View Document</u>

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	<u>View Document</u>
Provide link to Courses on Human Values and professional ethics on Institutional website	<u>View Document</u>

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	<u>View Document</u>
Provide URL of supporting documents to prove institution functions as per professional code	<u>View Document</u>

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 84

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
24	21	21	7	11

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The institution fosters a sense of national integration among the students by giving special importance to the national festivals and the regional culture of the various states. Dance and drama depicting the national festivals and lives of national personalities are always showcased during College Day, Independence Day and Rajyotsava. During campus visits by national or international guests the students belonging to different states are requested to come in their traditional attire to instil a sense of national integration.

The institution observes the birth/death anniversaries of national leaders. The assembly on the public address system in the last week of January is about a value that is integral to the Father of our nation. In February, National Science Day is celebrated in honour of Sir C.V. Raman and several programmes like talks, exhibition, innovative projects and visits by neighbouring school students are arranged to ignite a scientific temper. In March, International Women's day is celebrated in order to encourage the girl child.

Teachers' Day, the birth anniversary of former President of India and renowned teacher Dr. S Radhakrishnan is celebrated with a lot of gaiety. The Principal greets and addresses the staff and students in the auditorium. The Principal honours all staff for their services with a meaningful gift and a fellowship meal.

The Department of Economics conducts an annual elocution competition in honour of the eminent economist A.D. Shroff.

'The Mahatma' an interdepartmental competition was organised on the theme "Gandhi Yesterday, Today and Tomorrow" in an endeavour to pay tribute to the sacrifice and courage of our soldiers and the Father of our Nation. The month of October is dedicated to various activities such as dance performances and musicals as a tribute to Indian soldiers.

The Andaman cellular jail visit enabled students to experience the place's historical significance, as a memorial dedicated to the collective trauma of the political prisoners imprisoned and tortured within its ramparts, during the colonial rule.

The Jallianwala Bagh study visit brought alive the sad pages of history, testifying the massacre of several innocents gathered there for a quiet prayer meeting.

Independence Day and Republic Day are celebrated in the campus with zeal and patriotism and reliving the lives of national leaders and freedom fighters. On 26 January and 15 August a solemn ceremony commemorates our nation's spirit of independence and sovereignty, with the unfurling of the *Tiranga*.

On 2 October 2018, 25 cadets from JNC along with Associate NCC Officer Lt. H.K.RoopaRani participated in 150th GANDHI JAYANTHI Celebration held at Raj Bhavan. The occasion was graced by our Honourable Governor of Karnataka.

NCC cadets organised a tribute to the martyrs of the Pulwama attack on 16 February 2019, who were killed in a deadly terror attack in Jammu and Kashmir on 14 February 2019.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

All accounts of the institution are audited and approved by the regulatory bodies. Annual budgeting and expenditure calculations are done to enable smooth transactions.

All payments to and from the college are in the form of cheques and online payments. The Finance Committee meets to plan for budget allocations and make decisions. The college conducts regular audit by a chartered accountant. The employee salary is duly acknowledged in the acquittance register. The fee structure is available in the college website and online payments can be done

The syllabus is uploaded on the website to maintain academic transparency. Academic quality and relevance is maintained by having Board of Studies and Board of Examiners. Mentor parent meeting is held annually and the parent is informed about the progress of students with regard to attendance and marks. External examiners are invited for question paper setting, review of answer scripts and conducting of practical examinations.

All academic information is posted on the college website and schedule of tests and examination is intimated on the notice board well in advance to maintain transparency.

The College website hosts information about the curriculum, rules and regulations as well as the academic achievements, syllabus and the profile of the faculty.

The student handbook and staff handbook give insights into the various rules, regulations and timeline of

the activities of the college.

The teaching staff maintain a work diary which is signed by the respective heads of the departments at the end of each week and by the head of the institution once a month.

The evaluated scripts of mid-term examinations, assignments and projects are handed over to the students and discussions held so that the student understands that evaluation has been fair and just. Photocopies of the end semester examination answer scripts can be accessed by students on request.

CIA marks are entered and shown to the students to avoid any discrepancy in calculation and to also maintain total transparency in the awarding of marks.

There is open communication between all personnel of the institution. Staff meetings are held to enable exchange of ideas and opinions to improve the functioning of the institution.

Administrative staff functions are clearly marked so that the concerned staff handles the prescribed work.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. Title of the Practice: INNOVATIVE PATHWAYS FOR THE COMPREHENSIVE DEVELOPMENT OF YOUNG WOMEN

2. Objectives of the Practice

To go beyond academic learning and empower young women from various backgrounds in multiple domains and impart valuable life skills.

- True education is achieved when all aspects of the personality are developed. The purpose of education is not one-dimensional (output oriented) but to provide holistic development. This is necessary to move our society towards meaningful progress. An empowered and mature young woman, aware of her rights and responsibilities, becomes a valuable\contributing member of the society.
- This practice gives attention to many aspects of cognitive development, with an enhanced focus on the emotional welfare, spiritual orientation, social consciousness and ethical grounding of young women.

3. The Context

The institution caters to young women coming from various socio-cultural-economic backgrounds. Students migrate to Bengaluru from small towns/rural areas, looking for a better start in life with access to

a comprehensive education. This places an onus on the institution to cater to their needs and aspirations. Students with both parents working, single parent families, young women from fractured homes and socially/economically deprived conditions find it hard to receive the necessary support and understanding from traditional sources. This is an outcome of economic, familial and contextual constraints. The role of the institution in filling this void becomes very important.

JNC caters to the emotional and psychological wellbeing of the students. The focus on the holistic development of the young woman is achieved through various programmes. They leave the portals of the institution ready to tackle the complex modern world and bring about positive change. This practice works to fulfil the mission of the college and also ensures a healthy student environment.

4.The Practice

There are many segments to this practice, each of which addresses different areas. It is an ongoing process, extending throughout the student's stay in the college. All the segments are cohesively linked and designed so as to enable efficient and systematic delivery.

The mentor-ward system is a strong one-to-one interaction between teachers and students in an atmosphere of care and concern. For students, the mentor becomes the go-to person for academic, personal and familial issues. Each teacher is assigned a group of 25 students as wards. The interaction helps the mentors to have a comprehensive record of the wards' activities, academic, co-curricular achievements and planning for career.

This practice was started in recognition of the need for the youth today to have a friend, counsellor and confidante on campus. It is also aimed at fostering a better rapport between the students and the teachers at a personal level to solve any emotional issue. Personal details and details of academic, co-curricular and extra-curricular activities through the three years of their education are maintained by the mentor in the prescribed diary.

Once in a semester a parent teacher/mentor and student meeting is orgainsed to review the progress of students in all aspects. This has also helped students of a particular mentor to have a sense of community and support.

Adolescent/young adult girl students face a multitude of complex choices, decisions and difficulties. *Counselling* in JNC is a service area providing a non- judgmental, confidential and supportive atmosphere. This environment helps students to explore their emotional and psychological problems and find solutions. The staff is professionally trained to offer individual counselling. The guidance of a mature adult with extensive life experience, who provides emotional and psychological support in this context, is invaluable. A counselling room is provided for students in need for assistance, with a counsellor available through the working hours of the institution.

Value Education is built into various activities in the college. The *weekly assembly,* based on a theme, conveys important values. Once a week *value education classes* are held. Each class has a lesson plan, oriented towards instilling core moral values such as faith in God and Humanity, Honesty, Truth, Unity, Tolerance, Team Spirit. These classes develop in students a sense of moral consciousness and ethical behaviour. It also enriches the students' personal development. Value education classes are conducted by the faculty members and external resource persons. Through interesting discussions, exercises, role play and films, ethical values are instilled in young minds. This makes them responsible, healthy members of

the society.

Outreach programmes enables students to develop a critical awareness and analysis of our society, to cultivate a deep and genuine concern for the oppressed/marginalised and to commit themselves to the task of building an equitable and just society. Students visit nearby orphanages and homes for people with disability. Volunteering engages students with the community, creates special bonds with the population being served, and increases social awareness and responsibility. It imparts the important quality of empathy and generosity.

A variety of *short-term courses and certificate programmes* that focus on personality development, personal hygiene, and social consciousness are offered in the institution to ensure all-round development.

All the different segments of this practice are given due importance, time and focus.

5. Evidence of Success

Multi-faceted individuals with a strong sense of self, social consciousness and healthy mind are the products of these activities.

Mentors have successfully helped students with problems in the area of relationships, alcoholism and abuse in the family, by developing in them emotional maturity. Counselling services has successfully imbibed confidence in students coping with stress from the problems of adaptation to the demands of university level study and an independent life away from family. Students undergoing emotional stress and psychological problems have been given extensive help. The concerned families have also been called and counselled, and where necessary a more focused help from an organization like NIMHANS has been facilitated.

Several students have moved into social service sectors catering to the betterment of the nation because of the grounding they have received. The intention of the institution is to help young adolescents become mature thinking adults who can stand their ground, defend their rights and become beacons for the future generations.

A few have joined the armed forces, some joined programmes on corporate social responsibilities, and human rights organizations. Some have done research on pertinent issues on society and environment, keeping ethical concerns in mind. Some have been working on gender issues and issues related to disability.

These activities/interests need a strong and ethical understanding which our students have been given a basic foundation on. All social, emotional skills result in stronger academic performance and are also the orientation we need in the world of work and in life.

6. Problems encountered and resources required

Teachers have to be sensitised about the values of the institutions and the need for this inculcation in students. Teachers have to be aware of their own emotions and subjectivities, collaborate with others, balance core academic work with these responsibilities and create good interpersonal relationships with students and colleagues. Newly recruited teachers have to be initiated into their different roles as mentors and guides.

Teachers are oriented through various programmes. At the beginning of each academic year workshops are conducted for the staff. We identify what needs to be done to address individual students' needs as well as the needs of whole groups of students.

There has to be a constant and conscious need to find the time, motivation and necessary energy from both students and teachers to ensure the continued success of this practice.

1. Title of the Practice: CURRICULUM DESIGN AND CURRICULUM EXTENSION OF EXCELLENCE IN HIGHER EDUCATION, EMPLOYABILITY AND ENTREPRENEURSHIP

2.Objectives of the practice

The fast-paced nature of today's world allows for no complacency with continuous developments in every discipline. It is important to ensure a smooth transition from a degree course to higher education, and professional excellence. This is made possible through:

- Ensuring students have cutting-edge knowledge by incorporating new, contemporary topics into the syllabus
- Encouraging students to develop skill sets required in today's world and engage with new developments
- A curriculum that is designed to balance academic and industry needs and prepare students to pursue higher education
- Research that enhances students' analytical and creative thinking

3. The Context

The constant changes in the various subjects, new areas of study/interest and the evolving nature of the job market make it imperative for an educational institution to ensure that all of these are seamlessly incorporated into the curriculum. It is done also through curriculum *extension activities of the department* that make learning fun and meaningful.

The student body at JNC is heterogeneous in nature. Some are academic and research oriented, some job oriented, wanting skill based knowledge and many who are satisfied with a basic degree. The challenge in curriculum design is to address all these categories of students and achieve a fine balance between core areas of knowledge with excellence in higher education and fulfilling market needs.

The incorporation of new developments in the subject, sensitivity to the changing job-market scenario is catered to in curriculum design and development.

4. The Practice

Review of syllabus in all subjects through BOS meetings happens every year. The syllabus is *updated*

every four years. All departments have *members of industry* on their board. The first and second year syllabi focus on the core areas of the chosen subjects while in the third year the curriculum focuses on innovative, industry related syllabi and new areas of study. Departments also have extension activities that ensure a student-centric approach to learning in a more relaxed and fun-filled atmosphere. Various departments ensure that students take up internships to have an experiential understanding on how the industry works. Skill-based papers, specific components in the syllabi, short term courses and departmental activities are all incorporated to meet current needs of students, and job market requirements.

Following are some of the *significant inclusions in the departments* working towards Curriculum and Curriculum Extension for Excellence in higher education, employability and entrepreneurship.

ARTS

- **English:** Short term course on *Spoken English*
- **General English:** Different types of Letter/report writing, components such as *Group Discussion* and *Resume Writing*
- **Optional English:** *Linguistics* and *Stylistics* are taught. Contemporary areas such as *Children's Literature*, *Asian Literature and Post-Colonial Literature* are included. *Literature in translation from India* sensitises students to issues faced by the country
- **Psychology:** In the paper *Abnormal Psychology* students intern in rehabilitation centers
- **Sociology:** Internships in NGOs in *Sociology Paper IV*
- **Short term courses** on *Human Rights* and *Women Rights*
- **Short term courses** on fitness conducted by Department of Physical Education
- **Tourism and Travel management:** Short term courses on *Tourism Geography* and *Airline Ticketing*
- **Economics:** Short term course on *Entrepreneurial Development Programme (EDP)*. Quantitative techniques taught in *Mathematical Economics* enhance the skills in analytics
- **Center for Media Studies:** Short term course in *Photography* and *Film-making*
- **Short term courses** in *French*, *German* and *Spanish*
- **Communicative English:** Students are taught *blogging, photography, sound and video editing software, Advertising* and *Public Relations*
- **B.Voc. Visual Communication:** Theatre is part of the syllabus. They are also *taught Visual Design, Sound Design, Photography, Film-making* and A*dvertisement*
- **B.Voc Psychology:** Short term course on *Public Mental Health*

SCIENCE

- **Biochemistry/Genetics***:* Short term course in *Nutrition And Dietetics, Medical Lab Technology*
- **Biotechnology:** Final year research project that focuses on techniques required for industry. Short term course in *Bioinformatics* and *Clinical Research*
- **Botany:** Short term course on *Mushroom Cultivation, Bonsai Cultivation, Organic Farming and Terrace Gardening*
- **Computer Science:** *Artificial Intelligence, Data warehousing and Mining, Machine Learning and Python Programming* included as course components
- **Mathematics***: Python Software* included in the practicals
- **Electronics:** New elective papers in the final year :i) *Medical Electronics* ii) *Embedded Systems.* Internships in NAL and course in *Drone Technology*. An MSME short term job-oriented course with focus on automation

- **Zoology and Genetics:** Projects in Paper VII in the final year

COMMERCE AND MANAGEMENT

- **Courses oriented towards industry:** *CMA, Accounting Foundation Course (CPT Coaching).*
- **Short term courses** *Advanced Microsoft Excel, SAP, HRM, Tally, Supply Chain Management and Customer Relationship Management* are offered.
- The **B.Voc. (Banking and Finance)** programme includes courses such as *Employability Skill-set Training* and *Stock Market*.
- **BBA and B.Voc**: projects in the sixth semester. The B.Voc students also undergo an internship.
- Co-curricular activities such as "Commerce Week" and Intercollegiate Fest "Arbitrium" have events which enhance subject knowledge and skills.

POST-GRADUATE CENTRE

- **English:***Gender Studies; Folk Tale and Mythology; Visual Narrative; Teaching of English Language and Literature* enhance students' employment opportunities and help them understand fringe communities and societies
- **MCA**: *Artificial Neural Networks, Machine Learning Techniques, Image Processing, Cloud Computing, Data Mining, Mobile Application, Python Programming, Distributed Systems, Agile Methodology* ensure furthering of academic pursuits and employability
- **MBA** : *Innovation Management, Entrepreneurship Development, Strategic Management,* and *International Business* enable placements
- **M.Com (F.A):** *Accounting and Auditing, Financial Markets and Services , Corporate Tax, GST, Strategic Management, International Business* papers help students in getting good placements
- **Department clubs** like Litsapp (M.A), Cursor Crew (MCA), Incipients (MBA) and Artha Jyoti (M.Com) ; and intercollegiate fests like Spark –Lumiere (MBA and MCom), Enthios (MCA) give students a platform for constant enrichment

5. Evidences of Success

The paradigm shift in curriculum has received warm commendation from all the departments' Board (BOS) members who are often university professors and industry experts.

There has also been a steady increase in the number of our students who pursue their higher studies in universities in India and abroad. Students find employment in many sectors with ease.

The Placement Cell of the College has tie-ups with several companies in IT, Non-IT, Business Processing and Outsourcing (BPO), Knowledge Process Outsourcing (KPO), Banks, and Multinational firms.

An indication of the success of the job-oriented curriculum is the placement statistics. Our students have been placed in prestigious companies such as Infosys, Goldman Sachs, KPMG, Deloitte to name a few.

The students who require training to clear the on-campus recruitment drive take special classes to fine tune themselves for the selection process and 70 – 80 % success rate is recorded. Some of the other students take up higher studies.

6. Problems Encountered and Resources Required

Development of curriculum must match the changing nature of the domain and the market. In addition we were faced with the challenge of making the syllabus student friendly.

The fluid contexts of higher education and industry requirements were a challenge. New areas of study are part of higher education today. The corporate world has substituted qualifications with skill sets. The curriculum design requires reaching out to industries and employers and consult them.

The next hurdle was to ensure that teachers had the required skills. The paradigm shift was at first met with some resistance. Teachers were asked to change teaching strategies and age-old components were replaced with newer ones. Teachers had to learn before teaching. This resistance, over time, gave way to understanding and acceptance. Care was taken to ensure that the scope of the syllabus was within the capability of young students and did not stress them.

File Description	Document
Link for Additional Information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Jyoti Nivas College Autonomous is the only institution for women in Karnataka with the title College of Excellence awarded in 2014. *Innovations, advancement and best practices in the key areas of knowledge incubation, social immersion, governance and infrastructure have ensured our continuous growth towards excellence*. The past 53 years have seen thousands of young girls from far off regions enroll for higher education. The institution provides a secure haven for girl students by providing a positive atmosphere to develop their innate strengths.

JNC is also dedicated to nurturing socially responsible future leaders. Run by the Sisters of St. Joseph of Tarbes whose charism is building communion. *Institutional Social Responsibility* towards the underprivileged is one distinctive feature of JNC. This is in keeping with the vision of the college which is *"Communion, Excellence, Service, Relevance"* and its mission to turn out intellectually enlightened, morally upright, spiritually oriented, *socially committed* and emotionally balanced young women.

Institutional Social Responsibility is achieved through two fundamental processes: at the management level and at the student level.

- JNC has always endeavored to bring the marginalized namely the socially and economically challenged as well as the physically and visually challenged students to the mainstream.
- Guiding the student community on what should be their role as socially conscious individuals, the college has adopted a slum about 100 meters from the college. The slum dwellers have been given employment in college and special classes are given to their children by a group of our staff in computers and communication skills.

The services provided under this project titled "**Sunanda**" are:

- Formation of Women Self Help Group
- Job Oriented Courses such as Computer Fundamentals, tailoring and embroidery
- Capacity building trainings

Institution helped about 450 ladies of 35 sanghas in Ramamurthy Nagar with a financial aid of about Rs.12 lakh over a period of seven years. This cash helped in leadership training, awareness of health and hygiene and conducting training programmes for women as well as a legal mobile clinic in the slum in order to give legal consultation to slum dwellers. The institution funds a 30-bed hospital in Bijapur for children affected with HIV with an aid of Rs. 9 lakh over 2 years. The funds are used for medicines and nourishment of the children as well as counselling of the affected and infected patients.

The student strength of the college is around 3379 with about 10% of students coming from low socio-economic background and are first generation learners. Financial assistance is provided in the form midday meal schemes, clothing and books.

At the **student level,** initiatives are undertaken on the social and the environmental front.

Social:

- To sensitise the students about the relationship between an individual and the society, **each student** should engage in a **minimum of 30hrs** of social service initiatives.
- Annual food fest Mistletoe Masala is conducted with the objective *eat as much as you can* so that you can feed the needy. All students on campus are requested to prepare traditional food items pertaining to their state to sell and generate funds. The Institution conducts "*Daan Utsav*"- the *joy of giving* week. The sale proceeds are donated to a needy family.
- The student community is encouraged to help the victims of natural disasters by donating cash, clothes and other essentials. The alumni are encouraged to share their knowledge the needy. Social Immersion Committee organized "*Vastra Dhan Mahadgan*" to collect clothes to donate to the poor.
- The Red Cross volunteers distributed 35 stationery kits and provisions to children in the slums of Ramamurthy Nagar.
- The volunteers of the Women's Cell took an initiative to sensitise the students on population growth on World Population Day.
- The volunteers of *AICUF* rendered their services to the differently abled children, the mentally challenged, the visually impaired and physically challenged. The HIV-affected, visually impaired, physically challenged, the lonely elderly, the abandoned street boys and girls, leprosy affected patient's children are invited to the campus and given a platform to perform to showcase their talents during Christmas time. They are given financial aid and a fellowship meal. This endeavor sensitises our students to the special needs of the under-privileged and the differently-abled.

Environmental:

- Environmental sustainable initiatives and lectures enable students to realise the importance of reusing and recycling .The students partake of these programmes to understand that each individual has an *obligation to act for the community* at large. This duty has to be performed so as to

maintain the delicate balance between economy and ecosystems.

- The Social Immersion Committee of the Institution aims to implement a *plastic-free campus*. Towards this students have been asked to get their cups in lieu of the paper cup supplied by the outsourced coffee/tea vendor. Volunteers participated in a colloquium on waste management conducted by Bangalore University to learn more about Reduce, Recycle and Reuse. These students then visited *Madiwala* market and *Kidwai* Institute of Oncology to make an in-depth study of waste disposal of normal as well as biomedical waste.

- The tree plantation drive also enabled the students to make a contribution to the environment by increasing the green cover. To inculcate the idea of *Reuse and Recycle* the E-cell volunteers undertook the manufacture and sale of eco-friendly cloth bags, notebooks made from unused answer booklets.

The main focus of the institution is to render quality affordable education committed to the upliftment of the marginalized and also to make higher education inclusive. Our constant endeavor is to set a *benchmark for excellence* and make education a mission to support the multiple needs of the *primary stakeholders*. The wealth of a nation and sustainable development lies in the quality of education and sense of social responsibility imparted to the youth. The institution contributes to a strong resurgent India by empowering the young women who enter the portals of Jyoti Nivas College Autonomous.

File Description	Document
Link for Additional Information	[View Document](#)

5. CONCLUSION

Additional Information :

The *dedication, competence and expertise of the staff* contributes to the calibre of the graduating students. Staff from JNC have been invited by different institutions, organisations and academic bodies *to share their knowledge and expertise on various platforms*. Senior staff from different disciplines have been *invited as key-note speakers*, *plenary speakers*, panel members, resource persons, *members of Boards of Studies and Examiners, MPhil/PhD examiners*, paper- setters and evaluators. Knowledge gained from such interaction helps the institution grow through the establishment of new courses, particularly those that are interdisciplinary.

The trajectory of *academic enhancement* continues to take place with the introduction of new and relevant courses. The recent setting up of the *Japanese Learning Centre* and proposal for introducing *B.Ed Integrated programme* are examples of this.

In this institution run by missionary sisters, it is important that *social justice* is achieved. So a subsidised education to the needy is provided. Various measures are in place to ensure the emergence of an *egalitarian society.* Education acts as the first stepping stone towards such a society. JNC hopes to make *higher education accessible to all*. The institution continues with its *strong outreach programmes* to the disadvantaged. Monetary support is given to AIDS-affected families in Bijapur, economically backward families in Gumla, Bihar, and several orphanages and old age homes. Employment of residents of the nearby slum is another initiative of *Institutional Social Responsibility.*

As a *melting pot of regions, religions and cultures*, the institution upholds a *tolerant, secular* and *progressive* identity. JNC is a minority Christian institution. However, the college is *respectful and welcoming of all religions*, in the admission of students and employment of teaching/non-teaching staff. The *inter-faith meditation room* on campus speaks strongly of this *inclusive ethos* of the institution. The community of the Sisters of St. Joseph of Tarbes who live on campus not only oversee the efficient functioning of the campus, but set an example for all to follow, with their unwavering *dedication, commitment and personal connection to all*. The notion of the *JNC Family* is a lived reality and first-hand experience for every person on this campus.

Concluding Remarks :

Since its inception, JNC has grown in strength and *crossed many significant milestones*. Its *commitment to promoting higher education* for women and its contribution of trained and talented women to the society has resulted in the *institution receiving many awards*. JNC prepares its students to live a fulfilling life that *combines the essence of Indian culture* with a world that is rapidly being engulfed by science and technology.

The institution *nurtures the students' academic potential* and encourages the development of *innovative thinking*. Vocational courses and components of all courses cater to the *needs of the job market*. Foundation courses provide an *interdisciplinary perspective to students*, exposing them to a liberal education. They are able to formulate new ideas from the critical knowledge gained from core courses and courses under the choice based credit system. The emphasis on co-curricular and extracurricular activities helps *develop a holistic perspective*.

In this complex and stress-filled world of ours, the college has many practices to ensure the *personal and*

emotional wellbeing of young women. Education, without social awareness and commitment becomes a mere means of earning a living. The institution's focus has and continues to be on giving students not just a way of 'making money' but to give them the necessary skills and mindset that will allow them to *'make a life'*. This is achieved through a *balance of academics, creativity and social responsibility*.

JNC has garnered recognition from various quarters. It has the distinction of being *one of the 5 colleges in Karnataka* and the only college in Bengaluru to be selected for a *5-crore grant-in-aid Project12 of RUSA* initiated by the MHRD.

The institution has striven to maintain its high standards. The vision of the college for the future is to *raise our benchmarks of excellence*, ensure *greater diversity and inclusivity* on all fronts and achieve the status of College of Eminence, while remaining *steadfast to our core values*. We continue to send into the world *strong, multi-faceted individuals* with a *deep social and national consciousness*; responsible young women who will be the leaders and builders of tomorrow.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.2	Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented 1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 29 Answer after DVV Verification: 28 Remark : DVV has not consider Marksheet Certificates.
1.3.2	Number of value-added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 145 Answer after DVV Verification: 122
1.3.3	Average percentage of students enrolled in the courses under 1.3.2 above 1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2009	1927	1398	1210	1222

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1749	1748	1003	989	960

2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
326	244	246	234	257

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
575	479	483	482	504

2.2.3	Percentage of differently abled students (Divyangjan) on rolls 2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 5 Answer after DVV Verification: 5
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years 2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	3	1	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
01	03	01	00	00

2.5.1	Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years 2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
35	34	32	35	33

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
31	34	30	33	28

Remark : DVV has made the changes as per report of average number of days from the date of last semester-end/ year- end examination till the declaration of results (even semester) provided by HEI.

3.1.3	Number of teachers awarded international fellowship for advanced studies/ research during the last five years 3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	0

Remark : DVV has not consider executive committee and communication meeting.

3.3.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years 3.3.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification: table1 Answer After DVV Verification : table2

table1:

2018-19	2017-18	2016-17	2015-16	2014-15
53	58	51	40	32

table2:

2018-19	2017-18	2016-17	2015-16	2014-15
31	32	30	27	19

3.3.3	Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years 3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years Answer before DVV Verification: table3 Answer After DVV Verification : table4

table3:

2018-19	2017-18	2016-17	2015-16	2014-15
10	04	02	00	03

table4:

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

3.3.4	Number of start-ups incubated on campus during the last five years 3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years Answer before DVV Verification: table5

table5:

2018-19	2017-18	2016-17	2015-16	2014-15

31	26	18	6	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
29	25	17	6	10

3.4.5	Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
58	51	16	42	29

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
49	44	14	36	27

Remark : Report of Role of Cinema in promoting coastal regions of Mangalore as famous tourist destination , Film Induced Tourism: A Mechanism to Promote Rural Tourism at Anegundi., A Study on the Emperical Relationship of Travellers Perceptions and Film with speial to Bangalore for 2015-16, A Comparative Study of News Reportage in Prominent News Dailies with a Focus on Objectivity, Women Empowerment through Micro-finance: Case Study at Grameen Koota in Karnataka State for 2016-17, A Qualitative study on the Perception of Happiness among Adolescents and Adults, Saponite Nanoclay Based Plasticized PVDF-CO-HFP/LithiumBis (Perfluro Methane Sulfonyl)Imide Composite Electrolytes for Liion Batteries for 2017-18 not provide by HEI.

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

3.4.6.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
32	24	10	12	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
31	21	09	09	09

	Remark : Provided e-copy of books and chapters has not reflect ISBN/ISSN number. Provided some e-copy of books and chapters are in regional language
3.5.2	Revenue generated from consultancy during the last five years 3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
1.455	1.250	1.243	0.500	0.0 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
5.41	1.250	1.2	2.75	0.0	 Remark : DVV has made the changes as per audited statements of accounts indicating the revenue generated through consultancy CA provided by HEI.
3.6.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years 3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
06	01	02	03	03 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
03	00	02	02	02	
3.6.3	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 last five years 3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
37	25	26	34	23	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
32	25	25	31	21

3.6.4	Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3057	2573	2578	2844	2779

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2430	1680	1934	2065	2146

3.7.1	Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
08	07	06	06	09

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	16	15	15	15

Remark : DVV has made the changes as per report of Collaborative activities for research, faculty exchange, student exchange provided by HEI.

3.7.3	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.7.3.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional

MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	06	06	10	02

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	5	06	9	02

Remark : Some of the MoUs are not valid. In MoU both the party signatures are not available.

4.1.4	Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
738.53	789.63	582.94	613.86	657.90

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
719.92	653.67	500.91	526.52	327.86

Remark : DVV has made the changes as per extract of total number of excluding salary in 4.5 duly signed by CA. As per number of budget allocation for infrastructure augmentation is more than total number of excluding salary.

4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6.57	12.49	7.92	9.45	21.45

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6.35	12.25	7.75	9.33	8.21

	Remark : DVV has made the changes as per expenditure of books and journals duly signed by CA.
4.2.6	Percentage per day usage of library by teachers and students 4.2.6.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 674 Answer after DVV Verification: 273 Remark : DVV has made the changes as per average of teacher and students using library per day on 1/12/2018 , 12/12/2018 , 13/12/2018 , 14/12/2018 , 15/12/2018.
4.4.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
447.85	426.42	260.22	253.83	224.43 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
419.55	409.07	241.03	230.52	208.73	
5.1.4	Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years 5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
1683	2174	1583	1280	1055 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
1681	2137	1575	1582	1051	 Remark : DVV has made the changes as per list of of students benefited by guidance for competitive examinations and career counselling provided by HEI.
5.1.5	Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
809	689	628	510	570

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
886	722	646	504	588

Remark : DVV has made the changes as per list of students attending VET provided by HEI.

5.2.1 | Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
241	248	281	290	302

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
240	248	281	290	301

Remark : DVV has not consider mail copy of Rabeka Jenifer T ,Maria Shilpa , Rajshree J for 2018-19, placement report RAKSHA KASHYAP R for 2014-15 not provide by HEI.

5.2.3 | Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ 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: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	12	3	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18	11	3	3	3

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg:

NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	12	3	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
19	12	3	3	3

Remark : DVV has not consider transfer certificate of Hiya Roy for 2017-18 and merit list of sona dechamma for 2018-19.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7	15	4	0	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	0	02

5.3.3	Average number of sports and cultural activities / competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40	33	30	26	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
26	24	18	17	12

5.4.3	Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	6	6	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

Remark : DVV has made the changes as per report of Alumni Association /Chapters meetings provided by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
100	68	101	60	99

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
83	63	94	41	84

6.3.4	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
147	133	128	125	128

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
131	120	118	7	2

Remark : DVV has not consider those teacher participated in Certificate course in Counselling Psychology, Workshop on Wearable Physiological Monitoring System & WBAN for 20165--17.

6.5.3	Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
29	29	17	19	19

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
19	17	8	9	10

Remark : DVV has not consider MOU, conference, Orientation Programme, Leadership Camp, Ethical Code of Conduct awareness, Annual Parent , Orientation for staff on Examination Management System, Introduction of six new programmes , Fire and safety demonstration, Training for online admission , Data for All India Survey , Team building , Introduction of two BVoc programmes .

7.1.8	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
83.50	18.20	3.16	3.35	1.32

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
83.44	18.20	3.35	3.16	00

Remark : DVV has made the changes as per expenditure STP, Wind Turbine, Solar Panel duly signed by CA. DVV has not consider expenditure of medical exam , improvement of existing premises for 2014-15.

7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
46	11	32	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
22	20	20	19	18

Remark : DVV has not consider Conducting workshop for the neighbouring school teachers , Promote Girl education in disciplined and safe environment.

| 7.1.11 | Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years |
|---|---|

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
46	11	32	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	13	09	16	13

Remark : DVV has not consider workshop, Poster competition, E-waste collection competition ,Jyoti Filmato- National Film Festival. DVV has not consider those initiatives which are related to women/girls .

| 7.1.17 | Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years |
|---|---|

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
24	21	21	11	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
24	21	21	7	11

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: **See table below** Answer After DVV Verification: **See table below**

1.2 Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
864	867	861	832	774

1.2 Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
853	852	860	832	774

ID	Extended Questions
1.3	Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

1.3 Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3269	2967	2892	2831	2715

1.3 Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3230	2950	2833	2832	2693

ID	Extended Questions
2.1	Number of eligible applications received for admissions to all the programs year-wise during the last five years

2.1 Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1828	1896	1899	2175	2005

2.1 Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1828	1896	1899	2175	2005

ID	Extended Questions
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

	Answer before DVV Verification:				
	2018-19	2017-18	2016-17	2015-16	2014-15
	569	440	440	440	440

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1702	1313	1313	1313	1313

2.5	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
802.75	849.07	626.82	646.17	692.53

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
719.92	653.67	500.91	526.52	327.86