



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

## **ACHARYA INSTITUTE OF GRADUATE STUDIES**

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**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Acharya Group of Institutions seeded its growth under JMJ Education Society a quarter century ago with the establishment of Residential Polytechnic College in Peenya Industrial Town. Later, the group of Institutions spread its branches in sprawling 120 acres campus at Soldevanahalli, an extension area of Bengaluru city. The campus today houses Acharya Institute of Technology, Acharya's NRV School of Architecture, Acharya & BM Reddy College of Pharmacy, Acharya School of Design, Acharya Institute of Allied Health Sciences, Acharya's NR Institute of Physiotherapy, Smt. Nagarathnamma School of Nursing, Smt. Nagarathnamma College of Nursing, Acharya Polytechnic, Acharya Institute of English & Foreign Languages and Acharya Institute of Graduate Studies.

Acharya Institute of Graduate Studies was set up in the year 2005. The Institution is affiliated to Bengaluru City University and re-accredited 'A' grade by National Assessment and Accreditation Council (NAAC) in Second Cycle of NAAC Accreditation Process during the year 2017. The Institution made its modest beginning by offering undergraduate and Postgraduate programmes. The increase in the number of courses offered over the years by the Institution speaks of the quality education imparted and the vision of the Institution to be the caterer of the programmes sought by the aspiring graduates. The Institution today homes **Ten** Undergraduate programmes and **Nine** Postgraduate programmes which includes the inclusion of MCA and MBA newly. It is one of the most sought for Institutions among the aspirants for graduation and post graduation. The influential factor is the Institution's undue commitment for the holistic development of the students apart from imparting quality education and remaining on par with the changing academic needs. The Institution even empowers the students for employability, academic and professional excellence. The academic tenure at the Institution ensures creation of socially responsible citizens in the students.

### Vision

"Acharya Institutes, committed to the cause of value-based education in all disciplines, envisions itself as fountainhead of innovative human enterprise, with inspirational initiatives for academic excellence"

### Mission

"To take learning beyond the boundaries and to provide exposure to the students that would help them remain focused and gain knowledge in all respects. To help them learn professional ethics, social values and societal commitment so that they become globally acceptable and competent professionals"

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

### Institutional Strength

- Visionary and committed Management
- Financially sound Management

- Implementation of NEP 2020
- College is located near Industrial area
- State-of-art Laboratories
- Digital library facilities
- Wi-Fi enabled campus with high intranet facility
- Information and Communication Technology (ICT) enabled classrooms
- Indigenously developed Acharya Live (ALive) platform for virtual classes
- Olympic size Stadium for sports
- Auditorium for the conduct of cultural and co-curricular activities
- Qualified, experienced and committed Faculty
- Meritorious, Institutional scholarships and Freeships
- Student centric teaching-learning
- Comprehensive holistic approach to teaching-learning
- Industry readiness training programme
- Student exchange programs at international level
- Organising seminars, workshops and conferences for student and Faculty
- Well-connected alumni network for internship and placements

### **Institutional Weakness**

- Encourage Faculty to Publish research paper in Q1 and Q2 journals
- Strengthen Funded projects
- Improve in consultancy

### **Institutional Opportunity**

- Enhancing research aspects by involving students
- Engage in extension activities for rural populations to be addressed and catered for qualitative transformation.
- Improve language proficiency of students
- Plan to beam e-learning
- Translating learners interests to inventors/developers/designers
- Wide scope for placements
- Career opportunities in foreign Universities

### **Institutional Challenge**

- Retention of young Faculty due to industry interests
- Competing with Foreign/Deemed/Private Universities
- Evolving educational ecosystem
- Adaption to fast Changing Technology
- Encourage innovation and startups
- Complete implementation of NEP 2020 in the present scenario

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Acharya Institute of Graduate Studies offers Ten Undergraduate programs and Nine Postgraduate programs. The Institution's commitment to achieve the stated Vision, Mission and Objectives paves way for attainment of excellence in higher education and community orientation.

The Institution incorporates Departmental and Institutional activities with strict adherence to the academic calendar of Bengaluru City University; and facilitated the syllabus of Bengaluru City University under the Choice Based Credit System (CBCS) till 2020-21. Since the introduction of NEP in 2021, the Institution has adopted the NEP guidelines and have been offering programs and courses to the undergraduate students' pertaining to their choices. In consideration to the change after the introduction of NEP, the Institution hosted workshops and training programmes to render the faculty equipped to meet the changing academic needs of NEP.

Curriculum augmentation for the topics in the syllabus is done so as to provide quality education to the students thus aiding in broadening their knowledge horizon. The classes are enriched by adopting varied teaching methods, lab experiments, project work, field visits, internships and use of ICT tools. Presence of faculty members of the Institution in BoS meetings and being members themselves of BoS has facilitated effectiveness in curriculum development and delivery. Feedback of stakeholders at regular intervals contributes to the evaluation and revision of qualitative teaching.

### Teaching-learning and Evaluation

The Centralized Admissions Department of the Institution abides with the norms of Bengaluru City University by ensuring an intake of the students with consideration of the diversity and the inclusion of SC/ST/OBC, differently abled and from minority communities. The Institution believes and follows inclusive policies to enable the upward mobilization for the weaker section of the society. The transparent admission process at the Institution with detailed briefing on the courses, value-added activities and placements over the years has resulted in the increase in the rate of admissions. Concessions in fee and scholarships are provided for the needy and meritorious students.

Orientation programmes conducted during the commencement of the academic year acclimatizes the students to the new academic atmosphere. And eventually, improvement in academics is ensured by holding remedial and tutorial classes to whomsoever required. Students are given assignments, paper presentations and insisted on participation in workshops and seminars for their overall development and to take the learning process beyond the classrooms.

The Institution boasts of well-qualified faculty with undue commitment to the profession and passion for teaching whose years of teaching and industrial experience/academic credentials is an asset which is at students' disposal. The faculty members participate in seminars, FDPs, workshops, syllabus orientation, refresher programmes and conferences to broaden their knowledge horizon and to remain updated with the latest developments in the respective fields.

The Institution supports faculty and student alike by providing library facility, laboratories and access to online resources.

## Research, Innovations and Extension

The Institution prioritizes research and extension activities and takes amicable initiatives that will promote research culture. Among the on roll faculty, the Institute has **30** with Doctoral Degree, **10** with Mphil Degree, **28** qualified the NET/SLET/JRF/GATE and **20** pursuing PhD. The R & D cell of the Institution promotes research culture among faculty and students and initiate many research-oriented activities. The release of bi-annual research journal Acharya Jnanavardhini is the one of the milestones achieved.

The motivation and incentives for research activities has resulted in increase in the number of notable publications in UGC and Scopus-indexed journals and journals of National/International repute. To ensure the faculty and students remain on par with the changing academic and corresponding academic needs, the faculty members and students are encouraged to participate in seminars, conferences and workshops in other Institutions. The conferences and seminars are organized within the Institution as well. The Institution has organized **Three** international conference, **Four** national conferences; **One** international, **Three** national seminars; **One** international, **Four** national, **One** state level workshops; and **148** of all these activities including FDPs at college since 2017. Inter-collegiate fests are hosted by various departments to groom leadership skills and allow knowledge transactions to flow from one to the other.

Few faculty members provide consultancy services to various other Institutions. The Institution has signed MoU and has collaborative arrangements with industries and other corporate entities. The collaborations serve to be advantageous in fetching opportunities for internships and exposure to industrial ways.

The extension activities serve to inculcate social responsibility among faculty and students towards community and the societal needs.

## Infrastructure and Learning Resources

The Institution believes in the necessity of congenial academic ambience and thus enhances the infrastructural facilities vis-a-vis the increase in number of courses over the years. The campus is eco-friendly; Wi-Fi enabled with state-of-art infrastructure and facilities and is under the constant supervision 24/7 by a centralized security team. The campus has open green spaces, parking area for vehicles, well-maintained canteen and hostels with an ambience for learning. The Institution has facilities for indoor and outdoor games to promote sports activities. It also provides facilities for NSS and NCC activities. The campus homes recreational spaces, gym facilities, rest rooms and cafeteria. The health care centre provides medical aid to the students and faculty. First aid service and ambulance facility can be availed in case of emergencies.

The Institution has a library which has **13,987** books, **6000** e-journals, **1,30,000** e-books on NLIST, **5000** e-Journals on Proquest online database and **27000** e-books on Proquest online database. The Institution has **15** computer labs with LAN network, **614** systems with **9** high configured servers for the students and staff members.

## Student Support and Progression

The Institution pedantically works on the objectives that aid the students' holistic development. It singularly devotes itself to the facilitation of quality education and thereby attain its vision to be the center of academic

excellence. The Institutional website [www.aigs.ac.in](http://www.aigs.ac.in) provides precise information/factual details on the Institution, admission procedures and programmes offered. The centralized admission process counsels the aspirants on every sought for details and eventually assists them in admission. Further, the orientation program provides the bird's eye view of the Institutional ways. Fee concessions and scholarships are provided to the economically weaker sections, meritorious students and the needy. Group insurance coverage is granted to the students in the Institution.

The Institution places prime importance on quality education and performance of the students. The In-house audit teams of the Institution prioritize and monitor curriculum enhancement and its implementation regularly. Apart from academics, personality and skill-development programs are held to sharpen the skills essential in employment market. The students are involved in extension activities through NCC, NSS and Departments. The process of learning for the students is taken beyond the classroom by their necessary participation in club activities of the respective Departments and activities of other Cells. The Institution promotes awareness programs on social issues and encourages observing days of significance to inculcate moral values, ethics and societal responsibility in faculty and students. Creative and writing skills are boosted by bringing out departmental magazines/ journals and creating blogs. Interest in sports is bolstered by encouraging participation in Sports meet held at College/District/University/National level. The cultural committee revives the varied interests in students. It has been successful in winning accolades for the Institution in events like painting, debate, extempore, fashion show etc. The Institution has ensured maintenance of discipline among the students and faculty which befit the decorum of academic surroundings.

### **Governance, Leadership and Management**

The governing structure plays a vital role in the growth of the Institution. The notable growth of the Institution from a humble beginning to the present is due to the vision and motivation of the management to take education to the next level. The Institution-specific policy statements and strategic plans laid down by the management with a definite timeline align with the vision, mission and objectives. The Management grants required autonomy to the Head of the Institution i.e., Principal. The Institution has Internal Quality Assurance Cell (IQAC) and centralized Quality Implementation Center at Acharya Institutes (QUICAI) which monitors, plans, modifies and implements quality initiatives. The Principal, in coordination with IQAC and Governing Council, guarantees the policy implementation and makes required organizational changes to meet the needs of stakeholders. The Principal holds meetings with the Heads of the Departments and Committees to account the activities and expenditure for the respective academic years. The management provides adequate support to faculty and student for their academic pursuits and even rewards their achievements.

### **Institutional Values and Best Practices**

The Institution leaves no stone unturned to provide quality education and create citizens with social responsibility. Hence, it adopts many innovative practices and initiates quality initiatives in pursuit of the same. The Institution primarily promotes cultural amity and universal brotherhood by observing days of national/international significance and staging festivals celebrated across the continents. Such activities in the yesteryears have served to strengthen the ties across the borders and have fetched opportunities to host cultural fests and Model United Nations Conference. The Department clubs adopts innovative practices like screening movies/documentaries and initiating talks on social issues such as gender, safety, health & hygiene, skill & personality development programmes etc. The necessary participation in curricular, co-curricular and extra-curricular activities contributes to the holistic growth of the students. The NSS unit involves the students in

community service. The annual special camps organized by the unit for the last five years have been instrumental in bringing change and creating awareness in the society on issues such as promoting girls' education, abolishing child marriage and health & hygiene awareness. ISR activities are held too towards serving the needy and the community we live in. Departmental Institutional Social Responsibility (ISR) activity is taken up by the students under the guidance of the faculty members. The activities are held in conjunction with government schools, old age homes, orphanages, villages etc. Students play a pivotal role in educating about the environment, need for basic literacy, atrocities against women, computer literacy, awareness on government schemes and benefits etc. The activities has led to the development of empathetic individuals with undue commitment to create a better society. Individual departments take up extension and community services too. AIGS is one of the institutions under the project UBA scheme and has adopted five villages around. Skill-development and awareness activities are held to empower the village community. The health & hygiene initiative paved way for a malnutrition project due for implementation.

The Institution concurrently doesn't lose sight of academic excellence and imparting quality education. The faculty members at the Institution are instructed and encouraged to take up modern teaching methods and strategies for curriculum delivery. The faculty members are encouraged to create e-content on curriculum, use of advanced technologies and provide experiential learning to the students. The QUICAI monitors the quality of curriculum delivery and the performance indices of the faculty. The initiatives by the cell have strengthened the academic atmosphere and facilitated research activity among students and faculty alike. The Institution has to its credential **72 University ranks** on date that speak for its motto.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ACHARYA INSTITUTE OF GRADUATE STUDIES
Address	Acharya Dr. Sarvepalli Radhakrishnan Road, Acharya P. O., Soladevanhalli, Bengaluru 560107
City	Bengaluru
State	Karnataka
Pin	560107
Website	<a href="https://aigs.ac.in">https://aigs.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Gurunath Rao Vaidya	080-22555555	9886833013	080-23700242	principalaigs@acharya.ac.in
IQAC / CIQA coordinator	Riyaz Ur Rahaman Khan	080-28370290	9741575777	080-23700242	iqac.aigs@acharya.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Karnataka	Bengaluru City University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	08-07-2011	<a href="#">View Document</a>
12B of UGC	08-07-2011	<a href="#">View Document</a>

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	<a href="#">View Document</a>	15-07-2021	12	Yearly Renewal of Approval

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Ministry of Women Child Development MWCD Karnataka Evaluation Authority KEA Unnat Bharat Abhiyan UBA Mahatma Gandhi National Council of Rural Education MGNCRE
Date of recognition	28-12-2017

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Acharya Dr. Sarvepalli Radhakrishnan Road, Acharya P. O., Soladevanhalli, Bengaluru 560107	Urban	2	10059

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BBA,Management	36	PUC	English	360	259
UG	BBA,Management	36	PUC	English	120	86
UG	BCA,Computer Application	36	PUC	English	288	276
UG	BCom,Commerce	36	PUC	English	200	76
UG	BSc,Science	36	PUC	English	30	4
UG	BSc,Science	36	PUC	English	60	59
UG	BSc,Science	36	PUC	English	60	32
UG	BSW,Social Work	36	PUC	English	40	23
UG	BA,Arts	36	PUC	English	90	57
UG	BA,Arts	36	PUC	English	140	69
PG	MBA,Management	24	BBA BCom BA BCA	English	120	72
PG	MCA,Computer Application	24	BCA BSc Computer Science	English	120	119

PG	MCom,Com merce	24	BCom	English	60	9
PG	MSc,Science	24	BA	English	60	32
PG	MSc,Science	24	BSc Science	English	45	43
PG	MSc,Science	24	BSc Science	English	45	27
PG	MSW,Social Work	24	BSW	English	60	24
PG	MA,Arts	24	BA	English	30	12
PG	MA,Arts	24	BA Journalism and Mass communication	English	40	11

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				8				105			
Recruited	2	1	0	3	6	2	0	8	39	66	0	105
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				18
Recruited	8	10	0	18
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				7
Recruited	2	5	0	7
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	7	1	0	10	9	0	30
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	29	56	0	85
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	1	5	0	7
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	Others	Total	Others	Total	
	4		5		9

**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	177	432	5	22	636
	Female	120	171	7	7	305
	Others	0	0	0	0	0
PG	Male	121	32	0	0	153
	Female	121	74	1	0	196
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	42	14	34	31
	Female	21	14	13	22
	Others	0	0	0	0
ST	Male	9	5	13	11
	Female	8	2	7	6
	Others	0	0	0	0
OBC	Male	120	127	132	127
	Female	81	67	76	70
	Others	0	0	0	0
General	Male	660	433	491	603
	Female	349	191	182	226
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>1290</b>	<b>853</b>	<b>948</b>	<b>1096</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Institution has dictated its vision in alignment to the NEP requirements as “Acharya Institutes, committed to the cause of value-based education in all disciplines, envisions itself as fountainhead of innovative human enterprise, with inspiration initiatives for academic excellence.” The Institutional plan is devised in a fashion that promotes sustainable development and living; academic support to curricular structuring that is practicable, flexible and imaginative. Curricula ensures the impartment of credit-based courses, implementation of projects in community engagement and service, environmental education and value-based education to affirm the global well-being, thereby reflecting a true global</p>
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citizenship. The students across the different streams are benefited with the exposure to various domains of learning such as scientific fields with research aptitudes, vocational course on cloth making and stitching, student development activities on self-dependence, skills (soft and employability) development, MoU with IBM for BCA cloud computing and Microsoft for BCA data science, smart board usage and IoT usage to attain the demand of integration related to Science, Technology, Engineering and Mathematics (STEM). Inclusion of these programs has explored the proficiency in IoT, AI and ML among students to develop technical models. Some of the models are Line following bot, Gesture controlled stunt car, Rain Alarm (Extension of Home Automation), Water flow Detection System, Smart Irrigation, Smart Street Lamp, Smoke and Fire Detection system, Sound Pollution Detection System, Home Automation System, Home Security System (Extension of Home Automation), Smart Dustbin, Arduino Alarm System, IoT Based Smart Junction Box, Green house Monitoring System, Arduino based Temperature controller and Real Time Temperature Monitor. Since the introduction and adoption of NEP 2020, the Bengaluru City University designed the new model of programmes and curriculum for all the subjects. Affiliated colleges follow the provided structured curriculum based on credits for environmental and value-based education and all courses. The community engagement and services are performed by the students of social work and additionally under the NSS and Unnata Bharat Abhiyan (UBA) project. The inculcation of these practices builds social and moral awareness. Abiding by the regulations governing the CBSS with multiple entry and exit options, the National Skill Qualification Framework (NSQF) guidelines and levels are followed to impart education among the undergraduates. Attainment of the NSQF levels 5 to 7 is planned to ensure the conduct of progressive curriculum; and engage students in attaining professional knowledge, learning professional and core skills, and hold the responsibility towards the executions. Faculty of all Departments are involved in collaborative research. Various Departments at the Institution engage in the execution of MoUs and collaborations with industry and academic organization. These associations are to support our



	<p>faculty and students at Institution to develop productivity in the areas of health, medical and materials and support the socio well-being. Integration of curricula through ability enhancement and soft skill courses, engagement in constructive learning through value based education.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Institution is affiliated to Bengaluru City University (BCU), bound to the norms of Ministry of Education, India and statutory rules of the Government of Karnataka. The Unified University and College Management System (UUCMS) is commonly used by the Institution to maintain the ABC. The ABC is tracked on this portal for the entry and exit level, verification, accumulation, transfer/redemption and authentication of credits. Students have the feasibility for course and subject change to advance in liberal education system; change of Institution to assure the lessened drop out ratio and continuation of course at over a period of time; design their own degree to promote choice based education. Currently, the Institution focuses to enhance the learning and practice of futuristic advancements and demands by connecting the students to Industry. Yes, the institution has registered under the National Academic Depository (NAD) - Digilocker database system. Apparently, to maintain all the details and credits accumulation, the Ministry of Education, Karnataka has developed a digital depository Unified University and College Management System (UUCMS) portal. Our Institution has signed MoU with Universitas Budi Lahur, Indonesia's Jakarta Campus backed by the UK and Europe, Cambridge University. This collaboration facilitates internationalization of English language learning that promote skill enhancements in reading, writing, listening, and speaking abilities at the Cambridge and II (A and AS) Levels among the faculty fraternity and students. At the Institution, the faculty members involve in augmentation of syllabus by referring to the various course contents of teaching subjects and identify the topics in demand at present to future. The topics are thus included to the curriculum and facilitated to the students. The classrooms are enabled with ICT/LMS tools and Wi-Fi facility to enable the faculty members to adopt modern teaching pedagogy viz. the use of e-contents, animations, simulations and web</p>

	<p>links/URLs etc and facilitate embedded learning. The Institute library Repository - DSpace software facilitates the access to project reports, dissertations, previous examination question papers, publications, lecture notes etc. 1. Execution of MoU with the Universitas Budi Lahur, Indonesia's Jakarta Campus backed by the UK and Europe is Cambridge University enables the students at the Institution to pursue education overseas in compliance to ABC norms; in turn, facilitates the internationalization of education . 2. Teaching pedagogical approaches: Collaborative learning, student centric teaching-learning and experiential learning are practiced.</p>
3. Skill development:	<p>The University has created a model programme structure to offer vocational courses and skill enhancement courses education among the undergraduates. The curricula of BA, B.Sc, BSW, BCA, and B.Com courses offer vocational education as a Discipline Elective (DSE) subject. The National Skill Qualification Framework (NSQF) levels 5 to 7 is planned through offering compulsory learning subjects such as the Digital Fluency, Artificial Intelligence, Cyber Security and Professional Communication with allocated credits. Additionally over the programmes offered at Institute, the faculty and students are involved in traditional hand painting techniques, micro skills in counselling, and Jewellery designing and making skill development activities. In the design of model programmes, the vocational education is included as the Discipline Elective subjects for BA, B.Sc Physics, BSW, BCA, and B.Com courses from 2nd year/III semester; and the compulsory skill based courses - Digital Fluency, Artificial Intelligence, Cyber Security and Professional Communication courses from the 1st year/I semester for the remaining Undergraduate programmes. The curriculum designed by the Bengaluru City University accommodates value-based education in the teaching-learning practices.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Various Cultural awareness and programmes are conducted for the students at the Institution to promote Indian culture and ethos. The Institution with diversified students promotes the classroom teaching through Indian multilingual.</p>
5. Focus on Outcome based education (OBE):	<p>The Institution follows the curricula designed by the affiliated University for the implementation of OBE</p>

under the NEP 2020 guidelines. All the program curricula at the Institution are subjected to the approval of the University with a well-defined program and course outcomes. In the curricula, the matrix list for the Discipline Core (DSC), Discipline Elective (DSE), Research and Project are enumerated with credits, pedagogy and assessment categories. Each of the course listed in the curricula are dictated with the POs and the COs for the subject papers based on the Bloom's taxonomy. In further to this, the course articulation matrix model for mapping of POs and COs is presented in a tabular form. These POs and COs are discussed among the students during the theory class and lab sessions. The POs, COs, PSOs and PEOs for each course are displayed on institutional website. The Internal question papers are designed in accordance to the POs and COs with Bloom's taxonomy levels. The Cos are mentioned on the Internal Assessment question paper to facilitate the understanding of learning and evaluation (OBE) among the students. The internal question papers are drafted in adherence to the University model of semester question paper. In the internal question paper, each question corresponds to a particular CO level (ranging from CO1 to an attainable level) and specific Bloom's Taxonomy level. Attainment and mapping of course outcomes to program outcomes and to program specific outcomes is calculated based on the students' performance in each assessment categories of internals, assignments and University examinations. A macro enabled excel sheet has been developed by the faculty member to record and monitor the OBE data. The details are maintained in the PDF, retrievable from the macro enabled excel sheet. The attainment and mapping of POs, COs and PSOs are documented in a PDF. The Outcome Based Education task force under the supervision of the Principal, follow the statistical analysis and track the results for any improvisation and add-ons. Furthermore, each Department Head is instructed to follow up on the suggested improvisations that would facilitate commendable results. The Institution has developed a well-coded macro enabled excel sheet for the entry of OBE data and recording of statistical analysis. Based on the entries of required fields to this template and formula programming, it enables the creation of result and documentation in PDF. The template design matches the requirements of OBE as

	<p>suggested by the NEP 2020. Furthermore, attempts are being made to embed the minutiae of OBE to a software and develop a digital app.</p>
<p>6. Distance education/online education:</p>	<p>Being the affiliated Institution, the ODL mode of vocational course as a program/course cannot be opted for. However, some of the similar themes of vocational courses are attained. Our Institution in collaboration with Universitas Budi Lahur has mutually facilitated English language skills training through an online session for the student and faculty. Skill development activities such as hand crafting, jewellery designing, art, painting, stitching, entrepreneurship etc., are organized at Institution for the students and faculty. Around the campus locality, various training programmes are conducted under the NSS to support social, behavioral and health awareness. Also, pre placement and mock interviews training sessions are effectively executed for the students. In addition, under the Unnat Bharat Abhiyan (UBA) scheme initiatives, the most promising efforts are to promote employability by facilitating tailoring and computer skills among the rural women of adopted villages at the nearest localities. The classrooms, seminar halls and discussion rooms are facilitated with the overhead projectors and display screens. The Wi-Fi access over the entire campus enables the usage of these ICT tools that are/can be interconnected to the computers/laptops to conduct classes with suitable use of web links and URLs in presentations. The Institution has a self-developed LMS application named ALive to conduct classes using modern teaching and evaluation pedagogy. The comfortable use of e-learning platforms an online platform ALive app was created by the Institution. The app enables a secured login and logout for faculty and students. Equivalent to the admitted strength, on the app in an automated manner, section wise digital classrooms are created for the students of respective courses. After the time table creation, the allocated faculty and respective course students may be able to engage class. The ALive is enabled with live recording of sessions. The interaction can be monitored by polling option on the app. The student and faculty attendance is tracked by the active presence/usage on the app. The app enables faculty to schedule assignments that are reflected to students in their individual logins.</p>

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club has been set up in Acharya Institute of Graduate Studies with a vision to make utmost contribution to have an active democratic citizenry originating in integrated civic and voter education and electoral participation right from a young age. Electoral Literacy Club has set up a platform to engage college students through interesting activities and hands on experience events. The events majorly focuses to sensitize the participants about the electoral rights, and familiarize them with the electoral process of registration and voting. In furtherance of this vision, the Electoral Literacy Club has been established at our college with the following objectives: 1. To educate the targeted population about voter registration, electoral process and related matters through hands on experience. 2. To familiarize the targeted population with EVM and VVPAT and to educate them about robustness of EVM and the integrity of the electoral process using EVMs. 3. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 4. To harness the potential of ELC members in carrying the electoral literacy in communities. 5. To facilitate voter registration for its eligible members who are yet to register. 6. To develop a culture of electoral participation, maximize participations, ethical voting and to follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, as per the prescribed guidelines, the ELC is constituted at Acharya Institute of Graduate Studies with members including faculty and student coordinators. ELC Faculty Coordinators: Dr. Kumaraswamy. C – Associate Professor, ELC Chairperson and Coordinator for the program with faculty members including Ms. Deepika. N – Assistant Professor and Programs organizer of ELC and, Ms. Swapna Gowri – Assistant Professor and secretary for ELC. ELC Student Coordinators: Ms. Swapna and Mr. Ashwin, both Undergraduate students from Department of Arts, Acharya Institute</p>

	<p>of Graduate Studies, are student members of ELC and are functioning as student coordinators. The ELC of Acharya Institute of Graduate Studies is functional. The ELC has been constituted with faculty and student coordinators as mentioned above. The constituted ELC has already commenced and has been conducting the activities in pursuance of the objectives. The ELC has already conducted activities with respect to electoral literacy including sensitization programmes for all the students registered as potential and prospective voters. The ELC has also observed National Voter's Day on 25.01.2023 and organized a poster making competition for students on electoral literacy. The ELC in Acharya Institute of Graduate Studies, has been constituted on par with guidelines and is representative in character. The ELC has been constituted including faculty and student representatives alike the major stakeholders of the Institution. The association of NCC and NSS units and the Department of Social Work of our Institution or Individual Departments conduct the efficient activities in pursuance of the objectives of the ELC. The ELC representatives and coordinators of the Institutions submit the prescribed periodical reports to the appropriate authority. The ELC of our Institution has also planned for electoral literacy activities in the vicinity villages in association with the Panchayats. Furthermore efforts of the ELC is to execute an effective and widespread implementation of ELC objectives within the purview of the institution's capacity.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC of our Institution, as an initial effort and for effective implementation to achieve the prescribed goal has taken measures for implementing many innovative Programmes. Since our institution has well over 3400 students, to start with, the ELC coordinating with each department of our Institution has implemented and innovative concept of operating sub-committees involving one faculty and four students from each department. These Department level sub-committees are already operational, and have been oriented by the ELC and are guided to conduct department level Programmes in pursuance of objectives. The faculty and students at the ELC and sub-committee level are actively participating by organizing the related activities, participating in</p>

	<p>discussions with ELC for effective implementation and by contributing ideas for future innovative Programmes. In furtherance, the innovative programs are planned and started from January, 2023 in the following manner- First phase activities: 1. Awareness and sensitization of all students on public voting system, 2. Sessions on how to get voters ID and ethically voting as our right, Second stage activities: 1. Wall magazines, Posters making competition, debate and developing mime /skits. 2. Developing Scripts for performing Street plays in the surrounding UBA adopted villages. The above activities will be held in department level supervised by ELC. The ELC has also has more innovative Programmes in pipeline to maximize the effect of the objectives implemented.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC has planned various socially related initiatives with respect to advancing democratic values and participation in electoral process. The initiatives planned are mentioned hereunder- 1. Organizing further various activities in the Institution with respect to electoral literacy and Democratic values including awareness sessions, guest sessions, skits, competitions for students, skits, mimes etc., 2. Encouraging students and faculty to take up research projects and publications related to electoral literacy and Democratic values. 3. Conduct of more electoral literacy awareness sessions with effective, innovative and result oriented means of knowledge dissemination. 4. Collaboration with NCC and NSS units for widespread conduct of awareness sessions on electoral literacy and Democratic values. 5. Collaboration with Gram Panchayats in vicinity of Institution and with relevant state authorities for socially relevant initiatives such as awareness sessions, surveys, research projects related to electoral literacy and Democratic values. 6. ELC is also making continuous efforts in planning, organizing and implementing more and more socially relevant projects and initiative relevant to electoral literacy and Democratic values, thereby aims at contributing in our fullest capacity towards achievement of the prescribed goals.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible</p>	<p>The Institution fosters the students above 18 years to enroll as voters by sensitization about democratic rights that orients them about the casting votes in elections. The mock polling activity is organised that</p>

students as voters.

provides an experience-based learning of the democratic setup. Additionally, several other events such as poster presentation, elocution, mock parliaments, debates, essay writing and other programmes are demonstrated and performed to create an awareness regarding electoral procedures. The Institution collects the enrollment and voters details by circulating the Format-1 e-rool format-1 and eligible student enrollment Voters list.



## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2887	2515	2579	2497	2332

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 276

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
158	113	134	130	113

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
181	54	125	90	982



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

The Institution is an affiliated college and has to follow the curriculum provided by the University. However, the Institution's vision of ensuring holistic development of the students encourages the faculty members to incorporate various methods for a better curriculum planning and delivery. The augmentation of curriculum is done post the discussions with the subject experts and based on the feedback received from the various stakeholders. Alongside, the faculty members serving on Board of Studies contribute to the curriculum development. Even at the Institution the faculty members augment the curriculum with contents that bridge the gap between academic classroom learning and current employment market. The teachers devise the lesson plan before the commencement of the classes. Additionally, some of the topics are covered by the conduct of activities. The Head of the Institution also encourages the Departments to remain updated with the latest developments of the fields. The faculty members upload the lesson plan on ERP well in prior and implements the plan. Bridge courses are conducted to bridge the gap between the previous academic tenure and the new admittance. The Departments initiate and conduct Add-on/Certificate and Enrichment courses to facilitate the augmented syllabus. Assignments, class presentations, internships, project works are given to the students to enable holistic learning and render them capable of solving real-life problems. The faculty members hold remedial classes for the slow learners and the advanced learners are given additional learning exercises that may aid in broadening the knowledge horizon. The faculty members use various ICT tools (Computer, projector, pen drives, pointers, animations, simulations, smart board, AV mediums etc.,) and methodologies to ease the conceptual teaching-learning effective. In adherence to the University calendar, the Institute prepares and follows an Academic Calendar with schedules of planned Academic actions like, Continuous internal assessments, curricular and co-curricular activities. The regular monitoring of the syllabus completion by the Heads of the academic Departments facilitates a congenial and productive teaching-learning atmosphere. The teaching lesson plan is reviewed by the IQAC coordinator and the Head of the Department for corrective actions, if any. Faculty members and students' subject domain knowledge is strengthened by regular participation in guest lectures, workshops, seminars, conferences, academic fests and exhibitions. Students are encouraged to take up online courses. The new teaching recruits are provided the orientation to the curricular needs of the subject domain; they are enrolled in faculty development programme to equip them with the changing academic scenarios. The well-furnished and resourceful library of the Institution is accessible to the faculty members and students for their academic and professional growth. The Institution has a Centralised Examination Centre headed by the Controller of Examination (CoE) to plan the schedules and conduct Internal tests in accordance to the SOP. Continuous evaluation is done based on assignments, internal test performance and involvement in other academic attainments. Under the supervision of Principal and the CoE the University examinations are monitored for hassle free timely executions and transparency in processes.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years	
Response: 38	
File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years					
Response: 63.19					
1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years					
	2021-22	2020-21	2019-20	2018-19	2017-18
	1835	2015	1855	1811	579
File Description	Document				
Upload supporting document	<a href="#">View Document</a>				
Institutional data in the prescribed format	<a href="#">View Document</a>				

## 1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
Response:
To realize the vision of imbibing Human Values, Professional Ethics and Social Commitment, the Institution rightly integrates the cross-cutting issues into the academic process. There are courses designed by the affiliated University such as Indian Constitution, Science and Society and Environmental Science/Environment and Public Health. In addition to this the institution imbibes various other activities to intergrate these cross cutting issues.

Professional Ethics are inculcated through training programs on moral values, honesty and integrity, social responsibility and legal aspects of the profession which in turn leads the students to be socially responsible citizens.

Institution takes the responsibility to infuse the gender sensitivity among the students by organising activities like **gender equity and ethics, training on gender sensitization, women empowerment and leadership skills, gender crimes, gender pattern and challenges of LGBTQ+, women rights, women health.**

Considering human values as the epitome of education, the institution instills and encourages conduct of events and observes days of National importance viz. Republic Day, Independence Day, Martyrs' Day; celebrates National festivals viz. Christmas, Onam, Sankranti, and many others; and International festivals viz. Christmas, Dalai Lama Day, Bhutan's National Day and various other significant days to express solidarity to the overseas students studying on campus in order to inculcate Loyalty and nationalism. Extension activity/ community service activities are being organised by the institution through the departments by conducting awareness programs like basic health and hygiene, providing basic necessities.

Institution understands the sensitisation of environmental issues to produce citizens with acute sensitivity for the well-being of environment. **Green Day, Environment Day** and similar programmes are observed in the Institution. **Rain-water harvesting** initiatives are adopted by the Institution. Such initiatives have created positive impact on the graduating students. Human Rights week is observed by Department of Social Work to instil human values, create awareness on the prevailing issues of caste, gender and class.

The Institution has been vigilant in the adoption of activities and measures that would nurture the learners as individuals with societal commitment that reflects the ethical values. The NSS and NCC Unit of AIGS actively promote and conduct activities of social awareness thereby creating responsible individuals in the society. Activities such as health and hygiene, voters' awareness program, road safety campaign, blood donation camps are held in the Institution. The special annual camps of NSS and Unnath Bharath Abhiyan unit of AIGS indulge in cleaning a village, educating the natives, empower them with skill training and enable them to start small scale businesses. Various activities such as quiz, poster competitions and invited talks are organized to create awareness about nature, biodiversity, environment and sustainability.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 38.55

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

**Response:** 1113

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)</b></p> <p><b>Response: Yes</b></p>	
<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 60.04

##### 2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1290	853	948	1096	945

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

2021-22	2020-21	2019-20	2018-19	2017-18
1968	1680	1700	1600	1600

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

**Response:** 29.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
281	229	275	267	221

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

2021-22	2020-21	2019-20	2018-19	2017-18
984	840	850	800	800

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

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

**Response:** 18.27

## 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 using ICT tools

**Response:**

Learning is made student-centric by laying more emphasis on specific learning outcomes for all courses. Activities necessitating participative learning are planned for ardent learning and honing teaching skills. Collaborative learning programmes are also devised by using multidisciplinary approach. Field camps / visits and camps in villages provide more opportunities for collaborative learning. The following are student – centric learning modes adopted by the faculty members to develop their knowledge and skills.

#### Experiential Learning

- Industrial Visits / Field Visits / Clinical Visits
- Study tour
- Discussions in the class room with the faculty members.
- Case study analysis and Projects
- Film review / appreciation
- Student presentations
- Group presentations
- Debate

#### Participative Learning

- Paper presentations
- Guest Lectures and Demonstrations
- Laboratory experiments



- Club activities
- Inter-collegiate and inter-departmental programmes
- Academic Fashion Shows
- Exhibitions cum Sale
- Poster presentations
- Symposia/Colloquiums/Panel Discussion/Focus Discussion
- Film Festivals
- Role Play
- Photography and Short Films
- Script Writing
- Use of Library facilities

### Problem Solving

- Flip class room
- Individual Assignments
- Reporting and editing
- Internship/Project Work

ICT practices in teaching and learning pedagogy has been actively integrated to the conventional teaching methodology. At the outset of COVID-19 pandemic, all Administrative and educational purposes had been meticulously channelized through the ERP system. The Institute had facilitated indigenously developed "ALive" Digital platform for the conduct of digital/virtual/online classes. This platform helped the professors and students to learn concepts through online mode. The Institution is determined and has ensured to use the modern technology viz. ICT/LMS such as projectors interconnected to computers/laptops with LAN facility and WiFi enabled campus facility. With these facilities students can search required e-content and prepare their own study materials. Here the faculty utilize this technology for teaching more effective and efficient reading. In some of the classrooms smart boards are provided with audio visual facility. Alongside, the whiteboard teaching methodologies are used to engage students in face to face and one to one interaction.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
158	113	134	130	113

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>

#### 2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 45.68

##### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
69	57	65	59	46

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

**Response:**

The Institution has an effective and transparent internal/external evaluation and assessment system. The Head of the Institution has dictated the executions and defined the roles and responsibilities through the SOP. The Centralised Internal Evaluation (CIE) system conforms with the affiliated University guidelines and with own SOP to channelize the effective process. The Controller of Examination (CoE) ensures the strict adherence to SOP in the conduct of test/examination. The assessment process is also based on the group discussions, seminars, projects, industrial/field visits, case study and assignments across the programmes. The student grievances on test/examination are addressed by CoE.

*The Department has designed the process, as*

- **Orientations:** The CoE disseminates the framework, assessment and evaluation of tests and exams

through the regular *orientation sessions*. The sessions are well-planned before the commencement of test/examination. The *question paper framing pattern* is conferred with the faculty. The Departments are notified to *display the syllabus and time table* on notice board well before the test schedule. The respective *Department coordinators* are instructed to collect the booklets for evaluation from Examination section. The *discussion on assessment* with the students is mandated for every evaluator.

- **Transparency:** The conduct of test analogous to the University examination pattern has created an effective and comprehensive approach for the students and faculty. The evaluated answer scripts are discussed with the students to improvise the performance in examination. The internal test marks are displayed on the notice board. If there are any discrepancy found in internal evaluation the same will be addressed by CoE within the stipulated time.

- **Centralised Internal/External Evaluation System:** The Institution has a self-developed Enterprise Resource Planner (**ERP**) system as a focal point for the evaluation. The coordinator creates the time table and allot the invigilation duty on ERP, and display on the notice board. The internal squad members monitor the genuinity of candidates and conduct of test. The centralised evaluation is carried out under the supervision of CoE. The evaluation is referred by the subject faculty for improvisation of concept writing. The coordinators display the test scores for the confirmation from students' and enter on ERP. The Institution has espoused the effective implementation of NEP 2020 to prepare the question paper with PO's and CO's. On similar baselines, the CoE holds the responsibility to ensure the batch creation and allocation of room on the University portal. The external squad team is assigned by the University. The packing of answer booklets is done in exam room and dispatched to the University.

**Grievance and Redressal Mechanism:** The conduct of hassle free internal/external assessment and evaluation process, the student are facilitated with a window for communicating their grievances. The CoE refers to the grievance and interacts with the student. The internal assessment grievances are brought to the notice of the concerned faculty/HoD, further it is escalated to Principal *if necessary*. The University grievances are communicated to the Registrar (Evaluation) of affiliated University and regular follow up will be performed by the CoE.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

### Response:

All the programs in Institution have well-defined program outcomes, course outcomes, program specific outcomes and program educational outcomes. Initially, teachers practicing the course enumerated the POs and COs for the theory (core, noncore and open electives) and practical subject papers based on the

Bloom's taxonomy. The POs, COs and PSOs are discussed among the students during the theory class and lab sessions. The POs, COs, PSOs and PEOs for each course are displayed on Institutional website. Presently, in accordance with the Bengaluru City University (BCU) syllabus framework for each program all POs and COs are designed for each subject. For the effective implementation of OBE, OBE task force is constituted with senior faculty.

**The Internal question papers** are designed in accordance to the POs and COs with bloom's taxonomy levels. To provide the understanding of learning and evaluation in all the question papers the course outcomes and bloom's taxonomy levels are mentioned. Question papers according to the University model for marks distribution is adopted for the conduct of internals. In the internal question papers, each question corresponds to a particular CO level (ranging from CO1 to an attainable level) and specific Bloom's Taxonomy levels are cited.

**Attainment of course outcomes** is calculated based on the students' performance in each course examinations. The Institute follows the POs and COs designed by the affiliated University for the implementation of OBE under the NEP 2020 guidelines. A macro enabled excel sheet has been developed at the source of expertise faculty to record and monitor the OBE data. The details are maintained in the PDF, retrievable from the macro enabled excel sheet. The **attainment and mapping of POs, COs and PSOs** are documented in a PDF.

**The Outcome Based Education task force** under the supervision of the Principal, follow the statistical analysis and track the results for any improvisation and add-ons. Furthermore, each Department Head is instructed to follow up on the suggested improvisations that would facilitate commendable results.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2 Pass percentage of Students during last five years

**Response:** 76.17

### 2.6.2.1 Number of final year students who passed the university examination year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
579	571	660	625	576

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

2021-22	2020-21	2019-20	2018-19	2017-18
819	852	790	764	728

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.46

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 17.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.0	5.6	2.4	5.2	2.0

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

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

**Response:**

The Institution has created **an ecosystem for research innovations with an Incubation Center** linking the activities of innovation, startup, execution of research projects, AICTE initiated IIC activities, IPR activities, entrepreneurship development activities, extension activities, conduction of government funded and self-financed seminars and conferences from 2014. The scheme of incubation works with 85% of the fund granted by the Government and 15% of the capital amount borne by the student entrepreneur team. The facility at the centre is accessible to all the faculty and students on campus to experiment their research work. The required research equipment facilities are utilised through prior booking through ERP. The Incubation centre mechanise the protocols for students and faculty fraternity engagement in publications, authoring books and chapters, and the research projects across the Institute.

The student entrepreneurs presented the innovative ideas to Incubation centre. The student entrepreneurs' ideas were shortlisted and submitted to MSME. The MSME selected the proposal to setup the startup. The Institutes Incubation centre is MSME recognised and received fund of **Rs. 15,00,000/-**.

The students are mentored to express their ideas by regularly planning the workshops, seminars, FDPs and conferences on research methodology, statistical techniques, software applications and tools like Statistical Package for Social Sciences (SPSS), Analysis of Moment Structures (AMOS), Mendeley (A reference

management software), R and Python programming, and discipline-specific topics for the holistic learning. Additionally, the “**Foundarica**” start-up club is an open platform for the students to pitch their innovative ideas and business plan to the external and internal reviewers/experts and advisors.

The Institution has executed two projects, waste management with fund of **Rs. 8,20,000/-** and empowerment of handloom and power loom weavers with fund of **Rs. 9,00,000/-** from Indian Council of Social Sciences Research (ICSSR) Government of India.

Exclusively to imbibe the employability skills among students, events including student exchange programmes, Faculty exchange programmes, internships, industrial visits, social and community projects, and expert lectures through collaborations with international and national educational institutions, industries, NGOs and neighbouring rural panchayats are organised.

AIGS knowledge centre, **the online library & information centre**, provides an ideal environment for intellectual inquiry with its multiple study spaces, research assistance, and reading, learning and instructional resources. Institutional Repository (IR), a digital repository of AIGS Library publications provides access/downloading publications, and other homogeneous data/reports and non-traditional reading material. The library has access to e-resources, e-books, e-journals, and publications through N-List.

The Institution is an inclusion of multidisciplinary courses and Faculty strength of various research areas at Departments providing a wide scope in exchange of frontier knowledge through Faculty seminar, Research and development orientation sessions and knowledge sharing sessions are organised on regular basis to enhance the research contribution.

**Intellectual Property Rights (IPR)** Cell is created jointly with Karnataka State Council for Science and Technology (KSCST) facilitates the filing of patents and copyrights, and sponsors the fee.

The Institutions **Entrepreneurship Cell** is an active participant of Institution’s Innovation Council (IIC) to conduct activities that leads to the achievement of ATAL Ranking of Institutions on Innovation Achievements (ARIIA).

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

**Response:** 43

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	3	4	11	9

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

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

**Response:** 0.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	12	12	16	22

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 0.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	11	10	6	4



File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

##### Response:

The Institution in association with Departments and Cells aims at enabling the students and faculty to develop social responsibility and learning by performing extension activities at nearest localities for the rural, tribal, underprivileged and urban people in an understandable manner.

NSS unit of the Institution conducts activities that nurture service attitude. During the pandemic crisis, the NSS volunteers were untiringly involved in facilitating the daily life supports such as distribution of food, water, mask and sanitizers to the migrants from native places. In guidance of the Doctors, the volunteers were involved in treatment and healthcare at COVID centres and Hospitals. In their regular practice, the NSS unit actively engages vaccination drive (for slums, schools and rural areas for more than 5 lakh people), blood donation drive (More than 5000 donors through Lions and Rotary clubs), plantation drive, eco-friendly and sustainability activities, and annual special camps. The Mushroom cultivation methods training session was organised for the Farmers at Indian Institute of Horticulture Research (IIHR). The provisions store items were distributed to daily wage worker's to support families residing a slums of HMT colony, Bengaluru.

In the adopted villages under Unnat Bharat Abhiyan (UBA), the Institution developed skill development training centres for women; installed tailoring machines with the support of NGOs and Gram panchayaths. More than 130 women and girls of the villages received training on tailoring and designing skills. The faculty of Fashion and Apparel Design were involved in the training programme under the UBA project aiming at the women empowerment. The Institution has created employability for the vulnerable women and girls by organising skill development training in UBA adopted villages and made the trainees to stitch masks and cotton bags and generated income to help their livelihood.

Electoral Literacy program on Voting Verified Paper Audit Trial (VVPAT) was conducted to create awareness on voting machine by the NCC COY at Chikkabanavara, Bengaluru. The NCC COY 9th Karnataka Battalion initiated the cleaning drive at Cubbon Park towards Swaccha Bharat Mission. In the COVID times, to spread awareness on the pandemic and ensure preventive measures our NCC Cadets were on Deputation as Marshalls. The NCC COY in association with Fire Engine Department, Peenya Station, Bengaluru has organised the event on awareness and handling of fire accidents. The awareness on traffic rules to adhere to the signals were performed through rally and skit under the guidance of Bengaluru Traffic Management Centre (TMC).

As an Institutional Social Responsibility(ISR) activity, various Departments of Institution conducted several activities including (1) “No to plastic”, “Distribution of cotton bags”, “Environment education” and “Utilisation of natural resources” through village visits, (2) Improving ethical and moral values

among children through school visits, (3) Material, Financial and moral support through visiting orphanage and old age homes, (4) Providing support to the Government schools by painting school buildings, conducting drug awareness programs, Health and hygiene programmes in Government schools and conducting swachh Bharat activities like cleaning streets, sanitation programmes, working with village panchayaths for infrastructure development in villages.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

#### Response:

Acharya Institute of Graduate Studies (AIGS) is a participating Institution of **Unnat Bharat Abhiyan (UBA)** since 2018. The Institution adopted five villages to facilitate overall development through intervention programmes and conducting socially beneficial activities under the UBA scheme. As an acknowledgement to the quality activities conducted, the Institution received the **Perennial fund award** with a funding of **Rs. 1,75,000/-** in 2021. The sanctioned fund was effectively utilised towards organising the **“Fashion designing & tailoring skill development”** training program for the underprivileged and vulnerable women and girls in the Aluru, Uralichikkanahalli and Kasaghattapura adopted villages. The training program was organised in four batches over the year 2021 and 2022 and has benefited 130 women and girls to practise the stitching of bags and clothing. The skill development programs were conducted in association with the President and Panchayath Development Officers of respective village panchayats. At the outlook, the program participants have started their own tailoring shop, fashion boutique, few of them are employed in garment factories and textile units in the surrounding villages.

The Institution’s UBA team also created **“self-employment opportunities”** for the village by obtaining piece work contracts from the Acharya Institutes, Bengaluru, M/S. Gokuldas Exports Pvt. Ltd., Bengaluru and M/S. Gandarva Readymade Garments Pvt. Ltd., Nelamangala, Bengaluru for making face masks, cotton bags and children dresses.

The Institute has received the empanelment of **Ministry of Women and Child Development** in 2018 to organise training programs/workshops on **“Sexual Harassment at Workplace”** for the staff and employees. Various Manufacturing Industries – M/S. Mohan & Mohan Pvt. Ltd., M/S. Texport Overseas Pvt. Ltd., M/S. L&T Pvt. Ltd. for Dodaballapur industrial association and the community based organisations – Vikasa, Gramina Mahila Okkuta, Khasgattapura Gram panchayath have been the beneficiaries. This organisations has recognised the resource person’s efforts and commendable support of the Institute.

The funding award grant of **Rs. 4,00,000/-** from the **National Commission for Women, , New Delhi** has supported to organise workshops, webinars and lecture series on Legal awareness, sexual harassment, migrant workers status and support programs.

The Institution initiated the execution of extension activities to maintain green campus and recognized as one of the Exemplary Performers in Swachhta Action Plan (SAP) Green Campus Initiative with a **District**

**Green Champion Award** by **The Chairman, Mahatma Gandhi National Council of Rural Education-Ministry of Education-Government of India**, in the presence of Deputy Chairman, Bengaluru Rural, Karnataka and has also awarded with a cash reward of **Rs. 5000/-**.

Under the International Relations Council, several public relation programs were organised and the Institute is awarded with the “**Chanakya Award on Excellence in Diplomatic Communication for Students**” by the **Public Relations Council of India (PRCI)** in 2019.

The Institution is awarded with a Green certificate by **PRCI** and in association with the **NGO SankalpTaru** has planted trees to support the poor farmers in the Barmer area, Rajasthan.

The Institution also empanelled with **Karnataka Evaluation Authority (KEA)** for executing survey and development projects sponsored by Government of Karnataka.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

Response: 52

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	9	14	8	6

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.5 Collaboration

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

**Response: 26**

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

##### Response:

The Institution functioning in two blocks have total of 65 classrooms that includes 2 smart classrooms, 29 laboratories, a Studio, principal chamber, board room, IQAC cell, administrative office, examination room, girls common room, library, classrooms, staff rooms, NCC room, NSS room, Counselling room, washrooms, server & electrical rooms, storage rooms, seminar hall and open-air auditorium. The well-thought-out **learning spaces** in every floor is facilitated with Wi-Fi access points, tables and seating for conducive reading and discussion. Both the blocks are **equipped** with elevators to ease commute for challenged persons and the teaching-learning fraternity. The **fire extinguishers** and **water spray pipelines** are set up in each floor. The UV Spectrophotometer, Sewing machines and Psychology lab models etc., are instilled in **laboratories** towards academic utility. In laboratories the fuming hoods with exhausts are fixed to ensure safety and proper evacuation of fumes.

The Enterprise Resource Planner (**ERP**) system is established with loaded features to execute academic, administrative, financial and internal examination which is also compatible in the mobile phones. The institute has developed its own online-learning platform 'ALIVE', which is a complete learning management system (LMS).

With its affable study spaces and instructional resources, the Learning Resource Centre (LRC), known as the **Central Library** is fully automated and offers a perfect setting for intellectual inquiry. The E-Resource platform enables the research enthusiasts and students to get remote access to academic journals and publications. The Library also provides dedicated space for students to have group discussions, seminars and other collective works. The **Hall of fame** at the library showcases the course details, achievements, collaborations, awards and recognitions for the aspiring students and visitors.

The **auditorium** is well-equipped and furnished with audio-visual systems to display/ live telecast/ record the events/activities like cultural, FDPs, seminars, workshops and talent exhibitions. The Institute comprises of an **Olympic-size stadium** with 10,000 seating capacity for witnesses of outdoor sport events /tournaments. The leading-edge is **fitness center** with model emulation for the enrollees. Other facilities include football court, volleyball court, basketball court, horse riding, gymnasium, carom, table tennis and chess etc. The **Yoga center** is utilized to conduct the health & wellness sessions, to direct students to practice the value based education course. The bank **ATM facility** is available at the Institute campus. **The boys and girls hostel** provides a safe and congenial atmosphere with 24/7 security service, food of their preferences and laundry facility.

Separate **parking facility** is provided. **Acharya clinic** provides basic health care and medical facility for students and Faculty fraternity. The ambulance facility is provided 24/7 for any emergency health conditions. **Proper sanitation facilities** are maintained at each floor levels. The safe passage of student and faculty is of paramount importance to us, ensued by own fleet of **Institute buses**. The Institute **canteens'** ecofriendly ambience and high health hygiene concerns, is a promising attract for pupils.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

**Response:** 57.74

##### 4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.2	2.3	40.6	24.1	759.6

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

#### 4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

**Response:**

The Library & Information Centre, at the heart of the Campus, is an establishment of state-of-the-Art ICT facilities that aims to provide support and promote excellence in teaching, learning, research, and extension with an intellectually designed multiple provision of study spaces, research assistance tools, learning and instructional resources. The establishment of these user-focused facilities and services provide seamless access to learning resources, enables evaluation of scholarly information to learn and create new knowledge. The centre caters to over 2000 Students pursuing undergraduate and postgraduate courses, research scholars, and faculty and staff members. Library accommodating various facilities, provision to access reading and learning resources. Wi-Fi, Internet access, Electrical plug-in facilities, etc., are provided in all reading areas and study carrels. The Virtual Learning Resource Lab and Study Carrels with **75 Computers** in the networked environment provide Internet access, Digital Learning Resources and Online access to major e-Journals and e-Books on Science and Technology, Management, Health Sciences and Social Sciences available from N-LIST / e-ShodhaSindhu (UGC-INFLIBNET) Consortia, VTU Consortia, HELINET and ProQuest.

KOHA, an Integrated Library Management Software package is used for Library operations and resource

sharing among the Central Library to Acharya Institutes' Libraries. ALIBNET, a network of all Libraries of Acharya Institutes' has been established using KOHA "Single Instance and Multiple Libraries". Institutional Repository (IR), a digital repository of Library publications provides access/downloading publications, and other homogeneous data/reports and non-traditional reading material. The Library has automated 'Self check-in Check-out keosk using RFID. Safety of the place is ensured with Centrally well-protected Fire alarms in case of emergency and CC cameras. Qualified, experienced and well trained library professionals serve the user community with excellence and provide assistance in meeting academic and research information needs. The library at the Institution is fully automated with leading library management software KOHA, which gives a user-friendly interface to look for learning resources in the library along with its position in the bookshelves and availability status. The library has Web – OPAC that provides the remote access to its repertoire of textual resources.

Name of the ILMS Software: KOHA Version 21.05.02.003, Nature of automation: Fully Server Type: Cloud, Year of automation: 2018, Library link: <http://lrc.acharyainstitutes.in> The Learning Resource Centre is having a collection of more than 1,00,000 documents, subscribing about 200 print journals, and providing access to over 10,500 online full- text journals and several abstracting databases. Besides, there are 1000 e-books. The collection consists of Books, Back-volumes of Periodicals under the subscription of N-LIST and other Private Limited Companies. The Management at Institute has scrupulously assisted in quantitative increase in purchase, renewals and subscription of books and journals. The Library has witnessed an average range from 200 to 150 foot falls of students and faculty over these years.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

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

##### Response:

The Institute in due recognition to the IT boom and the digitally driven education scenario has developed the affable IT infrastructure. The infrastructure is a viable one for Governance, Academics and Research thereby benefitting all the stakeholders including faculty, researchers, students, administrators, staff and parents. **The infrastructure enables three things:** Data storage, retrieval, and analysis; and access to worldwide information networks ensuring the safety and security of assembled information. **Library Facility:** The Acharya Knowledge and Institutional Repository (IR), the Digital Library, and other homogenous data/reports and non-traditional reading materials are accessible through and may be downloaded through KOHA. KOHA is the software used to record daily user usage and library data. **Digital Lab Facility:** The Institution is committed to including teachers and students in a range of occasions and activities that enable them for jobs. The Journalism and Mass Communication students take part in NEWS anchoring at the Digital lab/Studio, journalist roles, and documenting Institution's activities using the Digital camera as part of their professional training. **ALive Platform:** Utmost care has been ensured to maintain the safety measures during the COVID-19 pandemic. The Management developed ALive platform, an online domain to facilitate teaching-learning during the pandemic. **ERP System:** The

Institution alongside has a well-equipped ERP (Enterprise Resource Planning) system which is designed to facilitate education, research, instructional and University approved business practices and transactions at finance departments etc. Acharya Institute provides the IT facility with a total bandwidth of 500Mbps. The IT and telecommunication network concurrently provide infrastructural and operational efficiency for teaching, learning and research activities. LAN Facility: All the desktop computers available in the laboratories, Administrative Office, Examination Section, Library, IQAC, Front office etc. are connected with very high-speed LAN facility. The other facilities like printing, copying, and scanning facilities are also connected with LAN such that the resources can be used at the maximum level. Wi-Fi Facility: IT department extended the complete support to the students and staffs by installing Wi-Fi zones at various locations such as reading halls, hostels, and Department corridors, classrooms, near discussion tables, Library, reading rooms and in laboratories. The staff and the students can access this facility on their laptops and with their smart phones by registering to Institute login portal. The whole Institution is a Wi-Fi enabled campus with an individual usage shared speed of 20 Mbps and overall high speed connectivity of 500 Mbps. The Institution has a total of 65 classrooms which includes 63 ICT enabled classrooms and 2 smart classrooms encompassing high-end audio-visual system. **IT-facilities** of the Departments includes Computers, Laptops, Printers, Scanners, Projectors, Software programs, Smart board, Digital Camera, Photocopier and Pen drives to capture, record and document photos and relevant videos. **Intercom Facility:** The campus is well connected with fully equipped, well-planned Telecom Network with intercom facilities to keep whole campus in a loop to communicate with each other. **CC Cameras:** The Campus, buildings, Library and laboratories are under the CC Camera surveillance. The footages are stored, monitored and maintained by the centralized systems Department.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

**Response:** 4.7

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

Response: 614

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 42.32



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

2021-22	2020-21	2019-20	2018-19	2017-18
180.8	52.2	84.6	65.9	222.5

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

**Response:** 42.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
1577	1100	951	1024	777

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 59.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
2318	1401	1519	1392	988

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

**Response:** B. Any 3 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 69.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
368	564	477	366	306

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

2021-22	2020-21	2019-20	2018-19	2017-18
579	571	660	625	576

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

**Response:** 100

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	8	3	2	1

**5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	8	3	2	1

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 19

**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*

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	5	5	2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 38

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	9	33	47	38

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

Established and registered in the year 2010, "AIGS PETALS", Alumni Association creates and maintains a life-long connection between the Institute and its alumni. The Alumni Association works to connect alumni, support students and build an unforgettable Institutes experience through a diversity of events, programming and services. It provides a platform for interaction between alumni, present students, faculty of the college, college administration. AIGS Petals Alumni meet at the Institution is organized annually. The meet serves exchange of experiences and receiving productive inputs on the curriculum, employability

skills and community development programs. The association with Alumni is productive as it has increasingly facilitated student internships, project works, industrial visits / field visits. It has also yielded in fetching jobs for the students who are graduating every year. The Institution has created an e-network to contact the alumni and remain in touch. Their feedback is sought on academic contents, initiatives and placement requirements. The alumni have been invited to address the graduate students to throw light on the current trends, changes in employment markets and the need of the hour (the employability skills). The interaction with alumni in the form of guest lectures have motivated the ongoing batches by letting them know the wide prospects the graduate degree endows them with. The alumni are invited as resource persons for the guest lectures. Cultural events and sports activities contain the alumni who have sufficient expertise in their respective domains as judges. Their inputs post the events have enabled betterment in the domains. Their presence in NCC, NSS and other extension activities has oriented the volunteers of the said activities with positivity and goodwill. Internal Quality Assurance Cell (IQAC) has representation of the Alumni. Their inputs in the IQAC meets have facilitated introduction of curriculum in the subjects that helps the learners remain on par with the changing academic and work scenario. The said involvement is bearing on mind the ideas they harbor on the current trend. The Institution cherishes networking with the alumni. Every alumnus cherishes the time he or she has spent in college. "AIGS PETALS", has been one such source and inspiration for all the students who have passed out from the campus. Not only does the academic rigour followed in the college, but also the values imparted, practiced and seen in this very serene campus makes the alumni come back to its alma matter.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

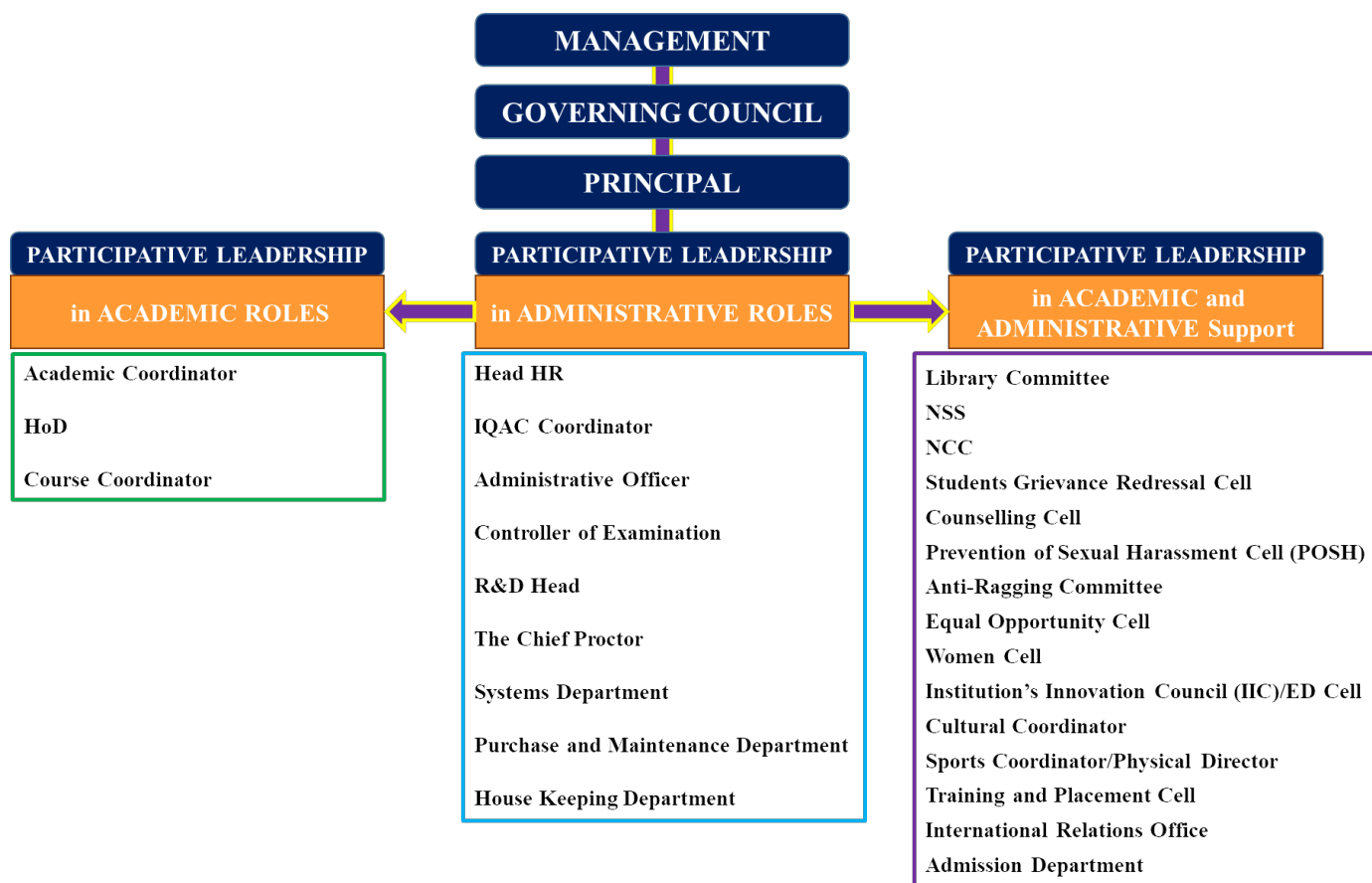
### 6.1 Institutional Vision and Leadership

**6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance**

**Response:**

Acharya Institute of Graduate Studies aims to serve the society by empowering the youth towards national development and global employability through holistic education. The Institution has siphoned a system of governance that is aligned with its vision and mission.

**Participative Management and Decentralisation Representation**



The Management of the Institution plans and devises academic strategies and policies to meet the Institutional objectives, vision, and mission.

The Governing Council comprising of Chairman, ES to Chairman, Managing Director, External Advisory Board members and other Management representatives identify the key areas of development and further implement the mechanism to refine and augment the academic processes. The Governing Council designs and executes Short-term, Long-term plans duly integrating Departmental plans, does SWOC analysis and outlines the action plans taking into consideration the recommendations of the stake holders. The

recommendations of the Council are implemented by the Principal of the Institution.

**The Principal** monitors and supervises the various Departments, Cells and Committees. The Heads of the Department are advised on the mechanism to improve the performance and bring in maximum result.

**The Academic Coordinator** monitors all the academic activities.

**The Heads of the Departments** play a key role in the day-to-day functioning and micro-management of the Departments. HoDs plan the academic calendar for the Departments and monitor the implementation of the activities as per the calendar.

**The Course Coordinators** monitors the engagement of classes as per the time table. Assist in collection of internal test question papers as per OBE and conduct of internal test.

**The IQAC** prepares the academic calendar of the entire Institute and ensures the timely, efficient, and progressive performance of academic, administrative and financial tasks. Focuses on optimization and integration of modern methods of teaching-learning. Formulates the evaluation procedures and certifies its credibility.

**The Administrative Officer** of the Institution coordinates, monitors and supervises the works of those in administrative capacities.

**The Controller of Examination (CoE)** takes care of the conduct of internal tests, University exams, uploading of Internal Marks and addressing the student grievances related to Internal/University evaluation and results.

**The Head of Research and Development** looks after all the research activities across the Departments and organises IPR, ED, research methodology, extension and outreach programmes. The Cell proactively involves in creation of the research and innovation culture.

**The Chief Proctor** allots the proctors for all the students and coordinates with the proctors in order to efficiently mentor the students/proctees. Regular orientation programs are conducted for all the proctors.

A centralized Department takes care of the admissions, housekeeping, purchase and maintenance, infrastructure, and placements.

**Library, NCC, NSS, Students Grievance Redressal Cell, Counselling Cell, POSH Cell, Anti-Ragging Committee, Equal Opportunity Cell, Women Cell, IIC/ED Cell, Cultural Committee, Sports Committee, Training and Placement Cell and International Relations Office** function independently under the supervision of the Principal.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>



## 6.2 Strategy Development and Deployment

**6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc**

### Response:

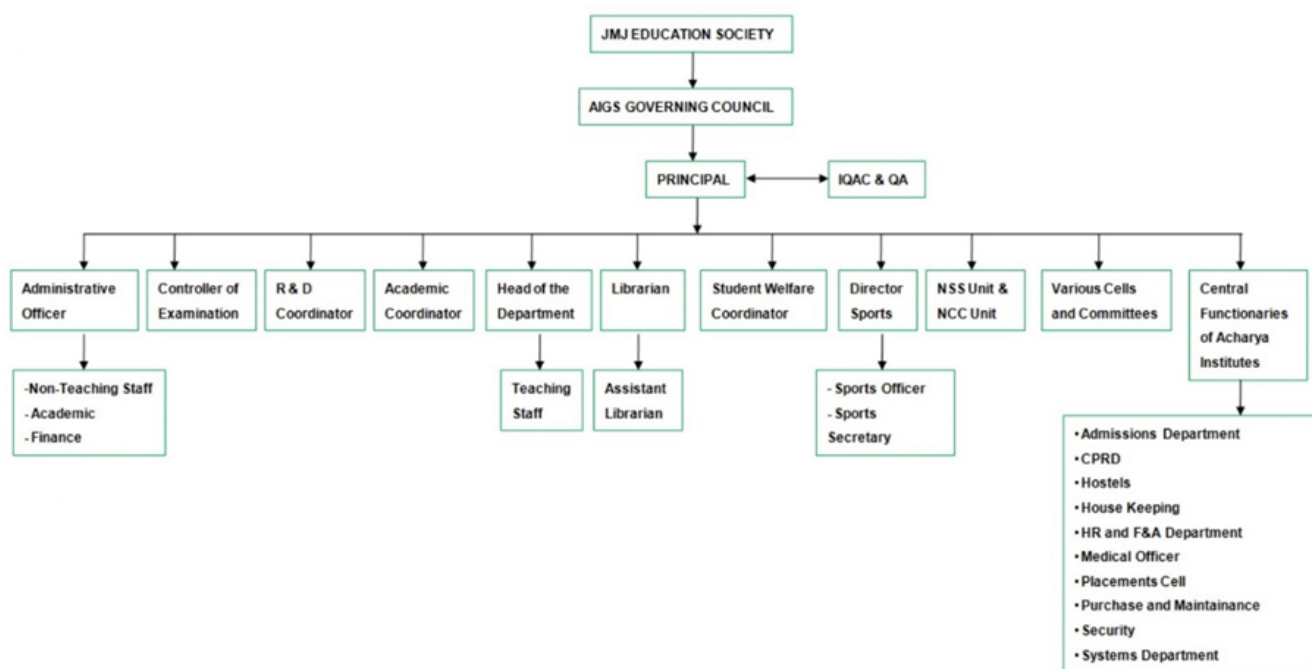
Decentralization and participative management remain the Institutional practice for effective functioning. IQAC is constituted towards the regular and effective implementation of concrete mechanisms that streamline the academics and administration. The IQAC executes policies based on suggestions from and discussions with Governing Council, members of IQAC and stakeholders.

### Institutional Organogram

The organisational structure of the Institution is designed to facilitate effective governance, participative management and decision making.



**ACHARYA INSTITUTE OF GRADUATE STUDIES**  
(NAAC Re-Accredited "A" and Affiliated to Bengaluru City University)  
Soladevanahalli, Bengaluru-560107



The Institution is managed by **the JMJ Education Society**, the highest administrative body.

**The Governing Council:** The highest academic body of the Institution is the Governing Council which is constituted as per the University guidelines. It approves the Institutional perspective plan and proposed programmes of study and ratifies the recommendations. The Chairperson is the Chairman of the JMJ Education Society and the Principal is the ex-officio member secretary. The Governing council meets twice a year.

The **Quality Implementation Centre of Acharya Institutes (QUICAI)** directs academic process in order

to build a quality system.

#### **Academic and Administrative Committees:**

- IQAC
- Examination Committee
- Library Committee
- Students Grievance Redressal Cell
- Counselling Cell
- Prevention of Sexual Harassment Cell (POSH)
- Anti-Ragging Committee
- Equal Opportunity Cell
- Women Cell
- Institution's Innovation Council (IIC)/ED Cell
- Cultural Committee
- Sports Committee
- R&D Cell
- Training and Placement Cell
- Human Resource Department
- International Relations Office
- Admission Department
- House Keeping Department
- Purchase and Maintenance Department
- Systems Department

Functions effectively to nurture academic and administrative excellence fulfilling the benchmarks of Higher education.

#### **Human Resource Department**

The HR policy of the Institution stipulates the guidelines and regulations pertaining to recruitment and career advancement.

1. **Recruitment Procedure:** The faculty selection committee comprises of Chairman, Head HR, Principal, HoD and Subject experts. The selection committee screens and shortlist the candidates based on qualification and experience for the demonstration class followed by personal interview.
2. **Service Rules and Promotion Policies:**

The service rules and promotional policies are guided by the Institute's HR Manual.

The centralized admissions section offers the promotional activities to choose the appropriate programmes and admission procedures.

The regular internal and external audits of the academic and administrative matters monitor the conformity to IQAC guidelines; and deviations, if any. The feedback mechanism aids in identifying the lapses, if any and further implementation of corrective actions.

MoUs are initiated. The Industry experts are invited to interact with the students and Industrial Visits are

conducted to develop synergy between the students and industry.

The faculty members are encouraged to pursue PhD or higher studies, thereby supporting to enhance their qualifications.

R&D Cell promotes research culture in students and faculty that has initiated many research-oriented programmes.

Curriculum augmentation is done aiming at expanding horizon beyond the prescribed syllabus. The Examination Committee coordinates periodic tests and all other evaluation activities. As a result of the continuous evaluation process, the student performance and learning outcome are on rise continually.

The Library and Infrastructure is updated and upgraded regularly.

Committees such as Alumni Associations, Women Cell, POSH Cell, Grievance Redressal Cell, Welfare Cell, Anti-ragging Committee, Disciplinary Committee etc. monitor and facilitate initiatives that promote welfare measures and positive well-being.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2 Implementation of e-governance in areas of operation

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

**Response:**

The Management and Institution provides several welfares for teaching and non-teaching staff. Various monetary and non-monetary measures towards personal and professional growth are provided.

**The Monetary Welfare Measures, such as**

- 1. Financial support** is available for faculty and staff training, skill upgradation, attending seminars, conferences, workshops, FDPs, refresher and orientation courses
- 2. Paid Maternity leave**
- 3. Paid Paternity leave**
- 4. Paid Sick leave, paid vacation leave and paid earned leave**
- 5. Short Term Interest Free Loans** are provided to the staff for the marriage and education of their children and under any emergency requirements
- 6. Free-ships and Acharya Institutional Scholarship** is provided for the children of the staff studying in the Institute
- 7. Provident Fund Scheme**
- 8. Gratuity benefits** are applicable for all the staff as per the service rules
- 9. Group Insurance** is covered to all the staff in case of accidents
- 10.** In case of death during service, **finance or employment support** is extended to the grieving family
- 11. Annual Increment** for staff is provided based on yearly performance and career advancement.

**The Nonmonetary Welfare Measures, such as**

- 1. Library facilities** with INFLIBNET, ProQuest, NLIST and remote access to e-resources, and open e-Learning resources like SWAYAM MOOC - NPTEL video lecture sessions, transcript pdf, Turnitin plagiarism checking software and other e-learning resources are provided
- 2. Digital Studio** utilisation is provided for faculty to **create e-content**.
- 3. Acharya Clinic** is available in the campus for emergency medical assistance
- 4.** The Institute is also having a **Counsellor** to ensure positive well-being of the faculty
- 5. Gymnasium, facilities for sports and games** have been created for the physical and emotional well-being of the faculty and staff
- 6.** The staff rooms feature **Individual Faculty Cubicles**
- 7. Departmental Desktops** with **high-speed Wi-Fi and intranet connectivity** is provided
- 8.** Hygienic and nature friendly **cafeterias** are available

**9. ATM Facility** at entry gate and in-campus are accessible with 24/7 Camera Surveillance

**10. 24/7 Camera Surveillance and security personals** are located in and all-around the campus for the safety and security of the staff

**11. Exclusive Parking facility** is provided for the staff vehicles

**12. Transport facility** is provided to all the members of faculty

**13. Ambulance facility**

**14.** Food and Beverages Automated Vending Machine facility is provided for all the staff.

**15. Official On Duty Leave** is provided to attend Competitive examinations, seminars, conferences, workshops, FDPs and other academic activities

**16. Research Leave** can be availed to attend Ph.D registration, Entrance examination, Synopsis Presentation, Colloquium, Thesis submission and Viva-Voce

**17. Sabbatical Leave.**

The Institute has effective *performance appraisal system* for the staffs. The Self-appraisal system, along with monthly update by the faculty in ERP, appraisal by HoD, Principal and student feedback system serves as a review mechanism for individual teaching performance. Student's feedback on each faculty will be collected and analysed by HoD and Principal. The reviewed scores with recommendations from HoD and Principal is sent to review committee consisting of Chairman, Head HR and Principal, who reviews the recommendations and approves the appraisals.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 56.64

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
92	87	42	64	82

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 54

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

2021-22	2020-21	2019-20	2018-19	2017-18
158	98	50	48	44

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	20	18	12	14

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The Institution shall mobilise funds and allocate adequate budgetary provision for the potential growth and development of the institution, holistic improvement of the students and welfare of the workforce by creating a conducive and sustainable learning atmosphere for academics, research, cultural, sports, games and extension activities blending advanced technology and espousing e-governance to fulfil the

mission of the Institution.

### **Mobilisation of Funds**

The Institution strives to achieve excellence through academic service to humanity. The mobilisation and optimal utilization of funds is achieved by means of a detailed and thoroughly planned budget

1. The Institution is a self-financed higher education Institution since its inception, with no financial aid from State or Central Governments.
2. The primary source of funds is the tuition fee collected from students.
3. The faculty are motivated to apply and receive funds from various Central and State Government agencies such as UGC, AICTE, ICSSR, DST-SERB and VGST for conducting research, conferences, seminars, workshops and surveys.

### **Optimal Utilisation of Resources**

The finance committee plans, controls and monitors the utilisation of funds.

1. The allocated budget is optimally utilised for the disbursement of remuneration for faculty and staff.
2. The budget allocated for the infrastructure augmentation and maintenance are utilised optimally.
3. Fund allocation for staff and student welfare measures.
4. Allocation of funds to conduct various academic activities such as seminars, conferences, workshops, FDPs, training, guest lectures and other curricular activities.
5. The funds are allocated to cater to research and innovation
6. Extension and outreach activities are organised successfully utilising the funds provided by the Institution.
7. Adequate funds are allocated for sports, games and cultural activities.
8. Adequate funds are allocated and utilized for the development of a hygienic and eco-friendly campus.
9. The funds are allocated for the maintenance of sewage water treatment plant and rain water harvesting.

The finance committee is the monitoring authority for the fiscal operation of the Institution which conducts regularly the internal and external financial audit from the Chartered Accountant.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **6.5 Internal Quality Assurance System**

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

**Response:**

The Institution is committed to offering a conducive academic stay that upholds holistic education, innovativeness and adaptive educational policy. In this regard, Internal Quality Assurance Cell of the Institution monitors academic and administrative aspects of the Institution. The IQAC at the Institution functions with a keen motive to offer best academic atmosphere. The IQAC monitors and supervises Teaching-Learning, Research & Development, Best Practices, adequate utilization of funds to better the performance of the Institution, analyse the key areas for improvement and suggest remedial measures/corrective action if any. The IQAC is involved in drafting the Academic Calendar, monitoring feedback mechanism, review of Institutional Infrastructure, Faculty performance and identification of better practices. The IQAC draws inputs from the faculty members representing Academic Council, Syndicate body, Board of Studies, Board of Examination, Evaluators and implement the required changes in the facilitation of academic and administrative practices. IQAC conducts IQAC meetings and draws inputs from the members to enhance the quality. The Institution has set a methodical documentation process by recording the events/activities in AIGS NEWS LETTER-“**TRIUMPH**” and releases it every quarterly, and initiates annual Institute magazine. It is also involved in drafting AQAR reports, striving for NIRF ranking and coordinating Governing Council meetings. The IQAC plays key role in organizing Workshops/Seminars/Conferences/FDPs. IQAC initiates regular workshops on OBE practices and effectively implements among the faculty. IQAC ensures that the internal test questions correspond to a particular CO level (ranging from CO1 to an attainable level) and specific Bloom’s Taxonomy levels are cited. Attainment of course outcomes is calculated based on the students' performance in each assessment categories of internals, assignments and University examinations. Some of the major quality initiatives taken up by the IQAC are: Academic and Administrative Audits and Green Audit. IQAC ensures inclusive Institutional practices and implementation of activities which will enhance the quality of the education.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

**Response:** C. Any 2 of the above



<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

##### Response:

The Institution is a firm believer of equality and cherishes utmost respect for the diversity across the nation and globe. Thus, the Institution strives to champion gender equity by initiating quality measures towards the attainment of the said and hosts programmes that sensitize the faculty and student fraternity on the need to undertake pro-active practices. Celebrations of festivals promotes understanding of each other's culture and enables the participating individuals to respect the diverse culture and beliefs. Involvement of students in the conduct of events develop social skills and empathy and foster community pride. The Institution since its inception has been aiming at nurturing the aforesaid values. The Institution being the hub of International and National students is cognizant of the need to instill respect and acknowledge each other's existence. In the said regards, the Institution has been observing the commemoration of Independence of International countries Bhutan, Tanzania, Sri Lanka, Nepal and Afghanistan. Observance of International Festivals and their important days provides a sense of belongingness for home-away foreign nationals. The Institution promotes cultural amity and universal brotherhood by observing days of national significance such as Independence Day, Republic Day, and celebrating cultural and religious festivals such as Ugadi, Makara Sankranti, Sri Rama Navami, Onam, Ganesha Chaturthi, Ayudha Pooja, Deepavali, Navaratri, Christmas, Ramzan and many others. Celebrations of such nature in the yesteryears have served to strengthen the ties across the borders and have fetched opportunities to host cultural fests and Model United Nations Conference. The NSS, NCC Units as well as various Departments regularly observe days of significance namely World Environment Day, World Mental Health Day, World Social Work Day, Teachers' Day, International Yoga Day, National Girl Child Day, International Women's Day, Hindi Diwas, Kargil Vijay Diwas and Martyr's Day. Institutional Social Responsibility (ISR) initiatives aim at publicizing gender equity through guest talks, workshops and seminars. Such promotional activities have been and are continuously being organized by the Prevention of Sexual Harassment (POSH) Cell, Women Cell, UBA, NSS, NCC and various other departments. Further, AIGS as a participating Institution under UBA has been facilitating livelihood opportunities for marginalized women in rural areas through the tailoring skills' training programs. Activities such as essay, poster and debate competitions are held to sensitize about woman harassment and women empowerment. Legal awareness programs for women are regularly held and also scheduled on the occasion of International Women's Day. The Institution has Girls' common room for rest and recuperation whenever needed. The Institution complies with zero tolerance policy on issues related to women's safety. The panel constituted for grievance redress has handsome representation of female members. The statistical data of faculty and girl students' representation in academic, co-curricular and extra-curricular activities is a testimony to the gender equity obliged by the Institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**7.1.2 The Institution has facilities and initiatives for**

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

**Response:** B. 3 of the above

File Description	Document
Upload supporting document	<a href="#">View Document</a>

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

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>

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

**Response:**

The Institution is a hub of variegated cultures and lingos with students from diverse backgrounds. Universal brotherhood is promoted with due consideration to the diversity of the student fraternity. The Institution has an Equal Opportunity Policy which clearly lays down strict zero tolerance towards discrimination on any grounds. The Equal Opportunity Cell is established to promote equity; and lend support on academic, social and financial matters. Relevantly, several initiatives are implemented to ensure that everyone has equivalent access to information and opportunities thereof. Guest talks and programs on higher education opportunities abroad, leadership skills and understanding mental health from a gender perspective held in the span of five years facilitate the holistic growth for the learners. Programs on cultural awareness and cross-cultural communication skills are consciously supported to promote cultural harmony. Talks on racial sensitivity are organized; imparting of 'state' language for the non-natives is held. The faculty and students' involvement in the celebration of festivals like Onam, Sankranti, Ram Navami, Christmas and Iftar party during Ramazan reflects the coexistence and respect towards the diverse cultures and cultural practices. Alongside, events such as Freshers' Day, Farewell Party, Ethnic Day, Annual

College Fest and Acharya Habba at the Institution upholds amicable relationship among the students and staff. Institutional Social Responsibility (ISR) activities are forums to engage with marginalized sections of our society and display the true spirit of voluntarism. AIGS as a participatory Institution under UBA actively works towards empowering rural communities and marginalized sections of our society by setting up skill training centers, organizing awareness programs on issues of social importance like COVID-19 awareness, voter awareness, local self-governance, health and hygiene and gender equality. Students and faculty in association with the NSS, NCC and/or the individual Departments engage in community service regularly. International Women's Day, World Environment Day and International Girl Child Day is observed to foster societal responsibility. Extension programs on soft skills, computer basics and health & hygiene at Government schools and localities have been held. Visits and donation drive activities are organized at orphanages and organizations to inculcate empathetic nature among the students. Institution facilitates the holistic development and empowers students to be a responsible and morally upright citizens. The Institution annually commemorates Republic Day, Independence Day, Kargil Vijay Divas and Martyr's Day as a tribute to our freedom fighters and as a reminder of our duty towards the Nation. The cadets and Officers of NCC COY unit, AIGS have represented the unit and Institution in the Republic Day Parade held annually at New Delhi; a few have joined the Defence force. The Institution observes World Social Work Day, Human Rights Day/week, Swacch Bharat Abhiyan and World Environment Day to nurture societal values viz. value the laboring class, belief in equal existence, reminder of the duties as a citizen and adoption of eco-friendly practices.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### 1. Title of the Practice: GREEN CAMPUS INITIATIVES

#### 2. The objectives

- To initiate eco – friendly practices in the institution thereby promoting sustainable living in the community as a whole.
- To instill and entrust students and faculty with a responsibility for sustenance of green for personal well-being and societal well-being
- To demonstrate feasible measures in resolving the existing environmental issues
- To minimize the reckless use of natural resources and energy; minimize pollution and emission of toxic gases

#### 3. The Context

Recent decades have ushered in a sense of environmental consciousness among people. A Green Campus

promotes implementation of scientific environmentally friendly practices to conceive sustainable and eco-friendly campus. It enables institutions with large expanses of land to become a pioneering force in revamping the environmental culture within and around the institution.

#### **4. The practice**

The Institution's concern over the environmental condition has prompted into adopting green campus concept. Structured waste segregation system of the Institution facilitates the eco - friendly atmosphere on campus. Solid waste management is facilitated by source segregation through placement of dustbins for dry and wet waste collection on the campus. Waste water flow is channeled through canals to the sewage treatment plant and is drained to a storage pond for re – utilization. E-waste management is carried out through regular review, update and disposal of obsolete devices. Activities are held under UBA and Swachh Bharat Scheme by NCC, NSS Units and various departments to nurture eco-friendly attitude among the students, faculty members and neighbourhood residents. The Institution has an effective solar energy plant and uses LED bulbs to conserve maximum energy. The Institution is committed to its identity as a *Plastic Free Zone*. Tree plantation activities are undertaken regularly, contributing to the clean and picturesque campus. The Canteen utilizes paper glasses and reusable plates. Staff and students are instructed on minimal paper use. Large scale documentation of academic and administrative particulars are carried out and stored digitally. Entry for automobiles is restricted inside the college premises and there are designated parking spaces on campus.

#### **5. Evidence of Success**

The Institution is a proud recipient of the District Green Champion Certificate – Bengaluru Rural District for the year 2020 – 2021. The award is testimony to the Institution having successfully set up the Swachhta Action Plan Committee, adopted and implemented best practices in the areas of sanitation, hygiene, waste management, water management, energy management and greenery management. The Institution has been chosen for the Swacchta and Jal Shakti scheme implemented at higher educational institutions and was lauded by Mahatma Gandhi National Council for Rural Education (MGNCRE), Ministry of Education, and Government of India for its Swachhta activities.

#### **6. Problems Encountered and Resources Required**

The large scale flora deposit may be constructively utilized as organic manure and soil compost. Funds and permissions of authorities concerned are necessary to raise a conducive infrastructure for waste disposal. This would facilitate effective long – term solutions within and outside the campus.

##### **1. Title of the Practice: E-GOVERNANCE and ICT PRACTICES**

##### **2. The Objectives**

- To prepare the learners for the society of tomorrow by making them adaptable users of ICT
- To promote technology-based education among the students
- To enhance e-governance practices on the campus.
- To be part of the national mission 'Digital India'

##### **3. The Context –**

Information technology is the driving force in the present and the future. In order to set up e-governance

processes and maximize paperless work practices in administrative, academic, library, financial, and student support elements, the Institution started using the Enterprise Resource Planning (ERP) system in 2016. The traditional teaching approach has been actively merged with ICT activities in teaching and learning pedagogy. All administrative and instructional procedures had been meticulously routed through the ERP system during the COVID-19 epidemic. The Institution uses the indigenously created ALive platform for the delivery of online courses.

#### **4. The Practice –**

The Accounts and Administration Departments were the first to use the ERP system. Each individual's login provides access to professional details of the faculty through the admin login. The ERP system gradually expanded into the academic areas by 2018–2019. Currently, ERP facilitates faculty subject allocation, time table preparation, and internal examination administration. Students can view information about fee details, scheduled classes, internal exams, and proctor-proctee assignments. In 2019, Acharya Institutes, rolled out its indigenous platform to facilitate online learning – “Acharya ALive” during COVID-19. The service is utilized by all the Institutions of Acharya Institutes including Acharya Institute of Graduate Studies. The platform is designed to facilitate optimal e – learning for students across various disciplines. The ERP also details information on the availability of centralized facilities towards conduct of the events, curricular and extra-curricular activities, which facilitates their convenient advance booking

The Institution's Central Library is a testament to the Institution's enthusiastic acceptance of ICT methods. Faculty and students have access to a variety of online reading materials from a wide range of subjects through the institutional repository. The entire library has been digitalized, and books are checked out and returned using barcode scanners.

ICT enabled classrooms are actively used by the faculty to better the teaching-learning process. These include using PowerPoint presentations, giving homework projects that require the use of web sources, and showing relevant films. These methods promote student interest and accommodate varied learning methodologies.

#### **5. Evidence of Success**

The introduction of the ERP system has automated organizational practices significantly, resulting in optimal use of human resources, enhanced efficiency and a shift to paperless systems in keeping with the “Go Green” ethos of the Institution. The usage of ICT practices in teaching including usage of the “Acharya Alive” platform has facilitated good learning outcomes as is evident from student feedback, academic performance and class involvement.

#### **6. Problems Encountered and Resources Required**

Despite all of its advantages, technology adoption has drawbacks too. A free-flowing experience can be hampered by internet connectivity issues and power interruptions. To properly address this issue, practical solutions must be sought out and be put into practice.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

#### Response:

Unnat Bharat Abhiyan is a flagship program sponsored by Ministry of Human Resource Development with association of UGC and Higher Education Institutes. It is inspired by the vision of transformational change in rural development processes by leveraging knowledge Institutions to help build the architecture of an Inclusive India.

Acharya Institute of Graduate Studies has been selected as one of the participating institutions under this project since June 2018. Under this scheme, the Institution has adopted five neighboring villages; Alur, Chikkabanavara, Guddadahalli, Kasgattapura, Sasvegatta and has been focusing on empowering the rural communities in these villages.

#### Objectives as a Participatory Institution under UBA:

- To bring transformation changes in Health, Education, Incomes, Basic amenities as well as Employment opportunities in adopted villages
- To actively engage and involve Institution faculty and students in understanding rural reality
- To inspire the rural communities to mobilize resources for sustainable development of each member and create such ecosystem for positive behavioural transformation.
- To empower marginalized and vulnerable groups in the villages particularly the elderly, the women, the youth and the children of the community.
- To generate awareness on gender issues and social issues like literacy, health & hygiene, sanitation, drinking water, livelihood options etc.

2018 – 2019 was a watershed year during which Acharya Institute of Graduate Studies initialized work under the UBA program. During this year, village surveys and household surveys were carried out with help from faculty and students. Gram sabha meetings were actively attended in order to understand the concerns of the community at large. Social development programmes were carried out in schools to build awareness in children with respect to the need for appropriate garbage disposal and tree plantation. Training programs were carried out for SHG members to facilitate adequate decision making at household as well as community levels. An 8 day rural camp was conducted at Kasagattapura village with the coordination of gram panchayath & village members, NCC committee, students & Faculty of AIGS. This program was organized for the purpose of village development works like, Garbage disposal, sanitation, drainage cleaning, prohibition of plastics use, proper utilization of resources, water management, organic farming, awareness programme on child education, to provide health camp for poor village members and training programme for SHGs and newly elected gram panchayath members. Alongside other development

activities, a focused group discussion was carried out in Chikkabanavara village, in order to understand and address the severe water shortage problem. Legal awareness and skills building programs were carried out in all the villages during this year.

During the year 2019 – 2020, The advent of the Covid – 19 pandemic interfered with the execution of a number of plans that had been chalked out. The focus in all the villages during this year was on profile work, household surveys, preparing village development plans based on the felt needs of the community, attending Grama sabha meetings and providing training to members, awareness and developmental activities.

During the year 2020 – 2021, despite lockdown due to the pandemic, a good number of programs were conducted. Activities in Alur, Alur Palya, Hesaraghatta, Kasghattapura, and Sasiveghatta focused on awareness programs related to prevention of Covid – 19, ASHA workers Corona warrior training, waste management, voter awareness, initiation of water harvesting programs, skill building for increased employment opportunities, imparting life skills to children, SHGs women training, linking to fair price shops to get food grains, local self – governance training, helping covid - affected families get free treatment in government hospitals.

A pathbreaking, innovative program that was carried out was the Makkala Grama Sabha program in 2 villages. This program focused on how children can be trained towards active participation in a democracy, and how this can be sustained. The concept of Makkala Grama Sabha was presented to children as a forum in which children could take up issues of village infrastructure which concerned them as well as the village community to be addressed through the Gram Panchayats.

During the academic year 2021 – 2022, a significant number of programs were carried out despite the Covid – 19 pandemic. Academic and life skills training for government school students, waste management awareness programs, skill building towards enhancement of livelihood opportunities, water harvesting programs, vaccination camps, capacity building of SHG women trainees, legal awareness training for elected women members of panchayats, plastic free campaigns, nutrition focused programs for pregnant women and mothers, opening of UBA skills centre were the major programs carried out during this year in the villages of Alur, Chikkabanavara, Hesaraghatta, Kasghattapura and Sasiveghatta.

The outcome of the tailoring skills training programs in Alur and Hurulichikkanahalli in particular has been phenomenal and is visible.

The tailoring skills training center at Alur was the first center under UBA facilitated by Acharya Institute of Graduate Studies. Almost 300 women have obtained gainful employment as garment factory workers after being trained under the UBA initiatives. A good number of women are also self employed after the training. The most notable success is that the training center at Alur has now become self – sustainable. The villagers with the support of AIGS identified a corporate organization – ‘Weir minerals India’ and approached them for funding. After multiple discussions facilitated by AIGS, the training center is now being funded by the organization as part of their CSR initiative and the organization proposes to continue this.

Similarly, in Hurulichikkanahalli, tailoring skills training has been successfully completed for 3 batches. 3 boutique centers have been established by women who were trained in tailoring. Again, AIGS has played the role of a facilitator here. The institute provided the essential support in the early stages, after which we facilitated tie – up of the training center with an NGO -Manav Charities. The NGO is now providing



financial support to the skills training center.

Additionally, tailoring skill centers at Hesaraghatta and Sasiveghatta are in the process of being set up and AIGS is also facilitating collaborations with private organization which can provide lucrative prospects to the trained workers.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

#### **AFFILIATION & ADMINISTRATION**

The Institution established in 2005 is affiliated to Bengaluru City University and follows the policies and directives on curriculum in adherence to the norms of the University. The Governing Council constituted by 11 members is the administrative body of the Institution which looks into the formulation and execution of policies and standards.

The adequate infrastructural requirements and availability of learning resources are taken care of by the Management. Certain Institutional needs are met by the Centralized Support Committees such as Human Resource, Finance & Accounts, Admissions, Corporate Public Relation Department (CPRD), Purchase & Maintenance, Housekeeping, Hostels, Placements Cell, Systems Department, Transport and Acharya Clinic. The in-house committees are formed for the smooth functioning of academic and administrative works such as Examination, Library, Attendance Monitoring, Syllabus Monitoring, Sports & Cultural activities, Proctor system, Anti-ragging & Disciplinary activities.

IQAC, R & D, Student & Staff Grievance, Student Welfare, Women Cell, POSH Cell, Counseling Cell, NSS, NCC etc. are the other cells formed which functions to deal with pertaining issues.

### **Concluding Remarks :**

Acharya Institute of Graduate Studies (AIGS) has scaled a rapid growth in terms of quality and quantity since its inception with support of a strong management and governance. The state-of-art infrastructure, amenities and other support services provided in the campus has fostered the student growth as well as the learning process. The Institution with its defined vision leading to the objectives has played an important role in the holistic growth of students. The research initiatives, industry-academia interface, extension and outreach programmes by the Institution have promoted research culture and establishment of good rapport with the community and industries. In pursuit of excellence, AIGS looks forward to achieve more heights in the times ahead.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Add on /Certificate/Value added programs offered during the last five years</b></p> <p>Answer before DVV Verification : 38 Answer After DVV Verification :38</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years</b></p> <p>1.2.2.1. <b>Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1835</td> <td>2015</td> <td>1855</td> <td>1811</td> <td>579</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1835</td> <td>2015</td> <td>1855</td> <td>1811</td> <td>579</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1835	2015	1855	1811	579	2021-22	2020-21	2019-20	2018-19	2017-18	1835	2015	1855	1811	579
2021-22	2020-21	2019-20	2018-19	2017-18																	
1835	2015	1855	1811	579																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1835	2015	1855	1811	579																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 1277 Answer after DVV Verification: 1113</p>																				
1.4.1	<p><b>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)</b></p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of students admitted year wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1968</td> <td>1680</td> <td>1700</td> <td>1600</td> <td>1600</td> </tr> </tbody> </table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1968</td> <td>1680</td> <td>1700</td> <td>1600</td> <td>1600</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1968	1680	1700	1600	1600	2021-22	2020-21	2019-20	2018-19	2017-18	1968	1680	1700	1600	1600
2021-22	2020-21	2019-20	2018-19	2017-18																	
1968	1680	1700	1600	1600																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1968	1680	1700	1600	1600																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1968	1680	1700	1600	1600

2.1.2 **Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1290	853	948	1096	945

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
281	229	275	267	221

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1968	1680	1700	1600	1600

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
984	840	850	800	800

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

2.4.1.1. **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
158	113	134	130	113

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
158	113	134	130	113

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69	57	68	60	47

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
69	57	65	59	46

**2.6.2 Pass percentage of Students during last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
579	571	660	625	576

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
579	571	660	625	576

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	2	2	12	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	3	4	11	9

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	12	12	16	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	12	12	16	22

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	13	10	6	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	11	10	6	4

3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

13	9	14	8	6
----	---	----	---	---

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	9	14	8	6

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

Answer before DVV Verification : 57

Answer After DVV Verification :26

4.1.2 **Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**

4.1.2.1. **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.25815	2.34609	40.60481	24.10638	759.6915 6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.2	2.3	40.6	24.1	759.6

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

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

Answer before DVV Verification : 614

Answer after DVV Verification: 614

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
180.8557 3	52.23173	84.66971	65.92414	222.5238 5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
180.8	52.2	84.6	65.9	222.5

**5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1577	1100	951	1024	777

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1577	1100	951	1024	777

**5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2318	1401	1519	1392	988

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2318	1401	1519	1392	988

**5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances**



**including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Data updated as per supporting documents.

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

*5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	8	3	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	8	3	2	1

*5.2.2.2. Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years*

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

*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:

2021-22	2020-21	2019-20	2018-19	2017-18
11	6	12	25	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	5	5	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
63	9	33	47	38

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
63	9	33	47	38

6.2.2 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
92	87	42	64	82

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
92	87	42	64	82

6.3.3 **Percentage of teaching and non-teaching staff participating in Faculty development**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
158	113	134	140	122

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
158	98	50	48	44

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	20	21	28	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	20	18	12	14

6.5.2

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

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2. Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3. Participation in NIRF**
- 4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Data updated as per supporting documents.

7.1.2

**The Institution has facilities and initiatives for**

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

Answer before DVV Verification : A. 4 or All of the above  
 Answer After DVV Verification: B. 3 of the above  
 Remark : Data updated as per supporting document.

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

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

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: A. All of the above

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2889</td> <td>2519</td> <td>2583</td> <td>2499</td> <td>2345</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2887</td> <td>2515</td> <td>2579</td> <td>2497</td> <td>2332</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	2889	2519	2583	2499	2345	2021-22	2020-21	2019-20	2018-19	2017-18	2887	2515	2579	2497	2332
2021-22	2020-21	2019-20	2018-19	2017-18																	
2889	2519	2583	2499	2345																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2887	2515	2579	2497	2332																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 116            Answer after DVV Verification : 276</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>158</td> <td>113</td> <td>134</td> <td>130</td> <td>113</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>158</td> <td>113</td> <td>134</td> <td>130</td> <td>113</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	158	113	134	130	113	2021-22	2020-21	2019-20	2018-19	2017-18	158	113	134	130	113
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158	113	134	130	113																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
158	113	134	130	113																	
3.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

2021-22	2020-21	2019-20	2018-19	2017-18
181.11388	54.57782	125.27452	90.03052	982.21541

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
181	54	125	90	982